



# The Comet

The Newsletter of K. International School Tokyo

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*“Minds are like parachutes, they only function when they are open.”*  
—James Dewar

## From the Head of School



### Welcome to a new academic year!

Dear Parents, Students, and Members of the KIST Community,

As we begin another exciting academic year at K. International School Tokyo, I want to extend a warm welcome to all of you. Whether you are returning to our school or joining us for the first time, we are thrilled to have you as part of our learning community.

At KIST, our mission is to provide academically motivated children from various cultural and social backgrounds with a high-quality education in a safe and supportive environment. We are committed to developing competent, academic individuals who not only excel in their studies but also demonstrate high moral character, making meaningful contributions to our global community.

This year, we are setting ambitious goals to further elevate the educational experience at our school. One of our primary objectives is to raise the level of English language skills across all grade levels. As English is our language of instruction, it permeates all subjects—from Mathematics to History to the Sciences—and is foundational to our students’ academic development. Strong communication skills in English are essential for our students to thrive in a global society, and we are dedicated to providing the necessary support and resources to achieve this.

In addition to academic excellence, we remain focused on nurturing individuals with high moral character. We understand that the foundation of a strong moral compass is built through the combined efforts of both school and home. Therefore, we value and rely on your continued support in reinforcing these principles with your children.

As we move ahead, we look forward to working together to make this year a successful and enriching experience for all. Your involvement and collaboration are important in helping us achieve our goals and ensuring that every student at KIST reaches their full potential.



Thank you for being an essential part of our community. Let’s make this school year one filled with growth, achievement, and happy memories!

Warm regards,

**Kevin Yoshihara Ed.D.**  
Head of School/Elementary School Principal

## DATES TO REMEMBER



### September 2024

- 16 School day
- 16 (K3) Semester 1 LEAP classes begin this week
- 23 School holiday
- 24-25 School photographs
- 24 PYP information session (\*Morning)
- 27 (G5) Day camp
- 30-Oct 1 (G9) Camp

### October 2024

- 5 SAT@KIST
- 9 (G10) PSAT tests
- 11 Last day of quarter 1
- 14 School day
- 14 Parent information sessions
- 16 (K1-G11) Student health checks
- 18 Quarter 1 progress reports issued
- 19 Explanation Day (for prospective parents)
- 19 2025-2026 admissions applications open
- 21-23 (G11) Camp (\*Rescheduled)
- 26 KPASS X-Country (B/G) / HS Volleyball (B/G) tournaments
- 26-Nov 3 Autumn vacation

### November 2024

- 2 KPASS MS Soccer (B) & Volleyball (G) tournaments
- 4 School resumes for all students
- 4 (W) Quarter 1 PTS conferences (No classes)



## Message from the Board President

Last December, construction of our long-awaited main building was completed, and on June 15, we invited the KIST community, including current students, alumni and their families, to a commemorative event, which was attended by over 3,000 people who enjoyed the day. Thank you to everyone who assisted in the organization and running of the event and to those who volunteered their time to help out on the day.

With the completion of the new building, our facilities have been enhanced, and this enabled us to introduce an enrichment program during the last school year with lessons run by external instructors. Initially, activities included ballet, golf, K-pop and coding, with additional activities for cheerleading and 3D printing commencing from this school year. I am so pleased to see that our extracurricular offerings have been enhanced through this program.

I am also pleased to report that this year's DP final examinations in May 2024 showed excellent results, with a KIST average of 41.5 points out of a maximum score of 45 (global average 30.3), with 82% of students scoring 40 points or above, which qualifies them for Cambridge and Oxford, and all students scoring a perfect 7 in Mathematics, as in the previous year. Congratulations to all of our 2024 graduates! Thank you also to their teachers for their contributions and to their parents for their support in helping their children to succeed.

The core of the school's mission is "to provide academically motivated children with a high-quality education in order to develop competent, academic individuals with high moral character." Furthermore, the core of the school's vision is "for all learners demonstrate excellence in academics and compassion for others." In order to achieve KIST's mission and vision at an even higher level, the Board has made it a goal for this school year to "further strengthen English language skills for DP success."

KIST's expectations for the annual English diagnostic tests, administered from G1 and above, are set quite high in order to achieve success in the DP, but in the previous school year in the Elementary School, approximately 70% of students in the "Reading" component and 77% of students in the "English Skills" component achieved "Just Meeting Expectations" or above. In order to further improve English skills and bring the percentage of students achieving "Just Meeting Expectations" or higher closer to 100%, from this school year, we have begun offering a new support system outside of the classroom in addition to our regular in-class support.

Another goal for this school year is to "improve the educational environment by enhancing moral character." The Elementary School has adopted a ladder system that helps keep track of individual students' inappropriate behaviors (i.e. behavior that interferes with other students' learning, use of bad language, violent behavior and the like) and identifies the methods for dealing with these depending on the number of times they occur.

In the Secondary School, more and more students are following school rules such as the dress code and the code of conduct. This school year, we will further improve the moral character of students by reinforcing the acquisition of basic manners that will be necessary after graduation, such as greeting people and saying thank you.

The cooperation of families is essential in improving moral character. We ask that all parents/guardians reinforce good morals at home, and also that you model high moral standards for your children to observe.

**Takako Komaki**  
Board President/Associate Head of School



### Financial report

The settlement of accounts for the period from April 2023 to March 2024 has been audited by the two school auditors, and has been approved by the Board of Directors and reported to the Board of Trustees. (As Japanese private school law does not allow adjustments to the accounting period, the settlement period runs from April to the end of March, which is different from our actual school year). If you would like to view the school's financial statements, please contact Mrs. Komatsu or Mr. Maeda in the office to make an appointment. Please note that in accordance with legal stipulations, only current students and their parents, and school staff are eligible to view these documents.



# IB Diploma Results—July 2024

This year, the IB's grade awarding system returned to its pre-pandemic model for the second year. This meant that for the May 2024 examination session, students completed all assessment components for each subject. Despite returning to the full DP model, KIST continued to perform exceptionally well, with a Diploma average score of **41.5**, well above the global average of 30.3 points, and an increase by 0.4 points from last year's school average.

The difference between this year's KIST DP average and the global average was 11.2 points, setting a new record as the greatest in KIST's history! In addition, as a Mathematician and Mathematics teacher myself, I feel entitled to share with you that all students have attained a 7 in their respective DP Mathematics courses for two consecutive years. Well done!

Year	KIST DP average	DP global average	Difference between KIST and DP global average	Highest KIST score	# of students with a perfect score (45)	% of students with a perfect score (45)	% of students with a 40 or above	KIST G12 Diploma graduates
2024	41.5	30.3	11.2	45	2	5%	82%	38
2023	41.1	30.2	10.9	45	4	13%	78%	32
2022	42.1	32.0	10.1	45	6	18%	85%	33
2021	42.3	33.0	9.3	45	4	10%	90%	41
2020	39.8	31.4	8.4	45	1	2%	61%	41

Summary of Diploma results from the past five examination sessions

Of particular note for the Class of 2024:

- 38 of the 39 students (97%) were enrolled in the full Diploma, in comparison with the global average of 63%.
- 38 of the 38 students (100%) enrolled in the full Diploma at KIST attained the IB Diploma, in comparison with the global average of 80%.
- The average score for KIST students attaining the IB Diploma was 41.5 points, 11.2 points above the IB Diploma global average of 30.3 points.
- 2 students (5%) attained a perfect score of 45 points.
- 31 students (82%) attained 40 points or above, for which 11% achieve globally.
- 21 KIST students attaining the IB DP (55%) attained scores of 42 points or above, qualifying them to be considered for the KIST "Learning for Life" University Support Scholarships.
- 54% of students attaining the IB Diploma enrolled at KIST prior to Grade 6. These statistics reflect well on the quality of learning in our elementary and secondary school programs.

