

Our school is a senior high school operated as a designated school corporation approved by the Minister of Education, Culture, Sports, Science and Technology. As a school authorized to grant university entrance qualifications, graduates from our school are recognized to possess academic abilities equivalent to or exceeding those of high school graduates, allowing them to apply to universities both domestically and internationally.



The gateway to universities across the world



If you are planning to advance to domestic universities

When aiming to enter domestic universities, there are four methods available: general selection, school recommendation selection, comprehensive selection, and International Baccalaureate (IB) selection. Our school's education emphasizes international and inquiry-based learning, featuring a distinctive curriculum that allows each student to deepen their knowledge while nurturing self-esteem. Therefore, at our school, we recommend IB selection for IB course students and comprehensive selection (formerly the AO entrance exam) for ILA course students.

■ Comprehensive Selection

This selection method allows anyone who meets the criteria to apply. To admit individuals who fit the profile sought by universities (Admission Policies), many national and public universities, as well as most private universities, have adopted this approach.

■ IB Entrance Examination

The IB Entrance Examination is an admission system exclusively for students who have completed the IB Diploma Programme (IBDP). It grants eligibility for all students who have obtained the IBDP to apply. Conditions vary depending on each university and faculty, so early information gathering and goal setting are crucial.

If you are planning to study at an overseas university

Applying to overseas universities from Japan, is an increasing trend among students. The primary destinations include English-speaking countries such as the USA, UK, Canada, Australia, and New Zealand. Additionally, a growing number of students are pursuing higher education opportunities in Asian countries, such as Taiwan, South Korea, and China. Furthermore, European universities that offer courses in English and have relatively lower tuition fees are gaining attention as well.

■ IB Entrance Examination

The International Baccalaureate (IB) is widely accepted as a qualification for university admissions in many countries around the world. Over 1,800 universities globally utilize the IB Diploma Programme (IBDP) in their admissions processes for international students. While the IBDP serves as one qualification among others required by specific countries or universities, the number of institutions accepting the IB qualification for admissions is increasing worldwide.

■ Progressing to Overseas Universities from the ILA Course

Students from the ILA course can also apply to overseas universities. It's important to select your target university as early as possible and prepare by acquiring the necessary academic and language skills required for admission.

■ English Proficiency Test Certificate

This certificate is essential for the Comprehensive Selection. For admission to domestic universities, either the Eiken or TOEFL is required, while TOEFL or IELTS is necessary for admission to overseas universities.



PST Academy

Origin of the School Name and Symbol Mark

The symbol mark depicts a phoenix soaring in the sky, stylized with the letters "PSTA." The two colors of the feathers represent the passionate heat of the Okinawan sun with red feathers, and the broad, calm thoughtfulness of the Okinawan sea with blue feathers. Additionally, the three tail feathers embody aspirations for peace, environmental harmony, and the unique history and culture of Okinawa. These elements reflect the philosophy and ideals of PSTA (OIS), dedicated to nurturing individuals who understand and act upon these principles.

OIS Group

PST Academy

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admission-center@ois-edu.com

OKINAWA INTERNATIONAL SCHOOL The only integrated International Baccalaureate (IB) curriculum in Okinawa

Preschool and Kindergarten
Naha Campus

Elementary
Nanjo Campus

Middle School
Nanjo Campus

PST Academy
Okinawa International Academy High School
Designated University Entrance Qualification School
Nanjo Campus

Official Website

- Curriculum
- School Life
- Latest news and more



School Information Sessions

- Individual enrollment counseling
- Request for information materials
- School tours, etc.



We will keep you informed with the latest information.



OKINAWA INTERNATIONAL SCHOOL



PST Academy

High School Department

2024-2025



International Baccalaureate Accredited School



Okinawa's One and Only International Baccalaureate Continuum School

OIS High School (Okinawa International School) has graduated its second class of students. We have shared meaningful and fruitful times with them, guiding them to renowned universities both abroad and within Japan. This experience and achievement reaffirmed our belief in the true value of inquiry-based learning in the International Baccalaureate education. We are deeply proud of their accomplishments.

Of course, university placement is not the ultimate goal. What truly matters is the profound exploration of "how one lives." It is about nurturing minds capable of innovation and the limitless growth of proactive actions along the path one believes in.

We believe in each of our students in becoming creators of a better global society.



Director/Principal Masato Chinen

High Standard Global Education in Okinawa: Islands and people known for good health, longevity, beautiful nature and oceans (a Blue Zone), and mindfulness.



