



PAL BUDDHIST SCHOOL
Enlightenment Through Wisdom, Morality and Diligence

Annual Report 2019



VISION

To create an elite systemic Buddhist School that nurtures future wholesome leaders with a selfless purpose to light up the world.

MISSION

The School recognises that it is the moral equivalent of a hospital in its service to the community. Whilst a doctor treats people against illnesses, a noble teacher wholesomely guides students to freedom from illnesses and sorrow by administering preventative medicines in the form of wisdom, academic excellence and upright moral conduct.

VALUES

A person who is wise and morally upright, with the right effort and possessed of compassion, loving-kindness, selfless joy and equanimity, will therefore be resilient and fruitful to all sentient beings.

Our School Motto: Enlightenment Through Wisdom, Morality and Diligence

Pal Buddhist School steadfastly adheres to the motto by wholesomely guiding its students to liberation through wisdom, academic excellence and upright moral conduct as the pathways to success. The school culture:

- builds on the students' wellbeing and purpose
- uses technology to positively accelerate learning, and
- strengthens the students' relationship with their parents and the broader community

Inspired by the Buddha's Eightfold Noble Path, the School believes in not only imparting academic knowledge but also cultivating the whole individual through right wisdom, morality and diligence. It is on these three pillars that the School derives its academic, cultural, spiritual and disciplinary principles and programs.

KEY MESSAGES

FROM THE CHAIRMAN

At Pal Buddhist School, we see each student as a unique seed. A seed that can be very fruitful for the support and welfare to all living beings if at the start of life, he/she was planted well having all the right nutriments and conditions.

On the other hand, we are well-aware of the danger or the poisonous fruits that could arise into the world if a child or seed, is incorrectly guided or planted. So, it is clear that the young developing mind needs protection for the greater good to all, just as the fruit seeds of the world need protection if we wish to harvest the fruits in the future for the ongoing support and welfare to all living beings.

As the 2019 school year is coming to an end, we celebrate the mark of our seventh-year milestone.

We have grown from a seedling, nourished by a shoestring budget, to this firm healthy sapling stage. Our team of determined and committed staff, students, parents and Pals in the community are relentless in their pursuit of achieving our shared vision. We are driven by the common values of selfless joy, compassion, lovingkindness and generosity.

Despite our limiting resources, facilities and operation out of a rented building, we continue to make waves in our accomplishments as a small school:

- Our enrolment intake is growing strong. In fact, we are now having a waiting list, for Years 7, 8 and 9 for the 2020 School year;
- We maintain an average of 90% of our HSC students receiving an early offer to the main universities;

- Our students' moral conduct and wisdom have grown phenomenally;
- Our staff and parents' spirits and passion are more determined and diligent than ever before.

I hope you are proud of the tremendous achievement we had managed with so little resources available to us in the last 7 years.

In the next significant stage of Pal Buddhist School's history, our confidence in being able to purchase the new 3-acre block of land in Leppington is looking optimistic. This year, we had placed a deposit on the purchase, with a settlement date to occur in November 2020. Through our wonderful fundraising efforts and the selflessness and generosity of the thousand or so donors to the school, we had reached the \$1million mark in raised funds, in August this year. I wish to sincerely thank all the donors and benefactors, who have supported the school and the vision we are trying to build.

It takes a community to raise a child, and I am very grateful for all the members of our Pal community who continue to enrich our students' opportunities and experiences.

Mr Panha Pal
Founding Principal and
Chairman of the Board







FROM THE HEAD OF SCHOOL

In looking back at our monumental first set of School Photos for Pal Buddhist School, in our inaugural year of 2013, we see a whole school cohort of 19 students and a total of 7 staff (including teachers and administration). This year, our whole school has over 100 students, and circa 20 total staff and volunteers. Indeed, our school is growing and shaping into a wholesome learning environment for students, and a platform for our staff to deliver open, real and honest education.

In saying this, our collective growth is not necessarily flourished in the increasing size of the school, but instead, I invite all to look within; at the demonstration and realisation of wisdom, morality and diligence in our students. The true success of our school is measured by our students' ability to identify and cut their hindrances; to cultivate their endeavour for higher wisdom; to practice and model the virtues of compassion, lovingkindness, selfless joy and equanimity; and ultimately, lead a wholesome life of selfless service and upright moral conduct. I congratulate all of our students, as it is evident that the school's success lies with them and their developing wisdom.

2019 contained many 'firsts', many new initiatives that were tried and tested, and many advancements towards fulfilling the vision of the school:

- Inauguration of the P&F Boys and Girls Club
- Inauguration of the Master the Stage Competition, a compulsory creative and performing arts competition

- Inauguration of the Right Livelihood Competition, a cooking competition that is not about cooking but rather about the development of responsibility, accountability, discipline, respect and integrity
- Inauguration of the Primary School Reading Program which runs 5 days per week in the school library

One of the greatest academic successes our school has seen to date, was achieved this year. We were notified that our school ranked **first place in the Fairfield region (out of a total of 16 schools), in the 2019 NAPLAN.**

It is not without the generosity in time, money, effort and mind of the countless number of supporters, volunteers, benefactors, staff and parents that our school is enriched with its growth over the last 7 years. Supporting members of our school community are exemplars of the selfless people who not only speak but embody "lovingkindness in action" in their service and teachings to the children. The collective belief in and dedication to the school's purpose will not only uplift and strengthen, but also renew our spirits and faith in the goodness and generosity of humanity.

I sincerely thank all members of the school community for their vital role in ensuring Pal Buddhist School continues to serve the holistic needs of our youth for the betterment of the future generations.

Ms Helen Lam
Head of School





FROM THE SCHOOL CAPTAINS

In the past few years everyone has grown up so much. Being a Pal has been an experience like no other: we would never have expected to develop humility from acts of service, never expected to forge lifelong friendships and memories, and facing once-in-a-lifetime experiences like going on live radio stations to speak about our Pal student life.

In this year alone, we are grateful to have been the captains in the year where foot-washing ceremonies as an act of humility and gratitude, was taken to new heights, and where World Teacher's Day and other appreciation days began a tradition in this school. Gratitude, humility and selflessness are values that both of us feel really impassioned towards and this was at the forefront of our goal as captains to cultivate in Pal students.

Being the 2019 School Captains, not only meant that we could use my energy to help the school, but we also realised how much we had learnt about ourselves just being in this role. For that, we would like to give sincere thanks to Mr Pal and Ms Lam for guiding us through the hardship and learning curves of being a school leader. We are grateful to have matured ourselves and now feel more ready than ever, for any challenge in life.

Our school community – students from Years 3 to 10, have inspired us through their selflessness, liveliness, and relentless attitude to give it your all. The boisterousness of our Pal students that echoes through the corridors, is what makes us so well-threaded as peers.

“Teaching is lovingkindness in action” – this was a line that we heard from Mr Pal, and since, it has stuck with us as a sort of mantra.

It reminds us that every student is a teacher, and that every teacher is a student. With that, we pay our sincere acknowledgement to the teachers for their selfless hard work and dedication to better the lives of students.

