



PAL BUDDHIST SCHOOL
2015 Annual Report



Table of Contents

1. Messages from the Key School Bodies	3
2. Contextual Information About the School	6
3. Student Performance in Standardised Testing	8
4. Senior Secondary Outcomes	11
5. Professional Learning and Teacher Standards	12
6. Workforce Composition	13
7. Student Attendance, Retention and Post-School Destinations	14
8. Enrolment Policies and Profiles	17
9. Summary of School Policies	20
10. School-Determined Improvement Targets	22
11. Initiatives Promoting Respect and Responsibility	24
12. Parent, Student and Teacher Satisfaction	26
13. Summary of Financial Information	27



Message from the Key School Bodies

A MESSAGE FROM THE PRINCIPAL

Pal Buddhist School is a non-profit, secular, independent school located in Canley Vale, NSW for Years 7 to 12. Our school nurtures high standards of academic excellence, and the development of one's noble livelihood through the Buddhist philosophy and great teachers. The core values and virtues guided by our institution are the growth of:

- respect,
- compassion,
- generosity,
- wisdom,
- loving-kindness and,
- equanimity.



These values guide our students to a noble livelihood that focuses on the positive growth of their moral behaviour and humanistic virtues.

Along with being the first Buddhist Secondary School in all of Australia, we are among the first paperless schools. Through the use of tablets in everyday learning, our students are constantly engaged and provided with up to date resources. In mid-2015, we introduced Canvas, a learning management system, which allows students, parents and teachers to access classwork and material 24/7. This system is used by some of the top High Schools and Universities such as Newington College, University of Sydney, Chevalier College and many more. Along with Canvas, our students use powerful Microsoft applications in everyday learning. The technology used at Pal Buddhist School empowers our students by giving them the ability to perform independent investigation, and a platform to test their creative ideas within a safe and guided learning environment.

Our weekly Mindfulness classes enabled students to develop the understanding and realisation, that their life is stressful, and that this will ever continue to increase as part of the intrinsic nature of all living beings who do not know the formula to the cessation of sufferings. The fruits of the mindfulness classes, should the student maintain effort and diligence to practice the formula of the Noble Pathways, are

- more joy and happiness in life,
- a life of minimal sufferings,
- a fuller development of wisdom
- a more focused mind that empowers the individual's self-esteem to the "I can do" mind-set.

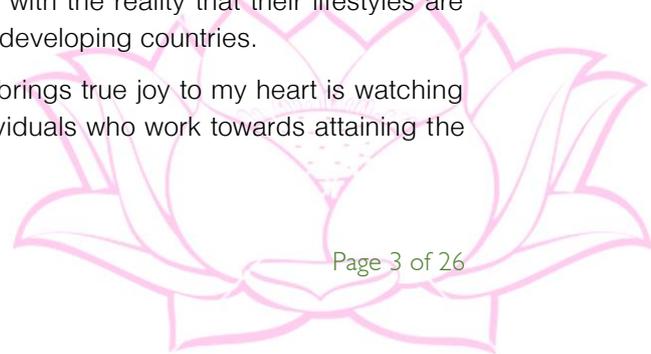
In Dharma class, we aim to foster in our students a love of the pursuit of truth in all domains, the material and the spiritual, the discovered as well as the undiscovered. We hold that truth becomes dead tradition and dogma unless we constantly strive as individuals to use the tools of empiricism and reason to directly discover and rediscover truth for ourselves.

Outside of the classroom, through our in-house Teach4Peace Charity program, our students are allowed the opportunity to see and realise the conditions of other children living in developing countries such as Cambodia, Nepal, India and Burma. They are faced with the reality that their lifestyles are grandiose when compared to the conditions of children in the developing countries.

What is remarkable about our school environment, and what brings true joy to my heart is watching our students grow into wise, mindful and compassionate individuals who work towards attaining the right path in life.

Mr Panha Pal, **Principal of Pal Buddhist School**

PAL BUDDHIST SCHOOL | CANLEY VALE



A MESSAGE FROM THE SCHOOL CAPTAINS

Becoming School Captains of Pal Buddhist School has been an honour and a privilege. Pal Buddhist School has become more than an institution for education. Pal develops and cultivates the mind of every student here. Thus, we are grateful for the opportunity to further our leadership skills and become the bridge between students and teachers through attending staff meetings, organising various school, as well as regularly engage in dialogue with our fellow students.



As School Captains, we are also part of the Student Representative Council. The SRC has enabled the students of Pal Buddhist School to have their ideas and opinions heard. We amplify their ideas, attitudes, and values in order to positively influence our school and public communities. As a result, we are proud to say that the SRC acts as a forum for students to voice their needs and opinions, as well as being an organising body which conducts various activities in school such as:

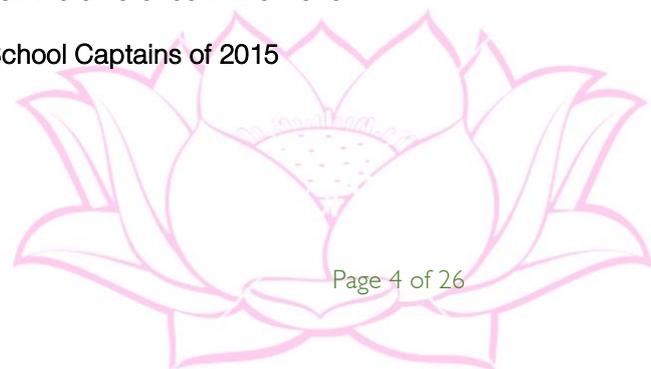
- School Camps
- Pancake Days
- Shaved Ice Days
- Mufti Days
- Annual Easter Egg Hunt

