



# Pal Buddhist School

I 48-ML-PBS

## Pre-enrolment Information

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## A 21st Century Academic School

Founded this century in 2013, Pal Buddhist School is uniquely attuned to the needs and aspirations of young students. We offer students from all walks of life the opportunity to excel in their chosen field of endeavour, be it the professions, business or academia.

### *Focused Curriculum puts Learning First*

Pal School's Learning First approach offers a focused curriculum that prioritises academic attainment with a "back to basics" philosophy. We consolidate learning in the core subject areas that are most important to the HSC (Higher School Certificate) and a future rewarding career. Freed from the distractions that are often built into the curriculum at other schools, PBS students are more likely to reach their full academic potential.

### *HSC and Tertiary Entrance Specialists*

Unlike schools which offer a split academic programme, PBS is 100% dedicated to helping our students complete their HSC and receive an offer of placement in a tertiary Course of education.

## Features of Pal Buddhist School

### *Location*

Located on First Avenue, in a quiet suburb, PBS's learning environment provides calm, professional surroundings. Directly opposite the Canley Vale Railway Station, we are accessible to Sydney's growing transport networks.

Students have immediate access to many academic, sporting and cultural sites. The PDHPE programme operates at our local, [Cabravale Leisure Centre](#), [Wet'n'Wild Sydney](#), the local Canley Vale Park, and the local sports fields in Canley Vale. It is a short stroll to the [Whitlam Library](#), [Liverpool Museum](#), [Living Museum](#), [Casula Powerhouse Arts Centre](#), [Fairfield City Museum and Gallery](#) and the local Law Courts.

Best of all, these wonderful facilities enable low-entry fees to remain allocated entirely for academic pursuits.

### **Student Services include:**

- ongoing programmes of English language assistance;
- career and academic counselling;
- self-access facilities and help;
- guardianship and accommodation assistance;
- guided learning facilities and help; and our
- Pal Education -- Coaching School.

### *Facilities*

Pal Buddhist School offers a range of on-site and off-site educational facilities that are available for all Courses, that are itemised in a separate, detailed document called "Facilities List".

### *Policies*



Australian Government regulations require educational institutions to have policies and procedures for their operations and administration. Pal Buddhist School has formulated and published policies and procedures to form the basis of safe and efficient operations within the organisation on the staff intranet and Student Zone. The policies and procedures are also designed to ensure that the aims, objectives, standards and core values of the School are clearly outlined. Pal Buddhist School adopts appropriate policies and management practices and maintains high professional standards in the marketing and subsequent delivery of its High School programmes. The educational mission (aim) is to provide quality Secondary School Courses to enhance students' cultural and learning experiences in Australia, to prepare them to undertake further educational activities with increased confidence.

In compliance with the Assessment Certification Examination (ACE) website [<http://ace.bos.nsw.edu.au/>], educational programmes (Secondary School Curricula) offered at Pal Buddhist School are of sufficient breadth and depth. The learning environment is conducive to the success of its students and one that provides adequate facilities and use of appropriate methods and materials for Course delivery in conformity with the Board of Studies, Teaching and Educational Standards NSW (BOSTES) outcomes-based educational requirements.

All Teachers are fully qualified High School Teachers with specialist subject teaching qualifications and experience in teaching students with English as a second language. Students have full access to all the School's facilities including computer technology, library resources situated onsite or in close proximity, as well as student recreational areas. Sporting activities, homework assignments and project work are closely supervised and support personnel made available to assist students who experience difficulties.

## Teaching Methods

PBS is big enough to offer a strong HSC portfolio, and small enough to care about the individual progress of every student. PBS Teachers reach out to every student, to help all students reach their full potential.

We favour communicative, interactive and student-centred approaches that also promote suitable opportunities for developing research skills, extended project work, dynamic presentations, independent learning strategies, critical thinking, and access to a wide range of learning resources including Internet, audio-visual aids and libraries.

## Assessments

- Students' cross-curricula progression is monitored and assessed continuously with regular feedback given to each student to maintain effective study skills and a positive attitude towards learning;
- Competency-based tests are also used to monitor progress in the macro skills of reading, writing, speaking and listening;
- Reports are forwarded to parents and/or guardians at the end of each Term, followed by a Parent-Teacher-Student Meeting; and
- The establishment and maintenance of close and supportive guardian and/or parental Home-School links are given high priority.

### *Assessment of Preliminary Courses:*



- Pal Buddhist School Teachers comply with the mandatory requirements for Preliminary Courses, the assessment system for the HSC Courses and suggestions for assessment of Preliminary Courses in the syllabus documents.
- For example, in the teaching of English, Teachers will be conscious of the need to: “develop students’ critical capacities and their appreciation of diversity through the close study of texts as well as through wide reading across historical periods, cultures, forms and media”.

### *Internal Assessment:*

- Assessment marks are submitted for each Course and indicate students’ achievements at the end of the HSC Course.

### *Assessment marks will be based on:*

- a wider range of syllabus outcomes that can be measured by the external examination, although internal assessment will address all the objectives measured by the examination;
- multiple measures and observations made throughout the HSC Course rather than at a single, final examination: i.e. measuring of achievement at points during the Course to provide a better indication of student achievement than a single examination and to increase the accuracy of the final assessment of each student’s achievement in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment); and
- assessment marks reflect the knowledge and skills’ objectives of the Course and the related outcomes.