The Blue Zone

The Blue Zone designates regions recognized for the health and longevity of its residents.

The concept originated with the Belgian demographer Michel Poulain and the Italian physician Gianni Pesz, who marked the Barbagia region of Sardinia, famous for its long-lived population, with a blue marker on a map.

- Sardinia, Italy ● Okinawa, Japan
- Loma Linda, California, USA
- Nicoya Peninsula, Costa Rica ● Ikaria, Greece

Okinawa is the perfect environment for the development of internationally-minded people who can play an active role in the world.

Okinawa embodies...

- Open-mindedness
- Honoring peace
- Coexistence with nature
- A unique heritage, history and culture
- Reverence for multicultural diversity
- A history of international relations



Be a Seeker of Truth!

Philosophy of Okinawa International School

It is our school's philosophy to cultivate an environment where all learners become "Seekers of Truth" by overcoming differences in ethnicity, nationality, language, religion, and political beliefs in order to comprehend, respect, and harmoniously interact with one another. The school seeks to foster ambitious global elite learners who are able to identify challenges, think, and take action to bring about changes to our society.

Philosophy

Mission of Okinawa International School

It is the school's mission to provide a rigorous inquiry-based educational program founded on three pillars: human rights and peace, coexistence with the natural environment, and multicultural understanding. To nurture the skills needed to engage in inquiry across disciplines, the following aspects are integrated and emphasized in all subjects: comprehension of global society from a local perspective, communication skills, logical thinking skills, quantitative reasoning, ICT/AI skills, critical and creative thinking, and advanced ethics.

Mission

Students come from all over the world seeking quality international education

Small group instruction for prompt and reliable academic growth

Our school utilizes small class sizes, highly valued by both students and parents/guardians, as an advantage for ensuring high quality learning. Such a learning environment provides students with the mentality to recognize, understand, and encourage each other. Our staff makes use of these small class sizes to fully support each and every student's growth in knowledge and ability at the appropriate time.



Toward Multilingualism

Multilingualism refers to the ability to communicate in multiple languages. Enhancing and developing students' language abilities is the mission and responsibility of all teachers at our school. Through multilingual education in English, and Japanese, we aim to broaden students' international perspectives and deepen their understanding of various worldviews. We use the Common European Framework of Reference for Languages (CEFR) as a benchmark to assess English proficiency consistently. Throughout the year, we also introduce tests such as TOEFL, IELTS, APTIS, and Eiken, helping students acquire advanced language skills required by overseas universities.

Don't measure your potential by Standard Deviation

How Can I Contribute to Our Future World?



We studied at OIS High School and challenged ourselves to become future leaders in the international community. As a testament to our efforts, we have received acceptance letters from many universities in Japan and around the world.

University Admission Result for Our 2nd Graduating Cohort (2024)

Reference: The Times Higher Education World University Rankings/QS World University Rankings 2024

- ◆ University of British Columbia (Canada) *World ranking 41st
- ◆ University of Monash (Australia) *World ranking 54th
- ◆ Queensland University of Technology (Australia)
- ◆ Hong Kong University of Science and Technology (Hong Kong) *World ranking 66th
- ◆ Education University of Hong Kong (Hong Kong)
- ◆ University of Lincoln (New Zealand)
- ◆ University of Canterbury (New Zealand)
- ◆ New Zealand School of Food & Wine (New Zealand)
- ◆ Centennial College (Canada)
- ◆ University of Technology Sydney (Australia)
- ◆ Royal Melbourne Institute of Technology (Australia)
- ◆ Auckland University of Technology (New Zealand)
- ◆ Hosei University – Faculty of Economics
- ◆ Ritsumeikan Asia Pacific University – International Management
- ◆ Yokohama University Of Pharmacy – Department of Health Pharmacy
- ◆ International Christian University, Division of Arts and Sciences
- ◆ Ritsumeikan University – Global Liberal Arts
- ◆ Musashino University – Faculty of Pharmacy

University Admission Result for Our 1st Graduating Cohort (2023)

Reference: The Times Higher Education World University Rankings/QS World University Rankings 2023

- ◆ University of Toronto (Canada) *World ranking 18th
- ◆ University of Melbourne (Australia) *World ranking 33th
- ◆ University of Birmingham (U.K.)
- ◆ Hawaii Pacific University (USA)
- ◆ Waseda University – School of International Liberal Studies
- ◆ Sophia University, Department of Liberal Arts, Faculty of Liberal Arts
- ◆ McGill University (Canada) *World ranking 31st
- ◆ University of Sydney (Australia) *World ranking 11th
- ◆ ESSEC Business School (Singapore)
- ◆ California State University, Northridge (USA)
- ◆ Kapiolani Community College (USA)
- ◆ Waseda University – School of Social Sciences,
- ◆ Sophia University, Department of Management, Faculty of Economics

