

STRATEGIC INTENTIONS UPDATE 2018

Delivering an outstanding British
education to the international
community of Tokyo for 30 years



In 2014, the year in which BST celebrated its 25th anniversary, we made a significant start in the planning process for the next twenty-five years by publishing our Strategic Intentions document looking ahead towards 2020. At the time of its publication we promised that this would be a working document with lasting and ongoing impact, and 18 months ago I shared with you a second brief update on our progress towards delivering our ambitious goals. As we now move towards our 30th anniversary, this is the third such update.

THE BRITISH SCHOOL IN TOKYO

B5



Balanced



TO RECRUIT, DEVELOP AND RETAIN INSPIRING TEACHERS, BACKED BY A HIGHLY MOTIVATED SUPPORT TEAM, WHO ARE ALL FULLY COMMITTED TO DRIVING THE SCHOOL FORWARD AS A GLOBAL LEADER IN THE DELIVERY OF INNOVATIVE, HIGH QUALITY INTERNATIONAL EDUCATION

As it must always be, this is our primary strategic objective: education can only ever be as good as the teachers responsible for its delivery. Our Trustees are wholeheartedly committed to maintaining BST's impressive record of accomplishment in an increasingly competitive international recruitment market. We invest heavily in the recruitment process at all levels and, to the best of my knowledge we continue to be the only international school that insists on seeing candidates teaching in their own schools before confirming appointments.

The obvious priority for us last year was to identify and recruit outstanding school leaders to build on the substantial achievements of Ms O'Connor and Mr Platts.

The search for Ms O'Connor's successor led us to Singapore. Before agreeing to join BST, Fiona Read was Deputy Head of the Junior School at UWCSEA; a position she held for ten years from 2008 having previously been Head of Year 6. She brings with her a wealth of experience in one of the world's leading international schools and is already making her mark here. An enthusiastic life-long learner, she is currently studying for her M.Ed in Special Educational Needs and Disabilities with Middlesex University, having recently completed the National Award for SEN Coordination with the same university. She has made a very promising start and is already making her mark at BST, demonstrating that her vision for the Primary School aligns closely with the ethos carefully established here in recent years.

For the past three years, Mr Platts has worked in close partnership with Mr Thomas to drive the development of the Secondary School and, in particular, to raise standards at IGCSE and A Level. The success of that partnership, together with the obvious attendant benefits of a smooth transition, made it a relatively easy decision to invite Mr Thomas to step up from his role as Deputy Head to take over from Mr Platts. While Mr Thomas may be well known to many of you, and his appointment offers BST a measure of much-needed continuity, he is also his own man with a clear vision for the development of the Secondary School. He is already taking steps to implement that vision and I know that the school will continue to move confidently forward under his leadership.

The promotion of Mr Thomas left a vacancy for a Secondary Deputy Head and, from a very strong field of applicants, we were delighted to appoint Mr Duncan Grey – previously Deputy Head of Senior School at the British School, Muscat. BSM is a slightly bigger school than our own (600 secondary level students) but it has many similarities with BST and Mr Grey had been in post there since 2008. Married, with two children, he is a keen sportsman with a particular interest in rugby and, in April of this year, he completed his UK National Professional Qualification for Headship. Again, he has made a strong start here and I have every confidence that his partnership with Mr Thomas will be a fruitful one.

More recently, the Board of Trustees undertook an extensive search to find an experienced international Head to take over my role when I retire at the end of this academic year after seven very happy years in Tokyo. That search was successful and I have already enjoyed working with Paul Tough to plan for a smooth handover in July. Mr Tough joins us from Discovery Bay International School in Hong Kong where he has been Principal for the past five years. I have every confidence that he will be a very good fit for BST, that he shares the values we have all worked hard to establish here, and that he is the right person to take the school forward at this crucial stage in its development.

As numbers at the top end of the school have grown it has become increasingly important for BST to recruit teachers who can inspire and challenge the very brightest of our A Level students. It is gratifying to report that we have been able to bring in graduates with outstanding academic pedigrees and to recruit experienced practitioners with a proven track record in excellent schools.

