



Ming-De International School Toowoomba Inc  
校學際國德明巴文圖



# ANNUAL SCHOOL REPORT 2021

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## OUR SCHOOL

Ming De International School was established in 2021 to serve the educational, spiritual, and cultural needs of students interested in pursuing Sinology. Sinology is an academic discipline that focuses on the study of China primarily through Chinese thought, Chinese language, Chinese literature, Chinese Culture and China's Rich History. Although the School has only been in existence for 12 months, the planning and development of Ming-De has been ongoing for many years.

Ming-De is an Independent Primary School that is accredited with the Non-State Schools Accreditation Board. The School's curriculum, in alignment with the Australian Curriculum, is responsive to the needs of modern learners and caters to individual needs. Emphasis is placed on developing the essential skills of literacy and numeracy, with the Australian Curriculum and the Queensland Curriculum and Assessment Authority.



The planned learning that is offered and enacted by Ming-De International School, is much more than simply a syllabus as we offer opportunities for our students to:

1. Embrace the principles of Sinology and the teachings of the Buddha in their daily living.
2. Be committed to an active and healthy lifestyle, one which respects all living things and the environment.
3. Be knowledgeable and prepared for further learning as they continue their educational journey.
4. Contribute to the social and environmental well-being of the local and global communities and accept the challenges of a rapidly changing world.
5. Lead by example, embracing the tenets of '*Guidelines for Being a Good Person*'.

## ENROLMENT DATA

Ming-De International School opened in July 2021 with an enrolment of 20 students catering for students in Prep/Year 1 and Year 3.

Year Group	Number of students	FTE
Prep	5	5.0
Year 1	7	7.0
Year 3	8	7.6
<b>TOTAL</b>	<b>20</b>	<b>19.6</b>

**(Enrolment Data from Comm. Census Data August 2021)**

## PHILOSOPHY

The philosophy of Ming-De International School Toowoomba Inc (Ming-De) is based on providing our students with a learning atmosphere that will enrich not just their minds, but to be the best person they can be. We believe that our students are valuable members of society and recognise that all young people deserve a positive educational experience, one which will motivate and inspire them to reach their full potential.

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 to foster the core values of Sinology and the teachings of the Buddha.

The core values of Sinology and the teachings of the Buddha provide the underlying ethos of our school.

1. Love and respect our parents
2. Respect teachers and elders
3. Be kind to our siblings
4. Be mindful and trustworthy in our daily lives
5. Build strong relationships with and learn from kind and virtuous people

## AIMS

Working within the Australian Education System and the goals of the Alice Springs (Mparntwe) Declaration and the National Goals, Ming-De is committed to promoting excellence and equality in our education to:

1. Commit to promoting excellence and quality teaching values using the Australian Education system.
2. Create successful young Australians to become successful learners, respectful, confident, and creative individuals, and active and informed citizens in their community.
3. Provide equal access to quality education to all students regardless of race, gender, or culture.
4. Assist any students for whom mainstream education does not meet their spiritual needs by improving their spiritual and educational outcomes.
5. Assist students to reach their full potential; by providing a nurturing environment.
6. Create learning that will be meaningful to the students, with an emphasis on critical and creative thinking; personal and social development; and moral and intercultural understanding.
7. Help students to develop a strong connection and sense of belonging in the community by building a school culture that encourages students to actively participate in learning and school activities.



## MING-DE INTERNATIONAL SCHOOL CURRICULUM

The Australian curriculum is taught with Sinology providing the underlying ethos using a bi-lingual mode based on the principals of Content and Language Integrated Learning (CLIL). The planned learning that is offered and enacted by Ming-De International School, is much more than simply a syllabus, our curriculum is dynamic and encompasses:

1. The learning environment
2. The learning resources
3. The teaching approaches and strategies
4. The assessment programs and methods
5. The values and ethos of our school
6. The relationships and behaviours among students and teachers.

These values are all interconnected and provide the experiences that contribute to student learning.