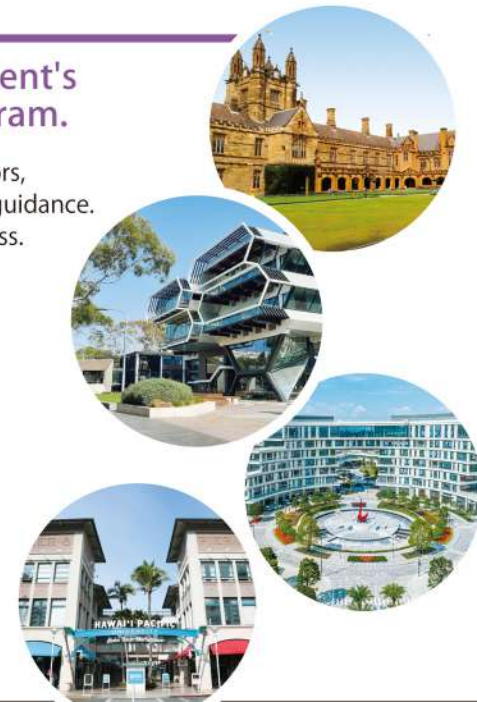
At OIS, we provide comprehensive support for each student's academic journey through our Academic Guidance program.



Our counselors, known as Academic Guidance Counselors, do not rely solely on standardized test scores for career guidance. They play a crucial role in the university admission process. The better they know the students, the more strategically they can advise on optimal university choices and career paths.

Our counselors possess extensive experience and up-to-date information, offering students a wide array of options that may not have been previously explored. Before students begin their university applications, they engage in detailed discussions with counselors to tailor their academic courses according to the school's scale, location, and their aspirations.

This close and supportive partnership ensures that each student achieves a sense of accomplishment and fosters a continuous drive for further improvement, leading to numerous successful academic outcomes.



The gateway to universities across the world

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

To obtain the International Baccalaureate (IB) Diploma, students must complete the DP curriculum in its entirety and achieve a minimum of 24 points out of a maximum of 45 points. The scoring is based on a maximum of 7 points per subject for six subjects (totaling 42 points). Additionally, up to 3 bonus points are awarded based on the combination of results from the Core requirements, including the Theory of Knowledge (TOK) and the Extended Essay.

The IBDP certification exams are conducted simultaneously worldwide at IB authorized schools. OIS, with its April intake, participates in the November exams. These exams typically occur between late October and early November (approximately October 20 to November 10). Results are announced by the International Baccalaureate in January of the following year. Subsequently, students submit these results to their desired universities as part of their application process, where they are considered for admission decisions.

Alumni testimonials

Ms. Nina Chinen

- University of Monash
- International Christian University
- Ritsumeikan University



I have always had a particular fondness for literature. I enjoyed engaging in one-on-one classes where I compared original works with their film adaptations, read articles on themes portrayed in works, and discussed my theories and evidence with teachers. When deciding on my future path, internationality was the most important factor for me. I wanted to study in a more global environment than ever before, so I researched the number of international students and available partner schools. At university, I am taking courses in various fields, including psychology in business and marketing strategies. Given the increase in the number of Chinese and Korean tourists who come to Okinawa, I am also challenging myself to learn both the Chinese and Korean languages. In the future, I aspire to work as a bridge between Japan and overseas, positively contributing to many people's lives. I aim to prioritize people and engage in projects that have a positive impact on society from a multifaceted perspective.

Mr. Shin Ikemura

- Hong Kong University of Science and Technology
- Education University of Hong Kong
- Queensland University of Technology
- University of Technology Sydney



I have always enjoyed and excelled in math and science classes. Alongside my proficiency in STEM subjects, I particularly appreciated teachers with innovative and easily understandable teaching styles. When considering my future path, I prioritized pursuing what interests me most. To ensure I find a career that aligns with my passions, I aim to nurture these interests. During my university years, I plan to delve into various programming languages. My objective is to apply the knowledge and skills gained to create innovative solutions that contribute meaningfully to society. Through my experiences, I aspire to make a positive impact by developing technologies and services that address societal challenges and enhance people's lives.