Given the spiralling global demand for international school teaching staff, recruitment may become more difficult in the near future. To this point, we have been fortunate in that we have been able to take advantage of the Olympic effect and the current interest in Japan as a destination of interest. How lasting this might be remains to be seen. It is important to remember that we are in competition with a number of regions with very different taxation systems and may not be able to offer a particularly attractive financial case for coming to Japan. There are, however, many other advantages to working at a school like BST and living in a country like this one; we must continue to work hard to promote those advantages.



One further important teacher recruitment issue for us to deal with is the recent UK Home Office ruling that the current enhanced DBS service will be limited to organisations based in England and Wales. This means that overseas schools can no longer request enhanced criminal record checks on potential recruits. The UK Department for Education has sent out a directive that British Schools Overseas can apply for a basic DBS check (which records unspent convictions) or for an International Child Protection Certificate, which can be obtained from ACRO, the Criminal Records Office. Child safeguarding is a priority at BST and we always apply for the most stringent background checks available to us during the teacher recruitment process. This Home Office decision only serves to underline the importance of our practice of visiting candidate teachers in their own schools before confirming an appointment.

If the school is to continue on its current trajectory, it is important that our teachers are given every opportunity to grow as international educators. For that reason, we prioritise continuing professional development for all of our staff. Since my last update, a significant proportion of our academic staff have been supported in their pursuit of further qualifications; six have completed or are in the process of completing Masters' degrees, four have been supported through the international PGCE, and we now have a number of COBIS trained accreditors and Middle Leadership Programme Facilitators. All this in addition to a broad range of pastoral and subject-related training, often delivered here in school by some of the leading authorities in their field.



As has been the norm in recent years, teachers and support staff have made school visits, or attended courses in the UK, mainland Europe, Australia, China, Hong Kong, Singapore and Thailand, as well as participating in online workshops and seminars sharing best practice with colleagues around the world. It is particularly reassuring to note that almost all of our academic and support staff have now completed courses on Child Safeguarding and Safe Recruitment and have received recent first-aid training.

TO DELIVER A CHALLENGING AND INNOVATIVE BRITISH-BASED CURRICULUM WITHIN A CLEARLY MAPPED 3-18 CONTINUUM, FOSTERING ALL THE SKILLS AND ATTRIBUTES OUTLINED IN OUR PROFILE OF THE BST LEARNER AND EQUIPPING OUR STUDENTS FOR THE NEXT STEP IN THEIR EDUCATION – AND FOR LIFE

Teaching and learning of the highest quality is a central tenet of BST's Strategic Intentions blue-print, and I know that raising academic standards will always be an important objective for the School's Leadership Team and for our Trustees. The broad, balanced curriculum model that we have built up over the past five years has served us well and there seems to be little reason to make wholesale changes at this stage. After all, the outcomes, certainly in terms of examination results and placements at good schools and universities around the world, have been very impressive.

In the Primary School we adhere closely to the demands of the English National Curriculum – making some small allowances for Japanese – while in the Secondary School the main drivers are IGCSE examinations and UK A Levels. In both sectors of the school we work hard to ensure that sport and the arts are given the space they deserve and, particularly at secondary level, we have strengthened our Wellbeing and PSHE provision. Nevertheless, as in any school, there are some areas where we can make significant improvements.

The first of these is in Early Years education. The limited space available to us at Shibuya is an issue but with imagination, we believe that we can create a better environment for this important age-group and thus enhance the quality of our programme. It may mean that we have to reduce numbers at this end of the school, at least until we move to our new Primary campus, but it certainly does not mean that we will reduce our investment in these key years.

It is also possible to adopt a broader, more international outlook at Primary level. This does not mean that we should move away from the National Curriculum; rather that we should be brave enough to recognise that we can deliver that curriculum effectively and still have the scope to offer more – particularly in terms of modern foreign languages, science and PSHE.

The third area for improvement relates to the advantages we enjoy as a 3-18 through school where transition from Year 6 to Year 7 simply involves climbing (or descending!) a flight of stairs. As things stand we do not make the most of the opportunity we have to deliver the continuum emphasised above. As we move towards the opening of a new Primary

campus, we should use the time left to us to ensure that our cross-phase planning and delivery are as strong as they possibly can be; that our Primary and Secondary teachers have shared expectations and that they speak a common language.

