



圖文巴明德國際學校

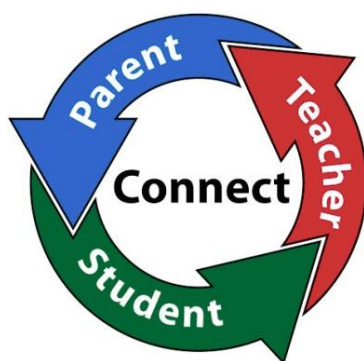
# 明德校刊

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## 校長寄語

### 家長下午茶 & 母親節活動



感恩我們的家長/看護人，上週五到學校參加母親節的活動。我希望所有的母親們都度過了一個愉快的母親節並被孩子們寵愛著。

感謝您及時回复家長調查問卷。如果您還未完成您的問卷，請您盡快填寫，並電郵/發回給我們，我會十分感激。

下一步我會整理所有家長的反饋，並跟大家分享。

## 保護學生，人人有責

### 致力于儿童安全和福祉的声明

明德國際學校致力於為兒童和青少年提供教育和關懷，幫助他們成長為成績優異、受支持，和積極回饋所在社區的學生。

所有來到明德國際學校的兒童和青少年都有權感到安全。我們致力於所有兒童和青少年的安全和福祉。

我們對虐待兒童和其他傷害採取零容忍態度，並致力於以學生的最大利益為出發點並確保他們免受傷害。

學校將學生安全責任放在首位，並致力於提供必要的資源，以確保我校遵守所有相關的兒童保護法律和法規，並維護保護兒童安全的學校文化。

學校社區的每個成員都有責任了解他們個人和集體所扮演的重要而具體的角色，以確保把所有學生的福祉和安全放在他們做事和做決定的首要位置。

## 學生保護是每個人的事

在明德國際學校工作的所有員工每年都會接受兒童保護培訓，並在有空餘時間進行進一步的在職兒童保護培訓。工作人員必須立即向校長 Miss Ann 或其他學生保護聯繫人之一，王亦晶老師，林姝妤老師，報告任何形式的虐待兒童（身體、忽視和情感）的證據或疑慮。

學校校區有展示兒童保護聯繫人信息，學生們通過每週的校長集會和健康安全課，接受安全實踐的教育。這些課程都是使用 Daniel Morcambe 的兒童保護課程。

有關確保兒童安全的更多信息，請訪問明德國際學校的官方網站。有關學生保護的問題，可以與我們的任何一個學生保護聯繫人討論。

## 體育

繼游泳班取得成功後，明德再繼續尋找機會，讓學生有機會參加每週體育課以外的體育活動/運動。

如果您對我們的體育項目有任何建議，請隨時與我們聯繫。

電子郵件 [admin@ming-de.qld.edu.au](mailto:admin@ming-de.qld.edu.au) 電話 07 4630 6813

## 音樂

請問您的孩子會彈奏樂器嗎？



考慮到我們可以在學校為您的孩子提供學習樂器的機會，我們很想了解在我們的學生中有多少會演奏樂器。

如果您的孩子會彈奏樂器，請您發郵件/打電話給學校 [admin@ming-de.qld.edu.au](mailto:admin@ming-de.qld.edu.au) 電話 07 4630 6813，請提供你孩子的名字及他們所會彈奏的樂器。

明德國際學校每個學期都有一個主題，老師們會把它融入到課程和實踐中。

今年的四個主題是：

- 第一學期 - 孝
- 第二學期 - 悌
- 第三學期 - 忠
- 第四學期 - 信

這四個主題是從八德中選的，它們是佛陀的教義的一個框架，是我們的基本準則：

孝敬父母，友愛兄弟姐妹，忠誠守信，仁愛，和諧，和平。

我們教學的目的是提升學生使其成為有道德並正直的社會成員。成為這樣一個人的標準是上述的美德和關心、尊重、幫助和關愛他人。

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## 重要通知

### 雨靴



雖然最近有很多陰雨天氣，但雨靴並不適合在學校穿著。上週我們注意到到幾個年幼的學生在休息時穿著靴子走路和跑步都舉步維艱，而且整天穿著雨靴腳會熱和出汗。所以請確保您的孩子/們每天都穿著校鞋來上學。

### 髮卡

不可以



可以



我們注意到許多女生上學時戴的髮夾數量每天都在增加。這些髮夾有不同的形狀、大小和顏色，如附圖所示。請每個女生每天上學時戴的小髮夾數量不超過兩個，而且都是我們學校統一的顏色-藍色。

## 重要通知

### 文具袋內額外的文具



今年推出文具包是為了確保所有學生都能使用相同的文具，並減少互相之間的借用。但是，最近將各種小的文具帶到學校的風氣又開始了，把這些小的文具互相分享會影響到課堂的秩序。