Pal Buddhist School focuses on developing critical thinking and healthy relationships between students and teachers, which provides a unique foundation to enable our students to reach their full potential. Serving learning opportunities and professional engagements with student leaders from other schools enable us to participate in the supportive community we have and are surrounded by. This environment allows us to face both social and academic challenges with confidence. In particular, this belief in our abilities encourages students to step out of their comfort zone and participate in the myriad of co-curricular activities offered. The opportunities we have been given in sport, charity volunteering, chess, and music have created unforgettable memories and invaluable experiences. Additionally, participation in these activities has allowed us to represent our school in the wider community. These events include:

- Haiti Earthquake Relief Fund
- Women's Leadership Forums
- Jeans 4 Genes Day
- NSW Parliament Leadership events
- Cancer Council Daffodil Day
- Creative and Performing Arts Night
- Tzu Ching Youth Camp

Through our acts of charity and service, the School Representative Council hopes to promote a sense of community and school spirit in the students. As Captains, we appreciate the opportunity to guide students of Pal Buddhist School on an interesting and memorable journey, one which we hope will bring success and accomplishment. Here we experience an education that has provided us with the skills and attitudes to create change. It is that which will make all the difference in the world.

Annie Yuan & Ibrahim Alsalami, **Pal Buddhist School Captains of 2015**



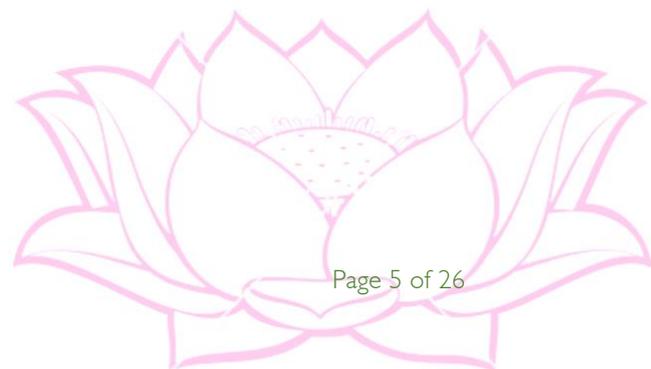
Contextual Information About the School

STATEMENT OF PURPOSE

Pal Buddhist School is an independent co-educational secondary school from Year 7 to Year 12. Our school's purpose is to take an approach to education that integrates the universal qualities of faith and wisdom, one that remembers and builds upon enlightened civilisation through independent investigation, empiricism and reason.

We are not a religious School in the sense that we hold to any ideas on the basis of pure faith and mere dogma. Rather we are a School of Science in its truest sense: we aim to foster in our students a love of the pursuit of truth in all domains, the material and the spiritual, the discovered as well as the undiscovered.

The elements of Mindfulness and Dharma classes at Pal Buddhist School provide our students with highly effective remedies to everyday stresses and ultimately enhance academic performance. Mindfulness is not a cure-all practice, in fact, it is a component taken out of the holistic path of life-training by the Buddha.



At Pal Buddhist School, we continue to aim to:

1. Be a school that welcomes students from all faiths, but will enlighten any and all students with the Buddhist philosophies
2. Provide a high educational standard that nurture and develops in students:
 - Intellectual and academic ability
 - Spiritual awareness
 - Social responsibility
 - Emotional maturity
 - Physical wellbeing
 - Cultural understanding
3. Find and realise the potential that lies in each and every student.
4. Contribute to our nation by providing young citizens with an excellent education, a deep and sincere ethical base, and a mature and informed appreciation of cultural diversity.
5. Provide:
 - A safe, secure and peaceful campus at the centre of the busy south-western area of Sydney
 - Leading-edge expertise in the use of technology and media in education
 - A unique environment where East meets West, and each enriches the other
6. Foster an environment where students are able learn and grow surrounded by compassion, respect for one another, and the pursuit of improvement of the self
7. Nurture in our students, their understanding and appreciation of their individual cultures and ancestral identity, whilst surfacing the timeless qualities and values that too often have been lost through generations
8. Provide an education that motivates and inspires students to set high goals and achieve big
9. Mentor students to develop their inner leadership abilities, whether that be on an extroverted or introverted scale
10. Educate students through a contemporary medium involving the latest technological integrations in a classroom, such that students' learning becomes alive, involving and meaningful

Our school campus in Canley Vale (south-western Sydney) caters for facilities to deliver all mandatory curriculum requirements from Years 7 to 12, including several creative arts and sports electives for Stages 4, 5 and 6. The School utilises several local sporting and fitness facilities to extend the experiences and choices of our students.



Student Performance in Standardised Testing

NAPLAN

The NAPLAN Tests tracks Year 7 and 9 students' progress in Numeracy and Literacy. This National Assessment tests students on their Reading, Persuasive Writing, Language Communications and Numeracy skills. Results from this testing have proven to be very useful in determining key areas where students require individual help.

Over 80% of the Year 7 and 9 students scored above the national average in multiple subjects. Results from the 2015 NAPLAN exams prove that our students have done exceptionally well in Spelling, Grammar and Punctuation and Numeracy. More than half of our students placed in Band 7 or higher for Reading, Persuasive Writing, Spelling, Grammar and Punctuation, and Numeracy.

