



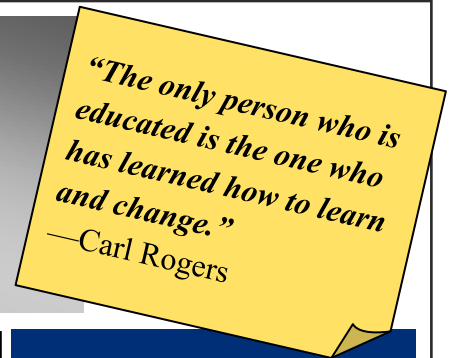
The Comet

The Newsletter of K. International School Tokyo

Volume 21 | Issue 1 | September 2017

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From the Head of School

Dear KIST Community Members,

Welcome back from what I hope was a very restful and enjoyable summer vacation.

It was wonderful to welcome your children back for another school year and to see how much some of them had changed over the summer. It was also wonderful to welcome back our parents and guardians through our Parent Welcome Nights. Despite the heat, I hope that you enjoyed catching up with other parents, meeting your child(ren)'s teachers, and hearing about our successful year last year.

And what a year it was! In addition to our successful IB Evaluation visit and KIST attaining accreditation by the Council of International Schools, once again, our graduates attained the highest DP results in KIST history. Singapore and the UK are two of the top performing nations for DP with recent national averages of just over 38 and 36 points respectively. And, as I mentioned in our Board Report at Parent Welcome Night, less than 10% of DP students around the world (only 7% last year) attain 40 points or more. Our 2017 DP average of 38.03 points and 40% of our graduating class attaining 40 points or more place KIST amongst the top IB DP schools in the world.

These statistics give a good idea of the scope of this amazing accomplishment. But in interpreting them we must also keep in mind the level of challenge of the Diploma Programme, one reason why DP graduates are sought after by universities around the world. The majority of DP schools enroll students in certificate programs and many reserve DP enrollment for only the most academically inclined. But at KIST, **all** of our students study DP courses and 95% of our Class of 2017 studied the full IB Diploma. And 100% of them passed. But they didn't just pass – each of the 35 students had a score that was above the global average; in other words, even our weakest DP students performed above the IB DP world average.

While each of our graduates worked very hard to produce these results, supporting them through the PYP and the MYP and preparing them for success in the DP was a whole community effort. Each year, the results of our standardized testing and the diagnostic exam data we collect indicate that our students are becoming even better prepared for their DP experience through our PYP and MYP programming.

Continued on next page



DATES TO REMEMBER



September 2017

- 16-17 Staff development days (No school for students)
- 18 School holiday
- 23 (G9-G12) KPASS High school drama festival (Hosted@YIS)
- 25-26 School photographs
- 26 PYP Information session for new parents (*Evening)

October 2017

- 4-5 Tech day camp
- 7 SAT@KIST
- 9 School day
- 9 (G1-G5) Field Day
- 23 (G10) MYP Personal Project information session
- 11 (G10) PSAT tests
- 14 School explanation day (for prospective parents)
- 16 2018-2019 enrollment applications open
- 27 K.20 preparation day (K1-G5) No school for students (S) School day
- 28 Last day of quarter 1
- 28 K.20 celebration
- 29 K.20 clean up day
- 29-Nov 5 Autumn vacation

November 2017

- 4 SAT@KIST
- 6 School resumes for all students



PYP | MYP | DP

Continued from previous page

- Over 90% of our students in PYP Grades 2 – 5 are attaining at or above expectations on our mathematics diagnostic testing, expectations that we set high to prepare students for success in successive programs.
- In MYP, our ISA results are strong, with students performing higher than the global averages in all grades (Grades 5 – 9 sit the ISA annually) on each component of the assessment.
- Our overall PSAT scores (all KIST Grade 10 students sit the PSAT, a test written by over 3 million students each year, in the fall) were in the top 23% of the world, with Mathematics performance in the top 18% (56% of our students this year attained scores in the top 10% of worldwide scores for Mathematics).
- Our IGCSE scores were impressive again this year, with 100% of our students in Mathematics A (Grade 10 Standard) attaining a grade of B or above (92% attained A or A*), 100% of students in Mathematics B (Grade 9 Extended) attaining B or above (83% attained A or A*), and 91% of our Further Pure Mathematics students (Grade 10 Extended) attaining B or above.

(More information about KIST students' academic performance can be obtained through our homepage: [Learning > Academic Performance](#).)

From PYP to DP, these schoolwide results are truly incredible. But this level of success doesn't just happen. KIST believes that 'education is a shared partnership between students, caregivers and the school' and these results reflect the strength of the relationships that our community has collaboratively developed between these three stakeholder groups. Our staff and teachers are working incredibly hard, our students are motivated to learn and are committed to attaining their best, and our parent support is second to none. Thank you to everyone in our community for your support of KIST and for all the efforts you have made to us attaining results that bring great pride to our school.

Last week we sent home a brochure to commemorate twenty years since the founding of KIST. Twenty years is relatively young for an international school; but for KIST, the past 20 years have been a significant period of growth worthy of recognition. Some of the significant events during that time include:

- KIST becoming the first 3 program IB school in Tokyo
- continuing to grow from one full-time student in 1997 to over 660 students today, despite significant periods of global economic turbulence and domestic natural disaster
- attaining accreditation by the Tokyo Ministry of Education and the Council of International Schools
- achieving the highest IB DP average in Japan for the past three years

- sending off 251 KIST graduates to 236 of the best universities around the world.

There is much more to celebrate from the past twenty years and we look forward to doing so with all of you at our annual festival in October. As announced, this year KISTival will take on the name K.20 Celebration as staff and students host parents and other members of our extended community to celebrate KIST's growth and share our pride in the many ways that KIST students and alumni are contributing to making our world a better place.

Once again, thank you for your support and please do let us know your thoughts or concerns by contacting the school, or me, directly. In closing, I would also like to send out a BIG THANK YOU to all of our community members who contribute to *The Comet* newsletter over the year.

Happy reading!

Jeffrey Jones
Head of School



Explanation Day 2017

For the 2018 - 2019 school year

KIST will hold an Explanation Day for parents interested in enrolling children for the 2018 - 2019 school year.

Administration and teaching staff will be available to answer questions regarding admissions procedures, the school curriculum, progression to universities, and general features of the school. Visitors will also be able to view the school facilities.

Date:

October 14, 2017 (Saturday)

Session times:

- (1) English: 9:45 a.m. - 12:00 p.m.
- (2) Japanese: 1:15 p.m. - 3:30 p.m.

Reservations close:

October 13, 2017 (Friday)

Reservations essential!

www.kist.ed.jp

IB Diploma Results—July 2017

During the summer vacation, the IB Diploma results were issued to students, and the Class of 2017 performed very well. The chart below summarizes KIST performance for 2014-2017.

Year	KIST G12 Graduates	KIST G12 Diploma Graduates	% of students in full DP	# of Diplomas attained	% that attained Diploma	KIST DP awardee average	DP world average	Highest KIST Score
2017	37	35	95%	35	100%	38.03	29.95	43
2016	38	37	97%	36	97%	36.64	30.07	43
2015	29	28	97%	26	93%	35.92	29.88	45
2014	37	35	95%	33	94%	33.4	30.1	43

Of particular note for the Class of 2017:

- ⇒ Of the 37 graduates for 2017, 35 of them (95%) were enrolled in the full Diploma Programme. IB global statistics report that only about 50% of students enroll in the full DP.
- ⇒ 100% of KIST's Class of 2017 attained IB Diplomas. IB global statistics report that of the 50% of students who enroll in the full DP, only about 80% of them attain the full Diploma.
- ⇒ The **average score for KIST students** attaining the IB Diploma was **38.03 points**. Once again, our students have attained the highest average in KIST history.
- ⇒ **KIST's lowest DP score** (31) was above the 2017 IB DP global average of 29.95.
- ⇒ 40% of students attaining the IB Diploma attained scores of 40 points or above and thereby qualify to be considered for the KIST University Support Scholarships. Globally, only about 7% of students attain scores of 40 or above.
- ⇒ Four students attained the school's highest score this year of 43 points; 2 students attained 42 points; 2 students attained 41 points; 6 students attained 40 points.
- ⇒ 46% of students attaining the IB Diploma attended KIST from PYP, with 43% of the students attaining 40 points or above at KIST from PYP. These statistics reflect well on the quality of learning in our PYP and MYP programs.

