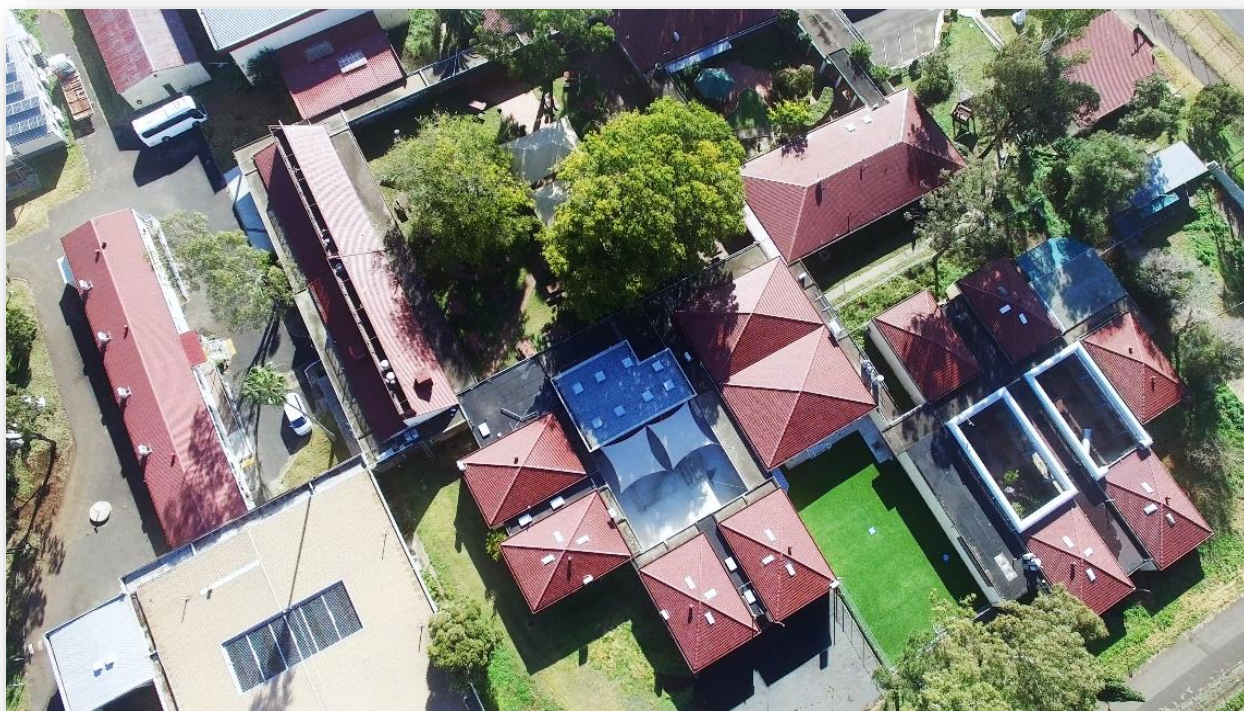




Ming-De International School Toowoomba Inc

明德國際學校



ANNUAL SCHOOL REPORT 2022

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OUR SCHOOL

Opened in July 2021, Ming-De International School Toowoomba is an Independent co-educational Primary School (Prep-Year 6) that is accredited with the Queensland Non-State Schools Accreditation Board and CRICOS, providing enrolment for both domestic and international students.

Ming-De is committed to promoting excellence and quality teaching that is responsive to the individual needs of modern learners. 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 Buddha.

We believe that education should generate good human beings rather than data on a spreadsheet. Learning is a matrix of skills, attitudes and behaviours, and values are a guide that positively directs them all.

Values help to guide ethical and moral behaviours. They are woven into every decision we make and apply to all aspects of our curriculum from Prep to Year 6 to create a holistic and balanced approach to learning.

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

Year Group	Number of students	FTE
Prep	4	4.0
Year 1	4	4.0
Year 2	9	9.0
Year 3	1	1.0
Year 4	5	5.0
TOTAL	23	23.0

(Comm. Census Data August 2022)

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.

Ming-De International School Values Education aims to support and guide students to be the best person they can be by incorporating into their daily learning a focus on developing, practicing and enacting the core values of Sinology and the teachings of the Buddha:

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

Research has shown that the benefits of a values education can further support the growth of a child through to adulthood that has the capacity to:

- ✓ Build stronger and more meaningful relationships with others. They are seen as more trustworthy, dependable, and respectful, which can lead to better social connections.
- ✓ Improved decision-making through the development of a strong sense of right and wrong, which can help them make better decisions in difficult situations.
- ✓ Enhanced self-esteem. They are proud of their moral values and the way they live their lives, which can lead to greater self-esteem and confidence.