Pal Buddhist School: 2015 NAPLAN Results	
% above national average	
<i>Reading</i>	
Year 7	33%
Year 9	80%
<i>Persuasive Writing</i>	
Year 7	50%
Year 9	80%
<i>Spelling</i>	
Year 7	83%
Year 9	100%
<i>Grammar & Punctuation</i>	
Year 7	50%
Year 9	100%
<i>Numeracy</i>	
Year 7	83%
Year 9	100%

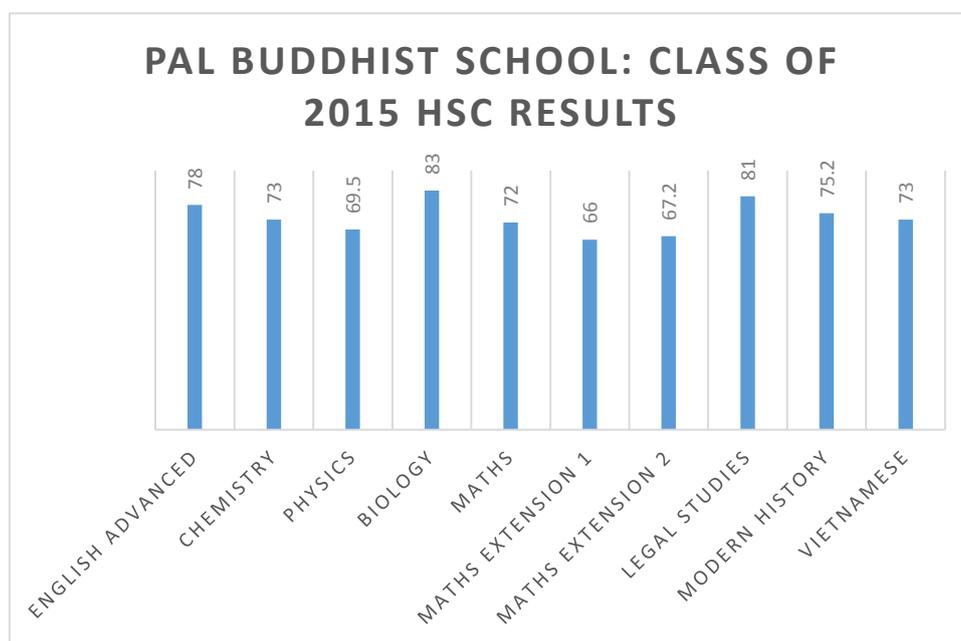
Pal Buddhist School: 2015 NAPLAN Results	
% in Bands 7-10	
<i>Reading</i>	
Year 7	50%
Year 9	100%
<i>Persuasive Writing</i>	
Year 7	50%
Year 9	100%
<i>Spelling</i>	
Year 7	83%
Year 9	100%
<i>Grammar & Punctuation</i>	
Year 7	67%
Year 9	100%
<i>Numeracy</i>	
Year 7	83%
Year 9	100%



Senior Secondary Outcomes

The Year 12 students in 2015 achieved remarkable Higher School Certificate (HSC) marks in various subjects. The school is proud of this cohort for working towards achieving their best.

Our best performing subjects in the HSC were Biology and Legal Studies where the school's average performance scored above the state average. Over 50% of our students scored higher than the state average in English Advanced, Biology, Mathematics, Mathematics Extension 1, Mathematics Extension 2 and Legal Studies. The HSC cohort of 2015 was the first to have a student taking the Vietnamese exam. The school is expecting future cohorts to take on the challenge of studying another language and scoring well above state average. The 2015 school dux achieved an ATAR that was higher than the previous year's, at an impressive score of 98.



With this being our third year of operation, the School commends the 2015 HSC cohort for rising up to the challenge and scoring higher results than the previous HSC cohorts. This year's HSC cohort set ambitious goals and with the help of their teachers were able to confidently take the HSC exam. As far as results, the 2016 HSC cohort shows great potential. They will be the first cohort where most students have been enrolled at Pal Buddhist School for more than 3 years. Teachers have watched them grow academically and expect to see outstanding results that triumph school records set by previous HSC cohorts.



Professional Learning and Teacher Standards

The objective of Professional Learning programs at Pal Buddhist School is to ultimately, ensure that each teacher is equipped with the tools to make their teaching performance align with the following attributes: **relevantly contextual, individualised to the student, resourceful, aspirational and creative.**

Through professional learning, a teacher is encouraged to constantly strive for innovation and creativity, whilst also enhancing personal and professional growth, resilience and wellbeing.

At Pal Buddhist School in 2015, Professional Learning of our staff (teachers and administration staff) occurred through several channels:

PROFESSIONAL LEARNING SESSIONS

In mid-2015, the School implemented a new initiative which saw staff getting together one afternoon every week for a Professional Learning session. These sessions would be a forum for teachers to share ideas that worked, engage in discussions about pedagogy, training of new skills development, technology skill development, planning for assessment and learning, student wellbeing management, beginning teacher forums and more.

Topics that were focused on in 2015 include:

- The Learning Management System: Canvas
- Integration of OneNote into and out of the classroom
- Managing Difficult Student Behaviour
- Leadership, Change and Strategy

STAFF DEVELOPMENT DAYS

The School runs Staff Development Days twice per term, usually one at the start and one at the end of the school term. These Staff Development Days provide the opportunity for staff to collaborate and collectively review their performance in the past term, and then plan their strategies for the coming term.

Topics that were focused on in 2015 include:

- Teacher Accreditation from 2016 onwards
- Leadership Development within Staff and Students
- Discipline: Utilising a Merit and Demerit System
- Curriculum Compliance according to BOSTES Requirements
- Child Protection Legislation
- Workplace Health and Safety Legislation



EXTERNAL PROFESSIONAL LEARNING PROGRAMS

The provision for staff to attend external Professional Learning courses are a commitment to the development of new skills, perspectives, approaches, and pedagogies. Teachers are encouraged to value the opportunity to expand their professional networks and industry knowledge.

During 2015, there were several Professional Learning opportunities attended by the School's staff, including:

- CanvasCon at Newington College
- Mindfulness in Schools at Nan Tien Institute
- Securing our Future Conference hosted by the IEU
- CSIRO Sustainable Futures In-service

Our teaching staff also underwent currency checks on their first aid training in emergency care, CPR, and anaphylaxis.

