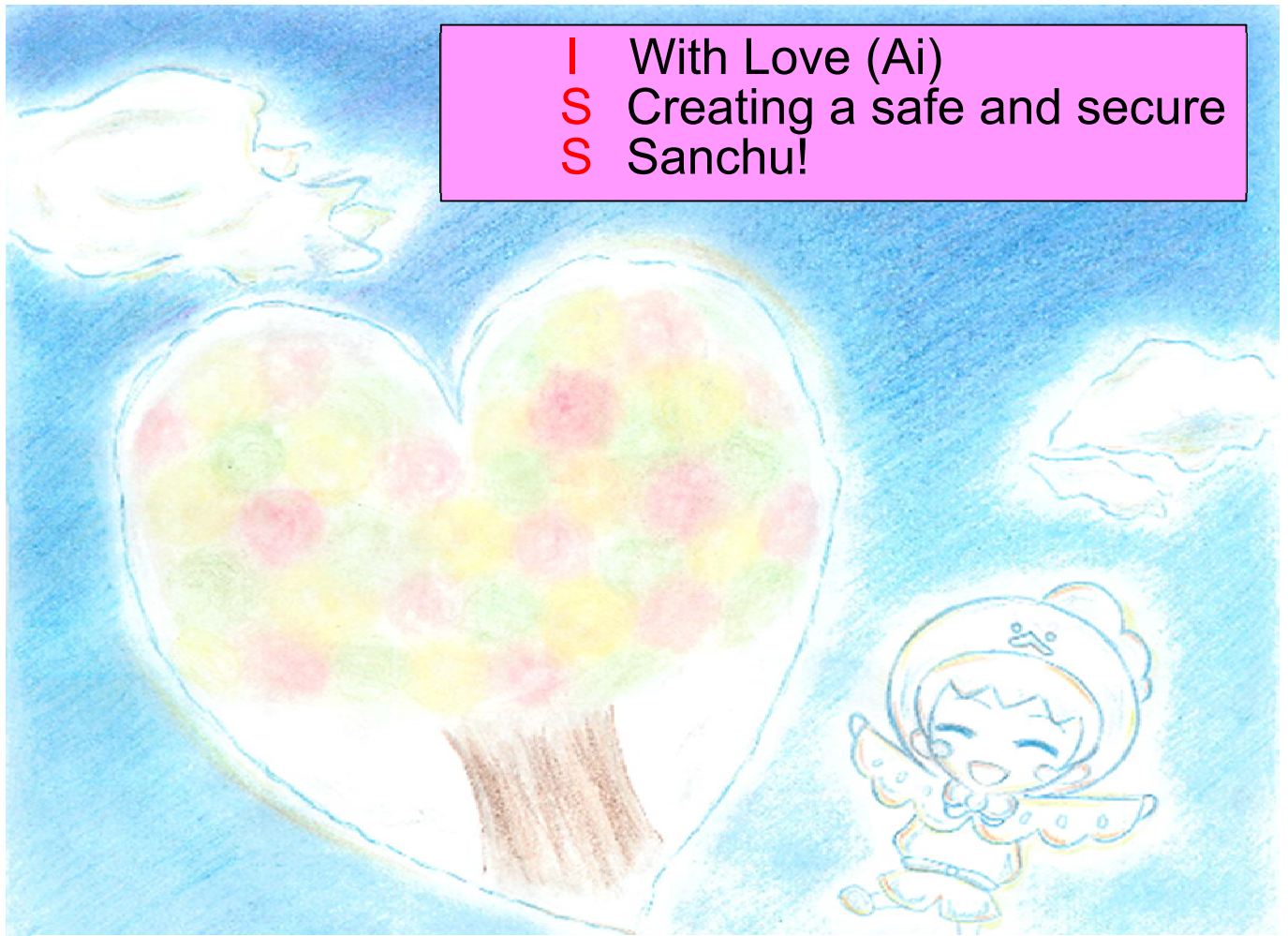


International Safe School Application for Designation



Matsubara Municipal Matsubara Daisan Junior High School,
Osaka Prefecture



Table of Contents

Chapter 1. Profile of Matsubara Daisan Junior High School

- 1 External appearance
- 2 History
- 3 Image of children we wish to foster
- 4 Educational goal of Sanchu
- 5 Number of teachers and staff, and enrolled students
- 6 Daily schedule

Chapter 2. Details of Programs for International Safe School

- 1 Background of programs
- 2 Cooperation with Safe Community (SC)
- 3 Sanchu ISS mascot character

Chapter 3. Situation of Our school, Picking Up Tasks, and Setting of Priority Challenges

- 1 Situation of injury occurrence (Injury aspects)
- 2 Inter-personal relations (Emotional aspects)
- 3 Safety in the community (Community aspects)
- 4 Setting of priority challenges

Chapter 4. Programs Based on 8 Indicators

- Indicator 1 A governing system, with an infrastructure based on partnership and collaboration, is set to address safety improvement.
- Indicator 2 Safe School policies decided by the Safe School Committee, Community Council, and City Board of Education in a Safe Community setting
- Indicator 3 Long-term, sustainable, operational school programs covering both genders and all ages (grades), environments, and situations are in place
- Indicator 4 Programs that target high-risk groups and environments
- Indicator 5 Programs are from the Evidence Base
- Indicator 6 Programs (mechanism) that document the frequency and causes of injuries
- Indicator 7 Evaluation measures to assess school policies, programs, processes and the effects of change
- Indicator 8 Ongoing participation in Safe Schools networks at community, national and international levels

Chapter 5. Current Challenges and Future Prospects

Chapter 1. Profile of Matsubara Daisan Junior High School

The school is located in the center of Matsubara City. The Nishiyoke River and Kintetsu Railway Minami Osaka Line are crossing the center of the school district. It has both of commercial area around Nunose Station and residential area that spreads around the commercial area.

Matsubara City has seven junior high schools, and this school district accounts for about 15% of Matsubara City overall. Chuo Elementary School and Nunose Elementary School are in this school district and graduates from these two elementary schools come to Matsubara Daisan Junior High School. The number of enrolled students is about 400 students in total of 3 grades.

There are Oike Park, Nunose Shrine, Shinmachi Community Center, Human Rights Exchange Center in the west and Chuo Park, community swimming pool, library, cultural center, and community gymnasium in the east. There is also a newly-built huge supermarket next to them.

1 External appearance



2 History

- 1947: Founded as Nunose Junior High School
- 1963: Name changed to Matsubara Daisan Junior High School
- 1970: New school building has been completed.

“Building a New Sanchu” program started.

“Building a New Sanchu”

- Create a pillar of education that respects human rights
- Overcome delinquency and low scholastic performance
- Promote programs that appreciate the community

The slogan “Building a New Sanchu” has been handed down as the spirit of the school and relates to “3. Image of children we wish to foster” and “4. Educational goal of Sanchu” below.

3 Image of children we wish to foster

- **Can convey their thoughts with confidence**
- **Do what they are supposed to without thinking twice**
- **Accept differences, and feel people's pain and thoughts**
- **Act with awareness and pride toward their families and community**
- **Have dreams and prospects for the future, and strive to resolve challenges**

Our school has been working on collective development based on human rights and Dowa education while the economic condition changes in society dramatically.

We need to make even greater efforts to improve all of students' scholastic abilities and foster their sense of human rights, normative consciousness, judgement of good and evil, international way of thinking, and comprehensive human power. Therefore, we set the 5 images as "Image of children we wish to foster".

4 Educational goal of Sanchu

Creating Sanchu where kindness, strictness, and pride co-exist

Specific Priority Challenges

- Improve scholastic performance, and foster ability to overcome challenges
- Create a warm disciplined group where rich humanity is fostered
- Foster sociability and spirit of self-reliance while cooperating with family and community

5 Number of teachers and staff, and enrolled students

Number of teachers and staff FY2017		Number of enrolled students FY2017 (Unit: person)				
	Number of teachers and staff		Number of classes	Number of students		
				Boys	Girls	Totals
Principal	1					
Vice-principal	1	1st grade	4	77	76	153
Teachers	34	2nd grade	4	71	68	139
School nurse	1	3rd grade	4	83	65	148
Nutritionist	1	Support class	4	14	7	21
Office staff	2	Total	16	245	216	461
Custodian	1					
Teacher's aide	1					
Care giver	1					
School counsellor	1					

* "Support class" means special support class. This is the class for students that need special support educationally.

The number of classes as of 2017 is 16 classes in total, with 4 classes of 1st grade, 4 classes of 2nd grade, 4 classes of 3rd grade, and 4 classes of support class.

Transition of number of students and classes in 5 years (Unit: person)

	Number of classes	Number of support classes	Number of students
FY2013	19	4	516
FY2014	18	3	512
FY2015	17	3	493
FY2016	16	3	471
FY2017	16	4	461

The number of students tends to decrease year by year. 60% of the students entering our school are graduates of Chuo Elementary School and 40% are graduates of Nunose Elementary School. Both schools are aiming to acquire designation of International Safe School with our school.

6 Daily schedule

	Timetable
First bell	8:25
Moring reading time	8:30 to 8:40
Morning homeroom (student morning meeting)	8:40 to 8:50
1st period	8:50 to 9:40
2nd period	9:50 to 10:40
3rd period	10:50 to 11:40
4th period	11:50 to 12:40
Lunch	12:40 to 13:10
Lunch break (20 minutes)	13:10 to 13:30
5th period	13:30 to 14:20
6th period	14:30 to 15:20
Cleaning (10 minutes)	15:20 to 15:30
Closing homeroom	15:30 to 15:40
Club activities (75 to 120 minutes)	16:00 to 18:00 (summer) 17:15 (winter)
Final dismissal	18:15 (summer), 17:30 (winter)



* Morning homeroom before the start of class in the morning and closing homeroom after class ends in the evening are homeroom including contact information and educational guidance.

Chapter 2. Details of Programs for International Safe School

1 Background of programs

○ Matsubara City

May 2011

Mayor Sawai declared the start of Safe Community (SC) Program

November 2013

City acquired Safe Community International Designation



○ Matsubara Daisan Junior High School District

May 2015

As Sanchu School District, Chuo Elementary School, Nunose Elementary School, and Matsubara Daisan Junior High School had International Safe School (ISS) Program Declaration Ceremony



November 2016

Sanchu School District received a preliminary guidance by ISS



2 Cooperation with Safe Community (SC)

Sanchu ISS Slogan was determined by Student Council Executive Section based on Matsubara City Safe Community goal “Building a safe and secure community through partnership” and the school educational goal “Creating Sanchu where kindness, strictness, and pride co-exist”

Matsubara City Safe Community goal

Building a safe and secure community through partnership

School educational goal

Creating Sanchu where kindness, strictness, and pride co-exist



Sanchu ISS Slogan

I With Love (Ai)
S Creating a safe and secure
S Sanchu!

3 Sanchu ISS mascot character

Student Council Executive Section selected friendly ISS mascot character from entries in order for everyone to band together and work for ISS.

The character with arranged pine tree and duck designs, that are symbols of Matsubara City, was selected and named “Matsusuke”.

“Matsusuke” means “Help Matsubara Sanchu”.

ISS mascot character

“**Matsusuke**” helps Matsubara Sanchu

- The shoulders are designed after a “Pine Tree”, the symbol tree of Matsubara City
- The head is designed after a “Duck” which Matsubara City is famous for
- Students designed this character



Chapter 3. Situation of Our School, Picking Up Tasks, and Setting of Priority Challenges

Situation and tasks of the school safety and security in 3 aspects below.

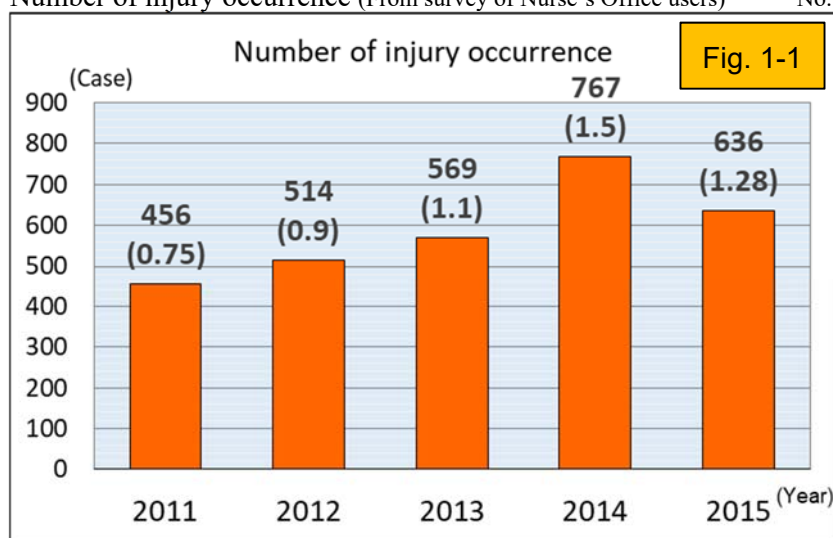
- 1 Situation of injury occurrence (Injury aspects)
- 2 Inter-personal relations (Emotional aspects)
- 3 Community safety (Community aspects)

1 Situation of injury occurrence (Injury aspects)

Situation 1-1 There are many contusions, sprains and scratches

Number of injury occurrence (From survey of Nurse's Office users)

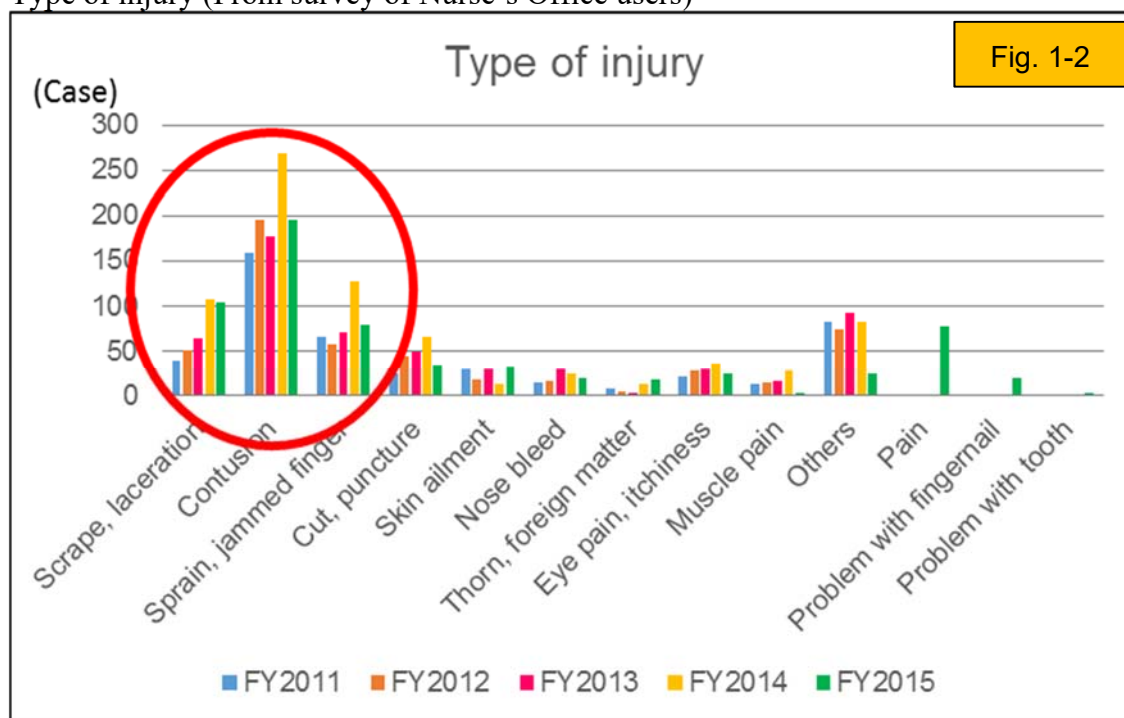
* No. of injuries per person sustained through the year



Number of injury occurrence tended to increase before ISS program started. (Fig. 1-1)

Contusions are the most frequent, followed by scratches and sprains every year. (Fig. 1-2)

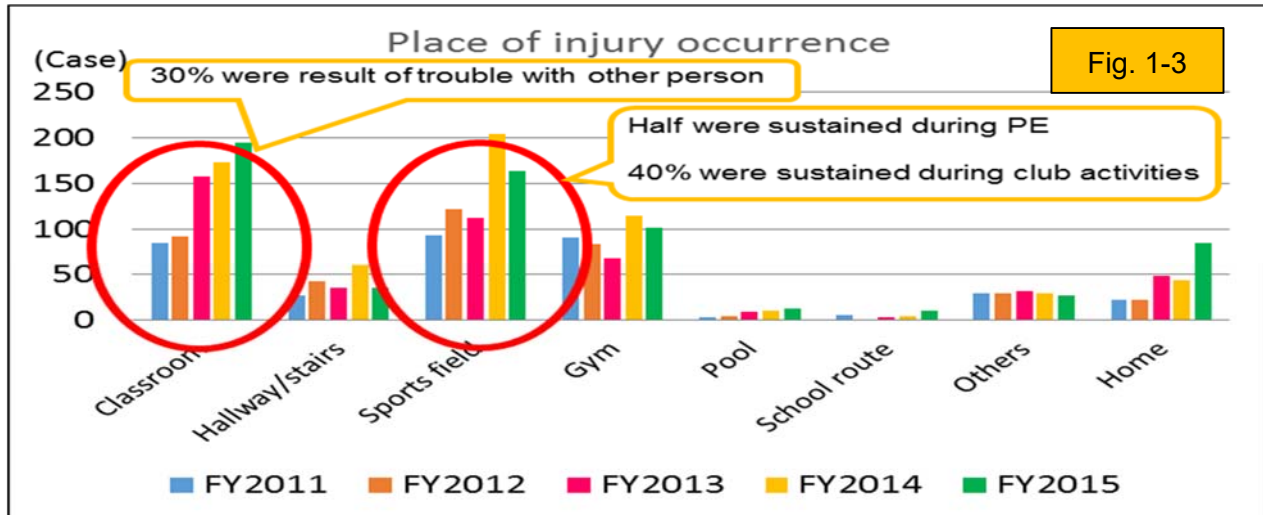
Type of injury (From survey of Nurse's Office users)



Situation 1-2 Many injuries occur in the classroom and sports field

By place, many injuries occurs in the classroom and sports field.