請家長/看護人們每天上學前檢查孩子們的書包，以確保書包裡只有學校統一發的文具。

### 美術課罩衫



請為您的孩子/們帶上一件長袖美術課罩衫或舊T恤，並暫時存放在學校用來上美術課時使用。

我們希望在您的孩子/們在創作他們自己的藝術品時盡量不要把顏料和膠水弄到校服上。

### 午餐袋



請父母/看護人，為您的孩子準備一個午餐袋，用來存放用餐時的碗和餐具。

### 購買校服

我們學校的制服商店將於下週重新營業。營業時間為每週四。

由於疫情的原因，請至少提前一天，致電學校的辦公室預約購買時間。如果您本人不方便來學校，我們也可以送貨到淨宗學院。

# What are students learning in term 2?

## Year 4 Subject Descriptors

### MATHS

This term, we will mainly focus on fractions and decimals. Students are investigating equivalent fractions and count by quarters, halves, and thirds, including with mixed numerals. Students also need to make connections between fractions and decimal notation. We will also compare and describe two dimensional shapes that result from combining and splitting common shapes. Students will use Tangrams to explore the combinations of common shapes.

### TECHNOLOGY

This term, we are learning to use Excel to record data and to make graphs. We will use Excel to record the number of different types of rubbish we bring to school. Students will also learn how to do the main 4 calculations using Excel.

### HASS

This term, we are continuing with the History unit where we learn in depth of Aboriginal and Torres Strait Islander People. We will investigate how long they have been connected to the land and their traditional ways of living before the European settlement. Students will write their own questions and conduct online research to find reliable resources to guide their investigations.

### SCIENCE

This term, we have a Physics unit where we learn about different types of forces, such as gravity, friction, and magnetism, and identify their applications in our everyday lives. We write predictions, hypotheses and conduct fair tests to find valid evidence.

### VISUAL ARTS

Students continue to learn about the basic elements of Visual Art: line, shape, colour, texture, and tone, to make their own artworks that are inspired by artworks they experience both in class, and in their own personal time. They will use visual conventions, techniques and processes learned in class, to communicate their ideas.

### CHINESE

Year 4 students have successfully learnt the foundation of Chinese Pinyin and explored Chinese through recognising the traditional Chinese characters and the components, strokes, and the sequence of writing Chinese characters. This term we focus more on handwriting. Students are provided more opportunities to write Chinese characters in a standard way following certain sequence in the context of invitation, dinner time and celebrations.

Students engage with Chinese culture through participating in community and school-based celebrations, rhyming verse, songs, poetry, and stories.



## Year 4 Subject Descriptors

### ENGLISH

We will explore a variety of narrative texts which come from our Australian Dreamtime, from modern authors, Asian cultures and Torres Strait Islander peoples. Our first one is Charlie and the Chocolate factory. We are using this text to improve and practice certain literacy skills, particularly

- Oral language (through shared and guided reading, songs and discussions).
- Reading and reading comprehension (syllabifying, decoding unfamiliar vocabulary and looking at different viewpoints).
- Spelling (through a program known as Words Their Way) which is tailored to the individual level of each student.
- Writing particularly recount and narrative. Also developing their knowledge of grammar, concentrating on tense and understanding how an interesting sentence is put together.

### HEALTH - Being Healthy, Safe and Active

Using the Daniel Morcombe Child Safety Curriculum Year 4 students will learn how to Recognise, React and Report when they are feeling unsafe. They will have the opportunity to recognise, and understand, Safety Clues and Situational Awareness - which means using the clues around us to help us decide if we are unsafe.

### PE

This term, we will finish off the “skip roping” unit where students learn and practise various skipping techniques like twister, bell hop, one foot hop etc. We will also learn the main health benefits of skipping. Students are also practising badminton to enhance their team skills.

### MUSIC

We will cover the following topics:

- In Aural Training we will experience high and low, echo rhythms, and the difference between steps and leaps.
- In Sing & Play we will learn the song “Tafta Hindi” to sing and perform on tuned and untuned percussion, to improvise new lyrics, and to perform it as an ensemble. We will also start to learn “Monkey and the Turtle.”
- For the Composition section we will improvise a melody on a tuned instrument using the first five notes of the A minor scale, create a one bar melodic pattern and write it using stick notation, and create another composition using musical dominoes also to be written down.
- Finally, in the Connect section we listen to part of a Mozart Symphony, the theme from Dr Who, and the song “What a Wonderful World” to examine instruments of the orchestra, how these pieces compare with music of today, how music affects its listeners, and what messages music gives to us.

## Year 2/3 Subject Descriptors

### SCIENCE & TECHNOLOGY

Year 2 will be learning about mixtures in our unit for chemical sciences. Students will investigate how materials can be combined to make the things we use and consume every day. In this unit, students will study the materials used to make a three-layered face mask and understand how each part has its own purpose. They will identify the ingredients in mixtures and their uses.

