Hyogo Prefectural Sasayama Industrial High School
School Outline

1 Educational and Management Priorities

Education policy: "Creating a new industrial education with cooperation of all departments"

Since the school's founding in 1933, we have worked to grow young talented individuals to support the development of industry and the region, based on our educational principles of "Autonomy, Cooperation, Perseverance, and Creation". As a member of the UNESCO Associated Schools Project Network, our school continues to nurture specialists who have the flexibility to respond to rapid changes in society and the strength to live independently while collaborating with others who similarly have a love and connection to the region. It is the mission of the school to develop "human resources who support the community" and work on education that contributes to the development of a sustainable community through dealing with various regional problems.

The school is separated into four departments: Mechanical Engineering, Electrical & Construction Engineering, General Business, and Food & Agriculture. It is necessary to develop educational activities that make the most of the characteristics of this school, which is small but has a wide variety of subjects. To this end, all school levels and departments will work closer together than ever before, and collaborate to improve "school power".

2 Key goals

(A) Contribution to regional revitalization

(1) Collaboration with the region: Collaborating with Tamba-Sasayama City and local organizations to contribute to regional revitalization, while encouraging students' active participation in the community and volunteer activities as well as local events and initiatives.

(2) Collaboration with companies: Having all 2nd Year students participate in internships to develop desirable working and professional views through working at local companies, while creating opportunities to learn the needs of companies and communities by inviting business professionals to directly convey opinions from within various fields and through company visits for students.

(3) Exchange with Elementary and Junior High Schools: Working with elementary and junior high schools, taking advantage of the characteristics of each department to teach junior high school students the merits of studying at our school through Open High School and similar visit opportunities, while also creating a system that enables appropriate guidance in school coordinating the academic year with the guidance and health departments.

(4) Disseminating information to the community: Disseminating the results of research projects and internships to locals and providing opportunities for local residents to be kept up to date on our students and educational activities.

(B) Promotion of global education

(1) Overseas School Trip: Organizing a school trip to Guam to improve English proficiency and interact with locals to promote students' understanding of different cultures and broaden their perspectives.

(2) Exchange with sister schools overseas: Exchanging students with the Rose Garden School in Thailand and develop friendly relationships between both schools and students. **This year, especially, we are developing exchanges that make use of video conference systems.

(3) Active acceptance of foreigners visiting Japan: Actively welcoming teachers and students who visit Japan from abroad and having them participate in practical training, etc., to provide an opportunity for students to convey the results of their learning to foreigners.

(C) Development of classes to raise individuals' strengths

(1) Effective lesson improvement: Developing classes that are easy for anyone to understand and incorporating Universal Design principles to devise student-centered classes that are independent and interactive, incorporating ICT into the classroom and improving methods for teachers to review and improve lessons.

(2) Building a curriculum open to society: Developing human resources who support the community through activities that contribute to it; building a curriculum so students can learn the significance and joy of working in the community utilizing the knowledge and skills acquired in class in actual society, while making this policy widely known to locals to obtain further cooperation in school initiatives.

(3) Class instruction and special support education: Cooperating between departments and grade advisors to provide guidance to students who need special support, as well as promoting understanding amongst teachers about class guidance, improving teaching methods, educational affairs regulations etc. through workshops.

3 Departments

(A) Department of Mechanical Engineering

Practical training: Learn the skills necessary for manufacturing such as using lathes, milling machines, machining centers, welding, management, electronic work, material testing and information.

Classroom learning: In specialized subject classes students learn the basic knowledge necessary for manufacturing, such as design, drafting, material properties, electronics and information. Specialized subjects include drafting, machine design, machine work, motors, information technology basics, production system technology and more.

Attainable qualifications ≫ Computational technology certification・Information technology certification・Basic drafting certification・Basic CAD certification・PC technology certification・Machine drafting certification・Arc welding special education・Dangerous material handling・Technical skill (normal lathe, machining center)

Career paths >> 70% of graduates are employed in the manufacturing industry. Utilizing the technology acquired at school, they play an active part their companies. Students who wish to go on to college go on to a four-year college degree or vocational school.

