



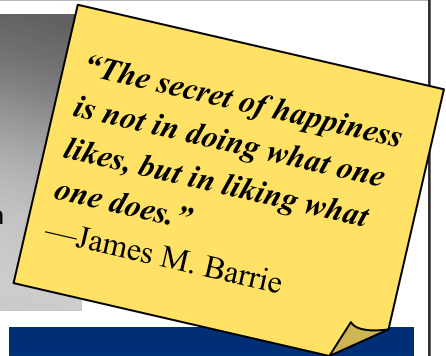
The Comet

The Newsletter of K. International School Tokyo

Volume 20 | Issue 4 | June 2017

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From the Head of School



20 YEARS STRONG!

KIST's 20th year of operation was a hugely eventful one with our school completing our five-year IB evaluation visit and attaining another milestone in KIST history by becoming fully accredited by the Council of International Schools (CIS). Both of these accomplishments were a result of collaborative efforts by our entire community and supported further growth of our school. Thank you again to those who contributed in preparation for, and during, the visit and a big pat on the back for all in completing these significant tasks.

As I write this article, our Class of 2017 is just finishing up their DP exams and it is wonderful to see the Grade 12s on campus looking much more relaxed with their DP experience now behind them. We started this year announcing that our Class of 2016 had broken a KIST record, set the previous year by the Class of 2015, by attaining a 37 point DP average. If the university acceptances for our current G12s are indicative of their final DP results, this year should be another strong year as well. From the acceptance information received so far this year, all but two of our G12s who applied to the UK received offers from each university that they applied to, our US applicants received a total of 17 scholarships, and a total of 26 scholarships offers were made overall. For the second year in a row, a KIST student received a full scholarship (expenses, tuition, housing) to the University of New York in Abu Dhabi. We look forward to the arrival of DP results in July (and to perhaps another KIST record?). Congratulations to all of our graduates as they complete their time at KIST and commence the next phase of their education. Your school community is immensely proud of you! We wish you all the best and look forward to hearing about your post-KIST experiences.

This year too, KIST students continue to excel in many areas. We do our best to include news about as many events as possible in each issue of *The Comet* and I hope that you enjoy the news shared in this issue as well. Since the last issue of *The Comet*, our KIST team performed exceptionally well in the University of Waterloo sponsored mathematics competition (8 of 9 students were in the top 25% of global results) and we had 23 students attend the World Scholar's Cup and come back with over 90 awards. We also participated in some technology related competitions for the first time this year: our robotics club students won awards in the Lego Sumo Competition and our programming club finished 1st place in a gaming competition with their video game controlled by bananas! I hope that this issue of *The Comet* allows you to reflect on the great things happening at KIST and to celebrate another fantastic year for our school.

Continued on next page

DATES TO REMEMBER



June 2017

- 12-13 (G9) Career experience with KIST program
- 14 (S) Secondary awards assembly
- 14 (G10) Promotion ceremony
- 14 (K1-G11) Semester 2 reports issued
- 14 (W) Last day of school for students (Half day for students)
- 14 (K1-G2) After care not available on this day
- 15-30 Office open
- 19-30 Summer program session 1

July 2017

- 1-30 School closed
- 31-Aug 11 Summer program session 2

August 2017

- 17 (K1/K2/K3) Parent welcome night
- 21 First day of school for all students
- 22 (G1-G10) Mathematics diagnostic testing
- 23 (G1-G5) Parent welcome night
- 24-25 (G2-G5) English diagnostic testing
- 25 (G6-G12) Parent welcome night
- 25 (G12) University information night
- 28 (K2-G3) After care begins

KIST Learning for Life KIST Learning for Life KIST Learning for Life



PYP | MYP | DP

Continued from previous page

On the academic front, our students continue to perform well across the school, with more students at or above expectations for Mathematics and English. Each year our Grade 10s sit the PSAT exam and our students' results were exceptionally strong once again. Building on the PSAT success from last year, about 80% of this year's Grade 10s attained above the 70th percentile for Mathematics, with 54% of them attaining above the 90th percentile (vs. 52% last year). For overall PSAT scores, 38% of our G10 students attained above the 90th percentile this year (vs. 33% last year). To learn more, please do visit our homepage for more standardized assessment data ([Learning > Academic performance](#)).

None of our KIST accomplishments would have been possible without the hard work and support of our students, parents and KIST staff. On behalf of the

school, a very big THANK YOU to all of our community members for all that you have done to support KIST in 2016-17. And another very special thank you to our Community Association for the leadership they provide in getting all of us involved with school happenings. We are fortunate to have such strong community support in all areas of our school as we work together to make our global community a better place through education.

Have a wonderful, and safe, holiday everyone! I look forward to welcoming you back on August 21.

Jeffrey Jones
Head of School



Congratulations to the Class of 2017!

KIST is proud each year to graduate another group of hard-working students and see them off to universities around the world, confident that their IB experiences have prepared them well to not only perform at leading universities around the world, but also to make a positive difference in making our world a better place for all.

Congratulations KIST graduates of 2017! We hope that you cherish your memories of KIST and move forward with confidence and pride knowing that you have the committed KIST community here waiting to celebrate your future successes, and support you with your challenges, as you continue 'learning for life' on the next phase of your educational journey.



New Faces

Since the last issue of *The Comet*, we have welcomed three new staff members to the Secondary School—**Erika Karasuyama** as an assistant for the science laboratories as well as the LMC; **Kei Komaki** who is currently performing relief and other general duties and will join the mathematics department from August; and **Douglas McGillivray** who is a new ELS instructor.



Erika Karasuyama
Laboratory and
Library Assistant



Kei Komaki
MYP/DP
Mathematics



Douglas McGillivray
ELS Instructor
(Secondary)

On behalf of the school community, we wish you all the best in your new roles and hope that you enjoy your time with us.



From the Board President

With the successful completion of our annual end-of-year events – Family Day, the Grade 12 graduation ceremony and the school concert, we are almost at the end of another school year.

I founded KIST with my wife back in 1997 using our personal funds to create the school of our dreams where children are provided with the opportunity to receive quality education regardless of their financial and social backgrounds, and for them to develop as competent individuals who contribute to the society. Time flies, and we are celebrating our 20th anniversary this year.

Reflecting on the past 20 years of KIST, the journey to achieving our mission and vision has not always been easy. There were times when we had to take the long way around and faced various obstacles. However, as we worked towards our goal, I feel that these experiences were beneficial in helping to build a stronger and better school.

In August 2014, Mr Jones was appointed as the Head of School, and together with the Elementary School Principal, Mr Yoshihara, the Elementary School Vice Principal, Mr Bradley, the Secondary School Principal, Mr Cowe, the Director of Operations Director, Mrs Naito and the Director of Admissions and Personnel, Mr Larsen, the members of our Management Team have shown strong leadership in guiding the school to achieving its mission and vision in a short period of time. This has been possible through the warm and dedicated contribution of our staff members and the support of our very cooperative parent community who share the same mission. I would like to express my sincere appreciation to all for your continued contribution and support.

With the support of our dedicated community of staff and parents, as well as many others, KIST has developed into one of the leading international schools in Japan. To express our appreciation to the community, we are planning to hold a special KIST anniversary event to celebrate our achievements over the last 20 years.

As part of the celebration, our annual school festival, KISTival, will be cancelled, and in its place, we will hold a special event for parents and the KIST community that will be known as the "K.20 Celebration".

This event will mainly be run by school staff and current students and we will invite former KIST students and their family members, as well as those who have supported the school to join us in celebrating 20 years of KIST. We hope this event will be an enjoyable celebration for all members of the school community.

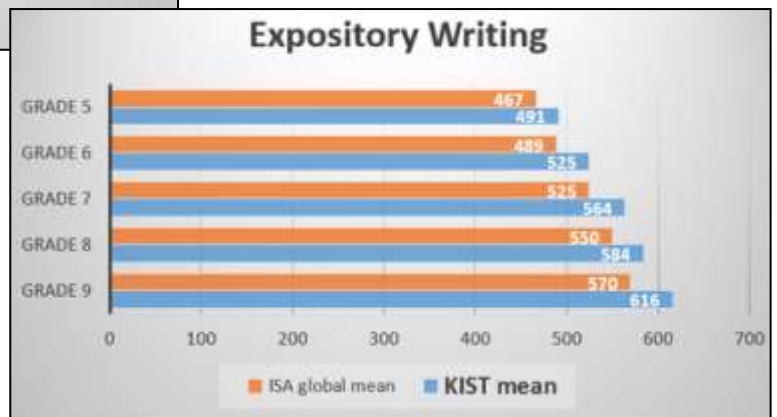
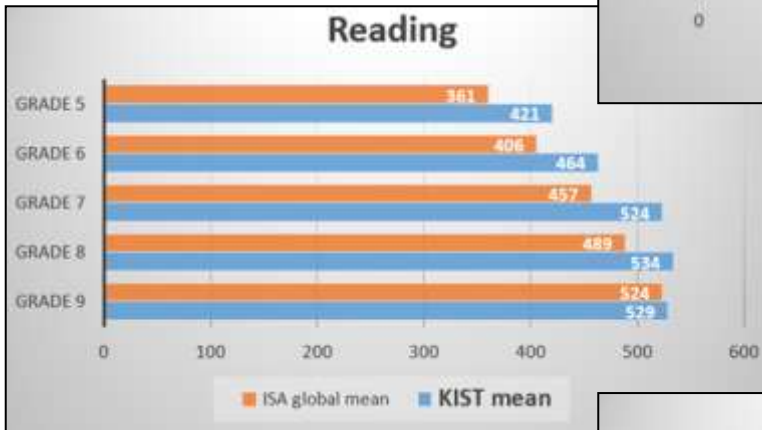
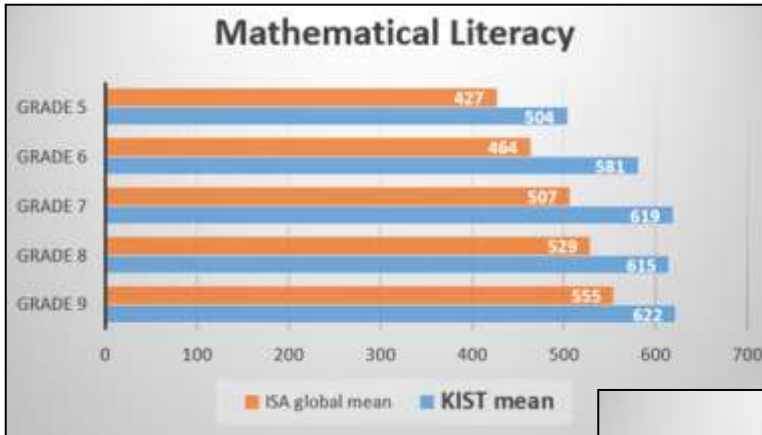
Yoshishige Komaki
Board President



ISA Results

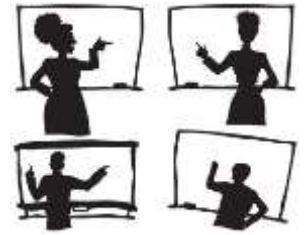


ISA (International School Assessment) test results are in and have been sent out to families. Below are the results for KIST for 2016-17 compared against the ISA global mean on each component of the test. Once again, KIST students did exceptionally well, with scores (blue) above the global mean (orange) on all components for all grades. The results can also be viewed on the KIST website by clicking [HERE](#) (Learning > Academic Performance > ISA).



