



Ming-De International School Toowoomba Inc

校學際國德明巴文圖



PARENT INFORMATION HANDBOOK

January, 2022 *Volume 1 | Issue 3*

www.ming-de.qld.edu.au

PRINCIPAL'S WELCOME



I would like to take this opportunity to welcome your child/children to our school and you to the school community. This booklet has been prepared as a guide to enable you and your child/children to feel part of the school as quickly as possible. We hope that the Ming-De International School experience for all our students will be a rewarding and stimulating. Our aim is to foster spiritual, intellectual, physical and social development in each student through participation in programs of study and other activities appropriate to their diverse needs, abilities and aspirations in order to foster the core values of Sinology and the teachings of the Buddha.

We believe that all young people have unique attributes and strengths that should be celebrated by allowing them to enjoy and be challenged through learning. Our community believes that educational opportunities should help young people to develop a sense of pride and respect (for self and others), challenge them to broaden their horizons (socially, emotionally and academically) and realise their dreams of finding their place in an ever-changing global society.

An important aspect of the educational beliefs of Ming-De International School is that an important factor affecting your child/children's development is the relationship between staff and parents/caregivers, school and home. Staff recognise, encourage, value and support the role of parents/carers and their involvement in our school, cooperating with parents to provide education for their children. We invite you to be our partners in meeting the needs of your child/children, helping them to acquire new skills for living within a happy, friendly, caring, school environment.

If you have any areas of concern please contact either your child/children's teacher or a member of the leadership team. We look forward to sharing with you the learning experiences of your child/children.

Ann Marie Pawsey (Miss Ann)

Principal Ming-De International School Toowoomba

校長的歡迎信

熱烈歡迎您和您的孩子來到圖文巴明德國際學校。這本家長信息手冊能夠幫助您，讓您和您的孩子儘快感受到自己已經成為了學校的一部分。我們希望明德國際學校的學生都能擁有一個有受益的和受鼓舞的經歷。我們的目標是通過參與適合學生不同需求，能力和願望的學習計劃和其他活動，促進每個學生的精神，智力，身體和社會發展，以培養漢學的核心價值觀和佛陀的教義。

我們相信，所有年輕人都有獨一無二的特質和優勢，應該讓他們通過學習來獲得享受和接受挑戰。我們的社區認為，教育應該幫助年輕人培養自信和尊重感（對自己 and 他人），挑戰並拓寬視野（社會，情感和學術），實現他們在不斷變化的全球社會中找到自己位置的夢想。

明德國際學校教育信念的另一個重要方面是：教職員工，家長/看護人，學校和家庭之間的關係影響您孩子發展的一個重要因素。教師認可、鼓勵、重視和支援家長/照顧者，與家長/照顧者合作，同時也為他們的孩子提供教育。我們邀請您成為我們的合作夥伴，以滿足您孩子的學習需求，幫助他們在快樂，友好，關懷的學校環境中生活，並獲得新技能。

如果您有任何疑慮，請聯繫您孩子的老師或學校領導團隊成員。我們期待與您分享您孩子的學習經歷。

Ann Marie Pawsey (Miss Ann)

Principal Ming-De International School Toowoomba

圖文巴明德國際學校校長

VISION – MISSION – VALUES

Ming -De International School will provide a nurturing environment, by enriching our students with care. Ming-De International School is a dynamic learning community encouraging the development of students' personal character and gifts, whilst experiencing joy in learning and excellence in teaching in a supportive co-educational Sinology and Buddhist environment

The core value of Sinology and Buddha's teachings will be the basic spirit of building our school. Through the study of Scripture Sinology/Chinese, our students will:

- Respect parents.
- Respect the teacher.
- Friendly fellowship.
- Be cautious and trustworthy.
- Become a kind and ethical person.

Vision

At Ming-De, we will provide a nurturing environment, enriching our students with care. The Australian curriculum will be taught with Sinology and the teachings of the Buddha as our underlying ethos using a bi-lingual mode based on the principals of Content and Language Integrated Learning (CLIL).

在明德，我們將提供一個培育的環境，關懷和豐富我們的學生。澳大利亞課程將以傳統文化的漢學和佛陀的教導為基礎，採用基於內容和語言綜合學習（CLIL）原則的雙語模式。

Through the principles of Sinology, we will:

通過學習傳統文化，我們將會：

1. Love and respect our parents.
愛和恭敬父母
2. Respect teachers and elders.
恭敬老師和長輩
3. Be kind to our siblings.
友愛兄弟姐妹
4. Be mindful and trustworthy in our daily lives.
在日常生活中謹慎和真誠
5. Build strong relationships with and learn from kind and virtuous people.
向善良的和有德行的人學習

Mission

At Ming-De, our focus is to:

在明德，我們將注重：

1. Foster a community of students with equal opportunities who will be engaged lifelong learners.
培育一個機會均等、終身學習的學生群體。
2. Encourage students to become capable, competent, co-contributors and active participants in their own learning who are able to problem solve and think creatively and critically.
鼓勵學生成為有能力的、共同貢獻者和積極參與到自己的學習中，學生能夠自己解決問題，擁有創造性和批判性的思考能力。
3. Instill children with a strong sense of duty and belonging, and a sense of achievement in all they do.
幫助學生建立強烈的責任感和歸屬感，做事有成就感。
4. Provide opportunities for exploring and investigating while being respectful to self, others and the environment.
在尊重自己、他人和環境的同時，提供探索和調查的機會。
5. Foster strong, respectful relationships with students, their families, and the wider community.
與學生、學生的家庭和更廣泛的社區建立牢固的、相互尊重的關係。
6. Encourage responsibility toward the natural environment and awareness of sustainability by being kind, compassionate, caring, and confident local and global citizens.
培養學生對自然環境的可持續發展意識，並成為善良、富有同情心、有愛心和自信的當地和全球公民。

Values

EXCELLENCE

We value the process of striving for excellence, the desire to produce one's best at all times. We value inquiry and intellectual growth of all students, recognising their different learning needs, encouraging them to be creative, engaged and lifelong learners.

我們重視追求卓越的過程，期望能夠利益大眾。我們重視所有學生的探究和智力成長，認識到他們不同的學習需求，鼓勵學生成為具有創造性、參與性和終身學習者。

RESPECT

We demonstrate a respect for others irrespective of difference and show consideration for ourselves and for one another. We strive to understand the needs and expectations of others and by our actions seek to meet them. We are a community that values and respects effort, achievement and a love of learning.

我們表現出對他人的尊重，無論差異如何，要為他人著想。我們努力理解他人的需求和期望，並通過實際行動來幫助大家。我們是一個尊重努力、成就和熱愛學習的群體。

COURTESY

We demonstrate courtesy by being polite, showing consideration of others and using good manners at all times. It is a way of acting with people which makes them feel valued, cared for, and respected.

我們表現出禮貌，表現出對他人的尊重，並始終保持良好的行為舉止。這是一種與人相處的方式，可以讓對方感到被重視、關心和尊重。

PRIDE

Pride stands for perseverance, respect, integrity, discipline and excellence. It is shown through the development of a strong sense of duty and belonging, and a sense of achievement in all we they do.

自信感代表著毅力、尊重、正直、自律和卓越。它通過強烈的責任感和歸屬感，以及所做一切的成就感表現出來。

PERSONAL RESPONSIBILITY

We are committed to making a positive contribution to our school and to others. This requires a spirit of service and a willingness to accept challenges we may not otherwise consider and the persistence to see these challenges through.

我們致力於為我們的學校和社會大眾做出積極的貢獻。這需要一種服務的精神和接受困難挑戰的意願，以及克服這些困難的頑強毅力。

INTEGRITY

We value strength of character, honesty and courage, guided by a strong moral code of behaviour. We take responsibility for our actions, we seek out ways to contribute and we keep our promises.