Place of injury occurrence (From survey of Nurse's Office users)



Causes of contusions by place are the followings. Fights like horseplay or trouble with other people are main reasons of injuries in the classroom.

Cause of contusion injuries (From survey of Nurse's Office users)

Classroom: Horseplay, Trouble with other people

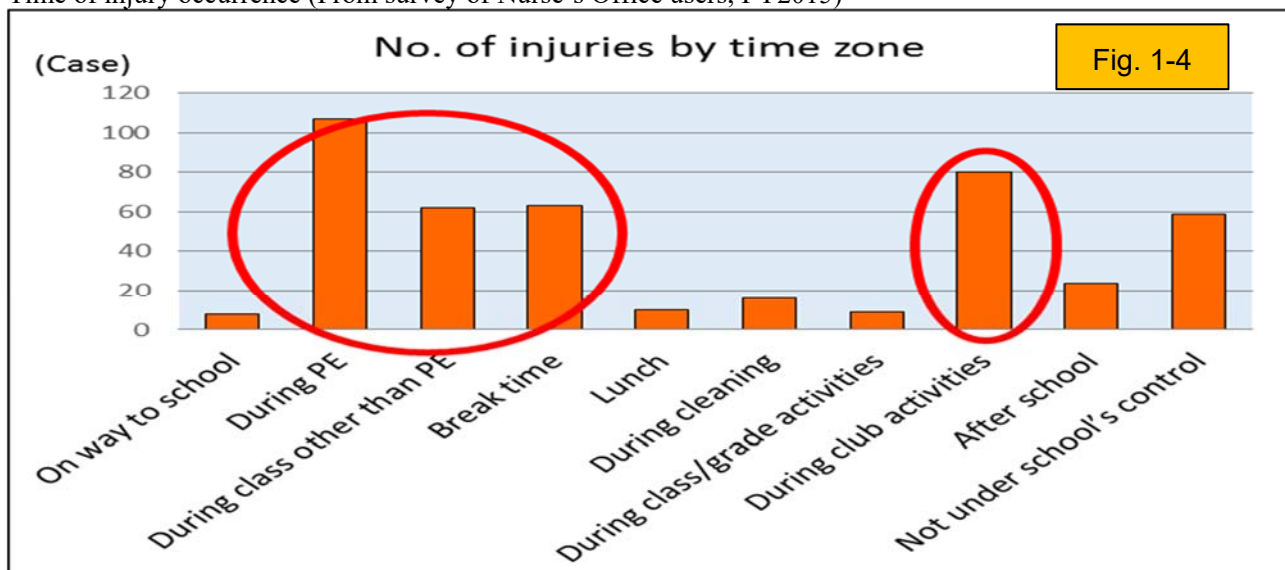
Sports field: Contacting or bumping other people, Contact with ball

Gym: Contacting or bumping other people, Contact with ball

Situation 1-3 Many injuries occur during PE and club activities. They also occur during breaks between classes.

Injuries occur most frequently during PE Class, followed by club activities. Further, many injuries occur during breaks.

Time of injury occurrence (From survey of Nurse's Office users, FY2015)



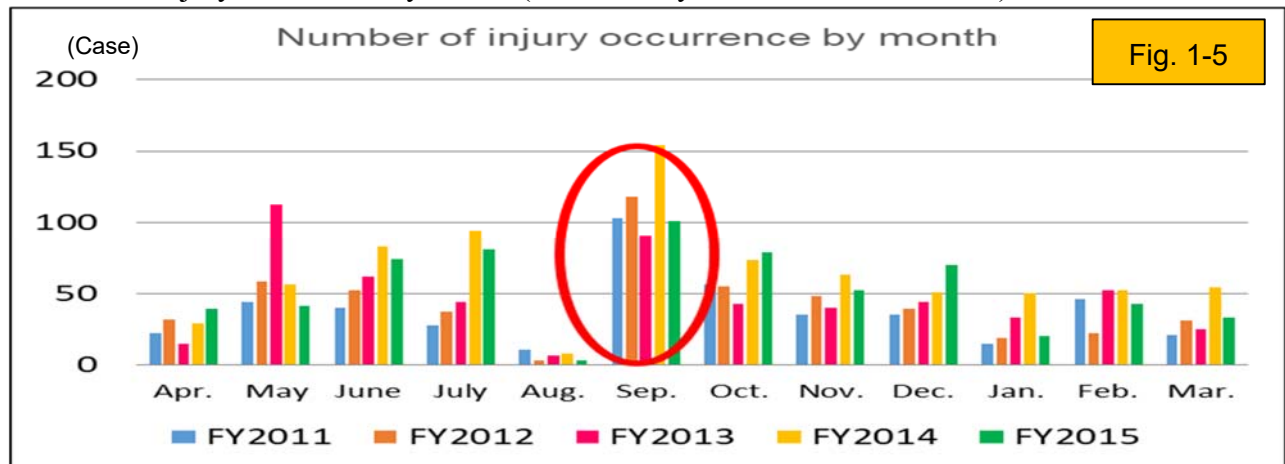
Situation 1-4 High injury rate in September (Many injuries occur during rehearsal of Sports Day activities. That is the main reason why many injuries occur in September.)

Injuries occur most frequently in September. (Fig. 1-5)

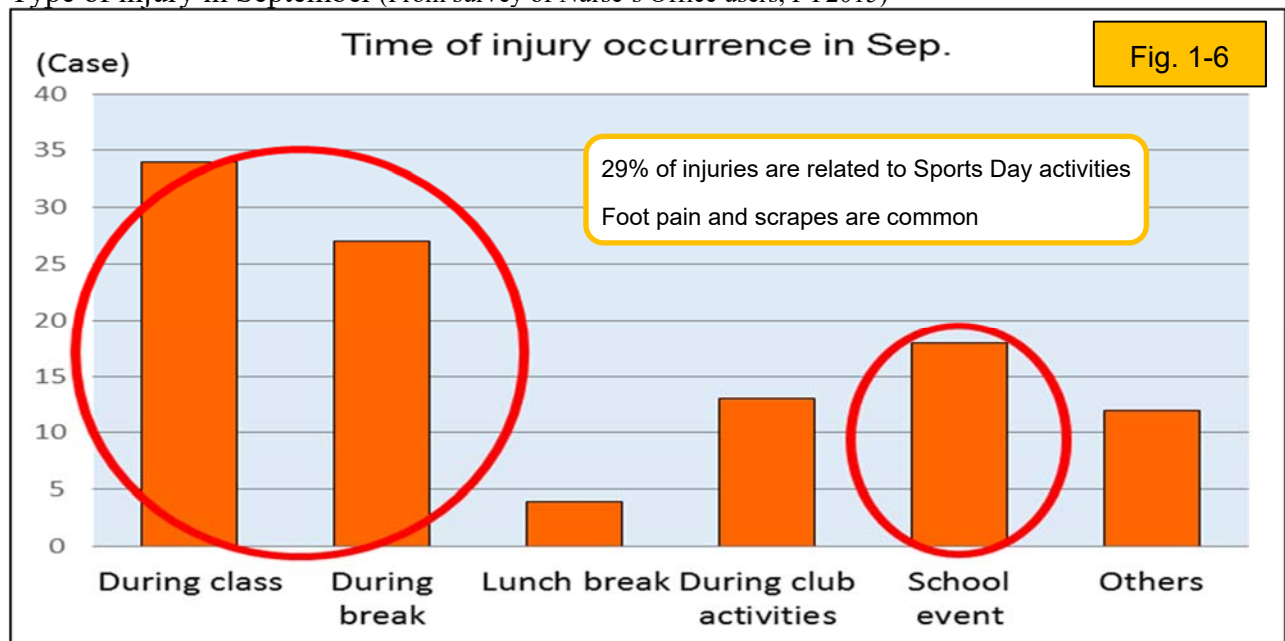
This is related to Sports Day activities at the end of September.

By time-zone, injury frequency is high during class that is related to Sports Day activities, during break, and school event (Sports Day). (Fig. 1-6)

Number of injury occurrence by month (From survey of Nurse's Office users)



Type of injury in September (From survey of Nurse's Office users, FY2015)



Thus, we set the following tasks as injury aspects.

Injury aspects

Challenge 1 Many injuries occur in school (during class, club activities, and break time).

(Fig. 1-1 to 6)

2 Inter-personal relations (Emotional aspects)

To foster students who are healthy both mentally and physically, it is essential for them to have mental safety and security. If their mentalities are not safe and secure, they will not have fun at school and always feel stressful for problems they have.

Mental unsafety and insecurity relates to troubles, such as bullying, damage to property, and violent behavior.

Mental safety and security relates to having fun and feeling comfortable at school in contrast.

Therefore, emotional aspects are also important as well as injury aspects.

Situation related to emotional aspects is the following in this school.

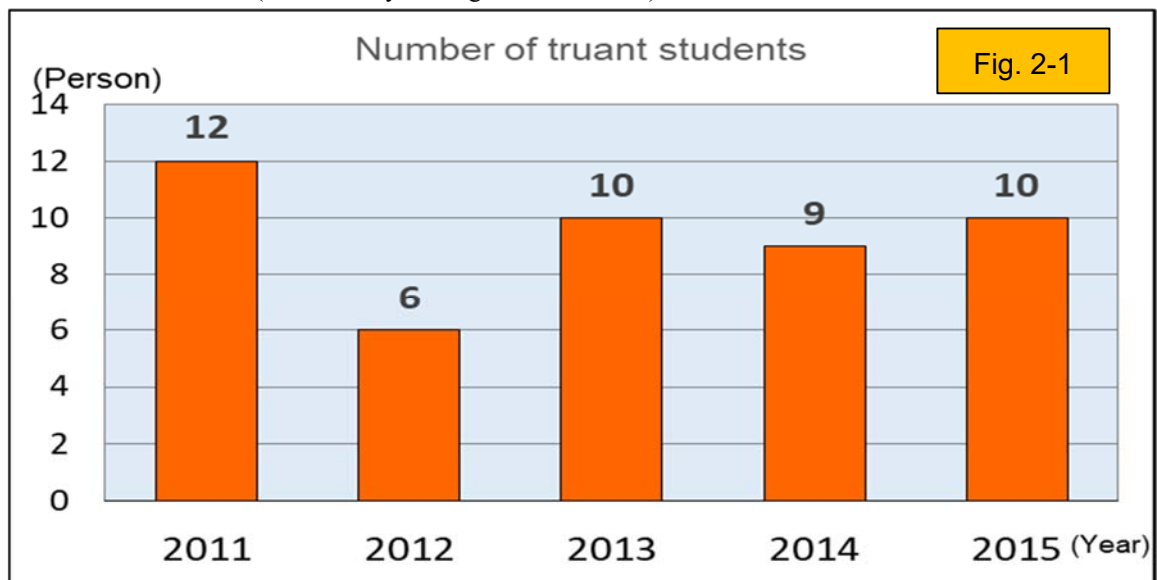
Situation 2-1 There are truancy, damage to property, and violent behavior

Students who have missed school for more than 30 days are defined as “truants” and recognized support needed.

Causes are various, but some students have low ability for inter-personal relations or low ability for communication, besides low scholastic ability and worries about home life.

The number of truant students are about 10 in this school every year. Most of them are not good at communicating with others or not good at making friends with someone.

Number of truant students (From survey of long-term absentees)

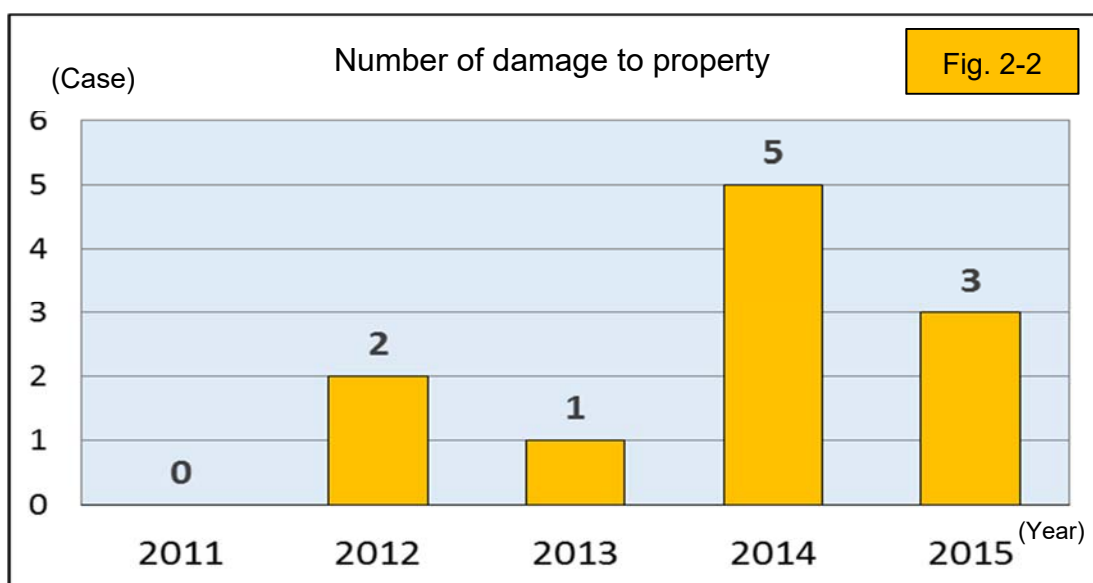


There are a few cases of damage to property in this school every year.

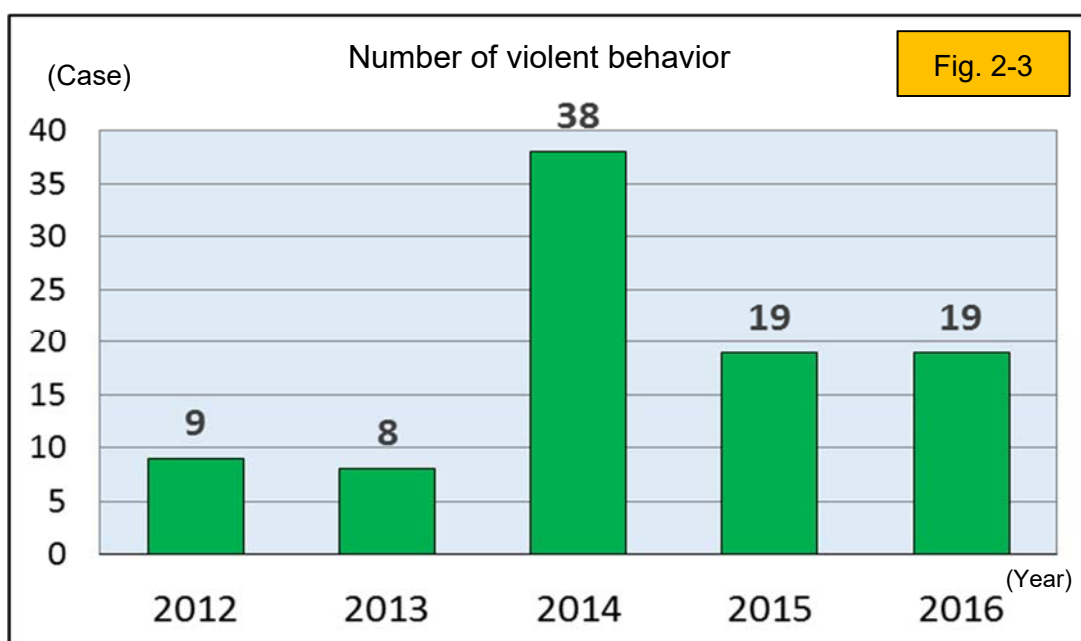
They are caused by irritation that they don't communicate with other people well, or they don't express themselves well. There's no case of damage of property that injured others, but we need to keep an eye on it because of the possibility for someone to get injured by broken things.