But we cannot forget the primary teachers in our lives – our parents. We thank the Parents & Friends Committee of the school, and all parents at home, who have transferred valuable life skills to us. This year, we saw the inauguration of the Right Livelihood Competition, a cooking competition that is focused on practising the values of integrity, respect, responsibility and discipline. To everyone who is part of the Right Livelihood competition, thank you for having us do what we ought to, not what we necessarily want to.

Finally, we salute Mr Pal, the founder of Pal Buddhist School. In effect you have created the largest family that we have ever been a part of. Pal Buddhist School is more than this building, you have allowed us, the Pals, to make it a home away from home.

We congratulate and welcome the 2020 School Captains to take the torch from us, as we have full faith in your ability to serve and light up the world. It starts with using the light to inspire the student body who have elected you as the future leader to guide them in their journey to flourish and shine to become exemplars of diligence and wisdom. We wish Quy-Huan Nguyen-Phuoc and Cynthia Jin the best of luck in upholding the loving-kindness and compassion. Let us all strive on with diligence.

Weijia Liu and Chris Hoang
2019 School Captains



ACADEMIC REPORT

2019 NAPLAN

In 2019, the number of students sitting the NAPLAN compared to previous years are as follows:

	2013	2014	2015	2016	2017	2018	2019
YEAR 3	-	-	-	-	-	3	4
YEAR 5	-	-	-	-	-	5	8
YEAR 7	1	2	7	6	9	14	20
YEAR 9	3	10	6	4	10	9	10

Overall, we see a steady increase each year of the number of students in the NAPLAN cohorts. We expect that as numbers continue to grow, the statistical analysis will become more representative of performance patterns.

The school ranked first place in its region, which covers the schools in the Fairfield LGA, which includes a total of 16 schools in this measured success.

SUMMARY OF PERFORMANCE

Year 3

- Year 3 is our school's youngest intake. Therefore, students are only with the school for 4 months before they sit the NAPLAN tests and hence the exam performance represents the student's achieved literacy and numeracy outcomes from their K-2 years.
- Primary accreditation was received in 2017 which means our first sitting cohort was in 2018, producing only 2 sets of data up to 2019.
- In 2019, our Year 3 cohort performed more poorly than the previous year, which suggests that the intake of the students at Year 3 were academically weaker than the intake of the previous year.
- Our Year 3 performed higher than the state average in Spelling and Writing, but lower in Grammar & Punctuation, Numeracy and Reading.

Year 5

- Students from the Year 5 cohort have been with the school, either since 2018 (inauguration of our Pal Primary), or joined in the current year.
- The Year 5 cohort in 2019 did better than the 2018 cohort in all subjects, Grammar & Punctuation, Numeracy, Reading, Spelling, and Writing.
- The students placed above state average in Grammar & Punctuation, Numeracy, Spelling and Writing, and only Reading performed slightly below state average.

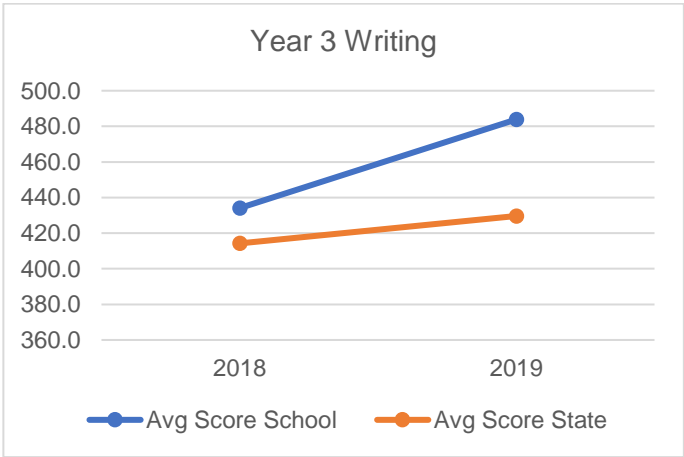
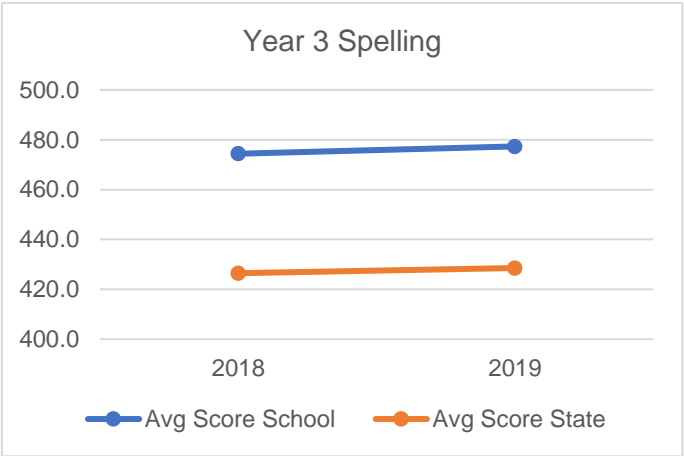
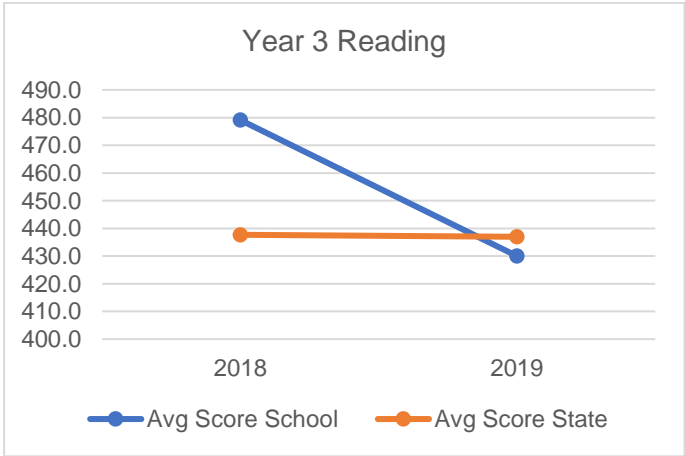
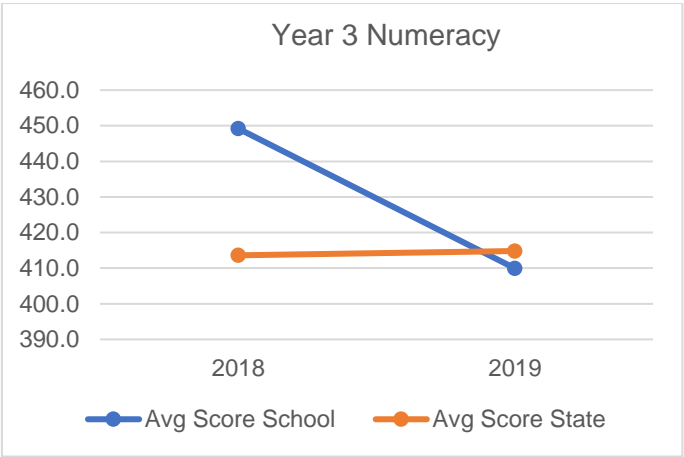
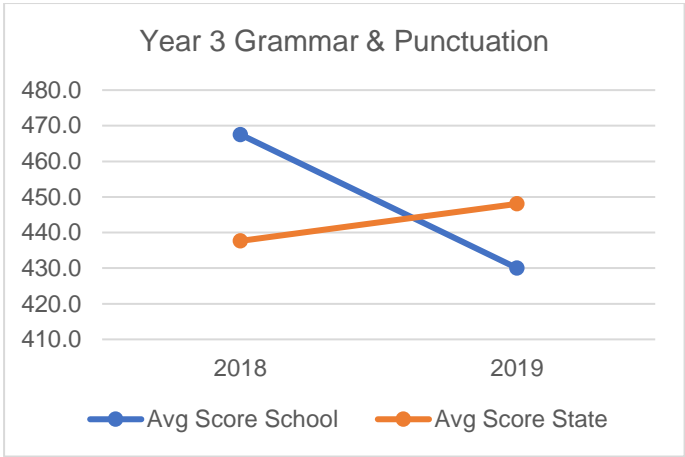
Year 7