With this in mind, a select group of senior staff in both Primary and Secondary have been exploring Professor Deborah Eyre's High Performance Learning programme. A small number of schools both in the UK and around the world have already enjoyed considerable success with HPL, and BST teachers and leaders who have spent time looking at the programme have been excited by its potential. Their belief is that it will offer us a framework to develop a stronger whole-school approach to teaching and learning and that its values are very much in line with those we articulated five years ago in our British Learner attributes. We know that we are doing many of the good things the programme advocates, but a more formal approach will help us to understand where we can build most effectively on the excellent foundations that have already been built.

A roadmap for further exploration and discussion has been drawn up to take us through to the end of this year and preliminary work involving a range of Primary and Secondary teachers, led by Ms Unsworth and Mr Travis, has already begun.

Those of you who wish to know more may find this link helpful:
<https://www.highperformancelearning.co.uk/>

At the time of writing, we remain the only international school in Japan offering UK A Levels. In 2012 when I was first appointed here and there were just seven students in the Sixth Form, I was asked if we should consider the introduction of the International Baccalaureate, specifically the Year 12/13 Diploma Programme. One of the significant differences between the A Level system and the IBDP is that for the latter students take six subjects rather than just three. For this reason alone, my response was that we simply could not begin to contemplate a switch to the Diploma Programme until we had at least one hundred Sixth Form students on roll. Only then would the economics of such a switch make sense.

We have now reached a point where we have 110 students in those top two year groups and it is time to look more closely at our options, particularly as our students now appear to be showing more interest in studying at universities outside the UK. That said, so far A Levels have proved to be more than acceptable to most higher education institutions around the world, and a move away from the current Sixth Form curriculum would be costly and time-consuming. We must therefore proceed with caution.

A Level study remains something of a unique selling proposition for BST. However, it is only right that we should explore different opportunities at this stage in our development, particularly if we are to maintain the upwards trajectory of our global reputation for academic excellence.

TO MAINTAIN THE HIGHEST ACADEMIC STANDARDS, INCLUDING THE CONSISTENT ACHIEVEMENT OF EXCELLENT EXAMINATION RESULTS, WHILE CONTINUING OUR COMMITMENT TO AN INCLUSIVE ADMISSIONS POLICY

This year almost half (48%) of all subject entries at A Level, were awarded the top A*/A grades, while 74% were graded B or better. Remarkably, 1 in 4 of our Year 13 students achieved A*/A in at least three subjects. To put that into context for those unfamiliar with the UK A Level system, it may be helpful to point out that almost all students specialise by studying just three subjects in their final year.

In recent years our students have won places on extremely competitive degree courses at a wide range of prestigious universities across the UK, including Cambridge, Durham, Edinburgh, and Manchester. Imperial, King's and University Colleges, London have also proved to be popular destinations.

A change since the last of these updates, one in keeping with our international outlook, has been the increased interest in universities outside the UK. It is certainly the case that today's school leavers see themselves as citizens of the world and more of them are now looking beyond the UK and their home country for higher education. Australia, Canada and mainland Europe seem to be particularly popular but there is also significant interest in the USA and Japan.



This year's changes to the GCSE grading system in the UK make it a little more difficult to provide a succinct summary of the latest results, the performance of this year's GCSE and IGCSE students was more than encouraging. A*/A grades accounted for approximately 70% of all entries (up from 66% last year) and it was especially pleasing to see outstanding results across the whole spectrum of academic disciplines – in Maths and Science, in Art and Photography, in English, MFL and the Humanities. In History and Geography, for example, no fewer than 61 out of a total of 71 entries were graded A*/A. (It is perhaps telling that in the last update it was considered noteworthy that in those same subjects 28 out of a total of 36 entries attained these top grades).