Group	Course	# enrolled	Actual Grade Average	Global Average	Difference between AG and GA
1	English A L&L HL	9	6.22	4.72	1.50
	English A L&L SL	29	6.28	4.91	1.37
	Japanese A L&L HL	7	5.57	5.10	0.47
2	Japanese A L&L SL	7	5.71	4.82	0.89
	Japanese B HL	10	7.00	6.27	0.73
	Japanese B SL	11	6.91	5.06	1.85
	French AB initio SL*	1	7.00	4.71	2.29
	Spanish B SL*	1	7.00	4.92	2.08
	Spanish AB initio SL*	1	6.00	4.89	1.11
3	Business Management HL	9	6.67	4.92	1.75
	Business Management SL	1	6.00	4.89	1.11
	Economics HL	15	6.47	5.12	1.35
	Economics SL	7	6.86	4.80	2.06
	Economics SL*	1	6.00	4.80	1.20
	Geography HL	11	6.64	5.25	1.39
	Geography SL	1	6.00	4.79	1.21
	History HL	2	7.00	4.25	2.75
	History SL	2	6.50	4.69	1.81
4	Psychology SL	1	6.00	4.41	1.59
	Biology HL	11	5.82	4.41	1.41
	Biology SL	3	6.00	4.18	1.82
	Chemistry HL	14	6.93	4.69	2.24
	Chemistry SL	6	6.67	4.23	2.44
	ESS SL	5	6.83	4.19	2.64
	Physics HL	15	6.67	4.85	1.82
5	Physics SL	4	7.00	4.23	2.77
	Math A&A HL	11	7.00	4.86	2.14
	Math A&A SL	24	7.00	4.54	2.46
6	Math A&I SL	3	7.00	3.92	3.08
	Visual Arts HL	3	5.67	4.25	1.42
	Visual Arts SL	3	4.67	3.90	0.77

\*Subjects studied through Pamoja Education

The table on the left shows how KIST's course averages (calculated for students who attained the IB Diploma) compared against the IB global averages for each course.

- 100% of courses offered at KIST had results above the IB global averages.
- 96% of courses offered at KIST (with green and blue shading) had results more than 0.5 points above the IB global averages.
- 81% of courses offered at KIST (with blue shading) had results more than 1 point above the IB global averages.

Please refer to the "Statistical Bulletin" at the link below for further information on the IB Diploma results and statistics.

<https://www.ibo.org/about-the-ib/facts-and-figures/statistical-bulletins/diploma-programme-statistical-bulletin/>

Congratulations to the Class of 2024 for achieving exceptional IB Diploma results, and best wishes for continued success as you commence your university adventures.



**Hiro Komaki**  
Secondary School Vice Principal/  
DP Coordinator

## Welcome to New Staff



We would like to introduce you to our new staff for 2024–25. Please join us in welcoming them to KIST!

### Teachers



**Olivia Boote**  
Secondary  
English



**Sherry Huang**  
Secondary Business/  
Economics/I&S



**Giacomo Harper**  
Secondary  
English



**Salam Diagne**  
Learning Support  
Instructor (K3B)



**Hay-lyn Dukiling**  
Learning Support  
Instructor (K2B)

### Instructional Support Staff



**Michael Flores**  
School Laboratory  
Technician



**Debra Heal**  
Learning Support  
Instructor (G4A)



**Seobin Kwon**  
Learning Support  
Instructor (G2A)



**Mia Machholm**  
Secondary Science  
Teacher-Trainee



**Sophia Valencia**  
Learning Support  
Instructor (K2A)

## Office Updates

### Student attendance notifications

We would like to remind all families of the method for informing the school when your child will be absent or late, or when leaving early.

Student attendance is coordinated through the school office. Notifications for absence, late arrival and early departure should be sent by e-mail to:

[info@kist.ed.jp](mailto:info@kist.ed.jp)

Please note the following points:

- Notifications must be made by parents/guardians only from your official KIST Office 365 parent e-mail account. Messages received from personal e-mail addresses are not accepted.
- Notifications received from students themselves or from student e-mail addresses are not accepted.
- Notifications for absence and late arrival must be received before the start of the school day.
- Notifications should include your child's full, official name (not nickname or other preferred

name) written in English as well as their grade and class.

### Deadline for daily bus changes

As we receive numerous requests each day from families to change their child's afternoon bus schedule, we issue revisions to the bus rolls on a daily basis in order for our bus drivers and support staff to ensure that all students scheduled to use the buses are on board as expected. Due to the number of such changes, preparation of the revised rolls takes time. For this reason, we ask for the cooperation of all families of children using the afternoon bus service in notifying us of any on-the-day changes by e-mail to [info@kist.ed.jp](mailto:info@kist.ed.jp) by 12:00 p.m. at the latest.



Thank you for your cooperation in following the above procedures.

## Early Childhood News



Welcome to all the new families who have joined KIST this year, and welcome back to all the returning families. It has been a few weeks since we started the new school year and amazingly, the children have been adjusting smoothly to their new classroom environments, and we have rarely heard any crying from the kindergarten classrooms. I anticipate an enjoyable year together!

### ECE playground

As our ECE playground is situated at the back of the building, not many people may have noticed, but we are currently in the process of renovating the playground. The large play equipment that we enjoyed using previously came all the way from Australia, and although it had a long history of being adored by the children, as it had noticeably aged, for safety reasons, we have decided to replace it.

Last year, each classroom teacher asked the children about their dream playground, and they came up with unique ideas and thoughts. The children also drew those images and shared them with Dr. Yoshihara!

To make the period of time that the children cannot access the playground as short as possible, construction will be carried out in two stages. For the first stage, the playground will be flattened and opened up for all the children to run around, or have a picnic and the like (projected for completion in late September). Although the second stage of construction will not be completed until the next summer vacation, we can't wait to see our newly designed playground at the beginning of the next school year.

### K1–K3 assembly

We are planning to celebrate the completion of our first four weeks of school on Monday, September 16, which coincides with National Dot Day (September 15). Please send your child to school in any dotty clothes on Monday the 16th, so that we can all celebrate this first milestone of the 2024–25 school year together.

Throughout this school year, we also plan to publish more articles from each grade in *The Comet* so that you can get to know what is happening in each grade and how our Kindy children are learning in their classrooms!

Last, but not least, I would like to express my sincere gratitude to all those who contributed and supported our face painting, slime making, Shrinky dinks and bamboo craft activities at the KIST Community Festival last June. The event was a great success and would not have been the same without all your support. Thank you!



Let's have a fantastic year, everyone!

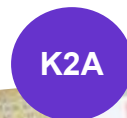
**Eri Ozawa**  
Early Childhood Coordinator (K1–K3)/  
K2A Teacher



K1A



K1B



K2A



K2B



K3A



K3B



## K3 Understanding Numbers

### A fun project

Before delving into addition and subtraction, what a great way to refresh the K3 students' memories by counting beads using handmade mice! Inspired by White Rose Education, the K3 students read *Mouse Count* by Ellen Stoll Walsh, and then spent time making cute little mice bodies. Each mouse was laminated, and then a tail was attached. The students threaded beads on pipe cleaner tails to help them count up and back.

Throughout the year, the K3s will return to the mice to help them towards number mastery. We will use the mice to deepen their understanding of number facts, as well as addition and subtraction.



**Aya McDonough**  
Academic Support  
Teacher (K3A)



K3B



K3A



## Starting the Year in Grade 1

Our first week of first grade was full of excitement and smooth transitions! The students quickly bonded through engaging ice-breaking games such as Hot Potato, Heads Up Seven Up, Find Someone Who... Bingo, and more. We also spent a lot of time establishing daily routines.

At the end of the week, both G1 classes created a set of Class Essential Agreements that will guide us throughout the school year, fostering a positive and collaborative atmosphere.

We're off to a great start and look forward to the exciting journey ahead!

**Christie Chung and Derek Rogers**  
G1A Teachers



Students learning about one another during Find Someone Who... Bingo (G1A above; G1B left).



Students exploring the concept of personal space (G1A).