The Primary curriculum consists of sequenced learning through relevant and contextually based units of work in each year level. 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 of the Australian curriculum: English, Mathematics, Science, Health and Physical Education (HPE), Humanities and Social Sciences (HASS), The Arts (Dance, Drama, Media Arts, Music, Visual Arts) Digital Technologies and Languages (Chinese).

Our vision for quality teaching encompasses explicit instruction, by embedding excellence in practice and informing and directing teaching to optimise student learning outcomes. We promote effective relationships between our staff and students in the learning process. Using listening skills and focused learning we ensure that every child matters every day, that all students can learn and be high achievers while working on and realising their true potential. Teachers are supported to provide differentiated and individualised programs to cater to individual needs, whether through learning support or extension and enrichment activities. Ming-De International School teachers work within classrooms to identify learning needs and provide strategies, programs, and differentiation to address the individual needs of students.

Our teachers are supported by teacher aides and work in partnership with parents to make the appropriate adjustments and set learning goals. This includes adjustments within class and a range of activities and programs designed to challenge and stimulate students thinking and learning.

## DISTINCTIVE CURRICULUM OFFERINGS



**Acknowledging the underlying ethos of the school**, further support and guidance is given to our students through the teaching of Religious and 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. Students are encouraged to practice the virtues of filial respect, interpret the stories of Morality and Ethics, and follow sages and saints as their role models and, commit to developing an active and healthy lifestyle that respects all beings and the environment around them.

**The Bilingual nature of our School provides advantages in thinking and learning skills (cognition), language skills, and social skills.** However, EAL/D students require specific support to learn and build on the English language skills needed to access the general curriculum, in addition to learning area-specific language structures and vocabulary. English as an additional language or dialect (EAL/D), formerly known as English as a Second Language (ESL), is a specialised field of education concerned with teaching English to learners who do not speak Standard Australian English as their first language. These students have the same capacity to understand the content of the Australian Curriculum as other students; however, they require support with the English language required both to access the curriculum and to demonstrate achievement. Therefore, it is important to identify and address the language requirements of tasks while still maintaining the integrity of curriculum area content.

At Ming-De International School teachers are aware that EAL/D learners need specific teaching approaches to build a language foundation for successful classroom learning and the school provides support targeted to students' needs. The Bandscales State Schools (Queensland) provides a map of EAL/D learner progress in learning the English language in the school context. Their purpose is not to describe an intended EAL/D curriculum, rather, the bandscales are descriptions of typical second language acquisition and development. They enable teachers to assess the language and learning

support necessary to enable EAL/D learners to access the intended curriculum across all learning areas.

**This approach is aligned to the teaching of the Australian Curriculum using a bi-lingual mode based on the principals of Content and Language Integrated Learning (CLIL).** The basis of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners. EAL/D learners are taught the Australian Curriculum for their age and teachers use a variety of ways to engage EAL/D learners and assist them to achieve the expected learning. The type of support provided is based on the EAL/D learner's levels of English language proficiency in listening, speaking, reading, and writing, and the school context.



## **CO-CURRICULAR OPPORTUNITIES**

The provision of greater opportunities for co-curricular activities is ongoing for the development of our growing school. Utilising the skills of staff; students are provided with many opportunities in the areas of the creative arts, Chinese language, and physical education. Each term the School celebrates a particular Buddhist ceremony that enables students to develop their public speaking and performance skills. This area of school life is a key focus for future development in 2022.

## **EDUCATION ACHIEVEMENT**

The first group of students that will participate in the National Assessment Program (NAPLAN) is Year 3 students in 2022. This will be followed by Years 3 & 5 in 2023.

Ming-De International School teachers report to parent/carer(s) on student achievement against relevant achievement standards for each learning area. Reporting is part of communication with

parent/carer(s) and building the school-parent partnership to improve student learning. The School reporting processes are clear and transparent for parent/carer(s), so they understand:

- the learning expectations for each student;
- the student's achievement against expected standards;
- how well the student is engaging with the expected learning;
- how students may be able to improve.

Reporting also acknowledges that the Australian Curriculum is taught with Sinology and the teachings of the Buddha as our underlying ethos.