WELL DONE KIST!

Teacher Appraisal and Support System



TASS: Supporting great teachers to become EVEN BETTER!

KIST believes it imperative that we hold an incremental approach to intelligence. We believe that through a continuous cyclical process of increased awareness and understanding, reflection and action, anyone is able to improve. This mindset is not just applicable to students, but to staff as well. KIST employs teachers who are never satisfied with the present and always reflecting about how to improve not only student learning, but also their professional practice.

To measure teacher effectiveness, all KIST teachers participate in our **Teacher Appraisal and Support System (TASS)**, an annual appraisal system designed to measure teacher effectiveness on six performance standards: **professionalism, learning environment, instructional planning, instructional delivery, assessment of/for learning, and impact on learning.**

TASS is a holistic process that involves teachers, students and administration in appraising teacher practice. It is teacher centered and designed to empower teachers in objectively analyzing their effectiveness and planning for further improvement.

Each year, KIST teachers analyze data from school administered student surveys, observe other teachers to reflect on observed practice, keep a record of professional development, receive documented observational feedback from administration and other members of our instructional leadership team, and implement an action research cycle. Teachers build a Professional Portfolio that records their TASS experience and submit it with a self-appraisal against the six TASS performance standards which is verified, using the contents of the portfolio, by the respective Area Principal and the Head of School.

KIST believes that these continuous efforts further improve the support we provide to even better support learning in our classrooms. KIST hires great teachers who continuously work hard to get even better.

Career Experience with KIST



Expanding minds, building dreams

Building on the successful launch of our Career Experience with KIST program last year, over forty Grade 9 students spent two days in June on career placements at a variety of companies around the Tokyo area. Aligned with their personal interests, students had opportunities to learn first-hand about careers in fields such as medicine, finance, IT, manufacturing, logistics, education, sales, television, public service and other areas.

With Japanese language proficiency and strong understanding of Japanese culture, KIST graduates offer globally minded companies in Japan an attractive option to hiring foreign staff from overseas. KIST believes that through developing long-term relationships with Japanese and Japan based multinational companies, we can be of support in fostering connections to employees that support companies in managing their globalization challenges.

We are always looking to expand placement offerings for upcoming years. If you know of a company that might be interested in supporting the Career Experience with KIST program, please contact Yukinori Honda, our Development Manager, in the main office at yukinori.honda@kist.ed.jp.

Thank you to all who work so hard to support this project each year!



Elementary School News

Keeping learning alive!

The 2016-2017 school year is quickly coming to a close and as I reflect on this memorable year, my thoughts quickly return to planning for the upcoming school year! As parents we have seen our children grow both socially and academically over this year; however, we still need to ensure our children retain what they have learned over the summer and are prepared for the next school year.



As Barbara Rowley from parenting.com wrote, many of us dream all winter of lazy summer days in the backyard and homework and project-free evenings! I think many of us want to spend the summer enjoying the freedom with our children. According to oxfordlearning.com, "Between the end of one school year and the start of the next every student risks summer learning loss".

Never fear, there are many tips which can be useful for parents to keep the learning alive over the summer. Barbara Rowley recommends preparing for the next school year by familiarizing yourself and your child with the curriculum. Our [Program of Inquiry](#) is available on the KIST website for you to preview. Seeking out activities which will reinforce upcoming learning can be a fun and educational way to spend the summer holiday.

Angela Mulholland from CTV News explains that reviewing math concepts while thinking beyond textbooks can make this more enjoyable. She recommends watching math videos, getting interested in math yourself, and trying some online math games. For more information and links to sites the authors recommend, please see the links below.

As this school year wraps up, I would like to thank everyone in our school community for your support. Working together we will see our children grow socially and progress academically. I wish you all a wonderful and learning-filled summer holiday!

Kevin Yoshihara
Elementary School Principal

References:

- Mulholland, A. (2016, July 14). Parenting lessons: How to keep kids math-savvy all summer. Retrieved May 07, 2017, from <http://www.ctvnews.ca/5things/parenting-lessons-how-to-keep-kids-math-savvy-all-summer-1.2986368>
- Rowley, B. (n.d.). Stop summer learning loss. Retrieved May 07, 2017, from <http://www.parenting.com/article/stop-summer-learning-loss>
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PYP News

Summer: Learning for fun!

The summer months are upon us and that is no excuse for easing off our goals of learning. The lessons that life teaches us are numerous and varied in their appeal. Summer time is the perfect opportunity for families to easily provide valuable lessons that would be more difficult to produce in the classroom. These can include the excursions that families take as a regular part of their summer vacations. With a little effort, moms and dads can do research that will provide an extra dimension to the quality of their trip. Things like history, geography, famous landmarks, as well as folklore and infamous characters can give your family trip that extra "snap" that makes the holiday more rewarding and memorable.

Other focuses that every child can benefit from include social skills and moral responsibility. Throughout the school year, we cover these items in our classrooms during the Community Circle time, where students interact and consider events and situations that take place in the school from day to day. Learning to be socially responsible begins at home. These lessons become that much more effective with family members as role models for each other. It will take a bit of effort, but by asking your child about their individual challenges throughout the past year, parents can give advice and discuss solutions that can soothe students' fears and anxieties. Outcomes from these sessions could include a more confident and balanced approach to one's learning and relationships at school.

Lastly, movement is important. Even though the summers in Japan are hot, you can still find ways to get out and exercise your bodies and minds. Of course, swimming comes to mind immediately. Swimming is a great way to beat the heat while using your muscles and burning energy. Stretching, yoga, relaxing walks in the early evening can help you beat the boredom and the heat while staying in shape.

Don't forget, summer is just another way that we can explore ourselves and the world around us. Stay in top shape, mentally and physically this summer. Heat up the learning and "Enjoy the summer"!

Clay M. Bradley
PYP Coordinator / Elementary School Vice Principal



"Making Smart Choices" Assembly

To make wise, kind, safe and helpful choices, we should evaluate our decisions and predict the consequences before we act. If your child is young, you might be making some decisions for him/her as it can be difficult for children to predict these things themselves. However, as children get older, they will have to start making decisions by themselves. It is a fundamental life skill that children need to build on, and it is important for us to ensure that our students make steady progress in this area throughout their education.

On Tuesday, April 4, Grade 3 and K2A held an assembly called "Making Smart Choices". During the assembly, the G3s who volunteered explained about decisions and consequences, then all of K2A told four different stories they made with Ms Cat, which are related to our ordinary life, in order to make us realise that we are able to have either good or bad outcomes depending on what we choose to do. Then volunteers from G3 acted out two skits called "I found a phone in the street" and "I need to go to the toilet (during class)". Both of the story ideas came from the G3s during their community circle lessons, which Mr Sullivan and I then turned into skits. In these, the main characters used the IB learner profile attributes in order to choose the best possible decisions. All the G3s then sang a rap song called "The IB Learner Profile Song" in order to remember all the attributes so they can easily recall them when making decisions. Live music was played by Mr Collins and Mr Wilson. Students enjoy seeing their teachers' hidden talents, so Mr Green and Ms Watanabe joined in with the rap in order to maximise the audience's attention.

Here is the QR code link to the assembly song. Enjoy!

Kana Furnival
Elementary School Student Care
Coordinator



K1 and K2 News

This is the last issue of *The Comet* for this school year! The time is flying by so quickly, and I'm pretty sure all the teaching staff are saying the same thing in the classroom to their children: "Are you ready for the next grade?"

This year, for the first time in quite a while, KIST has had two classes each in K1 and K2. In those 4 classes, we have a total of 7 instructional staff members. The adult-child ratio is quite high, which supports our young learners' in learning a lot at school. I hope you were able to see and enjoy watching your child's learning journey throughout the year.

The one nice and obvious event to show the children's developmental progress through their age-group was the Kindergarten Spring Concert that was held on March 17. When we placed all the pieces together on the stage from P2 (preschool 2) to K3, it was amazing to see how much the children are capable of accomplishing according to their age. With Ms Karen – the K1-K2 music teacher – the children worked hard and all the staff in the early childhood department supported her along with Mr Rob – the K3 music teacher – to make the concert a huge success. Young children enjoy learning when they have developmentally appropriate goals to tackle with support.

Please review what your child has learned in class this year over the summer, especially letters and sounds and math skills, so that when they come back to school, they are fully ready to start their new grade!!

Oh, and please don't forget to have an enjoyable time that only you can have with your child, too. Children learn through fun and meaningful activities.

Lastly, thank you very much for your continued support towards your child's learning.