G1A essential agreements

## Seven Questions to Ask Your Child After School

# 7

If you were to take a quick view at the news every day, it would remind you that, as human beings, we are often drawn towards the negative things that occur every day. It can sometimes be difficult to reframe our personal circumstances in a positive light.

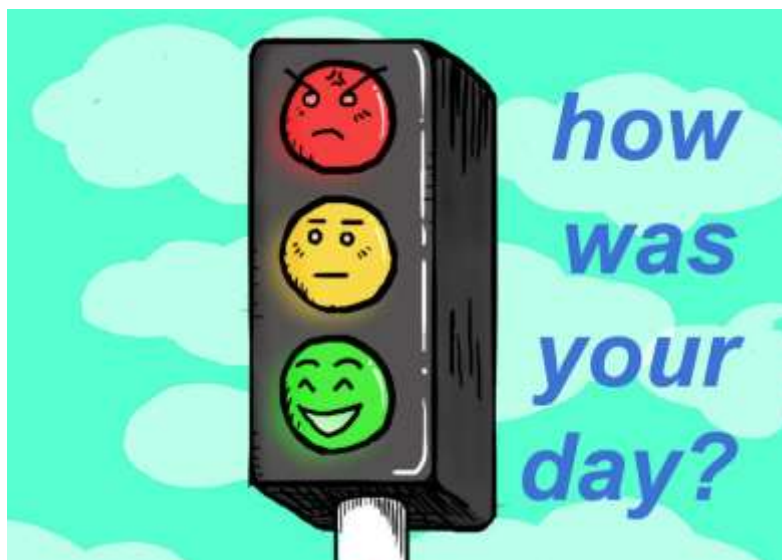
Children can experience the same difficulty when speaking about their day at school. One negative interaction can reframe how they see their entire day. Rather than it being a day filled with play and learning, one disagreement with a friend might be the most prominent memory.

To help our children maintain a positive outlook on their school experience, we want to offer families some alternatives to 'How was your day?' All these questions offer families a way of supporting their child to articulate more complex and healthy reflections on their time at school.

- 1 How were you brave today?**  
This reinforces the idea that risk taking in school—whether it was setting a firm personal boundary or trying a difficult question—is a positive character trait.
- 2 What was the hardest rule to follow today?**  
Rules are hard to follow! By asking them to reflect on this question, it may also give you a better sense of what difficulties your child may be having at school without asking directly.
- 3 Who or what made you smile/happy today?**
- 4 When did you feel proud or good about yourself today?**
- 5 How did you help somebody today?**  
All these questions focus on recall of positive emotions and memories. They help to foster a sense that your child accomplished something today! These tie nicely into the school values of developing self-confidence and strong morals.
- 6 What are you excited to do at school tomorrow?**  
This question helps build anticipation and excitement for the next day of school.
- 7 What mistake did you make today that taught you something?**  
One of the key traits of becoming more mature is being able to learn from mistakes. This is hard for a young child. The younger our students are able to learn that making mistakes is part of the process of improving, the quicker, we believe, they can develop a sense of moral character and begin to understand how to be positive members of the school community.

These suggested questions encourage reflection, highlight positive experiences, and open up conversations about learning, social interactions, and personal growth. They go beyond the typical 'How was your day?' to spark more meaningful dialogue.

**Matthew Archer**  
Elementary School Vice Principal



## KIPS News



KIPS has started the new school year with a change of status as a non-registered childcare facility. Originally established as a daycare facility for the benefit of our teaching staff with very young children, this year, we are also accepting applications from the general public only for the P2 class for 2-year-olds. Within the time constraints of morning care until 12:00, short-term care, as well as standard care, our lessons are designed to provide all children with an opportunity to learn, both indoors and outdoors.



We believe that developing children's social skills and sensitivities through play and structured lessons in a group setting during their infancy, as well as cultivating a spirit of inquiry, will lay the foundation for their future.

Just imagine what it will be like a year from now! Through mutual cooperation between KIPS staff and parents, the children will have grown significantly through their exposure to a wide variety of learning opportunities.



If you have any questions or concerns, please feel free to contact us at any time. We are very pleased to have the opportunity to spend this irreplaceable time with your children at KIPS as they grow, and look forward to working with you during the year.

**Yukiko Jones**  
KIPS Office Coordinator

Another school year has begun. With the new school year comes new faces, new beginnings, and new learning opportunities for all students, and even parents and teachers.

We were very excited to welcome the new P2 students to KIPS. We have been looking forward to having them in class, especially after learning so much about them during the parent/teacher interviews. We have prepared many exciting activities in our lessons so that the children will always look forward to going to KIPS daily.

For this year, the KIPS staff who will ensure that the learning experiences of students are memorable ones are as follows:

- The teachers for P0/P1 are Ms. Hitomi and Ms. Minami who is also the KIPS nurse. They will oversee the safety and learning of the youngest ones at KIPS.
- For P2, Ms. Cielo (from P1 last year) joins Ms. Anna and Mr. Sohta in giving memorable learning experiences to our P2s. They will ensure that all lessons and activities are not only fun but also developmentally appropriate for our students.

Learning is a joyful process at any age. But for preschool children, the only way that they will experience joyful learning is when they are in an environment where they are warmly accepted, supported, and valued. This is the kind of environment that our preschoolers will find at KIPS.

We, at KIPS, are dedicated to fostering curiosity, creativity, and a love of learning in children through songs, chants, play, and explorations. Our activities focus on building and developing essential skills, encouraging problem-solving, and promoting social interaction. However, despite all this, we still need the support of parents at home. We encourage our KIPS parents to spend more time with their children and to follow up on their children's development at home so that they can share in their children's growth, milestones, and discoveries. Then by the end of the school year, we will celebrate the children's progress together.



We look forward to an amazing school year ahead!

**Anna Sophia Valencia**  
KIPS English Teacher



*P0/P1 students and staff*



*P2 students and staff*



# LSP News



## Welcome to LSP

### Who is the new LSP Coordinator?

Welcome back to the 2024–25 school year! My name is Hannah Cowie, and as of August 2024, I am excited to serve as the new LSP Coordinator. It has been wonderful to meet the new faces in our school and to reconnect with familiar ones. I hope all new students to the Lower Secondary School have felt welcomed into our vibrant school community.

The start of a new school year is always an exciting time, full of fresh beginnings and opportunities. Our school offers a wealth of extracurricular activities in sports and service, providing students with numerous

ways to get involved and enrich their school experience. We encourage students to make the most of what our new building has to offer, including rooms for music, art, and our Library Media Centre (LMC). We are thrilled for the year ahead and the many opportunities it holds.

As your new LSP Coordinator, I would like to share some significant changes to our LSP course in this issue of *The Comet*. I would also like to offer some tips for creating a positive routine to foster a productive learning environment.

### Homework schedule for LSP

#### Some key points of the homework schedule

The homework schedule is designed to help students organize their time. Students are encouraged to **complete** the homework **the day that it has been set**; for example, if I&S homework is set on Mondays, students should complete it on Monday even if the due date is Wednesday.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10-15min	Math	Math	Math	Math	Math
20-35min	Science	Japanese	Science	Japanese	English
20-35min	I&S		I&S	Computing	English

Example of a homework schedule

It is also important to note that even though subjects like **Art, Computing, Music, and PE** may not appear in the timetable, this does not mean that these subjects will not assign homework. **Students should be prepared for the possibility of homework in these areas as well.**



Check Schoolology regularly for **homework instructions, resources and deadlines**. This is for both students and parents.

### The new AO4 assessment—let's get organised!

There is a new AO4 assessment that will evaluate students' notebook organization.

NEW AO4 Assessment category			
	Everything has been completed	It is inconsistent	Requires improvement
	3 marks	2 marks	1 mark
<input type="checkbox"/> 1. The date, title and/or learning objective on every page <b>underlined</b> .			
<input type="checkbox"/> 2. Clear delineation between lessons e.g. <u>Underline / space /date etc.</u>			
<input type="checkbox"/> 3. All notes are neat and tidy. They are an easy read.			
<input type="checkbox"/> 4. All sheets are stuck in.			
<input type="checkbox"/> 5. All notes have the <b>expected level</b> of detail.			