## **SUPPORTIVE AND SAFE ENVIRONMENT**

### **CHILD PROTECTION STATEMENT OF COMMITMENT**

Ming-De International School is committed to providing education and care to children and young people to assist them to develop into high achieving, supported students, positively connected to each other and to the communities in which they live and which they will serve.

All children and young people who come to Ming-De International School have a right to feel and be safe. We are committed to the safety and wellbeing of all children and young people.

We have a zero tolerance for child abuse and other harm and are committed to acting in students' best interests and keeping them safe from harm.

The School regards its child safety responsibilities with the utmost importance and is committed to providing the necessary resources to ensure compliance with all relevant child protection laws and regulations and maintaining a child safe culture.

Each member of the School Community has a responsibility to understand the important and specific role they play individually, and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all that they do, and every decision they make.

### **CHILD PROTECTION POLICIES AND PROCEDURES**

All the School policies relating to Child Protection can be found on the Ming-De International School website: [www.ming-de.qld.edu.au](http://www.ming-de.qld.edu.au)



## POLICIES

The School has the following policies, procedures, and guidelines in place which, together, act to protect children from bullying and harassment:

- Child Safety Policy: Processes & Guidelines
- Bullying Prevention & Intervention Policy
- Cyber Safety Policy
- Complaints Policy
- Disability
- ICT Agreement
- Inclusive Practices
- Student Code of Conduct
- Staff Code of Conduct
- Wellbeing Strategy & Framework

**The Melbourne Declaration on Educational Goals for Young Australians** (2008) recognises that schools play a vital role in promoting and improving the educational goals for all students.

**The National Safe Schools Framework** (2011) provides schools with the following vision: “All Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing”.

At Ming-De International School we recognise that effective learning can only occur in a secure environment where the dignity, rights and responsibilities of others are known and respected, and where standards and rules are fairly and consistently applied.

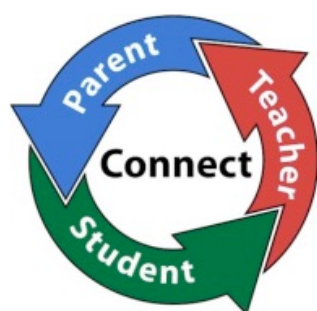
It is the aim of Ming-De International School that our students will have respect for self and others, and be confident, enthusiastic, and creative learners. We recognise that effective learning can only occur in a secure environment where the dignity, rights and responsibilities of others are known and respected, and where standards and rules are fairly and consistently applied.

## POSITIVE BEHAVIOUR FOR LEARNING (PBL)

A major focus for improvement planning for 2021-2022 has been the implementation of the Positive Behaviour for Learning (PBL) as a whole-school framework to promote positive behaviour across the school and help the school develop safe and supportive learning environments.

The PBL framework makes sure all students are explicitly taught the expected behaviours and establishes clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

## PARENT ENGAGEMENT



A major initiative has been the establishment of the Ming-De International School Parent/Carer(s) Committee. This committee supports conversations between parents and families about aspects of current practice, areas for improvement and evidence that progress is being made. By reviewing, enacting, and responding to parent's advice, Ming-De School is endeavouring to meet the diverse needs of students and parents, and achieve a high-quality school as expected in the community.

Ming-De International School Parents Committee focuses on areas including:

- Academic
- Language
- Sinology/Buddhism integration
- Student wellbeing
- Homework
- Communications
- Excursions/Events

The committee meets once a month, and all parent/carers are encouraged to attend.

## SATISFACTION SURVEYS



Over the past 12 months, opportunities have been offered to parent/carers to provide their views on Communication, Homework, Co-curricular Activities, Information Afternoons through email correspondence and newsletters.

Students have completed surveys on bullying and safety issues as part of the Child Safety curriculum.