Eri Ozawa

Early Childhood Coordinator (K1, K2) / K1B Teacher



K1 Home Visits



K1 parents open up their homes

For our last unit, 'Where we are in place and time', focusing on homes, K1 parents opened up their homes for our excursions. We visited four homes overall: K1A visited Lia and Kodai's homes, and K1B visited Kaiji and Koa's homes. K1 parents were very supportive as they always volunteered to help out even though they were busy with their jobs. On behalf of the K1 teachers and students, a huge **thank you** to our K1 parents for their never-ending involvement which is aligned to the PYP curriculum. The K1's success stems from parental support as the IB PYP specifically expresses that the whole school community should be engaged in the learning at both school and at home.

To further enhance our learning during these excursions, the K1 classes answered questionnaires related to the homes we visited. Some questions were:

- How many doors can you see?
- How many beds are there?
- How many people live in this home?
- What are the things you can see in this home?
- Who are the people who live in this home?
Draw a picture.



The students were able to see the difference between the homes we visited. They commented that some homes have elevators and some don't, some homes have staircases and some homes are tall whereas some are short.

Students were able to experience different homes first hand and because of this experience they could easily grasp the understanding of different parts within a home as well different homes as a whole.

It has been a fun and enjoyable year for the K1A and K1B classes!

Once again a huge thank you to all K1 parents for their involvement in making these excursions a success!

Claire Yoneyama
K1A Teacher



Early Literacy Goals in K2A

I recently read a very interesting article about early literacy, published in 'Developmental Psychology' which showed the results of a study which concluded that the most valuable early literacy skill to encourage in kindergarten is not alphabetic knowledge or memorization of sight words, but a child's ability to use invented spelling as he/she writes.

Invented spelling is a child's beginning attempts to spell words, based on their own phonetic knowledge. As this grows, the invented spellings become more and more similar to actual words spellings. This process enables the child to reflect on how to spell words and internalize letter-sound associations, also allowing them to practice making decisions, rather than passively memorizing.

After reading this article, and after completing a full cycle of Jolly Phonics, I implemented a project in my class which would encourage students to start constructing sentences using phonetic knowledge, and knowledge of common sight words learned so far. As part of our Unit of Inquiry, 'Sharing the Planet', K2A have been learning about living things and researching about different animals and what they need to survive and thrive. After researching about various real animals, a small group of students volunteered a desire to make their own animals, and the whole class decided to make their own animals from separate parts. From their research into the different habitats and diets of animals, they also had to decide where their animal could be found, and what it eats.

After using creativity to produce the artwork, the class started working on their first pieces of writing. Each child wrote down the name of their creature, where it lives and what it eats. They received encouragement but no spelling correction and had to sound out each word in each sentence. Although many words were difficult to interpret, when each student read their work back to me, I could see that they could read what they had written, and that these words were how they sounded in each child's head. I was amazed at what they had accomplished, and the students were also very proud of their efforts, some going on to complete two or three animals.

To conclude, this helped cement my feelings that although writing correction is important, giving a young child time to deepen understanding of phonetic language, combined with praise and encouragement when they do write, should set them up for reading and writing with confidence.

Catherine Wells
K2A Teacher

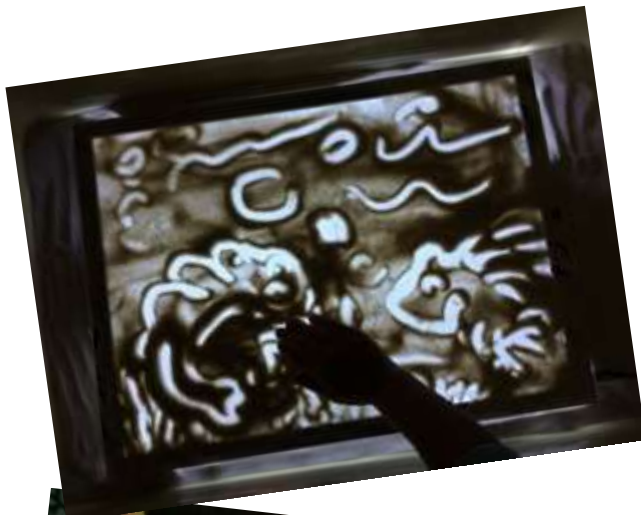


Sand Art Stories in K2B

For the third unit of inquiry of the year, "How we express ourselves," the K2 students inquired into the magical world of storytelling. We watched various videos, went on an excursion to the Ghibli museum, and each class explored different forms of storytelling. In K2B, the students explored sand animations. There are famous sand animation artists in the world and it was extremely fascinating to see how they told stories through sand. A picture gracefully made of sand would evolve and change, step by step, into another phase of the story. We decided how fun it would be if we could all tell our own stories through sand art as well.

Ms Aya prepared some fine Amazon sand and an electronic light board. Children planned a story at home, taking into consideration the characters and the setting of their individual stories. Some children had step by step plans for themselves to follow when it was their turn to try. Some children knew without referring to their plans what they wanted to express on the light board. Everyone had a chance to express themselves through sand art! What an amazing form of storytelling.

Aya Kurosaki
K2B Teacher



Canning Experience in K3

Tools can make our work easier

In our 'How the world works' unit of inquiry, we discovered the impact of scientific and technological advances on society and on the environment. K3 students explored different kinds of tools that exist in the world and learned about how they can make our work easier.

Central idea

Tools can make our work easier

Lines of inquiry

- There are different types of tools (form)
- Tools help people in different ways (function)
 - Tools continue to change (change)

Students participated in a workshop hosted by the **Maruha Nichiro Food Processing Company** to learn about how we can preserve food by using special tools. English-speaking representatives from Maruha Nichiro came to KIST and taught students about the history of canned food and how they preserve food safely, and without lots of extra chemicals, by preserving them in cans.

After the presentation, students were able to create their own original cans with cute labels. They put some small special items of their own (toy/photo/etc.) in cans, and a questionnaire filled out with their hopes and dreams for the future. K3 parents came in to help us to work the canning machine, and the students were able to see how to seal a can. Students took home their time capsules with a plan to open them in 5 to 10 years.

We were very lucky to have representatives from Maruha Nichiro visit us at KIST. The students had a great time!

Anna Holdaway
K3B Teacher



Elementary ELS

Summer reading fights the summer slide

"Summer slide" – where some of the progress students made during the school year slips away during their extended break from school – may be something that you are worrying about as we head toward the summer vacation, but reading for pleasure over the holidays is one key way to help prevent your child from slipping backwards in their language learning. To keep the "pleasure" in "reading for pleasure", it's crucial that your child leads the way by choosing what they read for themselves, and it doesn't have to be books. Comics, magazines, kids' newspapers and websites all count.



What's more, most of the students at our school have two or more choices of which language to read in, and reading in any of your child's languages will help them avoid the "summer slide". As mentioned in the ELS article in the previous issue of *The Comet*, when your child reads in their home language, this is a key support for their English learning, too. If you'd like to know more, the article at this link explains the research behind why we push so much for home language reading:

- <http://www.colorincolorado.org/article/why-reading-your-kids-your-home-language-will-help-them-become-better-readers>

While your child should choose the reading material, a parent's role is in helping to deepen the experience he or she gets from it by talking about it together. Remember, discussing in your home language is great! Whichever language your child is currently reading in, discussing it with them in your home language will boost their literacy skills and so support their English literacy and vocabulary learning, too. For more tips on reading with your child, see the following sites:

- <http://www.readingrockets.org/article/reading-tips-parents-11-languages>
- <http://www.colorincolorado.org/article/parent-tips-summer-reading>

Maybe, like these dazzling G4 students, your child already knows one of the things they would like to read this summer...

Rachel Parkinson

Elementary ELS Coordinator / G5 ELS Instructor



Sam (G4B), Prakariti (G4B), Dhivya (G4B), Donna (G4B), Nao (G4A), Haruka (G4A), Brian (G4B) and Andrew (G4A) with some of the books they are reading right now, tell us what else they are planning on reading this summer and why we should start making our summer reading plans, too.

LEAP News



Hello, KIST Family!

The 2016-17 year has been a great one for LEAP, from making board games, to putting on plays, to using technology to enhance learning, and so much more! It's a wonderful way to enhance everyone's love of learning.

This year, we began a new way of getting information back to parents with newsletters. The LEAP instructors did an amazing job of reporting what the students had been doing while in their lessons, and even provided resources for parents to further support their children at home and over the break.

I am very proud of all of these children and teachers for all of their hard work this year. Congratulations to all of you!

Next year, we will start something else new: the LEAP Wall! In the elementary foyer, we will start displaying LEAP work on the wall beside the wall calendar. Please keep an eye out for this during the 2017-18 school year! We are all very excited to see what amazing projects and work the students will be displaying!

Thank you all for such a wonderful year of LEAP! It's been a blast!

Looking forward to next year!

Amber Guarente
LEAP Coordinator



I liked the word jumble because I love to use cards with letters to make words.

I enjoyed LEAP because it was fun and exciting. My favourite thing was writing magic potions because It was creative.

I like doing writing repair so I [can] improve my writing.

I improved listening and writing a lot.

I enjoyed using the past tense and making crazy sentences.

I enjoyed playing LEAP games because we could be risk-takers and learn together.

I learned how to use their, they're, and there. I improved the most with using speech marks.



KIPS News

P0-P1 class report

The 0- and 1-year-old children spend the day at KIPS in the same classroom. In consideration of the development of the children's mother tongue, we offer a bilingual daycare environment in both English and Japanese. Along with mother tongue development, the children are gradually starting to express themselves in English and Japanese and can use phrases such as "Yes", "No", "Open please" or "Help please". Our morning circle sessions are held in English, and the children can respond correctly by raising their hands when their names are called out in English. They also seem to enjoy the English environment by moving their bodies to English songs and repeating the names of animals, insects, food and other nouns when they are read out by teachers during storytelling activities. When they first started school, the children still needed support when eating, but now, they can eat by themselves using spoons and forks. And those who did not like their diapers changed at first are now used to the routine and come to tell the teachers when their diapers are wet. As I watch the children developing so quickly during this period, I realize the importance of providing tailored daycare to suit the growth and developmental level of each individual child.