Mr. Shoma Maezato

- Ritsumeikan Asia Pacific University, College of International Management



My university life is going well so far, though not without its anxieties — I am enjoying the experience overall. Academically, I've noticed a greater volume of assignments compared to high school, and an increase in self-study time. Thanks to the skills in report writing and other areas I acquired at OIS, I am managing to tackle each assignment smoothly. Beyond assignments, I also enjoy the opportunity to independently study topics that interest me. I am grateful for the conducive learning environment provided here. To all incoming students, I recommend establishing your own learning style before entering university. The transition requires significantly more self-study and assignment time, but with a solid foundation, you can learn efficiently without unnecessary stress.

More and more universities in Japan and abroad accept IB students

Japanese Universities

Public: 34

Tokyo University, Kyoto University, Tsukuba University, Tokyo University of Foreign Studies, Tokyo University of the Arts, Ochanomizu University, Kanazawa University, Nagoya University, Tohoku University, Osaka University, Okayama University, Akita International University, Yokohama City University, Osaka City University, and 20 additional schools

Private: 44

Waseda University, Keio University, Kogakuin University, International Christian University, Juntendo University, Sophia University, Tamagawa University, Toyo University, Hosei University, Rikkyo University, Kwansai Gakuin University, Ritsumeikan University, Kindai University, Kyoto University of Foreign Studies, Aoyama Gakuin University, and 29 additional schools

Overseas Universities

More than 2,500 schools worldwide

Harvard University, Boston University, Pennsylvania State University, Columbia University, University of California, Los Angeles (UCLA), Stanford University, University of California Berkeley, University of Oxford, University of Cambridge, King's College London, University of Edinburgh, University of Sydney, University of Melbourne, University of Toronto, University of Queensland, University of British Columbia, and many others around the world.

Useful for application to medical, dental, pharmaceutical and veterinary schools

Medical Schools
Tokyo Medical and Dental University, Hokkaido University, Tsukuba University, Okayama University, Nagoya University, Aichi Medical University, Hiroshima University, Kagoshima University
School of Dentistry, Hokkaido University, Okayama University, Hiroshima University of Veterinary Medicine, and Kagoshima University



IB Course International Baccalaureate Course

In order to cultivate true international mindedness

The IB program's classes serve as a gateway to some of the world's leading universities. Its purpose is to cultivate individuals with a strong sense of ethics who can innovate in society. IB students are equipped with inquiry skills, imagination, and globally applicable multilingual communication abilities. The faculty who oversee and support this rigorous education are dedicated professionals committed to nurturing students' keen spirit of inquiry within the IB program.

Students' English Proficiency Goals by Graduation

CEFR Level
C1 Equivalent to EIKEN Grade 1

C1/C2 Level
Proficient language use with a good balance of both knowledge and practical skills.

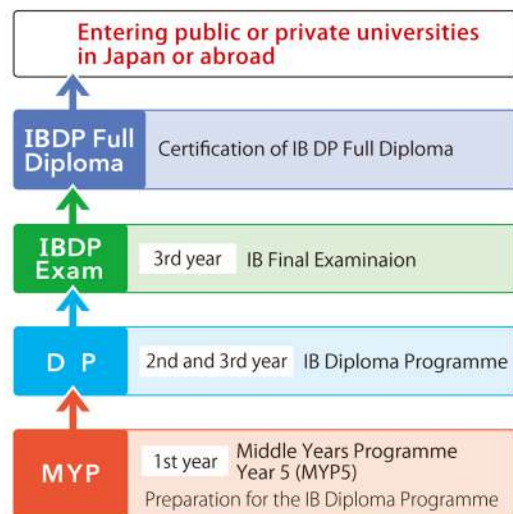
The first year of the International Baccalaureate Middle Years Programme Year 5 [MYP 5]

The first year Grade 10 (MYP5) is the final stage of preparation for the DP. During the ten month span from April to December, students will conclude the International Baccalaureate Middle Years Programme (MYP5) and determine their course of study for IBDP. Accordingly, academic guidance for university applications will also begin.

The second and third Years of the International Baccalaureate [DP1] [DP2] Seeking the truth through the Diploma Programme

Students will transfer their knowledge and skills cultivated during MYP to explore truth more deeply and more broadly. In the DP, students will explore and study in six groups (subjects) and three curriculum cores unique to the DP. Before completing the DP, students take the IB Final Examination. The IB Final exam is worth 45 points, and a score of 24 or higher is required to receive certification for the IB Full Diploma. A score of 40 points or more will open the door to admission to top universities around the world.