- About half of the cohort were fed from our Year 6 cohort, and the other half were new students to the school.
- Overall, Year 7 performed just above the state average in all the tests, Grammar & Punctuation, Numeracy, Reading, Spelling, and Writing.
- The Year 7 comparison over time shows that the school averages have been relatively constant and have been mostly in line with the state average.
- All of our students above the average of statistically similar schools (SSSG)

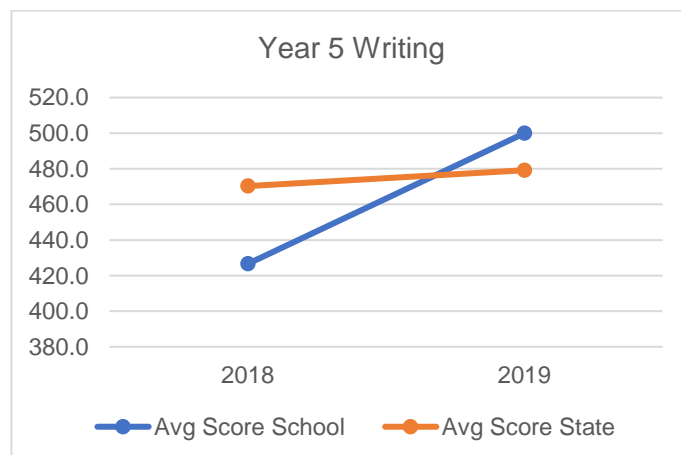
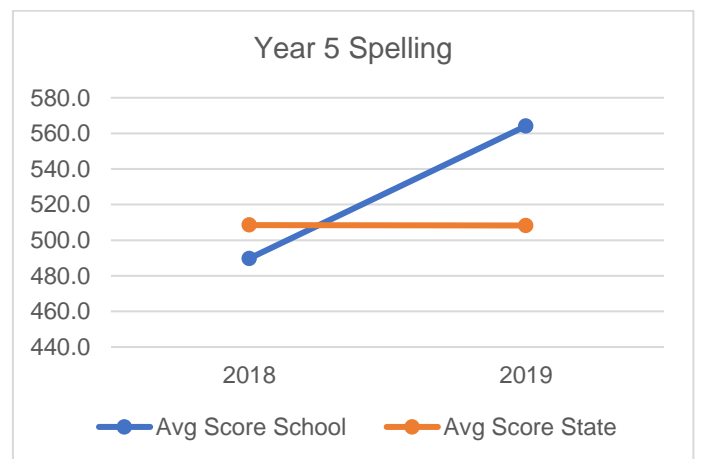
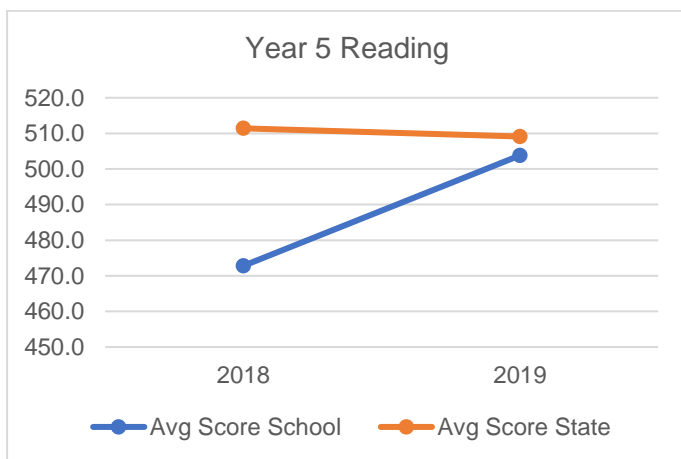
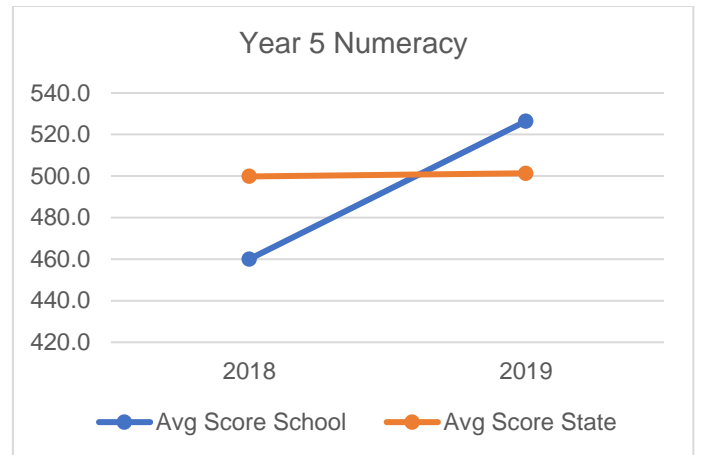
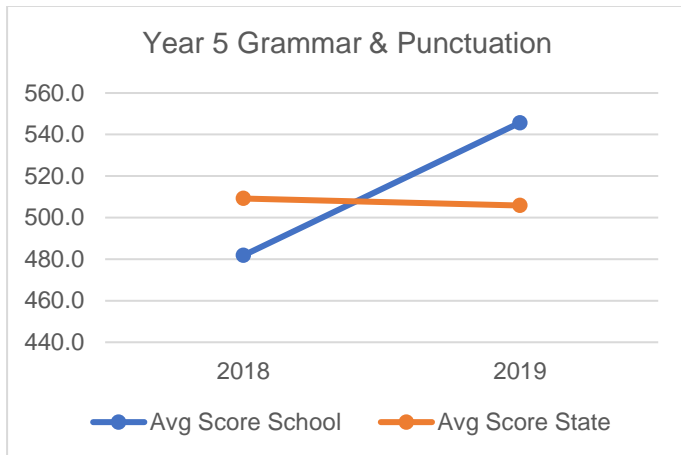
Year 9