The table on the right shows how our course averages compare against the IB world averages for each course.

- ⇒ 96% of courses offered at KIST had results above IB world averages
- ⇒ 78% of courses (orange and green shading) had results more than 0.5 points above IB world averages (the highest grade for each course is 7)
- ⇒ 52% of courses (green shading) had results more than 1 point above IB world averages

Course	Level	KIST DP course average	IB DP world averages for 2017	+/- over IB DP world average
English A L&L	HL	5.90	4.95	1.00
	SL	5.64	5.18	0.46
Japanese A L&L	HL	6.00	5.07	0.13
	SL	6.00	5.52	0.48
Japanese Ab initio	HL	6.33	4.89	1.44
	SL	7.00	6.24	0.76
Japanese B	HL	6.60	5.16	1.44
	SL	6.33	5.15	1.18
Economics	HL	5.71	4.72	0.99
	SL	5.50	5.20	0.30
Geography	HL	6.00	4.80	1.20
	SL	6.00	4.60	1.40
History	HL	5.67	5.19	0.48
	SL	4.80	4.19	0.61
Env Sys & Societies	HL	5.00	4.32	0.68
	SL	5.00	4.20	0.80
Biology	HL	5.53	4.48	1.05
	SL	6.50	3.95	2.55
Physics	HL	6.45	4.65	1.80
	SL	6.00	4.08	1.92
Mathematics	Studies	6.43	4.30	2.13
	HL	7.00	4.72	2.28
Music	SL	6.23	4.37	1.86
	HL	4.00	4.53	-0.53
Visual Arts	SL	5.25	4.29	0.96
	HL	5.25	4.65	0.60
Visual Arts	SL	6.50	4.16	2.34

More information about student performance in IB and other standardized testing can be found on our website by clicking [here](#) (Learning > Academic Performance).

Parents who would like more general information on IB Diploma results should go to: <http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/getting-results/>

The IB publishes a "Statistical Bulletin" summarizing IB Diploma Results, a link to which is on this webpage. The "Statistical Bulletin" for the May 2017 Examination Session should be published in October/November.

Congratulations to the students on their individual successes in the external DP assessment and thank you to all the Grade 12 teachers from last year for all their hard work in making KIST a 38-point DP average school!

John Rose
DP Coordinator



Welcome to New Staff

We would like to introduce you to our new staff for 2017-2018. Please join us in welcoming them to KIST!

Teacher



Heather Neill
MYP/DP English



Zoe Jeffery
Teaching Assistant
(K2A)



Lowanne Perez
Teaching Assistant
(K3)



Nozomi Komatsu
Teaching Assistant
(K1-K2 Japanese)

Instructional Support Staff

Operational Staff



Miranda Liu
Administrative Assistant
(Office)



Minami Nose
Nurse (KIPS)



Safety Training for Staff

Our KIST Mission

KIST provides academically motivated children from diverse cultural and social backgrounds with high quality education in **a safe and nurturing environment** to develop competent and moral individuals who make meaningful contributions to our global community.

KIST is committed to ensuring as safe an environment as possible for our students and community members.

Once again this year as part of our orientation procedures during the week before the start of school, we held another CPR and AED staff training session in cooperation with the Fukagawa Fire Department. Thank you to the 25 KIST staff who attended this session to learn more about how to respond in emergency situations.

Additionally, a separate session was held with all school staff to review the school's emergency evacuation procedures for earthquake, fire and tsunami situations. Following the drill, staff were trained in the use of fire extinguishers, led once again by the Fukagawa Fire Department.



Elementary School News

Educating moral individuals

Welcome back to another year at K. International School Tokyo! I hope that everyone had a safe and happy summer and are ready for another exciting school year!



In education, we often discuss the idea of educating the 'whole child'. The Association of Supervision and Curriculum Development defines this as an "effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children." We have similar goals at KIST which are reflected in our mission to develop competent and moral individuals.

So, what does it mean to be moral? Morality is knowing the difference between right and wrong and having the ability to make right choices. Moral development begins when children are young and morally-based behaviors are demonstrated in children as young as two years of age (Oswalt, 2008).

How do children learn morals? One way students learn morals at KIST is through the IB Learner Profile. Through these ten traits, our students learn what it means to be honest, to care for those around them, and to be open to new ideas. In addition to what children learn at school, they need to see and experience morality to be able to apply it. Where do they learn this?

“For many children, the most important role models are their parents.”
 —The American Academy of Child and Adolescent Psychiatry

According to the American Academy of Child and Adolescent Psychiatry (AACAP), for many children, the most important role models for them are their parents. Children look up to role models to help guide their behavior at school, how they develop relationships, and how they make decisions. The AACAP further defines a role model as a person who serves as an example by influencing others. At KIST we believe a community effort is essential in educating our students and believe in the power positive role models have in shaping our students' moral development. As the saying goes, "It takes a village to raise a child."

Educating the whole child is a community effort. Children need to learn right from wrong at school, at home, and out in the community. As we move into a new school year, we look forward to working with all members of our school community to, as stated in our mission, develop competent and moral individuals.

Elementary classroom teacher changes

This year we have had some elementary classroom teachers change positions within the school.

Teacher	New class	
Ms Chung	K3B	We would like to welcome Ms Chung back to K3. Prior to her maternity leave she taught K3 and we are happy that she has returned!
Ms Holdaway	Secondary School	As Ms Chung has returned, our K3 teacher from last year, Ms Holdaway, has moved into the secondary school. Ms. Holdaway did a majority of her teaching degree in secondary school, so she will be a strong addition to that team.
Ms Kurosaki	G2A	As Ms Kurosaki taught G1-G5 in the USA, she was interested in moving up a few grade levels.
Mr Callaghan	K2B	With Mr Callaghan's K2 and K3 experience at KIPS, we felt he would be a strong addition to the K2 team.

Kevin Yoshihara
 Elementary School Principal



References:

- American Academy of Child and Adolescent Psychiatry, A. (n.d.). Retrieved August 17, 2017, from http://www.aacap.org/aacap/families_and_youth/facts_for_families/fff-guide/Children-and-Role-Models-099.aspx
- Krisbergh, A. (n.d.). *Being a Role Model - The Promise and the Peril*. Retrieved August 17, 2017, from <http://centerforparentingeducation.org/library-of-articles/focus-parents/role-model-promise-peril/>
- Oswalt, A. (2008, January 16). *Early Childhood Moral Development*. Retrieved August 17, 2017, from <https://www.mentalhelp.net/articles/early-childhood-moral-development/>

PYP News

The learner profile and an IB education

It's that time of year again. The students have returned to the classroom and are becoming familiar with their new teachers and routines. Teachers have planned their lessons and are settling in to see where the inquiries are going and what new discoveries the children may uncover. With these preparations comes another set of lessons that need to be prepared. Ones that might not be considered "traditional" in the sense that we all might recognize, but are essential to our lives as members of a community as well as society in the grander scheme of international mindedness and globalism.

In line with this thinking is our school's mission statement which refers to the development of competent and moral individuals. This relates to the fact that as an International Baccalaureate school, KIST has a responsibility to provide for the educational, emotional, social and physical needs of its students. Added to this list is the moral needs that guide us all on our journey through life and its trials. The IB's mission statement states: *"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect."*

The learner profiles contain ten basic principles that are demonstrative of what it means to be "internationally minded". Those who as lifelong learners recognize their common humanity and shared guardianship of the planet and strive to create a better, more peaceful world. The ten traits are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These traits will be explored from many perspectives over the course of students' educational careers here at KIST. These are not limited to the PYP but rather follow your child as they mature thereby allowing teachers to explore new and more sophisticated nuances of these attributes to match the student's ability to comprehend each meaning.