Number of damage to property
(From survey of student guidance of school)

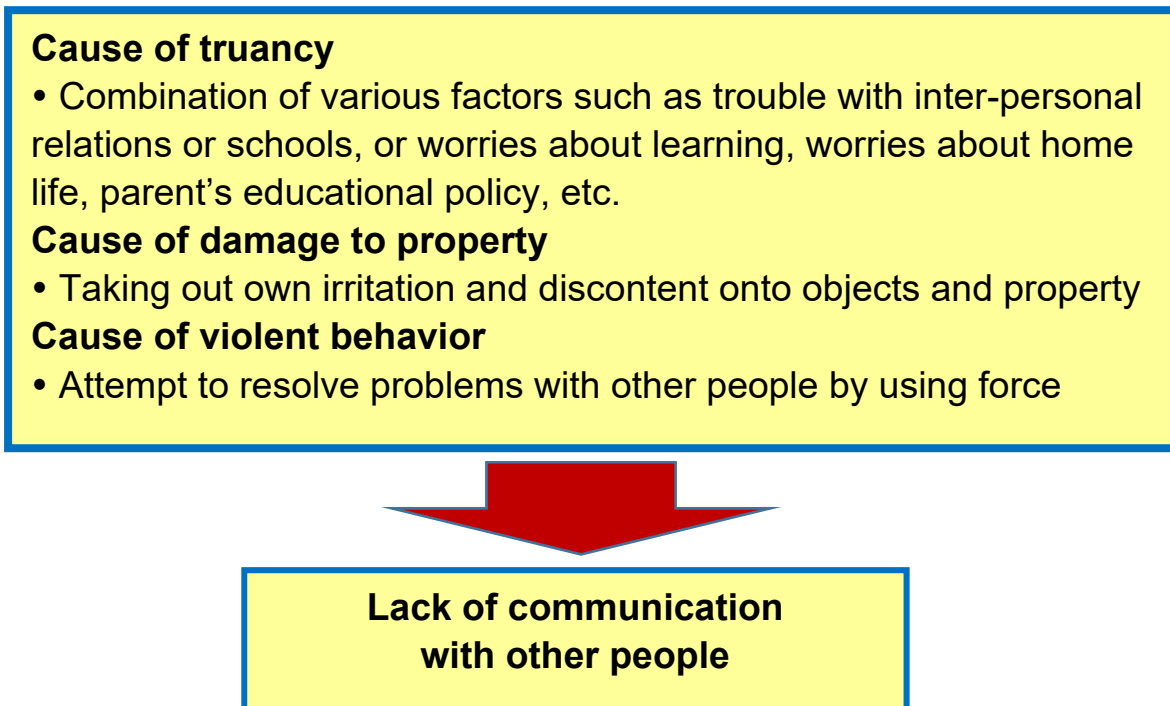
Damage refers to damage to ceiling
lights switches and toilet paper holders



Furthermore, there are violent behaviors in this school (Fig. 2-3). Most of them are escalated from quarrels. They have a problem in expressing their thoughts in words and a problem in controlling their feelings and end up using force reflexively.



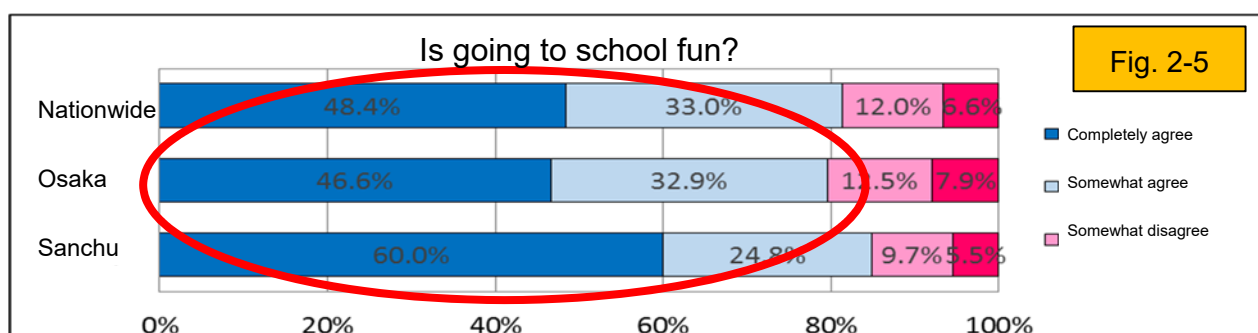
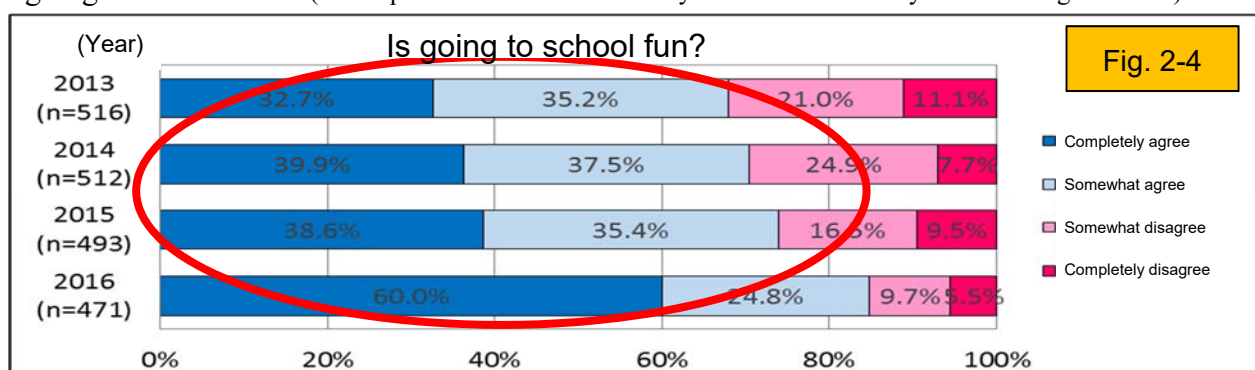
To summarize the situation above is the following figure. It should be noted lack of communication with others is common factor.



Situation 2-2 80% of students feel going to school is fun

Students of Sanchu feel going to school is fun more than students in other schools in Osaka and nationwide do.

“Is going to school fun?” (From questions in National Survey on Scholastic Ability and Learning Situation)



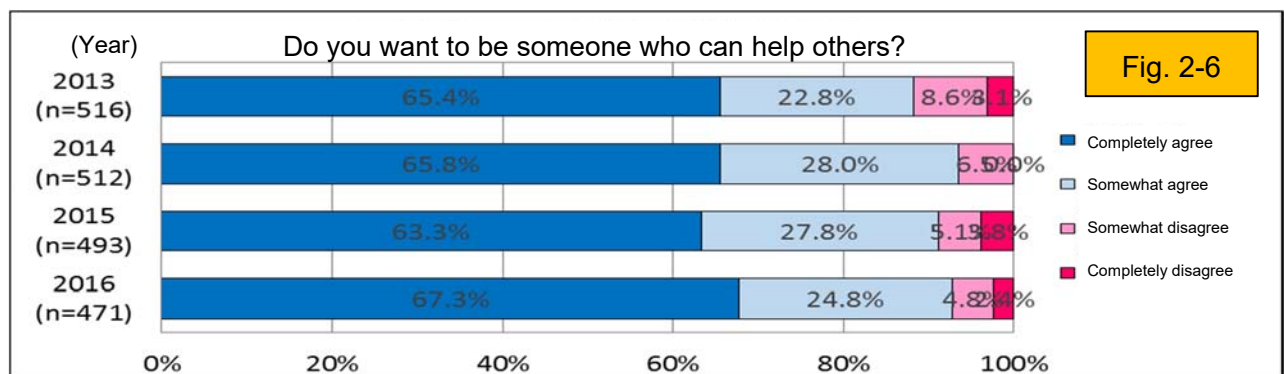
Situation 2-3 There are students who want to be of help to their friends, but do not fully feel that they are of help.

Most students want to “be of help to others” and it tends to increase from 2013 while increasing/decreasing (Fig. 2-6)

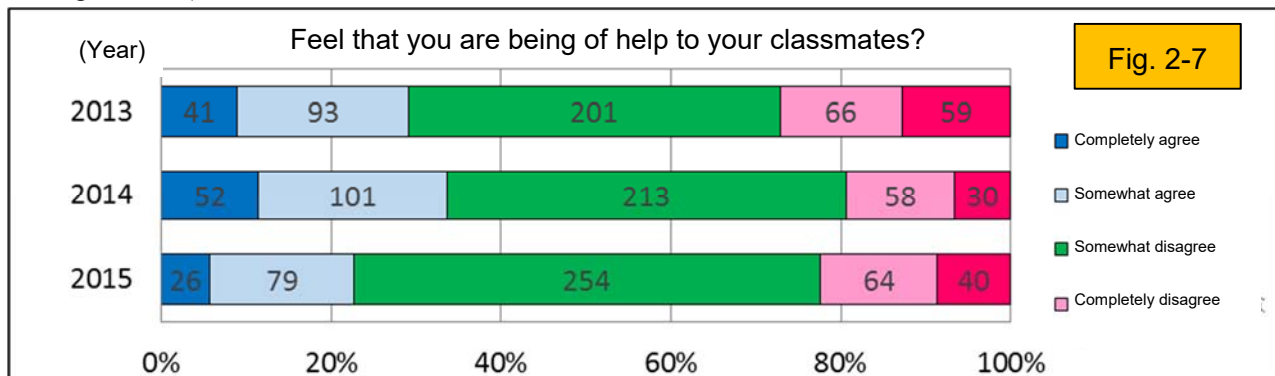
On the other hand, less than 30% of students feel that they are being of help. (Fig. 2-7)

It shows there are students who want to be of help to their friends, but do not fully feel that they are of help because of low self-affirmation.

“Do you want to be someone who can help others?” (From questions in National Survey on Scholastic Ability and Learning Situation)

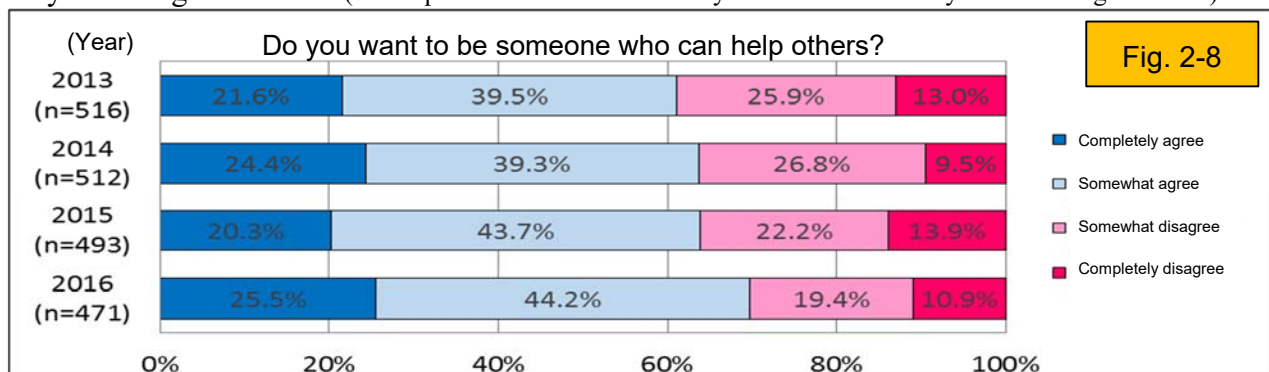


“Feel that you are help to your classmates?” (From questions in National Survey on Scholastic Ability and Learning Situation)



The number of students who don’t feel that they “have good traits” is improving, but is still about 30 to 40%.

“Do you have good traits?” (From questions in National Survey on Scholastic Ability and Learning Situation)



To summarize the above is the following figure.

In summary, there are many students who don't have confidence in themselves and need to improve it.

○ Characteristics of students

- More than 90% of students want to “be of help to others”, but only 20 to 30% of students feel that they are being of help.
- The number of students who don't feel that they “have good traits” is improving, but is still about 30 to 40%.

Thus, we set the following 2 tasks as emotional aspects.

Emotional aspects

Challenge 2 There are students lacking communication skills.

Fig. 2-1 to 3

Challenge 3 There are students who don't have confidence in themselves.

Fig. 2-6 to 8

3 Safety in the Community (Community aspects)

Students spend most time in the community such as school commuting and weekends, etc.

School is also one of the member of the community. Therefore, building a safe community and creating a safe school are inseparable for students and teachers.

Traffic safety and disaster are the main matters relevant to the community. Survey of “traffic safety” and “safety in case of disaster” showed the results below.

Situation 3-1 About 50% of students got injured while riding a bicycle

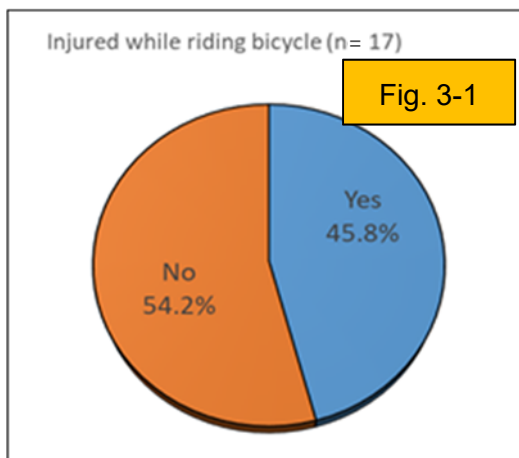
All of the students in this school commute to school on foot. However, they mainly commute by bicycle on weekends.

Half of the students experienced injuries while riding a bicycle in past 5 years. (Fig. 3-1)

However, they have partly high awareness to obey traffic rules. (Fig. 3-2)

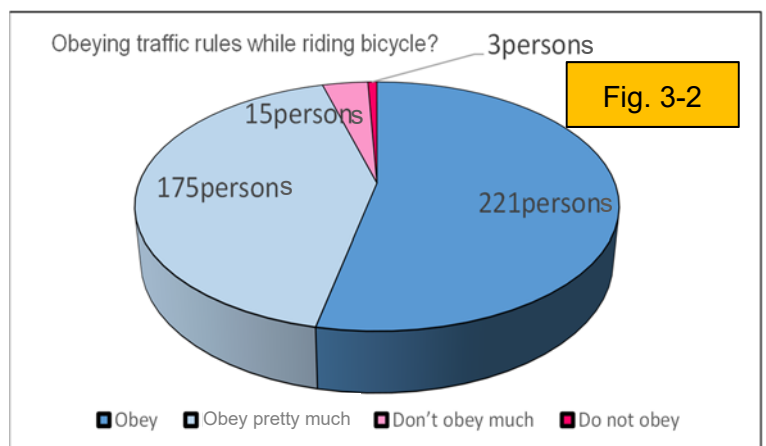
Many situations of injuries are contact and falling on own. (Fig. 3-3)

Injured while riding bicycle in past five years

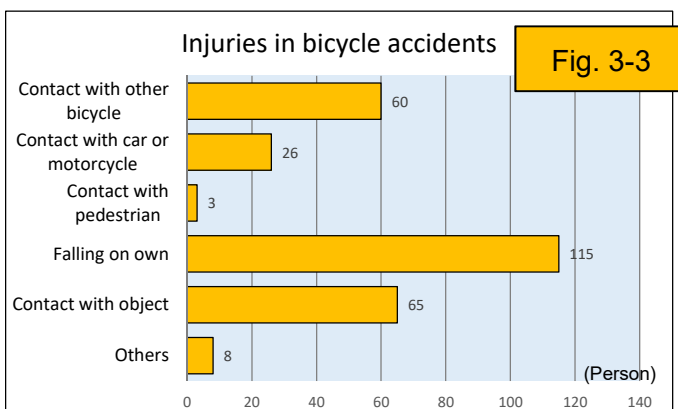


“Obeying traffic rules while riding bicycle?”

(From school-wide survey on traffic safety, September 2016)



Situation of injuries sustained in bicycle accidents (From school-wide survey on traffic safety, September 2016)



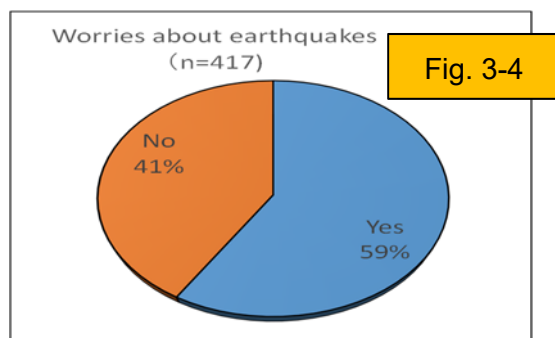
Situation 3-2 More than 50% of students have worries about earthquakes

Japan is a country with many earthquakes even in the world, which has 4 plates around the Japanese archipelago. If a disaster occurs during the daytime on weekdays, there are almost elderly people and children in the community. In this situation, because Jr. high students could be of immediate use, we took survey of awareness of earthquakes.

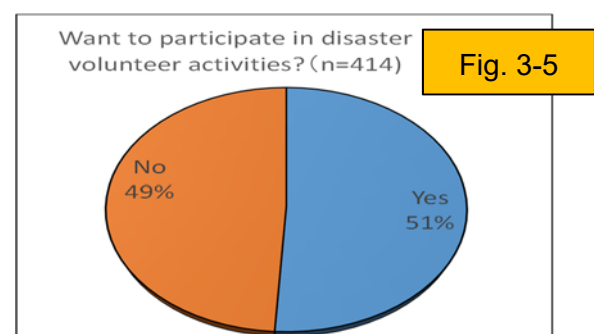
Student's awareness and worries about earthquakes has been increasing as it has been highly possible Nankai Trough Earthquake occurs since Great East Japan Earthquake in 2011. (Fig. 3-4)

More than half of the students even have awareness of participation in disaster volunteer activities. (Fig. 3-5)

Have worries about earthquakes?



