



PAL BUDDHIST SCHOOL

2013 Annual Report





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PART I

A Message from the Headmaster

In 2013, our inaugural year, our aim has been to establish an environment where individuals feel free to explore their potential and pursue their passions. Our vision is to produce life-long learners who not only engage with information technology, but participate in creating knowledge. I am delighted to have witnessed the ways our students have embraced technology in learning and turned it into an irreplaceable tool that really brings out the best in them.

As our students have undergone their first year, we have developed great relationships. Students have developed trust among themselves and are encouraged to express their true selves – much like a family environment. Students have also learned to trust their teacher as a friend and a mentor, while maintaining a balance between respect and companionship. Our teachers are chosen for their ability not just to impart knowledge efficiently, but also to motivate and promote a culture of enthusiastic learning and scholarship.

Guided by the Buddha's teachings of Compassion, Empathy and Loving-kindness, our enlightened students are the new standard in leadership.

I am proud to say that in the School's first year, we have achieved great steps in forming and motivating our students to becoming respected individuals. Each of them has a story to be told of how their journey at our school so far has refined them as future leaders.

Mr Panha Pal
Headmaster



Mr Panha Pal (left) pictured with Mr Nick Lulich MP



PART 2

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 develop both academic and personal excellence, along with a strong sense of social responsibility in our students. The aim of Pal Buddhist School is to offer first-class education and facilities to local students.

While the School is not based on a religious foundation, the Buddhist philosophy underpins our ways of thinking and behaviour.



At Pal Buddhist School, we 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 NURTURES 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 in Stage 5. The School utilises several local sporting and fitness facilities to extend the experiences and choices of our students.



PART 3

Student Performance in Standardised Testing

Overall, students have achieved excellent results in NAPLAN testing. Such results are used to guide Pal Buddhist School's teaching and learning programs and areas for focus. Knowledge of school-based assessments and tests combined with external tests assists us in diagnosing students who require support and/or enrichment in the areas of Literacy and Numeracy.

The NAPLAN Tests track student progress from Years 7 and Years 9, revealing strong results in Reading, Punctuation, Grammar and Numeracy skills, with 100% of the candidature scoring above the national average.

NAPLAN results indicate that Pal Buddhist School students are strongest in numeracy, with 75% of the total Year 7 and 9 candidature scoring the top band (Band 9) or above (off-the-scale).

| % above national average | |
|----------------------------------|------|
| <i>Reading</i> | |
| Year 7 | 100% |
| Year 9 | 100% |
| | |
| <i>Persuasive Writing</i> | |
| Year 7 | 100% |
| Year 9 | 67% |
| | |
| <i>Spelling</i> | |
| Year 7 | 100% |
| Year 9 | 33% |
| | |
| <i>Grammar & Punctuation</i> | |
| Year 7 | 100% |
| Year 9 | 100% |
| | |
| <i>Numeracy</i> | |
| Year 7 | 100% |
| Year 9 | 100% |

Being its first year in 2013, Pal Buddhist School did not have a HSC cohort, and thus there are no HSC and ATAR data available for 2013. The School will have its first HSC graduating class in 2014.



PART 4

Professional Learning and Teacher Standards

In 2013, all teaching staff participated in the following School-based professional learning workshops:

1. ICT in the Classroom: Microsoft OneNote
2. Online Learning Portal: Edmodo
3. Resource management via Dropbox
4. Increasing Student Engagement in the Classroom
5. Broadening the Scope of Teaching outside the classroom
6. Teaching Resources on Scootle
7. Child Protection Issues, Cases and Reporting Procedures
8. Work, Health & Safety Updates & Changes to the Legislation

Furthermore, non-teaching workshops attended include those run by the Association of Independent Schools of NSW (AIS): Workers Compensation: Effective management of workplace stress and psychological injuries, and managing staff performance and goals on Appretio.

Our teaching staff also completed off-site training programs including First Aid: Emergency Care, CPR, and Management of Anaphylaxis.

