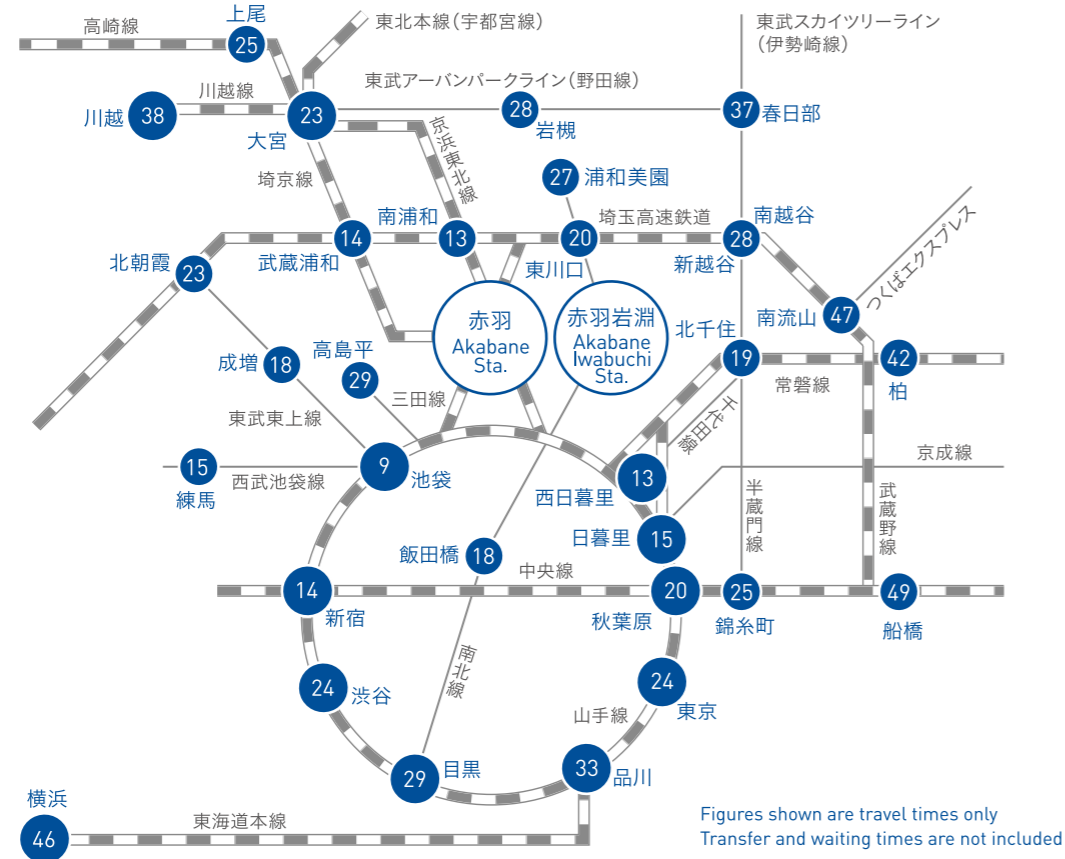


Access
[Railway Map]



[Area Map]



JR Akabane Station: 10 min walk from the North Gate West Exit
 Tokyo Metro Namboku Line / Saitama Rapid Railway, Akabane Iwabuchi Station: 8 min walk from Exit 2

SALESIAN
 INTERNATIONAL
 PRIMARY SCHOOL
INTERNATIONAL CLASS

4-2-14 Akabanedai, Kita, Tokyo 155-8524, Japan
 Tel: +81-3-3906-0222
 Email: primary@salesian.seibi.ac.jp
<https://www.el.seibi.ac.jp/international>