Pioneering the Future: Learning in the IB Course



Curriculum Pick UP Personal Project

This is the culminating project by Year 5 students of the IB Middle Years Programme (MYP) (high school 1st year). Students explore their own areas of interest for approximately half a year and create a product. By engaging in this project, students will establish a strong work ethic, gain a foundation for university study, and develop self-discipline, research, communication, critical and creative thinking, and collaboration skills for lifelong learning. Presentations in English will follow their process journal identifying their ideas, criteria, project developments, problems, plans, research, solutions, and progress report.



Curriculum Pick UP English for Academic Purposes

The IBDP requires the ability to write academic essays using English at Eiken Level 1 (CEFR C1). In order to write a variety of texts, students must have the appropriate vocabulary and correct grammar for the task. By completing their assignments, students will be prepared for the technical English of university and modern society.

Curriculum Pick UP Mathematics

Students participate in inquiry-based learning to cultivate critical thinking and apply their knowledge in real-world contexts. They deepen their understanding of mathematical concepts through diverse projects, collaborative problem-solving, and practical activities. By leveraging advanced technologies such as graphic calculators, they hone their analytical skills and rigorously prepare to meet the challenging requirements of the IB Diploma Programme (DP) in mathematics.

Student's Voice



Ms. Mayo Matsubara IB Course

One of my favorite subjects is Business Management. I enjoy steadily improving my business skills because I believe they will be very useful in the future. My ultimate goal is to manage my father's company, and I plan to continue studying what is necessary for that. In senior high school, I am gaining experiences and knowledge in my Business Management class. After graduation, I intend to study law at university.



Ms. Hikaru Takeda IB Course

Until MYP, I wasn't particularly fond of Japanese classes. However, in DP classes, I enjoy researching authors and literary works from various perspectives, and I find it exciting to analyze them based on my own interpretations. Everyone in the class has unique thoughts, so discussions with classmates often spark new ideas. My goal is to attend a university abroad. That's why I believe the IB Diploma Program will enhance my conversational and written communication skills, preparing me for rigorous university life. To achieve this, I am striving to meet all the program requirements and improve my time management skills.

DP model



IB Course Grade 11 (DP1) Class Schedule

Time	Mon	Tue	Wed	Thu	Fri
HR 8:30~8:35	HOMEROOM				
1 8:40~9:30	ENGLISH B	ENGLISH B	MATHEMATICS	MATHEMATICS	TOK
2 9:35~10:25	HISTORY	ENGLISH B	ENGLISH B	ENGLISH B	JAPANESE A
3 10:35~11:25	JAPANESE A	JAPANESE A	CHEMISTRY	HISTORY	JAPANESE A
4 11:30~12:20	CHEMISTRY	HISTORY	CHEMISTRY	HISTORY	HISTORY
12:20~13:10	LUNCH BREAK				
5 13:10~14:00	PHE	TOK	TOK	JAPANESE A	CHEMISTRY
6 14:05~14:55		MATHEMATICS	VISUAL ARTS	VISUAL ARTS	MATHEMATICS
7 15:05~15:55	INDEPENDENT STUDY	INDEPENDENT STUDY	VISUAL ARTS	VISUAL ARTS	INDEPENDENT STUDY
HR 15:55~16:05	HOMEROOM				

Curriculum Pick UP

Theory of Knowledge (TOK)

Inquiry learning, the hallmark of IB education, involves always asking students "what?" and "why?," and where students' answers are followed by similar Socratic inquiry. TOK is this process wherein students deepen their inquiry, expand their expertise, and improve their problem solving skills. In order to prepare learners for this core class, they will begin with Pre-TOK in G10.

Curriculum Pick UP

Creativity, Activity, Service (CAS)

Let's embrace experiential learning and personal growth through CAS (Creativity, Activity, Service) in the IB Diploma Program. Engage in a variety of activities that foster creativity, physical well-being, and community service. From artistic pursuits to sports and volunteer work, CAS encourages students to step out of their comfort zones, develop leadership skills, and make a positive impact on the world.

Curriculum Pick UP

History

Students deepen their understanding of issues considering local, national, international, and global dimensions while delving into exploring in depth issues relevant to their own lives. Based on actual precedents, future projections, and case studies of power, sovereignty, international relations, human rights, environmental development, and peace and conflict, students will discuss and debate with classmates with a transnational perspective to develop their ability to understand competing claims and contentious issues.