At the end of 2013, Pal Buddhist School had a total of five 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. | 4 |
| 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. | 1 |
| 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 |



PART 5

Teacher Attendance and Retention

Pal Buddhist School maintained relatively high staff attendance rates for both teaching and non-teaching staff. Being a small team, the staff morale is positive and conducive to an environment where members support each other's professional growth. The 2013 staff form the School's inaugural staff team, and thus members also carry a privilege to be part of the history-building process for Australia's First Buddhist High School.

| STAFF PROFILE | |
|--------------------------------|---|
| Total Full-Time Teaching Staff | 5 |
| Total Part-Time Teaching Staff | 1 |
| Total Casual Teaching Staff | 4 |
| Total Non-Teaching Staff | 4 |

| STAFF RATES | |
|--------------------------------------|-----|
| Attendance Rate – Teaching Staff | 99% |
| Attendance Rate – Non-Teaching Staff | 98% |
| Retention Rate | 67% |

The retention rate is calculated based on permanently employed full-time and part-time staff. In 2013, there were three staff members who were not retained; the first staff member left the teaching profession and retired, the second staff member lived in rural NSW and moved to a school closer to home, and the third member was part-time at Pal Buddhist School and moved to a full-time position at another school.

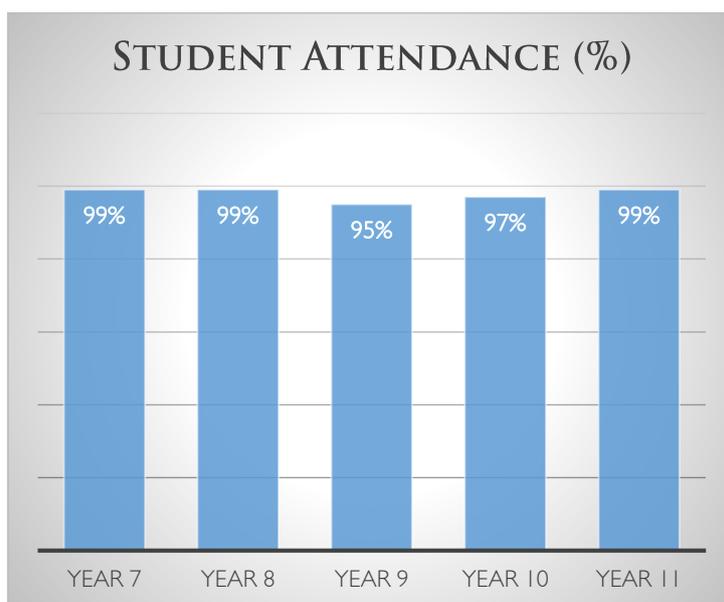


PART 6

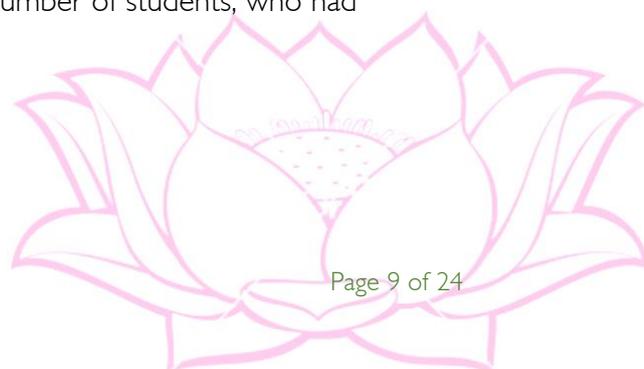
Student Attendance and Retention

The School's average student attendance is 98%. The table below indicates the average student attendance per grade level:

| Year Level | Average Attendance (%) |
|--|------------------------|
| Year 7 | 99% |
| Year 8 | 99% |
| Year 9 | 95% |
| Year 10 | 97% |
| Year 11 | 99% |
| Total School Attendance Average | 98% |



The school's retention rate for Year 10 to 12 in 2013 is 77%. Being a small school in its first year, the student retention rate was expected to be lower than its following year where it will be largely stabilised. In the first year, reasons for students leaving the school mainly consisted of an inability to adjust to a small-class size environment, where both student strengths and weaknesses were illuminated, and this did not suit a small number of students, who had previously adapted to larger class sizes in state schools.



MANAGEMENT OF NON-ATTENDANCE

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.