我們重視以堅定的道德行為準則為指導的德行、真誠和勇氣。我們對自己的行為負責，我們尋求做出貢獻的方式並會信守承諾。

SENSITIVITY

We are kind, compassionate and think about other's feelings.

我們善良、富有同情心並會考慮他人的感受。

TOLERANCE

We accept people for who and what they are - even when they are different to us.

我們包容並接受對方的差異。

INCLUSION

We recognise that the world is a rich and diverse place. With a collaborative spirit and a daily commitment to compassionate, considerate behaviour, we celebrate diversity in all its forms and commit to creating a school that is safe and welcoming to all.

我們認識到世界是一個豐富多彩的地方。本著富有愛心、同情心和協作的精神，我們包容各種各樣的形式，並致力於創建一所安全和歡迎所有人的學校。

SCHOOL DIRECTORY

School Administration

Board Chair	Venerable Wuchin (Hui-Loo Wee)
Managing Director	Venerable Wu Zhuang (Chio-Chen SHAO)
Principal	Ann Marie Pawsey (Miss Ann)
General Manager	Tony Wang
Academic Manager	Lim Shuyu (Miss Eileen)
Facilities/Resources Manager	Tang Shun (Andrew Tang)
Accountant	Eunice Wang

Teachers

Prep/Year 1	Zhang Yuguo (Miss Jessie) and Anna Robb (Miss Anna)
Year 2	Sophia Duong (Miss Sophia)
Year 4	Cathy Yan (Miss Cathy) and Anna Robb (Miss Anna)
Moral/Religious Course	Venerable Zhiyang
Chinese Language Course	Zhang Yuguo (Miss Jessie)
ACARA Co-Curricula Program	Deb Tully (Miss Deb)
Special Education Teacher	Rebecca Long (Miss Bec)

Teacher Aides

Prep/Year 1	Kris Li (Miss Kris)
Year 2	Jia Huang (Miss Jia)
Year 4	Hsieh Kaifan (Mr Kevin)

Office Administration

Yong Guo
Vicky Cao
Crystal Zhang

OFFICE HOURS

The School office is open between 8:30am and 4:30pm.

STUDENT ABSENCE (Reporting your child absence from School)

Telephone: (07) 4630 6813

Email: admin@ming-de.qld.edu.au

2022 SCHOOL DATES

Semester One

Term 1

Registration Day	Friday 28 January
Term 1 begins	Monday 7 February
Term 1 finishes	Friday, 1 April
Public/Community holidays	
Chinese New Year	1 February - 2 February
School Opening Ceremony	(to be advised)
Toowoomba Show	Friday, 25 March

Term 2

Term 2 begins	Tuesday, 19 April
Term 2 finishes	Friday, 24 June
Public holidays	
Easter	Monday, 18 April
ANZAC Day	Monday, 25 April
Labour Day	Monday, 2 May

Semester Two

Term 3

Term 3 begins	Monday, 11 July
Term 3 finishes	Friday, 16 September
Public holiday	
Pupil Free Day	Friday, 2 September

Term 4

Term 4 begins	Tuesday, 4 October
Term 4 finishes	Friday, 9 December
Public holiday	
Queen's Birthday	Monday, 3 October

SCHOOL DAILY PROGRAM

8:30am – 9:00am	Chinese Reading (Monday Assembly)
9:00am – 10:00am	Session 1
10:00am – 10:30am	Tea Break
10:30am – 12:30pm	Session 2
12:30pm – 1:30pm	Lunch
1:30pm – 2:15pm	Session 3
2:15pm – 2:25pm	Break
2:25pm – 3:05pm	Session 4
3:05pm – 3:20pm	Tea Break
3:20pm – 4:00pm	Chinese Reading (Tuesday Home Practice)
4:00pm – 4:30pm	Learn & Practice



MING-DE INTERNATIONAL SCHOOL CURRICULUM

The core values of Sinology and the teachings of Buddha will be the underlying ethos on which our school will be built.

明德國際學校的基本理念是基於漢學的核心思想和佛陀的教育。

The planned learning that will be offered and enacted by our school, is much more than simply a syllabus, our curriculum will be dynamic and encompass:

我們學校將提供和實施的學習計劃，不僅僅是一個大綱，我們的課程將是動態的，包括：

1. the goals and core values of the Alice Springs (Mparntwe) Education Declaration and the achievement standard and principles of the Australian Curriculum to educate our children by promoting excellence and equality in all our endeavours;
Alice Springs (Mparntwe) 教育宣言的目標和核心價值觀，以及澳大利亞的成績標準和原則，通過我們的努力來促進優秀和平等的教育。
2. learning in a protected, safe and secure nurturing environment catering for their individual developmental requirements while encouraging them to become confident and creative individuals who will be knowledgeable and prepared for further learning as they continue on their educational journey;
讓學生在一個受保護的、安全的、有保障的環境中學習，以滿足他們個人的發展需要。同時鼓勵學生成為自信和有創造力的人，在學習中做好準備。
3. opportunities which encourage and facilitate the growth of the whole child, spiritually, physically, emotionally, intellectually and cognitively through our Sinology teachings;
通過漢學的學習，鼓勵和促進學生在精神、身體、情感、智力和認知上的全面成長。
4. support and guidance for students through the teaching of Religious/Moral Course, the tenets of Guidelines for Being a Good Person and Ancient Chinese Reading to embrace the principles of Sinology and the teachings of the Buddha in their daily living;
宗教/道德課程中《弟子規》和經典讀誦的教學，教導學生將漢學和佛陀的教導落實在日常生活中。
5. practice the virtues of filial respect, interpret the stories of Morality and Ethics and follow sages and saints as their role models and,
踐行孝道，闡釋倫理道德的故事，並以聖賢人為榜樣。
6. commit to developing an active and healthy lifestyle that respects all beings and the environment around them.
致力於發展一種積極健康的生活方式，尊重所有的生命和他們周圍的環境。

The Australian Curriculum is designed to teach students what it takes to be confident and creative individuals and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

澳大利亞課程旨在教導學生如何成為一個自信且有創造力的人，並成為積極的和知情的公民。課程為學生在他們的學校生活中，應該學習的東西設定了目標 — 無論他們住在澳大利亞的任何地方，無論他們上任何一所學校。

What are the learning areas of the Australian Curriculum?

澳大利亞課程有哪些學習科目？

From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

從一年級到十年級，學生要在以下八個科目發展知識和技能：

1. English
2. Mathematics
3. Science
4. Health and Physical Education (HPE)
5. Humanities and Social Sciences (HASS)
6. The Arts
7. Technologies
8. Languages

From Foundation to Year 10

In the early years, priority is given to literacy and numeracy development as the foundations for further learning. As students make their way through the primary years, they focus more on the knowledge, understanding and skills of all eight learning areas.

在學前班階段，學生識字和算術能力的提升，被認為是進一步學習的基礎。隨著學生進入小學，他們會更加關注所有八個學習領域的知識、理解和技能。

In secondary schooling, students are taught by specialist teachers. Towards Year 10, the curriculum is designed so students develop skills for civic, social and economic participation.

Students also have opportunities to make choices about their learning and to specialise in areas of interest. The curriculum assists students to consider pathways for study in senior secondary schooling from a range of academic and vocational options.

English

In the first year of school, students view, listen to and enjoy texts that entertain and inform, such as picture books or, rhymes. They begin to learn to read and create texts.

