

Hyogo Prefectural Sasayama Industrial High School

School Outline2023

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1 Educational and Management Priorities

Since the school's founding in 1933, our school has been guided by the educational philosophy of "autonomy, cooperation, resilience, and creativity," producing talents who support the development of industry and the community. Even today, our mission remains to nurture "specialists" who possess the flexibility to adapt to rapid societal changes and the strength to live independently and proactively. We are committed to developing individuals who cherish their hometown, collaborate with others, and tackle various regional issues with high aspirations and capabilities, thus becoming valuable assets to the community. With the completion of departmental reorganization into the Mechanical Engineering, Electrical Construction Engineering, Comprehensive Business, and Agriculture and Food Sciences departments, our school must continue to leverage its unique feature of having a small yet diverse range of departments to the fullest in our educational activities. To this end, we will enhance the collaboration between grades, specialized parts, and departments more closely than ever, with all faculty members uniting to improve our "school power."

2 Key goals

To contribute to the revitalization of the region.

①Collaboration with the community

(A) Starting with Tanba Sasayama City, we collaborate with the region in various forms and undertake initiatives that contribute to the revitalization of the area through the cooperation of all departments.

(B) Utilize the knowledge and skills acquired through exploratory learning, such as "research projects," to lead to creative and independent regional collaboration efforts.

(C) Engage in various local and hometown contribution activities through initiatives such as the "Prefectural High School Attraction Enhancement Project" and the "Hometown Contribution and

Revitalization Project," in collaboration with Tanba Sasayama City departments and the Tanba Prefectural Citizens' Bureau.

(D) In collaboration with the Tanba Civil Engineering Office, implement the "Hyogo Adopt Activity," encouraging students' active participation in community service activities such as local cleaning and planting flower planters.

(E) Actively promote interaction with the community by participating in local businesses and community events through club activities and departmental units.

(F) In collaboration with the PTA, students, guardians, and teachers participate in local traditional events such as the Dekansho dance.

Developing classes that expand the abilities of each and every student.

②Collaboration with corporations and other entities

(A) All sophomores participate in internships, gaining in-depth knowledge of local businesses through their work and promoting career education that fosters desirable work ethics and professional perspectives.

(B) Actively utilizing projects such as "Hyogo's Master Craftsmanship" and "Hyogo's Masters" invitation programs to pass on advanced specialized skills that drive innovation and develop the immediate workforce required by local businesses.

(C) Proactively inviting business professionals to our school, creating opportunities for students to hear firsthand accounts from the field.

(D) Collecting information that businesses and the local community seek through company visits, and connecting this to career guidance that leverages the students' aptitudes.

(E) Exchanging information with institutions related to students' career paths, such as employment service centers and corporate introduction seminars, to provide appropriate career guidance and aim for the realization of students' career goals.

③Exchange with elementary, middle, high, and universities

(A) Actively engage in school exchanges that utilize the unique characteristics of each department, especially informing junior high school students about the appeal and benefits of studying at our school.

(B) Hold an Open High School event twice a year and flexibly accommodate individual visits to communicate the charm of our school to junior high school students, their parents, and junior high school teachers.

(C) By implementing information exchange with junior high schools early, all staff members, not just those in a particular grade, can collaborate to create a system that allows for appropriate guidance after new students enroll.

④Disseminate information to the community

(A) In the third grade, we conduct a "Research Project" presentation, inviting local planners from Tanba Sasayama City and parents, as well as a presentation of internship results by the second grade, to share learning among all students, including the first grade, and to disseminate our school's learning to the community.

(B) We provide opportunities for junior high school students, their parents, and the local community to understand the reality of our students and our educational activities by holding an Open School twice a year.

(C) We will renew our website and actively disseminate information using social media.

Developing classes that enhance each individual's abilities.

①Enhancement of teaching quality

(A) Incorporate universal design principles to create lessons that are easy to understand for everyone.

(B) Reevaluate subject instruction and practical training from the perspective of "proactive and interactive deep learning," and devise student-centered lessons.

(C) Maintain educational equipment and encourage the active use of ICT to improve teaching.

(D) Innovate methods for conducting lesson studies and open classes, and build a system that allows teachers to proactively improve teaching across subjects.