We continue to share our updated three-year A Level and GCSE/IGCSE subject statistics in a table on our website:

<http://www.bst.ac.jp/why-bst/academic-results/>



Balanced

Well-grounded with a broad range of interests, knowledge and skills developed both in and beyond the classroom. Objective, capable of seeing the big picture, without prejudice.



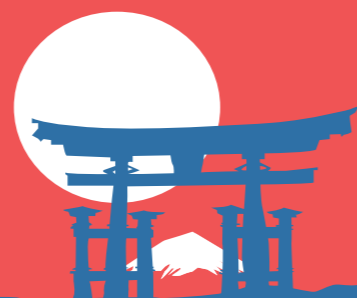
Resilient

Determined and willing to persevere in the face of adversity. Prepared to set ambitious goals and work hard to achieve them. Resourceful and responsive to different situations and contexts



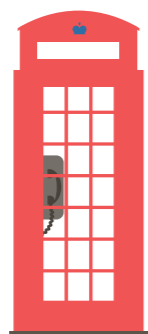
Inquisitive

Curious and open-minded, a seeker of knowledge. Happy to be an active lifelong learner: to explore, to be exposed to challenging unfamiliar concepts and to seek opportunities to enjoy new experiences.



Thoughtful

A friend. Considerate and respectful of the needs and values of others, with the capacity to focus, to think critically and to see issues from a range of perspectives. Reflective and keen to learn from experience - and from mistakes.



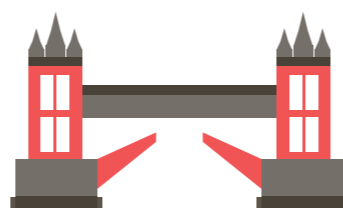
Independent

Capable of original thought, innovative and prepared to demonstrate initiative. Discerning, with well-developed research and analytical skills, and the ability to step aside from the crowd.



Self-assured

Confident. Prepared to articulate and share ideas and personal opinions, to play a part in group and team activities, and to take the lead where appropriate. An intelligent risk-taker.



Honest

An example to others. Self-aware and principled; with high personal standards of behaviour, great integrity and a clear sense of right and wrong.



THE
BRITISH
SCHOOL
IN TOKYO



Resilient



TO BUILD AN UNRIVALLED REPUTATION AS AN OUTSTANDING PROVIDER OF HOLISTIC EDUCATION, OFFERING AN EXCITING RANGE OF OPPORTUNITIES AND EXPERIENCES BOTH IN AND BEYOND THE CLASSROOM, WITH A PARTICULAR FOCUS ON SERVICE AND GLOBAL CITIZENSHIP



That 'particular focus on service and global citizenship' has undoubtedly become more apparent in recent years. At the time of the last update we had just completed the first small scale reconnaissance visit to the Dor Village school in Cambodia, built by BST in partnership with United World Schools. There have since been four further visits by successive groups of Year 11 students, all of whom have returned with a very different perspective on life. The opportunity to spend time in a community so far removed from the one in which they are growing up has been transformative.

The squeeze on the arts in the UK curriculum is controversial and currently the subject of much debate. Here at BST the creative subjects are given the high profile they deserve and have gone from strength to strength in recent years. The quality and variety of so many concerts, drama productions, and art and photography exhibitions is now frequently commented upon, and I am delighted that so many of our students – boys and girls – participate at so many levels. Talented students are now being challenged to give of their best in a range of different settings and they are clearly enjoying rising to that challenge. For me one of the artistic highlights of the last twelve months was seeing our Choir perform so beautifully in Macau Cathedral, and the rapid development in the arts at BST means that there will be many more such opportunities in the future.



Sport too has continued on an upward trajectory – again with equal emphasis on opportunities for both boys and girls. Standards have risen, more sports have been added to the programme and, just as important, many more students have been given the opportunity to represent the school with the introduction of 'B' and even 'C' teams in some sports.

Last year saw the first BST Operation Wallacea expedition, a hands-on eco-trip to Fiji which was so successful that a second expedition planned for 2019, this time to Borneo, was quickly oversubscribed. Similarly, we have been able to offer more service opportunities closer to home, here in Japan. Alternatives to the summer and winter Hakuba residentials now include trips to the Moriumius Project in Tohoku and to a rural home-stay in Miyazaki.