In the PYP, as your child experiences the first transition from home to group interaction outside the family, by teaching the learner profiles, teachers strive to make this adjustment as successful as possible. This is one way that the IB helps provide a framework to support students' to become active inquirers and lifelong learners.

The learner profiles are indeed a crucial part of the IB PYP curriculum and all students' success is measured against them.



Clay M. Bradley
PYP Coordinator /
Elementary School Vice
Principal



Early Childhood News

Welcome back to the 2017-2018 school year for our continuing students, and welcome to KIST for those of you who have just joined our school community. We hope this will be a memorable year for you and your child, as we celebrate the 20th anniversary of the school's founding. All the members of the early childhood team are looking forward to sharing a meaningful and enjoyable time with your children.

We have made some changes this school year:

- K3 students now line up with the older elementary students on the field in the morning
- The K1-K3 before care room has moved from the library/kindergarten playground to the gym.

Thank you to all those parents/guardians who have cooperated with these adjustments and made this very smooth for their child, especially the K3 parents as K3 children are required to stay with their parents until 8:35 due to safety reasons. Thank you for traveling with your child every morning promptly, as we understand sometimes this is not easy, especially in Japan for those who use local transport systems.

At the same time, there are things that are not changing in the Early Childhood department. One tremendous thing is the staff! I have looked around our staff and noticed that among the 17 staff members in K1-K3, 6 have been working at KIST for more than 5 years – which means only 2 new faces – and for 5 staff members, this is their 4th year. In each classroom, we have 1 or more staff members who are also parents themselves, making 8 staff in total who have children.

This is my second year working as the Early Childhood Coordinator, and I am very positive about the strong bonds between our early childhood team. All our staff use every single opportunity as an educational moment for our young learners.

Lastly, Ms Karen – our K1 and K2 music teacher – is looking for a guitar to keep at school. If you don't mind donating an old guitar that has been sleeping in one of the cupboards in your house, please contact either Ms Karen or myself.

GUITAR WANTED!



Thank you always for your continued support towards your child's learning at school.

Eri Ozawa
Early Childhood Coordinator (K1-K3) /
K1B Teacher



K1A



K1B



K2A



K2B



K3A



K3B



My First Drawing in K1

This is the first drawing that the students did in K1 class. They showed they were **knowledgeable** as they could hold the pens and create shapes independently. All students were **risk-takers** when they tried their best to make their own drawings. The students were **communicators** when they told their teachers what they had drawn. Good job K1!

Claire Yoneyama
K1A Teacher



SEAL Programme

Have you ever heard of the "SEAL" programme? Did you imagine a big, gray sea animal and think, "What's that got to do with school??" Well, actually it has nothing to do with animals. SEAL stands for **S**ocial **E**motional **A**spect of **L**earning, and we are introducing the programme for the community circle periods in the Elementary School this year.

The SEAL initiative aims to support pupils in developing the following personal and social skills:

- Self-awareness
- Self-regulation (managing feelings)
- Motivation
- Empathy
- Social skills

The framework is divided into six themes to be covered within a school year as follows:

- New beginnings
- Getting on and falling out, and Say no to bullying (British national anti-bullying week in November)
- Going for goals
- Good to be me
- Relationships
- Changes

There is a SEAL display next to the elementary office, which shows what areas pupils are working on. I will be changing the display for every theme, so please ask your child some questions about the SEAL programme in order to support their social and emotional skills at home.

The photos on this page show that different grades such as K2 pupils with Mr Callaghan and Grade 3 pupils with Ms Watanabe are able to use the same programme.



Kana Furnival
Elementary School Student Care Coordinator



Elementary ELS

Inquiry is universal

Significant and **universal** – that's how our PYP units of inquiry are designed to be, leading us (students, teachers and parents) to "explore the commonalities of human experience" (*Making the PYP Happen*, p. 19). Besides the design of our units, the fact that KIST is lucky enough to have so many languages represented in our community makes our learning even more universal.

So our students can encourage each other to take advantage of all their languages when learning, we have a new space outside the elementary office called "Inquiry is Universal". This display is going to be created by the K3 to G5 students with their parents' help. Don't worry, parents! All you need to do is what you are already doing. When you discuss UOI with your child at home, encourage them to teach you the new English words they have started learning in their unit, then help them learn those words in your home language(s). Next, write down the home language words so your child can bring them to school, and we will add them to our "Inquiry is Universal" board. Over the 6 weeks of each UOI, K3 to G5 will build up a web of their unit's key vocabulary in all the languages they know.

Learning this high-level vocab in their home language (s) through talking with you will help our students truly understand and remember the English vocabulary, too. As the research tells us:

"If your native language is not English, we hope you continue to speak and read to your child in your home language. Speaking in your native language will *not* make it more difficult for your child to learn English. In fact, an important part of language development is learning a first language well." (Campbell Hill, 2001, p. 446) When you have discussions with your child in your first language at home, you are helping them learn skills and concepts that make it easier for them to learn English when they are at school. Campbell Hill's document is a great guide on how to help with your child's language learning at home. It will be on your class's Moodle in English, Japanese and Korean again this year.

Among the tips she lists are these three:

- Find some time every day to listen and talk with your child about his or her school day in your home language.
- Explain challenging concepts to your child in your native language.
- Allow your child to teach you English.

Helping your child bring in UOI words for the "Inquiry is Universal" board covers all those points. Even just a quick discussion can be effective. As the display grows, we will see how UOI is being discussed at home, and the impact of your conversations on our language learning and breadth of conceptual understanding will be felt in the classroom, too.

1. Discuss UOI in your home language(s)
2. Let your child teach you a new English word they learned in UOI
3. Teach them that word in your home language(s)
4. Help write down the home language word so your child can bring it to school
5. ELS instructors will help your child display their word

Follow these steps to help your child participate in the "Inquiry is Universal" board.



Introducing our Elementary ELS team for 2017-18 (left to right): Mr Norwood (G2), Ms Rachel (G5), Ms Joanna (K3B), Ms Wang (K3A), Ms Katie (G1B), Ms Bonus (G1A), Mr Green (G4), Ms Kana (G3) and Mr Arnold (G3). Your child's ELS instructor will help your child put up on display the home language vocabulary that you teach them at home.

Rachel Parkinson
Elementary ELS Coordinator /
G5 ELS Instructor



References:

- International Baccalaureate Organization. (2009). *Making PYP happen: Curriculum framework for international primary education*. Cardiff: Author.
- Campbell Hill, B. (2001). *Developmental continuums: A framework for literacy instruction and assessment K-8*. Norwood, MA: Christopher-Gordon.

LEAP News

Hello KIST Family! It's that time of year again. LEAP is starting up for the 2017-2018 school year.

We will once again be implementing the newsletters in place of the portfolio to show you, the parents, what your children are doing in their LEAP lessons.

Last year, we also implemented a new way of admitting students into LEAP classes by using the diagnostic testing. We will be using this same method of using the data to allow admissions into LEAP classes this year, as well.

In an effort to keep the class sizes as small as possible to ensure we offer the best support to our students, only those students (G2-G5) who have received "Below" or "Just Below" on their diagnostic tests and/or have received a recommendation by their homeroom teacher will be admitted into the support courses.

Also, only those students (G2-G5) who have received a score of "Meeting" and/or "Above" on both the Reading and Writing diagnostic tests and/or have received a recommendation by their teacher will be admitted into the English Extension course.

For the K3-G1 English Support courses, as well as the G1 English Extension and Math Support courses, we will take into account both their teacher's recommendations as well as each student's English support needs.

If you have any questions regarding any of these criteria, please feel free to contact the LEAP Coordinator, Amber Guarente, at leap@kist.ed.jp.

Thank you all so much, as always, for all of your support. We all look forward to working with you and your children again this year. Let's learn together!