Typically, students will:

- ▶ communicate with others in familiar situations
- ▶ read stories with one or more sentences, pictures and familiar vocabulary
- ▶ recognise rhyming words, syllables and sounds
- ▶ recognise letters and the most common sounds the letters make
- ▶ listen to, read and view picture books, stories, poetry, information books, films and performances
- ▶ write some words
- ▶ recognise some words and develop skills in 'sounding out' words
- ▶ create their own texts such as giving information orally or in writing; presenting a narrative, which may include pictures.

Creates a text that includes a picture



Number, order, sequence, pattern, position

Mathematics

In the first year of school, students develop a sense of number, order, sequence, pattern and position in relation to familiar settings.

Typically, students will:

- ▶ connect numbers, their names and quantities up to 20
- ▶ count numbers in sequences up to 20, continue patterns and compare lengths of objects
- ▶ use materials to model problems, sort objects and discuss answers
- ▶ group and sort shapes and objects
- ▶ connect events with days of the week
- ▶ develop an understanding of location words, such as *above*, *outside*, *left*.

Connects events with days of the week.

Health and Physical Education

Students learn through active play, and practise fundamental movement skills. They learn about how their body is growing and changing, about their strengths, how to be healthy, safe and active, and about respectful relationships with others.

Typically students will:

- ▶ use their strengths to help others
- ▶ name trusted people in their community, who can help them stay safe and healthy
- ▶ describe emotions of people who are happy, sad, excited, tired, angry, scared or confused
- ▶ group foods into 'eat always' and 'eat sometimes'
- ▶ move in different speeds and directions, be aware of others and follow rules
- ▶ play games from different cultures
- ▶ move in time with a partner when music is played.



Humanities and Social Sciences

By experimenting, practising and playing in familiar situations, students use their natural curiosity to make sense of their world, and to develop history and geography knowledge and skills about people and places.

Typically, students will:

- ▶ explore their personal world, including personal and family histories
- ▶ investigate places they and their families live in and belong to
- ▶ find out about other places through stories told in books, or by family members and other people, and how people feel about places
- ▶ explore why places are special and how students and other people can care for places.



Identifies a place that is special to them.

Science

Through exploration and observation, students learn how science works. They explore their world to find answers to questions.

Typically, students will:

- ▶ explore the needs of living things
- ▶ investigate the properties of everyday materials
- ▶ explore changes in our world, for example, the weather
- ▶ explore how things move.

The Arts

Students share their experiences and understanding of themselves through exploring the arts and artworks.

Typically, students will:

- ▶ in Dance, watch others dance and respect those around them when they are dancing
- ▶ in Drama, use role play to act out familiar events or stories
- ▶ in Media Arts, use a camera to record images for others to view
- ▶ in Music, explore sounds when listening, singing and making music
- ▶ in Visual Arts, respond to and create a variety of artworks by drawing and painting.



Creates artworks by drawing and painting

Technologies

Through exploration, design and problem-solving, students learn how technologies work.

Typically, students will:

- in Design and Technologies
 - ▶ design and create solutions to challenges through guided play and by safely using materials and equipment
- in Digital Technologies
 - ▶ work safely online, represent data as pictures, symbols and diagrams, and sequence steps to solve simple problems.



Uses a tablet to sequence steps

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- ▶ imitate sounds, rhythms and patterns of a language
- ▶ use simple words and phrases, and non-verbal communication strategies in familiar situations
- ▶ read and write simple words with visual support.

English

The English curriculum for Years 1 and 2 places a strong focus on the development of literacy. Students listen to and enjoy texts that entertain, inform and persuade, such as picture books, non-fiction and film. Students grow into more independent readers, learn to create a range of different texts and become more confident when they communicate.

Typically, students will:

- ▶ listen to, read, view and talk about simple information books, stories, films and some online texts
- ▶ independently read books and discuss what they have read or viewed with other students, teachers or family members
- ▶ sound out or recognise words
- ▶ use simple punctuation, such as capital letters and full stops
- ▶ write about their experiences, tell a story or talk about topics they have covered in the class
- ▶ spell a number of common words correctly and write in sentences
- ▶ add pictures to what they write
- ▶ produce their texts using computers or other devices
- ▶ listen and give talks to the class about a topic they are interested in
- ▶ develop readable handwriting.

Creates a short informative text for a specific purpose.



Which character did you choose to make? Why?
I chose the very hungry caterpillar because I like curly caterpillars.

How did you use Eric Carle's techniques to create your character?
I painted my paper green because the very hungry caterpillar is green. I washed the paper with blue and white Sharpies. I had to overlap the paper on each other. I mixed white and dark green to gether to make light green.

Mathematics

Mathematics

Mathematics in Years 1 and 2 places a strong focus on the development of numeracy. Students are introduced to mathematical symbols and language to communicate and explain mathematical ideas; they pose basic mathematical questions and develop simple strategies to investigate and solve simple problems.

Typically, students will:

- ▶ describe number sequences and locate numbers on a number line
- ▶ represent simple fractions using pictures
- ▶ learn about Australian money
- ▶ describe and draw shapes and objects, and use units to measure length
- ▶ learn to tell the time from an analogue clock, and use a calendar to determine the date
- ▶ describe the outcome of a chance event
- ▶ collect and investigate data collected from simple problems.

Count and colour the hundreds chart by 2's from different starting numbers.

202	204	206	208	210	212	214	216	218	220
212	214	216	218	220	222	224	226	228	230
222	224	226	228	230	232	234	236	238	240
232	234	236	238	240	242	244	246	248	250
242	244	246	248	250	252	254	256	258	260
252	254	256	258	260	262	264	266	268	270
262	264	266	268	270	272	274	276	278	280
272	274	276	278	280	282	284	286	288	290
282	284	286	288	290	292	294	296	298	300

Describe any patterns you see. There is 2 on one side and 2 on the other and that makes 4.

Count and colour the hundreds chart by 2's from different starting numbers.

202	204	206	208	210	212	214	216	218	220
212	214	216	218	220	222	224	226	228	230
222	224	226	228	230	232	234	236	238	240
232	234	236	238	240	242	244	246	248	250
242	244	246	248	250	252	254	256	258	260
252	254	256	258	260	262	264	266	268	270
262	264	266	268	270	272	274	276	278	280
272	274	276	278	280	282	284	286	288	290
282	284	286	288	290	292	294	296	298	300

Describe any patterns you see. They all start with 2.

Demonstrates counting patterns

Health and Physical Education

Students start to learn more about themselves and explore their abilities. Through physical play with and without equipment, they learn skills like problem-solving and persistence, and become more confident and cooperative.

Typically, students will:

- ▶ practise what to do and how to get help when they feel uncomfortable or unsafe
- ▶ talk about similarities and differences in families
- ▶ talk about actions that make the classroom a healthy, safe and active place
- ▶ recognise and practise various emotional responses
- ▶ learn simple movement skills and understand how their body reacts to physical activity
- ▶ learn to take turns, share equipment and include others in games and activities.



Humanities and Social Sciences

In Years 1 and 2, experimentation, practice and play in personal and familiar situations aim to harness students' curiosity about people, places and how things work, to make sense of their world and develop history and geography knowledge and skills.

Typically, students will:

- ▶ investigate family life now and in past generations, and how families are diverse
- ▶ investigate natural and human-made features of places, how the world is represented on maps, and students' connections to other parts of the world
- ▶ explore changes in their lives and their environment, such as change of seasons and how people celebrate
- ▶ explore how technology affects people's lives at home, work, play and in other ways, now and in the past.

Science

In Years 1 and 2, students learn to investigate by observing and exploring the world around them and by posing and answering questions. They learn to organise their observations, look for patterns and make predictions about their world.