Curriculum Pick UP

Language & Literature

Courses are offered in both English and Japanese, and students undertake their studies in their respective primary languages. Through various media, a wide range of literary and non-literary works are studied, investigating the roles they play in communication. Deep exploration includes understanding the characteristics of languages themselves and how languages influence identity and culture. Furthermore, by comprehending the cultural meanings and values underlying each text, students develop critical thinking and expressive skills.

Curriculum Pick UP

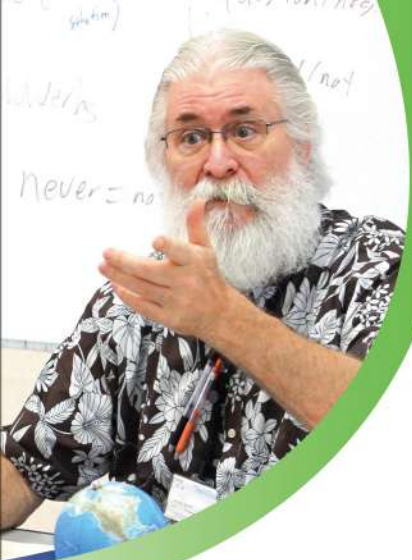
Chemistry

Exploration of the properties of substances, understanding chemical reactions, principles of energy transfer, and investigation into environmental sustainability—these are all foundational topics studied in MYP5. Building upon this foundation, the DP (Diploma Programme) rigorously and comprehensively explores key concepts, theories, methodologies, and applications necessary for studying chemistry at a pre-university level. Students delve deeply into understanding chemical phenomena, conduct critical inquiries, and cultivate essential skills for experimentation.

Curriculum Pick UP

Visual Arts

It is an intensive and comprehensive program that focuses on investigating the elements that contribute to making great art truly great. Beyond building a solid portfolio, it fosters personal growth and provides a creative outlet within a challenging academic environment. Through experimentation with a wide range of media, students refine their skills in art production tailored to their individual visions. The program culminates in exhibitions showcasing a collection of inspired works.



ILA Course

International Liberal Arts Course

Fostering "English proficiency" and "inquiring skills" to achieve "dreams"

The ILA course attracts students who have their own unique dreams, many of whom aim to go on to a university overseas. ILA provides educational support to meaningfully help learners think deeply about their futures and consider who they want to be and how they can make that future into a reality.

Students' English Proficiency Goals by Graduation

CEFR Level
B 2 EIKEN Pre-1 equivalent

B2 Level
Can use English to interact naturally about complex and concrete topics. An independent user of the language.

A robust English acquisition program with "no one falls behind" small class sizes

The ILA course prepares students to become who they want to be when they enter university by strengthening their four communication skills in English. Students will be able to check their progress through examinations such as TOEFL and EIKEN to measure their improvement. Their three years of study in the ILA course will provide a cornerstone for liberal arts education which will allow students to continue to pursue their subject and career of interest once they join a university.



Becoming globally-minded beyond the boundaries of the humanities and sciences

Our society faces a variety of problems from local issues, international relations, and the natural environment, to politics and the economy. In order to confront and solve these problems, our world needs internationally educated individuals with knowledge of both the sciences and humanities.

Deep learning to become a truth seeker who can respond and act fairly

In ILA, we place importance on understanding diversity first before coming to a single, correct answer. Students will develop the ability to communicate their own opinions while recognizing and respecting those of others to reach a mutual understanding. Even though our society is inundated with information over social media, our learners know how to make the right choices and to not take the messages of others at face value. To that end, we investigate truth and learn how to be globally minded.



Student's Voice



Ms. Yui Henzan ILA Course

I enjoy the "English conversation" class. It allows me to learn about topics that I wouldn't normally think about in daily life. This helps me understand who I am as a person. It's also stimulating to understand how my classmates think about various things. In the future, I want to work in a job that makes people's lives happier. To achieve this goal, I want to enhance my language skills and inquiry abilities in high school.

Ms. Elena Diabate ILA Course

When I first enrolled, I struggled with English, and my grades in other subjects didn't improve as I had hoped. However, thanks to the careful guidance of the teachers and the encouragement from friends who always support each other, I now have confidence in participating in various classes that use English. My goal for the future is to become internationally active in the world of art and dance as a performer. To achieve this, I am considering attending an art college. I am sharpening the knowledge and skills required while considering art colleges in Japan, the United States, France, and other countries.