Amber Guarente
LEAP Coordinator /
K1B Teaching
Assistant



KIPS News



KIPS has started our second year, and we are very excited to have this opportunity to continue making wonderful memories with all of you!

We are grateful that our parents have entrusted their children to us, and we are looking forward to watching them learn and grow this year. We enjoy watching the children meet their goals, and we relish the challenge of meeting and exceeding each child's daily needs.

Each day, the children have many opportunities to learn through our class routines, specific subject lessons, and by communicating with their friends and teachers. Play-based experiences are vital for young children in many different ways. Through play, children can engage in activities that interest them. They learn to share and make friends, and are able to develop at their own pace.

This year, we are pleased to introduce the latest addition to our interactive environment: 'play walls' which are located in each of our two classrooms, and are specially designed to promote our students' perception and precision motor skills. Children are encouraged to explore their sense of sight, touch and hearing, as well as a sense of physicality.

At KIPS, our staff constantly strives to provide the safest and most nurturing environment possible for your children. We are proud of the role we play in the KIST community, and we ask for your continued support as we develop new educational opportunities for our students. We are very much looking forward to another successful year!

Stephanie Pae
KIPS Coordinator



Secondary School News

I hope that the year has started well for your child; that they are enjoying learning and feeling comfortable in the school environment!

I am now entering my second decade at KIST and am very excited about the year ahead. From my own point of view, I am not teaching a class this year so am looking forward to getting into even more classrooms to see how your children are learning and to also being able to do more for parents, both informally and formally. Naturally, we are very proud of our IB DP results, but I am also energized by other developments this year. For example, many year groups in the Secondary School are now full or almost full, whilst for the first time in my memory, Secondary clubs for Semester 1 have been hugely oversubscribed.

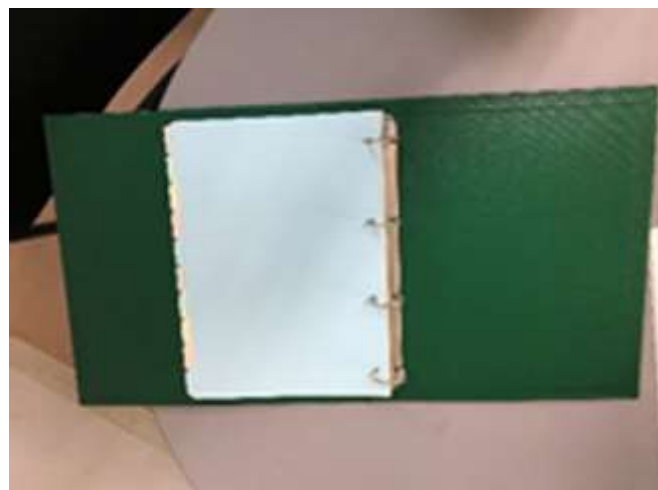
I would like to thank parents for their support of their child's learning so far. Overall, students look very smart, well-resourced and happy as they move around the school. If I can emphasize with parents the importance of putting their child's name on all their

belongings – our lost and found section is already growing for the start of the year! If I can also ask parents, especially of grade 6 to 8 students, to ensure that their child(ren) have the correct supplies every day for school. The supply list was sent to all parents on June 23 via E-Communications.

Please find on the right some pictures of two new things at the start of this year: the team building/ice-breaking activities on the first day and also A4 ring binders that G6 students and all MYP Math students need to have for 2017-2018.

To finish, I hope that you found the Secondary Parent Welcome Night informative and useful, and look out for a small number of E-Communications from me in September linking to initiatives mentioned at this event. As usual, please don't hesitate to contact me with questions!

Mark Cowe
Secondary School Principal



MYP News

Students explore learning in the MYP to start the year

During the first week of school, students are always nervous and excited. This year, as things got underway, students in Grades 6 – 8 took part in special workshops focusing on essential elements of the IB's Middle Years Programme.

In Grade 6, students were introduced the basics of how student performance is assessed in the MYP. They investigated the methods that teachers and students use to make judgements and apply standards.

As they move through their first year in the program, students will have a better sense of how teachers use a variety of learning experiences to assess student progress.

MYP GRADE BOUNDARIES	
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Limited
1	Very limited

Students explored how semester grades are calculated in the MYP.

In Grades 7 and 8, where most students have previous MYP experience, the focus for the opening sessions was on goal setting. In the IB's framework of important Approaches to Learning Skills, personal and academic goal setting is crucial to bringing about meaningful change.

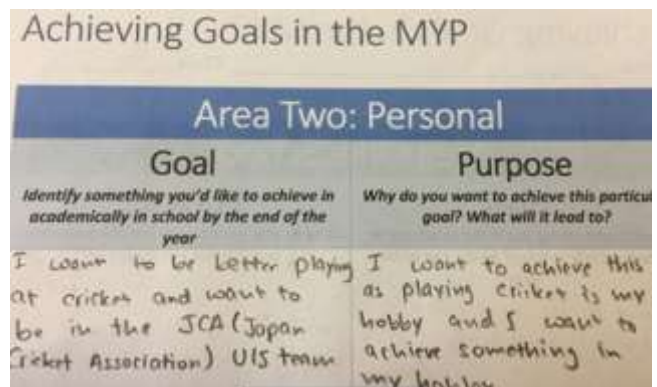
In a series of activities, students reflected on their past successes and failures, and they drafted goals for the upcoming year.

As the year continues, students will have other opportunities to continue to deepen their understanding of the MYP.

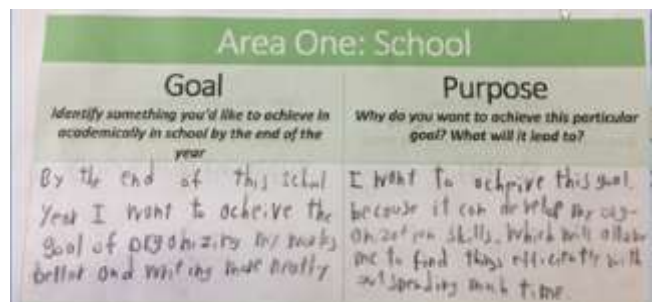
Robert White
MYP Coordinator



G7s do a warm-up activity before setting goals for the year.



A personal goal from a G7 student.



An academic goal set by a G8 student.



Summer Camp in Beijing

KIST students participate in the International Students Summer Camp – Beijing

In July, 777 students from around the world met in Beijing to participate in a camp sponsored by the Beijing International Education Exchange. Among them were five KIST students from Grade 10: **Akino**, **Mai** and **Hinako**, and from Grade 11: **Yohdai** and **Shimpei**. Akino and Mai offer their reflections below.



Hinako (left), Akino (2nd from right) and Mai (right) with a teacher at the camp.

Mai (G10A)

Not only was this my first chance to participate in such an event, but as well it was the school's first invitation from the Chinese embassy to get involved as part of the BIEE summer camp. When I'd first seen the email on the invitation from the BIEE, I was really motivated in participating in the summer camp and representing my school at Beijing. I was fortunate to be selected as part of the 5 students. In contrast to my excitement to visit China, I felt anxiety about how Japan is viewed by China due to an edgy relationship that has existed for so long. It was rewarding to see that many of my new Chinese friends I made at the summer camp respect and love Japanese culture. This was a moment when I deeply understood the exaggeration and the misleading information of the media.

Throughout the 10 days of summer camp, I really enjoyed interacting with new friends from all over the world, attending all sorts of Chinese cultural activities and getting to know new things about China. The second-to-last day was probably one of the best experiences I had. It was the closing ceremony where at night, all the 777 students performed such spectacular traditional dances. Representing Japan, we, the KIST students and the rest of the 16 Japanese participants performed the Soran-bushi and the Koi-dance wearing our *kimono* and *happi*.

All in all, it was a great, brilliant opportunity to participate in the Beijing summer camp, fulfilling new experiences and cultures in China. I appreciate the BIEE and the school for the invitation and would surely wish to be selected as part of the 5 students again next year!