Given that our plans for the Nagasawa sports facility and the BST 19:20 Project are covered extensively elsewhere in this document, perhaps it is sufficient simply to state at this point that we are making the most of the fact that Tokyo will be at the centre of the sporting world over the next two years!

The BST Outdoors programme continues to go from strength to strength, and it is worth noting that our residential trips from Year 1 upwards are so embedded in our curriculum that their cost is now included in the annual school fee.



Inquisitive



TO PROVIDE THE FACILITIES AND INFRASTRUCTURE REQUIRED TO SUPPORT OUR EVOLVING EDUCATIONAL AND CO-CURRICULAR NEEDS, AND THE ANTICIPATED GROWTH OF THE SCHOOL TOWARDS A TOTAL OF APPROXIMATELY 1,200 STUDENTS

At the time of my last update to this Strategic Intentions document, the school roll stood at 915; today there are 1,070 students at BST, 471 of them in the Secondary School.

By the end of the 2013/14 academic year there were 66 students studying IGCSE courses in Years 10 & 11, while the number of A Level students in Years 12 & 13 stood at just 43. We began this academic year with 124 IGCSE students and no fewer than 110 taking A level courses. Further down the school, Years 7 & 8 are both now four-form entry and at capacity.



To accommodate this increase, from the start of the 2017-18 academic year, we took over the second floor of Building 5 on our Showa campus and renovated

the area on the first floor between the entrance facing the Hitomi Hall and the first stairwell. This much-needed Secondary School expansion gave us additional classrooms, more specialist teaching spaces such as laboratories and a large open-plan Art/Photography studio, and a spacious library more suitable for older students and their study needs. The first floor, with its extensive reception area, gave us the opportunity to develop a much more high profile presence on the Showa campus.

In September of this year we completed further refurbishment on the third floor of Building 5 to accommodate our flourishing Music Faculty.

All this was only made possible by the signing of a 10-year lease extension with Showa Women's University, guaranteeing our presence on the campus until at least 2026. As things stand, we believe that our partnership with SWU offers the most effective strategy for securing the long-term future of the Secondary School, and we continue to work hard to strengthen that relationship at all levels. Although it is sensible for us to keep our options open, the advantages of maintaining a significant presence at Showa well beyond 2026 currently seem to outweigh any obvious alternatives.

We see the arrival of Temple University on the Showa Campus, from 2019-20, as a potential bonus, offering a range of collaborative opportunities for both our teachers and our students. There may, of course, be increased competition for use of some shared facilities but we believe that this will be limited, and that it will be offset by the many advantages that partnership with such an organisation can bring. As a result, we have appointed Ms Nora Yamada to the new position of Director of External Relations, with a brief to explore ways in which we can work closely with Showa and Temple – among others – to enhance opportunities for our students and staff.

It is important to acknowledge that the temporary loss of an on-site swimming pool at Showa was a setback and posed some difficulties. However, we have been able to maintain a strong swimming programme by using a pool within walking distance of the campus and the fact that swimming remains such a popular and successful sport at BST is testament to the enthusiasm and dedication of our swimming coaches. We look forward to a brand new pool opening on campus next year.

Staying with the sporting theme, the difficulty of playing full-scale team sports at Showa has always been an issue for our PE and Sports Faculty. While we recognise our good fortune in having access to a range of excellent sporting facilities on a campus so close to the centre of Tokyo, we cannot host 11-a-side football, and rugby and cricket can only be offered in a very limited fashion. I am delighted to confirm that one of the major events of our 30th anniversary year will be the opening of an off-site sports facility at Nagasawa, just 30 minutes' drive from both Showa and Shibuya.

The acquisition of additional space at Showa and the acquisition of the Nagasawa facility has not meant that there has been any relaxation in our efforts to acquire



a central Tokyo site to enable us to bring the Primary School together on a single campus. We have signed a memorandum of understanding with a major Japanese developer, detailed design plans have been drawn up and we expect to sign a final contract before the end of this academic year.