- ✓ Positive impact on parents and society. Valuing filial piety to their parents and more engaged in their communities encourages them to actively work towards making the world a better place through volunteer work, donating to charity, and advocating for social justice causes.

BUILDINGS and FACILITIES

Ming-De international School is working towards developing a Master Plan as part of the School's strategic planning processes. This will be a dynamic long-term planning document that will provide a conceptual layout to guide future growth and development. This will also provide a guide to the best way forward to make connections between buildings, social settings and our surrounding rural environments.



Play has a key role in human development and thus the provision of quality play opportunities is an integral part of a good learning environment. At Ming-De we recognise that students have a variety of interests and will want to play in different ways at different times.

Priorities for 2022 include the planning of playground spaces and an oval area to cater for the age specific needs of our students P-6.



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



The Bilingual nature of our School provides advantages in thinking and learning skills (cognition), language skills, and social skills. However, for the majority of our students (EAL/D learners who do not speak Standardised Australian English as their first language), they require specific support to learn and build on the English language skills needed to access the general curriculum and to demonstrate achievement.

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.

A low teacher-student ratio allows for more one-on-one interaction between teachers and students, which further supports improvement in academic performance, promotes positive behaviour, and builds stronger relationships between student and teacher. Teachers are better able to give feedback on student work and progress, helping students identify areas for improvement and celebrate their successes. By doing so, they can provide more individualized support and interventions to help students who are struggling academically or socially.

Acknowledging the underlying ethos of the school, the tenets of *Guidelines for Being a Good Person (DiZiGui)*, further support and provide guidance to our students through the teaching of:

- ❖ Religious and Moral Course
- ❖ Home Practice
- ❖ Ancient Chinese Reading, chanting and meditation

Working in partnership with our parent/carer(s), 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.

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 2022-2023.



EDUCATION ACHIEVEMENT



Year 3 students in 2022 were the first group of Ming-De International School students who participated in the National Assessment Program (NAPLAN). Students achieved above state averages in all areas of testing (writing, reading, numeracy and language conventions). As Ming-De continues to grow, there is a focus on collecting data to inform teacher decisions on supporting the learning of our students (both individually and collectively). Data can take many forms and Ming-De teachers ensure a wide array of strategies are used to inform teacher judgements and improve practice - student work samples, classroom observation, results of surveys, interviews or focus groups as well as more formal assessment tasks.

As a bilingual school with the majority of our students starting Prep. with little or no English, the development of Standard Australian English (SAE) language skills is of utmost importance. The use of PM Reader and the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners provides a set of descriptors of observable language learner behaviours that assist teachers to determine where their students are in their development of SAE language skills. Teachers can then use this information to plan and provide appropriate support for their English language learners and monitor their progress.

Likewise, those students needing extra support in developing Chinese language skills are catered for with trained and experienced Chinese language teachers able to develop individual courses of study to cater for their needs.

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

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.

IMPROVEMENT PROCESSES

MING-DE INTERNATIONAL SCHOOL IMPROVEMENT COMMITTEE



The School has been supported since 2021 by Independent Schools Queensland (ISQ) staff to develop an Improvement Committee that supports school-wide conversations – including with parents and families, school governing bodies, local communities and students themselves – about aspects of current practice, areas for improvement and evidence that progress is being made.

Ming-De views school improvement as a continuous process, centred on maximising outcomes for all students, and sustaining this improvement over time. The School has adopted the *School Improvement Cycle (Bendikson and Meyer)* that establishes five stages generally recognised in research literature as common to effective school improvement work.