### *Assessment Methods*

A variety of assessment methods is used including: individual case studies, individual stimulus based tasks, group presentations of a case study, group research tasks, individual research case studies, stimulus essays, analysing debates, class tests, and written examinations.

### **Content Overview and Resources:**

Teachers are guided by support documents, specimen examination papers, specimen examination paper marking guidelines, syllabuses, etc. that are available on the BOSTES NSW’ website: <http://www.bostes.nsw.edu.au/>

In addition, Pal Buddhist School staff utilise a range of additional resource materials available for use by Teachers and students in relation to each of the above learning areas. It is acknowledged that the changes in the prescription of HSC texts mean that Stage 6 English has very little use for text books. However, in preparation of their Course, Teachers will refer to the following resources: “English Stage 6 Prescriptions: Area of Study, Electives, Texts”; “Annotations of texts prescribed for the first time for HSC”; and “Curriculum Support for Teaching in English 7-12” and the NSW online website for sample units of work for each subject.



### *Records of Student Achievement*

The HSC credentials are depicted as a portfolio and staff ensure that students' portfolios are maintained in good order and contain all the documents needed to convey an overall picture of a student's achievement throughout the HSC programme. The keeping of records of achievement at Pal Buddhist School is consistent with the assessment requirements described in the syllabus for each Course of study.

Programmes are developed for each Course that clearly set out assessment requirements along with mandatory subject requirements. The Principal ensures that all programmes comply with current syllabus requirements. Regular staff meetings and professional development opportunities are provided to staff to support them in this process. Teachers are required to present all relevant documents for their respective Courses throughout each Term, to ensure compliance.

## **Staff Policies**

The Teachers at Pal Buddhist School are appointed for their commitment to the individual student. The staff team demonstrates a dedication and loyalty that supports the desired organisational culture. All teaching staff are appropriately qualified and experienced. The School prides itself on the number of Teachers with higher degrees at Master's and Doctoral levels from universities from all over Australia and encourages continued professional development and life-long learning.

Faculties acquire and regularly upgrade the necessary resources and equipment to successfully support their teaching responsibilities at Pal Buddhist School. Resources range from traditional printed material such as books and periodicals to CD-ROM, video, DVD and the internet.

## **High School Programme Entry Requirements**

Students must fulfil both the minimum English and Academic requirements for entry into Pal Buddhist School's High School Programmes.

### *English Language Competency*

Pal Buddhist School ensures that students from overseas are properly prepared for an English-speaking environment and that they are supported in Australia. In this situation, intending students need to:

- complete an English test at a suitable standard as determined by the Registrar;
- have an English speaking guardian who lives in Australia and who is over the age of 21; and
- provide reports from their previous School and intensive English Courses that they may have undertaken.

Minimum English language entry requirements are set out, below. Please contact us if further information is required.

<b>English</b>	<b>Years 7-10</b>	<b>Years 11-12</b>
IELTS	5.0	5.5
TOEFL (Paper)	513	547
TOEFL (Computer)	183	210

If you don't have the level of English needed for entry, you can enrol in Pal Buddhist School's onsite, High School Preparation Programme.



**PAL BUDDHIST SCHOOL**  
*Through Knowledge, Enlightenment*

### *Past Academic Performance*

Students seeking acceptance into Pal Buddhist School's High School Programmes should submit copies of their Reports and/or official academic Certificates for assessment. Students must have completed the equivalent of the previous year (grade) in their respective country's School system in order to be considered for enrolment.

## **Fees**

### **Terms and Conditions of Business Regarding the Payment of Fees**

- 1 All fees and charges are payable in Australian Dollars (\$A).
- 2 If you wish to pay a full year's tuition fees in advance the School will be pleased to give you an 8% discount. The due date for this agreement is before 1 December, prior to commencement.
- 3 Late payments will be subject to a \$200 late fee, applicable immediately following the final payment day.
- 4 Failure to pay an account by the date when it is due may result in the student being denied access to School services and may prejudice the student's Visa status.
- 5 Charges for additional services including music tuition, text books, stationery ("incidental charges") are required to be paid as and when such fees are incurred.
- 6 Fees may be paid by credit card (MasterCard, Bankcard or Visa). Bank charges made by your bank on funds' transfers will be debited to your School account.
- 7 The Tuition fees include all aspects of education at Pal Buddhist School, including welfare care, extension work, gifted and remedial counselling, and most costs related to extra-curricula activities (except excursions and transport to/from off-campus commitments and entry fees).
- 8 Six months' notice in writing and addressed to the Principal is required of intention to withdraw a student from the School. Six months' fee is charged for withdrawal without such notice.
- 9 All fees are subject to change.
- 10 Enrolment of a second family member will attract 20% discount of the tuition fee and 40% discount for a third family member, 60% discount for a fourth family member, and free thereafter.

### **Schedule of Fees**

#### [PBS Course Fee Schedule](#)

### **Additional/Optional Costs (examples)**

- Team Sports' uniforms
- Year 12 personalised Jersey (\$120)
- Stationery
- Camps
- Private lessons for music, voice, swimming, etc.
- Special subject equipment and materials
- Instrument hire
- Special events, dinners



- Skiing trips, Overseas study trips
- Extra copies of School Reports
- Examination results' transcripts
- NSW Government Higher School Certificate charge--Year 12 (international students only)

## International Students

Cultural diversity and tolerance are enduring features of the Australian way of life. These attributes are reflected in the community and the wide acceptance of all peoples to this country from the world over. Pal Buddhist School promotes acceptance and tolerance of all cultures, races and religions and encourages conformity with 'Australian-ness' in freedom of speech (generally in English), the rule of law and giving everyone a 'fair go'.