Subject to approval from Tokyo Metropolitan Government, the new five-form entry Primary School is scheduled to open in September 2023; it will accommodate more than 900 students aged 3-11. Facilities include two outdoor sports pitches, a gym and swimming pool, and an extensive auditorium/performance space.

Having planned five years ago for a maximum total school roll of approximately 1,200 this will give us the opportunity to grow beyond 1,500 by 2025.

Thoughtful



TO MAINTAIN THE HIGHEST STANDARDS OF GOVERNANCE APPLICABLE TO INDEPENDENT SCHOOLS, INCLUDING AS A MINIMUM THOSE RECOMMENDED BY THE UK ASSOCIATION OF GOVERNING BODIES OF INDEPENDENT SCHOOLS (AGBIS), AND TO OPERATE THE SCHOOL IN ACCORDANCE WITH THE REGULATORY REQUIREMENTS OF THE JAPANESE AUTHORITIES

The role of the Trustees is primarily a strategic one. The Trustees decide the purpose and the overall goals of the school and set a framework for their implementation and achievement. The Board also acts as a critical friend to the School's leadership team.



In addition to appointing the Principal and Bursar, and playing a significant part in the appointment of other members of the leadership team, the Board is also responsible for ensuring that its membership offers the range of skills and experience required to support both the School's current requirements and its strategic development. To this end, a regular skills audit is undertaken and is used to guide Trustee recruitment. Board diversity and an appropriate balance of parents and non-parents are always considered during the process.

After a lengthy period of unusual stability, in the relatively short time since the last Strategic Intentions Update there have been some significant changes in the make-up of the Board. James Hollow is now in his second year as Chair. He stepped into the role in July 2017 when, after five successful years in the role, Marianne Black returned to the UK. The transition was carefully planned during the 16/17 academic year and the handover was a seamless one.



Three new Trustees joined us just over a year ago, and three more have come on board this year. These changes are the result of expansion and, in part, the need to replace Trustees reaching the end of their term of office. There have also been some changes to the subcommittee structure in response to changing demands, the most notable of these being the establishment of a Property Committee.

For further details about the governance of the School and an introduction to the current Board, please refer to the BST website. A detailed summary of the minutes of Board meetings is now published via the Parent Portal as soon as is reasonably practical after each round of meetings.

It remains entirely voluntary to do so, but the Board of Trustees is committed to the good practice of commissioning a regular external evaluation of the School and its provision in order to confirm compliance with the highest international standards. The next such evaluation will take place in March 2020 and will be carried out by a COBIS team under the Patron's Accreditation scheme. This will be our third formal external evaluation in the past eight years.



Independent



TO IDENTIFY AND ASSESS ON AN ANNUAL BASIS THE MAJOR RISKS FACING THE SCHOOL AND TO ENSURE THAT MITIGATING ACTION, INCLUDING THE PREPARATION OF CONTINGENCY PLANS, HAS BEEN TAKEN WHERE APPROPRIATE

One of the most important responsibilities of the Board of Trustees is to prepare a detailed register of the major risks facing the school. Each year we must review their potential consequences, likelihood of occurrence, and the mitigating action that we can and have taken. In many ways, Tokyo is one of the safest cities in the world but we are not complacent and we realise that things can change very quickly if effective risk management procedures are not in place.

Reference has already been made to the safeguarding measures we take during the staff recruitment process and, clearly, this is an extremely important element of our duty of care to your children. Since the last update to this document we have put in place a system where all academic staff and most support staff undertake formal child safeguarding training and we continue to develop our relationship with external agencies such as Tokyo English Lifeline (TELL) and the relevant ward Child Guidance Centres. The Education Subcommittee of the Board of Trustees reviews our Safeguarding and Child Protection Policy annually.

There is a delicate balance to be found between the maintenance of high levels of security for your children and the retention of a welcoming, community ethos at BST; we continue to work hard at this and to seek advice as to how we can safely achieve such a balance.