Yoshimi Machida
P0-P1 Teacher



P2 class report

With the exception of Japanese language lessons, the children in P2 spend their day in an all-English environment, just like at KIST. After more than six months, the children who cried when they first started school now greet everyone happily by saying "Good morning!!" with a big smile. The children seem to have developed close friendships and can express who they want to play with or be partners with during walk time. There are also more instances where they use English among themselves by saying phrases such as "Can I have it?", "OK!" or "Wait please!". As the days go by, I am happy to see the children adjusting to KIPS and feeling more relaxed and "at home". I hope the children will enjoy learning at the spacious KIST campus next year when they join K1. I look forward to seeing the further growth and success of the children who have shown great development in both their social and language skills at KIPS.

Mai Inagaki
P2 Teacher



From the KIPS office

KIPS re-opened as an in-house daycare facility last October near Morishita station. As this is our first experience to cater for 0-2-year-old children, we are striving to provide as safe and nurturing English environment as possible for our children.

We recently passed an unannounced naptime inspection by staff from the Cabinet Office. During naptimes, as a measure against SIDS (sudden infant death syndrome), we check the breath, facial expression, facial color and body position of the 0- and 1-year-olds every 5 minutes, and every 15 minutes for 2-year-olds.

In order to maintain a safe environment, we also conduct regular inspections of the facility, self-evaluations of our preparedness for disasters as well as drills. To maintain hygiene, we conduct regular sterilization and cleaning, and staff and children wash their hands regularly to prevent the spread of infection. To secure a safe environment for the children, we implemented a reporting procedure for minor incidents in order to become aware of, and prevent any possible accidents. Our nurse also carefully checks the children's health condition 3 times a day (first thing in the morning, after a walk, and after naptime).

Several KIST staff members have undergone training to attain certification as "child care support staff" in order to be able to support KIPS when needed. Furthermore, staff members also actively participate in professional development opportunities held by the Cabinet Office to further develop and improve the quality of the services provided at KIPS.

Yukiko Murai Jones
Office Coordinator



MYP News

Students reflect on experiences for student-led conferences

Each year in March, KIST students meet with their families to share their experiences and reflect on their strengths and areas of improvement. Each year, the student-led conferences offer the opportunity for students to take stock and see all that they've accomplished.

Planning for the SLC begins with students compiling portfolios of their work and reflections. This year's portfolio process was changed to encouraged students to take a broader view of their time and KIST.

In addition to their academic success, students also used their portfolios to explore life skills, MYP essentials, learning strategies, along with extracurricular experiences they found to be rewarding.

All of these reflections were framed by the IB's Approaches to Learning Skills. The ATLs are a good measure of progress for all students.

All in all, the MYP Portfolio and the Student-Led Conferences both offered great opportunities for students and parents to get a clear view of school life here at KIST.

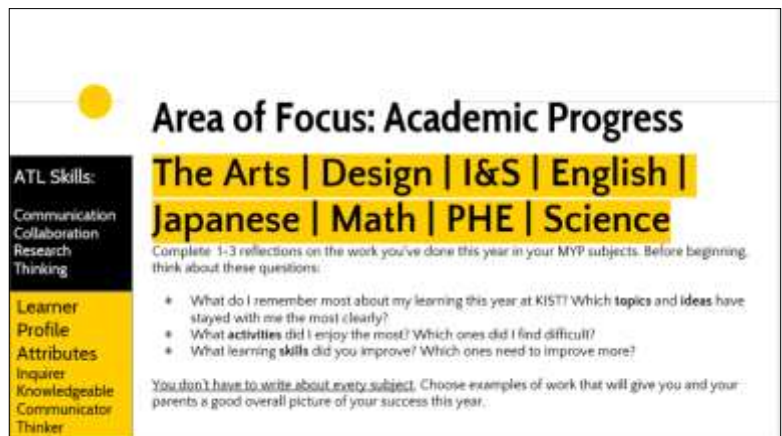
Rob White
MYP Coordinator



The portfolio document stresses the value of reflection.



Students looked back on a range of experiences.



A closer look at academics.



Thinking about the IB learner profile attributes.



Waterloo Math Contest



On March 1, 9 students from Grades 9 to 11 took part in the University of Waterloo Pascal, Cayley and Fermat math contest for the first time at KIST. The contest involved a 60-minute multiple-choice paper with challenging and stimulating math problems designed for the strongest math students in each grade level. In addition, on April 7, 2 students in Grade 12 took part in the University of Waterloo's Euclid contest. This contest involved an intensive 150-minute paper that involved solving complex, multi-step math problems. Hundreds of students from public schools in Canada and private schools around the world took part.

Of the 11 students who took part in the contests, 9 achieved a score in the top 25% of participants. This is a very impressive achievement, especially considering that this is the first time KIST students have competed in these contests. Congratulations to...



Ji Hye (G9A)



Natasha (G10A)



Chae Hyun (G10A)



Xiang Yu (G10A)



Shimpei (G10A)



Tian Wei (G10B)



Gopal (G10B)



Rinchin (G11A)



Amartya (G12A)

We hope to be able to continue having these contests in future years and to have even greater results!

Wilson Fong
Secondary Mathematics Teacher

“As many of you may not know of it, the Waterloo math contest is a way for students all over the world to participate in a casual contest to test one’s flexibility in mind. With a wider range in topics, one can taste a different side in mathematics from what our school curriculum provides—a great way to relax, have fun and enjoy math. I highly encourage anyone interested in trying it—there’s no harm in having fun!”
—**Ji Hye (G9A)**



G11 DP Visual Arts Excursion

Kusama Yayoi: My Eternal Soul

We Grade 11s visited the Kusama Yayoi: My Eternal Soul exhibition on April 7 as a part of our DP Visual Arts course. There we saw a wide range of pieces of different mediums from paints to mirrors and lights.

A lot of us in DP art have decided to take on concepts that relate to our identity—this was something that was explored by Kusama Yayoi and gave us a new perspective, a new way of approaching our art.

Kusama Yayoi's almost excessive use of geometric shapes and vibrant colours gave some students headaches—but that's the price we pay for art, right?

In my opinion, her work was almost mesmerising with her use of vibrant colours and repetitive use of simple shapes. One thing I really enjoyed about her paintings, that didn't seem to make much sense at all from a distance, is that unless the viewers *decide* to look at the title for themselves, their perception of her pieces, because they're so abstract, is completely subjective: depending on the viewer's emotion and thoughts at the time what you see would be very different. This idea of giving the viewers freedom and a narrative voice was extremely intriguing.

You will find the opinions of some of my classmates below.

Rachel (G11A)

"I think that Yayoi Kusama's work was interesting and unique because she doesn't illustrate the theme of painting directly since it seems random and weird. However, when you look at the title of her work started to make somewhat sense in terms of tone and shapes utilised in her work. Also, due to the colour usage in her work, I couldn't take my eyes off her work because most her pieces have bright colours and simple shapes." **Moe Min (G11A)**

"The exhibition was very unique. I liked the light room—it was my favourite." **Sarah (G11B)**

"I found it a little scary... Everything was so vivid I felt overwhelmed. I was also extremely intrigued and interested in her state of mind." **Su Bin (G11A)**



G12 DP Visual Arts Exhibition

Friday, March 24 marked the culmination of works for grade 12 Visual Arts students. Their final exhibition represents 2 years of work by those students undertaking the IB Diploma Visual Arts program. The students created works in a range of different media, exploring personal themes and concepts from a diverse spectrum within the Visual Arts. The Exhibition offered a showcase of students work to be enjoyed by the whole school community. Engaging students from elementary and secondary to discuss and explore the works created and ask the creators themselves WHY?

On behalf of the students and faculty of KIST, we would like to congratulate our graduating class of DP Visual Arts students. Well done and good luck in all your endeavors.

Luke Jones

MYP/DP Visual Arts Teacher / KPASS Fine Arts Coordinator



Marcus (G12B)
Digital photography



Marcus (G12B)
LEDs and canvas



Ima (G12B)
Clay and wire sculpture



Ima (G12B)
Mixed media



Olivia (G12A)
Mixed media stitching



Isabella (G12A)
Painted wooden kokeshi



Isabella (G12A)
Mixed media



Sanami (G12B)
Fashion accessory and photography

Academic Writing at KIST

The aim and objectives of Academic Writing this semester have been to offer students the feedback and encouragement to develop their overall written production skills to meet high academic standards of KIST. With a focus on improving essay writing skills, analyzing different styles of texts and on developing a higher level of academic vocabulary, ELS Instructors endeavor to help students remain motivated on meeting the needs of their disciplinary units they are studying at each year level.

Recently, I sat down with students from Grades 6 to 10 and we chatted about our KIST Academic Writing Program and how it has helped them. This is what they had to say:



“ It is great to chat with the instructors and get feedback that we need to improve. ”

“ The period zero class is early but it will help get us ready for the DP. ”

“ I actually started getting 8s for my summative tasks! ”

“ It improved my vocabulary and helped me focus in the morning. ”

“ We got to work on skills to practice for diagnostic tests. ”

“ I learnt to get my work in on time rather than wait until the last minute. ”

“ The skills we developed matched what we needed for our summative tasks. ”

Congratulations to these AW students who finished the semester on top of their academic class for their grade level in practicing their vocabulary lists:



Yuki (G6B)



Tatsunori (G7A)



Aidan (G8A)



Emily (G9A)



Tian Wei (G10B)

Now that another semester of Academic Writing has come to a close, I'd like to thank the ELS team of instructors for the ongoing support they give their students. I would also like to thank the parents and students for putting in the extra work this semester.

Have a safe and restful summer break.

Donna Linnett
ELS Coordinator (Secondary)



Middle School Brain Bowl

In March, a group of 13 students travelled from Kiyosumi-Shirakawa station to Nerima where they took part in the Middle School Brain Bowl. They completed various activities that tested their knowledge in many different areas: science, English language and literature, history, geography, mathematics, current affairs and more.



questions." Another mentioned how they liked that their friends were "rivals for the day", this made it fun but a competition too and another student said "I recommend everyone to join this competition next year, to help improve many skills," after having said "By working with others who you don't know, your collaboration skills are tested, not just your knowledge."