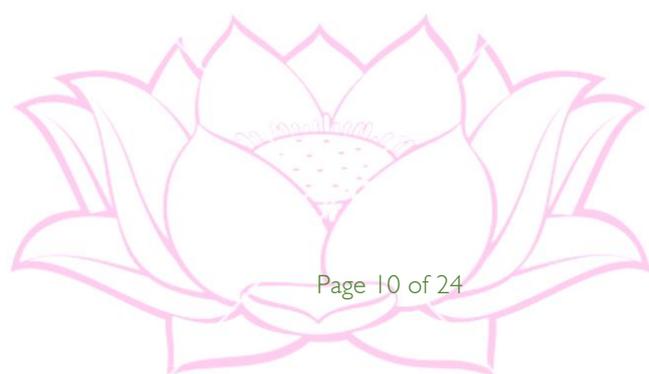
On return to school, the child's parents or guardian must forward to the School Office and/or the child's Tutor a note of explanation for the child's absence. If a note is not forwarded, then in the first instance the Tutor will request a note of explanation via a phone call or note. If a note is still not received, then a reminder letter is issued by a School Administration Assistant. If a note is still not received, then on-going phone contact is made with the child's parents or guardian by an Administration Assistant until a note is received.

Leave must be requested in advance by writing to the Headmaster.

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.

PART 7 *Post School Destinations*

As the School did not have any graduating Year 12 students in 2013, this part is not applicable.



PART 8

Enrolment Policies and Profiles

Characteristics of the Student Body

Our student body is comprised of students who are born in Australia and are of multi-cultural ethnic backgrounds. 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.

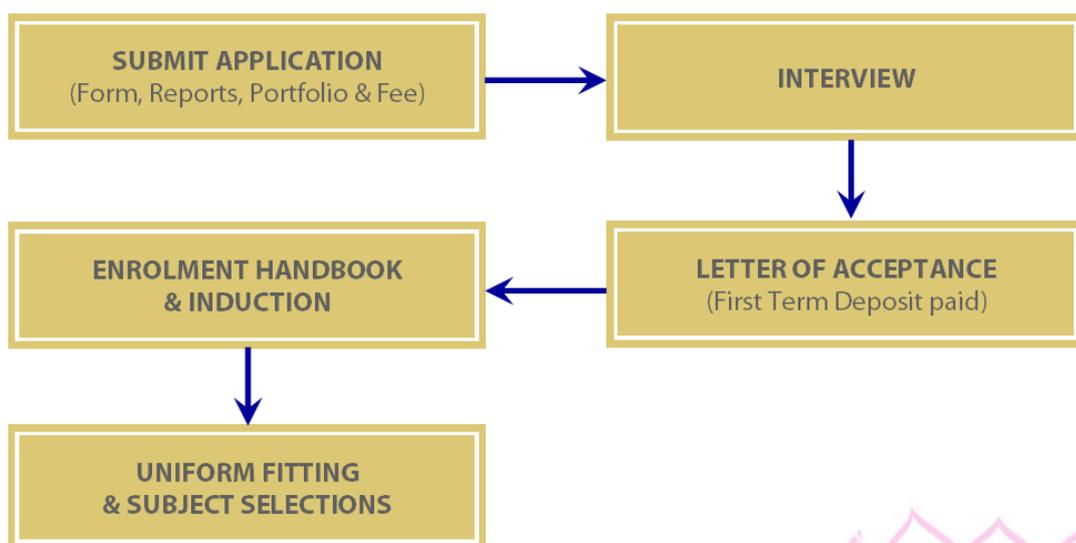
As a Buddhist High School we welcome students of all religious denominations and there are various faiths which our students belong to. A 65% majority of our students identify themselves as Buddhist and 14% do not subscribe to any religion. Other religions include Christianity and Roman Catholicism.

Most students live within the surrounding areas of the school and reside within the either the Fairfield or Liverpool LGA. A large majority of our students are able to speak a second language including Vietnamese, Chinese and Cambodian.

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 encapsulates 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 \$55;
- (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

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 Headmaster. It is expected that both student and parent attends this interview.

At the interview, among other things, the Headmaster 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 Headmaster 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.



PART 9
Changes to School Policies

| POLICY | CHANGES MADE IN 2013 | ACCESS TO FULL TEXT |
|---|---|---|
| <p>Anti-Bullying Policy <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> | Update of contact details for Youth Liaison Officer | Student orientation booklet School intranet Hard copy with the Director of Operations |
| <p>Discipline Policy <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. 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> | Changes made to the responsible personnel for Tuesday and Friday after school detentions | Staff Handbook School intranet Hard copy with the Director of Operations |
| <p>Complaints and Grievances Policy <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> | Job titles have been updated to reflect the current job titles used for Administration staff. Provided further clarification to "Taking Action to Resolve a Complaint" with respect to ascertaining whether a complaint is valid. | Student orientation booklet School intranet Hard copy with the Director of Operations |
| <p>Child Protection Policy <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> | No changes made | Staff handbook School intranet Hard copy with the Director of Operations |
| <p>Parent Communication Policy <i>Parent communication with the school for all matters relating to schooling, safety and welfare is crucial to the partnership formed between the school, the teacher, and the parent.</i></p> | Changed the procedure for distributing reports. Parents are to collect them personally on an allocated day that occurs prior to the parent-teacher interviews to give enough time for | Student orientation booklet School intranet Hard copy with the Director of Operations |