[It would be appreciated if parents could help students explore and understand](#) that mixtures are a combination of 2 or more substances. Parents may discuss the different ingredients used to make different foods and drinks at home, as well as the ingredients of different mixtures found at home (E.g., paints, soap, foods, drinks etc.).

### MATH

In term 2, Year 2 students will develop understandings of:

- Units of time – telling time (o'clock, half past, quarter to) and working with a calendar
- Features of 2D and 3D shapes
- Fractions – halves, quarters, eighths of shapes and collections
- Interpreting maps
- Multiplication and division
- Money – Counting coins and notes
- Area of shapes

[It would be appreciated if parents could help children practise counting money, telling the time at home and begin learning their times tables up to 5.](#)

### ENGLISH

This term Year 2 will read, view, and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts and create an alternative character description to present to an audience of peers.

[When reading or having conversations with children at home, it would be appreciated if parents could discuss the characters and how they are depicted.](#) E.g., The bear was big and scary, or the princess was very brave and strong.

### HASS

In term 2, Year 2 will explore how changes in technology have shaped our daily life. In this unit students will identify how and why the lives of people have changed over time while others have remained the same and compare objects from the past and present.

[At home, it would be appreciated if parents could share and discuss with children about the types of technology our parents and grandparents used in the past and how they worked compared to what children see and use today.](#) E.g., typewriters and computers or oil lamps and lights etc.

## Year 2/3 Subject Descriptors

### CHINESE

Students will continue exploring the foundation aspects of Chinese language through Pinyin. They have learnt the 23 initials and started a new journey of learning vowels, four tones and the rules. They will learn to recognise basic character forms that represent familiar objects and ideas and convey significant cultural meanings.

Students who have successfully learnt the foundation of Chinese Pinyin, will continue learning components, strokes, and the sequence of writing Chinese characters. This term we focus more on handwriting. Students are provided with more opportunities to write Chinese characters in a standard way following certain sequence. They develop the awareness of the structure of each character by recognising the components and strokes. They confidently use Chinese for class activities and group responses, participating in active listening and action-related talk, pronunciation game and play.

Students engage with Chinese culture through participating in community and school-based celebrations, songs, and stories.

### HEALTH - Being Healthy, Safe and Active.

Students will be doing a unit on Child Safety, accessed through the Daniel Morcombe Child Safety Curriculum. They will look at what being safe means, and what unsafe means. They will have the opportunity to learn how to Recognise, React and Report when they are physically unsafe or feeling unsafe in a range of situations. We will be learning about key safety messages and strategies to keep safe.

### VISUAL ARTS

Last term students learned about and explored use of line, one of the basic elements of Visual Art. This term students will continue to explore the use of line, as well as focussing on shape - another basic element of Visual Art. They will have the opportunity to make artworks in different forms to express their ideas, observations, and imagination, using different techniques and processes involving both line and shape.

### MUSIC

We will cover the following topics:

- In Aural Training we will include echo singing, echo rhythms, pitch direction, and simple and compound metres.
- In Sing & Play we will learn the song “Charlie Over the Ocean” to sing and perform on tuned and untuned percussion, to add improvisations individually and as an ensemble. We will also start to learn “La Cucaracha.”
- For the Composition section we will create musical ideas to express emotions using a limited range of notes, write them down, perform and explain them to the class, and work with a partner to combine our ideas.
- Finally, in the Connect section we will explore instruments of the orchestra, the concept of timbre, and using an example of popular music from the late 1930s to discuss where and why people create music.



## Prep/Year 1 Subject Descriptors

### SCIENCE

Prep and Year 1 students learn the common features of a plant and the importance of each body part through planting, drawing, and observing the plants on campus. They investigate how plant absorb water by implementing a science experiment “Rainbow Cabbage” and “Red Celery”. Students explore the animals that live in water and on land to develop awareness of different plants and animals that live in different habitat to meet their needs. They learn the consequences of habitat, changes by seasonal reason, human activities, and natural causes so that they know how important it is to look after our planet to be a better home for all of us.

### MATHS

Prep and Year 1 students will review the numbers we have learnt last term and further explore ordinal numbers and number words. Students will make connections between number names, numerals, and quantities of objects. They will learn to order small collections and group objects based on common characteristics and sort shapes and objects to create patterns. Students will develop confidence and concept with number sequences and skip count by twos, fives and tens starting from zero. Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

Prep: Develop the concept of ‘parts of a whole’ and ‘halves’. Prep students learn to recognise Australian coins and notes by the value and features.