Hinako (G10A)

This camp was hosted by BMCE and BIEE, at the Beijing Royal School for 10 days, and there were 33 countries and around 800 people who participated in this event. In this camp, we visited many places such as the Beijing National Stadium, Great Wall of China, Forbidden City, and many more. Also, during this experience, we got to learn much more about Chinese culture such as trying calligraphy, Tenon Joint, and ink painting.

In this camp, I met so many amazing people, and I had some of the most amazing experiences there. There were people from all over the world and we ended up being best friends by the end. We didn't bring up any political agenda or international issues at all. We left it all behind, and got to know many great individuals, and just enjoyed it. Many of us stayed in the field getting to know each other at night, and we taught each other language, and culture, and I never realized how connected we all were. I'd sit with some Chinese kids at the cafeteria and then run into Nepalese kids in the hallways, and start a conversation about anything. These memories were incredible, and I would not exchange these for anything. It was also amazing how these 10 days had a great impact on many individuals, such as to learn another language, or making a choice to go to a university in America, rather than going to a university in their hometown.

During the closing ceremony, many countries performed a variety of programs, which were full of their national and cultural characteristics. Our country performed soranbushi and koi-dance, the first of which is a traditional folk song from Hokkaido, and the other one is a dance from a TV drama. This closing ceremony ended the 2017 International Students Summer Camp Beijing with a very enthusiastic ending.



Camp members visited landmarks in Beijing including Tiananmen Square.



At the great wall of China.



Continued on next page

Continued from previous page

Akino (G10A)

The 2017 International Student Summer Camp – Beijing was just wonderful. Through the ten days, we explored China's rich culture, tradition, lifestyle, art and language, and visited historical landmarks.

When 777 students from all over the world gathers into one school, it's intimidating. I was initially nervous and worried as to whether I could make it through ten days of being in a country I barely know, with people I've never met. At our first dinner, we ate alone in the corner of the canteen, avoiding eye contact with other students and sticking together. But the next day, we knew two more people. As the days progressed, we knew more faces, we ate with different people, and we sat in the middle. By the last day, the canteen was filled with crying, hugging and goodbyes.

Participating in this international summer camp not only gave us the opportunity to travel to Beijing, but also to build friendships that will last forever, and I will be eternally grateful for that.



Closing ceremonies for the camp.

Athletics Update



This year, as in previous years, KIST will continue to participate in interschool athletics as a member of the International Schools of Tokyo Athletic Association (ISTAA). We look forward to student participation and parental support during the 2017-18 season! In the Secondary School, we have boys' and girls' teams for Grades 6 – 8 (U-14) and Grades 9 – 12 (U-18) in the following sports: **volleyball** (September – November), **basketball** (November – March) and **soccer/futsal** (March – June).



2016-17 U-14 boys basketball champions

The Elementary School has **soccer** (Grades 3 – 5) and **basketball** (Grades 4 – 5) clubs that practice throughout the year and participate in one tournament. Additionally, outsourced opportunities such as the **cheerleading dance club** and the **AC Milan soccer club** are available on Mondays at KIST over the course of the year.



2016-17 Grade 5 Elementary basketball champions

Other athletic clubs include cross-country, badminton (Secondary), the Olympics (Elementary) and possibly others. We encourage students to participate on teams and clubs for many reasons, but **fun** is the biggest one!

KIST holds the ISTAA cross-country invitational event at Arakawa every year and students from KIST have the chance to run against students from 10 to 12 other international schools. This year, the event is planned for April 20, 2018. We will be looking for parent volunteers to help with this event again this year. Thank you to those who volunteered their time last year and in previous years!!

Finally, congratulations to the KIST COMETS U-14 Boys Basketball team for winning the ISTAA Championship held at BST this past year and the Grade 5 team for winning the ISTAA Elementary Championship!!

Dennis Ota
Extra-Curricular Clubs and Athletics Coordinator



TASSEL Report

TASSEL is a non-profit organization specialized in supporting underprivileged children in Cambodia socially and academically. Many Cambodians have not yet recovered from the trauma of the Khmer Rouge. As a result, Cambodia remains one of the poorest countries in the world with a lack of schools and teachers with the ability to teach the children English. TASSEL aims to bring Cambodia out of the grasps of poverty by providing free English lessons. At KIST, we also have hosted many successful fundraisers such as the rose campaign and tie-dye shirts, raising a total of ¥417,190 which has been donated to local Cambodians. During the summer, some of the KIST TASSEL members visited Cambodia to meet and teach Cambodian children.

Many of Cambodia's issues stem from its horrific and tragic political history, which began with the reign of the Khmer Rouge, a communist party that aimed to return the people to primitive and classless lives, where they faced hard labor, torture, and famine. On the first day of the trip, we visited the Tuol Sleng Genocide Museum and listened to the truly horrific stories that many innocent Cambodians, including the friends and relatives of those we soon taught, had endured.

Meanwhile, in Phnom Penh, the Khmer Rouge arrested anyone they believed were remotely educated, including those who wore glasses and had soft hands. Many were brought to Tuol Sleng where they were tortured on a daily basis to make them confess to whatever crimes they were accused of committing. Once a sufficient amount of crimes had been documented in the name of the prisoner, they were transported to the Killing Fields where they were executed. Remains from the 20,000 mass grave sites indicate that at least 1.3 million victims were killed. Even today, a little over 30 years later, new remains continue to resurface from the soil of the



killing sites.

Before we started teaching, we visited some families who are currently sponsored by TASSEL, meaning that they are provided money each month for food, medication and rent.

One of the families we visited was of a boy named Doesch, who lives with his older cousin, aunt, grandmother and grandfather. The mother, who had been supporting the family financially, ran away. A TASSEL teacher realised Doesch needed support when he was spotted drooling while watching another child eat. After sponsoring his family, Doesch and his brother started smiling more, and the older cousin joined. The grandmother was very supportive and even suggested learning English with them.

By visiting the families, we could see what conditions some of the TASSEL students were living in and how much they need our help. Joji (Founder of TASSEL) constantly made sure that the sponsoring was used for food, to ensure the health and wellbeing of the families. By personally meeting the families and understanding the impact teaching at TASSEL and sponsoring can make, we were able to fully understand the importance of this organization, and connect personally to the students we taught.



Teaching Cambodian children was the main goal of the TASSEL trip. We taught in two villages, Samrang and Banan, for 3 days. It was truly a wonderful experience to teach the enthusiastic students. Some of us got to meet their students from



online classes/writing instructing. We prepared lesson plans every day and played a quiz on the 4th day, based on what they have learnt. Their cheers during class made the classroom a warm and lighthearted place. Their handmade gifts, letters, tears and smiles on the last day, made us not want to leave.

During the trip, we had a special opportunity to teach Cambodian teachers. With hearty cheers and generous smiles, they participated in class so passionately that they even resisted taking breaks to continue studying. They were excellent role models of students to the children who demonstrated great motivation for learning.

The objective of the classes was to improve their pronunciation and grammar so that they can provide a higher quality of English education to the children. For this reason, they appreciated the opportunity to learn from foreign teachers during the trip. They even gifted us letters and photos to thank all the foreign teachers although their contributions to TASSEL were incomparably greater than ours.

It is hard to believe how much some people have endured, particularly when they are the ones who continuously smile and work to please others. Experiences like these teach you to be more aware of issues, to do what you can to help others, and to always be a little bit kinder than you need to be.

Sara, Hyunjeong, Taimu, Ibuki, and Nikita



Habitat for Humanity (HFH)



What is HFH?

HFH is a non-profit, non-governmental organisation established in the USA in 1976. The members of HFH from 80 countries, alongside volunteers located across the globe, work towards helping those in poverty in developing nations, through the careful construction of houses for families. KIST has been working with HFH since 2006.

What did we do?