All members of the Pal Buddhist School Family are encouraged to adopt an international outlook, communicate well with other cultures and develop an understanding of those who are on a short visit or staying to study with us. The School believes in a culturally rich curriculum, full involvement by all students in extra-curricula activities and in strong welfare care.

A special effort is made by all to make non-Australians welcome and to develop links with Schools and communities abroad. Pal Buddhist School not only welcomes fee paying overseas students it also participates in overseas trips and cultural exchanges.

## ESOS (Education Services for Overseas Students)

### *Legislative Framework*

The Australian Government Department of Education (AGDoE) provides information and advice to help students understand their rights and obligations. AGDoE manages the ESOS legislative framework. This protects Australia's reputation for delivering quality education services and the interests of overseas students, by setting minimum standards and providing tuition and financial assurance.

The legislation mandates a nationally consistent approach to registering education providers so that the quality of the tuition, and care of students, remains high. The professionalism and integrity of the industry is further strengthened by the ESOS legislation's interface with immigration law. This interface imposes visa related reporting requirements on both students and providers. A simple explanation of the framework is the ESOS Easy Guide:

<https://aei.gov.au/regulatory-information/education-services-for-overseas-students-esos-legislative-framework/esosquickinformation/esoseasyguide/pages/esoseasyguide.aspx>

## Welfare Care

Welfare care is the foundation of Pal Buddhist School philosophy. A hierarchy of care is provided commencing with the Teachers, through to the Deputy Principal and the Principal. There are staff on hand who are available to assist students and parents at any time. An experienced School Counsellor has specific responsibility for students and regularly attends meetings and seminars to remain up-to-date with





all policy and welfare areas pertaining to the care of international students. The Counsellor is highly regarded for possessing a caring and understanding nature.

Additionally, PBS has a full-time Welfare Officer who not only liaises closely with students but also with their parents/guardians.

The School believes that young people respond best when provided with a clear definition of their responsibilities, privileges and limitations and when they are aware of the consequences of their actions. A system of positive incentives operates to recognise achievement in the areas of academia. There is a clearly defined system of sanctions for students whose performance does not meet expectations.

Pal Buddhist School has a policy of zero tolerance to illegal drugs and unacceptable behaviour. The students' general well-being is nurtured by providing the safe, secure and supportive environment needed to maximise their studies at Pal Buddhist School including:

- personal counselling;
- discipline when necessary (in accordance with the discipline policy);
- ensuring that stakeholders are kept informed about students' progress; and
- encouraging interaction between family and School.

Time is made available for the parents and/or guardians if they have any concern about a student. Pal Buddhist School does not demand, practise, nor is dictated by, any brand of religious indoctrination or expectation with students or members of staff.

A student's enrolment may be deferred, suspended or cancelled [014-PP-PBS Deferring, Suspending or Cancelling Student Enrolment](#) for the following compassionate and compelling circumstances including but not limited to:

- illness, where a medical certificate states that the student was unable to attend classes;
- bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided);
- major political upheaval or natural disaster in the home country requiring emergency travel that has impacted on studies;
- a traumatic experience which has impacted on the student (these cases should be where possible supported by police or psychologists' reports);
- failure to pay Course fees by the scheduled dates stated in the Letter of Offer;
- failure to maintain approved welfare and accommodation arrangements (visa condition 8532); or any behaviour identified as resulting in cancellation in PBS's Behaviour Policy/Code of Conduct.

PBS is required to report failure to maintain satisfactory Course progress and/or satisfactory attendance to DIBP which will result in the automatic cancellation of a visa.

## Guardianship (for students under 18 years of age)

### 1 Aim

1.1 The aim of this document is to detail the School's policy on guardianship and outline the guidelines





for prospective guardians. It also forms the basis of an agreement between the School and the appointed guardian.

## 2 Principles

2.1 This policy has been developed in line with recent changes to Australian Government Regulations—Department of Immigration and Border Protection (DIBP) in respect to Guardianship.

2.2 Australian law requires that parents must nominate a responsible adult to be the guardian for their son/daughter if they are under 18 years of age, to have certain responsibilities under Australian Law for the welfare of international students who are their wards.

2.3 Pal Buddhist School believes in the practice of separating the responsibilities of School, homestay and guardian for overseas students which minimises conflicts of interest wherever possible.

2.4 The guardian must be able to represent the interests of the student at meetings with the School and be able to independently address issues of homestay for the student.

2.5 If parents are not able to nominate a guardian, Pal Buddhist School can organise homestay accommodation for you. Please contact the School for more information or refer to the guardian section of the Enrolment Form.

2.6 The guardian nominated by the parent(s) or Agent will be considered by the School to have the legal authority to make decisions in all matters including education, accommodation, personal safety and emergency medical treatment.

## 3 Guardian Suitability

3.1 Guardians must be persons of good character, acceptable to the School authorities, be over the age of 21, and satisfy a Working with Children Check.

3.2 Guardians must be residents of NSW and there is an expectation they will remain in Australia for the duration of their student's period of study.

3.3 A guardian may be a close relative of the student but must be over the age of 21.

3.4 The Guardian agrees that he/she will be available to attend interviews and events on the Pal Buddhist School Campus in Sydney and be available at short notice to attend to the welfare of his/her student and attend in person when the student or the School requests.