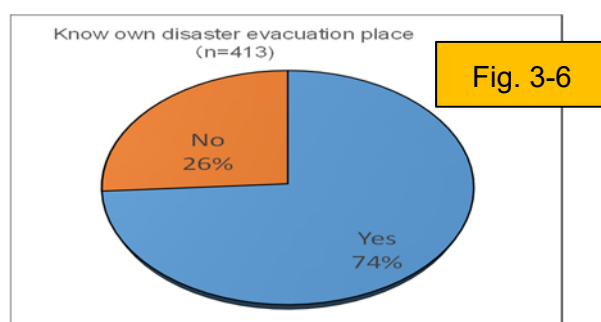
Want to participate in disaster volunteer activities, etc. in the future
(From school-wide survey on disaster prevention, September 2016)



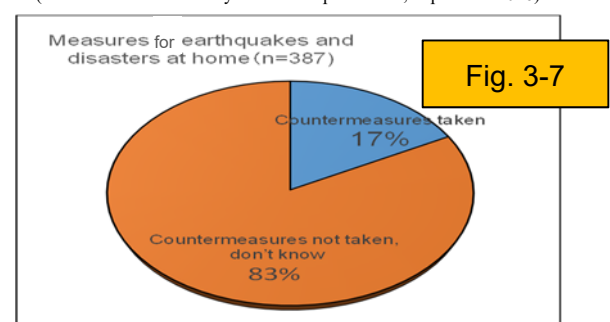
Situation 3-3 Preparations for disaster are insufficient

Recognition of own disaster evacuation place is high, but preparation for disaster is still insufficient

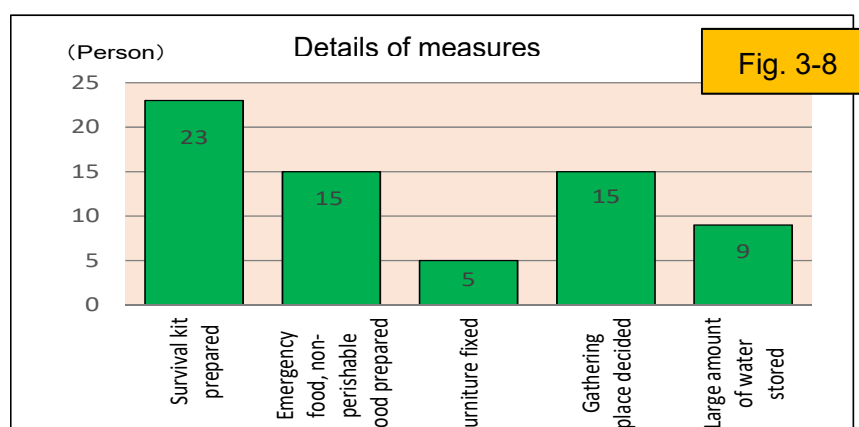
Recognition of own disaster evacuation place



Situation of measures for earthquakes and disasters at home
(From school-wide survey on disaster prevention, September 2016)



Actual details of measures (From school-wide survey on disaster prevention, September 2016)



From the above, we set the following 2 challenges as community aspects.

Community aspects

Challenge 4 There are students who have experienced bicycle accidents.

Fig. 3-1 to 3

Challenge 5 There are students who have worries about disasters, but are not sufficiently prepared.

Fig. 3-4 to 8

4 Setting of priority challenges

Setting of priority challenges below to overcome tasks 1 to 5 above.

Challenges

Injury aspects

1 Many injuries occur in school (during class, club activities, and break time).



Priority Challenges

1. Reduce injuries

Emotional aspects

2 There are students lacking communication skills.
3 There are students who don't have confidence in themselves.



2. Improve ability to communicate
3. Have more confidence in themselves

Community aspects

4 There are students who have experienced bicycle accidents.
5 There are students who have worries about disasters, but are not sufficiently prepared.



4. Increase awareness and skills in traffic safety
5. Increase awareness of disaster prevention

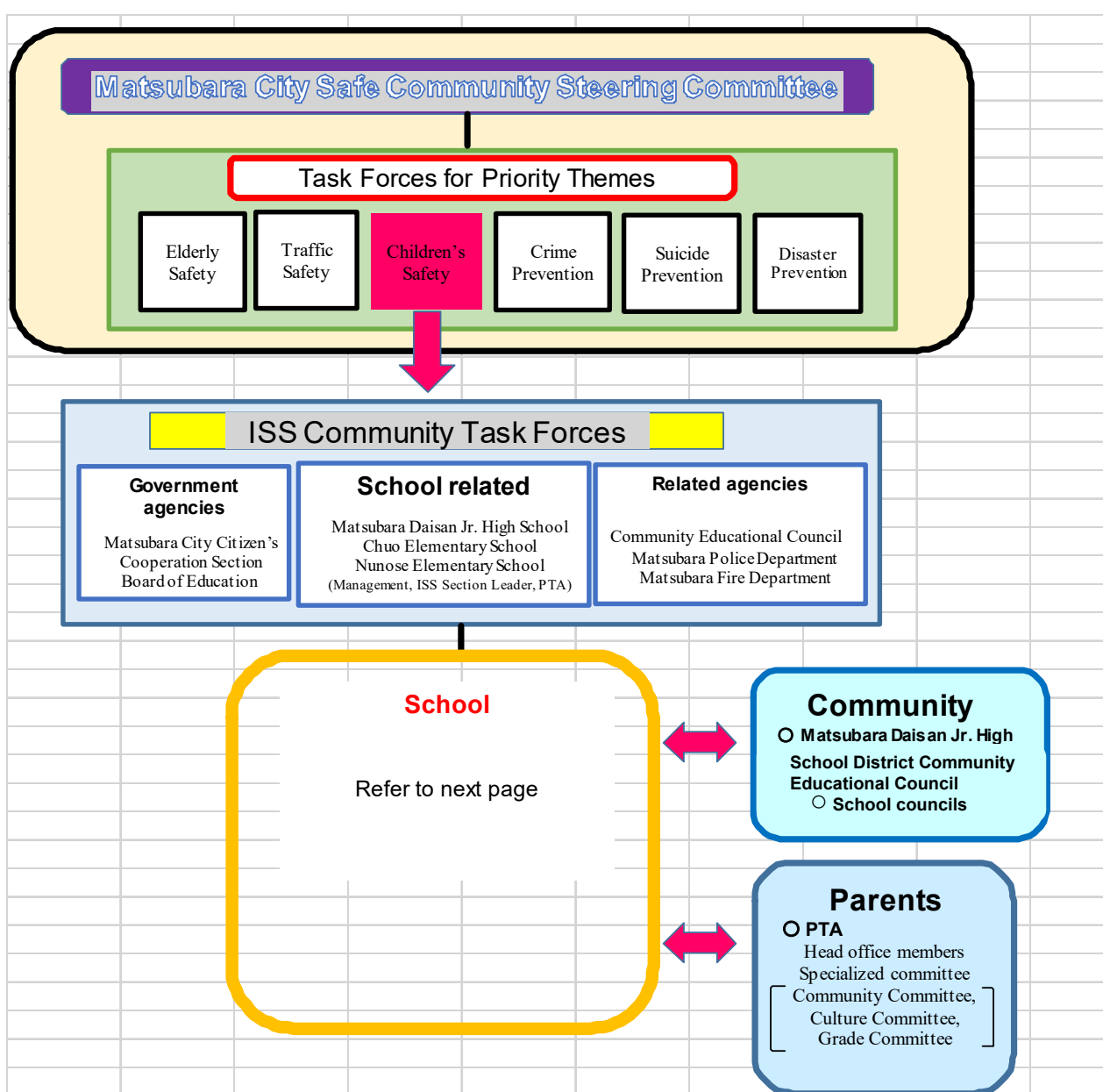
Chapter 4. Programs Based on 8 Indicators

To solve the problems above, we promote programs below based on 8 indicators

Indicator 1 A governing system, with an infrastructure based on partnership and collaboration, is set to address safety improvement.

1 International Safe School promotion organization chart

Sanchu school district ISS organization is the following chart. We cooperate with Matsubara City Safe Community on Children's Safety Task Force mainly. We also promote programs in cooperation with the community and parents.



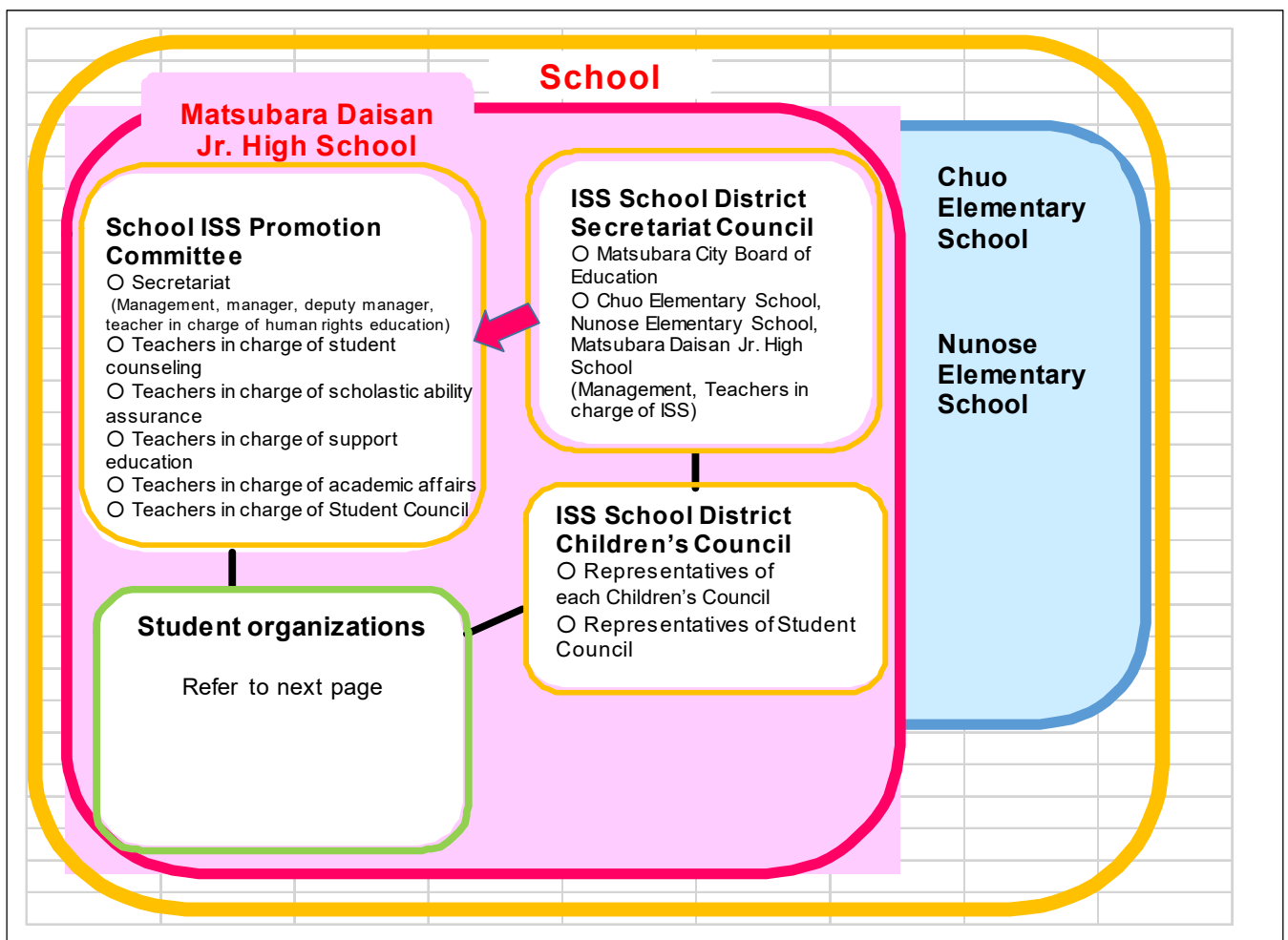
2 Promotion organization chart in school

ISS organization in school is the following.

ISS School District Secretariat Council consists of Chuo Elementary School and Nunose Elementary School that are our partners to promote ISS programs in our school district.

We work together to confirm future plans or to interact in each school ISS program.

ISS School District Children's Council consisted of representatives of each Children's Council and representatives of Student Council connects students in the school district and gives them chances for reports and presentations together. It is the place for students in the school district to cooperate and promote programs together, while each school works for each program. 4 times a year.



Children in ISS School District Children's Council



3 Student organization chart

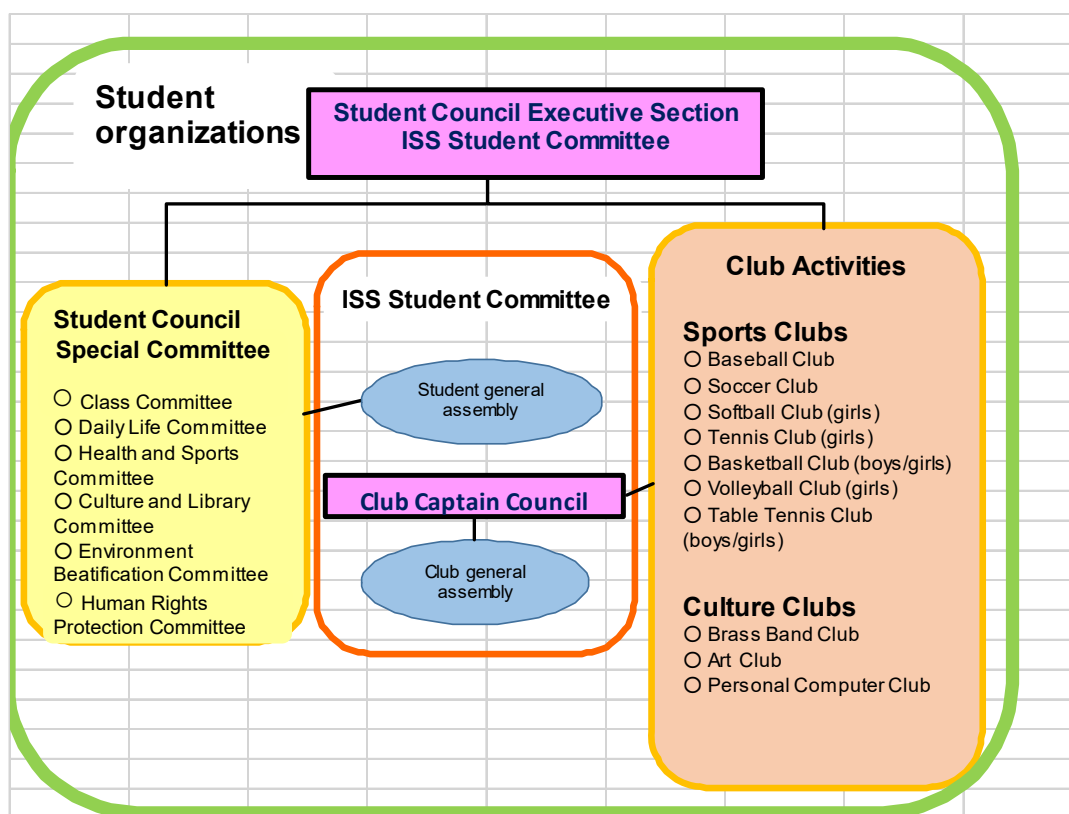
Student Council Executive Section holds the post of **ISS Student Committee** and takes overall command.

Each Special Committee of **Student Council Special Committee** holds a monthly meeting regularly. In the meeting, they devise new programs and promote them. In **Student general assembly**, each committee reports and confirms each other's goals and details.

The percentage of students belonging to **club activities** is as high as 80%. There are 10 club activities in total consisting of sports clubs and culture clubs.

Captains of each club share information about safety through **Club Captain Council** to prevent injuries during club activities.

They hold **Club general assembly** under participation by all club members including new 1st graders in April. They work to improve every member's awareness of safety for better club activities.