| | | |
|--|---|---|
| | parents to read through reports before approaching teachers. | |
| Student Support Policy <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> | No changes made | School intranet Hard copy with the Director of Operations |
| Student Leadership Policy <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> | Changes made to the titles of School captain | School intranet Hard copy with the Director of Operations |
| Homework Policy <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> | No changes made | Student orientation booklet School intranet Hard copy with the Director of Operations |
| Infectious Diseases Policy <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> | No changes made | School intranet Hard copy with the Director of Operations |
| Excursion Policy <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> | Additional items added to the list of items required to be taken with staff on excursion. Updates made the ratio of staff to attending students | Staff Handbook School intranet Hard copy with the Director of Operations |

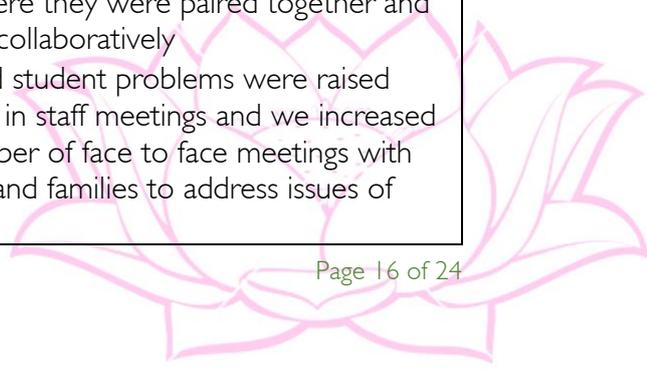


PART 10

School-Determined Improvement Targets

2013 Targets & Achievements

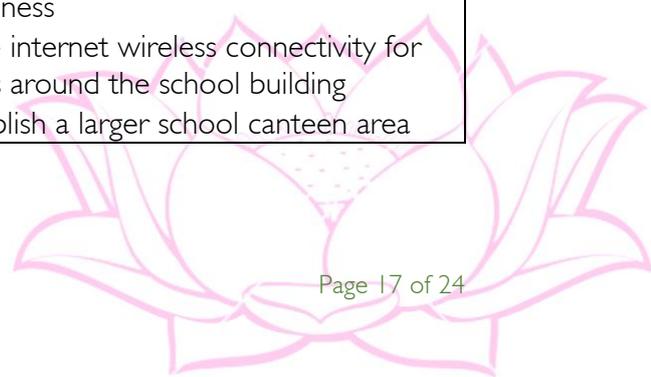
| Priority Area | Improvement Target | Achievement of Target |
|-----------------------------------|--|--|
| Student Academic Achievement | To raise the academic standards across the school and develop a reputation for educational excellence in the local community | <ul style="list-style-type: none"> • Planned and implemented increased classroom/student experience and interaction through in-servicing of staff and modelling expectations • Built and developed teacher-based knowledge across the KLAs through in-servicing by Headmaster • Increased student participation in State and/or National Tests and competitions (such as ICAS, ANCO, AMC) • Increased intervention programmes were implemented for targeted students; • Online forum and homework help strategies are still in the process of being developed and implemented |
| Student population and enrolments | To increase student enrolments and achieve a high retention rate | <ul style="list-style-type: none"> • We held several Open Days throughout the year • Increased media advertising in the newspaper and radio • Increased awareness on social media, with more videos and reviews by students published • Participated in more community based projects to create more awareness of our students and school presence • Offered scholarships to local students |
| Work, Health and Safety | Establish a Maintenance Committee | <ul style="list-style-type: none"> • A Maintenance Committee was established, consisting of 3 members and meetings held bi-termly • Procedures for reporting safety issues were implemented and several problems were resolved successfully as a result |
| Student Welfare | To establish a comfortable, safe and genuine friendship environment where students feel free to explore their potentials | <ul style="list-style-type: none"> • Several fun-days were held on weekends to engage students in team-building activities • Increased student engagement with each other through community and volunteering days where they were paired together and worked collaboratively • Targeted student problems were raised regularly in staff meetings and we increased the number of face to face meetings with parents and families to address issues of concern |