Upon walking into the hall where the competition was taking place, we were immediately filled with a sense of excitement and welcome. Students, all from different international schools from Tokyo, were organised to sit in groups of 4 where each person in the team was from a different school. There was an amazing atmosphere as students and teachers alike immediately talked to one another, introducing themselves, getting to make new connections and potentially making new friends. After a brief introduction and coming up with a team name, the competition began! There were various activities from word association, Sudoku, picture games, a team buzzer game and many more!

Congratulations to **Yungandhar** (G8A) who was in the team that came fifth place and congratulations to **Hugo** (G7B) who was in the team that came first! Another huge well done to the other participants, you were polite and fantastic representatives of KIST. One student said, "I think that was a really good experience for me, as we got to interact with one another, and put all of our knowledge together in the



The Middle School Brain Bowl will be happening again next year and this time it will be run as a club during semester 1. It will be a fun, thought-provoking and enticing experience. There will be activities like Jeopardy, board trivia games and much more. Members will not only compete against each other (there will be prizes!) in a friendly but spirited setting, but they will also have the opportunity to come up with questions that could possibly

come up in the competition itself. I look forward to seeing you there!

Louise Green
MYP Mathematics Teacher /
Brain Bowl Organiser 2016-17





THANK YOU!

- ✓ MR. COLLINS
- ✓ MRS. DURAN
- ✓ Our KIST performers
- ✓ Our KIST staff

For another AMAZING EYC!
YOU ARE AWESOME

MYP Personal Project Exhibition

Grade 10s shine at the MYP Personal Project exhibition

The 2017 MYP Personal Project exhibition was held in the school gym on Friday, March 3.

The G10s work to complete their projects from the beginning of the year. The PP is the culminating project for the MYP. It is an opportunity for students to demonstrate the knowledge and skills they've developed over their time in the MYP.

The project, completed independent and in addition to the students' other subject work, involves producing a product or outcome, a process journal documenting their work, and a Personal Project report that highlights their achievements.

The exhibition was an enjoyable day and included visits from elementary and secondary students as well as the parents of Grade 10 students. Following the exhibition, MYP Personal Projects supervisors worked to complete assessments of the students' work.

Judging by the variety of topics covered, the quality of the products, and the high degree of student interest, the 2017 Grade 10 class should be proud of their work.



G10s on exhibition day.



Elementary students enjoyed seeing the clay art project of Varsha (G10B).



Ushani (G9A) discusses the best approach to the Personal Project with Ryota (G10A).



Chae Hyun (G10A) gathered feedback about her book on endangered animals.



Personal Project supervisors review the students' work.

Grade 9 Camp Reflections

G9s bike, boat and hike their way through camp

Following the Golden Week holiday, Grade 9 students participated in a camp trip to Yamanashi Prefecture. At the YMCA camp at Yamanaka-ko, the students enjoyed a combination of recreational activities in the beautiful nature at the foot of Mt. Fuji. The students also shared time working with one another in a series of experiences led by Grade 9 teachers.

The academic focus of the trip was preparing for the Grade 10 Personal Project. Students had a chance to discuss their thinking about how they'd like to approach the project. They also received advice from past KIST students in the form of a letter. KIST teachers shared their advice about approaching a project in which they have a chance to explore a meaningful topic over an extended time.

The students were asked to reflect on their camp experience after they returned. **Remi** (G9B) wrote, "I enjoyed boating the most of all three recreational activities. It required the most teamwork and communication while we paddled the boat through the lake. I loved the scenery and the view of Yamanaka-ko during the cycling as well since I haven't seen Mt. Fuji as close as I did during the activity." **Conan** (G9B) also enjoyed his time at camp: "Participating in these three activities allows us as a class to bond with one another while having fun."

The camp included an evening of team building activities followed by a campfire. **Kushali** (G9B) enjoyed the evening activities a lot. She wrote, "Team building and the campfire were my favorite parts of camp. It was fun to sing songs together, listen to spooky ghost stories and just watch the fire." **Ami** (G9B) agreed: "Both of the activities were very fun, especially the team building sessions. They really helped me interact with people that I normally don't interact with. The campfire was a nice and relaxing time for us as well." Ami was also positive about the chance to think about the Personal Project: "The session was really helpful in giving us an overview of what is expected of us next year. Listening to some of the ideas proposed by the teachers helped me realize how there is many possibilities for choosing our topics."

When they returned to KIST at the end of the trip, it was clear that the students had a rich, rewarding time with their classmates. When asked if next year's Grade 9s should attend the camp, **Karen** (G9A) was emphatic: "Definitely. Throughout the camp there are many opportunities to talk to your friends and build a stronger bond between each other, especially during the bus rides, outdoor activities and in the group rooms. I was able to make new connections with my classmates enjoy every second of the trip."



Camp ends with a long hike to the small shrine on Mt. Ishiwari.



The camp began with a photo with Mt. Fuji providing the beautiful backdrop.



Pausing the bike ride around Lake Yamanaka.



Building a sense of community while sharing a meal.

On May 8 and 9, we were given the opportunity of visiting the YMCA facility up near Mt. Fuji. At the facility, we settled in and were given groups of which people we would be sleeping with for the night and who we would be dining with. After this transaction, we began eating lunch at the facility. Everyone in the group had a role to fulfill so that we can start eating, promoting collaboration between people we may have never worked with before. Afterwards, the grade was split into two groups to take on activities 1 and 2. Activity 1 involved canoeing at a lake near Mt. Fuji while activity 2 involved cycling around the area. Seeing all the failures and successes was a good laugh. After these two activities, we were given 30 minutes each room to shower and clean ourselves off, following that with dinner. Before being sent to our rooms, we all sat around a campfire, singing songs as a grade. Following that were ghost stories from both classes. The next day, we began the day by having an hour-long session, discussing the personal project. Afterwards, we embarked on hiking up a mountain. The trail began with 400 steps up a stone staircase. Very tiring but surprisingly very enjoyable. Upon coming back from the hike, it was the unfortunate end of our camp.

All in all, camp was a very enjoyable experience. We were able to interact with people we have never spoke with, we were given some insight on the personal project. Most importantly, we all had a good time with us, laughing at our successes and failures. For those who are nearing Grade 9, be prepared to have an illustrious two days. You will not forget it.

—**Conan** (G9B)



Math Field Day

In April, KIST students took part in the Math Field Day competition hosted by Zama High School in Kanagawa. They worked hard, both individually and within groups, competing in many different activities. The day was spent not only exploring more mathematical techniques and learning new ones, but also spent making friends and connections from all over Tokyo.

One student said, "I found it very fun, especially the card building activity that involves not only math skill but also manipulative ability." Another mentioned how "Math Field Day is a wonderful opportunity for those looking to exemplify their mathematics skills." And another student said they particularly enjoyed "team activities such as energizer competition [because it] changes your perspective when solving mathematical problems".



In preparation for this year's activity there was a lot of time spent on the past papers. Next year there will be past paper practice in amongst energizer rounds, jeopardy rounds and other quiz-type activities. Members will not only compete against each other (there will be prizes!) in a friendly but spirited setting, but they will also have the opportunity to come up with questions that could possibly come up in the competition itself.

I look forward to seeing you there!

Louise Green
MYP Mathematics Teacher



Congratulations!!!!



Tomoko (G6B) 1st place in G6 Category
Chan (G11B) 2nd place in G11 Category
Chae Min (G11A) 3rd place in G11 Category
Mehak (G7A) member of the 1st place team junior division
Chan (G11B) member of the 1st place team senior division



*Chan (G11B), Tomoko (G6B)
and Chae Min (G11A).*

G7 Trip to KidZania

On Friday, May 12, all of the grade 7 students set out on an excursion to KidZania in Toyosu. This was part of the Interdisciplinary Unit of Study they are currently working on in both Individuals and Societies and Language and Literature. The aim of the excursion was to observe a real-life model of a successful theme park. Whilst on the excursion the students participated in various activities such as pizza making, police officers, journalists, manga artists and even pencil makers, to observe the marketing and advertising techniques that KidZania uses to cater to the needs and wants of both a local and global audience. It really was both an educational and a fun experience! Now the students are busy putting together their own business proposals as well as an advertising campaign for their educational theme park idea. In the last week of school both 7A and 7B will be presenting their projects to potential investors in the hopes of earning their group the most cash!

Donna Linnett
Secondary English Teacher



Secondary SRC



Let your voice be heard

University fair

The Secondary SRC volunteered to help out at the KIST Spring University Fair. SRC members helped in setting up the fair as well as helped guide the college representatives to their booths. Throughout this session, we were able to interact with many different college representatives, understanding more about different universities, the courses they offer etc. This was a great experience for all the SRC members and we hope to meet all of these college representatives again next year.

Girls' futsal jerseys

The KIST SRC donated a total of ₩45,600 for the girls' futsal jerseys. The jerseys have been purchased and are now in use by the girls' futsal team. Prior to the purchase of these uniforms, the girls' futsal team had been using volleyball uniforms for soccer and these uniforms were often too small or worn out. The addition of this uniform raises the school spirit and presents unity within the team. The SRC strongly supports the KIST sports teams and wishes them all the best for their tournaments. GO COMETS GO!



Student fund request



The SRC has recently approved a 'student fund request' to help cover the cost of food and drinks at the G12 graduation ceremony, which will be held on June 2, 2017. By providing a total of ₩10,410 to the graduation committee, the SRC will cover all expenses for the after-ceremony party, ensuring that it will be a truly enjoyable experience for everyone who chooses to attend. On behalf of all the students at KIST, the SRC wishes the graduates every success in their new journeys.

Edcamp Tokyo

We took part in this year's Edcamp in Tokyo as volunteers. Edcamp is a global phenomenon in which teachers and others in education related fields independently gather to share and discuss their work. This was the first Edcamp hosted by KIST. After helping to set up the event and giving directions, we were given an opportunity to share our perspectives on our personal and school lives and how they are intertwined together in group discussion with staff from other schools. We were able to openly reflect on our lives and this was a refreshing experience.



Arts committee badges

Recently, the SRC Arts Committee designed their own badges, which we then got approval from the school to create. If you ever need to talk to an Arts Committee member, look for students with the badge on!