Typically, students will:

- ▶ learn about living things and the environment; look for patterns that occur in life cycles of living things
- ▶ explore how they can change or combine everyday materials
- ▶ examine how light and sound are produced
- ▶ investigate simple systems, including water systems, in our environment and how these affect the way we use water.

The Arts

Through various art forms, students, independently or in groups, participate to express and reflect their growing understanding of the world. They begin to learn arts technical skills.

Typically, students will:

- ▶ in Dance, dance alone and with others, being aware of the space and people around them
- ▶ in Drama, engage in role play and act out plays based on stories from the community
- ▶ in Music, listen to and create music and discuss how it makes them feel
- ▶ in Media Arts, discuss media images of characters and settings in community stories
- ▶ in Visual Arts, explore a variety of materials to create and display their art works for others to view.



Technologies

Through exploration, design and problem-solving, students learn how digital and other technologies work and how to create solutions with technologies.

Typically, students will:

in Design and Technologies

- ▶ design and safely make a product, for example, create a musical instrument using recycled materials
- ▶ explore how food and clothing are produced and how food can be prepared for healthy eating

in Digital Technologies

- ▶ represent data as pictures, symbols and diagrams
- ▶ break down a problem into parts and sequence the steps in finding a solution, for example, controlling a toy with digital technologies.

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- ▶ use simple words and phrases to respond to instructions and participate in shared learning experiences
- ▶ with visual support, read simple phrases and sentences that have familiar vocabulary, and write some words and simple sentences.
- ▶ gain insights into other cultures and ways of relating to the world.

English

In Years 3 and 4, students read and write about familiar content that relates to other learning areas. Students read more difficult texts on their own, such as chapter books and non-fiction information and can write in different styles.

Typically, students will:

- ▶ read and understand a range of different types of texts that explore imaginative and informative topics
- ▶ recognise and write texts that persuade and explain
- ▶ write imaginative texts that include characters and events
- ▶ recognise that pictures or graphics can be important to add meaning
- ▶ recognise different kinds of language used in text, depending on the audience and purpose
- ▶ learn information or ideas from texts
- ▶ use mostly correct grammar, including simple and compound sentences
- ▶ use accurate spelling and punctuation, and edit their own writing
- ▶ plan and make presentations to the class
- ▶ engage in discussions to share ideas and information, communicating clearly with others.

Mathematics

In Years 3 and 4, students further develop their understanding of number, patterns and relationships, measurement and geometry. Modelling fractions and decimals using concrete materials is a crucial focus at this stage.

Typically, students will:

- ▶ choose strategies to add, subtract, multiply and divide
- ▶ represent the value of money and make simple calculations
- ▶ recall multiplication facts
- ▶ represent fractions on a number line
- ▶ explore addition, subtraction and multiplication number patterns
- ▶ measure temperatures, lengths, shapes and objects
- ▶ solve problems involving time, and read maps
- ▶ create symmetrical shapes and classify angles
- ▶ construct graphs and list a likelihood of events.

Can you create a multiplication number pattern that includes the number 60? My rule is $3 \times$

3, 6, 9, 12, 15, 18, 21, 24,
27, 30, 33, 36, 39, 42, 45,
48, 51, 54, 57, 60

These are some of the numbers that would appear in the 3x table pattern. This is the 20th term. Because 30 is the tenth term and 60 is twice that by 3 you get 90.

I knew that 90 was in it so you would be able to have 2 90's in it which would add up to 180. 180 is in it which 90 + 90 = 180. 180 is in it which 2 180's would be in it which

180	x	360
180	x	360
360		1080

Creates a multiplication number pattern and explains their thinking.

Science

Students develop their understanding about how science relates to their lives. They pose and answer questions and investigate in a more systematic way, developing understanding of a fair test and variables.

Typically, students will:

- ▶ observe heat as a form of energy and investigate how it affects solids
- ▶ explore regular and predictable cycles through a study of day and night
- ▶ explore the action of forces
- ▶ realise that living things form parts of ecosystems
- ▶ understand that actions of humans can have an effect on their world.



Humanities and Social Sciences

Students draw on their growing experience of the community and beyond, and use observations and information sources to develop understandings about history, geography, civics and citizenship.

Typically, students will investigate:

- ▶ diverse people, cultures and environments in Australia and neighbouring countries; how different individuals and groups have contributed to their communities, past and present
- ▶ significant days in Australia's history, such as Australia Day, Anzac Day and Sorry Day
- ▶ early explorers and British colonisation of Australia
- ▶ diverse cultures of Aboriginal and Torres Strait Islander Peoples, and those who live and lived in the local area
- ▶ geographic characteristics of Africa, South America and Australia, and how natural resources are used and managed
- ▶ rules and laws, and how the local government makes decisions and serves their community
- ▶ groups they belong to, and how people contribute to the community and the environment through responsible actions.

Health and Physical Education

Students learn about changes they experience as they grow up, valuing difference in others. They develop more complicated movement skills.

Typically, students will:

- ▶ talk about challenge, risk, success and failure, and how these affect the way they see themselves
- ▶ keep themselves and others safe and healthy in and out of the classroom
- ▶ build positive relationships and become more aware of emotions
- ▶ understand their own family background, and value all people and cultures including their own
- ▶ play games in a range of outdoor places
- ▶ improve their skills in different activities
- ▶ use rules, scoring, tactics, fair play and teamwork.

The Arts

Students participate independently or in groups to express and reflect their growing understanding of the world through different art forms. They further develop their technical skills in The Arts and explore how others create art works.

Typically, students will:

- ▶ in Dance, create dances to tell a story
- ▶ in Drama, develop performances from stories or picture books
- ▶ in Media Arts, use technologies to change images, add words and record sounds
- ▶ in Music, sing and explore instruments to create music
- ▶ in Visual Arts, look at an artist's work and create their own, experimenting with materials, such as paint, crayons, markers and colour pencils.

Technologies

Students build on concepts, skills and processes developed in earlier years of Design and Technologies, and Digital Technologies.

Typically, students will:

in Design and Technologies

- ▶ draw, label and model ideas when designing and producing solutions such as creating a toy that moves
- ▶ plan steps to produce solutions and learn to manage their time

in Digital Technologies

- ▶ identify and learn how to follow safety rules when working online
- ▶ identify problems and solve them, for example, identifying stages of a game and decisions that a player must make to win
- ▶ create a range of digital solutions, such as coding simple interactive games.

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- ▶ participate in classroom routines, interactions and learning activities that involve listening, responding and initiating
- ▶ learn new words and use familiar vocabulary to make simple statements and ask simple questions
- ▶ communicate in familiar interactions and situations such as participating in performances and play
- ▶ explore the relationship between culture and ways of communicating.



STUDENT CODE OF CONDUCT

Ming-De International School seeks to form a community where all participating bodies - the board, the staff, the students, the parents and community - are involved together in creating a harmonious and stimulating atmosphere in which our students can develop a feeling of self-worth, a sincere respect for others, and a sense of personal responsibility and commitment to their school and to the wider community.

明德國際學校旨在建立一個社區，讓所有參與的團體——董事會、教職員工、學生、家長和社區——共同參與創造一個和諧的、激勵人心的氛圍。在這個氛圍中，我們的學生能夠培養自我的價值感，真誠地尊重他人，以及意識到個人的責任感和對學校、對社區的承諾。

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations support the school's aims to provide a supportive Sinology and Buddhist environment and provide a consistent message across the staff and school community.