SALESIAN

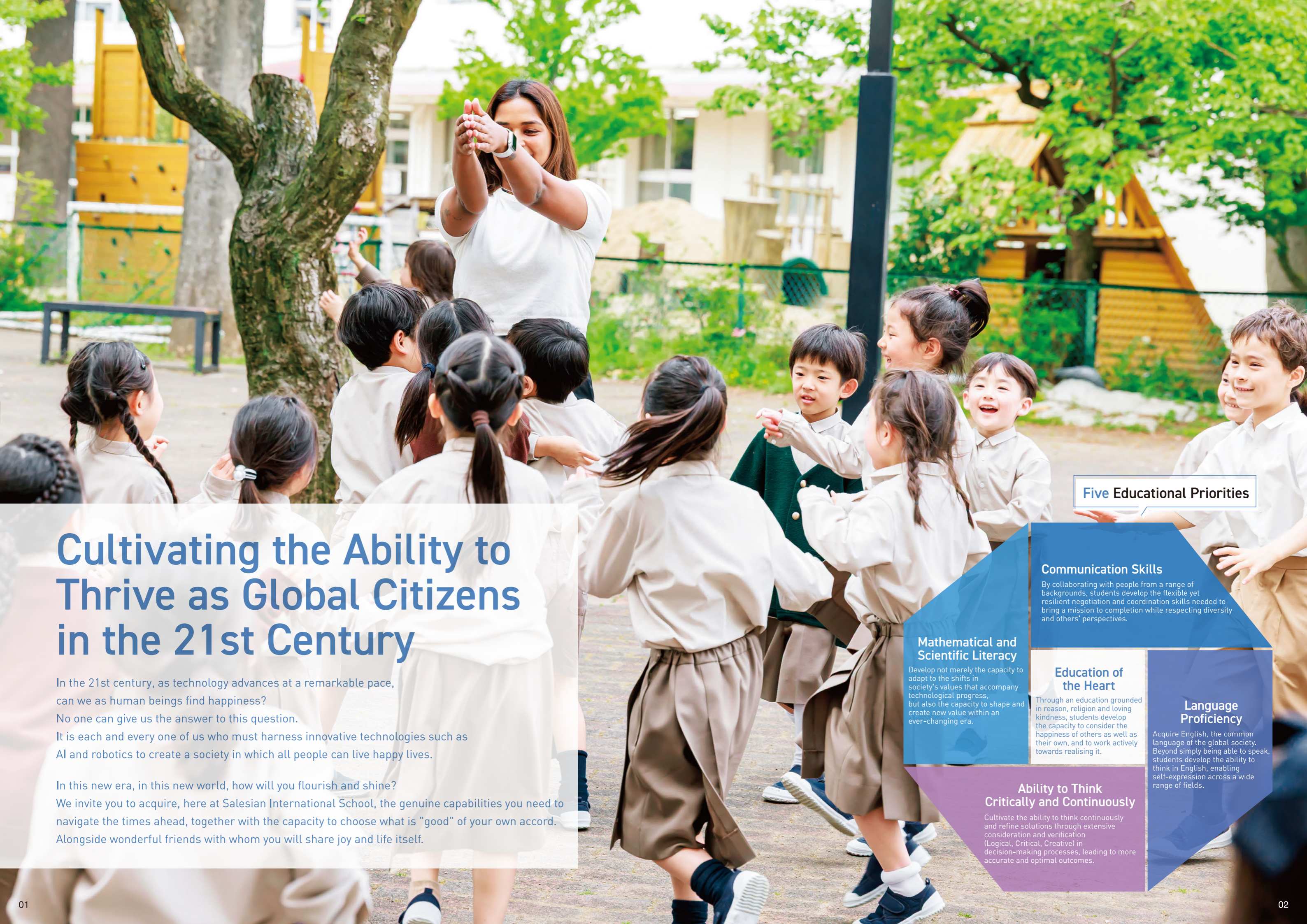
INTERNATIONAL PRIMARY SCHOOL INTERNATIONAL CLASS



日本語版



SALESIAN
 INTERNATIONAL
 PRIMARY SCHOOL



Five Educational Priorities

Cultivating the Ability to Thrive as Global Citizens in the 21st Century

In the 21st century, as technology advances at a remarkable pace, can we as human beings find happiness? No one can give us the answer to this question. It is each and every one of us who must harness innovative technologies such as AI and robotics to create a society in which all people can live happy lives.

In this new era, in this new world, how will you flourish and shine? We invite you to acquire, here at Salesian International School, the genuine capabilities you need to navigate the times ahead, together with the capacity to choose what is "good" of your own accord. Alongside wonderful friends with whom you will share joy and life itself.

Mathematical and Scientific Literacy

Develop not merely the capacity to adapt to the shifts in society's values that accompany technological progress, but also the capacity to shape and create new value within an ever-changing era.

Communication Skills

By collaborating with people from a range of backgrounds, students develop the flexible yet resilient negotiation and coordination skills needed to bring a mission to completion while respecting diversity and others' perspectives.

Education of the Heart

Through an education grounded in reason, religion and loving kindness, students develop the capacity to consider the happiness of others as well as their own, and to work actively towards realising it.

Language Proficiency

Acquire English, the common language of the global society. Beyond simply being able to speak, students develop the ability to think in English, enabling self-expression across a wide range of fields.

Ability to Think Critically and Continuously

Cultivate the ability to think continuously and refine solutions through extensive consideration and verification (Logical, Critical, Creative) in decision-making processes, leading to more accurate and optimal outcomes.



A New Step Begins Here —



*From the International Class at
Salesian International Primary School
to the World.*

For Returnee Students and Beginners Alike Two Groups Tailored to Each Student's English Background

Standard Group (SG)

Advanced Group (AG)

The International Class is divided into two groups, the Standard Group (SG) and the Advanced Group (AG), based on each student's English experience prior to enrolment. Students with little or no English experience start in the Standard Group and progress step by step into an English-language environment. Students in the Advanced Group are immersed in English from day one. Although their starting points differ, all students reach the same destination by graduation: the ability to learn, think and express themselves in English.



SG

New Launching in 2027

-Standard Group-

The Standard Group is designed for children just beginning to learn English. Students start school with the support of Japanese and gradually build their English skills before joining the Advanced Group. It is also well suited to families who feel uncertain about a fully English-speaking environment from the start.