- Year 9 performed well above state in all the subjects, Grammar & Punctuation, Numeracy, Reading, Spelling, and Writing.
- In Grammar & Punctuation, Numeracy and Spelling, students in Year 9 have always performed well above state average when comparing the results from the last 6 years.
- Our Year 9 cohort in 2019 performed much stronger than the previous years' cohort in all the subjects.
- All of our students above the average of statistically similar schools (SSSG)

Year 3 Graphs

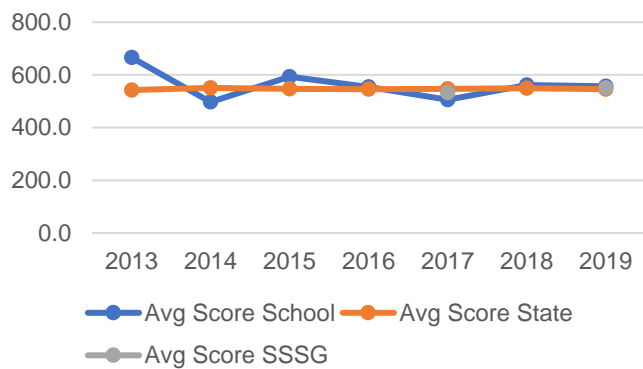


Year 5 Graphs

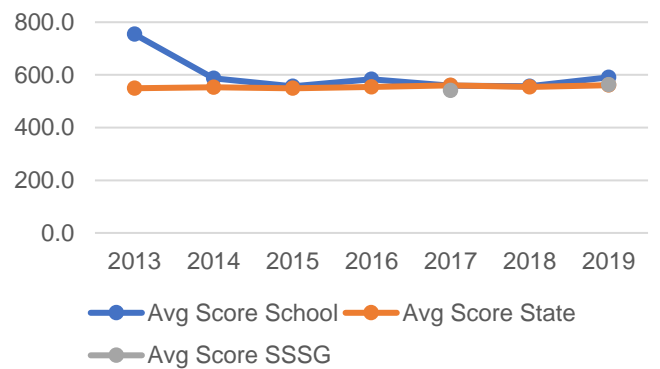


Year 7 Graphs

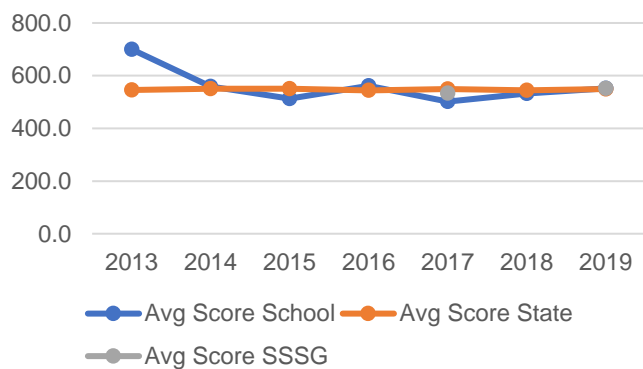
Year 7 Grammar & Punctuation



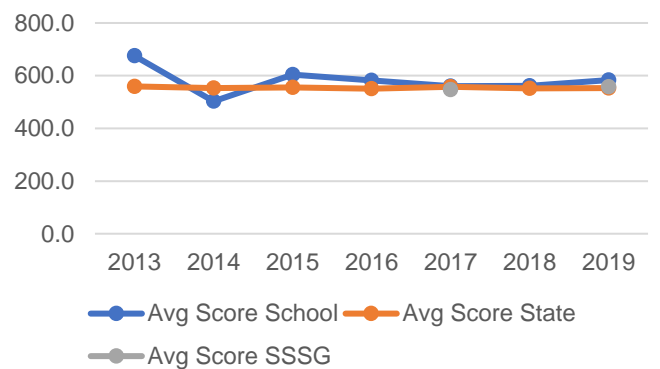
Year 7 Numeracy



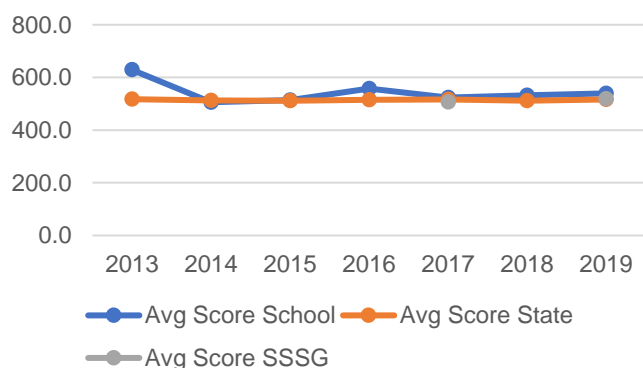
Year 7 Reading



Year 7 Spelling

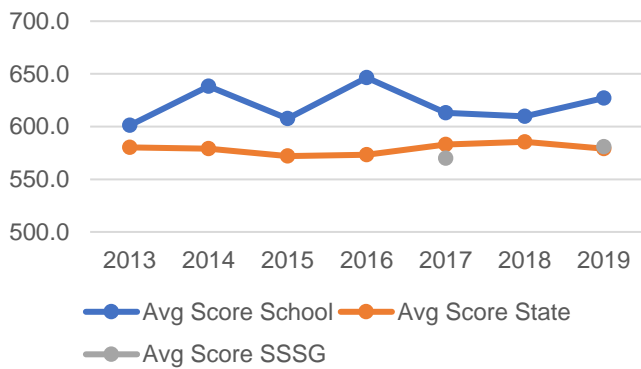


Year 7 Writing

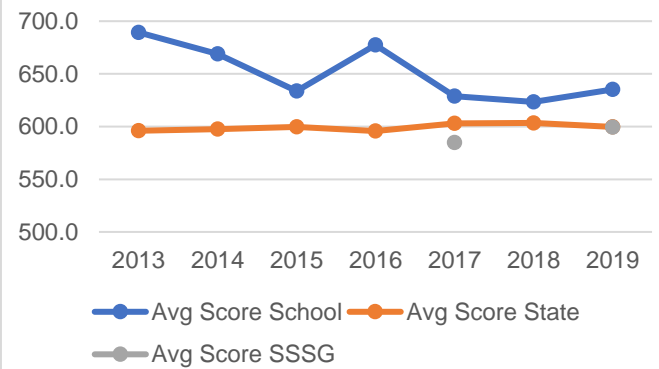


Year 9 Graphs

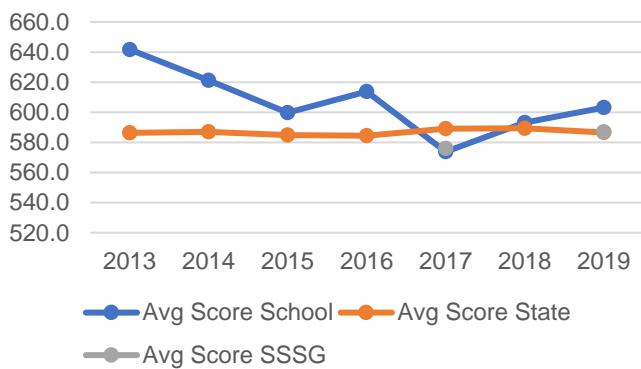
Year 9 Grammar & Punctuation



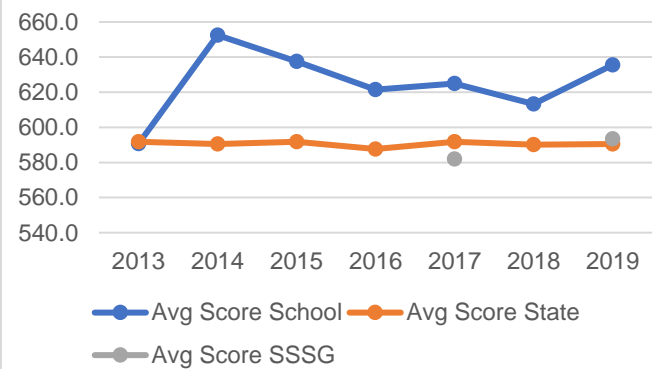
Year 9 Numeracy



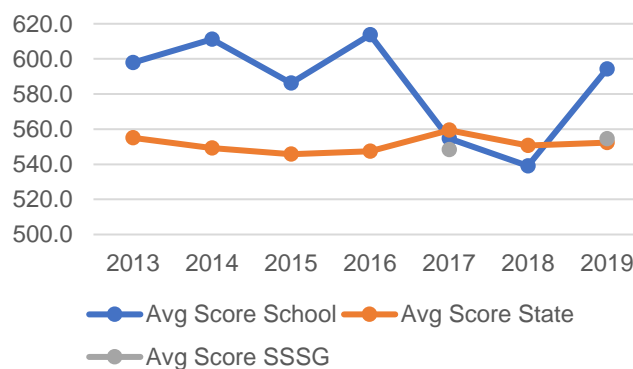
Year 9 Reading



Year 9 Spelling



Year 9 Writing



THE RECORD OF STUDENT ACHIEVEMENT

All Year 10 students of Pal Buddhist School progressed to Stage 6 in 2019.