Bathroom shelves

Due to a very high request for shelves in bathrooms (to hold our stationery), the SRC will be implementing this suggestion very soon: students, stay tuned!!

Secondary SRC

Spotlight on Clubs



Japanese Culture Club (Elementary)

This club is designed for students to learn more about the country in which they are living by becoming familiar with various cultural aspects of Japan in order to better enjoy their lives here.

During club sessions, the students have tried origami, watched popular Japanese animation, and become familiar with various traditional Japanese events.

The students showed an interest in making Japanese food, and so we tried making *ehomaki* rolls for Setsubun. It was a bit difficult for the students to roll the rice and other ingredients onto the *nori* (seaweed), but the tastiest rolls are the ones the students made themselves! Everyone ate their rolls in silence facing north-north-west (the lucky direction) while making a wish.

The students also experienced Japanese calligraphy for the first time and seemed to enjoy the challenge of using unfamiliar brushes. Maybe the students like writing *kanji* more now...

Through these cultural experiences, we hope the students will come to like Japan more and more.

Miyako Takayama / Yoshiko Torikai
Club Supervisors



Yoga Club (Secondary)

Tree pose, meditation and bending into a pretzel. That's what comes to most people's mind when they think of yoga! But students who attended yoga club this semester will tell you that our goal was more than just being flexible and strong.

Each week, the club had a focus that was not related to physical fitness but mental wellbeing. Some of the focuses were: stress relief, focus, perseverance, trust, and acceptance. By practicing a range of different poses, from simple to very complex, we paid attention to our bodies and our minds. For example; working towards building confidence and trust so we could achieve a headstand, improving focus and patience so we could repeat a Vinyasa sequence continuously, and laughing at ourselves when attempting full splits (Hanumanasana) then falling over when we couldn't get out of the pose gracefully!

By the end of the semester, advanced poses may not have been mastered, but students definitely felt more confident about trying them and not giving up if it didn't go to plan; this was the goal of yoga club. I look forward to running the club again next year.

Jade Jagroo
Club Supervisor



Library News



Summer resources

On the last day of the school year, June 14, students are welcome to visit KIST Libraries to borrow up to a total of ten books for summer reading. But what to do if you finish all of them? Here are some online resources to keep your brain working over the vacation.

Elementary

#MetKids: "#MetKids is a digital feature made for, with, and by kids! Discover fun facts about works of art, hop in our time machine, watch behind-the-scenes videos, and get ideas for your own creative projects."

<http://www.metmuseum.org/art/online-features/metkids/>

Storyline Online: "Reading to children has been repeatedly shown to improve their reading, writing and communication skills, logical thinking, concentration and general academic aptitude...as well as inspire a love of reading. ...Storyline Online streams imaginatively produced videos featuring celebrated actors ... reading children's books alongside creatively produced illustrations, helping to inspire a love of reading in children."

<http://www.storylineonline.net/about/>

International Digital Children's Library: "The mission of the International Children's Digital Library Foundation (ICDL Foundation) is to support the world's children in becoming effective members of the global community – who exhibit tolerance and respect for diverse cultures, languages and ideas – by making the best in children's literature available online free of charge."

<http://en.childrenslibrary.org/>

Secondary

Audiobook Sync: "SYNC is a free summer audiobook program for teens 13+. ...SYNC will give away two complete audiobook downloads a week – pairs of high interest titles, based on weekly themes."

<http://www.audiobooksync.com/>

Note: Some titles may not be available for download in Japan.

Camp NaNoWriMo: "Camp NaNoWriMo is a virtual writer's retreat, designed for maximum flexibility and creativity. We have Camp sessions in both April and July, and we welcome word-count goals between 30 and 1,000,000. [Writers] can tackle any project they'd like, including new novel drafts, revision, poetry, scripts, and short stories."

<https://campnanowrimo.org/>

StoryCorps: "**StoryCorps' mission is to preserve and share humanity's stories in order to build connections between people and create a more just and compassionate world.** We do this to remind one another of our shared humanity, to strengthen and build the connections between people, to teach the value of listening, and to weave into the fabric of our culture the understanding that everyone's story matters."

<https://storycorps.org/>



Miku (G7A), Armaan (G7B) and Ajay (G7B) explore the delightful online resources in Moodle.

Looking for more? The KIST Libraries pages on Moodle will be available throughout the summer. Check out our Research Links for a slew of resources, even while your librarians are away on vacation!

LMC bookmarks



Gini (G6B), Saanvi (G6B) and Nehal (G6A) holding up examples of bookmarks.

New for the next school year will be peer written book reviews. The library team would really appreciate your help in launching this initiative. These are fun, easy to create, and are a great way to tell your friends about your favourite books. As a reader, you will discover new titles as recommended by teachers and other students.

All you need to do is write one detailed sentence telling your friends *why* they should read one of your favourite books. *Why* did you enjoy the book? Or, *how* will it help with course work? You can see some samples in the photo. Please visit the LMC before the summer break to see more examples.

To make one

- Download the colour template from: Moodle > LMC > Books
- Add your sentence (it must be for a book that is in the LMC).
- Save the file with book title as the file name.
- E-mail the word file to library@kist.ed.jp.

If you would like to change the background colour to your own design, please do! Get creative! Download the black and white template for this. Have fun with your summer reading and share your knowledge.

We look forward to receiving your bookmarks!

New library team member



I am **Erika Karasuyama**, the school's new Laboratory technician and Library assistant. I am Japanese and part Filipino. I have been living in the island of Mindanao in the Philippines since I was three years old and recently moved back to Japan. I love to read books,

learn new things and explore new places, I also love animals and dream about having my own no-kill animal shelter in the Philippines someday. I hope you'll approach me anytime if you need some book recommendations in the library or need some help in the laboratory!

KIST Library Team

Habitat for Humanity (H4H) Update

Over the year, the 2017 KIST HFH Team has been involved in a number of fundraising activities to raise money for the construction of a home in Vietnam in June. Below are some examples of the activities.



HFH mock MYP English lesson with Café Eikaiwa

On Saturday, April 22, a group of 2017 KIST HFH members organised a mock MYP English Language and Literature lesson for an Eikaiwa (English class) in Kayabacho. We took an MYP English summative task we completed last year, in Grade 10, and turned it into an activity that would last a few hours. Not only did we successfully fundraise to alleviate costs for Habitat members going to Vietnam, the 'students' (adults) seemed to enjoy the class quite a lot! After being introduced to this task, we, four HFH members were worried that adults wouldn't want to listen to us rambling on and on about the MYP and how it is different to the Japanese schooling system. However, to our surprise, the students ended up being very cooperative and enthusiastic about everything we were explaining. For a lot of us, it was the first time we attended an Eikaiwa lesson and so we had no clue how much English our students would be able to speak. Therefore, upon completing this task, I learnt how to be flexible and use my vocabulary in a way that would make what I said a lot easier to understand. All in all, this was a great experience for my team and can't wait for a similar opportunity to come around.

—Rachel (G11A)



HFH English presentation at Prologis

On Wednesday, April 19, the HFH team held an English presentation to a company called Prologis, a logistic real estate company. The HFH members: Aska, Amina, Rachel and Kevin prepared vigorously for the presentation. The goal was to raise money for the HFH trip, a trip where the HFH team must build a house in a certain amount of days. The preparation took several weeks with the group striving for perfection. Of course, we had to keep up with our school work whilst practicing for the Prologis presentation. It was quite a challenge but we were able to present to the members of Prologis to our best.

On the day of the presentation, a handful of people came to listen to our presentation. The beginning went smoothly, which began with our team handing out pamphlets to the Prologis members. Then came the presentation. Throughout the presentation, we were engaging with our audience and we felt that we had given them a justifiable reason to donate to KIST HFH. At the end of the presentation, they asked us questions about HFH and about us personally. We believe that we had answered them with justified answers. As we left the Prologis building, we believed that we executed the presentation perfectly as all of the audience had donated to HFH. If we were to do an English presentation to a company again, we would like the presentation to go as similarly as our Prologis presentation.

—Kevin (G11A)

HFH KIST logo T-shirt

Thank you to the families and staff who ordered the HFH KIST logo T-shirts. We received a total of 217 orders and made a profit of approximately ¥200,000 from the t-shirt sales. The money raised will go towards the covering of the costs of our actions.



Family Day HFH lottery/raffle booth

On Family Day (May 27), our Habitat team organized a booth to sell lotteries and raffles to raise funds for our activities and to raise awareness of our aim and goal. Anyone who made a donation at the Habitat booth got lottery/raffle tickets to win goods, coupons and vouchers, which were generously offered by our neighbor shops and restaurants. Habitat members, mostly G11 students, paid a visit to each shop around school (mostly in the Morishita area), explained our activity and asked for cooperation. In return for the kind contribution, we voluntarily offered help in translating their menus into English and advertising their names at the booth. Throughout these activities, I am sure we have deepened our friendship with our neighbors. It was also a good opportunity for them to be more prepared to welcome foreign customers with the new English menu, especially in this time when the Olympic Games are coming in 3 years. This is something that we can offer because we are international school students. This was a great experience, and we appreciate all the support and donations from our community. We are happy that our team has been doing very well so far, and hope that we will complete the project with a big success.

—Miu (G11B)

Staff 10!

In this month's *Staff 10!*, we are pleased to present **Oliver Sullivan** who joined us in August 2013 as a teacher in the Elementary School. Originally from England, Mr Sullivan is currently the homeroom teacher for Grade 3A. During our CIS self-study, he was also appointed as the CIS Accreditation Coordinator and is now the Literacy and Numeracy Assessment Coordinator in the Elementary School.



Mr Sullivan and his children.

- **Tell us something interesting about your hometown.**

My hometown is Manchester in England. It's a really great place, although the weather can be pretty horrible (lots of rain and pretty cold). I love it because the people are very friendly and there are lots of things to do in quite a small area. London, on the other hand, can be quite intimidating because it's so large. Manchester is also famous for amazing music groups like Joy Division, New Order, The Smiths, Stone Roses and Oasis. Also, Manchester United are the best football team in the world!!!

- **What is your favorite place in the world?**

Definitely Manchester United's ground, Old Trafford. I really miss going there with my friends on a Saturday or Sunday afternoon. Instead, I now have to stay up very late and watch them on TV.