<p>Point 1</p> <p>No English Proficiency Required for Entry</p> <p>The entrance assessment is conducted primarily in Japanese, and no prior English ability is required. A small portion of the assessment is conducted in English — not to measure proficiency, but to observe how children respond to the language.</p>	<p>Point 2</p> <p>Building English from the Ground Up</p> <p>Students begin with the fundamentals, ensuring that even those with no prior experience can learn with confidence. Through phonics and the alphabet, they develop their English skills step by step.</p>	<p>Point 3</p> <p>Joining the Advanced Group within 1-2 Years</p> <p>Within one to two years of enrolment, students develop the foundational English skills needed to follow lessons and join the Advanced Group. Once there, they further strengthen their English through full immersion in an English-speaking school environment.</p>
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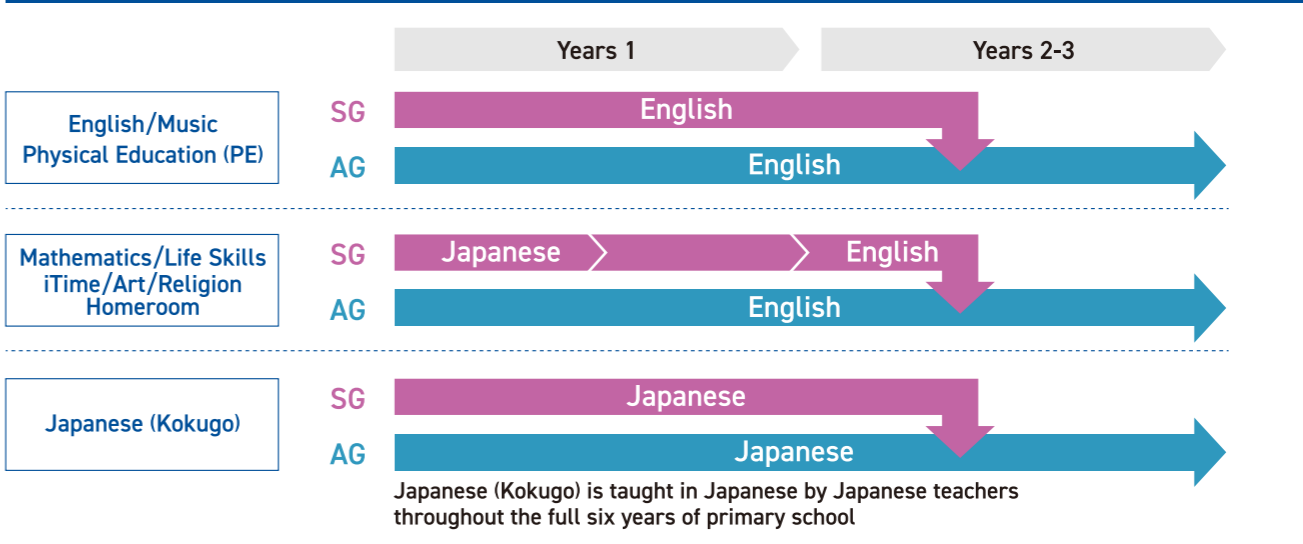
AG

Existing Group Launching in 2026

-Advanced Group-

In the Advanced Group, English is the language of both learning and everyday school life. Almost all lessons and school events are conducted in English, creating an environment much like that of an overseas school. Through sustained, day-to-day use of English in learning and life, students develop a high level of age-appropriate proficiency.

The language used for some lessons differs during the first one to two years



Standard Group students start with the support of Japanese and gradually transition into a primarily English-language learning environment

School Life in English



From Learning English to Living in English

In the International Class, both learning and daily life are filled with English. Lessons, homeroom, school events, conversations with teachers and everyday announcements are all in English. The enjoyment of communicating in English day by day naturally fuels a desire to say more, which in turn boosts students' motivation to learn. The five core reading and writing skills built in English lessons are put straight to use in daily conversation. Spending the primary school years, widely seen as the golden age for language acquisition, in this kind of environment allows children to develop a high level of age-appropriate English quite naturally.

Mostly in English

Most lessons in the International Class are taught in English. English as a subject is timetabled for five periods per week at each year level, but because most other subjects are also taught in English, students spend the majority of the school day using the language.

Standard Group students start with the support of Japanese and gradually transition into a primarily English-language learning environment



International Teachers

Our homeroom teachers are international educators who hold primary teaching qualifications from their home countries and bring experience teaching in schools there. They learn and spend their days alongside the children. Through everyday conversation with their teachers, students pick up living, authentic English and develop the advanced language skills that will serve them well in a global society.

Learning Tools



- Phonemic awareness
- Vocabulary
- Pronunciation
- Speaking
- Fluency

Designed to support natural language acquisition, much like a first language, this English learning curriculum engages students through songs, stories and other enjoyable activities. Students develop their English in the same way as native speakers, gradually building confidence and fluency without even realising it.



Being a Reader™

- Phonics
- Comprehension
- Reading

A reading curriculum that builds reading comprehension and social skills side by side. Phonics is tailored to each student's level and delivered through a mix of whole-class and small-group teaching. With hundreds of English books available in the classroom and a teacher on hand to support them, students read at their own pace.