THE HIGHER SCHOOL CERTIFICATE

Since 2018, Pal Buddhist School students sit the HSC in accordance with a '[Compressed Curriculum](#)' model approved by NESAC. This model allows all Stage 6 students to study both Preliminary and HSC courses of half of their subjects in one year, and the second of their subjects in the second year. Students will sit the HSC exams for their 10+ units split across the two years allowing focus and mastery.

In 2019, our HSC cohort sat exams in Business Studies, Chemistry, English Extension 1, Mathematics (Advanced), Mathematics Extension 1, Physics and Society & Culture. This year was the school's first-time running Society & Culture.

Two of our Stage 6 cohort school received a total of three mentions in the Distinguished Achievers List, in Mathematics.

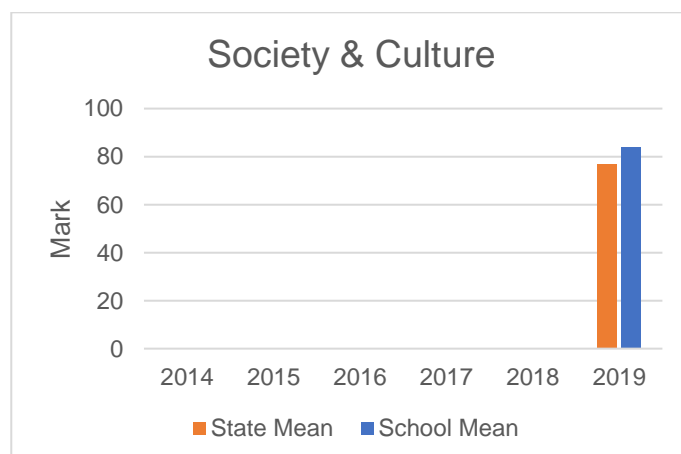
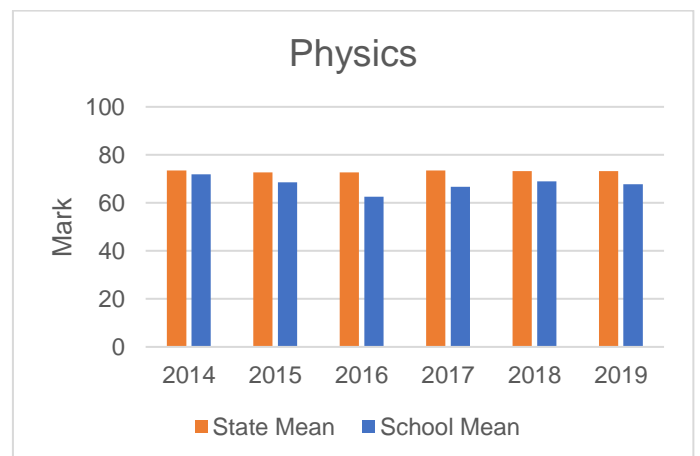
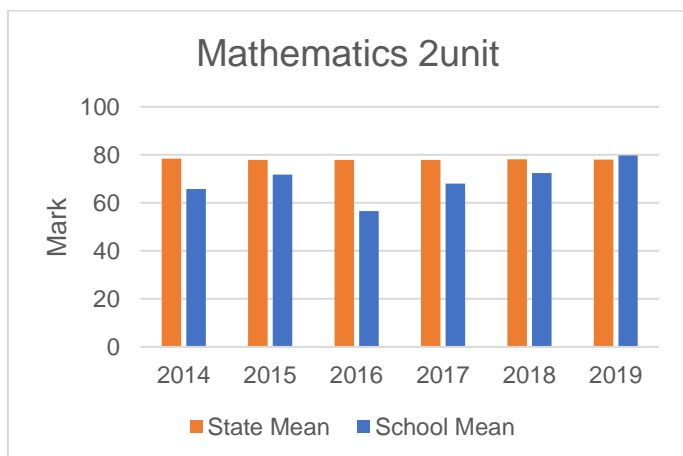
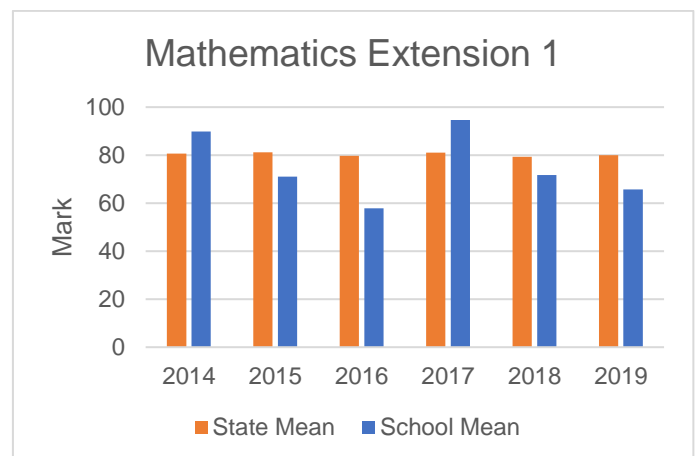
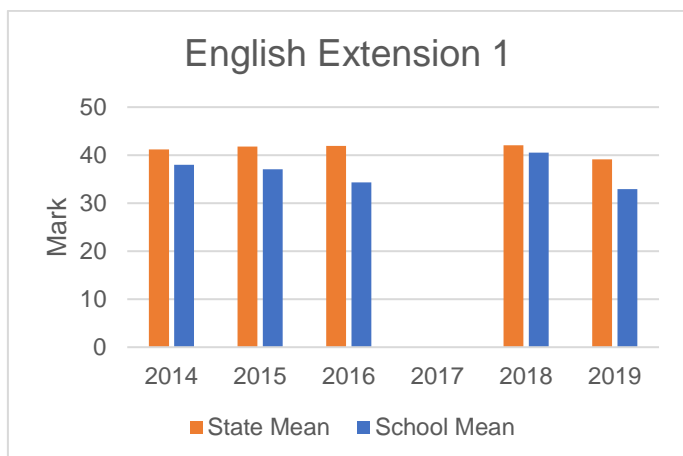
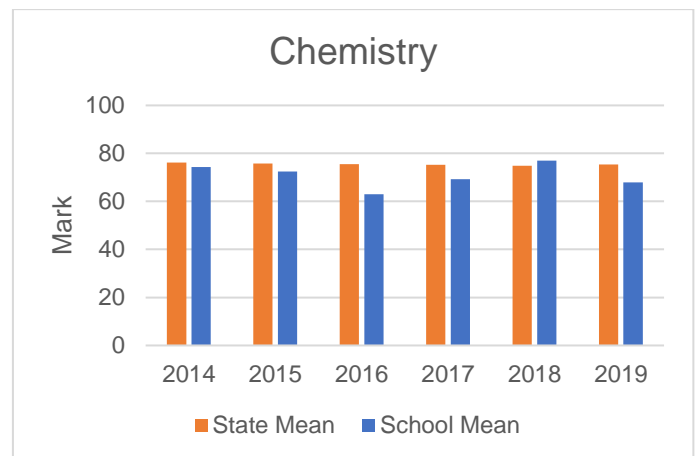
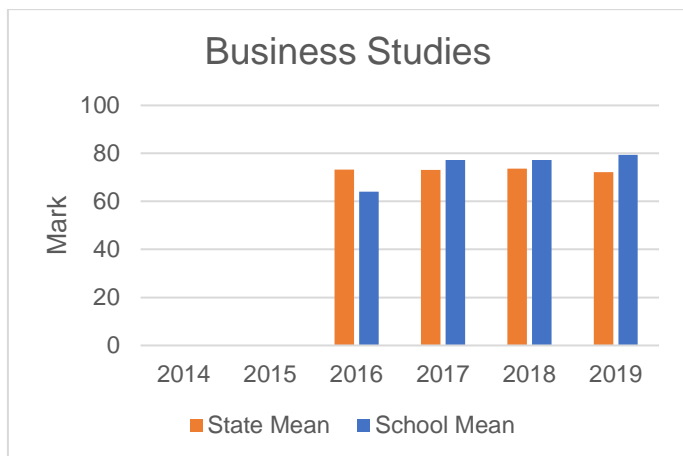
The below graphs show a comparison of the school's results in each subject over time and for each year that the school ran the subject, a comparison with the stage average.