## 4 Guardian Responsibilities

4.1 Guardians must attend the student's Orientation Interview with the Deputy Principal and/or the Principal, before or at commencement of their student at Pal Buddhist School [Note: A student may not be able to commence until their guardian has attended this interview].

4.2 Guardians must sign on behalf of the parents all forms and notifications requiring parental permission.



Documents correctly signed and received by email is acceptable.

4.3 Guardians agree to an efficient turnaround of documents so that their student is not disadvantaged through unnecessary delays.

4.4 Guardians agree to make regular weekly contact with their student and the homestay host family. They agree to make a regular report to the parents of the student.

4.5 Guardians will maintain a liaison role between the parents and the School.

4.6 Guardians agree to support and assist the student with social, domestic and living arrangements.

4.7 Guardians will inform the Deputy Principal and/or the Principal of any aspect of the student's home life which may impact upon their study or academic progress – illness, family news, financial issues, etc.

4.8 The Guardian's full contact details must be kept up-to-date and the School, parents, student and homestay host must be immediately informed of any changes of address or telephonic contact data.

## 5 Agreement

5.1 The Guardian named agrees to carry out the above responsibilities efficiently, honestly and cooperatively with the student named, his/her family and Pal Buddhist School. Any guardianship financial arrangements are between the student's family and the guardian.

5.2 It is acknowledged that the Guardian is appointed for the period of enrolment of the student plus such other time that the student is in Australia which is associated with this enrolment.

5.3 Guardianship can only be terminated by the parents of the student in writing and only once an alternative guardian has been appointed. Guardianship can be terminated at the time the student reaches the age of 18 years.

## Accommodation

### *Homestay*

Accommodation is available in family homes in the Sydney area. This service is provided through the Australian Homestay Network which has 200 quality assured and inspected family homes. Our Accommodation Coordinator verifies the suitability of all accommodation.

### *Visa*

The intending student must obtain a valid student visa for studying in Australia and satisfy the conditions as stated by the Department of Immigration and Border Protection.

### *Information about Students*

Information about intending parents/guardians and students may be made available to Commonwealth and State agencies.

## School Aged Dependants



Students are advised that any School aged dependants accompanying them will be required to pay full fees if they are enrolled in either a government or non-government School.

## **Years 7-10 High School Programme (Yrs 7-10 CRICOS Code 084968D)**

Delivery is at 14 First Avenue, Canley Vale, Sydney involving supervised face-to-face teaching in classrooms conducted in English, on a full-time basis, including presentations, student demonstrations, exercises, group work, projects, research, site visits, and guest presentations.

For Years 7-10, Pal Buddhist School offers subjects in the Key Learning Areas of the BOSTES NSW curriculum, i.e. the traditional subjects of English, Mathematics; Science; Human Society and Its Environment; Geography; History; Personal Development, Health and Physical Education; Music; Technology; Visual Arts; Visual Design; and Commerce are taught.

The curricula are based on the BOSTES New South Wales documents with scope and sequence documents and teaching programmes produced by Pal Buddhist School teaching staff.

The School also provides the mandatory 100 hours of tuition in a language other than English in Stage 4 (Years 7-8) which is Japanese. Other languages are offered at Pal Coaching School or through payment of additional tuition fees to the Open High School, Sydney.

Students receive additional English language support, with small group tutorials to assist them in the further development of their English skills. Students completing Year 10 will, therefore, have completed a programme that better prepares them for the academic and organisational demands of Years 11 and 12. Satisfactory completion of Year 10 enables a student to commence and be eligible to receive the NSW Higher School Certificate after completing the State external examinations at the end of Year 12. Eligible students who leave School before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

The focus for the learning in Years 7-10 at Pal Buddhist School is on the skills and knowledge that will provide a foundation for the successful completion of Years 11 and 12 at Pal Buddhist School. This learning is an opportunity to intensively work on these skills under a framework of assessment that closely resembles in structure, the assessment of the Preliminary and HSC Courses.

Students who study with us from Years 7-10 get an extra opportunity to learn and understand basic concepts and historical context that underpin a modern Australian society. This study is done through careful emphasis of Australian history, geography, civics and citizenship, as well as an emphasis on the basic literacy skills of reading, writing, speaking and listening. These skills are essential for the personal development and the competitive performance of the students at HSC level.

It is also clear that student academic performance is aided by physical health. At Pal Buddhist School students also study Personal Development, Health and Physical Education, which focuses on the importance of a healthy lifestyle. At the end of Year 10, successful students have fully completed an intensive Course of study that simultaneously emphasises the skills and knowledge required in an environment that fosters individuality, language acquisition and freedom of learning in an inclusive



environment.

### *Entry requirements for Years 7-10*

- Students must have completed the previous year (grade) or its equivalence in their respective countries;
- A guardian and an accommodation inspection for all students who are under 18 years of age;
- Approved/recognised High School Preparation or IELTS 5.0;
- Certified copies of the previous 2 years' School reports that list subjects studied and marks/grades achieved with English translations;
- Students who are able to demonstrate the entry requirements for Year 10 and who have completed Yr 10 or its equivalence are able to start at any time of the year;
- Students from Assessment-Levels 3 & 4 countries may have additional restrictions; and
- Direct entry from Pal Buddhist School's onsite, High School Preparation Programme upon satisfactory completion of this programme.

### *Course Credit*

PBS offers course credit if a student demonstrates written knowledge of equivalent, subject content and duration. PBS will determine the entry requirements for all students, including any on-shore transfers from another School.