Being a Writer™

- Writing
- Grammar

Through writing practice from Year 1, students develop their ability to write in English. By choosing topics and working on writing tasks, they learn grammar in context. Through structured feedback sessions, they build strong writing skills and accuracy.



21st Century STEAM Education



Developing Thinking Skills in Line with Each Stage of Growth

Children's senses and thinking develop in stages. Jean Piaget (Swiss psychologist, 1896–1980) defined children's growth in four stages and proposed the theory of cognitive development, which describes how intelligence, thinking ability and comprehension develop.

The primary school years correspond to the concrete operational stage (Years 1–4) and the formal operational stage (Years 5–6). This is a crucial period in which ways of thinking change dramatically and the quality of learning deepens. For precisely this reason, an educational design grounded in the characteristics of each developmental stage is essential.

At our school, we draw on this theory of cognitive development to deliver our own distinctive subject-based education and STEAM education, tailored to each stage of a child's development.

Piaget's Theory of Development

Our curriculum and teaching methods evolve with each stage of child development

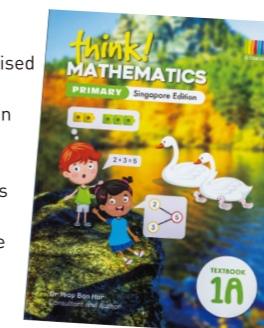
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Piaget's Stages of Development	Concrete Operational Stage (ages 7-10)				Formal Operational Stage (ages 11 and up)	
Learning Characteristics	<p>During the concrete operational stage, children build their ability to make sense of situations by handling objects and learning through direct experience. As these experiences accumulate, they begin to grasp the causal relationships between things. This is also a period in which language acquisition is exceptionally strong, so collaborative learning in both Japanese and English can be used to foster cross-curricular thinking and the ability to view things from multiple perspectives.</p> 				<p>In the formal operational stage, children become able to think things through in their minds without needing concrete objects in front of them. Because they can now grasp abstract knowledge and concepts, the scope of learning through forming hypotheses and reasoning expands further, and group projects also become more sophisticated. Under the guidance of highly specialised teachers, we nurture thinking skills in both Japanese and English even at the formal operational stage.</p>	
Example of Teaching Practices Based on Piaget's Theory of Cognitive Development	<p>[Early Concrete Operational Stage] This is a period in which, by making use of tangible objects that children can see, we cultivate the foundations of logical thinking through counting, classifying things and similar activities. Children discover the joy of "organising and making sense of" their everyday experiences, and steadily build the foundations of learning.</p>		<p>[Late Concrete Operational Stage] Students come to understand concepts such as the conservation of weight and volume, and develop the ability to think through several conditions at once. They learn to approach problems from multiple angles, taking others' viewpoints into account, and lay the groundwork for more abstract thinking.</p>		<p>[Early Formal Operational Stage] Students progress to more advanced reasoning based on abstract concepts and hypotheses. They develop the ability to think logically about unseen phenomena and analyse them from multiple perspectives. Inquiry-based learning deepens as students set their own questions and work towards solutions.</p>	

Mathematics & Science Education

We foster mathematical and scientific literacy by teaching maths and science from Year 1

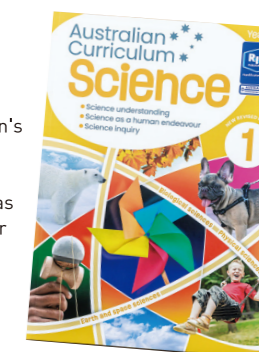
Mathematics

We use the think! Mathematics textbook series from Singapore, a country recognised for world-leading maths education. Rather than relying on rote memorisation or routine calculation, the programme develops students' ability to think for themselves and solve problems. It covers the Japanese national curriculum while also building logical, critical and creative thinking through innovative tasks and challenges.



Science

We plan to use Australian textbooks. Through learning that combines reading comprehension, critical thinking and hands-on experiments, we draw out children's intellectual curiosity. While deepening their understanding of complex experiments, data collection and abstract concepts such as energy, we develop their capacity to think for themselves. We also incorporate integrated learning that connects with other subjects, helping children to view problems from a scientific perspective and strengthening their capacity for inquiry.



In the lower year levels, this subject is taught as Life Skills

PBL (Project Based Learning)

In PBL lessons, students arrive at their own best answers to questions that have no single correct response, sharpening their thinking together with their peers along the way. This approach fosters self-directed learning and steadily builds the five educational priorities. Introducing PBL in Years 5 and 6, the point at which higher-order thinking begins to emerge, equips students with outstanding capacity to think for themselves.





Cross-Curricular Inquiry



Going Beyond Subjects to Deepen Learning Through Themes

At the core of six years of learning is inquiry-based education. Rather than separating learning into individual subjects such as English, Mathematics, Science, Social Studies, and Art, students explore a single guiding question across multiple disciplines to deepen their understanding. Many aspects of learning cannot be neatly categorised into a single subject. Depending on the theme and students' interests, lesson time is flexibly allocated, allowing them to engage deeply with open-ended questions that span multiple subject areas. Through this process of immersing themselves in the joy of thinking, students develop the ability to formulate questions, view ideas from multiple perspectives, and cultivate the creativity needed to generate new value.