(E) Enhance supplementary lessons before exams and during long holidays to not only solidify basic academic skills but also meet the needs of students seeking advanced learning.

(F) Utilize student learning surveys, student status surveys, and academic achievement tests to comprehensively understand student realities, and tailor goals and instructional directions for each subject.

(G) Promote lesson research using ICT devices and BYOD (Bring Your Own Device).

②translates to "Special support education and instruction by class level.

(A) For students who require special assistance, actively collaborate with external organizations, and conduct guidance in coordination with the academic year, health and hygiene department, and academic departments.

(B) For the implementation of resource room teaching, aim for a common understanding among teachers, and through actual classes, promote improvements in teaching methods, school regulations, and the resource room teaching system.

3 2023 School Mission

Autonomy 「自立」, Collaboration 「協調」, Resilience 「不屈」, Creativity 「創造」

Under the philosophy of these four principles, we aim to nurture individuals with high aspirations who can adapt to rapid societal changes with flexibility and strength. These individuals will be equipped to live proactively and independently, becoming valuable assets to the community. As stewards of their hometowns, they will love their local areas and work collaboratively with others to tackle various regional issues.

4 School Policy

Graduation Policy (A policy regarding the qualities and abilities aimed for in nurturing students)

- ① Cultivate students who possess creativity, utilizing specialized knowledge and skills acquired through deep learning to create new value.
- ② Foster students who love their hometown, actively engage with society and the community, collaborate with others, and contribute to society and the community.
- ③ Develop 'specialists' who have the flexibility to adapt to change and the strength to live robustly.

Curriculum Policy(The policy regarding the organization and implementation of an educational curriculum.)

<Industrial Sciences: Mechanical Engineering and Electrical Construction Engineering>

- ② Enrich practical subjects and actively incorporate new technologies to practice creative manufacturing.
- ③ Increase opportunities for reflective learning to adapt flexibly to a rapidly changing society.
- ④ Strengthen STEAM education and implement interdisciplinary learning programs to apply subject learning to real-world problem-solving.
- ⑤ Enhance collaboration with local communities and other disciplines to develop teamwork skills.
- ⑥ Develop problem-solving abilities with an emphasis on autonomy through specialized subject learning.

<Comprehensive Business Department>

- ① Enhance small class teaching to solidify foundational knowledge and develop each student's abilities.
- ② Offer elective subjects that align with students' career paths.
- ③ Enrich practical training to provide education that enables the acquisition of practical skills.
- ④ Utilize ICT equipment to facilitate learning that improves information gathering and application skills.
- ⑤ Implement practical and experiential learning through the use of external instructors.

<Department of Agriculture and Food>

- ① Develop classes that foster a sense of responsibility through experiential learning that nurtures living things and learn to cooperate with others.
- ② Develop classes that allow students to always be aware of problem solving through project learning.
- ③ Invite external lecturers from various fields to develop more specialized and practical learning.
- ④ Cooperate with local communities to develop community contribution activities and exchange activities throughout the year.
- ⑤ Develop learning that uses ICT devices to enhance the ability to collect and utilize information.

Admissions Policy

<Department of Engineering] > (Department of Mechanical Engineering)(Department of Electrical and Construction Engineering)

- ① We are looking for students who can continue to challenge themselves in various fields, including industrial fields.
- ② We are looking for students who can continue to communicate and collaborate with others.
- ③ We are looking for students who are physically and mentally healthy, self-manageable, cheerful and positive.

<Department of Commerce> (Department of General Business)

- ① We will recruit students who are interested in our specialized subjects.
- ② We are looking for students who are persistent in everything they do and can work toward their future goals.
- ③ We are looking for students who value high school life and have the ambition to do their best in learning activities.

<Department of Agriculture> (Agriculture and Food Sciences)

- ① Recruit students who are interested in the specialized subjects of our school.
- ② We are looking for students who have acquired a sense of norms and are willing to work tenaciously on everything.
- ③ We are looking for students who value high school life and have aspirations to improve, such as actively participating in various experiential learning and exchange activities.

(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, Milling, Mechanical Inspection)

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 · 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 (gardening) ·

5 School History

November 2023

90th Anniversary Celebration

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