During the 2016-2017 school year, the 2017 KIST Habitat for Humanity Team has worked extremely hard to raise money to cover part of the participation costs to build a house in Vietnam. Some of the fundraising activities the students did include: running KISTival game and information booths, and securing corporate sponsorship through delivering presentations in English/Japanese and organising charity events with sponsored companies such as delivering MYP English lessons to the participants of Café Eikaiwa and the AC Milan Soccer event.



Through these fundraising activities, the 2017 KIST HFH Team was able to raise a total of **4,131,943 yen**, exceeding our ambitious goal of 2,500,000 yen. We would like to take this opportunity to thank the school community and the sponsoring companies for their enormous support.

During the 10-day trip itself, 10 KIST students worked as a team to build a house for an impoverished family in Vietnam. It was a lot of work but the students (and teachers) enjoyed the rewarding experience.

Joining Habitat for Humanity was one of the best decisions I made in my life! Our trip to Vietnam was something very special and meaningful to me. The days of construction which consisted of working under the scorching sun for hours, was extremely tiring and we were all fatigued by the time we were finished every day. But I can say with confidence that it was all worth it. Working together with the local HFH staff and interacting with those from the local neighborhood was very, very heartwarming as well. The whole team truly worked hard, but also enjoyed ourselves a lot in Vietnam. It was an amazing trip! **Aska** (G12A)

This Habitat for Humanity trip was an important activity for me as it gave me an opportunity to build a house in Vietnam and interact with local people which is not a common experience that you can have in your daily life. Even though this experience was challenging, I was able to learn so many valuable life lessons. **Jiu** (G12B)

Being able to be part of 2017 KIST HFH Team was one of the greatest experiences I ever had. Also, not only did we contribute to Vietnamese community by building a house for a family, we were able to learn about their culture. Although we worked more than 8 hours each day in Vietnam, we enjoyed the local food and shops too. I am truly honoured to have had the chance to be part of an amazing group that helps and gives a variety of opportunities to people in need. **Moe Min** (G12A)

The Habitat for Humanity trip was a very memorable experience. The building process was challenging and tough due to high temperature and humidity but I learnt a lot from this experience that can be useful in our life. The people in Vietnam were so kind and friendly that we could work comfortably and the sense of achievement after the work was beyond words and I am glad that I could help people in the world suffering from poverty with my teammates directly by building a house for them, not just indirectly donating money. I would like to participate in the trip again if there is an opportunity. **Rinchin** (G12A)

The 10 days that I have spent during the Habitat for Humanity trip to Vietnam was definitely one of my most memorable and valuable experiences in my life, which I believe is the same for all the other team members who participated in this trip. Building a house under a very humid and hot environment for days was truly a challenging task to accomplish. However, I felt that it was a great opportunity for us to interact with the local people at Vietnam and allowed us to realise how we, even as students, could make action to support others. **Yurika** (G12B)

We are currently accepting members for the 2018 KIST HFH Team which open to Grades 8 to 11 students. If you are interested in constructing houses for people in need, or experiencing various fundraising activities such as finding corporate sponsors and organising charity events with the sponsored companies, this service program is for you. For more information, please contact Ms Hamano at hitomi.hamano@kist.ed.jp.

Secondary SRC

SRC class representative election

Class representatives are responsible for voicing the opinions of students and communicating ideas to the SRC. Being a part of the SRC is a great opportunity, not only to interact with people from different grade levels, but to learn to be a better communicator and much more open-minded. While for many students, speaking out may be rather scary, the SRC is filled with students who will help you in overcoming this challenge. Being a part of the SRC will provide you with many life-long skills that will not only help you in terms of your academics but in your social life as well. We encourage all of you to come and join us!



Let your voice be heard

The SRC class representative election was held on Friday, September 1. We are pleased to announce that the new class representatives are as follows:

G12A: Ji Hye	G12B: Amina
G11A: Ayan	G11B: Natasha
G10A: Akino	G10B: Marlinah
G9A: Dharmik	G9B: Den
G8A: Armaan	G8B: Hanna
G7A: Tomoko	G7B: Heet
G6A: Diya	G6B: Arnab



Here are your new class representatives!

What are the SRC's goals this year?

This year we hope to accomplish more of what is suggested to us by the students. To start off this year, we will be investing in a few shelves to place in several bathrooms in the Main Building. This was suggested to us by a couple of G12 students and suggested it will be helpful when they utilise the bathroom during the 5-minute crossover between classes.

What we accomplished last year

Last year the SRC contributed to funding the graduation party, purchasing futsal jerseys for the Girls U-14 team, purchasing sports equipment for student use during lunch recess, and providing funding for the TASSEL group to purchase tie-dye t-shirts for a fundraiser. The SRC also contributed to the school community through the middle school dance, sponsoring free dress days, holding several bake sales and, through the Arts Committee, several lunch concerts.

No more class officers

This year, the class officers position has been discontinued. However, there are many new positions available. Take a look!

New positions!!!

Starting this year, there will be **four** different specialized committees supported by the SRC:

- **Arts Committee:** run seasonal competitions, coordinate with the music and art teachers to host concerts and support visual arts events
- **Sports Committee:** run intramural sports events, promote and support KIST ISTAA events, coordinate the use of sports equipment with the PHE department
- **Service Committee:** promote, support and participate in service activities, present funding requests, review service programmes at KIST
- **Media Committee:** coordinate with librarian and SRC to produce videos and visual media, contribute to the completion of the KIST yearbook

Let's have a fun year!!!

Secondary ELS

Hello KIST Community! I am honored to be tasked with introducing this year's secondary English Language Support team. This year, we have three ELS instructors responsible for teaching Academic Writing and supporting students in classes from grades six to ten.



My name is Michael Davignon and this is my fourth year working as an ELS instructor. This year, I am serving as ELS coordinator for the first time. I am a qualified teacher of English and social studies in the U.S., where I am from, but have been teaching in Japan in one form or another since 2003. I will be supporting G6 and G10 again this year, so if I turn up in your classroom, feel free to say hello or to ask me a question; that is what I am here for. I am looking forward to another great year with the ELS team, about whom you can read below.



My name is Anna Holdaway, and this is my sixth year at KIST. I am originally from Melbourne, Australia. This year I will be working closely with G8 students in their English and I&S classes, and teaching Intensive English and Academic Writing classes. In addition to my ELS role, I am also looking after G6 to G8 students as the Student Care Coordinator.



My name is Douglas McGillivray and I am the ESL instructor for grades 7 and 9. Born and raised in the Chicagoland area, I studied the arts and got my teaching certificate at Dominican University in 2013. I have taught a variety of subjects ranging from technology integration to fine art courses. I moved to Tokyo in 2015 and acquired my ESL certification towards the end of 2016. I have a passion for recording and producing music and also love staying active. I look forward to getting to know all of the students this year and working closely with them in Academic Writing and also in their English and Individuals and Societies classes.

Staff 10!



Ms Biggs enjoying the natural wonders of the world.

In this month's *Staff 10!*, we are pleased to present **Kimberley Biggs** who joined us in August 2016 as a teacher in the Secondary School. Originally from New Zealand, Ms Biggs teaches MYP Sciences and DP Biology and is currently the homeroom advisory assistant for Grade 8B.

1) Tell us something interesting about your hometown.

My hometown is a small city near the top of the North Island in New Zealand. It is a smaller city surrounded by beaches and farms. It is sometimes called the 'gateway to the Winterless North' as we have a lot of sunny days compared to the rest of the country.

2) What is your favorite place in the world?

My favourite place would have to be my home in New Zealand. I have been fortunate enough to travel to many amazing places around the world, but there's nothing quite like coming home (the sunshine, beaches and good food all help!).

3) Who would you like to meet if you had the chance and why?

I would love to meet Sir David Attenborough. He has been a pioneer in the promotion of environmental awareness and has been a key influence for helping people to understand and respect the natural world. I would love to be able to talk to him about some of the amazing things he has seen and done.

4) Do you have any special skills or talents?

Cake tasting! ☺ I am an expert at tasting all cakes and have years of experience!

5) Please share a little known fact about yourself.