| | | |
|--|---|---|
| Student Leadership Development | To increase development of entrepreneurial skills | <ul style="list-style-type: none"> Established a group of students who were interested to build on leadership and entrepreneurship Ran several case studies and leadership projects with students |
| Educational facilities and school premises | To furnish specialised classrooms for specific KLAs | <ul style="list-style-type: none"> Successfully established an equipped music room, library and fitness room Solutions were developed for off-site sporting facilities Increased interior decoration towards educational inspirations and Buddhism teachings |

2014 Planned Targets & Improvements

| Priority Area | Improvement Target | Planned achievements |
|--|--|---|
| Student Academic Achievement | 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 percentage of students in top band and above national average To increase student outcomes in national competitions To produce a more detailed and accessible assessment and school event calendar To increase publications of our student achievements via the school website and social media |
| Student Enrolments | To increase student enrolments by 50% | <ul style="list-style-type: none"> Establish links with local primary schools by holding school-specific open days throughout the year Establish links with local temples to work collaboratively with the young followers, blending education with their belief/faith Provide scholarship programs through local temples Increase rate of student volunteering to aid local temples and assist the elderly Increase the number of Open Days |
| Educational Facilities and School Premises | To increase the range of educational facilities and upgrade the current state of technologies | <ul style="list-style-type: none"> To furnish a meditation room and temple room for dharma classes and allow students to use the room any time to meditate on their own accord Increase and improve technological integration and staff knowledge on the system for greater efficiency and effectiveness Improve internet wireless connectivity for students around the school building To establish a larger school canteen area |



| | | |
|--|---|--|
| Parent Communication | To improve the speed and frequency of parent communication | <ul style="list-style-type: none"> • Establish a convenience SMS messaging system that will enable faster updates to parents • Increase the frequency of parent meetings including provision for different language and backgrounds • To establish a P&C Association to aid with fundraising for the school |
| Student Participation in Extra-Curricular Activities | Increase the range of extra-curricular activities offered by the school | <ul style="list-style-type: none"> • To involve students in inter-school competitions such as Chess competitions, Sporting competitions, national titration competitions, and the Maths Olympiad training • Initiate involvement of the School in the Duke of Edinburgh program • Develop and establish further student exposure to exploring their musical and artistic talent |



PART II

Initiatives Promoting Respect & Responsibility

In 2013, the School established several schemes, programs and strategies targeting the development of social responsibility, respect, compassion, and leadership skills.

1. Community Involvement

Students of Pal Buddhist School participated in several charity donation appeals and volunteering for non-profit organisations including local Buddhist temples. In partnership with charities such as the Australia Red Cross, Canteen and Starlight Foundation, Pal Buddhist School students volunteered their time on several weekends of the year, collecting donations for cancer research and natural disasters that occurred last year such as the Typhoon Disaster Appeal and Haiyan Appeal. Further, students also volunteered regularly on Sundays for local temples, offering their hands to clean the temple premises, serve food to the elderly, and set up tables and chairs. Through these community involvement activities, students learnt the importance of their role in the community and working collaboratively to improve the services and welfare of community members.



2. *Meditation and Dharma scripture classes*

In 2013, Pal Buddhist School established and successfully ran its weekly Meditation and Dharma class. With the help of a several volunteer Buddhist teachers, an official Meditation Room was also furnished. Meditation and Dharma classes were run every week for 1 hour, focusing students to develop the Buddhist values of respect, empathy, compassion and loving kindness.

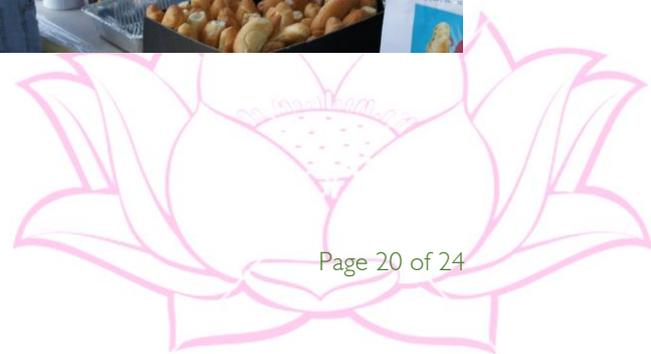


3. *Wing Chun Martial Arts*

In 2013, Pal Buddhist School introduced a program which provided a 1-hour Wing Chun Martial Arts lesson every week, conducted by an accredited Wing Chun instructor. Wing Chun, unlike other forms of martial arts, is a non-aggressive discipline and primarily focuses on learning to channel positive energy into the body. The practice teaches our students to refine their concentration, focus and understanding of the energy flow through their bodies. Embedded into the teaching is the appreciation of the values: culture, respect and empathy.

