# Table of Contents

1. A Message 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
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
PART 1
A Message from the Key School Bodies

Message from the Principal

In 2014, Pal Buddhist School’s aim to foster an environment where students have the ability to reach their potential and develop a passion for learning continues. Not only did the school grow in size, but our students continued to achieve academic excellence and drastic improvements were made to the building. Furthermore, our school had its first cohort of students taking the HSC in 2014 and all students were accepted into well-known Australian tertiary institutions.

Our second year of operation consisted of many school improvements, including the construction of our temple, the purchase of our very much needed school bus, and the resourcing of our Science Lab. The State Government of New South Wales granted our school with $10,000 for the erection of a school sign board and $20,000 for the construction of the School Canteen which will begin in 2015.

The Parents and Friends Association (“P&F”) was created in the beginning of 2014. The P&F enriched the relationship that was formed between the parents, students, and teachers in 2013. The program amplified morale among all parties and lead to two fundraising events that greatly benefitted the school. The result of the fundraising dinners brought much community awareness to our school, including the support of the Tzu Chi Foundation. Our magnificent fundraising effort added more than $100,000 of contributions to our school, including $20,000 from members of the Tzu Chi Foundation.

Through appearances and mentions on SBS World News, TVB Australia and a local radio station, the school reached new mediums of communication and marketing. Our partnership with Macquarie Grammar School and Athena School allowed our students to socialize and compete with their peers. This partnership will continue to grow in 2015, as we plan to partake in more sporting events, like the Sports Gala Day, Joint Camp, Athletics Carnival and Swimming Carnival.

In our constant efforts to better the lives of those around us, Pal Buddhist School students became involved in fundraising efforts for national and international charities, including disaster appeals with the Australian Red Cross, and computer goods donations to the Svay Rieng School in Cambodia. We plan to continue our charity work through our Teach4Peace program.

It has been a productive year for Pal Buddhist School and I am proud of the students and staff for making it possible. Our students have done exceptionally well on testing and our first graduates have set a high bar for the upcoming HSC cohort.
A Message from the Student Representative Council

The SRC members have been proactive in maintaining the positive attitude of the students and teachers throughout 2014. Whether it be by hosting congratulatory parties for the students at home, or raising funds for those less fortunate elsewhere, Pal’s leaders do not stray from the spotlight when it comes to giving. The SRC have also taken the initiative to be accountable for the health of our students, by providing a daily breakfast stand readily available for all students when time is of the essence. As representatives of the student body, the SRC have made it their number one priority to cater to the needs of our students, and without their organisation skills, compassion and dedication, the following events would not have been possible.

Jessica Luong  
*SRC Captain*

18 October 2013  
Bandanna day – Selling bandannas at Canley Vale and Cabramatta station

12 December 2013  
Christmas Celebration

December 3rd-6th 2013  
Milson’s Island Camp

Victoria Bushfire Appeal 2014  
Student body raised money for the Victorian Bushfire on behalf of the Red Cross, by selling cupcakes and encouraging public donations in Cabramatta
22 August 2014
Daffodil Day- Wear something yellow or mufti for a gold coin donation and sold merchandise at the school

17-19 November 2014
School camp to Borambola, organised by SRC members

Beginning of Term 2 2014
Breakfast Club + Pancake Fridays – Selling breakfast for daily revenue

End of Term 3 2014
Picnic Day – Bonding time with students and farewell to Year 12 students

25 November 2014
Year 12 formal at the Dockside in Darling Harbour
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 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 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

NAPLAN

The NAPLAN Tests track student progress from Years 7 and Years 9. These results have proven to be very useful to the school by aiding in determining what areas are in need of improvement. They are crucial and ultimately play a huge role in allowing us to support those students by giving them individual attention and help them improve for future assessments.