I have studied Maori.

6) What is your most prized possession?

In Tokyo, my bike!! It gets me everywhere ☺

7) Which IB learner profile attribute do you most closely identify with and why?

Caring. I have always been someone who likes to interact with people and one of the best aspects of being a teacher is to be able to help students excel in school and find which subjects they are passionate about.

8) If you could live your life again, would you do anything differently?

I don't think there is anything I would do differently. I have made a lot of mistakes, but I hope these have allowed me to learn, and grow and have therefore made me a better and wiser person.

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

Survive the Japanese summer! And also, improve my Japanese reading and speaking.

10) Do you have any special message for your fans?

Care about the planet; travel as much as you can; treat all people with equal respect; seize every opportunity!

Library News

Welcome back!

The KIST Libraries staff hope you had a relaxing summer vacation, and the opportunity to read some *great* books! Was there one book you *really* loved (or hated)? Email us the title, author and a three sentence mini-review for a chance to be featured on the Library Moodle blog! Your review should include... *What* was the book about? *Why* did you like it? *Who* would enjoy it? Reviews should be sent to library@kist.ed.jp.

Library programs

If you haven't had the opportunity to visit the new and improved Elementary Library, stop by and say "hi!" The tables are gone, replaced with great open reading spaces, book boxes, and comfy fruit cushions. And your favorite library programs will be back and better than ever! Keep your eyes and ears open for information about Sakura Medal, DEAR and World Cultures Day.



The new K1 and K2 book boxes (on wheels!) in the spacious Elementary Library ready for decorating by elementary students.

Online resources

Did you know, students and parents can access library materials 24/7? It's true! Although library staff have to go home sometimes, the Internet never sleeps. From September 19, you'll be able to access a host of familiar and new online resources through the Elementary Library Moodle, LMC Moodle, Destiny, and Destiny Discover (new), anytime, anywhere.



Destiny Discover (new)

LMC student survey

At the end of last term, we asked every secondary student two questions in an online survey:

- How easy is it to find a fictional book that you would like read in the KIST Libraries?
- How can we improve the KIST Libraries to help you with your studies, or reading for fun?



We received responses from 105 students. Thank you! Mr Tim and Ms Erika have read every single one, and already we have made improvements to the LMC, with more to come. Here are some examples:

1 From a G9 student:

"I feel that it might be better if the books in a series were kept in order as I find it difficult to find the first book."

Great idea! LMC Action:

- * Books that are in a series are now grouped together.
- * We are buying extra copies of popular books in series.
- * Shelf edge labels show the series.

2 From a G8 student:

"Nobody knows the password of the computer on which you can search books."

LMC Action:

We have removed the password! It is ready for use at any time.

3 From a G7 student:

"It is generally not so hard, but there are no extra things to help (most of the time I have to find a book by walking around)."

LMC Action

- * Clearer library signage.
- * The English department teachers visited the library to help organize books into the categories that will help students with their studies.
- * Destiny Discover: browse all library resources digitally – type in the title of a book you have enjoyed and the computer will suggest others like it!

KIST Library Team



Mr Tim



Ms Leslie



Ms Erika

Office Updates

Absences, late arrivals, early departures



All instances of student absence, late arrival and early departure must be reported **directly to the school office** (not to individual teachers) by e-mail to info@kist.ed.jp. Absences and late arrivals should be reported **before the start of school**. Where notification is not received, we will contact you by e-mail at your Office 365 account to verify your child's attendance.

Allergies and health issues



If your child develops any allergies or health issues that you were not aware of at the time of his/her initial enrollment at KIST, please be sure to inform the office by e-mail to info@kist.ed.jp. It is important that you keep us informed of changes in your child's health status.

Similarly, please also be sure to notify us of any changes to your contact details—in particular, telephone numbers—so that we have the most recent details registered in order to reach you or your nominated emergency contact persons in case of an emergency.

Community resources



This is a reminder to families that various resources are available in the **Community** section of the school website. Some of the resources available include:

- **Family Handbook**
Provides a guide to the school's policies, procedures and expectations. Also includes the **Progression Criteria and Graduation Requirements** document that outlines the requirements for students to advance to higher grades and programs.
- **Faculty Directory**
A list of classroom and subject teachers and their direct e-mail addresses.
- **DP Handbook**
Contains information about the IB Diploma and how it is organized at KIST.
- **Career and University Guidance Handbook**
Contains information on how to prepare for and apply to universities.

Online sign ups for various activities (e.g. school support program duties, student health checks, KIST Community Association committee participation etc.) are also conducted here.

As the Community section contains information that is designed for the KIST community only, it is password protected. To access the information, you will therefore need to log in to your Office 365 school online account.

School closures



There may be times during the year when the school is forced to close due to inclement weather conditions (e.g. typhoons, heavy snowfall), medical epidemics and the like. At such times, the school community is notified as early as possible by e-mail through E-Communications and also on the top page of the school website. We understand that closures may create difficulties for some families; however, we ask for your understanding that these situations are beyond the school's control and cannot be foreseen. We therefore ask for your cooperation in making alternative arrangements for your children on these days.

School e-mail



We would like to remind you that it is an expectation that all families use their Office 365 school e-mail accounts for all school-related communications. While you are free to use other systems such as LINE or WHATSAPP to communicate with other individual parents, some parents choose not to use these systems. For this reason, in order to ensure the inclusion of all parents within our school community, we ask that you use only your school-provided account as a means of contacting other parents for the purpose of arranging school events, class gatherings and the like. We also ask that you check your account regularly for information sent to you by your child's teacher and notices sent from the school via E-Communications.

For further information about the use of school e-mail accounts, please see the [School E-Mail Accounts](#) section in the [Family Handbook](#) (log in required).

FOR SALE

Looking for new ways to support our school and show off your KIST pride? Now, for only ¥200 per item, you can be the proud owner of your own personalized KIST clock or travel mug. The functional digital clock, which also displays the date and temperature, and stylish navy blue mug also make great presents for all occasions.

Contact Ms Mitsuyo at reception to reserve yours today!



KIST Community Association (CA)



Welcome back to the new school year! The KIST Community Association (CA) supports and fosters the partnership between students, parents and the school in accordance with the school's mission, vision and guiding beliefs through planning and implementing events and providing services, equipment, materials or resources which directly enhance the educational experiences and well-being of students.

In order to achieve this objective, the CA organizes several committees that provide assistance in various areas and are open to all parents. It is not necessary to participate in every committee activity, or to attend every committee meeting; however, we hope that as many parents as possible will become familiar with the activities of the CA by signing up for a committee. This year, there are five committees as follows:

Service Committee

Student Events Committee

Library Committee

**Communications and
Community Relations Committee**

Social Committee



Online sign-up forms are available at <http://www.kist.ed.jp/node/781>. In order to access the forms, please sign in to your Office 365 school account. We are really counting on your enthusiastic participation and look forward to welcoming YOU as a committee member!

Finally, we would like to introduce the CA Officers for the 2017-18 school year as follows:

President



Mika Shindo

Vice President



Shika Li

Treasurer



Naoko Takizawa

Secretary



Noriko Nogami

If you are interested in joining a general committee or finding out more about the CA, please contact the Officers by e-mail at ca.officers@family.kist.ed.jp.

CA Officers



University Guidance News

The "Class of 2017" final destinations

- 32 students applied to universities during G12
- 5 applied to universities after graduation (Australia: 2, Japan: 1, US: 1, Gap year: 1)
- Matriculation from fall 2017 (Japan: 8, USA: 8, Canada: 6, UK: 5, India:1, Ireland: 1,UAE: 1)

We are very pleased to announce that KIST has had another successful year for university applications. Please see the separate list of colleges and universities where the Class of 2017 received offers/acceptances from.