4. *Established an SRC*

At the start of 2013, the student body of Pal Buddhist School successfully nominated and established its first Student Representative Council, consisting of 6 prefects, 1 vice-president and 1 president. The SRC body was responsible for fundraising events, creating awareness throughout the community about our school, representing the views of the student body, and implementing improvements to the school environment for the positive welfare of the students. Of notable mention were the four sausage sizzles held at the Villawood and Bonnyrigg branches of Bunnings Warehouse, raising an average of approximately \$700 per sausage sizzle run.



Parent, Student and Teacher Satisfaction

In 2013, Pal Buddhist School surveyed parents, students and staff on their levels of satisfaction with the School.

Staff

Teaching staff were surveyed and given an opportunity to comment on the following areas for the purpose of recognising areas where improvements can be made:

- **Areas of communication between staff and school**
It was identified that the school needed a stronger flow of communication between all members of staff and departments. It was suggested that the current set-up of individual staff offices could hinder the development of collegiality among teaching staff. Procedures were then implemented to increase regularity of staff updates via emails. Further, the mandatory staff lunch room was implemented to increase face to face contact time.
- **School implementation of a paperless classroom environment including technology systems and processes**
Once staff were professionally trained and competently using the paperless classroom technologies, the attitude towards this paperless system was very positive. Staff commented that their lessons are more interactive and engaging with the incorporation of the technologies. Teachers commented that the technologies allowed them to extend the taught concepts to a dimensional beyond a typical classroom and thus are able to related taught content to real-life. Teachers also commended the teaching technology for its ability to track and archive lessons for review and feedback by head of departments and quality control staff.
- **Effectiveness of school discipline procedures**
It has been noted that student behaviour and discipline levels are at an impressive status. There were very low reports of problems in student behaviour. Minor issues were efficiently resolved via nominal means in the school's discipline policy.

It has also been suggested that the following be focused on in 2014:

- ✓ The new Australian Curriculum
- ✓ Programming and weekly records
- ✓ Staff development in accreditation with the Institute of Teachers



Parents

Parent feedback surveys were conducted by volunteer parents who approached parents face to face with confidentiality, objectivity and an unbiased attitude.

- **Academic**

Parents were generally very pleased about their child's improved attitude towards their studies. Parents commented that their child has become more focus and motivated to spend time on their homework, as compared to their previous schools.

- **Personal Development**

This was the most popularly rated factor, with all parents providing a positive response to the development of values and morals through the School's Buddhist philosophy. Parents encouraged further programs to involve students in community volunteering work.

- **Communication**

Parents responded positively to the level of communication which the School has made or attempted to make with families. A majority of families have replied that they are more engaged with our School than with their child's previous school. This is due to Pal Buddhist School catering for different languages by providing translators at each parent group meeting. The parents agreed that they feel welcomed in the school and share in their child's education.

- **School Discipline**

Parents have shown their support for stricter school disciplinary methods. Although they were satisfied with the current discipline of the School, they were also keen on the idea of increased monitoring and consequences such as lunch detentions. This will be a matter to address again in 2014.



Students

Students were surveyed by written anonymous feedback on the following:

- **Tablet implementation in class**

Overall, students agreed that the paperless classroom and the teaching technology system increased their interest and involvement in the subject. A few students identified that they would find it hard to learn in the 'old school' way now that they have adapted to the modern methods of a classroom. A small number of students also identified that they struggled to get used to the technology at first and would like some further support. The school will look into providing Demonstration Workshops in 2014 to assist with student integration into a technology-based learning environment.



- **Teacher quality**

Most students are happy and interact well with teachers and other students and find the staff friendly and approachable. A majority of students were inspired by or motivated by several of their teachers and see them as role models. Students also agreed that the level of genuine care exhibited by their teachers were much higher than they had experienced at their previous schools.



PART 13
Summary Financial Information