學校重視溝通的重要性，期望所有教職員工能夠和學生進行及時地、有效地溝通。學校的辦學宗旨即提供一個漢學和佛陀教育的學習環境，並為教職員工和學生提供一致的信息。

Classroom strategies that reflect a proactive whole-school learning and teaching focus for all students and develops effective student safety and wellbeing policies and practices are achieved through:

課堂策略反映了全校積極主動的學習和教學重點，為所有學生制定有效的學生安全和健康政策，通過以下途徑實現：

1. **Quality relationships and partnerships** – the fostering of respectful interpersonal relationships among and between all community members;
2. **A commitment to justice and service** – identifying and eliminating barriers that hinder students' participation and achievement;
3. **Diversity is respected and valued** – welcoming and including students from culturally diverse backgrounds; responding to the diverse needs of students who experience learning and social-emotional difficulties;
4. **Social and emotional learning** – developing students' social/emotional skills, qualities of self-discipline, reciprocal responsibility, responsible decision making and a social conscience;
5. **Effective networks of care across the community** – partnerships with parents, the wider Pure Land community, support services and health services;
6. **Supportive Organisational structures** – the establishment of specific whole-school approaches and structures, processes and arrangements to support student formation and redirection, grievances and appeals;
7. **Communicate** with parents and guardians on matters relating to the educational development and behaviour of their children.

Working in partnership with School staff, there is an expectation that Parents/Guardians have a responsibility to:

與學校的教職人員協作，家長/監護人有責任做到：

1. guide their children to an understanding of the School's expectations of student behaviour and conduct;
引導孩子了解學校對學生行為準則的要求。
2. support the School in providing a meaningful and appropriate education for their child;
協助學校為孩子提供有意義的和適當的教育。
3. work in partnership with the School to solve problems;
與學校合作解決問題。
4. provide support for teachers in implementing the Code of Conduct;
為教師執行學生行為準則予以支持和配合。
5. communicate relevant information and concerns to the School.
有問題或情況及時與學校溝通。

BULLYING, CYBERBULLYING AND HARASSMENT

Ming-De International School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

明德國際學校認為，為學生提供一個安全且積極的學習環境是至關重要的，並且要學會尊重和接受學校內部的個體差異和多樣性。

Bullying is not tolerated at Ming-De international School.

明德國際學校不容忍欺凌的行為發生。

It is our policy that:

1. bullying be managed through a whole-of-school approach involving students, staff and parents/carers through the creation of a “no bullying” culture within the School community;
2. staff training;
3. bullying prevention strategies be implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/carers to recognise bullying and respond appropriately;
4. bullying response strategies be tailored to the circumstances of each incident;
5. effective management of bullying incidents when reported;
6. effective record keeping procedures;
7. initiation of corrective actions where necessary;

8. any cyberbullying incident that affects the wellbeing of a student will be addressed, even where initiated outside of School hours or School grounds;
9. staff establish positive role models emphasising our no-bullying culture;
10. bullying prevention and intervention strategies are reviewed, and their impact is evaluated, on an annual basis against best practice.

Ming-De International School recognises that the implementation of whole-school prevention strategies is the most effective way of eliminating, or at least minimising incidents of n=bullying within our community.

明德國際學校認為，全校實施全方位的預防策略，是消除或減少校園欺凌事件發生的最有效途徑。

GENERAL INFORMATION

ATTENDANCE

Every Day Counts. Education is the key to life and so we value learning for every child. Your child is required by law to attend School unless ill or for exceptional circumstances.

每一天都至關重要。教育是生活的關鍵，明德國際學校重視每個孩子的學習。法律要求您的孩子必須上學，除非生病或有特殊情況。

Attendance is:

- ✓ Encouraged and supported
- ✓ Monitored
- ✓ Reported

As required by legislation, the School must keep the evidence of any student's absence information. If your child will be absent from School you should either ring the School on (07) 4630 6813 between 8:30 am to 4:30 pm on School day or send an email with the reason for the absence (admin@ming-de.qld.edu.au).

根據法律規定，學校必須保留學生的缺課證明。如果你的孩子將缺課，您可以在上學日的上午 8:30 到下午 4:30 之間，致電 (07) 4630 6813 或發送電子郵件，向學校說明缺課原因 (admin@ming-de.qld.edu.au)。

Children are expected to be involved in all School activities including swimming and other physical education lessons. An explanation is required if your child is unable to participate in lessons because of medical or extenuating circumstances.

孩子應參與學校組織的所有活動，包括游泳和其它的體育課程。如果您的孩子因為身體原因或其它情況而不能參與課程，您將需要向學校提供說明。

Before School Expectations

There are no teachers on duty prior to 8.30am. Children arriving at School before 8.30am will need to be wait with the parent in the carpark. All playground equipment is out of bounds before School, even with a parent present.

上午 8:30 之前學校沒有老師值班。因此，8:30 之前到校的學生，須在家長陪同下在停車場等候。等候期間，即使有家長在場，校園內所有的操場設施一律禁止使用。

COLLECTION OF MONEY

Payment methods include:

A. Bank Transfer to School Account

Account Name: Ming-De International School Toowoomba

BSB Number: 034 221

Account Number: 746 565

B. Paying in Person

Fees can be paid by Electronic Fund Transfer, Cheque and EFTPOS (Transaction Fees may be charged).

費用可以通過電子資金轉賬、支票和 EFTPOS 支付（可能收取手續費）。

COMMUNICATION

Communication between home and School occurs through:

家校溝通可通過以下幾種方式：

1. School website
2. Term Report (end of each semester)
3. Interviews sought by parents and/or teacher
4. Informal conversations - in person, by telephone
5. School newsletter
6. School Email
7. SMS messages

In addition, Ming-De International School is now providing **PARENT LOUNGE** for our parents. Its function includes:

明德國際學校開始為家長提供 **PARENT LOUNGE** 平台。

1. Parent Teacher Interview Booking
2. Updating family information
3. Attendance information
4. View Academic Report (functioning in 2022)
5. View School Calendar
6. School fee information

Parents will receive an email guiding them to access Parent Lounge and book their Parents Teacher Interviews.

家長們會收到一封郵件，是有關如何使用 Parent Lounge 平台預約親師之間的面談。

COMPLAINTS MANAGEMENT

Our staff are committed to working with parents as partners in your child's learning. Most school problems can be resolved by making an appointment to discuss them with your child's teacher. Not only is it a courtesy to always make this your first step in resolving a problem, by doing so you will also be complying with the School's Complaint Handling Policy.

我們的教職員工期待在孩子學習的過程中，與家長保持良好的協作和配合。發生的大多數問題都可以通過預約的方式，和孩子的老師討論來解決。因此，建議將此作為解決問題的第一步，這也符合學校的投訴處理流程。

The three levels of complaint handling

Level 1: Discussion with staff member - contact the class teacher or other relevant staff member to discuss your complaint. This is best done by making an appointment through the school office. The staff will work with you to resolve the problem.

Level 2: Escalate the complaint to a more senior staff member within our School - it is recommended parents contact the Principal who will work with you and the staff member to resolve the problem.

Level 3: Dissatisfied with the outcome of review - parents may ask for a review of their complaint and may wish to formalise the complaint. To do this, you may write to the Principal who will acknowledge the complaint with a written reply as soon as possible.

Concerns must be shared in a respectful and courteous manner with appropriate language. Interviews will be terminated immediately should unacceptable behaviour occur. Complaints made against employees are managed in accordance with the Ming-De International School Child Safety Guidelines and Procedures.

Parents should not deal with issues that arise at school by approaching a staff member or other parents or children about the issue.

DRESS CODE AND SCHOOL UNIFORM

The Ming-De International School dress code encourages students to take pride in their school and themselves by always wearing the uniform correctly. All students are expected to adhere to the dress code. Parents/carers are advised of this requirement when committing to the School's Enrolment Policy.