## STAFF

### STAFFING INFORMATION

Full time teaching staff	3
Part-time teaching staff	1
Full time non-teaching staff	6
Part-time non-teaching staff	1
Staff who identify as indigenous	0
<b>Total Staff</b>	<b>11</b>

### QUALIFICATIONS OF TEACHERS

Doctorate or higher	–
Masters	50%
Bachelor Degree	50%
Diploma	–
Certificate	–

### AVERAGE STAFF ATTENDANCE FOR THE SCHOOL

Number of staff	Number of school days	Total days of staff absences	Average staff attendance rate
11	99 days	40 days	96.3%

## PROFESSIONAL LEARNING

### COLLEGIAL ENGAGEMENT



Ming-De International School Teachers are expected to actively participate and engage in working with and learning from their colleagues. Collegial engagement has been the foundation of all developments in the first 12 months of this beginning school. Grounded in regular professional conversations and collaboration throughout the year regarding the planned curriculum, enacted curriculum, and student performance. The aim is to support teacher reflection, identify teacher strengths, identify opportunities for improvement (individual, group, whole school) and support greater consistency of practice.

## **TEACHERS AND TEACHER AIDE MEETINGS**

Teachers and Teacher Aides engage in these separate meetings once a week and the agenda is developed from weekly/term priorities that need addressing as well as a focus on a culture of collaboration to improve teaching and learning in the school.

## **MENTOR SUPPORT**

Teachers/external consultants provide support to beginning teachers, new teachers to the school, developing school leaders. The aim is to engage with new staff in building a shared understanding of school mission, values and practices and effective pedagogy and build the capacity of beginning teachers and developing leaders.

## **COLLABORATIVE LEARNING & DEVELOPMENT**

Professional learning that is relevant, collaborative, and future focussed can have a highly positive impact on teaching and learning. Effective professional learning should support teachers and school leaders to reflect on, question and deliberately improve their learning and teaching practice.

A wide variety of professional learning opportunities are made available to our Ming-De International School staff. Professional learning is offered through internal and external providers throughout the year. Professional development opportunities include presentations, workshops, online webinars and activities, conferences, and peer-based opportunities to share expertise and/or develop learning and teacher practice. Access to these opportunities is determined by school priorities.

Teachers are to maintain a record of Continuing Professional Development to meet QCT requirements.

## EXPENDITURE ON AND TEACHER PARTICIPATION IN, PROFESSIONAL DEVELOPMENT

Description of PD activity	Number of teachers participating in activity
Assessment and Reporting Practices	4
Child Protection	4
Curriculum Development	4
Cyber Safety	4
Information Technology	4
Learning Support	4
Lifesaving and CPR	4
Pastoral Care	4
Professional Practice	1
Other	0
<b>Total number of staff participating in at least one activity in the program year</b>	<b>4</b>

Expenditure on Professional Development	
Total (Permanent) Teachers	4
Total PD Expenditure for Teachers	\$9,460
Average amount per Teacher	\$2,365

## ATTENDANCE REQUIREMENTS

Ming-De International School has a responsibility to record student attendance and respond to instances of irregular attendance. School attendance plays a critical role in enhancing the lives of students in schools. Every day of attendance adds to a student's academic achievement and success at school.

The School works in partnerships with parents/carers to promote the regular attendance of students. While parents/carers are legally responsible for the regular attendance of their children, school staff as part of their duty of care play a vital role in promoting daily attendance, recording, and monitoring absences and preventing the establishment of absenteeism. A shared approach to school attendance between students, parents/carers and the school will maximise the opportunity for every learner every day.

Staff use the school management system TASS to record student attendance and absences. It is important for our school to investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Our school, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care daily, whether absent or present in class, on excursion or at a school-based activity.

Records of explanations for student absences and special circumstance registers are retained by the school and accessible to NSSAB and other relevant authorities.

### **AVERAGE STUDENT ATTENDANCE RATE FOR EACH YEAR LEVEL 2021**

Year Level	Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance	Average attendance rate for each year level as a percentage in 2021
Year 1	594	6	20	574	96.63%
Year 2	594	6	44	550	92.59%
Year 3	198	2	4	194	97.98%
Year 4	396	4	17	379	95.70%

### **FUNDING**

School income data can be accessed via the MySchool website at <https://www.myschool.edu.au/>

### **COLLEGE CONTACT PERSON**



For further information contact the Ming-De International School  
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