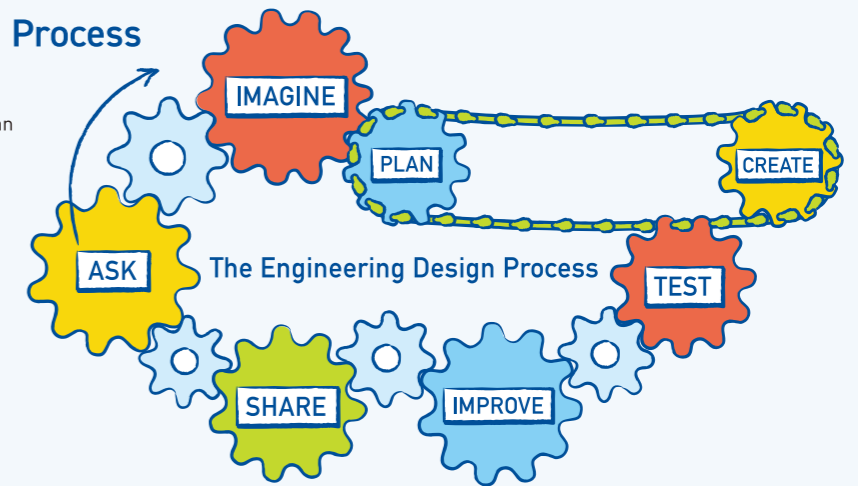
■ Cross-Curricular Learning

iTime is the International Class's cross-curricular programme. Starting from challenging trigger questions designed to spark curiosity, students take on real-world tasks connected to society. Through projects designed to be presented at the end, they sharpen practical problem-solving skills and creative expression, building the ability to give shape to their own ideas. As shown in the diagram to the right, every lesson begins with Ask, a question. Students then Imagine possible responses, Plan their own approach, and repeat this cycle in every lesson. The final Share stage develops not only their thinking but also their ability to express themselves and communicate effectively.

International Class Lessons : Five Key Features

1 Engineering Design Process in Action

The Engineering Design Process is an approach that nurtures children's natural curiosity and their "why?" and "how?" questions, while helping them enjoy learning a structured method for problem-solving.



2 Active Learning

Through a cycle of problem setting, idea generation, solution selection, creation, evaluation and improvement, students develop logical thinking and creativity. By sharing their outcomes at the end, they also strengthen their presentation skills.

3 Interdisciplinary Inquiry

Teachers do not deliver one-way instruction, and students are not required to sit in rows facing the front. Instead, learners experience a natural integration of STEAM elements, developing their understanding of complex relationships in line with their cognitive development.

4 Connected Learning

Through activities such as "stories about numbers", "songs about nature" and "art projects about local communities", students come to understand the interconnected nature of all learning.

5 Step-by-Step Growth

Learning activities begin with foundational skills and gradually increase in complexity and challenge in a spiral structure, aligned with students' developmental stages. This also builds confidence in academic skills and expression.

■ STEAM Project

The International Class places a strong emphasis on STEAM education, with students engaging in projects such as hands-on construction, experiments and observation from Year 1. Through creative experiences, they develop their thinking by working with their hands, gradually building mathematical perspectives and scientific ways of thinking.

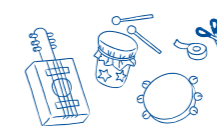
Year 1 / June



Rainy Season Explorer

Why does it rain, and where does the rain go after it soaks into the ground? During Japan's rainy season, students learn about the water cycle through close observation of the rain. They also measure rainfall and conduct evaporation experiments, getting their first taste of accurate scientific measurement techniques.

Year 1 / November



Our Sounds

Students build musical instruments from materials they find around them and explore what makes pitch and volume change. They listen to instruments and songs from a range of cultures, then discuss and learn about their origins and characteristics. At the end of the unit, each group composes its own song and performs it for an audience.

Year 1 / February



The Day & Night Skies

In the second half of Year 1, while learning to tell the time, students together observe how the sky changes over the course of a day. They draw the sun, moon, stars and other celestial bodies, and predict how they will move in the lessons that follow. By linking the study of time to the Earth's rotation, students develop scientific curiosity and powers of observation early in their school life.

Subject Learning



Daily Lessons that Foster Thinking Skills

The subjects children learn at primary school form the foundation of the rest of their lives. The thrill of discovering something new, the pleasure of becoming absorbed in thought, the moment a uniquely personal interest first takes root, the excitement of pursuing a subject more deeply, and the broadening of thought that comes from exchanging ideas with friends — every lesson is filled with the “joy of learning” that enriches a life. Of course, we want our students to acquire the solid foundational skills in each subject that will lead on to advanced study and research in the future, but we also want them to savour the delight of thinking through to an answer of their own. It is this everyday subject learning that develops the “capacity to keep on thinking” that Salesian International School holds so dear.

Japanese (Kokugo)

In the lower year levels, this is the only subject taught in Japanese using Japanese textbooks. While other subjects run alongside English learning, Kokugo develops students’ capacity for deep thinking in Japanese. Through encounters with literature and beautiful turns of phrase, and repeated practice in expressing their own views with correct grammar and a rich vocabulary, students build their Japanese-language thinking skills and lay the foundation for sharing their ideas with the world in years to come.