明德國際學校的著裝要求，鼓勵學生始終穿著校服，讓學生以自己的學校和自己為榮。所有的學生都要遵守學校的著裝規定。在閱讀學校的招生政策時，家長/照顧者就應當知曉學校的著裝要求。

Parents are responsible for ensuring that their child/ren comply with the dress code before they leave for School each day. The dress code involves maintaining appropriate dress standards and includes **wearing the School uniform at all times**.

家長有責任確保孩子每天上學前，都遵守學校的著裝要求。著裝要求包括，在學校期間任何時候，學生都要穿著校服。

This includes when:

以下情況需穿校服：

1. attending or representing the School;
來校上學或代表學校時;
2. travelling to and from School;
來回早晚往返學校時;
3. engaging in School activities out of School hours;
在課後時間參加學校活動時;
4. wearing the full sports uniform to participate in PE practical lessons.
上體育課時，身穿全套運動服。

The School uniform includes:

**Winter Uniform
(2-piece suit)**



\$75

**Summer Uniform
(2-piece suit)**



\$86

Winter Double Side Vest



\$88

**Sports Uniform
(3-piece suit)**



搭配三件套(2)

\$88

Hat



\$17

New School bag



\$30

A. Excursions:

Students are required to wear school uniform when on an excursion for health and safety reasons unless the venue stipulates an alternative safety dress code, e.g., a rainforest excursion may require arms and legs to be covered, School camp.

出於健康和安全的考慮，學生在郊遊時必須穿校服，除非場地有其它安全的著裝要求，例如去熱帶雨林遠足，可能需要遮住手臂和腿。

B. Uniform Standards:

All students are expected to adhere to the following standards.

所有學生都應遵守以下規定。

Shoes

Black joggers are recommended.

推薦黑色的慢跑褲。

Hats

School hats (formal and sports) are a compulsory part of the uniform. Hats should be worn, with the appropriate uniform, on excursions and when students are outside.

學校的帽子（正式的和運動的）是校服的一部分。學生外出或遠足時，應戴帽子，並穿著合適的校服。

Hair

Hair must be neat, brushed and regularly trimmed. Hair is to be tied back if shoulder length or longer.

頭髮必須保持整潔，梳理和定期修剪。如果頭髮長及肩膀或更長的，則要綁在後面。

Sun Safe Policy

The School has a '**No hat, no play in the sun**' policy, which is enforced by all staff on playground duty. A blue bucket hat or blue wide brim hat is required if children are going to be outside playing or working. No sun visors or caps are allowed as they do not provide adequate sun protection.

學校有“不戴帽子，不可以在陽關下玩耍”的規定，這包括所有在操場的教職員工都必須遵守。如果孩子們要在外面玩耍或學習，必須戴一頂藍色的水桶帽或藍色的寬邊帽。禁止使用遮陽板或遮陽帽，因為它們不能提供足夠的防曬保護。

Sunglasses are acceptable for outdoor activities. The School takes no responsibility for loss or damage.

戶外活動可以戴太陽鏡。如有遺失或損壞，學校概不負責。

Jewellery

The wearing of jewellery is discouraged.

禁止佩戴首飾。

ENTRANCE TO THE SCHOOL

After entering Althaus Road, the blue sign of the School is at the entrance of School. The parking lot is on the left-hand side of the School gate.

進入 Althaus 路後，明德國際學校的藍色標誌就在學校入口處。停車場在進入學校大門的左手邊。

To enter through the gate, please call Ming-De number as directed.

要進入學校大門，請先撥打指示牌上的明德聯繫電話。

Upon leaving School, please drive to the School side door located on the left-hand side of the entrance, drive along the parking lot to see the exit (Refer to the signs provided).

離開學校時，請將車沿停車場行駛至出口（請參閱指示牌）。

EMERGENCY RECORD

Emergency contact numbers are critical for each child in case of accident, serious illness or custody orders. To ensure that this record is kept up to date, it is essential that parents/carers notify the School immediately of any changes to:

在發生事故、重病或接到監護令時，緊急聯繫電話對每個孩子都至關重要。為確保此聯繫方式是最新的，如有任何更改，請家長/照顧者必須立即通知學校：

1. home and work address and phone numbers;
家庭、工作地址和電話號碼;
2. emergency contacts, names and telephone numbers of persons NOT living with you who have your permission to collect your child;
經您許可接孩子的非同住人員的緊急聯繫人、姓名和電話號碼;
3. serious illnesses, allergies, disabilities, etc;
嚴重疾病、過敏、殘疾等;
4. legal access to children who have custody arrangements.
對孩子有法律監護權。

EVACUATION AND LOCKDOWN DRILLS

In order to ensure the safety of students, staff and visitors, evacuation and lockdown drills are practiced on a regular basis.

為確保學生、教職員工和來訪者的安全，學校會定期進行疏散和封鎖演習。

FOOD ALLERGIES

At Ming-De we do not promote that we either 'ban nuts' or are 'nut-free'. We consider that being 'allergy aware' is a more appropriate term.

在明德，我們不宣傳我們“禁止堅果”或“無堅果”。我們認為有“過敏意識”是更為適宜。

Whilst we do not claim to be 'nut-free', minimising exposure to particular foods such as peanuts and tree nuts can reduce the level of risk. This can include removing nut spreads and products containing nuts from the School canteen/Kitchen but does not include removing products that 'may contain traces' of peanuts or tree nuts.

雖然我們並不聲稱“不含堅果”，但儘量減少接觸花生和堅果等特定食物可以降低風險水準。這可以包括從學校食堂/廚房中清除堅果醬和含有堅果的產品，但不包括清除“可能含有微量”花生或堅果的產品。

To provide, as far as practicable, a safe and supportive environment in which students at risk of allergies, dietary restrictions and intolerances can participate equally in all aspects of the student's Schooling.

在可行的範圍內，為有過敏、飲食限制和不耐受風險的學生提供一個安全、支持性的環境，使他們能夠平等地參與學生學業的各個方面。

It is possible as a supportive community to reduce or minimize students' exposure to potentially harmful foods. As a School, we therefore encourage:

作為一個支持性的社區，可以減少或儘量減少學生接觸潛在的有害食品。作為一所學校，我們鼓勵：

1. washing hands before and after eating;
飯前飯後洗手；
2. keeping utensils or containers clean and hygienic;
保持器皿或容器清潔衛生；
3. students informing a teacher if they have nut products, so they do not sit too close to students with allergies.
學生如果有堅果製品，請告知老師，以免過敏的學生坐得太近。

HOMWORK POLICY

Ming-De International School believes homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning.

明德國際學校認為家庭作業為學生提供了鞏固課程學習的機會，幫助學生在課堂之外養成不斷學習的良好習慣，還可以讓家庭成員參與到孩子的學習中來。

Homework that enhances student learning:

提高學生學習能力的家庭作業：

1. is purposeful and relevant to student's needs;
有目的性並與學生的需求相關；
2. is appropriate to the student's phase of learning;
適合學生的學習階段；
3. is appropriate to the capability of the student;
適合學生的能力；

4. develops the student's independence as a learner;
培養學生獨立學習;
5. is varied, challenging and clearly related to class work – allowing for time for recreational, family and cultural activities.
多樣化、具有挑戰性並且與課堂作業明顯相關， 留出時間娛樂和活動。

Homework tasks will focus on literacy and numeracy and may include:

家庭作業將側重於讀寫和計算能力， 可能包括：

1. daily reading to, with, and by parents/cares or other family members;
2. linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings;
3. conversations about what is happening at school;
4. extension of class work, projects and research;
5. high frequency words, phonics revision and spelling;
6. number facts;
7. counting and revision of number concepts;
8. mathematics dimension (measurement - length, width, and height);
9. short revision work sheets;
10. opportunities to write for meaningful purposes;
11. developing students' independence as a learner through extension activities such as investigating, researching, writing, designing and making;
12. activities that contribute to the completion of class assignments and projects.