Overall, the data shows that:

- Our students performed above stage average in 2019 in Business Studies, Mathematics Extension 2, and Society & Culture.
- Our cohort sitting Mathematics (Advanced) have performed better each year since 2016.
- Our cohort sitting Business Studies have performed better each year since 2016.
- We have performed above state average in Business Studies for the last 3 years.
- Overall there is consistent performance for Physics, Chemistry, Mathematics (Advanced), Business Studies.

The Year 12 cohort of 2019 consisted of 5 students, of which all of them progressed to University. Two were international students, one receiving a scholarship at Macquarie University.

In 2017, the Year 10 cohort consisted of 7 students, of which 5 of them completed their studies at Year 12 in 2019. This leads to a retention rate of 71.4%.





STAFFING

The accreditation level of all teachers delivering the NESA curriculum in 2019 are as follows:

Level of accreditation	Number of teachers
Unaccredited	0
Conditional	2
Provisional	3
Proficient	6
High Accomplished	0
Lead	0

The following table breaks down the composition of teaching and non-teaching staff in 2019:

Total Number of Teaching Staff	12
Total Full Time Equivalent of Teaching Staff	10.9
Total Number of Teaching Staff	8
Total Full Time Equivalent of Teaching Staff	6
Total Disclosed Aboriginal and Torres Strait Islander	0

The school is committed to best practice in the use of teaching deliveries aided by new cutting-edge technology, critically evaluating its role in, and impact on, maintaining an active level of engagement by these contemporary young learners.

In 2019, teaching and non-teaching staff were involved in the following areas of professional development and learning:

- New syllabus familiarisation workshops
- Grants and funding schemes (Block Grant Authority and ClubGrants)
- Senior subject refresher courses (Society & Culture, Sciences, English)
- Legislation changes (CRICOS)
- Child Protection Refresher Training
- Technology upskilling (Microsoft suite, Windows server, 4D Learning)
- Emergency procedures
- Assessment and reporting best practice
- Teaching pedagogy in the 4D classroom
- Differentiating and adjusting for disadvantages students
- Students with disability
- SCOUT training for NAPLAN analysis
- Managing challenging behaviours
- Scaling and moderation of marks for the HSC

STUDENT ATTENDANCE REPORT

The average student attendance rate for 2019 was 96%, equal to that of 2018, showing that the school has retained a high and consistent attendance rate for students.

The attendance percentage of each grade is as follows:

Year Level	Percentage Present	Percentage Absent
Year 3	97%	3%
Year 4	97%	3%
Year 5	97%	3%
Year 6	97%	3%
Year 7	98%	2%
Year 8	95%	5%
Year 9	95%	5%
Year 10	97%	3%
Stage 6	91%	9%
Whole School Average	96%	4%

Factors contributing to the high attendance rate are:

- **Discipline System:** students are given lunchtime reflections as a consequence of unexcused lateness
- **Parent education:** encouraging parents to co-operate with the school in fostering independence and punctuality in the students.
- **Moral Education:** Helping students to understand that lateness is a discourtesy to their teachers and their peers.
- **Environment of learning:** The school cultivates a sense of homeliness in the environment, allowing students to feel comfortable to express, create and explore their inner selves and interests.

OVERVIEW OF THE STUDENT BODY

STUDENT COMPOSITION

The percentage of each student cohort, in proportion to the whole school, is seen in the table below.