Being organized with your notes is key to academic success. It reduces stress during revision, helps you stay on top of your work, and allows you to be proud of the quality and effort you put into your studies. Good organization leads to better understanding, efficient study habits, and a stronger sense of achievement.

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## Creating a positive learning environment

Tips for students and parents.

- **Create a routine:**  
Establish and stick to a consistent study schedule in a distraction-free environment.
- **Stay involved:**  
Regularly check in on academic progress and maintain open communication with teachers.
- **Encourage independence:**  
Develop strong organisational skills, such as using planners, to manage time effectively.
- **Balanced life:**  
Make time for physical activity, hobbies, and effective time management to support overall well-being.
- **Foster communication:**  
Keep open lines of communication, celebrate achievements together, and model positive behaviours.
- **Healthy sleep:**  
Prioritise a regular, healthy sleep pattern to support learning and well-being.
- **Support self-management:**  
Practise self-discipline by avoiding distractions, like mobile phones, during study time.
- **Check Schoology:**  
Regularly review Schoology for updates on homework, resources, and assessment deadlines.

- **Meet deadlines:**  
Stay on top of academic deadlines to ensure all tasks are completed on time.
- **Balance activities:**  
Maintain a healthy balance between academic responsibilities and extracurricular activities.
- **Encourage reading:**  
Foster a love for reading by creating an environment where reading for pleasure is valued.

Loving learning comes from the joy of discovery and the satisfaction of mastering new skills. Learning is a craft; one we need to actively practice by setting good routines. Embracing this process keeps our minds sharp, helps us grow, and empowers us to achieve our goals. We are here to support our learners every step of the way.

Please do not hesitate to e-mail teachers if you need any assistance or have any questions. My office is located on the 4th floor opposite the multipurpose room.

We look forward to a fantastic year ahead.

**Hannah Cowie**  
LSP Coordinator



## Why Study Visual Arts?



*People are not creative in the abstract; they are creative **in** something: in mathematics, in engineering, in writing, in music, in business, in whatever."*

—Sir Ken Robinson



While on the face of it, Visual Arts may seem divorced from other disciplines that students study at KIST, however, at its core, visual art marries problem solving with creativity; two skills that contribute to high achievement across all subjects.

In the visual art classroom, creativity and problem-solving takes the form of evaluating materials and methods to best express a feeling, mood, or message. This process involves trial and error, developing knowledge of various methodologies and reflection to improve practice. As such, visual arts students become particularly adept problem solvers. Moreover, students who excel in visual art invariably transfer these skills to other core subjects.

As evident from our yearly DP exhibition and Kistory magazines, visual art is valued within the KIST community, however, it is also obvious that for many among us that the links between visual arts and achievement in core subjects are less clearly defined. To provide this insight, coordinators from mathematics, science and English share their perspectives on how visual arts directly impact skills taught in, or understandings of, their own subject.

**Jade Bonus and Inyoung Cho**  
Secondary Visual Arts Teachers



### English—Miss Duncan

Within English, what we do at DP is teach students how to read an image like they are used to reading the written word. This means learning that artists make specific choices just like writers do to achieve particular effects, but with different tools. Ultimately, the similarity is that both written literature and visual arts are intended to create some kind of response or prompt the reader to think/feel a certain way, and a lot of the language we use can be similar. Students can pause and 'read' an image in the same detail that they can 'read' in English class!

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### Mathematics—Mrs. Sakuma

It is often difficult to find connections between mathematics and other subjects, especially the arts, however, there are some key areas where visual arts skills directly support those required to achieve in mathematics.

- **Spatial reasoning:** Art involves visualizing objects and spaces, which can enhance a student's ability to understand geometric concepts in mathematics. This includes visualizing shapes, understanding symmetry, and comprehending transformations like rotations and reflections.
- **Pattern recognition:** Creating and analyzing patterns is a fundamental aspect of both art and mathematics. In art, students learn to recognize and create repeating patterns, which helps them identify and understand patterns, sequences, and algebraic concepts.
- **Proportions and ratios:** When drawing or painting, artists must consider proportions to create accurate representations. This directly translates to understanding ratios, fractions, and proportions in mathematics.
- **Drawing and sketching skills:** Art classes often teach students how to draw and sketch in a way that highlights key features, an essential skill for creating diagrams and graphs in mathematics. Whether sketching geometric figures, drawing curves on a graph, or illustrating complex mathematical concepts, the ability to draw and sketch well allows students to include specific details that convey the general idea effectively.
- **Abstract thinking:** Art encourages students to think abstractly, which is an essential skill in higher-level mathematics. Understanding abstract concepts, such as those in algebra and calculus, can be made easier when students are accustomed to abstract thinking through art.



### Science—Mr. Cely

I'm always amazed by the profound relationship between art and science, and among all the examples there are out there, Richard Feynman's famous 'Ode to a Flower' is the one I always think about the most. Feynman beautifully captured how a scientist can appreciate a flower's beauty on multiple levels. From a biological perspective, a flower is a marvel of evolutionary design, a complex structure that has developed over millions of years to attract pollinators and ensure the survival of its species. The vibrant colors, intricate patterns, and delicate petals aren't just aesthetically pleasing; they are the result of a sophisticated interplay of genetics and natural selection.

From a physics standpoint, a flower is an example of structural elegance, with the way petals are arranged following mathematical principles like the Fibonacci sequence. This arrangement not only maximizes exposure to sunlight but also creates a pleasing spiral pattern that draws our eyes in. The way a flower absorbs and reflects light can also be explored through optics, revealing how it appears so vibrant and dynamic in different lighting conditions. Through this lens, we see that the delicate elegance of a flower is not just a visual pleasure but a testament to the incredible complexity and harmony of the natural world.

Here is Feynman's version of "[Ode to a flower](#)."

#### APA (7th ed.) Citation

Robinson, K. (2001). *Out of our minds: Learning to be creative*. Capstone; John Wiley.



## IGCSE News

Welcome back to all our G10 students and a warm welcome to our new G9 class as they begin their journey into the IGCSE. The IGCSE curriculum offers an exciting opportunity for students to further develop their skills and knowledge in a range of subjects, setting the foundation for a year of growth and learning. In this article, I am delighted to share some important updates with you.

Firstly, we extend our congratulations to our current G11 students for completing their IGCSE exams at the end of the previous school year. On August 22, the students came together to receive their provisional results, celebrating their accomplishments and encouraging one another. Congratulations again to our G11s and look for more detailed updates about our results in the next issue of *The Comet*.

Secondly, G9 and G10 students are now allowed to bring a supplementary device to take digital notes. Students may continue to take notes with pen and paper; however, they may take digital notes using a 2-in-1 device (such as a Microsoft Surface) or a supplementary device (such as an iPad). Using a stylus to take digital notes will continue to help our students improve their handwriting as well as better organize their notes. Students will be using Microsoft OneNote to take notes, so teachers will be able to view their progress.

Thirdly, G9 and G10 classes will utilize the 1–7 grade scale in assessments and reports. Previously, G9 and G10 used the 1–9 grade scale as indicators for assessments and reports, as it matched the IGCSE grading system. While helpful for the IGCSE, it may have been challenging for parents and students to follow as results for G6 to G8 and G11 to G12 use the 1–7 grade scale. Additionally, focusing on the 1–7 scale is beneficial as our university transcripts and

grade progression requirements use the 1–7 grade scale. The 1–9 grade scale will still be listed on the report cards, as well as the G10 Quarter 3 report, which will record the mock exam results.