In 2014, NAPLAN results indicated that Pal Buddhist School students are performing exceptionally well in Reading, Persuasive Writing, Spelling and Numeracy. Some of our students have also scored into the 9th band for Reading, Spelling, Grammar, Punctuation and Numeracy. An average of 71% scored above the national average from Years 7 and 9 and an average of 78% of students scored in Bands 7-10 from Years 7 and 9. Our Year 9 students’ averages were substantially above the national average for all subjects. Below please find more detailed data regarding the NAPLAN results for Years 7 and Years 9.
### % above national average

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td><strong>Persuasive Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>% in Bands 7-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td><strong>Persuasive Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Australian Mathematics Competition**

In 2014, 95% of our students participated in the Australian Mathematics Competition. 10 students scored in the top 50% and 2 students scored in the top 15% in the state.

**International Competitions and Assessments for Schools**

In 2014, 93% of our students participated in the Science portion, where 20% scored in the top 50%. All our students participated in the Writing portion and all Year 12 students participated in English portion.

This competition not only benefits the teachers but also helps the students become better test-takers and the results allow them to set goals for the upcoming year. Assessments such as these allow our teachers to be aware of weaknesses and organise lesson plans that better prepare the students for next year.
PART 4
Senior Secondary Outcomes

The school had its first class taking the Higher School Certificate (“HSC”) in 2014. More detailed results are as follows:

Our best performing subjects in the HSC were Mathematics Extension 1 and Mathematics Extension 2. In the Mathematics Extension 1 section, the school average was 89.80 compared to the state average of 80.58. For the Mathematics Extension 2 portion, the school average was 82.10 compared to the state average of 81.58.

Special Highlights:

- Our highest ATAR was 97.1
- 20% of our students made it on the Distinguished Achievers list for Mathematics and Physics
- 40% scored an ATAR above 90
- 20% scored an ATAR score above 95
PART 5
Professional Learning and Teacher Standards

In 2014, all teaching staff participated in the following School-based professional learning workshops:

- OneNote tools for the classroom
- Dropbox for the classroom
- EdmodoCon

Furthermore, non-teaching workshops attended include those run by the Association of Independent Schools of NSW (AIS) and the BOSTES:

- AIS Briefing and Workshop (Metro) on the 2013 Australian Government School Planning
- CRICOS Workshop (12/09/2014)

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

In 2014, Pal Buddhist School had a total of 7 teaching staff:

<table>
<thead>
<tr>
<th>Teacher Category</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>5</td>
</tr>
<tr>
<td>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.</td>
<td>2</td>
</tr>
<tr>
<td>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.</td>
<td>0</td>
</tr>
</tbody>
</table>
Pal Buddhist School continues to maintain a relatively high staff attendance rates for both teaching and non-teaching staff.

<table>
<thead>
<tr>
<th>STAFF PROFILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Full-Time Teaching Staff</td>
</tr>
<tr>
<td>Total Part-Time Teaching Staff</td>
</tr>
<tr>
<td>Total Casual Teaching Staff</td>
</tr>
<tr>
<td>Total Non-Teaching Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate – Teaching Staff</td>
</tr>
<tr>
<td>Attendance Rate – Non-Teaching Staff</td>
</tr>
<tr>
<td>Retention Rate</td>
</tr>
</tbody>
</table>
PART 7

Student Attendance, Retention and Post School Destinations

Student Attendance
The school’s average student attendance was 96%. The graph below indicates the average student attendance per grade level:

![Attendance Rates for 2014](image)

Student Retention Rate
We are unable to provide this data at this time due to the fact that our school opened in 2013. There is not enough data to obtain the student retention from Year 10 to Year 12. Although, there will be data next year.
Management of Non-Attendance

Our policy on Non-Attendance remains the same as 2013 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. 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 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 in 2014 were accepted into Australian tertiary institutions. They have enrolled in various universities in the Sydney area and are studying numerous subjects.
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.