Highlights of the final destinations for this year include:

- Canada became popular among our students (6 students in 2017 vs. 1 student in 2016)
- Most students who enrolled in US universities received partial or full scholarships and financial aid to cover up to 100% (US\$ 60,000 per year) of required costs (tuition fees, books, board etc.)
- First student from KIST to Yale-NUS in Singapore
- First student from KIST to a medical school in Ireland
- First student from KIST to St Andrews in the UK (the third oldest university in England after Oxford and Cambridge)
- Second student from KIST to NYU Abu Dhabi in UAE (full scholarship + allowances)

Alumni talk by Sara (Class of 2016)

On September 5 during lunch, KIST alumnae, **Sara** (Class of 2016) returned to KIST to talk about her experiences as a first-year sociology student at London School of Economics and Political Science (LSE). She spoke with a group of current KIST students and gave them some advice on applying to universities in the UK. Thank you, Sara! (Please see Sara's article in this issue of *The Comet*.)



Alumni talk by Sara in the LMC

Mrs Okude's visit to Canadian and US universities

Immediately after the last day of school in June, I departed from Narita Airport for a two-and-a-half week trip to eastern Canada and Washington, D C to visit several universities. First, I joined a Canadian

university tour with a group of counselors from around the world. The tour started at McGill University in Montreal. Then we visited Concordia University in Montreal, Carleton

University in Ottawa, Queen's University in Kingston and Trent University in Peterborough. After the tour ended in Toronto, I also visited the main campus of the University of Toronto. During my stay in Toronto, I had a chance to meet a happy KIST alumni couple, **Heisei** (Class of 2008) and **Junko** (Class of 2006) who were married earlier this year in Toronto. Before returning to Japan, I stayed a couple of days in Washington, D C to visit American University and my alma mater school, the George Washington University.



American University



University of Sydney



University of Toronto



McGill University



George Washington University

Counselor Week at the University of Sydney

At the end of July, by invitation, I attended the School Counselors Professional Development Week at the University of Sydney. It was a busy but fruitful experience for me to explore their programs and the city of Sydney and its culture with a group of counselors from Asia and the Pacific.

University guidance calendar

There are a number of events, university presentations at KIST, college fairs and information sessions around Tokyo scheduled during the fall. Please check the [University Guidance Calendar](#) to obtain updated schedules and detailed information about the events and universities.

Mrs Keiko Okude

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

College and University Acceptances and Offers



KIST Class of 2017

()=Number of students accepted | *=Scholarship offered
 #=Matriculate from autumn 2017 | As of August 25, 2017

UK

Cardiff University
 HULT International Business School London
 King's College London# (2)
 Loughborough University
 Newcastle University*
 Queen Mary, University of London
 St. George's University
 University of Bath
 University of Birmingham (2)
 University of Bristol (2#) (1*, 2)
 University College London (2)
 University of Edinburgh (2)
 University of Exeter (2)
 University of Glasgow (5)
 University of Hull
 University of Kent
 University of Manchester (1*, 1)
 University of Nottingham
 University of St. Andrews#
 University of Sheffield (2*, 1)
 University of Southampton (2)
 University of Surrey (3)
 University of Sussex
 University of Warwick (3)
 University of Westminster

IRELAND

National University Ireland Galway Medicine#

NETHERLANDS

Maastricht University
 University of Amsterdam

USA

American University*
 The College of New Jersey*
 Colorado State University*
 DePauw University*
 Earlham College*
 Fordham University*
 The George Washington University*#
 Lawrence University*
 Mills College*
 Northeastern University*#
 Parsons the New School
 The Pennsylvania State University
 Purdue University (3)
 Rochester Institute of Technology*
 St. John's University*
 Savannah College of Arts and Design# (2*)
 Scripps College
 Smith College
 Suffolk University*
 SUNY Buffalo*
 SUNY Stony Brook

UC Irvine

UC San Diego

University of Colorado Boulder
 University of Connecticut
 University of Illinois, Chicago
 University of Illinois, Urbana-Champaign#
 University of Maryland, College Park
 University of Massachusetts, Amherst
 University of North Carolina, Chapel Hill
 University of Pittsburgh#
 University of Rochester (2#) (2*)
 University of San Francisco (2*)
 University of Washington (3)
 University of Wisconsin-Madison# (2)
 Virginia Institute of Technology (2)

CANADA

McGill University# (2)
 Ryerson University
 University of British Columbia (2#) (1*, 2)
 University of Toronto (1*, 2)
 University of Waterloo# (2)

JAPAN

International Christian University (ICU) (2#) (3)
 Keio University SFC GIGA#
 Sophia University# (4)
 Temple University Japan
 Waseda University Culture, Media and Society
 Waseda University Political Science and Economics (2)
 Waseda University Science and Technology
 Waseda University SILS (3#) (3)
 Waseda University Social Science

HONG KONG

The Chinese University of Hong Kong
 The Hong Kong University of Technology and Science (5*)
 SCAD Hong Kong*
 The University of Hong Kong# (2)

INDIA

National Institute of Fashion Technology#

MALAYSIA

Penang Medical College - Royal College of Surgeons in Ireland

SINGAPORE

Lasalle College of Arts
 Yale - NUS# (1*, 1)

UAE

New York University Abu Dhabi*#

Alumnus Report

Sara is an alumnus of KIST's "Class of 2016." She is currently in her first year of the Bachelor of Science in Sociology course at the London School of Economics and Political Science.

"Monday mornings" has become such an unpopular concept – leaving the bed early, thinking about the work you have to do for the next 5 days! However, waking up in my dorm room for the past year went by without me relating to all the memes about feeling depressed on Monday mornings. Though, I did occasionally need a cup of coffee.

The past year was a year full of inspiration in every aspect of life. Living in London and studying at the LSE has not only made me more knowledgeable, independent and outgoing, but gave me an idea of what kind of person I want to become in the future. I am very lucky to say that going to the LSE was the best decision for me, and I am grateful to all the KIST teachers who have supported me in this process.

The LSE is a university located in central London, known for its strong focus on the social sciences. Entering the LSE library, I see unlimited numbers of books on economics, management, sociology, philosophy... but not many for biology or chemistry. The professors I have are leading figures in their fields; one of my professors designed the electoral system for Tunisia after the Arab



Sara (right) and friends exploring the streets of London.

Spring. Angelina Jolie was recently appointed as a visiting professor for my faculty, after working with the UN to protect women's rights.

As a student who has always been fascinated by the social sciences – in fact, I took psychology HL and business management HL in the Diploma Programme – the LSE has provided me with the best resources possible for me to keep pursuing my interest. Not to mention, the people around me have a strong curiosity in the social sciences as well; the highlight was when we all stayed up until 6 a.m. to watch the US presidential election, while casual coffee breaks easily turn into passionate debates. The skills I developed in the IB – writing structured essays, critical thinking, referencing, and public speaking in particular help me a lot to succeed in such an intensive environment.

Of course, things can get difficult – a series of 3 hour exams that determine 100% of my grade for a module was something that I have never done before, or reading pages and pages of classical sociological texts, which take me an hour to go through 10, if not 5 pages. I'm telling you, sociologists aren't the best writers. But one thing I know for sure is that hard work pays off – I have been awarded as the student with the highest overall grade in the department of sociology.

But, the biggest challenge for me was to figure out who I am and what characterizes me as a person. At the LSE, being intelligent and politically aware is a given. Looking at my friends who are so talented in the arts, chosen as "the ones to watch", or have their own startup companies made me eager to find my specialty, what I am passionate about. The number of opportunities I am



Sara (3rd from left) and friends.

exposed to made it a little bit easier for me to go through this process. I have always been interested in fashion, so I interned at a fashion brand during the London Fashion Week. I became the marketing manager of the Fashion Society. I interned at a strategic consulting firm when I came back to Tokyo, and looking to do one in another company as well. Through these experiences, I am looking forward to understanding myself better and become a person who can inspire others.

I understand that the IB program can be very demanding, especially when it comes to the DP. But I am hoping to show that striving for the best can open up multiple possibilities and opportunities for you. I wish you all the best, and congratulations to KIST for the 20th anniversary!!

Sara
KIST Alumnus, "Class of 2016"