(B) Department of Electrical and Construction Engineering

Students study a wide range of industries in 1st grade before selecting either the electrical or construction streams from 2nd grade and working to excel in specialized fields, learning practical skills and knowledge needed to play an active role in society.

Attainable qualifications ≫ Electrician certification・Chief electrical engineer・Assistant surveyor・Civil engineering /construction management・Dangerous material handling・Special training for small vehicles / small forklifts・Computer literacy・Calculation・Measurement

Career paths >> Many graduates are active in various companies, not to mention local industries. In addition, you can realize a wide variety of career paths such as going into public service, four-year colleges degrees, and various vocational schools.

(C) Department of General Business

A wide range of business skills and knowledge based on bookkeeping, accounting and information processing required for business.

Bookkeeping and Accounting: Corporate accounting, corporate management, how to write and read financial statements

Information Processing: Information ethics, information literacy, information utilization

Business: Area and tourism, sales self-study, service treatment

Attainable qualifications >> Bookkeeping・Business Documentation・Information Processing・Commercial Economics・Secretary・Abacus/Calculation・English・Financial Planning ・etc.

Career paths ≫ 60% of students go on to pursue tertiary education, four-year university using the recommended entrance examination unique to the commercial department. Employment is active in a wide range of occupations, including retail and service finance.

(D) Department of Food and Agriculture

In lessons centered on self-study, students acquire basic knowledge and skills related to agricultural production, and deepen their understanding of food and agriculture through practical activities focused around processing, cooking, distribution, and utilization.

1st Grade: agriculture and the environment / general training / agricultural information processing
2nd Grade: From 2nd grade, students are divided into "Agricultural Creation" and "Food Creation" streams and work to acquire more specialized knowledge and techniques.
Agricultural Creation Stream: Fruit trees, research project, comprehensive training, food manufacturing, horticulture utilization
Food Creation Stream: Fruit trees, research project, comprehensive training, food design
3rd Grade:
Agricultural Creation Stream: Cultivating specialty crops, research project, comprehensive training, food manufacturing, food education practicum, agribusiness
Food Creation Stream: Cultivating specialty crops, research project, comprehensive training, cooking, Sasayama food culture, Food Science
Disseminate learning and research activities to the community
As a member school of the Future Farmers of Japan, an organization of high school students learning agriculture nationwide, our students carry out daily learning through research activities and participate in regional and national competitions as well as sales activities of agricultural and processed products.
Attainable qualifications ≫ Word processing・Information processing・Lettering・Childcare Practice・Calculator・Japanese agricultural certification・Food technology・Clothing production・etc.
Career paths ≫ We provide guidance, support advice not only for employment after graduation but also for going on to specialized tertiary study in areas including agriculture, food processing, nutrition, childcare and nursing.

4 Club Activities

Sports Clubs

Baseball・Soccer・Basketball・Mountaineering・Volleyball・Softball・Soft Tennis・Track and Field・Table Tennis・Kendo・Judo・Hockey・Badminton

Culture Clubs

Brass band・Interact・Tea Ceremony and Flower Arranging・Photography and Illustration・Choir・Agricultural Management・Mechanical・Electrical・Urban Engineering・Commerce・Home Economics・Horticulture・Broadcasting

5 School History

April 2018

Reorganized into four departments: mechanical engineering, electrical construction engineering, general business, agriculture and food.

April 2011

Shinonome branch school became independent as Hyogo Prefectural Sasayama Shinonome High School

April 1963

Renamed as Hyogo Prefectural Sasayama Industrial High School (mechanical, electrical, commercial, daily life department established)

April 1963

Hikami branch school (part-time course) becomes an independent school

April 1947

Prefectural transfer, renamed Hyogo Prefectural Sasayama Agricultural School

March 1946

Moved the school to its current location and renamed it Hyogo Prefecture Sasayama Agricultural School

March 1938

Renamed as Taki Business School

August 1935

Renamed as Hyogo Prefectural College of Business

May 1933

Approval for establishment of Taki Business High School