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, but not limited to, 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 continues to encapsulate a general attitude to overcome any such barriers set up by their locality.
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 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.
# PART 9
## Summary of School Policies for Student Welfare, Anti-Bullying, Discipline, Complaints and Grievances

<table>
<thead>
<tr>
<th>POLICY</th>
<th>Changes made in 2014</th>
<th>ACCESS TO FULL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-Bullying Policy</td>
<td>N/A</td>
<td>Student orientation booklet, School intranet, Hard copy with the Director of Operations</td>
</tr>
<tr>
<td>Disciplinary Policy</td>
<td>N/A</td>
<td>Staff Handbook, School intranet, Hard copy with the Director of Operations</td>
</tr>
<tr>
<td>Complaints and Grievances Policy</td>
<td>N/A</td>
<td>Student orientation booklet, School intranet, Hard copy with the Director of Operations</td>
</tr>
<tr>
<td>Child Protection Policy</td>
<td>N/A</td>
<td>Staff handbook, School intranet, Hard copy with the Director of Operations</td>
</tr>
<tr>
<td>Parent Communication Policy</td>
<td>Added channel of communication via the creation of the P&amp;F Association</td>
<td>Student orientation booklet, School intranet, Hard copy with the Director of Operations</td>
</tr>
<tr>
<td>Student Support Policy</td>
<td>Added dharma class as a support</td>
<td>School intranet, Hard copy with the Director of Operations</td>
</tr>
</tbody>
</table>
relationships that correlate closely to the quality of our learning programs and course delivery.

<table>
<thead>
<tr>
<th>Student Leadership Policy</th>
<th>channel for students</th>
<th>School intranet Hard copy with the Director of Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Leadership Policy</strong></td>
<td>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.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework Policy</th>
<th>channel for students</th>
<th>School intranet Hard copy with the Director of Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homework Policy</strong></td>
<td>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.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Infectious Diseases Policy</th>
<th>channel for students</th>
<th>School intranet Hard copy with the Director of Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infectious Diseases Policy</strong></td>
<td>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.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Excursion Policy</th>
<th>channel for students</th>
<th>Staff Handbook School intranet Hard copy with the Director of Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excursion Policy</strong></td>
<td>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.</td>
<td>Updated risk assessment template, permission note template and approval requirements</td>
</tr>
</tbody>
</table>
## School-Determined Improvement Targets

### 2014 Targets & Achievements

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Improvement Target</th>
<th>Achievement of Target</th>
</tr>
</thead>
</table>
| Student Academic Achievement         | To raise the academic standards across the school and develop a reputation for educational excellence in the local community | • Introduced a more detailed and accessible assessment and school event calendar  
• Increased publications of our student achievements via the school website and social media |
| Student population and enrolments    | To increase student enrolments by 50%                                              | • Established links with local temples to work collaboratively with the young followers, blending education with their belief/faith  
• Provided scholarship programs  
• Increased rate of student volunteering  
• Held Open Days |
| Educational facilities and school premises | To increase the range of educational facilities and upgrade the current state of technologies | • Furnished a meditation room and temple room for dharma classes and allow students to use the room any time to meditate on their own accord  
• Constructed a Science Lab  
• Increased and improve technological integration and staff knowledge on the system for greater efficiency and effectiveness  
• Improved internet wireless connectivity for students around the school building |
| Parent Communication                 | To improve the speed and frequency of parent communication                          | • Established a convenient SMS messaging system that will enable faster updates to parents  
• Increased the frequency of parent meetings including provision for different languages and backgrounds  
• Established a Parents and Friends Group |
| Student Participation in Extra-Curricular Activities | Increase the range of extra-curricular activities offered by the school       | • Added Swimming to our sports curriculum  
• Developed and established further student exposure to exploring their musical and artistic talent through School Website and Social Media  
• Performance in several community events |
### 2015 Planned Targets & Improvements