*Ms. Kembler-Clarkson celebrates with Tomoyoshi (G11A).*

Fourthly, teachers will now be adding homework notifications in Schoology. Previously, Schoology grade level calendars only recorded upcoming assessments. From this year, teachers will be placing homework notifications on their class calendars, so parents and students can view both assessments and homework in one calendar view. Further, during a recent advisory session, I showed G9 and G10 students how to set up their Microsoft "To-Do" task system. By inputting their homework and identifying key revision tasks for upcoming assessments, G9s and G10s will be able to organize their learning and achieve improved academic success.

Finally, as we begin this new academic year, we look forward to a time of growth, learning, and memories. Thank you for your continued support and involvement.

**Keith Erickson**  
IGCSE Coordinator



## Lost and Found

General lost and found items such as uniform items, stationery, notebooks and folders are stored under the stairwell on the first floor of the Main Building. Students who have lost particular items are required to take responsibility for searching for these by checking the display themselves. If necessary, staff will assist younger students. Parents/guardians are also encouraged to check the display when visiting the school. Valuables such as watches, wallets and mobile phones are kept at the main office.



Items are cleared annually or more regularly if space is limited. Any items not claimed will be disposed of, donated to a charity or sold at the school festival, KISTival.

**Families can assist in helping to return lost items to their rightful owners by ensuring that children's names are written clearly on all clothing and personal belongings with a permanent marker in English.** Please check these occasionally in case names need to be rewritten. In particular, please make sure that items that may be confused (such as backpacks, winter coats, shoes, drink bottles etc.) are clearly marked with the student's name or have something attached so that they will be easily recognized.



## Why Do We Love Teaching I&S?

### Mr. Gombya (IBDP Economics)

I love teaching IBDP Economics because it reveals how Economics permeates every aspect of life, beyond just demand, supply, and equilibrium. Students are often surprised to see Economics in everyday activities, from their commute to school to social interactions.

I enjoy sparking curiosity by asking questions like, "Are you happy?" and connecting these personal reflections to economic concepts such as wellbeing. These discussions help students understand why people in less materially wealthy countries can still experience high levels of contentment and productivity, highlighting the deeper, human aspects of Economics.



### Mr. Erickson (History)

People and connections—these are two reasons I enjoy teaching History. I am fascinated by the stories of people we learn about as well as considering how history has affected the places we live. In DP History, I recently shared my interest of the Wright Brothers and the connection they have with my hometown, and throughout the year, DP students will present a favorite person or event with the class to share their enjoyment of history.



### Miss Aika (Geography)

I love teaching geography because it allows me to explore its diverse landscapes, cultures, and interconnected systems. Geography helps students develop a wider perspective, understanding how local actions can have significant global impacts. By learning about different places and environments, students gain a greater appreciation for the world's complexity, fostering a sense of global citizenship. Teaching geography empowers students to become more informed, empathetic, and proactive in addressing global challenges, and it motivates me to instigate students' curiosity further.



### Miss Holdaway (LSP I&S)

My favourite part of teaching LSP is how varied it is. We have the most flexibility in planning our units and assessments and we get to teach a variety of subjects over the course of the year.

Our LSP students often get the chance to go on excursions outside of school, but also sometimes inside of school! Orienteering around our school building has been a regular one for our G6s. Students also get the chance to do lots of active learning like role-play, making models, and even playing (unit-related) tabletop games.



### Miss Sherry (IBDP Business)

I love teaching IBDP Business Management because it allows me to see the world through my students' eyes, watching them connect theory with real-world situations. There's something incredibly fulfilling about guiding them as they explore how businesses shape society and, in turn, how they can shape the world. Each class is a journey where we dive into case studies, debates, and problem-solving, sparking curiosity and critical thinking. It's not just about imparting knowledge; it's about inspiring the next generation of leaders and innovators, and that's what makes it all worthwhile for me.



### Mr. Beaton (IGCSE Business & Economics)

My favourite part of teaching IGCSE Economics is how easy it is to link content covered in class to current events. As a teacher, the ability to point to major headlines and link them with economic concepts from class helps to demonstrate to students the broad applicability of the subject and its importance to everyday life.

Students in economics often say, 'Why isn't this something that is taught to everyone?' As teacher, it is satisfying to hear students express sentiments like this because it illustrates how important they find the subject. It is always enjoyable to begin a new topic by reading the news and finding exciting stories that students can dissect in class.



# Science Lab Safety



## Together for safe and exciting science adventures!

Lab safety is not just a set of rules—it is a crucial part of the learning experience. Adhering to safety guidelines helps prevent accidents and injuries, creating a secure environment where students can explore, experiment, and discover with confidence in our new science labs. Understanding and following safety protocols also teaches our students the importance of being responsible and conscientious, not just in the lab, but in all aspects of their lives.

With this in mind, we recently asked for the cooperation of Secondary families and students in signing a science lab safety contract to ensure awareness of the rules and protocols within our science labs. All the science teachers would like to extend a heartfelt thank you to all the parents and students who signed the contracts. Your commitment to ensuring the safety and well-being of our students in the science labs is greatly

appreciated. By signing these contracts, you have taken an important step in promoting a culture of safety and responsibility.

Thank you again for your support in fostering a safe and productive learning environment. We love science, and teaching science is fun and rewarding for us. We are excited to see our students dive into experiments, make new personal discoveries, and develop a lifelong love for learning—all while staying safe and having fun! Here's to a fantastic year of exploration and discovery in the lab!

**Cesar Cely**  
Subject Area Coordinator—Science  
(Secondary)



**K. International School of Tokyo**  
**Safety in Science Laboratories**

**Student Safety Contract 2024-25**

The following standard operating procedures will apply to all high school science laboratories.

**General safety rules**

1. **Never work alone.** Students may not work in the laboratory without a science teacher present.
2. Conduct yourself in a responsible manner at all times in the laboratory.
3. No backpacks or tote bags are allowed in the laboratory area.
4. Do not handle equipment and supplies set up in the laboratory until given instruction to do so.
5. Do not eat food, drink beverages (other than sealed water bottles), or chew gum in the laboratory. Do not use glassware as containers for food or beverages.
6. Perform only experiments authorized by your science teachers. Never do anything in the laboratory that has not been specified by your science teacher. Carefully follow all instructions, both written and oral.
7. **Never fool around in the laboratory.** Horseplay, practical jokes and pranks are dangerous and prohibited.
8. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times. Bring only the essential materials you need to conduct a laboratory as instructed by your science teacher.
9. Keep the area free of obstructions. Push your chair under the desk when not in use.
10. Be alert and proceed with caution at all times in the laboratory. Notify the teacher immediately of any unsafe conditions you observe.
11. Keep hands away from face, eyes, mouth and body while using chemicals and prepared specimens. Wash your hands with soap and water after performing a laboratory.
12. Clean all work surfaces and apparatus at the end of the experiment, and return all equipment as instructed by your science teacher.

**Clothing**

13. Clothing and attire should provide protection from hazardous substances.
14. Long hair, loose or baggy clothing is a hazard in the laboratory. Long hair must be tied back.
15. Eye protection must be worn when required by your science teacher.
16. Personal protective equipment such as gloves and a laboratory apron should be used when required by your science teacher.

**Handling chemicals**

17. All chemicals in the laboratory are to be considered dangerous. Do not touch, taste, or smell any chemicals unless specifically instructed to do so.
18. Never return unused chemicals to their original containers.
19. All chemical names and identities should be carefully double-checked prior to use.
20. The chemistry laboratory fume hood should be used for all operations that have the potential to release fumes, gases, or volatile solvent vapors in excess of recommended exposure levels. Notify your science teacher if you think the fume hood is not functioning properly.
21. If you have questions on spill cleanup, ask your science teacher. Spills should be cleaned up promptly.
22. **Proper disposal of laboratory waste is essential.** Do not dispose of any chemicals in the sink without approval of your teacher. Use appropriate waste containers when provided.