## **Years 7-10 Curriculum (as described in the BOSTES NSW Syllabuses)**

### *Commerce*

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

### *HSIE (Human Society and Its Environment)*

The **Geography** (Mandatory) Course requires students to complete:

- 100 hours of Global Geography in Stage 4
- 100 hours of Australian Geography in Stage 5

This is a requirement for eligibility for completion of Year 10. Civics and citizenship learning is an essential feature of the Years 7–10 Geography syllabus.

### **Course Description**

Geography allows students to develop an understanding of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.



### **What will students learn about?**

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change.

Students also look at Australia's roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography Course is to allow students to become more informed and active citizens.

### *History*

The **History** (Mandatory) Course requires students to complete:

- 100 hours of History in Stage 4
- 100 hours of Australian History in Stage 5

This study is a requirement for eligibility for the completion of Year 10.

### **Course Description**

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

### **What will students learn about?**

In Years 7–8, students explore the nature of History, how historians investigate the past and the importance of conserving our heritage. Aspects of the ancient and medieval world are studied, including origins and daily life of the ancient world and beliefs and values of medieval societies. The nature of colonisation and contact History is also examined.

In Years 9–10, students learn of significant developments in Australia's social, political and cultural History. Key topics include Federation, World War I (including Gallipoli), World War II (with the opportunity to focus on the experiences of Australians such as a POW, a nurse, or a soldier in one theatre of war), the Vietnam War era and the study of one decade's social History in depth. Studies range from a Prime Minister to the experiences of a migrant group.

The Human Society and Its Environment area of the curriculum is one that is of particular importance in this respect because this field of study is one in which students are specifically given the task of considering their society, its antecedents and its futures. Part of this analysis allows students to revisit past decisions and reappraise them in the light of consequent current events, and to posit future consequences of current decisions.

The HSIE area includes a wide variety of disciplinary (Anthropology, Accounting, Archaeology, Ecology, Economics, Geography, History, Law, Philosophy, Politics, Psychology, and Sociology) and interdisciplinary approaches (Asian Studies, Australian Studies, Aboriginal Studies, Business Studies, Community Studies, Environmental Studies, Global Studies, Multicultural Studies, Torres Strait Islander Studies, Tourism and Women's Studies).



## *English*

Students of English in Stage 5 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

Students study books, films, radio, television, newspapers, the internet and CD-ROMs. The texts give students experience of Australian literature, insights into Aboriginal experiences and multicultural experiences in Australia and literature from other countries and times.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, a range of social, gender and cultural perspectives.

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world. They reflect on their learning in English.

## *Mathematics*

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond Mathematics. In addition to its practical applications, the study of Mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics in Stage 5 is to develop students' mathematical thinking, understanding, competence and confidence in the application of Mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

## *Personal Development, Health and Physical Education (PDHPE), including Sport*

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential.

Through PDHPE students develop knowledge understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

All students study the following four modules:

Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships.

Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts.

Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.



Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

### *Science*

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

Through their study of Science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

### *Japanese*

The study of at least 100 hours in one language, to be completed over one continuous 12-month period, is a mandatory requirement for Stage 4 completion. The 100-hour Course must cover the Stage 4 outcomes and content of the chosen language syllabus, and must be studied between Years 7–10, but preferably in Years 7–8.

When students have completed the mandatory 100 hours' language study, they may continue the study of that language as an elective in Stage 5 and/or Stage 6.

### **Course Description**

Languages Courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

For Aboriginal students the study of an Aboriginal language aims to increase self-esteem through an enhanced understanding of their linguistic heritage and an ability to communicate in ancestral languages, to obtain skills in language revitalisation to support cultural and language revival, and to increase links between Schools and their local Aboriginal communities.

### **What will students learn about in the study of a modern language?**

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.

They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

### *Music*





The Music Years 7–10 Syllabus contains both Mandatory and Elective Courses. The Mandatory Course is taught as a coherent study of 100 hours, in Stage 4. The Elective Course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

### Course Description

All students should have the opportunity to develop their musical abilities and potential. As an art form, Music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

### What will students learn about?

In both the Mandatory and Elective Courses, students will study the *concepts of Music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory Course requires students to work in a broad range of musical contexts, including an exposure to art Music and Music that represents the diversity of Australian culture. The Elective Course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

### Technology

The Technology (Mandatory) Years 7 and 8 syllabus must be studied for at least 200 hours. Technology (Mandatory) is the foundation Course for a range of elective Courses in the Technology learning area.

### Course Description

Technology (Mandatory) develops in students an understanding of design and design processes and the technologies that can be employed to produce creative and innovative solutions to identified needs. It enables students to select and use materials, tools and techniques in a responsible and safe manner.

### What will students learn about?

All students will learn about the processes of designing through the development of design projects in the areas of:

- Built Environments;
- Products; and
- Information and Communications.

They will learn about the properties, characteristics and applications of a range of materials and resources, and the tools and equipment that are used to manipulate these materials and resources. Students will gain an understanding of the factors that influence design including function and aesthetics. They will study the work of designers and the impact of technological advancement on society and the environment.

### Visual Arts



The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective Courses. The Mandatory Course is taught as a coherent study of 100 hours, in Stage 4. The Elective Course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

### Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

### What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the art world between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their art making and critical and historical studies.

### Visual Design

Visual Design plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of visual design as a constantly changing field of artistic practice, conceptual knowledge, material and textual appearances. The areas of print, object and space-time design are extremely relevant and of fundamental interest to students. Much of a student's knowledge of the world and concepts of identity come from the print, object and space-time design that surrounds them.