- **Who would you like to meet if you had the chance and why?**

I would like to meet the former heavyweight boxing champion Mike Tyson. He's had so many problems in his life (a number of them self-inflicted) but when I see him speak, he always seems so positive and fun. I would like to hang out with him.

- **Do you have any special skills or talents?**

I broke my nose many times when I was young so now I can make it click just by tapping the side of it. Impressive eh?

- **Please share a little known fact about yourself.**

When I was a lot younger, I used to play bass guitar in a band. Our sound was very dark with lots of synths and samples but no vocals! We played many shows and it was lots of fun but unfortunately, I don't think we were very good.

- **What is your most prized possession?**

This is embarrassing but my most valuable possession is a teddy bear. He is an Ewok from Star Wars: Return of the Jedi and I got him for my 5th birthday, making him 33 years old. I actually bought my daughter the same one in perfect condition from an American collector for her 5th birthday.

- **Which IB learner profile attribute do you most closely identify with and why?**

I wish I could say "risk-taker" but I'm actually a bit of a chicken. I would say "open-minded" because I've been lucky to meet so many people with different ideas of the world so I am definitely not a judgmental person.

- **If you could live your life again, would you do anything differently?**

Not really. I've made many mistakes but I guess that they've all somehow led me to where I am now, and I am very happy with my life. I do wish I would've made more of an effort with foreign languages when I was younger but I never thought I'd need them and now I'm too busy to study.

- **Is there anything you are trying to learn/improve about yourself at the moment?**

As I said before, I have very little time. I have two children who take up a lot of my free time so I suppose I'm trying to listen more and make more time for them. It's hard to be patient sometimes, but I'm trying.

- **Do you have any special message for your fans?**

Haha, I don't think I have any fans...and if I do, then you need to listen to better music and watch better movies, then find yourself someone cooler to be a fan of.

AMAZING!

The PSAT exam is taken by all G10 students at KIST.

Results are in and once again our students have produced some AMAZING results:

Mathematics: 73% of our students scored above the 80th percentile

Reading and Writing: 62% of our students scored above the 60th percentile

Overall Score: 57% of our students scored above the 80th percentile with 38% scoring above the 90th percentile!

**A BIG PAT ON THE BACK
FOR OUR GRADE 10s.**

If your child is looking for practice resources for the PSAT or SAT, check out the official College Board online SAT preparation resource available **FOR FREE** through Khan Academy at the link below:

<https://www.khanacademy.org/sat>

Nurse's Notes

When kids refuse to go to school

'School refusal' describes a disorder when a child refuses to go to school on a regular basis or has a problem staying in school. School refusal includes kindergarten students with relatively mild separation anxiety and more severe students missing school for weeks or months because of anxiety or depression.

School refusal is not the same as truancy. Truant students do not experience emotional difficulties and may be involved in illegal activities or engage in a more attractive activity, such as playing games or hanging out with friends.

Characteristics of students with school refusal

School refusal is not a formal psychiatric diagnosis. However, students with school refusal may suffer from significant emotional distress, especially anxiety and depression.

Anxiety

School refusal often accompanies disorders like separation anxiety, social/performance anxiety (e.g. when speaking in front of others), or anxiety related to test-taking, athletic competition, or academic difficulties. Students may refuse to attend school to escape from a situation that causes anxiety or to gain attention from a parent or other person. Some students may feel that the school environment is cold and unwelcoming, a place where they experience failure. Some students feel unsafe due to bullying and experience emotional difficulties associated with coming to school.

Depression

Students show a depressed mood, lack of interest in activities, irritability, difficulty getting along with others, rebellious or risk-taking behavior, sleep difficulties, physical complaints, fatigue or lethargy. Students also show feelings of inadequacy or excessive guilt, difficulty concentrating or indecisiveness, and thoughts of death or suicide. The presence of depression is associated with more severe symptoms than for those students with anxiety alone. Many students suffer from both anxiety and depression.

Physical complaints

Some students go to the nurse's room on a daily basis with unexplained symptoms like a headache or stomachache. Sometimes an actual illness, like asthma, may be the initial reason for school absence. Later, anxiety about returning to school leads to the student wanting to avoid school, even after recovering physically. Parents should consult with a physician to determine if there are any limitations for the child at school.

What parents can do

- ⇒ Provide a mental health professional with cognitive-behavioral approaches that teach coping strategies such as relaxation, problem solving, reducing negative self-talk, and increasing healthy self-talk.
- ⇒ Provide medication for a child who has a psychiatric disorder such as severe anxiety or depression.
- ⇒ Expose children to school in small degrees, increasing exposure slowly over time.
- ⇒ Reinforce positive behaviors (participation efforts), and ignore negative behaviors (crying, whining).
- ⇒ Talk about feelings and fears, which helps reduce them.
- ⇒ Help your child establish a support system. A variety of people should be in your child's life – other children as well as family members or teachers who are willing to talk with your child should the occasion arise.



Since school refusal leads to serious social and educational problems when students are missing school for an extended period, the problem needs to be assessed promptly and aggressively with a team that includes teachers, parents, administrators, support staff, and, in some cases, physicians.

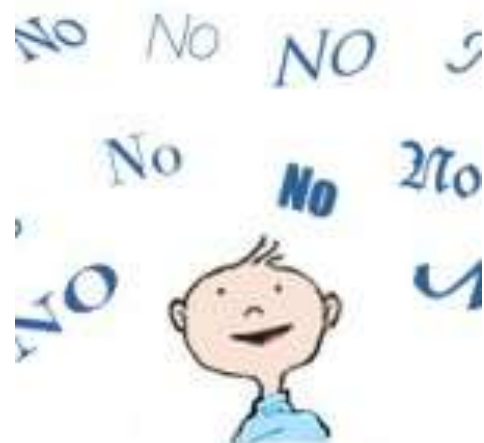
Stephanie Pae

School Nurse

References:

Anxiety and Depression Association of America, <https://www.adaa.org/living-with-anxiety/children/school-refusal>

Mary Wimmer, Helping Children at Home and School III: Handouts for Families and Educators (NASP, 2010)



Earthquake Disaster Support

Supporting the Great East Japan Earthquake disaster

Six years have passed since the Great East Japan Earthquake disaster. Following the disaster, KIST was involved in providing support for children in the disaster-stricken areas through the donation of supplies and visits to the areas to provide warm meals for the victims. We continue to support Miyagi prefecture by sending monetary contributions from our Free Dress Day held around March 11 each year with the theme of "red and white" (the colors of the Japanese flag). This year, we raised a total of ¥71,362 which was donated to the Great East Japan Earthquake Children's Fund to support children orphaned in the disaster. Thank you to the students and staff who participated. In kind recognition of our donation, we received a letter of appreciation from the Governor of Miyagi Prefecture, Yoshihiro Murai, which we would like to share with you below.

拝啓 新緑の候ますます御清祥のこととお慶び申し上げます。

I hope you are well and prosperous.

県政運営につきまして、日頃格別の御理解を賜り厚くお礼申し上げます。

Thank you for your understanding and support towards our prefectural management.

ます。

さて、このたび、お申し出のございました東日本大震災に係る震災孤

We sincerely appreciate and would like to accept your donation to support the children

見等の支援のための寄附金につきましては、心から感謝を申し上げ、お

orphaned in the Great East Japan Earthquake. We will ensure that your donation will be

受けいたしますとともに、被災した子どもたちの支援のため有効に活用

させていただきます。

私もふるさと宮城を再興するため、県民の皆様と共に手と手を携えて

As governor of Miyagi Prefecture, I will do my best to revitalize our prefecture, hand-in-hand

全力で震災復興に取り組んでまいる所存です。

with the citizens of the prefecture.

今後とも、県政の推進につきましては、御理解、御協力を賜りますよ

I ask for your continued understanding and cooperation in promoting the administration of

うお願い申し上げます。

the prefecture.

敬具

平成29年5月2日

May 2, 2017

学校法人 ケイ・インターナショナルスクール

To School Foundation K. International School Tokyo

理事長 小牧 義重 様

Yoshishige Komaki, Board President

宮城県知事 村井 嘉浩

Yoshihiro Murai, Governor of Miyagi Prefecture

University Guidance News

Greetings from University Guidance! We have had another successful year again at KIST for university admissions. You may have seen the list of acceptances posted at the University Counselor booth in the gymnasium on Family Day. A complete list will be published in the September 2017 issue of *The Comet*. Congratulations and best wishes to the Class of 2017!

KIST Spring University Fair

We are very pleased to report that the KIST Spring University Fair held in the gymnasium on March 20 was a great success this year again with hundreds of participants from the entire KIST community as well as groups of students, parents and counselors from other international schools in Japan. This year we hosted 25 universities mainly from Japan which offer English programs and/or a special entrance examination for IB students to enroll in their regular Japanese programs, as well as three universities from Australia, Canada and EU. Thank you for coming to the fair and I hope you were able to gather information directly from the university representatives at their tables. And special thanks to the KIST Community Association officers who kindly prepared a reception and refreshments for the university representatives after the fair.

Mrs Okude attends Oxford University information session in Hong Kong

I was invited by a fellow counselor at an international school in Hong Kong to attend an information session conducted at their school by Oxford University in April. It was a great opportunity for me to meet an admissions officer from the university who never visits Japan because of the very limited number of applicants from Japan. If you are interested in attending this university, please contact me. I will be happy to share the information with you.

Mrs Okude's visit to the Chinese University of Hong Kong

The Chinese University of Hong Kong (CUHK) is one of the top three public universities in Hong Kong along with the University of Hong Kong (HKU) and the Hong Kong University of Science and Technology (HKUST).



CUHK is located near the station named "University".

I visited Professor Jan Kiely at the Centre for China Studies and had a wonderful meeting there. Now, I have completed campus visits to all three universities and am able to explain the similarities and differences.



With Prof Jan Kiely at CUHK.

Mrs Okude's visit to International Christian University



Ayaka and Nino at the ICU campus.