STAFF PROFILE

In 2015, Pal Buddhist School had a total of 7 teaching staff:

Teacher Category	No. of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	5
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	2
Teachers, who do not have qualifications as described in the above categories, but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0



Workforce Composition

Pal Buddhist School continues to maintain a relatively high staff attendance rates for both teaching and non-teaching staff.

STAFF PROFILE	
Total Full-Time Teaching Staff	7
Total Part-Time Teaching Staff	1
Total Casual Teaching Staff	4
Total Non-Teaching Staff	6

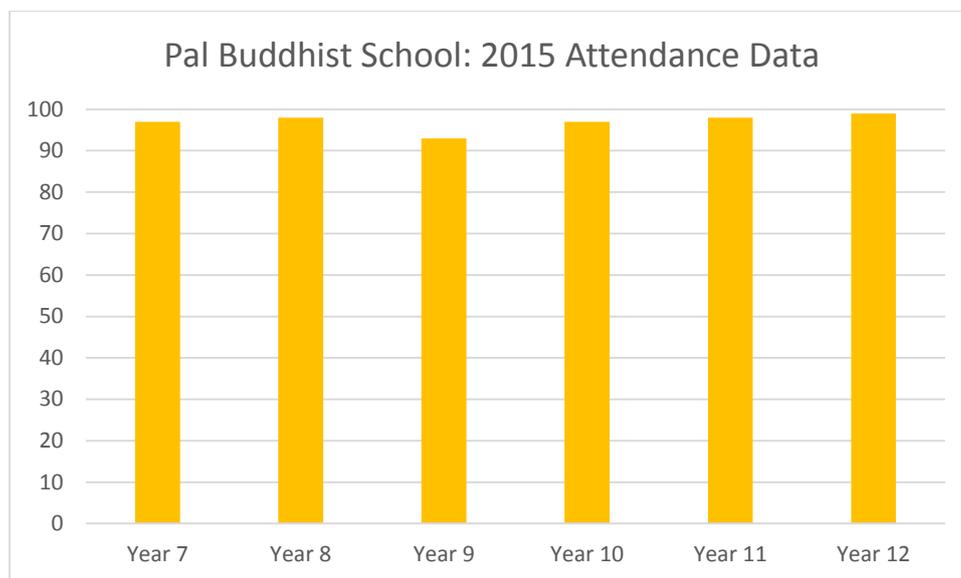
STAFF RATES	
Attendance Rate – Teaching Staff	95%
Attendance Rate – Non-Teaching Staff	100%
Retention Rate	69%



Student Report

STUDENT ATTENDANCE

The school's average student attendance was 97%. The graph below indicates the average student attendance per grade level:



Attendance rates in the high 90s display how much our students enjoy coming to school. Students who enrol in the school with poor attendance records are transformed into punctual students who arrive to school on time and attend classes regularly. The environment at Pal Buddhist School is one that sets expectations for students that enable them to excel in all aspects of life. There is a great emphasis placed on the importance of punctuality and the discipline that it instils in all students.

STUDENT RETENTION RATE

Due to the small-class sizes and one-on-one teaching methods, our School niche rests with its advantageous teacher-to-student ratio of 6:1. In 2013, the Year 10 class composed of 5 students. All 5 students continued their studies at Pal Buddhist School and graduated in 2015. They are now studying Commerce, Psychology, International Studies and Nursing at various universities in the Sydney area.

MANAGEMENT OF NON-ATTENDANCE

Our policy on Non-Attendance remains the same as previous because it has proven to be effective and allows efficiency among the staff members in identifying students that late or absent.

If a child is absent from school, the parents have an obligation to notify the school office before 8:45am by phone, SMS, letter or email. If a notification is not received by the office, then between 8:45am and 9:00am, an administration assistant will endeavour to contact the child's parents or guardian to confirm the reason for the child's non-attendance.

At 9:00am, the administration assistant will broadcast an email to all staff, detailing the names of students' absence, their grade, and the reason for their absence. Any discrepancies to student attendance during the school day (such as truanting) is then reported by the teacher to the administration assistant for further investigation.

On return to school, the child's parents or guardian must forward to the School Office and/or the child's Tutor a note of explanation for the child's absence. If a note is not forwarded, then in the first instance the Tutor will request a note of explanation via a phone call or note. The parent is given seven days to provide a note of explanation before the absence is considered unexcused.

Early leave from school must be requested in advance by writing to the Administration who will then, if necessary, forward the request to the Principal.

An absence report is produced with each semestral progress report, listing the number of explained and unexplained absences. Parents and/or guardians will be required to respond to any outstanding unexplained absences.

POST SCHOOL DESTINATIONS

All of our Year 12 students were accepted into Australian tertiary institutions. They have enrolled in various universities in the Sydney area such as the University of New South Wales, University of Technology Sydney, University of Western Sydney and Macquarie University. Students from the 2015 HSC cohort are enrolled in different majors such as Commerce, Psychology, Science, International Studies, Marketing and Economics.