Reading is an important part of the homework each night. Reading increases your child's vocabulary, expands your child's understanding of the world, and gives them confidence when using language. Reading is also an important way to make the link between spoken words and written words.

閱讀是孩子每晚家庭作業的重要組成部分。閱讀可以增加孩子的詞匯量，擴大孩子對世界的理解，在使用語言時給予他們信息。閱讀也是連接口語和書面語的重要方式。

Teachers can help students establish a routine of regular, independent study by:

老師可以通過以下方式幫助學生建立定期的、獨立的學習習慣：

1. ensuring the School's homework policy is implemented;
2. clearly communicating the purpose, benefits and expectations of all homework;
3. checking homework regularly and provide timely and useful feedback;
4. using homework that is varied, challenging and directly related to class work and appropriate to students' learning needs;
5. explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework;
6. giving consideration to other academic and personal development activities (School based or other) that students could be engaged in when setting homework;

7. discussing with parents and caregivers any developing problems concerning their child's homework and suggesting strategies to assist with their homework.

Students can take responsibility for their own learning by:

學生可以通過以下方式，對自己的學習負責：

1. being aware of the School's homework policy;
2. discussing with their parents/carer's homework expectations;
3. accepting responsibility for the completion of homework tasks within set time frames;
4. following up on comments made by teachers;
5. seeking assistance when difficulties arise.

Parents/Carers can help their children by:

家長/照顧者可以通過以下方式，幫助他們的孩子：

1. reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity;
2. helping them to complete tasks by discussing key questions or directing them to resources;
3. encouraging them to organise their time and take responsibility for their learning;
4. contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework.

INFORMATION TECHNOLOGY

Ming-De is committed to the pursuit of excellence in Learning and Teaching through the promotion and integration of learning technology into education programs.

明德致力於通過學習技術的推廣和融入教育項目，追求卓越的學習與教學。

An ICT agreement operates within the School to ensure acceptable use of the computers and network systems. With this comes responsibility and the necessity to teach children the ICT agreement associated with using expensive equipment and accessing the internet.

'Cyber-safe' practices are also promoted and practiced.

學校有 ICT 協議以確保計算機和網絡系統的可接受使用。隨之而來的是責任和必要性，教導孩子使用昂貴的設備和訪問互聯網相關的 ICT 協議。“網絡安全”將會推廣和實踐。

EARLY DEPARTURE

A student is leaving early any time before 3:00pm. All parents/carers of students leaving early should have advised this through a phone call or email to the School Reception Office.

A parent/carer must come in person to the Reception to pick up and sign out your child.

學生在下午 3 點之前離校，即視為早退。所有早退學生的家長/照顧者，應通過電話或電子郵件通知學校接待處。家長/照顧者必須親自到接待處接走您的孩子並簽字離開。

LATE ARRIVAL

A student is considered to have arrived late any time after 9:00am. All students arriving late will sign in at the School Reception Office and will be accompanied to their classroom by an Administration Officer. If the Student Attendance Officer observes a student has made a habit of arriving late, or is late for three consecutive days, they will inform the School's Academic Manager to follow up with parents/carers.

學生在上午 9 點以後到校，即視為遲到。所有遲到的學生都要在學校的接待處簽到，並由學校的工作人員陪同到教室。如果學校的接待人員發現學生有遲到的習慣，或者連續三天遲到，將通知教務主任與其家長/照顧者聯繫。

LIBRARY

All children are able to borrow books from our Library every week. A Library bag will be given to students on enrolment to the school.

所有學生每週都可以從圖書館借書。學生在入學時，可以免費領取一個圖書館專用袋。

MEDICAL

From time-to-time it may be necessary for medication to be administered to students during school hours, or whilst on excursions, to keep them safe. Parents/Guardians must notify the school of all medical conditions that may require the administration of prescription medication to their child during school hours.

在學生上學或在短途旅行期間，有時可能有必要給孩子用藥，以保證孩子的健康和 safety。家長/監護人必須將所有可能要在上課時間，給孩子開處方藥的情況通知學校。

It is our policy that:

1. staff do not administer minor analgesics such as paracetamol to students without written authorisation from the student's parents/guardians;
2. prescribed medication will only be administered where a student's parents/guardians has provided written permission to the school;
3. parents/guardians are responsible for keeping the school updated if their child's requirements for prescription medication changes;
4. parents/guardians are responsible for providing the prescribed medication and collaborating with the school in organising arrangements for supply, administration and storage of the prescribed medication;
5. an individual health care plan will be developed for each student who is required to take prescription medication during school hours;
6. individual health care plans are stored appropriately and updated regularly. Individual health care plans are communicated to relevant staff in a confidential manner;
7. students must not carry medications unless there is a written agreement between the school and the student's parents/guardians that is a planned part of the

student's individual health care plan (for example, in some cases, a student's immediate access to prescribed medication is very important for the effective management of conditions such as asthma and students at risk of anaphylaxis and it is appropriate that the student carry the medication on their person as a planned part of the student's individual health care plan);

8. the school allows administration of Chinese Medicine with signed **Request to Administer Medication at School** form from the Parents/Guardians;
9. the school provides appropriate first aid facilities;
10. the school ensures that teaching staff have appropriate first aid training.

NEWSLETTER

In 2022, the newsletter will be produced regularly during each term and sent out electronically and available through the Parent Lounge and school website.

2022 年學校的校刊，將在每個學期通過 Parent Lounge 和學校網站，以電子郵件的方式定期發送。

SCHOOL BUS

Ming-De International School provides a School bus 5 days a week. The School bus departs from Pure Land College at 8.00am each morning and returns students to Pure Land College around 5:00 pm each afternoon. Students who take the School bus must arrive at Pure Land College before 7:55am. To ensure students arrive at the school for the start of their lessons, the bus departs at 8:00am and is unable to wait for any students who arrive late.

明德國際學校每週提供 5 天的班車。校巴每天早上 8 點從淨宗學院出發，下午 5 點左右送學生回到淨宗學院。為確保學生能夠準時到校，校車會在早上 8 點準時出發，乘坐校車的學生須在早上 7:55 前到達學院。

Students are fully supervised on the bus each day by School staff.

校車上會有學校的工作人員全面監管。

The school certainly understands that at times there is a need for a parent/carer to ask another parent/family member to pick up their child from Pure Land at the end of the school day.

對於有時家長/看護者，需要讓其他家長/家庭成員，在放學時去淨宗學院接他們的孩子，學校是充分理解的。

However, the supervision duties of the staff accompanying the children on the bus does not allow them to hand over your child to someone else unless we have received a permission note to inform us of this arrangement.

但是，陪同孩子上校車的工作人員的監督職責，不允許他們將孩子交給其他人，除非我們收到了家長的許可告知。

If you are a parent/carer who has an arrangement with another parent/family member to pick up your child, please fill in the **Parent Pick-up Permit Form** and email back to the school

as soon as possible. This information will then be added to the daily bus roll and the staff will then know that at times someone else will be picking up your child.

如果您是家長/照顧者，並安排其他家長/家庭成員有時會接送孩子，請盡快填寫家長接送許可，並電郵至學校。這些信息會被添加到乘坐校車的登記表中，工作人員會知道有時會有其他人來接您的孩子。

For those times that you haven't planned for and find the need for someone else to pick up your child, please ring administration and this information will be passed on to the supervising staff.