Visual Design exists in an artistic context and visual design as artistic practice plays a significant role in the contemporary art world. The visual design forms of print, object and space-time are of fundamental interest and extremely relevant to students. The *Visual Design Years 7–10 Syllabus* investigates how visual design artworks come into being artistically, conceptually and technologically, the role of the artist as designer, the value and meaning of visual design artworks in society and the role of the audience as consumer in these contexts. It may examine concepts of reality, surface and appearance, and emerging and future visual design developments.

Visual Design places great importance on the development of students' intellectual and practical autonomy, critical judgement, reflective actions and understanding of the field of visual design in making and critical and historical interpretations of visual design artworks. This syllabus offers students a broad range of opportunities to develop particular and personal interests and to be independent life-long learners. Artistic practices that incorporate visual design play an important part in the contemporary art world. Practice within the school context is intended to approximate practice used in the contemporary world by artists as visual designers. These practices, including collaborative and sustainable design practices, provide real-world models for learning and may establish career options available to students.



Visual Design provides insights into cultural practice and visual design artworks of the past through investigations of the ways this field has adapted and evolved over the 19th and 20th centuries into the 21st century. These investigations lead to a more complex understanding of contemporary visual design. Traditionally accepted boundaries of visual design are also changing with emerging technologies. The evolution of digital technologies has altered the nature of visual design and has created new visual design practices. The role of audiences is to critically view, read and reflect upon the social and cultural impact of visual design artworks.

**A sample pattern of study in Years 7-8:**

<b>Subjects</b>	<b>Hours per week</b>
English	3
Mathematics	3
Science	3
HSIE (Australian History and Geography)	3
PDHPE (Personal Development, Health and Physical Education)	4
Music	2
Technology	3
Visual Arts	3
Japanese [Yr 8 only]	3
<b>TOTAL</b>	<b>24</b>

**A sample pattern of study in Years 9-10:**

<b>Subjects</b>	<b>Hours per week</b>
English	3
Mathematics	3
Science	3
HSIE (Australian History and Geography)	3
Visual Design	3
PDHPE (Personal Development, Health and Physical Education)	3
Commerce	3
Music	3
<b>TOTAL</b>	<b>24</b>

## Year 11 (Preliminary Course)

For Years 11 and 12, subjects are defined as 'Units' for the NSW Higher School Certificate. Each candidate is required to complete 12 Units in Year 11 and a minimum of 10 Units in Year 12. University entrance is calculated on a student's best 10 Units, including 2 Units of English. All subject choices should be discussed with the Deputy Principal or Principal.



Delivery is at 14 First Avenue, Canley Vale, Sydney, involving supervised face-to-face teaching in classrooms conducted in English, on a full-time basis, including presentations, student demonstrations, exercises, group work, projects, research, site visits, and guest presentations.

Pal Buddhist School offers a highly popular and successful Pal Education -- Coaching School on evenings and weekends.

The Year 11 Course is the first part of the two-year programme that leads to the NSW Higher School Certificate, the most recognised pathway for University entry. It is a three-term Preliminary programme during which students must study a minimum of 12 Units. Generally, each subject is 2 Units. After completing Year 11 students receive a Year 11 Certificate from Pal Buddhist School as well as a BOSTES NSW Record of Achievement.

### *Year 11 Entry Requirements*

- Students must have completed Year 10 or its equivalence;
- A guardian and an accommodation inspection for all students under 18 years of age;
- Approved/recognised High School Preparation or IELTS 5.5 or its equivalence;
- Certified copies of the previous 2 years' School reports that list subjects studied and marks/grades achieved with English translations;
- Students are able to commence their studies throughout the School year, provided they have completed Year 11 or its equivalence;
- Students from Assessment-Levels 3 & 4 countries may have additional restrictions; and
- Direct entry from Pal Buddhist School's onsite, High School Preparation Programme upon satisfactory completion of this programme.

## **Year 12 (Higher School Certificate) CRICOS Code 084969C [Senior Secondary]**

The Higher School Certificate (HSC) Course begins in the fourth Term of Year 11 and continues through to Year 12, in the following year, up to the HSC Examinations, i.e. for four+ Terms, to Term 4 of Year 12. Students are required to study a minimum of 10 Units for the HSC. The only compulsory subject is English. Students continue to study their elective subjects from Year 11. Assessment in Year 12 is very important because it forms a significant part of the student's overall HSC result.

At the end of Year 12, a graduation ceremony is held at which the students are presented with their Certificate of Graduation. The BOSTES NSW issues the Higher School Certificate directly to each student, by the end of the year.

### *Year 12 Entry Requirements*

- Students must have completed the preliminary Course Year 11;
- A guardian and an accommodation inspection for all students less than 18 years of age;
- Students must be able to start the HSC Course in Term 4 of Year 11;
- Certified copies of the previous 2 years' School reports that list subjects studied and marks/grades achieved with English translations;
- Students who complete Year 11 at another Australian Institution and who seek entry into Pal

- Buddhist School for Year 12 will be considered on an individual basis; and
- Students from Assessment-Levels 3 & 4 countries may have additional restrictions.

## **Years 11 and 12 Curriculum** (as described in the BOSTES NSW Syllabuses)

### *English Standard/Advanced/Extension 1/ Extension 2*

#### **Content common to the Standard and Advanced courses — AREA OF STUDY**

Provides students with the opportunity to explore, analyse and experiment with:

- meanings conveyed, shaped, interpreted and reflected in and through texts
- ways texts are responded to and composed
- ways perspectives may affect meaning and interpretation
- connections between and among texts
- how texts are influenced by other texts and contexts.