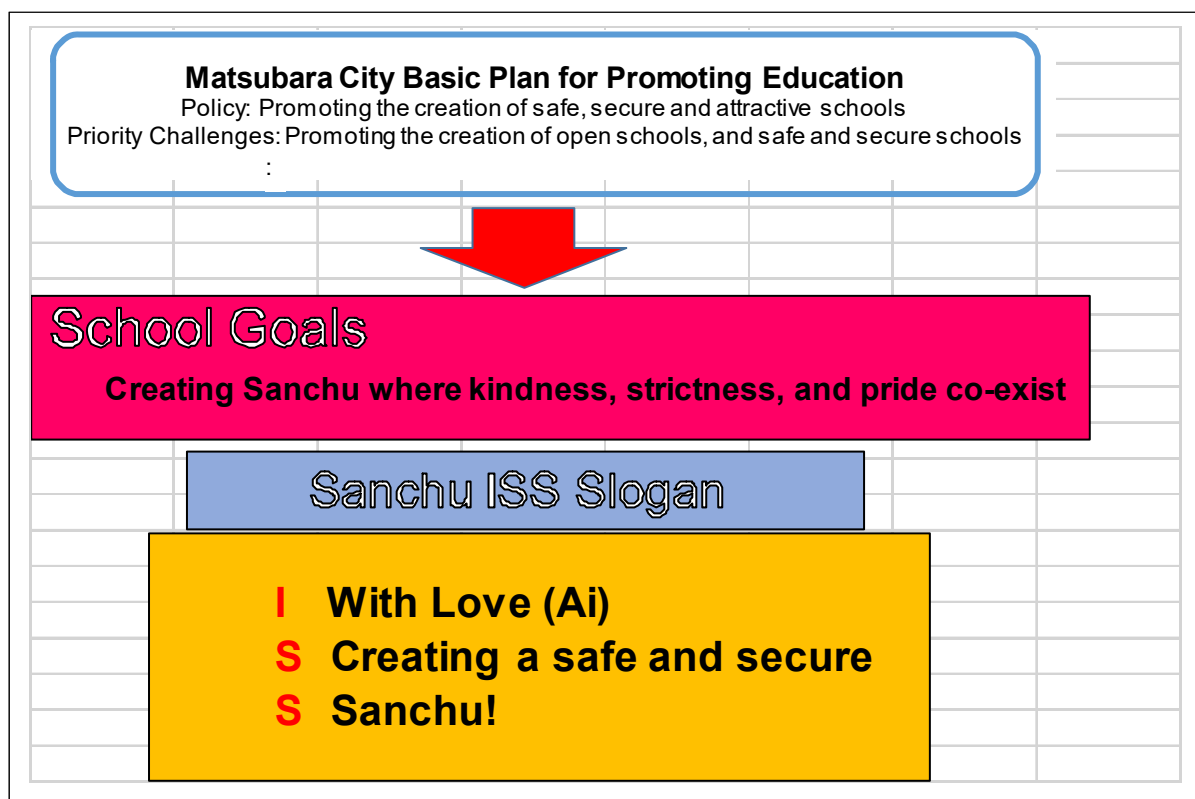
Students in Student general assembly



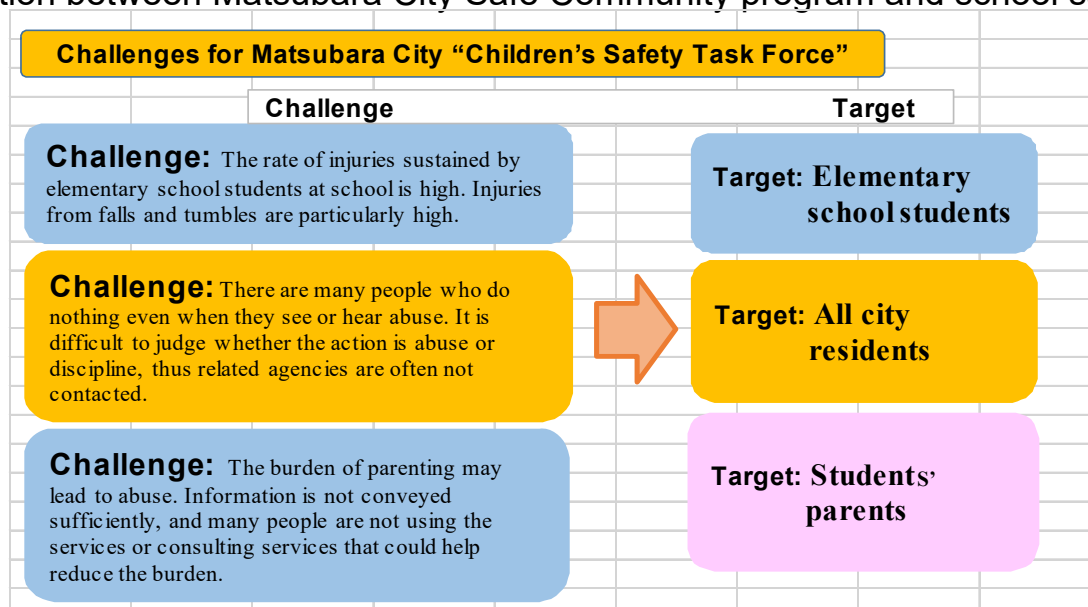
Indicator 2 Safe School policies decided by the Safe School Committee, Community Council, and City Board of Education in a Safe Community setting

1 Relation with Matsubara City Board of Education

We promote programs based on newly established Matsubara City Basic Plan for Promoting Education below.



2 Relation between Matsubara City Safe Community program and school safety



Summary of school programs of safety and security (Indicators 3 to 5)

	As- pects	Priority Challenges	Main Target			
			Students	Teachers and staff	PTA/parents	Community/visitor
In school	Injury aspects	<div>1. Reduce injuries in school</div>	3-1 to 4	3-1 to 4	3-1,2	3-1,2
			4-1	4-1		
			5-1 to 3	5-2,3		
	Emotional aspects	<div>2. Improve the ability to communicate</div>	3-5 to 10	3-5	3-5,8	3-5,9,10
			4-2,3	4-3	4-2	
			5-4,5	5-4		
		<div>3. Have more confidence in themselves</div>	3-11 to 17	3-11,17		3-14,15,16
			5-6 to 8			
Not under school's control	Community aspects	<div>4. Increase awareness and skills traffic safety</div>	3-18,19	3-18,19	3-18	
			5-9	5-9		5-9
		<div>5. Increase awareness of disaster prevention</div>				
			4-4 to 6	4-4 to 6	4-5,6	4-4 to 6
<div>1 to 5</div>		5-10 to 13	5-13		5-12,13	

		Indicator 3		
		Indicator 4		
		Indicator 5		

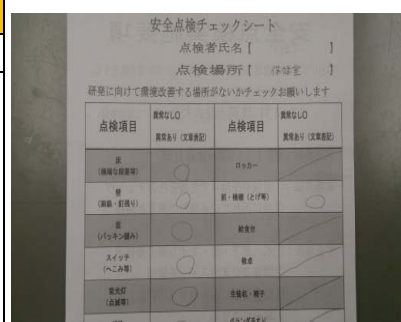
Indicator 3 Long-term, sustainable, operational school programs covering both genders and all ages (grades), environments, and situations are in place

We have been working for various safety measures for a while. The followings are main measures.

1 Injury aspects

Priority Challenge 1. Reduce injuries in school

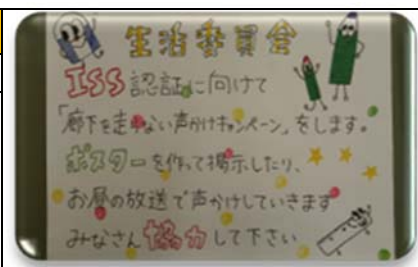
3-1	Inspection and maintenance of safety in school	Continued
Main target	Students, teachers and staff, PTA, and community	
Details	<p>Teachers use the inspection sheet and conduct a safety inspection (whether there are any hazardous spots) in the school.</p> <p>Each manager (teacher) has the place to inspect, and conducts inspection about twice in a term (afternoon after regular examination, etc.).</p>	




3-2	School District Clean Campaign	Continued
Main target	Students, teachers and staff, PTA, and community	
Details	<p>Education Council in the community organizes the campaign and cleans sports field with students, teachers, PTA, and the community.</p> <p>About 200 students from Student Council Special Committee members, club members, and volunteers participate in the campaign.</p> <p>Once a year before Sports Day in September, ground maintenance, weeding of the grounds, and picking up of small stones are conducted with a view to injury prevention.</p>	



3-3	Education by Daily Life Committee	Continued
Main target	Students, teachers and staff	
Details	<p>Students (Daily Life Committee members) prepare and post bullying and violence prevention posters.</p> <p>Daily announcements for injury prevention during lunch time every day.</p>	




3-4	First Aid Seminars	Continued
Main target	2nd graders, teachers and staff	
Details	First Aid Seminars in cooperation with firefighters. Seminars on using AED. Once a year.	




2 Emotional aspects

Priority Challenge 2. Improve the ability to communicate


3-5	Enforcement of Greeting Campaign	Continued
Main target	Students, teachers and staff, (PTA, community)	
Details	<p>Students of (chiefly Student Council Executive Section, and Student Council Special Committee) promote greeting campaign standing at the school gate. Greetings could be an opportunity to improve ability to communicate.</p> <p>Several times a year in cooperation with PTA and the community.</p>	




3-6	HR Retreat	Continued
Main target	1st graders	
Details	<p>This retreat is carried out for 1st graders in May.</p> <p>Build the new bonds of friendship through orienteering by group, class recreation, and grade recreation, etc.</p> <p>This overnight school trip could be an opportunity to make friends with new people after entering Jr. high school.</p>	




3-7	School Trip	Continued
Main target	3rd graders	
Details	3rd grade is summed up with the overnight school trip where students confirm their bonds with friends and think about where they belong through activities and class meetings at night.	


A group of students in yellow and red rafts on a river, surrounded by green mountains. The students are wearing helmets and life jackets, and some are holding paddles. The river is flowing through a valley with steep, forested mountains in the background. The sky is overcast.

3-8	Parent-Child recreation	Continued
Main target	1st graders, parents	
Details	<p>1st grade in June with parents.</p> <p>This is the recreation program that both parents and students participate in.</p> <p>They work hard together and deepen the bonds.</p> <p>It is also an opportunity for parents to know students' hard work and inter-personal relations after students entered Jr. high school.</p>	



3-9	Human Town Festival	Continued
Main target	Student Council Executive Section, volunteers, community	
Details	<p>Community Education Council organizes Human Town Festival at school sports field in November.</p> <p>Students join to report activity of community disaster prevention and ISS activities based on the theme of “City of Human Rights”.</p> <p>Communication through booths and reports.</p>	




3-10	Friendship Exchange Sports Day	Continued	
Main target	Student Council Executive Section, Human Rights Protection Committee, community		
Details	Friendship Exchange Sports Day held with facilities for disabled people in May. Human Rights Protection Committee and students join as volunteers and deepen bond with facilities.		


Priority Challenge 3. Have more confidence in themselves

Self-affirmation is related to mental health and violent behavior.


However, advice to have more confidence in themselves doesn't work for improvement.


"To know themselves", "to think about their future", "to communicate with many people" all foster self-affirmation. Based on it, we have been promoting the following programs for a while.


3-11	Promotion of education for the respect of human rights	Continued	
Main target	Students, teachers and staff		
Details	<p>Strengthening of general human rights and morals curriculum in daily activities.</p> <p>It targets improvement of self-affirmation and of moral sense through all the program.</p> <p>Teachers examine details of activities in grade meetings sufficiently so that the curriculums are suitable for actual situations.</p>		

3-12	"Understanding Disabilities" class	Continued	
Main target	Students		
Details	Each grade work for understanding disabilities in various ways such as hearing of community people, reading materials, group activities. Program for students to recognize differences and think about "being yourself".		


3-13	Academic/career path and friends	Continued
Main target	Students	
Details	<p>Opportunity to think about students themselves and their friends’ “academic/career path”. Learning types and methods of selecting their and their friends’ academic/career path leads them to think “who they are”.</p> <p>3rd graders talk with graduates.</p>	

A photograph showing four students sitting at a long table in a classroom. They are looking at papers or books on the table. The student on the far left is a boy in a white shirt, looking down at a book. Next to him is a girl in a dark jacket, also looking down. Then another girl in a white shirt, looking towards the right. On the far right, a boy in a dark vest over a white shirt is looking down. The background shows a classroom with framed pictures on the wall.


3-14	Workplace experience program	Continued	
Main target	2nd graders, community		
Details	2nd graders in small groups experience working for two days in fall in the community. They develop a sense of working and parents' thoughts, and take a look at their own situation.		

3-15	Literacy and Community	Continued	
Main target	1st and 2nd graders, community		
Details	<p>Applicants from students visit people studying at the community’s “Literacy School”.</p> <p>They learn the importance of learning and take a look at their own future.</p> <p>Once a year.</p>		

3-16	Visiting classes	Continued
Main target	3rd graders, community	
Details	<p>This visiting class is held for 3rd graders in the 1st term.</p> <p>Through classes given by high school teachers, the students can think about their hopes for academic/career path, and make a selection that they will not regret.</p>	




3-17	School District Research Presentations	Continued
Main target	Student Council Executive Section, teachers and staff	
Details	Students from Sanchu, Chuo Elementary School and Nunose Elementary School lead partnerships with teachers and parents, and make a presentation on their ISS activities. Open school is held on this day. Once a year.	




3 Community aspect

Priority Challenge 4. Increase awareness and skills in traffic safety

3-18	PTA School District Patrols (Children mimamori-watching activities)	Continued
Main target	Students, teachers and staff, PTA	
Details	Teachers and staff, and the PTA conduct mimamori-watching by patrolling the school district during festivals twice a year and summer vacation (about 2 times). Checking with community people if there are any hazardous spots.	



3-19	Bicycle safety classes	Continued	
Main target	Students, teachers and staff		
Details	Once a year in July. The Matsubara Police Department holds seminars for safe bicycle riding in accordance with the Osaka Bicycle Ordinance.		

Indicator 4 Programs that target high-risk groups and environments

We defined the following groups as high-risk and work to improve safety.

Groups	Cause	Goals	Programs
1 Injury aspect Ball game club activities (Environments)	Injury occurrence frequency is high	Injury prevention to reduce injuries	4-1
2 Emotional aspect Students who require special support (Person)	<ul style="list-style-type: none"> • Many troubles for inter-personal relations • Mentally unstable 	Ensure students' safety mentally and physically	4-2,3
3 Community aspect Measures for major earthquakes (Situations)	High possibility of earthquake damage in Matsubara City	Minimize damage of disaster and ensure safety	4-4 to 6

* Students requiring special support means students who have problems with behavior and need support in student guidance aspect, students with developmental disorders, or truant students, etc.

1 Injury aspects **Ball game club activities (Environments)**

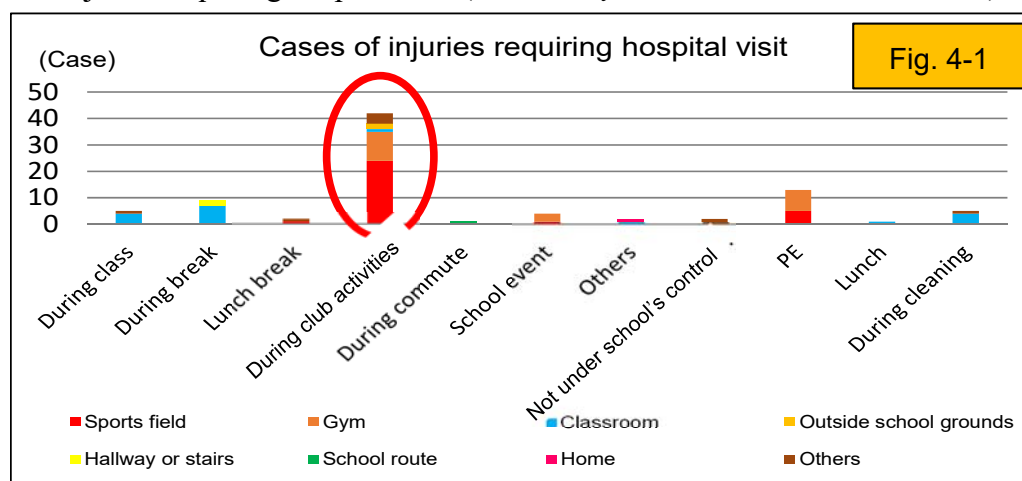
Priority Challenge 1. Reduce injuries in school

Many cases of injuries requiring hospital visit occur during club activities. (Fig. 4-1)

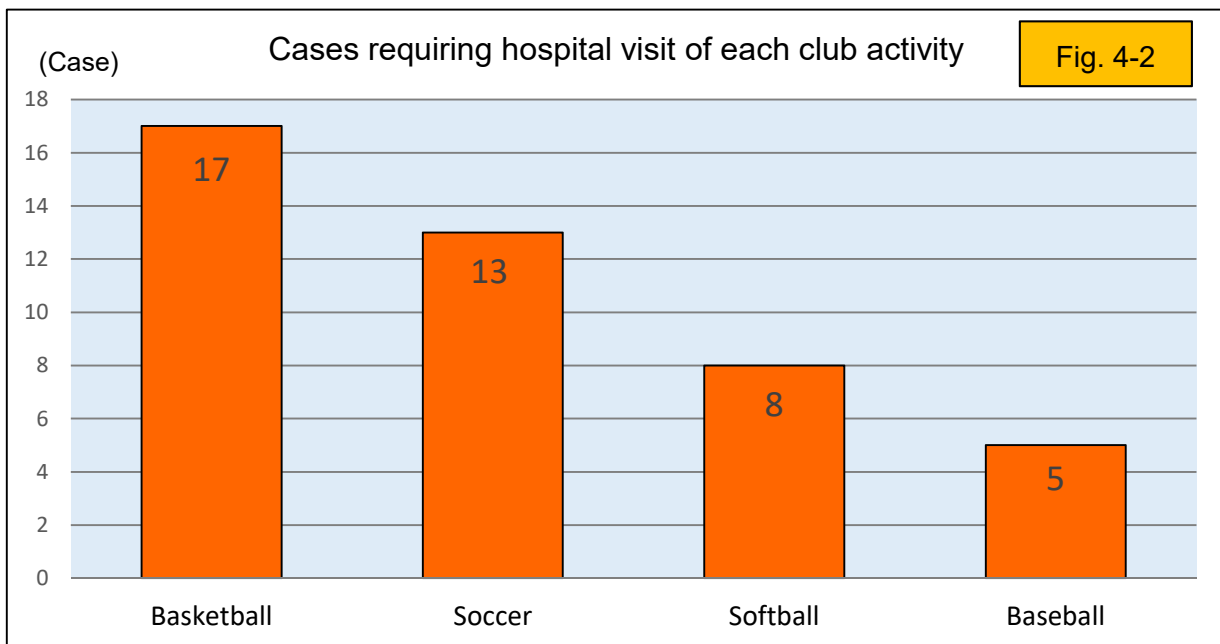
In particular, club activities in which injuries requiring hospital visit occurred in 2015 were only 4 club activities that were basketball club, soccer club, softball club, and baseball club. (Fig. 4-2)

Thus, many injuries occur in ball game club activities.