The Graduating Class of 2015



Enrolment Policies & Profiles

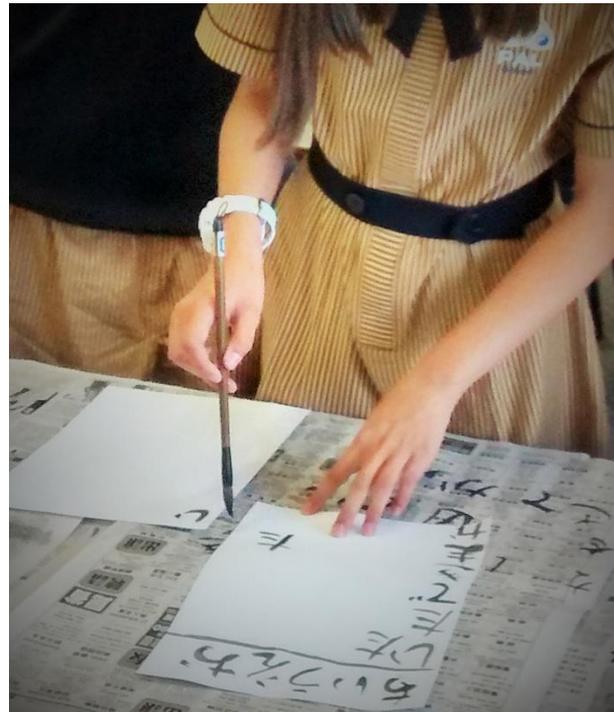
CHARACTERISTICS OF THE STUDENT BODY

Our student body is comprised of local and international students. In the demographic location of the School, we school children mostly from families who hold Buddhism as either a religious faith or a philosophical understanding to life. Our international students are from various Asian countries such as Vietnam, Singapore, Burma and Cambodia. In 2015, the number of non-Buddhist students increased to about 10% of the student population.

As a Buddhist High School we welcome students of all religious denominations and there are various faiths which our students belong to.

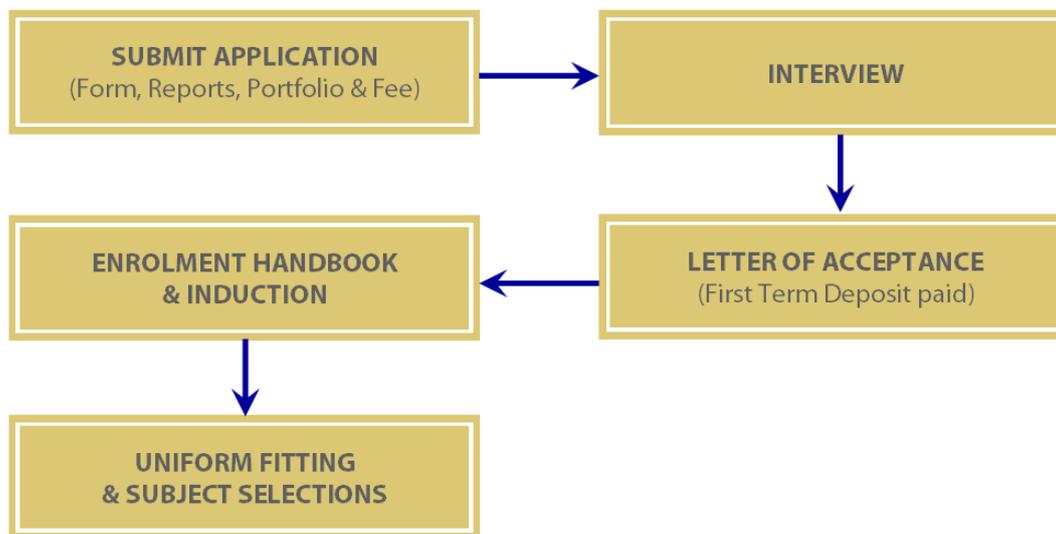
Most students live within the surrounding areas of the school and reside within the either the Fairfield or Liverpool LGA. A majority of our students are able to speak a second language including, but not limited to, Vietnamese, Mandarin, Thai, Khmer, Cantonese and Hindi.

Our student body consists of the hard-working and academically keen calibre students, who require a selective-style environment to help them realise their full potential under a close-knitted school environment. Although residing in a local area that has been identified as a socioeconomically disadvantaged region, our student body continues to encapsulate a general attitude to overcome any such barriers set up by their locality.



ENROLMENT POLICY

FLOWCHART OF THE ENROLMENT PROCESS



NEW ENQUIRIES

The Registrar will send prospective parents enquiring about the School's enrolment procedure:

- (a) A Prospectus
- (b) A Schedule of Fees and Terms & Conditions of payment
- (c) An Application for Enrolment Form, copy of the Conditions of Enrolment
- (d) A Letter from the Registrar
- (e) Information about the enrolment process and enrolment checklist

The Registrar and School Office will maintain all enquiries and leads through a Customer Relationship Management software (CRM). The School Office will maintain leads on a fortnightly basis to follow up on and update the status of each inquiry.

SUBMISSION OF APPLICATION

The submission of enrolment applications must include the following:

- (a) the Enrolment Application form;
- (b) a non-refundable Enrolment Application Fee of \$100;
- (c) a copy of the child's birth certificate or current visa confirming student citizenship or permanent residency status.
- (d) copies of the child's last two school reports and NAPLAN results
- (e) all medical, psychological or other reports about the child in their possession or control; and
- (f) other information about the child which the School considers necessary.

Failure to provide all required information may result in delaying to confirm the child's application.



ASSESSMENT OF ENROLMENT

The School will undertake an assessment process at some time decided by the School after a child's application has been accepted. As part of the assessment process, the School may ask the parents to provide more information about the child.

The School will contact the family within two weeks of submitting the application to arrange an interview with the Principal. It is expected that both student and parent attends this interview.

At the interview, among other things, the Principal will:

- (a) inform the parents of their responsibility to the School in relation to fees and will ascertain their ability to afford the current fees;
- (b) will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School.

Following the interview, the Principal will make a decision on whether the student is accepted into the school.

SCHOOL RESERVES RIGHTS

The School reserves the right not to offer any child a place at the School or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

The School reserves the right to determine the appropriate year of entry for each student.