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Improvement Target</th>
<th>Planned achievements</th>
</tr>
</thead>
</table>
| **Student Academic Achievement**    | To continue to raise the academic standards across the school and develop a reputation for educational excellence in the local community | • 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 continue to update our School Website and Social Media platforms |
| **Student Enrolments**              | To continue to increase student enrolments by 50%                                  | • Establish links with other schools and plan competitions and sporting events.  
• 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 | • Upgrade of our internet wireless network by upgrading our internet plan and installing wireless access points in every classroom of the school  
• 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                                   | • Find volunteers to aid with translation during Parent-Teacher meeting  
• Renew the Parents and Friends Group |
| **Student Participation in Extra-Curricular Activities** | Increase the range of extra-curricular activities offered by the school          | • To involve students in more inter-school competitions such as Chess competitions, Sporting competitions, national titration competitions, and the Maths Olympiad training  
• To involve students in extra-curricular educational activities with other schools |
PART II

Initiatives Promoting Respect & Responsibility

In 2014, 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 the local temples and participate in clean-up. Whether it is cleaning up the beach or park, our students are committed to helping their community and have a new found respect for their surroundings.

2. Planning Fundraising Events
   The students participated in the organizing of the April Fundraising Dinner and the King Ashoka Ball. The success of this event was directly related to the students’ dedication and level of responsibility. This also proved their commitment to helping the school and ensuring the success of the evening. They were also in charge of planning their formal by raising money through chocolate bar sales.

3. Trip to Camp Borambola
   Not only did the SRC organise this trip, they enhanced their leadership skills by partaking in various teambuilding activities.
4. **Sunday Temple Visits**
Social responsibility is further promoted by Sunday temple visits. This is where our students volunteer and give their time to the clean up the temple and get to connect with monks.

5. **Promoting and Helping the School**
In 2014, the students’ leadership skills were put to test when they were in charge of promoting the school. Students are also assigned tasks that help maintain the school and this allows them to understand what it is like to be responsible for a task.
PART 12

Parent, Student and Teacher Satisfaction

In 2014, Pal Buddhist School surveyed parents, students and staff on their levels of satisfaction with the School.

Parents

Parent feedback surveys were conducted by the administrative staff who approached parents face to face with confidentiality. The feedback from parents was very similar to last year’s. Parents are satisfied with the school and their child’s progress. Parents also mentioned that they are pleased with the teachers and the impact they have had on their child. They are also very satisfied with the administrative staff. We will continue to achieve the highest level of satisfaction from the parents. Our goal is to ensure that they are pleased with the education their child is receiving and feel comfortable reaching out to the teachers and administrative staff.

Students

The feedback received from our students indicated that they were generally pleased with their teachers. Pal Buddhist School students described their teachers as knowledgeable, considerate, experienced and enthusiastic. Overall, our students’ responses were positive although some noted that their teachers stray away from the topic and are unorganized. The negative feedback is definitely being taken into consideration and we plan to implement new strategies in 2015 to resolve these issues.

The school also requested feedback from our students in regards to the Wing Chun class that is held every Wednesday. A large number of students said they love to move around and interact with their peers outside of the classroom setting. Students also commented on their increase in confidence, focus and calmness after starting Wing Chun classes. They love learning the ability to defend themselves using the opponent’s force rather than their own. Overall, the feedback suggests that the students are extremely satisfied with the Wing Chun class.

The 2014 survey proved to be very helpful and effective in revealing areas that are in need of improvement and reflect the benefits of new initiatives.

Staff

Teaching and administrative 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: In general, the staff was pleased with communication. The weekly staff meetings proved to be very effective and allowed staff to voice their opinions.
- Effectiveness of school procedures: Overall, the staff recommended that an electronic system needs to be implemented to hold students’ records and documents to enhance efficiency.
- Paperless Classroom: The staff is impressed with the paperless technology that we are utilising. It is easier to share information with the other staff members as well as the students.

It has also been suggested that the following be focused on in 2015:

- Student files be made available electronically
- Increased level of communication between teachers and administrative staff
- Translators for Parent-Teacher Meetings
PART 13
Summary of Financial Information

INCOME
- Federal Recurrent Grant: 53%
- State Recurrent Grant: 13%
- Other: 3%
- Fundraising & Donations: 13%
- Other Capital Income: 2%
- Fees & Private Income: 16%

EXPENSES
- Salaries, allowances and related: 45%
- Non-salary expenses: 51%
- Capital expenditure: 4%