Cases of injuries requiring hospital visit (From survey of Nurse's Office users, FY2015)



Cases requiring hospital visit of each club activity (FY 2015 from survey of Nurse's Office user)



Cases of requiring hospital visit of each club activity

(From survey of Nurse's Office users, FY2015)

Soccer, softball, baseball: mainly contusion

Basketball: injuries by imposing a burden on her/his knee joint when landing after jump other than contusions

Consideration for especially safety aspects about 4 club activities below.

4-1	Measures to prevent injuries during ball game activities	Changed
Details	<p>Basketball Club</p> <ul style="list-style-type: none"> ● Check that shoes are tied ● Increase warm-up, cool-down, and stretching time <p>Soccer Club</p> <ul style="list-style-type: none"> ● Constant safety check to make sure balls are not rolling around ● Use of shin protectors to prevent contusions during practical <p>Softball Club</p> <ul style="list-style-type: none"> ● Wear knee high socks and supporter to prevent contusions and scrapes from sliding <p>Baseball Club</p> <ul style="list-style-type: none"> ● Wear a cap to protect against heat strokes ● Increase stretching time and count ● Wear long pants 	   

2 Emotional aspects **Students who require special support (Person)**

Priority Challenge 2. Improve the ability to communicate

Type of students who need special support is various. Some have troubles about inter-personal relations and emotionally unstable, and therefore they feel uncomfortable in the classroom. They need to improve ability to communicate with others so that they feel safe and comfortable in the classroom.

Measures are also needed to be taken for truant students to come to school or support for them to spend fulfilling time looking ahead to the future during the 3 years at school.

Programs are carried out by not only school but in cooperation with Center for Children and Families.


4-2	Guidance and programs for students requiring special support	Continued
Target	Students and their parents who require support <ul style="list-style-type: none"> ● Students who need support in student guidance aspect ● Students with developmental disorders ● Truant students, etc. 	
Details	<pre> graph TD A[Committee of person in charge of student guidance] --> B[Holding of School Case Committee] B --> C[Individual Guidance System (Nukumori Class)] C --> D[Actions based on situation are implemented] </pre> <p>Committee of person in charge of student guidance</p> <p>Holding of School Case Committee</p> <ul style="list-style-type: none"> ● Unified guidance in cooperation with SC, SSW, and Center for Children and Families ● Detailed assessment and review of direction <p>Individual Guidance System (Nukumori Class)</p> <ul style="list-style-type: none"> ● Class for preparing return to regular class ● Increasing scholastic ability and establishing relation of trust <p>12 Aiming to create inter-personal relations and straighten identity</p> <ol style="list-style-type: none"> (1) Ensuring opportunities for communication with the relevant students (2) Educational guidance at separate "Nukumori Room" (Ensuring Japanese and mother tongue) (3) Sharing understanding with parents and providing support through home visits, etc. (4) Partnership with related agencies, and request for cooperation <p>Actions based on situation are implemented</p>	

4-3	Sharing and plan proposal in meetings by persons in charge	Continued
Main target	Students, teachers and staff, related agencies	
Details	<p>Meeting of teachers in charge of student counseling once a week.</p> <p>Collecting problems from each grade's student counseling representative and formulating measures for students who need support. The information passes to each grade's representative and shared by whole grade in Planning Committee to think about measures in other aspects. Committee to support truant students, etc. has meetings twice a term and formulates long-term goals and directions.</p> <p>In this way, establishment of directions in meetings leads to careful support for students in need.</p> <p>Aiming for improvement of ability to communicate and for a safe and secure school life.</p> <div> <div> <div>Once/week</div> <div> <ul style="list-style-type: none"> • Meeting of teachers in charge of student counseling • Each grade's student guidance representative, manager, school nurse, chief teacher in charge of school guidance, chief teacher in charge of human rights education </div> </div> <div> <div>Once/week</div> <div> <ul style="list-style-type: none"> • Planning Committee • Each grade's representative, manager, chief teacher in charge of school guidance, chief teacher in charge of human rights education, school affairs, scholastic ability assurance </div> </div> <div> <div>Twice/term</div> <div> <ul style="list-style-type: none"> • Committee to support truant students, etc. • Each grade's person in charge of truancy support, manager, school nurse, supporters, chief teacher in charge of school guidance </div> </div> <div> <p>Partnership with external agencies is also established at Case meetings, etc. (SSW, SC, Board of Education, Children's Future Section, Police, etc.)</p> </div> </div>	


3 Community aspects Measures for major earthquakes (Situations)


Priority Challenge 5. Improve awareness of disaster prevention

We carry out the programs below to improve awareness of disaster prevention. High awareness of disaster prevention softens their worries about disaster and get ready for disaster.

4-4	Memorial for 1.17 Great Hanshin-Awaji Earthquake victims	New	
Main target	Students, teachers and staff		
Details	<p>A group of interested students, and teachers have participated in Memorial services for Great Hanshin-Awaji Earthquake victims since 2016.</p> <p>To recognize importance of disaster prevention, they have hearing from people there and understand damage by the earthquake.</p> <p>They report the hearing to share the details in school assembly and help improvement of every students' awareness.</p>		

4-5	Fundraising and assistance for Kumamoto Earthquake and the East Japan Earthquake	New
Main target	Students, teachers and staff, PTA, community	
Details	<p>Students (Student Council Executive Section and who are interested) and teachers carried out on-the-street fundraising for the Kumamoto Earthquake and the Great Hanshin-Awaji Earthquake.</p> <p>They needed to understand detailed damage to make posters etc., and that leads to raise their awareness of disaster prevention.</p> <p>They carried out fundraising not only in front of the school but at the nearest station.</p> <p>They also sold goods at Human Town Festival as reconstruction support for the Great Hanshin-Awaji Earthquake.</p>	



4-6	Disaster prevention studies and evacuation drills	Continued	
Main target	Students, teachers and staff, parents, community		
Details	Disaster prevention studies and evacuation drills are held once in each term. In the 2nd term, the drills are held during the Osaka 8.8 Million Drill, and in the 3rd term, the drills are held with the City's Joint Disaster Prevention Drill.		

Indicator 5 Programs are from the Evidence Base

1 Injury aspects

Priority Challenge 1. Reduce injuries in school

Evidence 1-1 Many injuries occur during PE class

Injuries during PE class is most frequent among all injuries during class, accounting for 63% (Fig.1-4).

In particular, injuries requiring hospital visit occur in winter. The programs in winter include mainly volleyball, basketball, soccer, track and field, and gymnastics.


Injuries during class other than PE account for 37% and are various, such as nose bleeds, injuries during practical, etc.

(Fig.5-1)

Injuries during class (From survey of Nurse's Office users, FY2015)

Fig. 5-1

During class	Total 169 cases	Frequent injury type
PE	107 cases (63%)	Contusion, scrape
During class other than PE	62 cases (37%)	Nose bleed, during practical

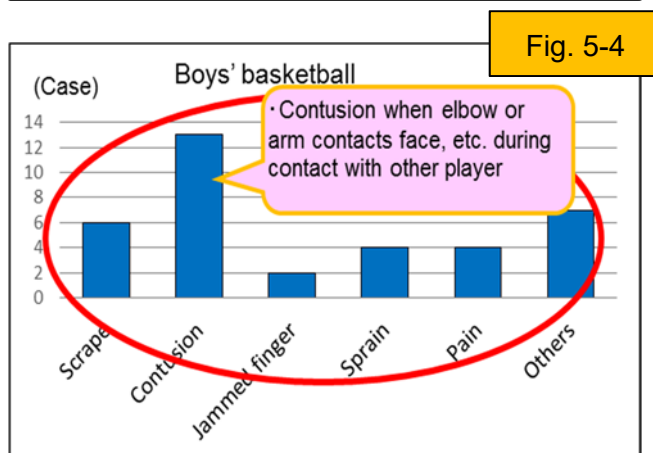
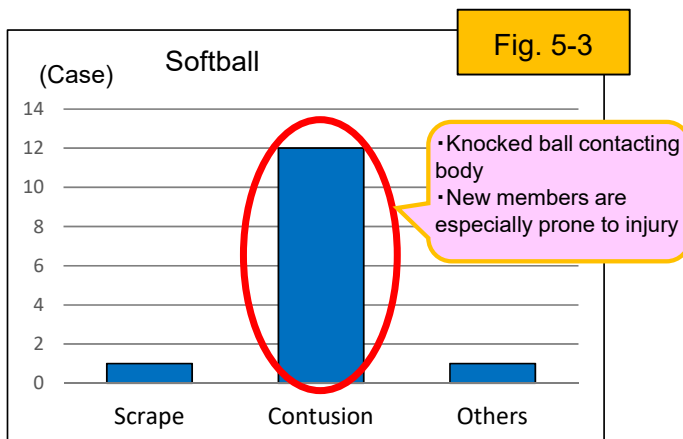
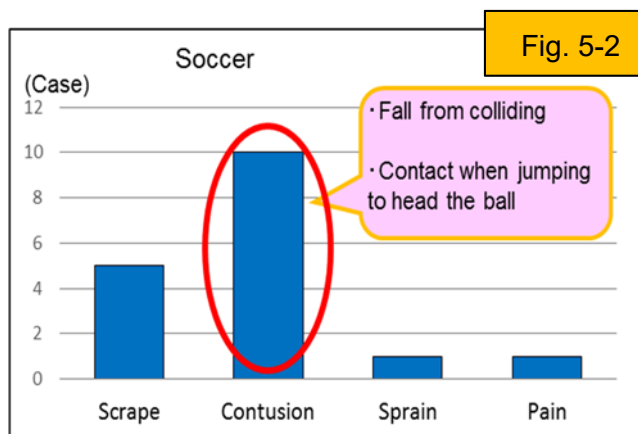
5-1	Measures for injury prevention during class	New
Main target	Students	
Details	Thorough warm-up exercises during each PE class Extensive caution and instruction during practical and experiments.	


Evidence 1-2 Contusion is common during ball game club activities


Many injuries occur during ball game club activities. (Fig. 4-1, 2)

Further, contusion is most common during ball game club activities. (Fig. 5-2 to 4)

Number of injuries during main club activities (From survey of Nurse's Office users, FY2015)



5-2	Injury prevention during ball game club activities	Changed
Details	<p>Basketball Club</p> <ul style="list-style-type: none"> • Check that shoes are tied <p>Soccer Club</p> <ul style="list-style-type: none"> • Use of shin protectors to prevent contusions during practical <p>Softball Club</p> <ul style="list-style-type: none"> • Wear knee high socks and supporter to prevent contusions and scrapes from sliding <p>Baseball club</p> <ul style="list-style-type: none"> • Wear long pants 	

5-3	Seminars by invited lecturers	New
Main target	<ul style="list-style-type: none"> ● Soccer Club ● Volleyball Club ● Girls/Boys Basketball Club ● Teachers and staff 	
Details	<p>Learning effective stretching techniques.</p> <p>Continue stretching and increase awareness of injury prevention in each club activity by club advisers participating.</p> <p>Once a year.</p>	

2 Emotional aspects

Priority Challenge 2. Improve ability to communicate

Evidence 2-1 Communication using smartphones is causing trouble.

Communication by smartphones has been increasing recently.

72% of students (341 students) own smartphones and there are troubles relating to use of smartphones.

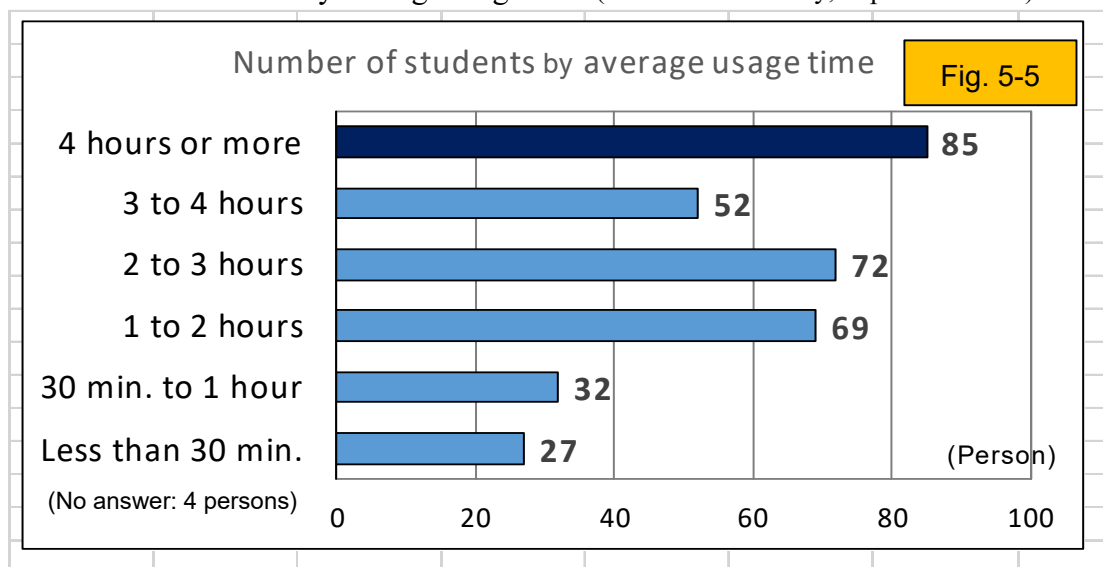
25% of all users (85 students) use their smartphones for 4 hours or more, which is the highest rate of usage time. (Fig. 5-5)

Many students use LINE and it is the main communication tool other than telephones and e-mails. (Fig. 5-6)

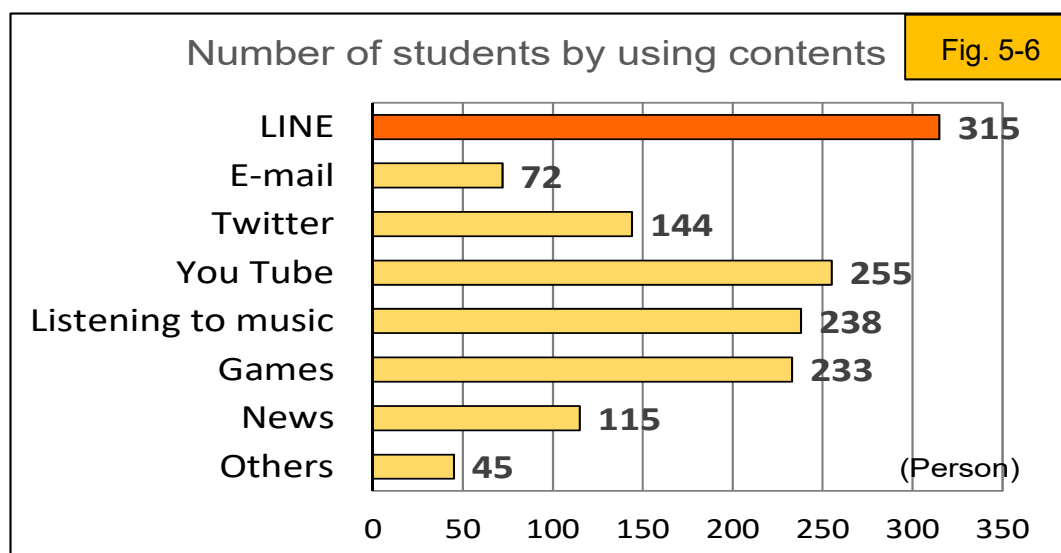
About 30% of all users find replying a pain sometimes. (Fig. 5-7)

LINE users have irritation for slow replies and feel stressful that they also should reply quickly as LINE has having read transmission. Group LINE tends to cause troubles such as slander and libel because the group LINE members could send messages easily.