Social Studies

Students enjoy the challenge of reading the facts from primary sources and engaging with contemporary issues as matters that affect them personally. By exchanging views with classmates who hold different positions and values, they deepen their thinking from multiple angles. Armed with a solid foundation of knowledge, they develop the capacity to keep on thinking about what a better society might look like.

Life Skills

Treasuring the “why?” moments that come from the natural world and the society around them, students cultivate the excitement of moving, observing and thinking for themselves. By sharing discoveries with classmates and working through trial and error, their thinking deepens. This subject nurtures a self-directed approach to finding one’s own answers, which forms a foundation for later study in science, mathematics and social studies.

Home Economics

Students approach everyday life with a scientific eye, finding the joy of working things out and putting their ideas into practice. They deepen their interest in food and the home, and develop the capacity to keep on thinking about how to live better. Alongside genuine practical skills, this subject fosters care for family and community and the wisdom to enrich a life.

Art

On a canvas where there are no right answers, students project the interests that are uniquely their own and treasure the joy of expression. Time spent in dialogue with their materials, trying and trying again, becomes the wellspring of creative thinking. Inspired by their classmates’ work and learning to appreciate a diversity of values, they broaden their own outlook.

PE

Students experience the exhilaration of moving their bodies alongside the pleasure of working towards a goal. Through teamwork — planning strategies and solving problems together — they develop the capacity to think things through. Building on physical and mental well-being, they cultivate the strength to face difficulties positively and the empathy to recognise and support others.



Music

Students are moved by the resonance of sound and discover the joy of expressing themselves through music. Encounters with diverse cultures stir their sensibilities, while the sense of unity that comes from making music together with their peers enriches their thinking. Through this dialogue beyond words, they develop a creative spirit of inquiry and a sensitivity that will colour the rest of their lives.

Religion

Drawing on the messages of the Bible, students encounter people from many walks of life and engage with different religions and cultures, developing the capacity to understand others and live together with them. Through dialogue and connection, they come to recognise the gifts they have received from God, and learn how to use those gifts to help build a better society as global citizens.

Curriculum

Year	1	2	3	4	5	6
English	5	5	5	5	5	5
Japanese	8	9	7	7	5	5
Mathematics	4	5	5	5	5	5
Science			3	3	3	3
Social Studies			2	3	3	3
Cross-Curricular Learning	Life Skills	3	3			
	iTime	1	4	5	4	4
	Art	2	2	1	1	1
Music	2	2	2	2	2	2
Home Economics					2	2
PE	3	3	3	3	3	3
Religion	2	2	2	2	2	2
Homeroom	1	1	1	1	1	1
	31	36	36	36	36	36

Circle Time, conducted before and after daily lessons, is included within Homeroom time

Systems and Environment that Support the Quality of Learning

- **Five-day school week** (Generally No School on Saturdays)
- **40-minute periods** and **six lessons per day** from Year 1 ensure consistent learning time.
- **Block lessons of two consecutive periods** to support uninterrupted, in-depth learning
- A curriculum that **builds foundational academic skills and knowledge solidly** as well, without over-emphasising English or inquiry learning
- The internationally recognised **MAP Growth Assessment** is conducted four times a year
- Increased weekly learning time to enrich **cross-curricular learning**

And More! Carefully Selected Learning Materials from Around the World

Rather than relying on a single country or educational approach, we carefully select the most suitable materials from around the world for each subject. By using the most appropriate resources according to the characteristics and objectives of each subject, we enhance understanding and improve the quality of learning.



One Day

1 7:30-8:00
Arrival



Period 1-2

Recess



Period 3-4

2 11:25-12:45
Lunch & Cleaning



Lunch Break

Period 5-7



3 15:40
Dismissal

Year 1 students may sometimes finish school at 2:40 pm

After School Program



Flexible Lunch Options Supporting a Full Day of Learning

School Lunch



Choose from four lunch options every day



©Lucadeli

Prepared by an Italian chef with experience at Michelin-starred restaurants, our school lunches are safe and wholesome. No artificial flavour enhancers are used, and all meals are prepared under strict quality control. While incorporating a diverse range of international cuisines, menus are designed with balanced nutrition and ease of eating in mind. By combining food education with food safety, our lunches are a strong support for children's healthy daily growth.

After-School Time that Brings out Each Child's Strengths

SALESIAN After School

- Open to all students who wish to take part
- Offered Monday to Friday, including during school holidays
Excluding public holidays, the Obon period and the New Year holiday period
- Families can choose how they use the programme to suit their needs
Fees vary depending on frequency of use

Three Key Features

- Safe and secure care within well-equipped school facilities
- A wide range of programmes that help children discover their strengths and pursue what they love
- A range of extracurriculars is also available within the programme for those interested.

English lessons from Kikokushijyo Academy are also offered as a separate on-campus after-school programme

After-school hours are an important time for each child's individuality to grow. Our on-campus after-school care, run by NPO Afterschool, lets students spend their time in their own way on site until 6:30 p.m. With afternoon tea, homework support and extracurricular activities all available on site, families with later working hours can have peace of mind.