Year 1: Develop the concept of fraction and recognise one-half as one of two equal parts of a whole, one quarter as one of four equal parts of a whole, extend to one eighth for advanced learners as part of the differentiation. They learn to add, subtract, and compare money amount in addition to identifying Australian coins and notes by the value and features.

### TECHNOLOGY

This term, we are continuing with the “farm technology” unit where we talk about the design of farms, and how modern technologies are used to help farmers. Students use Lego blocks to create their ideal farms with animals, fruits, and vegetables.

### HASS

This term students will be continuing their learning about Family, with a focus on exploring and investigating their personal and family histories, how families are similar/different and how families celebrate together important celebrations.

## Prep/Year 1 Subject Descriptors

### ENGLISH

Students will experience:

- Phonic and sight word knowledge and recall.
- Reading and writing skills: decoding and putting sounds together to write simple words and sentences.
- With the support of a reading log, readers and parent supervision the students will take part in our home reading program.
- Speaking and communicating confidently in English to each other and an audience. Towards the end of the term, we will share songs and stories which we have written.

### CHINESE

Students continued exploring the foundation aspects of Chinese language through Pinyin - single initials, some compound initials, four tones and the rules. Students confidently use Chinese for class activities and group responses, participating in active listening and action-related talk, pronunciation game and play. They will be immersed in the sounds and sights of Chinese. They read short texts in Pinyin, share ideas about daily life and adapt the language they know to different contexts. Classroom interactions are mediated by teacher demonstrating, questioning and interactive talk in Chinese. Students learn to create phrases in Pinyin and structure simple sentences and short paragraph in Pinyin under certain circumstances.

Students begin to engage with Chinese culture through participating in community and school-based celebrations, songs, and stories.

### HEALTH - Being Healthy, Safe and Active.

Students will be doing a unit on Child Safety, accessed through the Daniel Morcombe Child Safety Curriculum. They will look at what being safe means, and what unsafe means. They will have the opportunity to learn how to Recognise, React and Report when they are physically unsafe or feeling unsafe in a range of situations. We will be learning about key safety messages and strategies to keep safe.

### VISUAL ARTS

Last term students learned about and explored use of line, one of the basic elements of Visual Art. This term students will continue to explore the use of line, as well as focussing on shape - another basic element of Visual Art. They will have the opportunity to make artworks in different forms to express their ideas, observations, and imagination, using different techniques and processes involving both line and shape.

歡迎 Anna Robb 老師

# English Alive!



我們的目標是熱愛文學

來到明德國際學校工作是我的榮幸和快樂的源泉，因為這裡的重點是自我的覺醒和升華。

我在新西蘭接受了師資培訓，並在公立、天主教和 吠陀 學校任教了 32 年。我有兩個已成年的孩子和三個孫子。我最近從陽光海岸的馬萊尼搬到 Highfields，我還在慢慢熟悉這個地區，還在尋找哪裡可以買到好的有機蔬菜！感謝淨宗學院的有機菜園和小商店。

我最後職教的地方，是馬萊尼的河流學校，我在那裡教學了 20 年。這所學校以人類價值觀為基礎，通過澳大利亞課程、日常冥想和瑜伽來支持孩子們成為更有同情心、更有用的人。

當我來到 Highfields，我發現了這所重視靈性價值觀並和我共鳴的學校。當時就我就希望這所學校有一天能有一個職位空缺。

我很樂意在此教學，並且非常享受和孩子們教學相長的過程。



Ming-De International  
School Toowoomba

48 Althaus Rd  
WESTBROOK QLD  
4350 Australia  
Mon. – Fri. 8:30-16:30

PHONE

07 4630 6813

E-MAIL

admin@ming-de.qld.edu.au

WEBSITE

www.ming-de.qld.edu.au

## 溫馨提示

請您把最新的聯繫方式更新給學校，以便我們及時和您溝通。如需更改家長或學生的個人資料（如電子郵件、家庭住址、家庭電話、移動電話或緊急聯繫方式等），請發郵件至 [admin@ming-de.qld.edu.au](mailto:admin@ming-de.qld.edu.au)。

明德校刊

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### ✓ 《家長信息手冊》

《家長信息手冊》中文已翻譯完畢。如果您需要一份中文版本，請發送郵件至 [admin@ming-de.qld.edu.au](mailto:admin@ming-de.qld.edu.au)，學校工作人員將予以回復。

### ✓ 食物過敏

請您注意不要將堅果類或含有堅果的食物帶到學校作為學生的點心和午餐，這可能會導致其他學生過敏。

### ✓ 遲到

如果您的孩子在早上 8:30 以後到校，請先到學校接待處，學校會安排工作人員將您的孩子送到教室。

### ✓ 中文翻譯

如果您需要中文版的學科介紹，請發郵件至學校郵箱 [admin@ming-de.qld.edu.au](mailto:admin@ming-de.qld.edu.au)。