I visited International Christian University (ICU)'s Mitaka campus in Tokyo in May to attend an information session for international school counselors. After the session, I enjoyed a tour of the campus and was able to explore its beautiful grounds and also received a special tour inside the Science Hall and a newly opened dorm. During the tour, I also happened

to meet **Ayaka** and **Nino** (KIST graduates from the "Class of 2016") who are enjoying their freshman year there. What a wonderful surprise!

KIST alumni talks—Motoi, Jiaying, Muskan and Pranita (Class of 2016), and small reunion in Hong Kong

In recent years, we have developed a nice tradition where former students come back to visit KIST when they return home on their breaks. This year, the following alumni have all returned to KIST to present talks to our current students:

- **Motoi** (2016), a freshman majoring in mathematics at NY U Abu Dhabi, UAE visited in March.
- **Jiaying** (2016), a freshman majoring in medicine at St George's University London, UK visited in April.
- **Muskan** (2016), a freshman majoring in psychology at Rutgers University, NJ, USA visited in May.
- **Pranita** (2016), a freshman majoring in accounting at the University of Illinois, Urbana-Champaign, IL, USA also visited in May.

Thank you all for sharing your experiences!

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During my stay in Hong Kong in April, I was also able to enjoy a small KIST reunion. I had a wonderful time with **Disha** (KIST 2010, HKU 2013) and **Aneeza** (KIST 2010, SCAD Hong Kong 2014) at a cool (hot!!) Chinese restaurant in downtown Hong Kong. Both of them were able to gain good jobs in Hong Kong and are enjoying their lives there, which was really nice to see!



With Disha (middle) and Aneeza (right) at a small KIST reunion in Hong Kong.

Open campus and information sessions

Summer is one of the best seasons to visit university campuses. Please check the websites of individual universities for information about open campus opportunities, campus visits and information sessions. I will post some information on the [University Guidance Calendar](#) if I receive information from universities.

Have a nice summer break and I look forward to seeing you in August!

Mrs Keiko Okude

Career and University Guidance Counselor
Office hours: Mon, Tue, Thu, Fri 10:00-17:00
keiko.okude@kist.ed.jp



Alumnus Report—1

Muskan is an alumnus of KIST's "Class of 2016." She is currently in her first year of the Bachelor of Arts and Sciences course at Rutgers University in the USA, and is majoring in psychology.



Muskan (right) and friends.

My first year at university was quite an experience. I had a lot of expectations for it, especially about the environment there, but as I got to experience more of it, I learnt to adapt and act accordingly. First of all, the people back in Tokyo and the people there in New Jersey are quite different, especially at New Brunswick, which is basically a city based around Rutgers University. People there are quite open about their opinions and are very outgoing. Not only this, people take a lot of pride in being a part of the university, which is always fun to watch and participate in, giving you a sense of community.

Speaking of community, my university offers a lot of extracurricular clubs and activities so that you can form even smaller communities. I took advantage of this by joining a lot of clubs and attending multiple events; I've joined many cultural clubs, a dance company, and participated in many things such as showcases or even quirky events like watching a samosa-eating competition. These clubs have helped me balance my workload from classes by adding some fun and giving me something to look forward to.

I really enjoy my classes, especially because I've chosen classes that not only are a part of my major but also ones that interest me and it's been a lot of fun learning every day. I've even participated in some research studies which are super cool and allow you to learn more about other students and their passions and interests.

My advice to anyone who would be joining university would be to make sure you find a balance between work and fun. I, for example, made a goal to give myself more time by making sure I get days of no classes. The past 2 semesters I have never had a Friday class (which is always fun to rub in other people's faces), and my upcoming semester also ensures I don't have any Friday classes. My other friends balance their lives by having something every 2 or 3 weeks that they do just for themselves, whether it's a whole day of no work whatsoever, or painting or what not, they find their own ways to have fun, which is always important.

I've had an incredible experience so far and hopefully others will too in their near futures!

Muskan

KIST Alumnus, "Class of 2016"



Alumnus Report—2

Pranita is an alumnus of KIST's "Class of 2016." She is currently in her first year of the Bachelor of Science in Accounting course at the University of Illinois in Urbana-Champaign and is majoring in accounting.

Freshman year at the University of Illinois

College is a critical time for growth. Everything that we do somehow contributes to our personal or professional development. My first year at the University of Illinois at Urbana-Champaign was filled with changes and challenges that have played and will continue to play an important role in helping me define my path.

From establishing new friendships to adapting to a new culture to finding the correct balance between social and academic life, freshman year was one of the most dynamic years of my life. The first few weeks of college were already life-changing. I had never felt such extent of independence and freedom before. There was nobody there to tell me what to eat, what to drink, what to do or what not to do. That is when I truly realized that with independence comes responsibility. What I chose to do with my time and freedom would essentially define who I am as a person.

The first semester was revolved around personal growth. Initially, my goal was to meet as many people as I could and experience

as many new things as I could. On a campus of nearly fifty thousand students, there are so many opportunities to meet new people. You can always find something exciting to do – go to a concert at the Canopy Club, play billiards or bowling at the Illini Union, eat at a restaurant on Green Street or go to karaoke night at the Courtyard Café.

Being so far away from home could be very challenging at first, so I am grateful for all the exciting opportunities that my campus offered me. I am lucky to have met all the incredible people that I did – some from my lectures and classes, some who were living in the same dorm as me and some from the very first day when we met at international student orientation.

By second semester, I had successfully "settled in" and was focused on professional growth. Uncertain about my career path in the future, I dedicated this semester to growing professionally by utilizing the Business Career Services at Illinois. I met Mark Williams, who has been my friend and a mentor ever since I met him. I attended workshops held by the



Illinois Leadership Center to learn to be a better leader through networking, communication skills, organization and many other skills. I also got more involved in organizations such as SCNO (Students Consulting for Nonprofit Organizations), the Finance Club and ActGreen, to further explore some of my interests.

Graduating from KIST a year ago and saying goodbyes to friends and teachers was very saddening, but I had not expected the incredible opportunities that it brought with it. With new experiences, it also brought changes and challenges that are helping me discover who I am and who I would like to be. Most importantly, it helped me find my path to the University of Illinois, which I am proud to call my new home...until the next change comes along.

Pranita
KIST Alumnus, "Class of 2016"

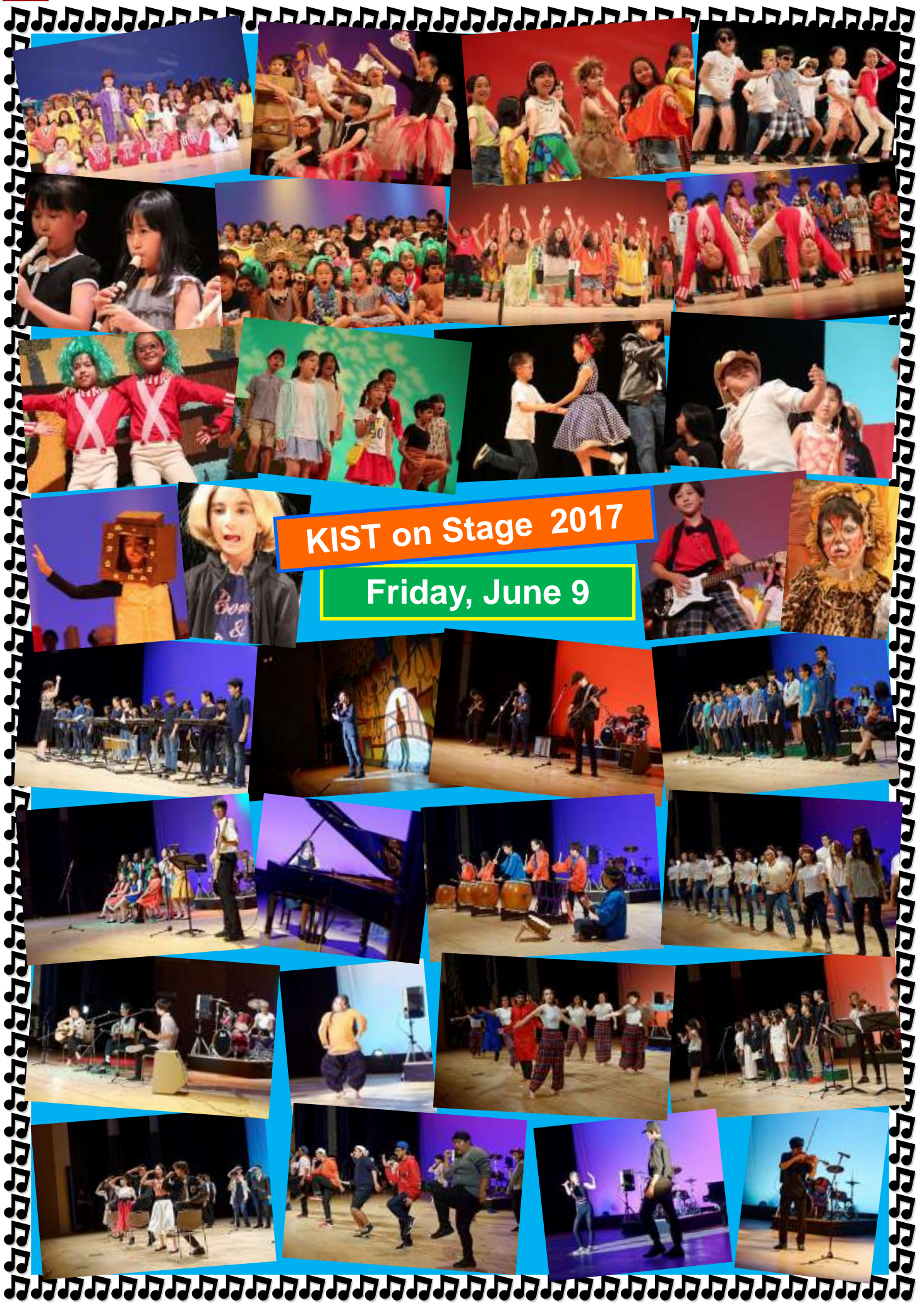


Pranita (4th from left) and friends.

Family Day 2017

Saturday, May 27





KIST on Stage 2017

Friday, June 9