TO DRAW TOGETHER AND FURTHER STRENGTHEN THE WIDER BST COMMUNITY BY DEVELOPING AND MAINTAINING EFFECTIVE LINES OF COMMUNICATION BETWEEN THE SCHOOL AND ALL OF ITS CONSTITUENTS – PAST, PRESENT AND PROSPECTIVE

The most significant step forward in this area since the last Strategic Intentions Update has been in terms of our communication with our alumni – particularly those who moved on before the school offered IGCSE and A Levels. Our Alumni Facebook account now has an enthusiastic worldwide following, and our database of accurate, up-to-date contacts has grown exponentially.

The BST website has undergone a significant re-design this year and now allows for much easier editing and revision here in school. We are now able to update content, including video, with relative ease and should be able to ensure that the site is regularly refreshed.

Lowly Norgate and her communications team have taken on a wider range of responsibilities, including the provision of an in-house design service. Working closely with our admissions and data teams, they have produced a number of high quality publications, including the much-commented upon Primary and Secondary School Profiles – the latter being so important in support of applications to universities outside the UK.

We have also been able to open up many more opportunities for Showa parents – particularly those with children in the Secondary School – to spend more time in school to meet teachers and senior leaders. This openness has been much appreciated and Mr Thomas is keen to build on the very promising foundations that have already been laid. One area where we are keen to do more is in the identification and development of collaborative possibilities between teachers, parents and students. A start has been made with the parents reading group and the cooperation between the parent Green Team and the student e-Cool group, but we hope that we can take this further over the coming year.



Self-assured



TO MAINTAIN STABLE AND SECURE FINANCES, WITH SUFFICIENT RESERVES TO WITHSTAND EMERGENCIES AND ECONOMIC UNCERTAINTIES, AND TO CONTINUE TO SEEK ADDITIONAL FUNDING WITH WHICH TO MAKE MAJOR IMPROVEMENTS TO THE SCHOOL



It is worth re-stating the fact that BST is run as a not for profit organisation, and that all income is reinvested into the school. Nevertheless, we aim for financial standards comparable to the best and most successful commercial organisations, with strict expenditure controls, long term financial planning and an annual financial position verified by one of the Big 4 audit firms.

Following the retirement of Mr Simon Lloyd as Bursar and Secretary to the Board of Trustees in September 2017, Ms Manako Haga was appointed as Bursar and immediately set about the task of streamlining our systems and putting in place more robust monitoring processes. We are currently reviewing all finance-related policies, aiming for improved efficiency and more transparency.

School fees remain our only significant source of income and, while the Board has approved limited fee increases in each of the years since the last Strategic Intentions Update, these have simply maintained the status quo in the face of the steady, if gradual, rising cost of the quality provision we aim to offer. It should be noted that our tuition fees are still below the levels charged by international schools of comparable size here in Tokyo, and a long way below the levels charged in places like Hong Kong and Singapore.

One anomaly in the way our fees are structured at BST is that no premium is charged for students in year groups where a significant number of external examinations are taken. Now that we have so many IGCSE and A Level candidates, the cost of examination entries in Years 11 and 13 is a significant one – and it is a cost that will grow in the years ahead. Although no decision has yet been taken, the time has come to review the situation and to consider ways in which these examination costs might be passed on to the parents of students actually taking the examinations. This would put us in line with almost every other independent international school.

It is also important that we push forward with plans to establish a significant development funding stream. Our bursary scheme is now well established and certainly supports our objective to be as inclusive as possible but, if it is to be maintained and allowed to grow, it must be supported by funding in addition to fee income. Significant one-off capital projects such as the Nagasawa Sports Facility would also be enhanced if they could attract external funding – perhaps in the form of sponsorship. Similarly, it should be possible to gather support for specific areas of the broad, balanced education we offer at BST, such as the arts or the outdoors programme. There is a Giving page on our school website, and we have worked hard to re-establish contact with our alumni around the world, but this is an area where we must aim to achieve more.