Year Level	Male	Female
Year 3	3%	1%
Year 4	4%	2%
Year 5	4%	7%
Year 6	10%	6%
Year 7	10%	10%
Year 8	7%	8%
Year 9	7%	4%
Year 10	6%	2%
Year 11	4%	4%
Year 12	2%	4%
Total	54%	46%

A majority of students at Pal Buddhist School come from migrant families of the Asian ethnicity, and in 2019, we saw a growing diversity in ethnicities, with more European students joining. Most students live within the surrounding areas of the school and reside within the either the Fairfield or Liverpool LGA. However, we have seen an influx of student enrolment outside of the schools' local catchment, from suburbs like Hornsby, Eastwood, Epping, Pymble and Maroubra.

A majority of our students are able to speak a second language including, but not limited to, Vietnamese, Mandarin, Thai, Khmer, Polish, French, Cantonese, Malay, Fijian and Hindi.

Our school environment embraces the eastern cultures that many of our students come from and blends their home values with that of western education. That is, morality that stems from the values of their traditions, and academic excellence and leadership that stems from western thinking. For this reason, we attract families and enrolments that are predominantly searching for a balance holistic education that engages children not only in theory, but also by practice.

INTERNATIONAL STUDENTS

In 2019, international students made up 16% of the total student enrolment, an increase of 2% from the previous year. Our international students have countries of origin mostly in South East Asia, due to those countries being predominantly a Buddhist nation, and therefore parents from those countries finding that our school aligns with their family values. The top 3 countries of our international students are Vietnam, Cambodia and China.

DEVELOPMENT OF THE SELF

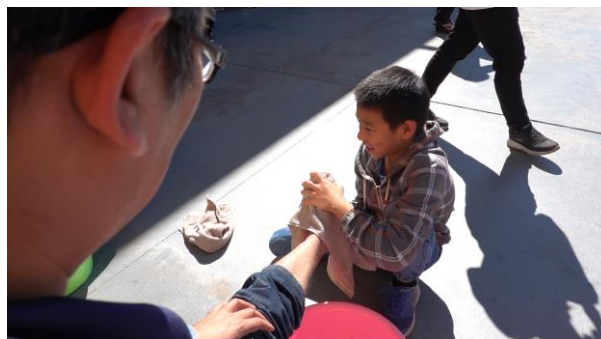
In 2019, the School continued to develop various programs and initiatives to help students cultivate social responsibility, respect, compassion and leadership skills. Below are some of the examples:

1. Kamma Kids

The School's Kamma Kids program is a discipline management program designed for Primary School students to apply their learning of the five hindrances to their misconduct of speech, action and livelihood. The system incorporates external identification followed by self-reflection and corrective action.

2. Foot Washing

The Foot Washing Ceremony is an initiative that aims to foster the value of respect and humility via the wholesome tradition of filial piety and teacher gratitude. Students experience the raw affection and display of appreciation through this ceremony which is conducted during festive times like Vesak Day, Mother's Day and Father's Day. Students invite their parents or grandparents, and even their teachers, to join in the ceremony which involves. This is an ancient tradition that was followed for centuries, dating back to several religions as acts of piety for the monastics and priests. Our school's decision to adopt this ceremony is also part of the vision to recognise the importance of tradition.



3. Teacher Gratitude Day

Our School provides multiple opportunities each year for students to cultivate gratitude to their teacher, including whole school days that are dedicated to the show of appreciation, such as World Teachers Day. In 2019, the Student Representative Council (SRC) led the whole school in an initiative where students created custom notebooks that will be updated each year with messages of gratitude. Actions like this fosters the strength of the Dhamma and how it can penetrate and change a young person's behaviour and wisdom.



4. Asylum Seeker home visits

Developing values of loving kindness and compassion can only be achieved when it is followed with practice. Each year, our students are given opportunities to work with Tzu Chi Buddhist Charity Foundation, to visit asylum seeker families and spend some time with the children of the family. While seeing the suffering and obstacles faced by others in hardship, our students begin to appreciate what they have and develop gratitude for their parents, and in particular, not taking anything in their lives for granted.

5. The Right Speech

In 2019, Pal Buddhist School again held the school-wide public speaking competition The Right Speech, a major engine of the school that allows students to explore the depth of wisdom applied to relevant and current issues faced by the youth. Like the previous year, The Right Speech competition is partnered with the Mentorship Program. This year, we saw a significant improvement in the quality of student speeches, and furthermore we also saw greater involvement from the students, working with one another and supporting each other. The topics



covered in the 2019 year targeted the application of Buddhist principles to discussion topics such as addiction to games, relationships, bullying, depression, laziness, etc. The prize pool for The Right Speech competition was provided for by the P&F Committee.

6. The Right Livelihood

The Right Livelihood Competition was launched in 2019; a cooking competition that targets the cultivation of the sublime virtues: *lovingkindness, compassion, selfless joy and equanimity*.

With the fostering of the sublime virtues, students will become respectful, highly self-disciplined, accountable, and responsible individuals: the main ingredients for long term future success as per real-life advice from the most successful leaders of the world. In the program, students will be required to put into practice the 7 Factors of Success (Enlightenment) in the process of a cooking competition. Parents will be required to coach their children on the skills and understanding of how to cook; whilst instilling in the student, an appreciation of family culture, traditions, and responsibilities.



This program saw unexpectedly high success in the school, evident by the great level of excitement and involvement by students and interestingly, by their parents. The result of this competition exceeded the creator's expectations, as the students produced marvellous dishes, worked coherently as a team, and performed very well under the pressure of time and method.

7. Benefactors’ Gratitude Lunch

The success of the Right Livelihood competition paved its way into being the primary show of the Benefactor’s Annual Gathering. The Grand Final Challenge of the Right Livelihood competition was to cater for 60 of the school’s benefactors, and each finalist was not only required to output impressive dishes, they were provided a team of helpers to test their leadership and communication skills. Aside from those in the kitchen, other students of the school provided hospitality service, and their job was primarily to speak and act in ways that showed their gratitude to the benefactor guests.



STUDENT WELFARE AND SUPPORT

Pal Buddhist School provides chaplaincy services for students, where confidential sessions can take place to enhance student support on matters affecting their wellbeing. Our other channels for student welfare support include:

Student Mentorship Program

Students are strategically grouped with other students where mentorship opportunities are likely to flow. Mentorship groups meet on a fortnightly basis and led by an assigned teacher (who was likewise strategically allocated to the group based on their characteristics), to work through a range of welfare related issues.

Student Representative Council (SRC)

Members of the SRC are active in their passion to fulfil the student voice. They regularly seek feedback from other students, fundraise to buy needed resources for the students, and develop in-school events to maintain a positive student morale.

Spiritual Studies

Dhamma classes conducted at Pal Buddhist School are offered to both students and parents. This year, there was a strong focus on imparting the knowledge of the Noble Eightfold Path and the Five Hindrances. The School believes that in order to cultivate students’ mind, the parents must be brought on-board to understand the moral teachings being taught at school, so that the same strategies and language is being reflected at home



UPDATED SCHOOL POLICIES

All school policies relating to students and parents are found on the school's website and in the parent and student portal. Staff have access to the policies via the school's cloud storage system.