#### **ELECTIVES**

Each of the electives provides students with:

- a range of texts to enable them to draw upon and comment on similarity and difference
- opportunities through their response to and composition of texts to identify, practise and develop an understanding of the ways:
  - texts achieve a range of purposes
  - texts are modified to suit different audiences and situations
  - technologies influence the structures and language of texts
  - language forms and structures are used for meaning
  - opportunities for imaginative and affective expression in their response to and composition of texts.

### *English as a Second Language (ESL) (eligibility rules apply)*

The English (ESL) Courses provide students with the opportunity to become effective, creative and confident communicators in English and to assist them in achieving Stage 6 outcomes. They will be able to respond to and compose texts for a variety of purposes and audiences that are relevant to their personal, educational, social and vocational lives. Students extend their reading, writing, listening, speaking, viewing and representing skills through an integrated engagement with texts drawn from literature and other sources.

The English (ESL) Courses assist students to participate more effectively in Australian education and society by providing students with the opportunity to learn English in varied, relevant, authentic and challenging contexts. This development of English language skills, knowledge and understanding, and engagement with literature, will increase students' understanding of the diversity and values of Australian and other cultures. These Courses are not offered to native speakers of English.

### *Mathematics*

The Course is intended for students who have demonstrated general competence in the skills of Stage 5 (Year 10) Mathematics Course and gives an understanding of and competence in some further aspects of



Mathematics, which are applicable to the real world. It has general educational merit and is also useful for concurrent studies in science and commerce. The Course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of Courses such as the life sciences or commerce.

Students, who require substantial Mathematics at a tertiary level, supporting the physical sciences, computer science or engineering, should undertake the Mathematics Extension 1 Course or Mathematics Extension 2 Course.

### *Mathematics Extension 1*

The content of this Course, which includes the whole of the Mathematics Course, and its depth of treatment, indicates that it is intended for students who have demonstrated a mastery of the skills included in the Stage 5 (Year 10) Mathematics Course and who are interested in the study of further skills and ideas in Mathematics.

The Course is intended to give these students a thorough understanding of and competence in, aspects of Mathematics including many which are applicable to the real world. It has general educational merit and is also useful for concurrent studies of science, industrial arts and commerce. The Course is a recommended minimum basis for further studies in Mathematics as a major discipline at a tertiary level and for the study of Mathematics in support of the physical and engineering sciences. Although the Mathematics Extension 1 Course is sufficient for these purposes, students of outstanding mathematical ability should consider undertaking the Mathematics Extension 2 Course.

### *Mathematics Extension 2*

The Course offers a suitable preparation for study of Mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics Courses. It represents a distinctly high level in School Mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the Course provides a sufficient basis for a wide range of useful applications of Mathematics as well as an adequate foundation for the further study of the subject.

### *Economics*

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of Economics can help individuals, groups and societies make choices that assist them to improve their quality of life. As a subject, Economics Stage 6 (Years 11 & 12) is distinctive because of the range of problems and issues that it investigates and the skills that it develops. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making. Students will benefit from the study of Economics if they engage in studies that include Business, Accounting and Finance, Media, Law, Marketing, Employment Relations, Tourism, History, Geography or Environmental Studies.

The study of Economics Stage 6 (Years 11 & 12) allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The Course benefits students when they pursue further education and training, employment and active participation as citizens.

### *Business Studies*





Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. Conceptually, it offers focus areas and perspectives ranging from the planning of a small business to the broader roles of management, finance, employment relations, marketing and the impact of the global business environment. Through the incorporation of contemporary business theories and practices, the Course provides rigour and depth and lays an excellent foundation for students either in further tertiary study or in future employment.

Business Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this Course will develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activity that impact on their lives. Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and business institutions and their ethical responsibilities to society. A significant feature of Business Studies is its relevance to the full range of HSC students, because it provides useful knowledge and skills for life.

### *Legal Studies*

The Preliminary Course develops students' knowledge and understanding of the nature and functions of law and law-making, the development of Australian and international legal systems, the Australian constitution, and the role of the individual. This study is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives. The HSC Course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.

### *Chemistry*

To provide learning experiences through which students will:

- acquire knowledge and understanding about fundamental concepts related to matter and its interactions, the historical development of those concepts and their application to personal, social, economic, technological and environmental situations;
- progress from the consideration of specific data and knowledge to the understanding of models and concepts and to the use of generalised terms related to chemistry in their explanations, from the collection and organisation of information to problem-solving and from the use of simple communication skills to those which are more sophisticated; and
- develop positive attitudes towards the study of matter and its interactions, the environment and opinions held by others, recognising the importance of evidence and the use of critical evaluation of differing scientific opinions related to various aspects of Chemistry.

### *Physics*

Physics Stage 6 aims to provide learning experiences through which students will:

- acquire knowledge and understanding about fundamental concepts related to natural phenomena and their causes, the historical development of these concepts and their application to personal, social, economic, technological and environmental situations;





- progress from the consideration of specific data and knowledge to the understanding of models and concepts and the explanation of generalised physics terms; from the collection and organisation of information to problem-solving; and from the use of simple communication skills to those that are more sophisticated; and
- develop positive attitudes towards the study of natural phenomena and their causes and opinions held by others, recognising the importance of evidence and the use of critical evaluation of differing scientific opinions related to various aspects of Physics.