Events

Monthly birthday celebrations and a range of events unique to the International Class are held throughout the year. We value opportunities for experiences connected to daily learning and encourage meaningful interaction in everyday school life.

Spring

- Easter Assembly
- The Blessed Virgin Mary Festival
- Sports Day

Summer

- Parent-Child Party



As students move up through the year levels, further activities such as overnight camps and overseas study trips are planned. Watch this space as our programme continues to grow.



Autumn

- Don Bosco Family Day
- Halloween Event
- Requiem Mass

Winter

- Christmas Concert
- St John Bosco Mass
- Excursion
- Salesian on Stage

All Year

- Monthly Birthday Celebrations
- Virtue Flowers (May, November, December, January)

FAQ

Q Is the school still officially recognised under Japanese law as an Article 1 school if it doesn't use Japanese textbooks?

A Yes. Our school is an accredited Article 1 school authorised as a Special Curriculum School. Students can obtain a Japanese primary school graduation qualification. While the curriculum is based on the national Course of Study, we implement a distinctive educational programme.

Q Will children learn Japanese culture and social norms?

A Yes. Centred on Japanese (Kokugo) lessons, students learn the manners and cultural understanding expected of children growing up in Japan. That said, time spent in Japanese-language and cultural contexts is comparatively limited, so we also ask families to support this learning at home.

Q Do parents need to be able to speak English?

A At the time of admission: No English ability is required of parents. The parent-child interview can be conducted in either Japanese or English, whichever you prefer. After enrolment: Day-to-day communication with teachers is primarily in English, but you are welcome to use translation tools. We have also introduced a communication app that allows teachers and families to message each other in their own native languages.

Q Is the school a good fit for families where both parents work?

A Yes. Many of our students come from households where both parents work. School lunches are provided, so packed lunches are not needed on regular school days. After-school care is also available. All parents are members of the Parents' Association, but participation in its activities is optional.

Q Does bilingual education hinder the development of thinking skills?

A No. In this programme, students are encouraged to continuously ask "why" and develop their thinking through inquiry-based learning. While thinking language may differ among students, we believe both thinking skills and the ability to express ideas in two languages develop together.

Q What level of English is required for admission into the Advanced Group?

A Students are expected to be able to understand basic communication in English and speak in sentences using vocabulary appropriate for 5-6-year-old native speakers. It is desirable that they can also express their thoughts and reasons in English. Admission is based on a holistic evaluation, not English ability alone.

Classroom

Collaborative Workspace

A Classroom for “Learning Together” in the International Class

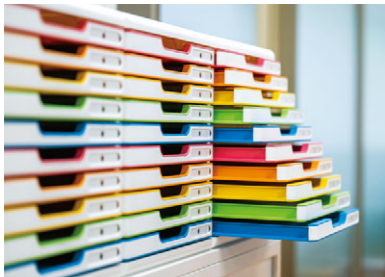


Discussing ideas in groups, working together with friends, and at times sitting quietly with one's own thoughts—this classroom has been purpose-designed for the way the International Class learns. A design that draws out creativity and desk arrangements that naturally invite conversation help children develop their ideas and thinking with real freedom and breadth.



Point

Every corner of the classroom becomes a field for learning together. Curiosity expands and develops into a deeper sense of inquiry.

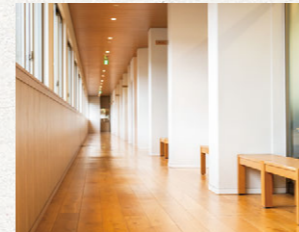


The classroom is stocked with 400 to 500 English books, and children can spend their own kind of time on the Book Tree benches or on colourful rugs. In a space that feels much like an overseas primary school, they grow their own thinking through conversation with friends, deepen their learning, and prepare for a future in which they will fly out into the world.



Facilities

An enriched learning environment that extends across year levels



Corridors



Religion Room



Chapel



Sanctuary



Play Zone



Library



Gymnasium



Multipurpose Hall



School Yard



Swimming Pool



Courtyard Space



Junior-Senior High School Biology Lab

For Your Child's Safety



If Children Are Unable to Return Home

We contact parents by phone, email or via the school website and ask them to come to school to collect their child. Until a parent or guardian arrives, children remain safely in our care at school.



Disaster Preparedness Storage and Supplies

We keep three days' worth of food and essential supplies in stock for every student and staff member, ready for any emergency. In addition to our disaster preparedness store, drinking water and emergency food are also kept on hand.



Mimamorume and Mass Email System for Parents*

Alongside monitoring student safety during arrival and dismissal, we have a system in place to notify parents promptly of class closures, schedule changes due to bad weather, and any emergency announcements.

Mimamorume: A monitoring service that uses IC tags to notify parents of students' entry and exit from school gates.

Uniform

A School Uniform Designed for Children Who Will Thrive in a Global Society

A uniform based on soft brown tones, designed for the International Class. Optional items can be chosen according to personal preference or daily mood. Bottoms are gender-neutral and freely selectable, respecting each student's individuality and comfort. Designed with growing children in mind, features such as adjustable waist and cuffs ensure long-term wearability. This is a uniform that combines functionality with elegance.