**Handling substances**

23. Exercise extreme caution when using a gas burner. Take care of hair, clothing and hands.
24. Do not put any substance into the flame unless specifically instructed to do so. Never reach over an exposed flame, and never look into a container that is being heated.
25. When using filament lamps, resistors or light boxes, only switch them on when needed, do not touch as they can become very hot.
26. If you notice any smoke when plugging a circuit, turn off the power supply and call your science teacher immediately.

**Handling glassware and equipment**

27. Examine glassware before each use. Never use chipped or cracked glassware. Never use dirty glassware.
28. In case of broken glass, call your science teacher to properly clean up broken glass. Do not attempt to collect the broken glass.
29. When using lasers or intense light sources, never aim directly at your eyes or someone else in the laboratory.
30. Be careful when manipulating weights, springs and sharp equipment. Report all injuries, no matter how minor, to your science teacher.

**Safety Equipment**

31. Student should know the location of all available safety equipment. This includes eye wash stations, safety showers, fire extinguishers, fire blankets, first aid supplies and master shutoffs for gas electricity and water.



## Secondary Student Care



Before we even begin to consider how we might best support our young people during the 2024–25 academic year, I would like to take this opportunity to formally (re-)introduce myself to you all—the KIST Secondary community—in my new role at KIST: I am Ms. Donald-Godfrey and I have the privilege of being the Secondary Student Care Coordinator this academic year. Whilst I am certain that you have fond

memories of your interactions with Mr. Archer (who was my predecessor in this role), I am pleased to share that he has migrated to the Elementary building in his exciting, new position as Elementary School Vice Principal. I am looking forward to working with you all to provide the very best outcomes for our young people's social, emotional and physical wellbeing.

### Routine as a means of achieving equilibrium

When the hazy days of summer are drawing to an end, the momentous thought of the structure, order and routines that lie ahead can be a stressful barrier for many children: it can be easy to become overwhelmed and simply flounder. Yet, one specific word dominates my mind as an instigator of the balanced life that we wish for them to attain, and that word is 'routine'.



#### What are the benefits of good routines?

- They help to create a sense of **stability** and **predictability**, mitigating possible anxiety and stress surrounding the unknown.
- They allow us to effectively **time-manage**. It can be tricky for your child to try to juggle various items of homework, revision, extra-curricular activities and leisure pursuits in a healthy fashion without this structure.
- They promote **healthy habits** such as sleeping and eating times, which contribute to our overall physical wellbeing.
- They foster **responsibility** and **independence**: when we have to make decisions within a specific framework, it encourages ownership of our responsibilities.
- They can strengthen **familial bonds**, **communications** and **relationships**.
- All of the benefits above ultimately will lead to **happier** individuals and, in turn, greater **academic** success, too.

#### Here are my top-tips on how to forge great, balanced routines this year at home:

1. **Start early**  
Whenever possible, strive to set up routines a few weeks before the commencement of the school year to let your child adjust to daily patterns.
2. **Listen to your child**  
Arrange a regular time to sit with your child and listen to what it is that they need to be successful and any concerns that they may have. Collaborate with them to create the routine, including wake-up times, study cycles and bedtime to increase their engagement and sense of responsibility.
3. **Consistency**  
Maintain consistency with the agreed daily activities to create stability.
4. **Implement a visual schedule**  
A calendar, diary or chart may make it easier for your child to follow.
5. **Communicate clear expectations**  
Set guidelines for rewards, and consequences (if needed.)
6. **Be flexible**  
Be ready to adjust the routine to accommodate any unforeseen circumstances or moments of difficulty.
7. **Model good habits**  
Demonstrate effective habits and routines in your own life to highlight their value and provide a positive role model for your child.



And so, as staff and students establish and settle into new routines here at KIST, I hope that your families easily establish and effortlessly settle into your routines at home, too. Together, with these careful routines in place, we can establish the structure, peace and equilibrium required for our common interest: your healthy and happy child.

**Karen Donald-Godfrey**  
Student Care Coordinator (Secondary)

# Library News



## Elementary Library

We hope you all are excited for the start of a brand-new school year! The school library team is thrilled to welcome you all back to a year filled with exciting literary adventures, learning, and growth.

### Discover new books in our library

Our library shelves are stocked with exciting new arrivals that are sure to capture your imaginations. From gripping mysteries to heartwarming tales of friendship, there's something for everyone to enjoy.



### Kindergarten story time

When the Kindergarten classes visited the library recently, we read together the storybooks *Dreamers* by Yuyi Morales and *On Account of the Gum* by Adam Rex. All students from K1 to G5 have a library lesson once a week during which they read together and borrow books to read at home.

### Fiction and non-fiction

Students are learning about the difference between **fiction** and **non-fiction**. Ask your children to show you their favorite fiction and non-fiction books! You may search for these in our [Destiny Online Catalog](#)!

### Create lifelong connections

Reading also has the remarkable ability to bring people together. When you discuss books with your siblings,



cousins, or friends, you're not just sharing stories; you're creating bonds and memories that will last a lifetime. Recommending books to each other, sharing your favorite passages, or even reading aloud together can strengthen your relationships and foster a love for reading as a shared experience.

Reading is a magical adventure waiting to unfold. By diving into books, you'll embark on journeys of knowledge, imagination, and self-discovery. So, let your curiosity guide you as you explore new worlds, make friends with unforgettable characters, and learn valuable lessons along the way. Embrace the joy of reading every day, and let it shape your lives in the most extraordinary ways.

### Enhance your language and communication skills

Reading is a fantastic way to improve your language and communication skills. It exposes you to different writing styles, expands your vocabulary, and helps you develop a deeper understanding of grammar and sentence structure. The more you read, the more you'll be able to express yourselves eloquently, both in writing and in conversations with others.

Happy reading 😊

**Rizza Juan**  
Elementary Library Supervisor





# Athletics Update

## 2024 Fall season news

Welcome back KIST students and families! Fall season is in session, and similar to the past few years, we have a lot of students participating and eager to play games.



The teams below are preparing for games, matches and races:

- **X-Country**—all MS and HS. We again have 50 students on the team though we will only be taking 30–32 to races as the coaches have incorporated weekly time challenges this year. We have many great coaches supporting the team. HS Head coach → **Ms. Cobbs**, MS Head Coach → **Mr. Owen**
- **MS boys' soccer**—25 boys. Head coach → **Mr. Beaton**, Assistant coach → **Mr. Harper**
- **MS girls' volleyball**—30+ girls. Head coach → **Mr. Buck**, Assistant coach → **Ms. Rose**
- **JV/Varsity boys' and girls' volleyball**—16–18 students each. Head coach → **Mr. Ota**
- **Varsity girls' tennis**—9 students. Supporting coaches → **Mr. Cowe**, **Miss Cowie**, **Mr. Ota**

## 2024 Spring season recap

**ISTAA U-18 & U-14 futsal tournaments** were held at the end of the school year (Spring 2024).



- The U-18 girls went out in style with a solid season followed up by a fantastic team effort in the tournament which saw them beat LFIT in the final 2–1 on penalties to take home their first trophy in over 10 years. **Champions!!**



2024 U-18 girls' futsal champions

- The U-18 boys were optimistic, breezing through the season with solid win after solid win but again, slipped up in the tournament where they did not advance to the final as they had the year previous.
- Our U-14 boys struggled much of the season missing key players for numerous games and playing with only one G8 on the team (young squad). The struggles continued in the tournament where they fought hard but eventually finished 7th out of 9 teams. Their future prospects look good



with the young team being a year older for this coming year.



2024 MS boys' futsal

- Our U-14 girls had a particularly good season but a disappointing tournament in which they finished 3rd. They were leading BST (the eventual winners) late and allowed a goal to finish 3–3 and then lost to DSTY 1–0 after beating them in the league 5–0 a week earlier.



2024 MS girls' futsal

Please **check the Schoology KIST Athletics page** → Groups → Resources to see competition dates, times, locations, results, and other information.

Thank you to all the coaches, administrators, management, and parents for all your support for KIST Athletics. We are looking to continue **on the success of the past two seasons**. In 2023–24, the students again showed their competitive spirit (below).