如果您沒有提前安排好，或者臨時發現需要別人來接您的孩子，請給學校接待處打電話，此信息會被傳達給監管的老師。

Please note that without this information staff cannot hand your child onto another parent or family member when the bus arrives at Pure Land.

請注意，在沒有收到以上信息的情況下，監管的老師不能在校車到達淨宗學院時，將您的孩子交給其他家長或家庭成員。

SICK BAY

Sick Bay is supervised by a school administration officer on site for injury and illness that occurs during the School day. If in the event of a serious accident/illness, an ambulance will be called to have the child treated and if required, taken to hospital to ensure the fastest possible medical attention. Every effort will then be made to contact parents/carers using emergency contact numbers.

醫務室由一名學校的行政人員監督，以便學生在校期間發生傷病可以及時處理。如果發生嚴重的事故/疾病，學校將叫救護車進行治療。情況更嚴重時，會將學生送往醫院，以確保學生盡可能地迅速得到醫療照顧。與此同時，學校將盡一切努力使用緊急聯繫電話與學生的父母/照顧者取得聯繫。

Our school continues to have a range of COVID-safe measures in place, including:

我們學校將繼續採取，一系列預防 COVID 的安全措施，其中包括：

1. maintaining good hygiene practices, including regular hand washing and use of hand sanitiser;
保持良好的衛生習慣，包括定期洗手和使用洗手液；
2. continuing enhanced cleaning of all areas of the school;
全校範圍內繼續加強清潔；
3. encouraging all staff and students to stay home when sick, get tested if they have COVID-19 symptoms, and follow Queensland Health advice for positive cases and close contacts;
當教職員工或學生生病時，學校建議最好待在家裡。如果出現 COVID-19 症狀，應立即接受檢測，其中陽性病例和密切接觸者，應遵循昆士蘭州衛生部門的有關建議。
4. providing rapid antigen tests (RATs) to students and staff who develop symptoms while at school and provision of RATs for close contacts where available.

為在校期間出現症狀的學生和教職員工，提供快速抗原檢測 (RAT)，並在可能的情況下，為密切接觸者提供檢測。

PERSONAL INFORMATION

The *Education (General Provisions) Act 2006* requires Schools to keep confidentiality of student information unless certain permissions to release that information is given by the parent or legal guardian.

在 2006 年出台的《教育(一般規定)法》中，要求學校對學生的資訊進行保密，除非家長或法定監護人允許公開這些資訊。

The **Application for Enrolment Form** used in Schools are the first point of collection for personal information about students and their families. In most cases this information is provided by parents/guardians. These forms generally collect an extensive set of personal information including name, address, DOB and age, phone number, religious denomination, details of siblings, custody details, cultural background, languages spoken at home, internet access at home, medical/allergies and vaccination history, details of family medical practitioner, details of Medicare number, details of any required medication, distance from School to home, mode of transport to School, occupation of parents, place of business of parents, cultural background of parents, country of birth of parents.

學校使用的報名表是收集學生及其家庭個人資訊的第一個點。在大多數情況下，這些資訊是由父母/監護人提供的。這些表格通常會收集大量的個人資訊，包括姓名、地址、出生日期和年齡、電話號碼、宗教信仰、兄弟姐妹的詳細資訊、監護細節、文化背景、家庭使用的語言、家庭互聯網接入、醫療/過敏和疫苗接種史、家庭醫生的詳細資訊、醫療保險號碼的詳細資訊，任何所需藥物的詳細資訊，從學校到家的距離，到學校的交通方式，父母的職業，父母的工作地點，父母的文化背景，父母的出生國家。

You may be required to provide evidence of authenticity of identity and eligibility for enrolment. These forms may require evidence of birth certificates, passports or visas. This information may be collected as part of a face-to-face interview when the parent/guardian attends the School to enrol their child. In other cases enrolment forms are sent home to parents on request and are available via email or the Internet. Certain personal information such as student data, test results, academic progress and special needs and behaviour records may be obtained from former Schools.

你可能需要提供身份和入學資格的真實證明。這些表格可能需要出生證、護照或簽證的證明。這些資訊可能會在家長/監護人到學校為他們的孩子報名時作為面對面訪談的一部分收集。在其他情況下，報名表會根據家長的要求寄回家，通過電子郵件或互聯網提供。某些個人資料，例如學生資料、考試成績、學習進度、特殊需要及行為紀錄等，可從學生以前的學校獲得。

PHOTOGRAPHS

Student photographs form part of the enrolment information held in the School for roll marking, identifying students with specific medical conditions (e.g., chronic asthma, anaphylaxis or heart conditions) requiring specific attention e.g., during first aid, office referrals, calls from parents.)

學生照片是學校保存的註冊資料的一部分，用作登記，或用來識別有特殊疾病（例如慢性哮喘、過敏反應或心臟病）需要特別注意的學生，例如在急救、辦公室轉診、家長來電時。

Photographs are NOT made available to 3rd parties. The **Media Release Permission** provides for parents/carers discretion to give permission to the School to use student photographs in School publications such as newsletters and the School website.

照片不提供給第三方。媒體發佈許可規定，家長/照顧者可自行決定是否准許學校在校內刊物（例如校報及學校網站）上使用學生照片。

Sometimes we take photographs of students when they are involved in special activities/events - either to publicise these important events or to recognise achievements. These photographs may be sent, with a covering article and students' names, to local or state newspapers for their consideration for inclusion in their publications. Sometimes too, the media will want to photograph or video students undertaking important School activities.

有時我們會在學生參加活動時給他們拍照，要麼是為了宣傳本次活動，要麼是為了表彰學生的成就。活動的照片連同一篇文章和學生的姓名，可能會被寄到當地或國家的報紙上，以供報社考慮是否在出版物中刊登。在學校舉辦重大活動時，可能媒體也會應邀前來拍攝或錄影。

Further use of student photographs will **NOT** occur unless further permissions are sought and received from a student's guardian parent or carer. It is the responsibility of parents/caregivers to notify the School should circumstances change regarding the use of photographs.

除非獲得學生家長或照顧者的進一步許可，否則不得進一步使用學生的照片。如有關照片的使用情況有任何改變，家長/照顧者有責任通知學校。

POLICY

1. all student photos will be stored on the school computer/server, accessible only to school staff who have permissions;
學生的照片將存儲在學校的電腦上，只有有許可權的學校工作人員才能訪問;
2. academic Manager will keep a record of parents who have not consented to ensure any photographs or film published will not include their child/ren;
教務主任將保留沒有同意照片使用的父母記錄，以確保任何發表的照片或影片不包括他們的孩子;
3. all photographs or films published publicly will be approved by the Academic Manager.
所有公開發表的照片或影片將由教務主任批准。

PHYSICAL EDUCATION

Physical Education is a core component of the School curriculum. All children are required to participate, unless ill or other extenuating circumstances. In such cases a note must be supplied by the parent/carer.

體育課是學校課程的核心組成部分。所有孩子都必須參加，除非有身體原因或其它情有可原的情況。在這種情況下，家長/監護人必須向學校提供一份說明。

PREP

Prep is a full-time specially designed educational program with a curriculum that is based on active learning, investigations and play.

學前班是一項專門設計的全日制教育專案，課程主要以主動學習、探索和玩耍展開。

Who can go to Prep?

Birth Date*	Eligible for Prep in	Eligible for Year 1 in
Child born 1 July 2016 to 30 June 2017	2022	2023
Child born 1 July 2017 to 30 June 2018	2023	2024
Child born 1 July 2018 to 30 June 2019	2024	2025

**Legal documentation showing the birth date must be provided before a child will be permitted to commence Prep.*