OFFER

At the satisfactory conclusion of the assessment process, the School may make an offer to the parents to enrol the child by sending a Letter of Offer of Enrolment. To accept the offer, the parents must within 30 days of receiving it deliver to the School the Acceptance Form which includes acceptance by the parents of the then current Conditions of Enrolment, and making payment of the enrolment deposit as specified in the Schedule of Fees.

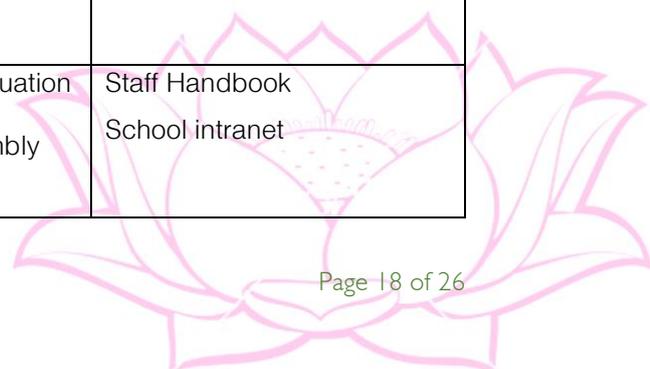
Failure to reply within the required time may result in the position being withdrawn and re-offered to another child waiting for entry to the School.



Summary of School Policies

Policy	Changes made in 2015	Access to full text
<p>Anti-Bullying Policy</p> <p><i>The School nurtures a safe environment where students are able to feel secure and supported. Any behaviour that condones bullying will be dealt with through private and confidential procedures for the safety and wellbeing of affected students.</i></p>	N/A	<p>Student orientation booklet</p> <p>School intranet</p> <p>Hard copy with the Deputy Principal</p>
<p>Discipline Policy</p> <p><i>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.</i></p> <p><i>All behaviour management actions are based on procedural fairness. Parents, teachers and students work in partnership to achieve an intervention or consequence that seeks to appropriately modify a student's behaviour or approach.</i></p>	<p>Policy and procedure implementation of:</p> <ol style="list-style-type: none"> 1. Friday afternoon reflections 2. Lunch detention 3. Merit-Demerit Point system 	<p>Staff Handbook</p> <p>School intranet</p> <p>Hard copy with the Deputy Principal</p>
<p>Complaints and Grievances Policy</p> <p><i>The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated based on the guidelines set out in the relevant policies.</i></p>	N/A	<p>Student orientation booklet</p> <p>School intranet</p> <p>Hard copy with the Deputy Principal</p>
<p>Child Protection Policy</p> <p><i>Students have a right to be safe in their places of learning. This includes being free of the risk of any form of abuse or any other danger by taking the necessary precautions and ensuring safety networks are in place. The aim of this policy is to assist staff in understanding and fulfilling their legal and professional obligations in the critical area of child protection. In doing so, this Child Protection Policy will address the issues both from a prevention and a response perspective.</i></p>	N/A	<p>Staff handbook</p> <p>School intranet</p> <p>Hard copy with the Deputy Principal</p>
<p>Parent Communication Policy</p> <p><i>Parent communication with the school for all matters relating to schooling, safety and</i></p>	N/A	<p>Student orientation booklet</p> <p>School intranet</p>

<i>welfare is crucial to the partnership formed between the school, the teacher, and the parent.</i>		Hard copy with the Deputy Principal
<p>Student Support Policy</p> <p><i>The Pal Buddhist School Support Program is integrated into our goals and the quality of the relationship between our staff and students. We aim to provide an environment filled with positive relationships that correlate closely to the quality of our learning programs and course delivery.</i></p>	Reassignment of the PEO for International Students	School intranet Hard copy with the Deputy Principal
<p>Student Leadership Policy</p> <p><i>The development of leadership skills in a supportive environment is one of the learning opportunities offered to all students. It is our aim to foster responsibility, initiative, independence and leadership in all our students, and all will be given many opportunities to engage in leadership activities throughout their school careers. Having effective student leaders supports the development of responsible behaviours, a positive school tone and encourages students to role model the school values of Respect, Teamwork, Honesty, Integrity and Creativity.</i></p>	N/A	School intranet Hard copy with the Deputy Principal
<p>Homework Policy</p> <p><i>Effective homework practices are an essential tool for productive students. Good results will render from good homework-setting and monitoring by the teacher, as well as home encouragement by parents, and finally, by good personal study habits by the student.</i></p>	N/A	Student orientation booklet School intranet Hard copy with the Deputy Principal
<p>Infectious Diseases Policy</p> <p><i>The School highly and seriously takes regard for any medical matter with the risk of contagious spread and infection. Immediate notification and response is at the core of the School's policy.</i></p>	N/A	School intranet Hard copy with the Deputy Principal
<p>Excursion Policy</p> <p><i>All excursions provide opportunities for students to engage in education in a way not immediately available on the School's Campus. Conscious of our responsibility for the safety and care of students, the School institutes principles and procedures concerning the conduct of excursions.</i></p>	Updated risk assessment template, permission note template and approval requirements	Staff Handbook School intranet Hard copy with the Deputy Principal
<p>Emergency Response Policy</p> <p><i>To ensure that in the event of an emergency a safe, organised and controlled evacuation of all staff, students and visitors will be</i></p>	Updated the evacuation procedure and emergency assembly point	Staff Handbook School intranet



<p><i>carried out in the minimum possible time with the least possible risk.</i></p>	<p>Produced an updated evacuation map/ emergency plan</p>	<p>Hard copy with the Deputy Principal</p>
<p>Workplace Health and Safety</p> <p><i>The School accepts that it has a duty of care for the health, safety and welfare of its students, visitors, employees, contractors and others, and will use all diligence to protect them from work-related injury and illness. It will provide the necessary resources to enable the school to comply with the Work Health and Safety Act 2011 and the Work Health and Safety Regulations 2011.</i></p> <p><i>All of the school's employees are required to take care for the health and safety of themselves and others and to cooperate with the management to enable employer's requirement to be complied with.</i></p>	<p>Produced a WHS Handbook</p>	<p>Staff Handbook</p> <p>School intranet</p> <p>Hard copy with the Deputy Principal</p>