Produced by



Winter Formal Style



Summer Formal Style



Cardigan (Brown, Green)



Polo Shirt (White, Navy)

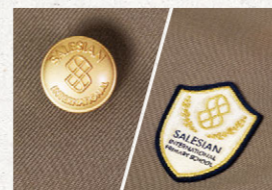
Casual Style



Sleeves feature gathers and slits to accommodate growth comfortably.



Children can use any school bag they like, and a bag featuring the school crest is available as an optional purchase.

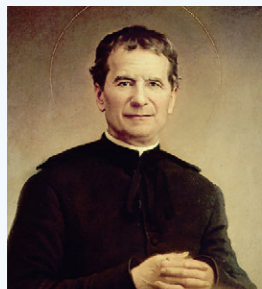


The school crest features on the buttons and the chest. Wear this uniform with pride as you learn and grow.



Founding Philosophy

Seibi Gakuen Educational Corporation is a Catholic mission school, founded on a Christian understanding of the human person and the world, and established to deliver "holistic human formation through the Preventive System," the educational approach put into practice by our founders St John Bosco and St Maria Mazzarello and grounded in reason, religion and loving kindness.



Founder:
St. John Bosco



Co-founder:
St. Maria Domenica Mazzarello

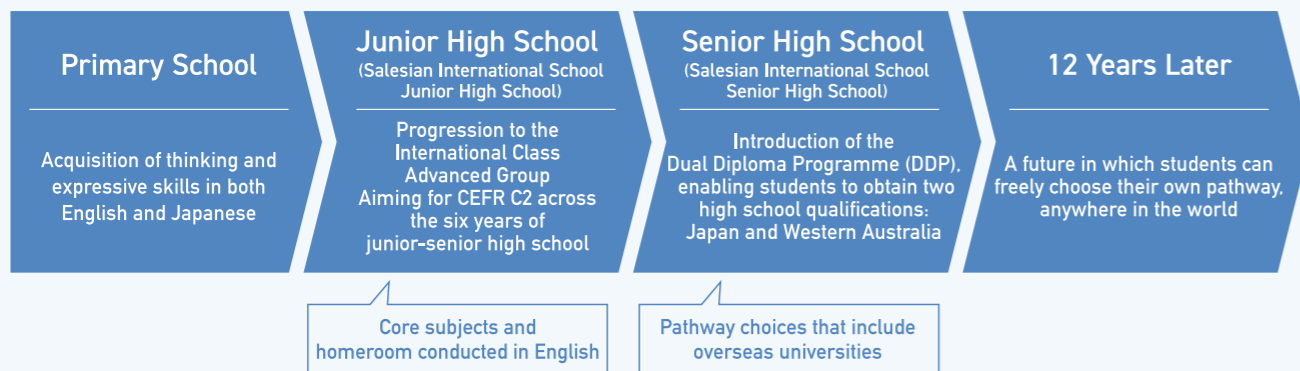
History

Our school's founding body is the Catholic religious congregation of women known as the Salesian Sisters. The Salesian Sisters were founded in 1872 by St John Bosco and St Maria Domenica Mazzarello, with their headquarters in Rome, Italy. They carry out educational work in 98 countries today.

- 1947 Seibi Gakuen Primary School and Seibi Gakuen Junior High School established
- 1951 Seibi Gakuen Educational Corporation established
- 1953 Seibi Gakuen Kindergarten established
- 1958 Dedication of the school's grand chapel
- 1968 Completion of the Seibi Gakuen Primary School building
- 1974 Completion of the Junior and Senior High School General Classroom Building
- 1984 Completion of new primary school building
- 2015 200th anniversary of the birth of Don Bosco
- 2021 Completion of the full renovation of the Junior and Senior High School General Classroom Building
- 2022 150th anniversary of the founding of the Salesian Sisters
- 2026 Renamed Salesian International Primary School; International Class launched
- 2027 Renovation of the Junior and Senior High School General Classroom Building into the Primary School International Class Building, and construction of the North Ground

Pathways and Further Study

After graduating from the International Class, students who meet the specified progression requirements are eligible to advance internally to the Advanced Group of the International Class at Salesian International Junior-Senior High School.



Message



In an age of rapid change, we need learning that looks ahead to the society of a decade or more from now.

**Head of Campus
Kiyomichi Ohashi**

We are living through an era of profound change. The evolution of AI technology is happening at a speed we have never seen before, and it will only keep accelerating. Today's primary school students will enter into a society to make their mark more than a decade from now. That is why we believe it is so important to build the foundations of the abilities they will need to thrive then right from the earliest years of their education. Of course, we continue to teach the essential knowledge and habits of daily life that primary school has always offered, but on top of those foundations we hold the development of students who can think for themselves, form their own judgements, hold their own opinions, and act on them as a core pillar of our educational philosophy. We warmly invite you to come to Salesian International School and acquire the global citizenship skills you will need to flourish in the 21st century.