Not centered on textbooks or exams: Teaching that values students' inquisitiveness and effort

Cross-curricular and inquiry-based strategies are essential for deep learning. The process by which students develop their own questions, strive to solve them, and derive answers (truth) through repeated inquiry is the most important part of inquiry-based learning. This is not an education bound by tests and exams where there are set answers.

ILA Course Grade 10 (ILA1) Class Schedule

Time	Mon	Tue	Wed	Thu	Fri
HR 8:30~8:35	HOMEROOM				
1 8:40~9:30	INTEGRATED ENGLISH I	INTEGRATED ENGLISH I	ICT	ENGLISH LITERACY	ENGLISH LITERACY
2 9:35~10:25	LISTENING	ART	INTEGRATED ENGLISH I	INTEGRATED ENGLISH I	INTEGRATED ENGLISH I
3 10:35~11:25	INTEGRATED JAPANESE I		INTEGRATED JAPANESE I	INTEGRATED JAPANESE I	INTEGRATED JAPANESE I
4 11:30~12:20	GRAMMAR & COMPOSITION	KARATE	GRAMMAR & COMPOSITION	GRAMMAR & COMPOSITION	GRAMMAR & COMPOSITION
12:20~13:10	LUNCH BREAK				
5 13:10~14:00	PHYSICAL & HEALTH EDU.	ENGLISH CONVERSATION	ENGLISH CONVERSATION	ENGLISH CONVERSATION	GLOBAL ISSUES
6 14:05~14:55		INTEGRATED SOCIAL STUDY I	INTEGRATED MATHEMATICS I	INTEGRATED SCIENCES I	COMMUNITY SERVICE
7 15:05~15:55	INDEPENDENT STUDY	INDEPENDENT STUDY	INDEPENDENT STUDY	COMMUNITY SERVICE	INDEPENDENT STUDY
HR 15:55~16:05	HOMEROOM				

Grade 10 (ILA1) focuses on developing comprehensive English skills through a dedicated 15-hour a week, English-intensive program and other subjects also conducted in English. This approach aims to enhance all four language skills—reading, writing, listening, and speaking—thereby advancing overall English proficiency.

Student's Voice

Mr. Namiki Taira ILA Course



The dream I have been pursuing since I was a child, is to become a basketball player in the United States. To achieve this, I am currently a member of the U18 team of a professional basketball team in Okinawa, balancing rigorous training with my studies at OIS, in preparation for attending college in the U.S.A. next year. I am diligently working on improving my TOEFL score and creating a portfolio in English. I am determined to make my dream come true.

Curriculum Pick Up

Integrated English

Becoming globally minded requires practical English skills. Students acquire these communication skills by developing their reading comprehension, essay writing, presentation, and debate skills necessary not only for university life, but also for this modern age.



Global Issue Inquiry

This program aims to deeply understand global issues and challenges that transcend borders and to explore solutions for them. It approaches social, economic, and environmental issues from an international perspective, building a comprehensive global understanding. Beyond developing analytical skills for complex problems, it emphasizes linking learned knowledge to concrete activities and acquiring the ability to implement sustainable solutions.



Integrated Japanese

In Integrated Japanese, students do not read to understand the feelings of the characters and the author's thoughts from a textbook, rather they are guided to produce their own original answers, such as creating their own life plan in consideration of their opinions on the author's worldview. For this reason, our Japanese classes do not only teach reading comprehension, but also integrate music and art so that students can use their literary perspective to actively explore questions without answers.



Community Service

Students engage in 30 hours of community service activities annually, such as beach cleanups, used clothing collection, volunteering at children's cafeterias, interpreting at world events, and advocating for PFAS issues during marathons. Students plan, execute, and reflect on how they can contribute to society.



OIS mid-term study abroad program

- **Experiencing Differences** To study and understand the different languages and customs of different countries.
- **Knowing Your Weaknesses** To grow through opportunities born out of difficulties that arise out of daily conversation, manners, and emotions presented from life abroad.
- **Hitting Your Target** To consider why to study abroad as food for thought is the essence of studying abroad as it becomes an opportunity to take ownership of your future.

Monterey Bay Academy Study Abroad Program

Location: California, USA
Time: Mid-August to Late December
Accommodations: Dormitory (Male or Female) on the MBA campus
Type of School: Co-educational Boarding School



The school is affiliated with the International Student Support Program. Japanese language support is available.

Napa Christian Campus of Education Study Abroad Program

Location: California, United States
Time: Mid-August to late December
Accommodations: Homestay
Type of School: Co-educational



Currently accepting 12 international students from 9 countries around the world (including high school students).