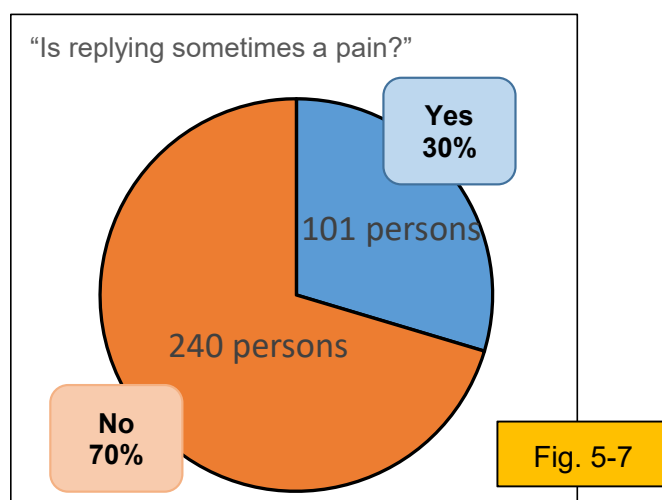
Number of students by average usage time (School-wide survey, September 2016)




Number of students by using contents (School-wide survey, September 2016)



“Is replying sometimes a pain?” (School-wide survey, September 2016)



5-4	Seminars by invited lecturers	New
Main target	1st graders, teachers and staff	
Details	<p>Ms. Aki Shimada, who used to be a cyber patrol, lectured what internet trouble is and its prevention.</p> <p>Once a year.</p> <p>Student's impression</p> <p>“Got scared that other people get to know where I am by GPS and so canceled GPS”</p> <p>"Understand I should be careful uploading photos and comments, which can be disadvantageous later”</p>	



5-5	Creation of rules to prevent smartphone addiction	New
Main target	Students	
Details	<p>With the cooperation of the elementary schools and PTA, the Student Council Executive Section has created rules for using cell phones.</p> <p>The rules are posted on stairs for promotion</p> <div><div>"Sanchu Smartphone Rules"</div><div>Value your sleeping time.</div><div>Observe manners, and don't write bad things.</div><div>Don't use your smartphone while doing other things.</div><div>(prepared by Sanchu Student Council Executive Section, October 2016)</div></div>	

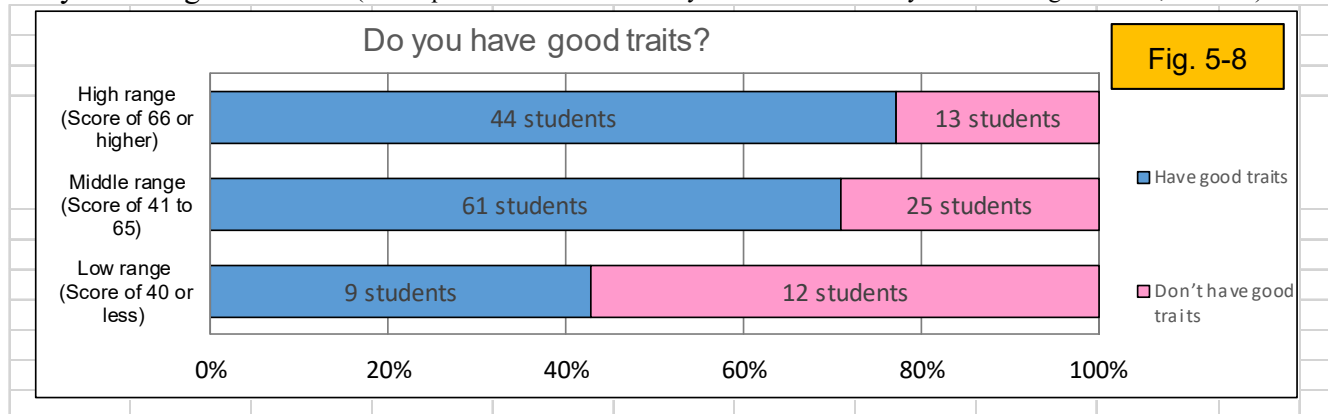
Priority Challenge 3. Have more confidence in themselves

Evidence 2-2 Correlation between “Do you have good traits” and scholastic ability

It is considered that self-affirmation is interrelated with scholastic ability, so we made a survey of relation between scholastic ability and self-affirmation.

It showed that the lower students’ scholastic ability is, the lower their self-affirmation becomes. (Fig. 5-8)

“Do you have good traits?” (From questions in Nation Survey on Scholastic Ability and Learning Situation, FY2016)



The programs below are to increase scholastic ability. They aim at “good at studying and get to have confidence in themselves” by improving their scholastic ability.

Improvement of scholastic ability by building effective classes and ways of studying leads to increase of self-affirmation.


5-6	Group Study/Group Discussions	Continued
Main target	Students	
Details	Group study in class commonly. Teaching each other and presentation by group leader's instruction. Building communication ability is also important, which develops by summing up opinions in their group.	



5-7	Use of information devices	Continued
Main target	Students	
Details	By using Tablet and projector, we aim at improving quality of classes. <ul style="list-style-type: none"> ● Making explanation visible with pictures and images ● Saving time by omission of writing on a blackboard 	



5-8	Small-group instruction	Continued
Main target	Students	
Details	<p>Small-group studies for mainly 3rd graders in Japanese, math, and English.</p> <p>Fundamental studies are confirmed with small groups.</p>	



3 Community aspects

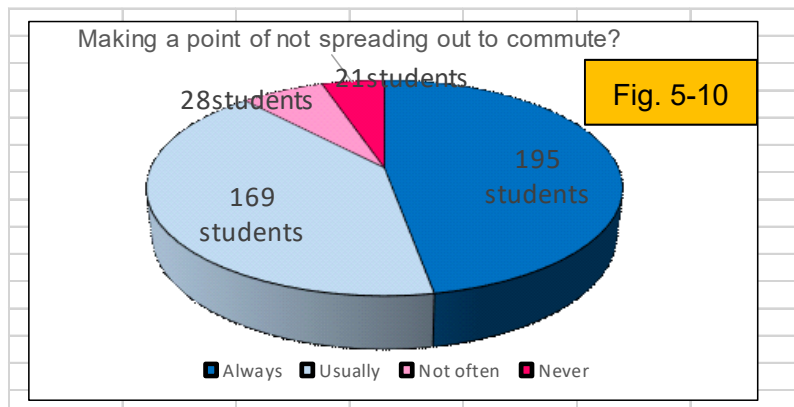
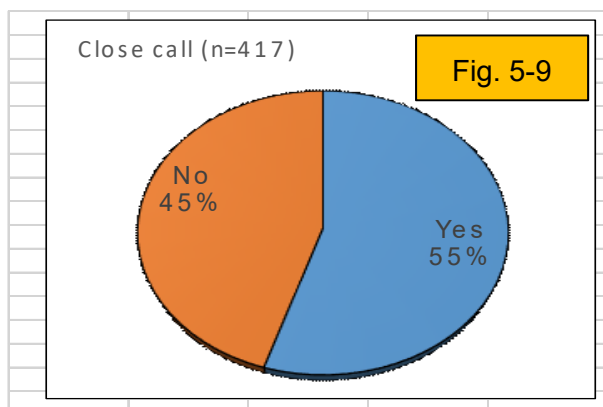
Priority Challenge 4. Increase awareness and skills in traffic safety


Evidence 3-1 More than 50 % of students experience of close call during commute to and from school

All students commute to school on foot. 55% of students experienced “close call” on way to and from school and try not to spread out when walking on way to and from school.

“Experience of close call during commute to and from school?”

“Make a point of not spreading out when walking to and from school”
(From School-wide survey on traffic safety, September 2016)

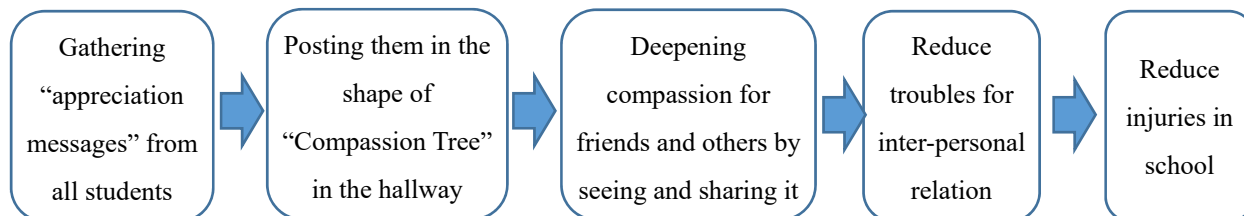


5-9	Sanchu School District Traffic Safety Point Map	New	
Main target	Students, teachers and staff, community		
Details	The Student Council Executive Section prepared a safety map showing hazardous spots in the school district. They organize and recognize hazardous spots for prevention.		

4 Other programs

There are some programs that are not related to priority challenges directly.

“Creating a good atmosphere” is one of them. For example,



These are programs that are related to priority challenges indirectly.


“Fostering good mind leads to prevention of injuries” is the aim of the following programs that have been carried out.



“Compassion Tree”

5-10	ISS Activities by Student Council Special Committee	New
Details	<p>Student Council Executive Section</p> <ul style="list-style-type: none"> • Instruction of general activities • Selection of slogan and mascot <p>Glass Committee</p> <ul style="list-style-type: none"> • Be Seated at School Bell Campaign • Greeting Campaign <p>Daily Life Committee</p> <ul style="list-style-type: none"> • Don't Run in Hallway Reminder Campaign <p>Culture and Library Committee</p> <ul style="list-style-type: none"> • Setting of ISS corner in the library • Preparation of posters <p>Health and Sports Committee</p> <ul style="list-style-type: none"> • Survey of number of injured persons • Maintenance of sports field and removal of stones <p>Environment Beautification Committee</p> <ul style="list-style-type: none"> • Preparation of evacuation route map • School safety inspection and beautification <p>Art Club</p> <ul style="list-style-type: none"> • Preparation of draft for Sanchu mascot character • Posters at the front entrance • Organization of ISS Bulletin Board <p>Human Rights Protection Committee</p> <ul style="list-style-type: none"> • Preparation of Compassion Tree • Fundraising for Kumamoto Disaster victims, etc. 	

5-11	School District ISS Children's Council	New	
Main target	Students		
Details	<p>Meetings are held with members of Children's Council under Student Council Executive Section's conducting. At regular meetings, the members split up into groups and exchange information on each school's programs, and work to create rules for using smartphones.</p> <p>About once a term.</p>		



5-12	Preparation of wall newspapers, Feeling of “Appreciation”	New
Main target	Students, community	
Details	The students and members of the community wrote their feelings for someone important in their life. Posting as a wall newspaper in the hallway in front of teacher’s room. The committee is active working as a “Human Rights Protection Committee”.	

5-13	Preparation of wall newspapers, "What type of town makes you feel safe?"	New
Main target	Students, teachers and staff, community	
Details	<p>The students asked Sanchu teachers and staff, and Festa visitors to write messages about their image of Matsubara City. Posting as a wall newspaper in the hallway in front of teacher's room.</p> <p>We are to build a city that incorporates Sanchu's strong feelings about "Human Rights".</p>	

Indicator 6 Programs (mechanism) that document the frequency and causes of injuries

1 Injury aspects

Priority Challenge 1. Reduce injuries in school

In injury aspects, recording numbers of injuries and endeavors to reduce and prevent injuries are conducted by Nurse's Office.

"Injuries" are recorded individually by using Nurse's Office Usage Card. Details of "when", "where", "how", "what situation", "type of injury", and "what part" are collected.

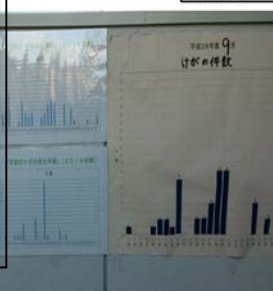
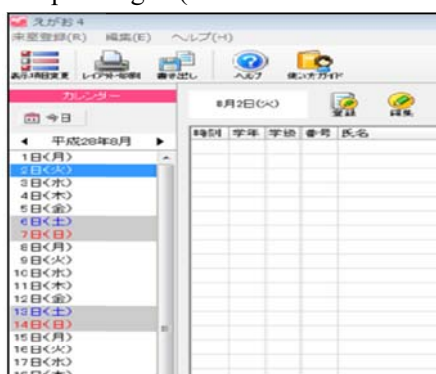
Type of injury	Recording method	Frequency
Injuries requiring visit to Nurse's Office	The school nurse collects and processes information using "Egao", the Nurse's Office Usage Card.	Data input every day
Injuries during weekend/holiday club activities	Teachers handling injuries record in the files.	
Injuries requiring treatment at hospital	Application is filed with the City Board of Education and Japan Sport Council to request payment for Mutual Disaster Aid.	Tabulated each month



Clearly indicate whether the number of injuries has dropped and injuries have been prevented

Example 1 Nurse's Office Usage Card

Example 2 Egao (Data tabulation software)



2 Emotional aspects

In emotional aspects, we make regular surveys of violent behavior, verbal abuse, truancy, internet trouble, and inter-personal relations, and conduct verification of programs on each grade.

Type	Recording method	Frequency
Trouble such as violence and verbal abuse	Investigation of scale to measure sociability	Once/term
	National Survey on Scholastic Ability and Learning Situation	Once/3 years
	Self-diagnosis of school	Once in Dec.
	Impressions of human rights and morals classes	Every class unit
	Investigation of student guidance at school	Once/month
	Student Council and Group Leader Meeting	About twice/month
Truancy	Truancy Support Meeting	Once/month
	Investigation of scale to measure sociability	Once/term
	Investigation of long-term absentees, Investigation of student guidance at school	Once/month
	Survey of absentees	Every day
Trouble on Internet	Investigation of scale to measure sociability	Once/term
	Self-diagnosis of school	Once in Dec.
	Impressions of human rights and morals classes	Every class unit



Clearly indicate whether proper communication is taking place and whether self-affirmation increases

3 Community aspects

In community aspects, we make surveys of improvement of safety skills and awareness in the community, safety when commuting to school, and prevention of accidents when riding a bicycle.

Type	Recording method	Frequency
Safety during commute to/from school	Traffic Safety Survey	Twice/year
Prevention of bicycle accidents	Traffic Safety Survey	
Response to earthquakes	Self-diagnosis of school	Once in Dec.
	Disaster prevention survey	Twice/year

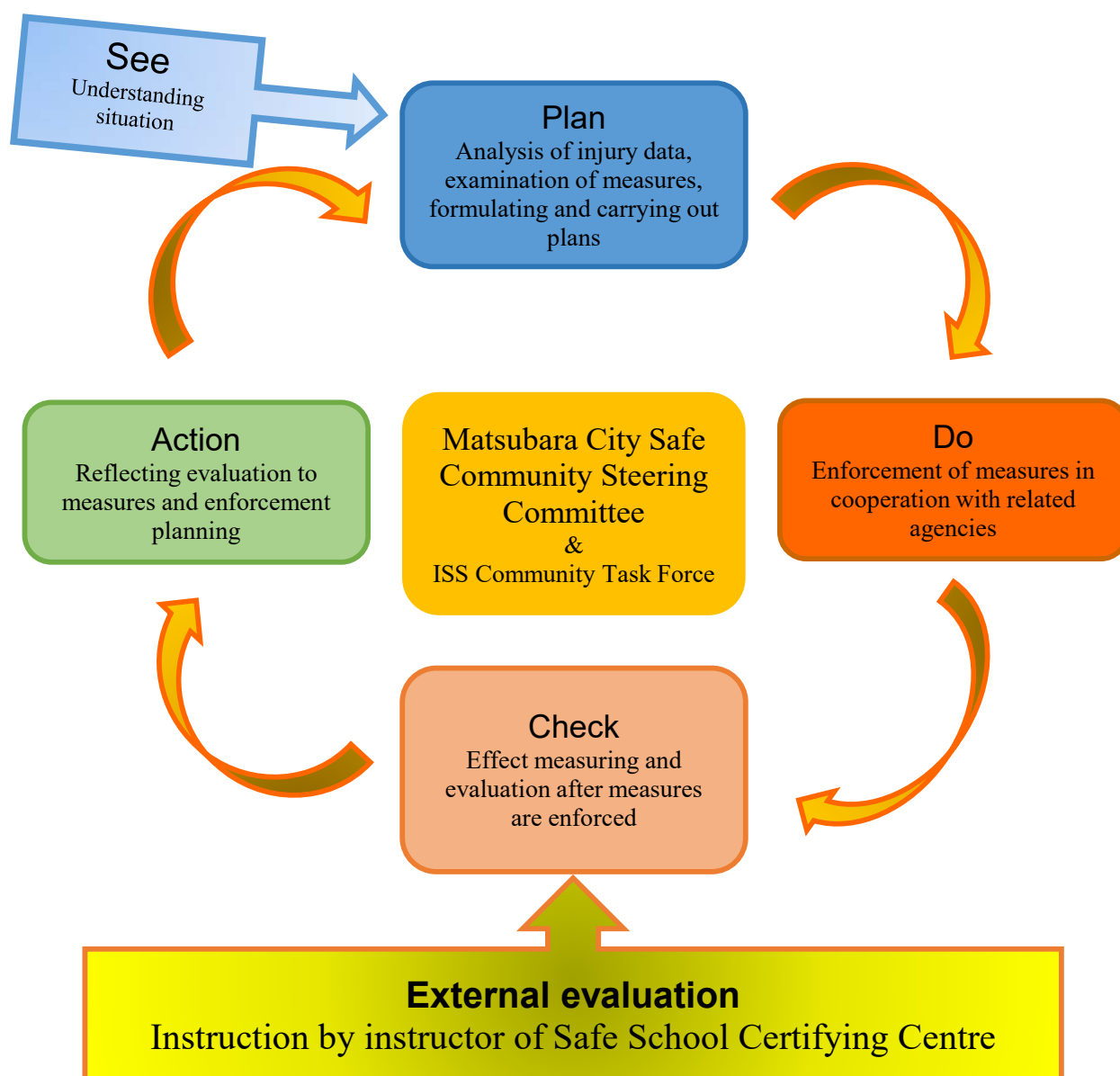


Clearly indicate whether safety skills and awareness in the community have increased

Indicator 7 Evaluation measures to assess school policies, programs, processes and the effects of change

Programs are progressed and controlled by School ISS Promotion Committee's conducting, and effects are confirmed based on evaluation indicators by Matsubara City Safe Community Steering Committee or ISS Community Task Force.