Honest

TO ENHANCE THE GOOD NAME OF THE SCHOOL AND RAISE ITS STANDING ON A LOCAL, NATIONAL AND INTERNATIONAL LEVEL BY PLAYING AN ACTIVE ROLE WITHIN BRITISH EDUCATIONAL AND BUSINESS NETWORKS, AND BY POSITIONING OURSELVES TO TAKE ADVANTAGE OF IMMINENT OPPORTUNITIES FOR JAPAN, AND FOR TOKYO IN PARTICULAR

The British School in Tokyo 19:20 Project was launched during the 2014-15 academic year. The aim was to take advantage of three major global sporting events to strengthen links with the local community, to create additional learning opportunities for all students and to establish a lasting educational legacy. These three events are the 2019 Rugby World Cup, and the Tokyo 2020 Olympics and Paralympics.



There were three specific major goals: to extend our links with the community in Tokyo and further afield, both in and beyond Japan; to create an awareness of and promote interest in a range of new sports, including disability sports; and to find and develop an off-site sports facility in order to allow us to introduce more team sports, including rugby and cricket, and to interact more closely with Japanese schools.

We recognised that these major events offered a unique opportunity to engage with the broader community both here in Japan and beyond, and determined to build a lasting legacy. We also saw an opportunity to play our part in helping to change the attitude towards people with disability in Japan, and to increase awareness among our own students. An inner-city school, we have struggled to find space to host team sports. With the help of the British Embassy and the Mayor of Kawasaki City, we identified a site to develop a new sports facility within 30 minutes' drive of our main school campus. Construction is underway and we expect to begin using the new ground in January 2019, with a formal opening in March.

In addition to the development of a new facility, we saw the Olympics, and Paralympics as a way to promote different sports and to develop links with Japanese sports associations. For example, we are now regularly able to field more than 50 competitors in local triathlons and a highly regarded Japanese triathlete coaches our students.

One year ago we became the first international school ever to gain affiliation to the Japan Schools RFU and entered into formal partnership with Shibuya International RFC, to establish a club to bring local and international school students together on the rugby field.

At the start of this year we appointed the current double European karate champion to lead the 19:20 Project and, specifically, to build on our partnership with Tsukuba University to develop educational programmes enhancing awareness of the needs of the disabled through sport. The early success of this initiative is demonstrated in this response from Doctor Sawae Yukinori, Associate Professor of Development Psychology at the university:

It has been a pleasure working with The British School in Tokyo and their '19:20 Project' to deliver the Paralympic Project. From the outset, they had a clear vision, which was to create practical learning tasks for students to understand both the physical and mental barriers that exist for those with disabilities and to show them that sport can be inclusive for all. The BST Paralympic Project really offers a meaningful legacy for the British School in Tokyo, helping their students develop an active voice towards issues surrounding disability in society. Working in partnership with BST has also had a significant impact on our students in the Faculty of Health and Sport Science at University of Tsukuba; they have certainly valued the experience of working with international students.

Our aims for the coming academic year and the BST 19:20 Project are to implement the Olympic Values Education Programme across the school to complement and run alongside our British Learner Attributes, in order to generate interest and knowledge in the Tokyo 2020 Games. We aim to develop and broaden our partnership with the University of Tsukuba, to utilise their expertise as only the second University in the world to offer the IOC educational legacy sports programme. Finally, we will continue to take advantage of the fact that so many sportsmen and women, coaches and administrators are visiting Tokyo to give our students opportunities to gain insights into the world of elite sport.

COBIS: Before standing down at the end of the last academic year, I served for four years as one of eight elected Board members of the **Council of British International Schools**. I sat on the Professional Development and the Membership sub-committees and attended three sets of sub-committee and full board meetings every year. This gave me a voice in the most highly regarded membership organisation in British international education and opened up opportunities to contribute to debate on a number of the key issues affecting the sector, including teacher supply, safeguarding and leadership training. It also gave me the opportunity to raise the global profile of BST in a range of different contexts.

Although, in anticipation of my retirement, I did not seek re-election at the end of my four-year term of office I am delighted that the school will continue to have a direct link to COBIS as the current CEO, Colin Bell, now sits on our Board of Trustees.



That completes the third in this series of updates to our Strategic Intentions document. I hope that you have found it both helpful and informative. Please do not hesitate to get in touch with me if you have any observations to make, your feedback is always very welcome. Thank you for your continued support and encouragement.

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