Grade level varies based on the course. For the latest information, please refer to our website.



Advanced facilities and a beautiful natural environment



Gymnasium

Track & Field

Tennis court

School

Okinawa International School is located on a hilltop of Tamagusuku surrounded by great natural beauty overlooking the East China Sea. The school is equipped with advanced facilities for international studies including an extensive library and a fully-equipped science laboratory.

There are also many facilities for physical activities such as the Nanjo City gymnasium and athletic field.



Library

The library has a wide variety of books and materials useful for inquiry-based learning. It also provides students with many online resource subscriptions that students can access through the school's WIFI or at home.



Chemistry Lab.

We provide a safe and modern laboratory for the study of the natural sciences to test theories and conduct experiments.



Art

In order to unlock student's free-spirited creativity, they learn design, illustration, and Okinawa's unique traditional crafts in our special design studio, that boasts a 3-D printer and opportunities to practice programming with robots.



Function Room Auditorium

A multi-purpose space with a quiet and dignified atmosphere. It is used for faculty and staff training meetings and seminars. Also special classes with guest speakers from various fields utilize this room.



Multipurpose Hall

The main hall is a spacious area used for various purposes including music and karate classes, official school events, and student presentations.



Exercise Facilities

We use the fully equipped Nanjo City gymnasium for health and physical education classes. We also utilize the full-scale track and field for sports events.

School Bus

We also provide a safe busing system.

Routes:

- Okinawa City-Chubu Route
- Ginowan-Urasoe Route
- Naha Kita- Shuri Route
- Naha Minami-Oroku Route
- Tomigusuku-Itoman route



Convenient access to infrastructure and beautiful sub-tropical scenery all in close proximity



Naha International Airport

Our campus is conveniently located about a thirty minutes drive from the airport.



Okinawa Nanbu Medical Center

Our school is a twenty minutes drive away from the pediatric and emergency room centers of this general hospital.



UNESCO World Heritage Site, Sefa Utaki

The southern part of the main island of Okinawa is filled with historical cultural heritage sites and beautiful scenery.



Nearby Beaches

Beautiful beaches such as Hyakuna Beach and Mibaru Beach are close by. We hold beach cleaning and other activities there.

Q1 Where is Nanjo City located? Is it a suitable environment for inquiry-based education?

Located about 40 minutes southwest of Naha Airport, Nanjo City is a picturesque area rich in cultural heritage, including the World Heritage site "Seifa-Utaki" and numerous historical sites that date back to the Ryukyu Kingdom era. Known as the birthplace of rice cultivation in Okinawa, Nanjo City is revered as the origin of its ancient history, culture, and faith. Stretching along its coastal areas are pristine beaches with white sands and extensive coral reefs offshore, home to a diverse range of marine life. Nanjo City thrives in agriculture, fisheries, livestock farming, tourism, and artistic activities, making it an ideal environment for exploring various industries and arts from an international perspective.



Q2 If students enroll from the Tokyo metropolitan area or other parts of Japan, how do they live?

Our school does not have dormitories or boarding facilities. Students from outside the prefecture or overseas relocate with their families and reside in areas of their preference where they can commute via school buses. To ensure they establish a satisfactory living base for both academic and personal life, we partner with Okinawa's top real estate agencies to provide comprehensive support in finding suitable accommodations.

Q3 I'd like to know the "student profile" of Okinawa International Academy Senior High School.

At our school, everyone values their "individuality" and engages earnestly with high school life toward their self-set goals in a free-spirited manner. For instance, students who challenge entering domestic and overseas universities through our "comprehensive selection process" mostly meet the admission criteria without attending cram schools. Focused on "inquiry," our school's unique three-year curriculum inspires each student to explore what motivates them, how they think and learn, and what kind of societal contributions they can make. This is the essence of the best and most excellent exam preparation and represents the student profile that fits our school.

Q4 What beliefs do the teachers have when engaging with students?

Teachers are recruited globally and selected through rigorous criteria such as document reviews, interviews, and demonstration classes. Currently, a team of elite educators from nine countries have come together to foster the growth of each student's global mindset through diversity. They aim to instill robust intellect and initiative to promote "innovation" that contributes to society. Their goal is to cultivate individuals with rich intellect and humanity, capable of thriving internationally. All teachers strive to build a "lifelong asset" for every student they engage with, utilizing advanced teaching skills.

Organization Chart