Key focus areas over the last 2 years:

- Queensland Non-State Schools Accreditation
- CRICOS Accreditation
- Development of a Whole School Pedagogical Framework that provides for a holistic, integrated approach to teaching and learning that incorporates all aspects of the School's distinctive character and the requirements of ACARA.
- Providing for multi-age classes – learning, adjustments and differentiation
- Parents as Partners – development of a Parent/Carer(s) Communication Committee and improved communication processes to ensure all parent/carer(s) are provided with timely and informative information and a means for two-way communication between school and home.
- Adaptation of Student Behaviour Management Guidelines including a Reward System that provides for an appropriate cultural approach to behaviour management and promotion of positive behaviour.
- Refining of Home Practice and Learning Practice classes

ACTION RESEARCH PROJECT 2022

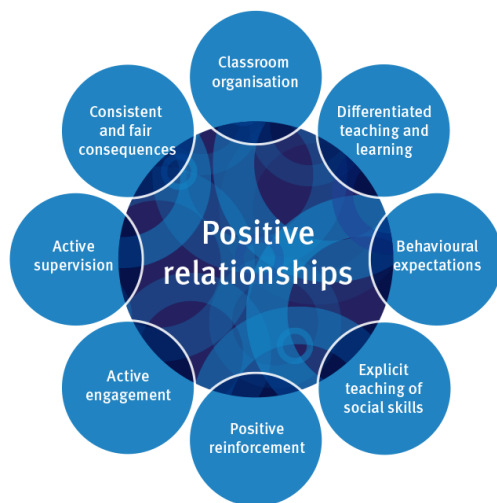
Supported by the Ming-De International School Toowoomba Inc. Board, teaching staff embarked on a learning journey to develop a **Whole School Pedagogical Framework in 2022**. Using the framework of the Action Research approach, staff used the elements of research, critical “friends and mentors,” the collection of data, reflection and analysing to develop a whole school pedagogical framework that embeds the key aspects of Sinology in all aspects of teaching and learning at the school.



2022 has seen the trialling of a number of initiatives (see further outline below) that will inform the completion of this major and important work in 2023.

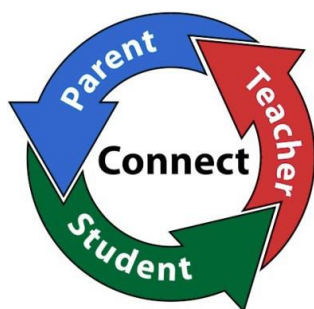
POSITIVE BEHAVIOUR FOR LEARNING

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.

COMMUNICATION

Providing parent/carer(s) with two-way timely and informative communication on their child/ren's learning and daily activities in class has been a joint project of staff and parent/carer(s). The introduction of a digital sharing platform that allows teachers to document the day in class and share with families via a web browser so that nearly any device can access content has been most successful.

The messaging service has also been valued by both teachers and families since it allows parent/carer(s) and teachers to communicate through commenting on photos, videos, and messaging directly. As a bilingual school, the translation service has ensured that all our families can access all the information posted in their preferred language.

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, the format of Parent/Teacher Interviews and reporting processes through email correspondence and the School's digital sharing platform and Parent Lounge.

Students have completed surveys on bullying and safety issues as part of the Child Safety curriculum and have shared their own ideas on what they would like to see developed in our future playground plans.

STAFF

STAFFING INFORMATION

TYPE	HEADCOUNT	FTE
PRINCIPAL	1	0.8
TEACHING STAFF	4	3.8
SPECIALIST SUPPORT	2	0.5
BUILDING OPERATIONS	1	1.0
ADMINISTRATIVE & CLERICAL	7	7.0
TOTAL	15	13.1

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
13.1	183 days	81 days	96.6%

PROFESSIONAL LEARNING

COLLEGIAL ENGAGEMENT



Ming-De International School Teachers are expected to actively participate and engage in working with and learning from their colleagues. 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 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
Positive Behaviour for Learning	4
Child Protection/ Duty of Care	4
Curriculum Development	4
Information Technology	4
Learning Support	4
First Aid/ CPR	4
Health & Wellbeing	4
Professional Practice	1
Work/Health & Safety	4
Total number of staff participating in at least one activity in the program year	4

Expenditure on Professional Development	
Total (Permanent) Teachers	4
Total PD Expenditure for Teachers	\$13,787.76
Average amount per Teacher	\$3,446.94

ATTENDANCE REQUIREMENT

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 2022

Year Level	Number of 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
Prep	473	4	38.03	434.87	91.96%
Year 1	626	5	58.53	567.47	90.65%
Year 2	1,232	9	108.33	1,123.67	91.21%
Year 3	188	2	17.06	170.94	90.93%
Year 4	722	6	46.46	675.54	93.57%

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
Principal Mrs Ann Marie Pawsey admin@ming-de.qld.edu.au