- **The ISTAA U-18 boys' volleyball champions**
- **The Kanto MS girls' volleyball tournament 3rd place**
- **The ISTAA U-18 girls' basketball champions**
- **The ISTAA U-18 girls' futsal champions**

**Dennis Ota**  
Athletics Coordinator



## Staff 10!



In this month's Staff 10!, we are pleased to present **Anita Prashar** who joined us in August 2023 as a teacher in the Elementary School. This year, she is the homeroom teacher for Grade 3A and has also been appointed Elementary Mathematics Coordinator.

### 1) Tell us something interesting about your hometown.

When it comes to my hometown, London has so much to offer—from its iconic landmarks to its diverse culture. One of the most fascinating things about London is its blend of old and new, where historic buildings stand side by side with modern skyscrapers. The city's endless energy and creativity are something I've always found inspiring.

### 2) What is your favorite place in the world?

My favorite place in the world is Barcelona. The city's vibrant streets, stunning architecture by Gaudí, and lively beach atmosphere make it a place I'd visit time and time again.

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

If I had the chance to meet anyone in the world, it would be the Dalai Lama. His wisdom, peaceful presence, and message of compassion are things I deeply admire and would love to learn more about in person.

### 4) Do you have any special skills or talents?

One unique talent I have is that I can play the violin. Music has always been a passion of mine, and it's a skill I've worked on for years.

### 5) Please share a little-known fact about yourself.

While some people might not know much about me, there is one thing that everyone close to me knows—I'm absolutely obsessed with spicy food! Whether it's a fiery curry or some extra hot sauce, I'm always up for the challenge.

### 6) What is your most prized possession?

Among my most prized possessions is a lotus necklace that was gifted to me by my brother. It's not just a piece of jewelry; it holds deep sentimental value and reminds me of our bond.

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

I identify most closely with the *caring* attribute. I believe in the importance of empathy and understanding, both towards others and ourselves.

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

If I could live my life again, I might choose a completely different path and become a monk, living a simple life in the Himalayas. There's something deeply appealing about finding peace in solitude and nature.

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

At the moment, I'm working on improving my endurance in running. I'm pushing myself to run longer distances and really enjoying the mental and physical challenge it brings.

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

If I could share one message with everyone, it would be this: *always be yourself*. Embrace your uniqueness, and don't be afraid to show the world who you really are.



Ms. Prashar in front of the Potala Palace in Tibet with her brother.

Interested in applying for admission?

Join us for:

# Explanation Day 2024

Saturday, October 19

Register through our website by using the QR codes or links below.

English



Japanese



This event is for prospective families, only.

English reservation page: [Click here](#)

Japanese reservation page: [Click here](#)

## Nurse's Notes

### Staying comfortable in autumn

Many people continue to feel fatigued in autumn after the long, hot summer, but why do they continue to feel this way even during the cooler season? The climate changes from hot and humid in summer to dry and cool in autumn, and our bodies try to maintain a healthy balance; however, some people find it difficult to adapt to these seasonal changes because of the very large differences in daily temperatures.



Using air conditioners has become more essential in preventing heat stroke in summer, and the resulting temperature difference between the cool indoors and the very hot outdoors is so great that the body's temperature regulation does not work properly and the autonomic nervous system can easily become disrupted. Furthermore, too much cold food intake during summer puts a strain on the internal organs, which slows down metabolism and immunity, making symptoms such as autumn fatigue more likely to appear. Let's reset the body's fatigue and restore it to its original healthy state.

### Symptoms of autumn fatigue:

- Getting tired easily
- Lethargy
- Lack of appetite
- Upset stomach
- Stiff shoulders
- Headache
- Difficulty waking up in the morning (not feeling refreshed)
- Difficulty in falling asleep and troubled sleep
- Lack of motivation
- Catching a cold frequently



### How to prevent autumn fatigue:

**Eating seasonal ingredients actively:** Seasonal ingredients are more nutritious with rich aroma and flavour compare to other seasons.

- Eggplant, taro, pumpkin, lotus root, potato.
- Autumn fruits such as pears, chestnuts, persimmons and grapes.
- Carrots and turnips: help regulate the gastrointestinal tract and digestion.
- Mushrooms: contain a lot of dietary fibre and are effective in regulating the intestinal environment. They also contain B vitamins, which help relieve fatigue.
- Sweet potatoes: are rich in dietary fibre, and contain vitamin C.

**Bathing:** If you usually take a shower in summer, try instead to take a lukewarm bath (38–40°C) in autumn, two to three hours before going to bed as this can help regulate the autonomic nervous system and provide a relaxing effect.

**Moderate exercise:** Light exercise can help relieve stress, balance the autonomic nervous system and improve the quality of sleep.

**Hydration:** Although we try to stay hydrated in summer, it's easy to forget to do so in the cool autumn months. In autumn, it is better to avoid excessive consumption of cold drinks; room temperature or warm drinks are gentler on the gastrointestinal tract.

**Measures against cold temperatures:** Choose clothing that is easy to regulate body temperature and prepare for the heat of the day and coolness of the night; for example, prepare short sleeves and a jacket that is easy to put on and take off. Wearing lightweight long-sleeved pyjamas may also help to regulate body temperature in bed at night.



Autumn is often described as a season for good eating, exercise, reading, art and travel, so I hope everyone will be able to enjoy the season without the worry of autumn fatigue.

**Yukiko Yamazaki**  
School Nurse



#### Reference:

Weather news: Five points to prevent 'autumn fatigue'. (2023, September 17). Retrieved from <https://weathernews.jp/s/topics/202309/160095/>

## University Guidance News

### 2023–24 KIST university highlights

To open similarly to last year, the offers for the Class of 2023–24 have been exceptional. We may have had too many applications made to be honest! (more about that later).

- **76 total offers** received from Top 50 Universities (QS Rankings 2025)
- **39 total offers** from Top 25: **Cambridge (4), Imperial (2), NUS (1), UCL (6), UC Berkeley (2), Cornell (1), Melbourne (1), Toronto (13), Edinburgh (9)**
- KIST's **first student** to enroll in **Brown University**
- Top Tokyo institutions had 17 offers between Tokyo, Keio and Waseda universities
- 94% of students who applied were accepted/enrolled in their 1st choice
- Students this year received offers across **15 unique countries**
- The United States was the most popular destination with 13 matriculations

### Future goals?

#### Making more efficient applications

As the chart below shows, this year had a record number of applications. While a slight increase in the acceptance rate may seem positive, in reality, the number should be less than 50%. A number above 50% indicates either students may not be pushing themselves for enough competitive universities and/or applying to too many safety schools. The simple metric that shows too many safety applications seems to be once a cohort averages more than 10 applications per student, which the Class of 2024 did with 11.7 (and rising since a few students are taking a gap year).

	Class of 2021 (41ss)	Class of 2022 (35ss)	Class of 2023 (37ss)	Class of 2024 (39ss)
Acceptances	178	186	171	238
Total Applications	293	331	355	456
Acceptance Rate	61%	56%	48%	52%

#### How can we apply more efficiently?

##### 1. More frequent family conversations about university applications

**Family conversations will help students understand their options and they can be talked through together.** For example, if a student mentions they plan to apply to five different countries, it seems like they and their family have not had enough conversations to help narrow down their main target(s). Likewise, if scholarships are necessary and the student's first choice is a location that does not offer much in the way of financial assistance (such as the UK), that leads to a difficult application season and awkward conversation after unaffordable offers start rolling in.