1 Overall image



2 Evaluation of short-to mid-term, and long-term achievements

Injury aspects			
	<div>1 Reduce injuries in school</div>		
	Measure for injury prevention during class <div>3-1,2</div> <div>5-1</div>	Measure for injury prevention in club activities <div>3-1,2</div> <div>4-1</div> <div>5-2,3</div>	Measure for injury prevention during break time <div>3-1,2,3</div>
Short-term Indicator to evaluate changes of awareness	Self-diagnosis of school “Do you get injured often?” “Are you aware of injury prevention?”		
Mid-term Indicator to evaluate changes of action	Survey of Nurse’s Office users by Nurse’s Office Usage Card Number of Nurse’s Office users		
Indicator to evaluate changes in long-term	Nurse’s Office Usage Card Survey of Nurse’s Office users “Number of injuries during class”	Nurse’s Office Usage Card Survey of Nurse’s Office users “Number of injuries during club activities”	Nurse’s Office Usage Card Survey of Nurse’s Office users “Number of injuries during break”
Method of improvement	• Measure for prevention during class	• Seminars • Extensive management and instruction of club advisors	• Program for awareness by students

Emotional aspects		
	2. Improve ability to communicate	3. Increase confidence in themselves
	Program to improve ability to communicate 3-5 to 10 4-2,3 5-4,5	Program to increase confidence in themselves 3-11 to 17 5-6,7,8
Short-term Indicator to evaluate changes of awareness	Investigation of scale to measure sociability “Do you consider other people’s feeling?” National Survey on Scholastic Ability and Learning Situation “Listening to others well and expressing yourself clearly in discussion?”	Investigation of scale to measure sociability “Do you have good traits?” Self-diagnosis of school “Self-affirmation” National Survey on Scholastic Ability and Learning Situation
Mid-term Indicator to evaluate changes of action	Impression of human rights and morals classes Investigation of long-term absentees “Number of absentees” Investigation of student guidance at school “Number of violent behavior” “Number of damage to property”	National Survey on Scholastic Ability and Learning Situation Investigation of long-term absentees “Number of absentees” Investigation of student guidance at school “Number of violent behavior” “Number of damage to property”
Indicator to evaluate changes in long-term	Survey of absentees “Number of absentees”	Survey of absentees “Number of absentees”
Method of improvement	<ul style="list-style-type: none"> Establishing organizations when recognizing bullying Carrying out social skills training 	<ul style="list-style-type: none"> Strengthen human rights education Programs of Student Council Special Committee

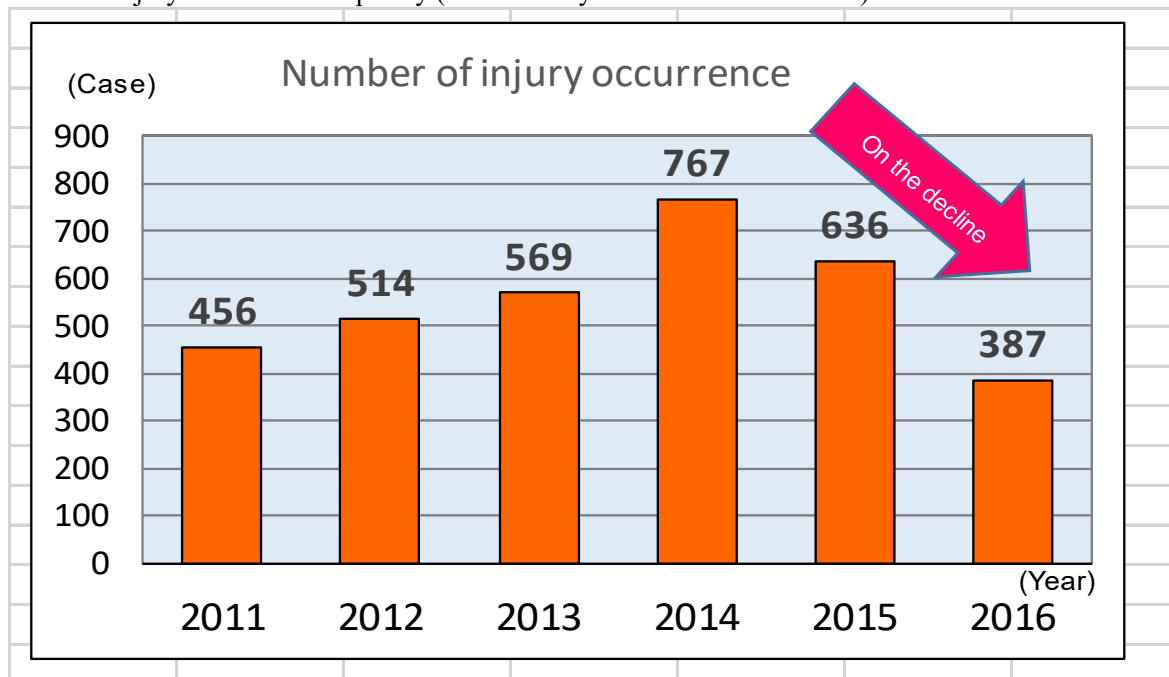
Community aspects		
	<div>4. Increase awareness and skills in traffic safety</div> <p>Program to increase awareness and skills in traffic safety</p> <div>3-18 to 19</div> <div>5-9</div>	<div>5. Increase awareness of disaster prevention</div> <p>Program to increase awareness of disaster prevention</p> <div>4-4 to 6</div>
	Short-term	
	Indicator to evaluate changes of awareness	
	Mid-term Indicator to evaluate changes of action	Survey on traffic safety “Obeying traffic rules?” “Trying not to spread out when walking to and from school?” “Experiencing traffic accidents recently?”
	Indicator to evaluate changes in long-term	
Method of improvement	<ul style="list-style-type: none"> ▪ Educational campaign by parents and the community ▪ Implementation of traffic safety lecture 	<ul style="list-style-type: none"> ▪ Improvement and carefully selecting of guidance ▪ Sufficient time for education of disaster prevention

3 Results

Result 1 Injury occurrence rate improved

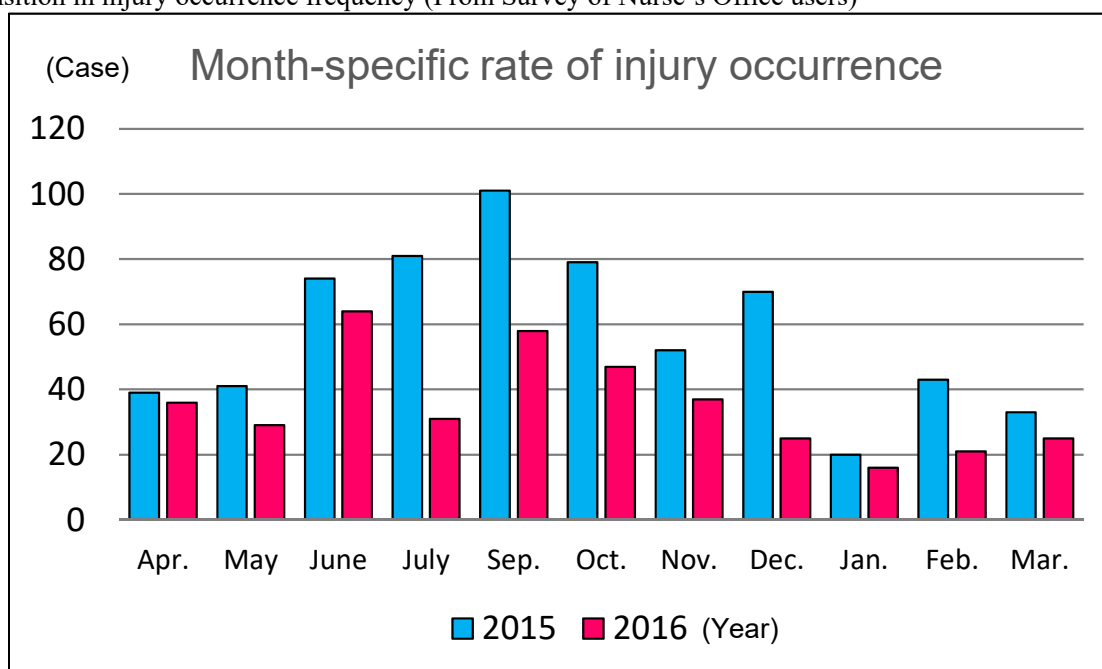
Prevention of injuries by club activities, PE class or Student Council led number of injury occurrence to decrease by about half since ISS program in 2015.

Transition in injury occurrence frequency (From Survey of Nurse's Office users)



Result 2 The month-specific rate of injuries dropped

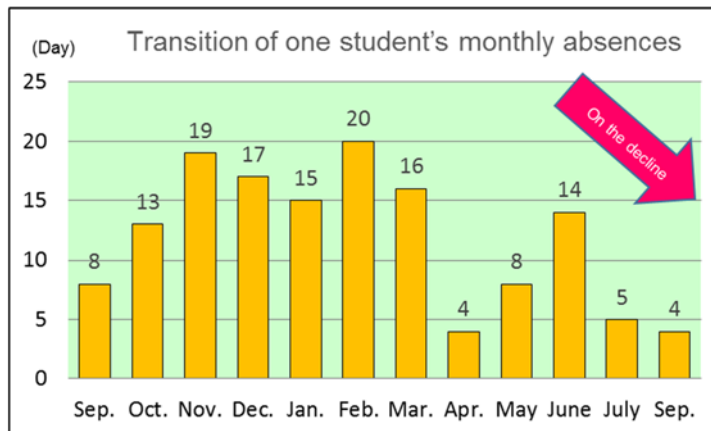
Transition in injury occurrence frequency (From Survey of Nurse's Office users)



Result 3 A truant student has been able to attend school

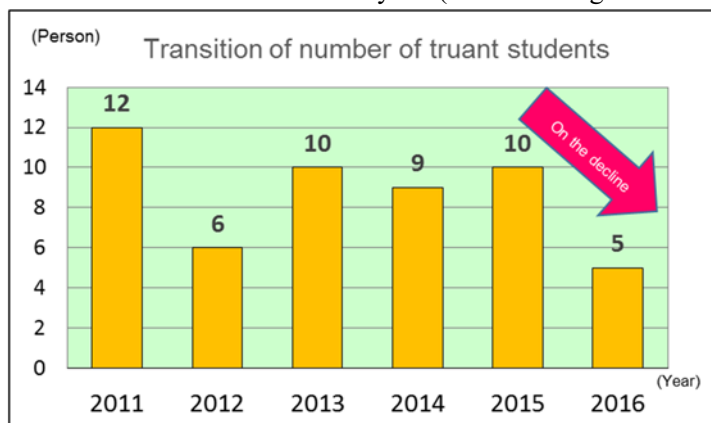
A truant student has been able to attend school through the effort of his homeroom teacher and schoolmates.

(From investigation of student guidance at school, FY2016)



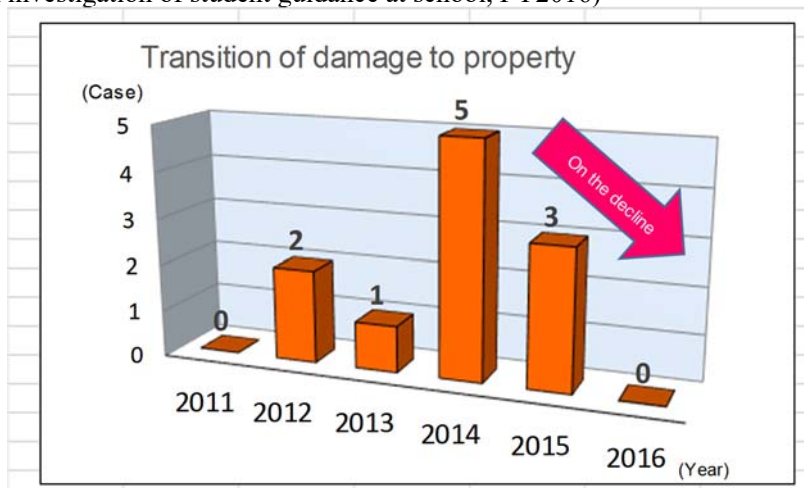
Result 4 Truancies decreased

Number of truant students tend to decline this year. (From investigation of student guidance at school, FY2016)



Result 5 Safe environment is maintained

Damage to property doesn't occur this year so far. It shows a certain safe and secure environment is maintained this year. (From investigation of student guidance at school, FY2016)



Indicator 8 Ongoing participation in Safe Schools networks at community, national and international levels

■FY2015

May 21 (Thur.) Declaration of start of ISS program (Matsubara City Mayor Sawai, Dr. Shiraishi participated)
Sept.1 (Tues.) School District Seminar: Lecture by Dr. Yoko Shiraishi, Japan Institution for Safe Communities
Sept. 5 (Sat.) 30 students participated in ISS Activity Report Meeting (Matsubara City Culture Hall)
Oct. 6 (Tues.) Visited designated school in Atsugi City, Kanagawa Prefecture
Dec.18 (Fri.) Student ISS Survey conducted

■FY2016

Jan. 19 (Tues.) ISS Meeting at Matsubara City Hall (City Board of Education, Matsubara Daisan Jr. High, Chuo Elementary School, Nunose Elementary School)
Feb. 1 (Mon) Each special committee discussed programs
Feb. 4 (Thur.) Participated in School Summit at Toshima-ku, Tokyo (City Board of Education, Nunose Elementary School, Matsubara Daisan Jr. High)
Mar. 20 (Wed.) ISS Meeting at Matsubara City Hall (City Board of Education, Matsubara Daisan Jr. High, Chuo Elementary School, Nunose Elementary School)
May 16 (Mon.) Dr. Shiraishi visited our school for workshop on ISS with Community Education Council
June 27 (Wed.) Group discussions held at faculty meeting to identify challenges
July 29 (Fri.) Visit to Chuo Elementary School in Sanchu School District from Toshima-ku, Tokyo
Sep. 4 (Sun.) Student Council Executive Section reported on ISS at the Safe School Activity Report Meeting (Matsubara City Culture Hall)
Nov. 5 (Sat.) ISS School District Children's Council reported on activities at School District Festa
Nov. 11 (Wed.) SS School District Children's Council reported on activities at School



Chapter 5. Current Challenges and Future Prospects

There are current challenges below for **indicators 1 to 5**. We set prospects and work for each challenge for future.

Challenges	→	Prospects
Indicator 1 A governing system, with an infrastructure based on partnership and collaboration, is set to address safety improvement.		
<ul style="list-style-type: none"> • Difficult to continue because teachers transfer • Difficult to give careful guidance because of teachers' rejuvenation 	→	<ul style="list-style-type: none"> ○ Secure system to continue through students ○ Prepare manuals
Indicator 2 Safe School policies decided by the Safe School Committee, Community Council, and City Board of Education in a Safe Community setting		
<ul style="list-style-type: none"> • Meetings require time for teachers to match directions 	→	<ul style="list-style-type: none"> ○ Build a system to match directions without always participating
Indicator 3 Long-term, sustainable, operational school programs covering both genders and all ages (grades), environments, and situations are in place		
<p>1 Injury aspects</p> <ul style="list-style-type: none"> • Injuries during PE and club activities decreased, but still occur. • There is no activities or programs for new 1st graders as organization. <p>2 Emotional aspects</p> <ul style="list-style-type: none"> • Violent behavior and trouble with other people by a lack of communication decreased but still exist. <p>3 Community aspects</p> <ul style="list-style-type: none"> • Programs for traffic safety are not continuingly held. • Programs for disaster prevention are not continuingly held. • Students' low awareness of disaster prevention. 	→	<p>1 Injury aspects</p> <ul style="list-style-type: none"> • Further reduction of injury occurrence rate • Further improvement of stance to address awareness of safety → ○ Regular seminars for safety ○ Programs to improve awareness of injury prevention conducted by Student Council <p>2 Emotional aspects</p> <ul style="list-style-type: none"> • Reduce trancies • Improve ability to communicate • Further improve relation of trust → ○ Establish general human rights and morals curriculum ○ Programs to establish higher self-affirmation ○ Establish system of student guidance in partnership with related agencies ○ Programs to improve learning ability of low-to-mid levels <p>3 Community aspects</p> <ul style="list-style-type: none"> • Prevent injuries while riding a bicycle and improve awareness of traffic safety • Further increase interest in the community • Strengthen activities held with elementary schools in school district → ○ Regular seminars for traffic safety ○ Strengthen regular activities for disaster prevention ○ Exchanges held between Children's Councils of elementary schools and our Student Council

Indicator 4 Programs that target high-risk groups and environments

- Difficult to continue because teachers transfer
- Difficult to give careful guidance because of teachers' rejuvenation
- Difficult to accomplish it along with daily classes and student guidance, etc.



- **Secure system to continue through students**
- **Prepare manuals**
- **Slim school affairs by carefully selecting meetings**

Indicator 5 Programs are from the Evidence Base

- Taking a lot for collecting and analyzing data based on evidence
- Taking a lot for analyzing data and establishing policies



- **Execution of efficient surveys**
- **Analysis of data and establishment of policies during long school closure**



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