### *Biology*

The study of Biology involves students working individually and with others in practical, field and interactive activities that are related to the theoretical concepts considered in the Course. It is expected that students studying Biology will apply investigative and problem-solving skills, effectively communicate biological information and understanding and appreciate the contribution that a study of Biology makes to their understanding of the world.

The study of Biology recognises that, while humans are part of nature, they continue to have a greater influence on the environment than any other species. The history and philosophy of science, as it relates to the development of the understanding, utilisation and manipulation of living systems by the human species, is an integral part of the study of contemporary Biology and assists students to recognise their responsibility to conserve, protect, maintain and improve the quality of all environments for future generations.

### *Modern History*

The Preliminary course is structured to provide students with opportunities to investigate the role of key features, issues, individuals, groups, events and concepts from the C19th to the present using the methods of historical inquiry.

The HSC course provides the opportunity for students to investigate in depth a source-based study of World War I. They also study key features and issues in the history of ONE country during the C20th, ONE personality and ONE international study in peace and conflict.

### *Music*

In the Preliminary and HSC courses, students will study the concepts of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres. Students study three topics in each year of the course. Topics are chosen from a list of 21 which covers a range of styles, periods and genres.

In addition to core studies in performance, composition, musicology and aural, students select **three** electives from any combination of performance, composition and musicology. These electives must represent **each** of the three topics studied in the course. Students selecting Composition electives will be required to compile a portfolio of work as part of the process of preparing a submitted work. The portfolio may be requested by the Board of Studies to validate authorship of the submitted work.

### **A sample pattern of study in Years 11 & 12**

In the Preliminary Course (Year 11) all students must study a minimum of 12 Units. Pal Buddhist School



students must study one two-unit English subject as well as at least eight more Units (usually four more subjects).

In the HSC Course, students must study a minimum of 10 Units including English which is compulsory. Subjects studied in Year 12 must have been studied in Year 11. If a student studies more than 10 Units, their final HSC mark is made up of their top 10 Units.

Below is a typical pattern of study for Years 11 & 12:

Year 11 Preliminary Course (3 Terms)	Year 12 HSC (4 Terms)	Year 11 Units	Year 12 Units	Hours / Week
English/ESL	Yes	2	2	4 & 3
Mathematics	Yes	2	2	4 & 3
Mathematics Extension 1	Math Ext 2	1	2	2 & 2
Music	Yes	2	2	4 & 3
Business Studies	Yes	2	2	4 & 3
Biology	Yes	2	2	4 & 3
Modern History/Physics	Yes	2	2	4 & 3
Legal Studies	Yes	2	2	4 & 3
Chemistry	Yes	2	2	4 & 3

Australia has a National Curriculum Framework, which ensures high academic standards across the country. At Pal Buddhist School, students complete assessments according to the New South Wales Higher School Certificate (HSC) requirements. Assessments consist of class work, written assignments, case studies and examinations.

Upon successful completion of the HSC, students are eligible to apply for further study nationwide. In addition, because of the high quality of the secondary education system in Australia, students are well placed to gain entry to universities around the world and other educational institutions.

#### **Extra-Curricula Activities (Years 7 - 12):**

A yearly, extended excursion to universities throughout NSW is encouraged. For example, the students may participate in an excursion to Canberra (Australia's capital city) via Wollongong, visiting Science sites, Houses of Parliament, Australian National University, University of Wollongong and the Nan Tien Temple. Alternatively, the School excursion may include a trip to Newcastle, Coffs Harbour & Armidale to visit Newcastle University, Southern Cross University, University of New England, Old Steel Works Site and a Farming Community.

Excursions to various venues in Sydney include the Powerhouse Museum, the Police and Justice Museum, Susannah Place, The Stock Exchange, The Museum of Sydney. End-of-Term events include Swimming and Athletics Carnivals, a Leadership Camp, e.g. [Tree Top Adventure Park](#), Dance Party, [Bring It On Youth Festival](#), Lunar New Year Festival, Moon Festival, a day at the Royal Easter Show, and a picnic at the Royal Botanic Gardens Sydney.

## **[Academic Calendars for Years 7-12 \(2015-2021\)](#)**

Entry requirements for PBS international students



PAL BUDDHIST SCHOOL  
Through Knowledge, Enlightenment

COUNTRY	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Brunei	F1	F2	F3	F4	F5
Hong Kong (before Sept. 2009)*	F2	F3	F4	F5	F6
Hong Kong	F1	F2	F3	F4	F5
Indonesia	SMPI	SMPII	SMPIII	SMA/SMKI	SMA/SMKII
Japan	Jr1/2	Jr2/3	Jr 3/Sr1	Sr2	Sr3
Kenya	F1/Year 8	F2/Year 9	F3/Year 10	F4/Year 11	KCSC
Korea	Year 7	Year 8	Year 9	Year 10	Year 11
Macau	F1	F2	F3	F4	F5
Malaysia	F1/J1	F2/J2	F3/J3	F4/Sr1	F5/Sr2
PR China	Jr1	Jr2	Jr3	Sr1	Sr2
Singapore	S1N	S1E/2N	S2E/3N	S3E/4N	S4E/5N/O level
Taiwan	Jr1/2	Jr2/3	Jr3	Sr1/2	Sr2/3
Thailand	Mat. 1/2	Mat. 2/3	Mat. 3/4	Mat. 5	Mat. 6
Vietnam	G7	G8	G9	G10	G11

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