##### 2. Reduce anxiety by applying smartly

The world outside of KIST can seem quite terrifying. The media that surrounds us online, on

TV, and through our friends and communities can be overwhelming. While concerns about currency rates, war and violence, immigration changes, and future career chances are real, we cannot possibly predict what curveballs the world may through at us. This is not a time to hedge our bets too much as the quality of applications decreases with every additional application. If there unfortunately was another global disaster or pandemic, considerations of taking a gap year and/or deferring received offers would be a more sensible option than applying to a dozen locations across the globe. **Apply smartly with the best information we have in hand now, while remaining flexible in case of unexpected changes.**

##### 3. School assisted applications (with new policy)

From this year, KIST is providing a more detailed policy relating to applications to help guide families more effectively; the specifics of which have already been provided to students in Grade 12 and touched on in previous issues of *The Comet*. Further details will be posted on SharePoint when finalized. **In summary, we are aiming to keep our application numbers reasonable while also not providing a policy that feels restrictive in nature.** Our most successful students in the past five years had applications that already perfectly fit within these new guidelines, while students that may have struggled a bit to get into their dream schools often were found to have attempted 20 or more university applications during Grade 12.

#### Our newest goals for 2024–25 to increase success!

##### 1. Networking, networking, networking

This is the exact recommendation that was listed in *The Comet* last year. It remains unchanged; however, we are providing more suggestions by which to do so than ever before.

##### 2. Greater Tokyo University Fair

By the time this issue is printed, [the fair](#) will be over. If your child is in Grade 9–12, they would have participated and have had the chance to meet with 100+ different universities from over a dozen different countries. We even had students and counselors visiting from high schools in Tokyo, Saitama, Kanagawa, Nagoya, Gunma, Nagano, Chiba, Ibaraki and Iwate! We are proud that KIST can host such an international event and think it's great for students to gain inspiration not only from the visiting universities, but also their peers across Japan. **Students who have projects, extracurricular events, research, etc. that are not only limited to KIST but can extend across the country will seem more impressive to universities when it comes to the time to apply.** So, be brave and meet new people!

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### 3. KIST's visits

As usual, I tried to spread news of our school and build on relationships across the world. This year, the annual International Association of College Admissions Counselors (IACAC) Conference was held in London, Ontario, Canada. I met with hundreds of universities and international school representatives. Every year our school seems to become more well known. My first visit to represent KIST at this conference was fairly quiet. **Within just five years, due to the efforts of our students and faculty, my booth setup was often met with a very long line!**



I was also able to visit four universities over the course of a week and see them all in great detail. It's nice to visit places that our students are going and/or hoping to attend in the future. This year I was able to visit **Western University, Notre Dame, Purdue, and Indiana University-Bloomington**. They all had unique points that may be attractive to different students. Notre Dame had amazing show pieces such as their science labs and basilica. Purdue's engineering department is named after Neil Armstrong and had faculty just as impressive. Western University and Indiana Bloomington both had expansive campuses that were a pleasure to walk around and offer some of the best business programs in their respective countries. **Whether you are in Japan during summer holidays or overseas, university visits can both be a great way to get inspired and educate about opportunities that you may not have realized existed.** Many schools offer daily tours, so it's a good idea to check on their website, e-mail, or call them to find the best times to visit!



Views from Notre Dame University

### 4. Recommendations

- G9 and older students/families interested in universities in North America should make a short list of 5–10 that are at the top of their list.
- Then, search on that university's website/via Google to find a contact/request information/brochure link to add the student's details, including e-mail address, name, school, etc.
- If the school has indicated they will make a trip to Japan or they will do a virtual presentation, try to visit their event or presentation at least once before G12 applications begin.
- If there are opportunities for questions, make sure the questions are smart. Asking for data that is available online such as an expected SAT score is not smart. Make it personal!
- When it comes time to make applications, these universities will note that it is not the first time they have had contact with you, and that is how you show "demonstrated interest".

As always, for any questions or further clarification about any of the above or anything else, please contact me or stop by the office!

**Thomas Waterfall**  
University Counselor  
[thomas.waterfall@kist.ed.jp](mailto:thomas.waterfall@kist.ed.jp)  
Office hours: Monday–Friday,  
8:00 a.m.–5:00 p.m.  
University Guidance Office (4F  
Main Building)



# University Acceptances and Offers



## Class of 2024

( )=Multiple number of students accepted | [★]=Scholarship offered | [#]=Matriculation confirmed  
*Italicized offers indicate students from previous graduating classes*  
 As of **September 1, 2024** (students still applying!)

### AUSTRALIA

University of Melbourne [#1]

### CANADA

McGill University (2)  
 McMaster University  
 Queen's University  
 Simon Fraser University★  
 University of British Columbia (7)★  
 University of Toronto (13) [#1]★  
 University of Waterloo  
 Western University [#1]★  
 York University★

### CHINA (MAINLAND)

Duke Kunshan University★

### GRENADA

St. George's University (Medicine)★

### HUNGARY

University of Pecs (Medicine)

### HONG KONG

The Chinese University of Hong Kong [#1]★  
 The University of Hong Kong

### IRELAND

Trinity College Dublin (Medicine) [#1]

### JAPAN

International Christian University [#1]  
 Keio University Mita (3) [#1]  
 Kyushu University  
 Sophia University (2) [#1]  
 University of Tokyo (5) [#2]★  
 Waseda University (9) [#1]

### KOREA

Korea University  
 Yonsei University [#1]

### MALTA

Queen Mary University of London, Malta (Medicine)

### NETHERLANDS

Erasmus University Rotterdam (2)★  
 Leiden University (3)★  
 University of Amsterdam (4) [#1]  
 Utrecht University (4) [#1]

### SINGAPORE

Nanyang Technological Institute (4)  
 National University of Singapore (1)  
 Singapore Management University (3) [#1]

### UNITED KINGDOM

Durham University  
 Imperial College London (2) [#1]  
 King's College London (9)  
 Lancaster University  
 London School of Economics and Political Science  
 Queen Mary University of London  
 UCL (6) [#1]  
 University of Bath (4)  
 University of Bristol (5)  
 University of Cambridge (4) [#3]  
 University of Edinburgh (9) [#1]  
 University of Exeter (2)  
 University of Leeds (2)

University of Manchester (12) [#1]  
 University of Manchester (Medicine) [#1]  
 University of Nottingham (2)  
 University of Sheffield  
 University of Southampton (3)  
 University of Warwick (5) [#2]

### UNITED STATES OF AMERICA

Arizona State University (3) [#1]★  
 Boston University  
 Brown University [#1]★  
 California College of the Arts★  
 California Polytechnic State University, Pomona  
 Carnegie Mellon University [#1]  
 Cornell University  
 Dartmouth University  
 Georgetown University  
 Georgia Institute of Technology (2) [#1]  
 Grinnell College [#1]★  
 Iowa State University  
 Loyola Marymount University★  
 Massachusetts College of Pharmacy and Health Sciences★  
 Michigan State University★  
 New York University  
 Northeastern University (2)  
 The Ohio State University (2)  
 Oregon State University [#1]★  
 Pennsylvania State University, University Park (3)  
 Pratt Institute★  
 Purdue University (8) [#4]★  
 Reed College  
 Rensselaer Polytechnic Institute  
 Rochester Institute of Technology [#1]★  
 Rose-Hulman Institute of Technology★  
 Rutgers University—Camden★  
 Rutgers University—New Brunswick (2)★  
 Santa Clara University★  
 Savannah College of Art and Design★  
 Stony Brook University★  
 Texas A&M University (2)  
 University of California, Berkeley  
 University of California, Davis (4)  
 University of California, Irvine (2)  
 University of California, Los Angeles (3)  
 University of California, Merced  
 University of California, Riverside  
 University of California, San Diego (7) [#1]  
 University of California, Santa Barbara (3)★  
 University of Colorado Boulder  
 University of Florida [#1]  
 University of Georgia  
 University of Illinois at Urbana Champaign (3) [#1]  
 University of Michigan Ann Arbor (2)  
 University of Minnesota Twin Cities★  
 University of New Haven★  
 University of Portland★  
 University of Southern California (1) [#1]  
 The University of Texas at Austin  
 University of Washington (6)★  
 Vanderbilt University★  
 Virginia Commonwealth University  
 Virginia Polytechnic Institute and State University (2)  
 Wesleyan University