School-Determined Improvement Targets

2015 TARGETS & ACHIEVEMENTS

Priority Area	Improvement Target	Achievement of Target
Student Academic Achievement	To continue to raise the academic standards across the school and develop a reputation for educational excellence in the local community	In 2015, the School's highest ATAR was above 98, a significant improvement to last year's highest ATAR of 97.
Student Enrolments	To continue to increase student enrolments by 50%	The School increased its annual enrolment by 20%. Many of these enrolments were non-local students, who had heard about the School through word-of-mouth, community events, and other Buddhist organisations.
Educational Facilities and School Premises	To continue to increase the range of educational facilities and upgrade the current state of technologies	The School premises underwent a variety of upgrades: <ul style="list-style-type: none"> • Upgrade of internet wireless system: installation of 22 access points in the building, upgraded to a more secure sophisticated file server, implemented web filtering and MAC device filtering • Volunteer gardener commenced in 2015, who has drastically helped to refurbish the state of our garden and external grounds • Playground area was laid with new turf • School Canteen kiosk was installed in the outdoor playground area • Music room received a large fit-out, with the purchase of several class sets of keyboards, guitars, a digital piano, a drum kit, and other PA sound system sets
Parent Communication	To improve the frequency of parent communication	A new member of administration staff joined the team, who had multi-lingual skills (Cantonese, Mandarin, Teochew, Vietnamese and English). This was an important addition to administration functions, as many parents are from non-English speaking backgrounds.
Student Participation in Extra-Curricular Activities	Increase the range of extra-curricular activities offered by the school	The School introduced its first Choir and Stage Band group, with an astounding 15-25 members in total. The choir and stage band each rehearse on a weekly basis after school, and have participated in performances at our Awards Night, CAPA Night, and public community festivals. The School also held its first mock trial, in collaboration with the senior Legal Studies class.

2016 PLANNED TARGETS & ACHIEVEMENTS

Priority Area	Improvement Target	Planned achievements
Student Academic Achievement	To continue to raise the academic standards across the school and develop a reputation for educational excellence in the local community	<ul style="list-style-type: none"> To increase NAPLAN results and have more students place in the top bands and score higher than the national average To increase student outcomes in national competitions To increase the number of national competitions that our students can take part in To increase the number of excursions organised for the year Improve the efficiency of the technology learning system, so that feedback, homework and communication is more effective
Student Enrolments	To continue to increase student enrolments from the local and non-local area	<ul style="list-style-type: none"> Establish links with other schools and plan competitions and sporting events. Hold more Open Days during the year Engage in more opportunities to create more awareness Continue to provide scholarship programs Encourage the SRC to host more events that involve the community and promote the school
Educational Facilities and School Premises	To continue to increase the range of educational facilities and upgrade the current state of technologies	<ul style="list-style-type: none"> Operation of the School Canteen To establish a school canteen area To increase the number of instruments available to students Create an Art room Hire a bus-driver to operate our home transport services for students
Parent Communication	To improve the frequency of parent communication	<ul style="list-style-type: none"> Find volunteers to aid with translation during Parent-Teacher meeting Renew the Parents and Friends Group
Student Participation in Extra-Curricular Activities	To increase the range of extra-curricular activities offered by the school	<ul style="list-style-type: none"> Establish membership to an interschool sports competition and have students participate in combined school events Holding the school's sports carnivals Implementing several extra-curricular programs, such as Tournament of the Minds, Maths Olympiad Increase the student skill level in Chess and thus improve the School ranking in the NSW Chess League
School Governance	To expand the number and range of skillsets and members in the School Bard	<ul style="list-style-type: none"> Review the School policies and governance structure, so as to incorporate all new legislations Review the Constitution Invite selected community leaders, education leaders and professional leaders to become a Board Member
School Compliance	To increase the regularity of compliance checks by various responsible persons of the school	<ul style="list-style-type: none"> Assigned a Compliance Officer to monitor the legal and financial compliance of the School Utilising Professional Learning sessions to discuss compliance policies with teaching and non-teaching staff

Initiatives Promoting Respect & Responsibility

In 2015, the School continued to establish programs and implement strategies to develop social responsibility, respect, compassion, and leadership skills.

1. VOLUNTEER WORK

Our students continue to volunteer in temples in the local area and in the school by performing mindful duties including cleaning, serving food, and assisting the elderly volunteers. With this program, students are able to have a new found appreciation and respect for their surroundings. Unlike many other schools, Pal Buddhist School gives students the “hands on” opportunity to see how they can contribute to society. These opportunities give students the ability to develop a sense of responsibility of continuing to contribute even after they graduate. Through the year, it is evident that students have developed a greater compassion, respect, empathy and loving kindness towards other living beings.

2. FUNDRAISING EVENTS

Similar to 2014, students actively participated and helped organise the 2015 Little Buddha Fundraising Dinner along with the Semester 1 and 2 Awards Nights. The Annual Fundraiser raised a total of \$16,490 among the 300 guests present. Students took an active role to partake in the entertainment program, selling raffle tickets, collecting donations, assisting with food and seating co-ordination. Students were given responsibilities which were fully upheld due to their dedication and level of commitment. It is remarkable to see the growth in the students' leadership skills from helping prepare for the event and seeing it through to the very end. It is very uncommon to see that level of dedication in Year 7 to 12 students but our students have continuously proved that with the right action, effort and concentration anything is possible. The fruits of their hard work were evident in the number of attendees and the amount of money raised at the annual fundraising, as well as the community support of the school generated by these events. The success of the event is also a reflection of their respect and compassion for the school and its values. Many students also volunteered their time to raise our school's awareness by speaking to families at the Cabramatta Moon Festival and the International Food Fair in Carlingford. These were event that also required a lot of planning and responsibilities. Students were very helpful and knowledgeable when it came to speaking to families about the methods of learning at the school. Some students exhibited great leadership skills that they passed onto the Juniors of the school.

3. STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council has found many ways to promote social responsibility. Whether it was through fundraising money by cooking and selling food or organising muffi days, they found creative ways to give back to the community. There was a new found respect for the value of money especially when they were fundraising for families who lost their home and livelihood in the 2015 Haiti earthquakes. Their eagerness and compassion to help these families brought out innovative ways to raise money and support those in need.



4. DHARMA AND MINDFULNESS CLASS

Students are encouraged to attend weekly Dharma and Mindfulness classes which are held during school hours. Dharma classes are the stepping stones for students to develop respect for the truth. Mindfulness gives our students the ability to be aware and conscious of the consequences of all their actions. With the practice of mindfulness, our students are developing a different sense of responsibility that requires them to be mindful in all of their actions. These practices give our students the advantage to detach and forgo their emotions in order to act with respect and compassion.



5. YEAR 12 FORMAL AND JERSEYS

The Class of 2015, similar to the Class of 2014, took on the responsibility to organise their Formal. Their goal was to effectively and efficiently utilise the funds that were available to them. This project resulted in individuals who were once quiet and lacked leadership skills to break out of their shell. This had a positive impact on their management skills in and out of the classroom. It was astonishing to see the level of responsibility each student took on and how it taught them to manage their time when studying for the HSC.

6. THE TEACH4PEACE PROGRAM

The Teach4Peace program was created to help our students develop an understanding of social responsibility, respect and compassion for those who are less fortunate than them. This program was initiated towards the end of 2015 by the Principal to awaken our students to realise the luxury they have compared to students in developing countries. The school will be further implementing this program in 2016 by collecting donations to purchase school supplies, textbooks, reading books and writing books for students in Cambodia.



Parent, Student and Teacher Satisfaction

In 2015, Pal Buddhist School received feedback from parents, students and staff on their level of satisfaction with the School:

STUDENTS

Overall, student feedback on their teacher performance was positive and constructive. Many students positively commented on the effectiveness of the learning management system. Students requested that the school reconsider Wing Chun classes due to their lack of interest. The School has taken their feedback and will make changes accordingly in 2016. Students provided many positive comments on the effectiveness of Dharma and Mindfulness class in their everyday studies. They are able to focus in class and perform better on exams than before.

A great number of students agreed that they would like to attend more excursions and gala days. The teaching staff took this feedback into consideration when planning for 2016 and planned excursions that coincide with the curriculum. As for gala days, students have requested that the school participate in more sporting events and form sport teams for Basketball, Soccer, Rugby, etc.

We appreciate all the feedback that our students provide. Positive feedback is reinforced while negative feedback is turned into action to advance the school. As always, the 2015 survey proves to be very helpful in uprooting areas of concentration that require refinement or modifications. Students are encouraged to offer feedback throughout the year to allow for immediate change. Their satisfaction is our number one priority in ensuring that they comprehend the material being presented to them in and out of the classroom.



PARENTS

Similar to previous years, parent feedback surveys were conducted by the administrative staff who approached parents face to face with confidentiality. Parents are generally pleased with the progress their child has made at the school. Some parents commented that they wish they enrolled their child at Pal Buddhist School earlier and asked when we were planning to open a primary school. Parents expressed their gratitude for the level of commitment from teachers and administrative staff. With the implementation of Canvas, parents are extremely happy to have the ability to check for upcoming assignments on their mobile phone. They are surprised that the school is able to provide such an advanced system that allows tracking of their child's progress and ease of communication with teachers. Generally, parents are very pleased with the School and feel comfortable to raise their questions and concerns.



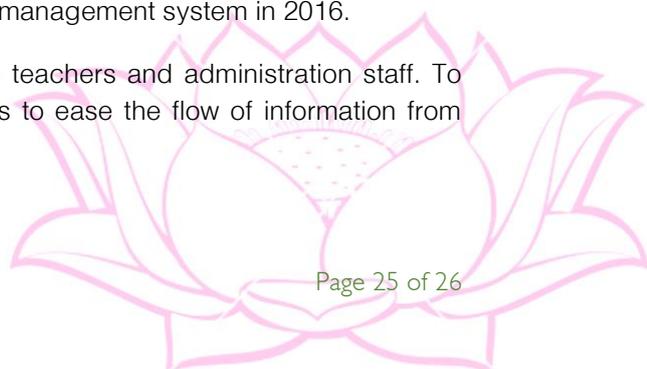
STAFF

Teaching and Administrative staff provided the following feedback:

- Over 50% of staff members requested that the school invest in a school management system to aid with attendance tracking, reports and discipline.
- Learning Management System: All staff members find the system very user friendly and mobile. Although, feedback did indicate that due to the internet connection issues it is becoming difficult to fully access the potential of a learning management system.
- The Mindfulness practice, which has been incorporated into every staff meeting, has been an excellent tool that helps prepare individual minds for a meaningful and productive session

The following suggestions were made for 2016:

- Management of Student Files: All staff members agree that all student files should be stored electronically and easily accessible. The Administration staff is working towards implementing this system. The school plans on investing in a school management system in 2016.
- Further increase the level of communication between teachers and administration staff. To alleviate this, the Executives will establish procedures to ease the flow of information from administration to teachers and vice versa.



Summary of Financial Information