Policy	Changes made in 2019
Anti-Bullying Policy The School nurtures a safe environment where students are able to feel secure and supported. Any behaviour that condones bullying will be dealt with through private and confidential procedures for the safety and wellbeing of affected students.	N/A
Assessment Policy The School's curriculum assessment requirements are in line with the guidelines set out by NESA and ARC	Updated the examination rules and guidelines pertaining to the Compressed Curriculum
Discipline Policy The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school. All behaviour management actions are based on procedural fairness. Parents, teachers and students work in partnership to achieve an intervention or consequence that seeks to appropriately modify a student's behaviour or approach.	Further updates in line with the new "Moral Conduct & Diligence Policy" Feedback received from teachers and from trial run has led to modifications that simplify the policy and procedure
Complaints and Grievances Policy The school maintains an open-door policy for dealing with matters of concern from parents, students and teachers. All professional interaction incorporates appropriate principles of procedural fairness. In all applicable cases, the issues will be investigated based on the guidelines set out in the relevant policies.	N/A
Child Protection Policy Students have a right to be safe in their places of learning. This includes being free of the risk of any form of abuse or any other danger by taking the necessary precautions and ensuring safety networks are in place. The aim of this policy is to assist staff in understanding and fulfilling their legal and professional obligations in the critical area of child protection. In doing so, this Child Protection Policy will address the issues both from a prevention and a response perspective.	N/A
Parent Communication Policy Parent communication with the school for all matters relating to schooling, safety and welfare is crucial to the partnership formed between the school, the teacher, and the parent.	N/A
Staff Code of Conduct New policy created to communicate the expectations with regards with staff code of conduct, dress code, interactions with students, etc.	Revisions have been made that further detail areas such as dress code, absence management, code of professional and moral conduct
Student Support Policy The Pal Buddhist School Support Program is integrated into our goals and the quality of the relationship between our staff and students. We aim to provide an environment filled with positive relationships that correlate closely to the quality of our learning programs and course delivery.	N/A

Policy	Changes made in 2019
Student Leadership Policy 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.	Revisions have been made to the election campaign process, and to the provisions around training for the school captains and vice captains
Homework Policy 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.	N/A
Infectious Diseases Policy 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.	N/A
Excursion Policy 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.	Further development of procedure with regarding to booking, costing and admin office duties
Emergency Response Policy To ensure that in the event of an emergency a safe, organised and controlled evacuation of all staff, students and visitors will be carried out in the minimum possible time with the least possible risk.	Minor changes were made following feedback received from the drills
Workplace Health and Safety The School accepts that it has a duty of care for the health, safety and welfare of its students, visitors, employees, contractors and others, and will use all diligence to protect them from work-related injury and illness. It will provide the necessary resources to enable the school to comply with the Work Health and Safety Act 2011 and the Work Health and Safety Regulations 2011. All of the school's employees are required to take care for the health and safety of themselves and others and to cooperate with the management to enable employer's requirement to be complied with.	N/A

PRIORITIES & TARGETS 2019-2020

2019 TARGETS & ACHIEVEMENTS

Priority Area	Improvement Target	Planned Achievement
Student Academic Achievement	To continue to raise the academic standards across the school and develop a reputation for educational excellence in the local community	<ul style="list-style-type: none"> To increase NAPLAN results and have more students place in the top bands and score higher than the national average – achieved and ongoing To increase student outcomes in national competitions – achieved and ongoing To increase the number of national competitions that our students can take part in – not achieved To improve the attitude towards and quality of homework by students – ongoing Executives to be able to monitor student academic outcomes via the OneNote system – achieved Improve the rate and streamlined process around marking of and giving of feedback by teachers for homework – achieved but monitoring needed Improve student attitudes towards assessment tasks – ongoing Despite having small sized faculties, to be able to deliver standardised testing and results, such as peer marking by teachers, externally written exams, etc. – achieved
Student Enrolments	To continue to increase student enrolments from the local and non-local area	<ul style="list-style-type: none"> Reach maximum student enrolment capacity for the building – not achieved Switch from a stage to a year group structure for junior secondary – achieved Open up multiple streams in junior secondary – not achieved Increase enrolment of primary school by 10% – achieved Continue to expand international student enrolment to new markets – achieved
Educational Facilities and School Premises	To continue to increase the range of educational facilities and upgrade the current state of technologies	<ul style="list-style-type: none"> Establish a COLA / shade shelter over the outdoor court – achieved and ongoing Increase efficiency and logistic of the pick up/drop off zone – achieved and ongoing Construct a primary school playground area – not achieved Continue to improve building security for visitors and front door traffic – partially achieved

Parent Communication	To improve the frequency of parent communication	<ul style="list-style-type: none"> Continue to cultivate the involvement of the Parents and Friends Group into other areas of the school – achieved and ongoing Increase and maintain parent attendance to P&F meetings to at least 50% of all parents – not achieved, currently 30% attendance Improve the punctuality and frequency of parent communication via SMS and email – achieved Increase parent engagement with Parent Portal – achieved
Student Participation in Extra-Curricular Activities	To increase the range of extra-curricular activities offered by the school	<ul style="list-style-type: none"> Increase student achievement in CDSSA sport competitions – achieved Implementing several extra-curricular programs, such as Tournament of the Minds, Maths Olympiad – not achieved Develop a structured plan for annual house competitions serving each term or semester. – achieved Increase the number of teachers involved in extra-curricular activities – achieved Increase the student skill level in Chess and thus improve the School ranking in the NSW Chess League – ongoing Increase the effectiveness of the SRC through its events, more regular communication to the student body, and externally related projects to develop school awareness and support. – achieved
School Governance	To expand the number and range of skillsets and members in the School Bard	<ul style="list-style-type: none"> Review the Constitution – not achieved Invite selected community leaders, education leaders and professional leaders to become a Board Member – not achieved
Fundraising	To further raise funds for the school building fund to contribute to the current school and the new school	<ul style="list-style-type: none"> Establish a structure for the purchase of the new school land – ongoing Establish a sub committee of people who can assist with the project development for the new school land – not achieved Reach at least \$1 mil mark for the purchase of the new school – achieved
School Compliance	To increase the regularity of compliance checks by various responsible persons of the school	<ul style="list-style-type: none"> Formalise schedule for compliance action by Compliance Officer – not achieved
Student Wellbeing Support	To establish an internal and external channel of support for student wellbeing issues	<ul style="list-style-type: none"> Establish a regular ethics class for all students, by the grade, approx. 2 hours per fortnight – achieved Provide regular and timetabled mentorship support to Stage 6 students from the school executive – partially achieved

2020 PLANNED TARGETS & ACHIEVEMENTS

Items in **blue** are items that were not achieved or fully achieved in 2019 and remain a target for 2020. Items in black are newly added goals for 2020.

Priority Area	Improvement Target	Planned Achievement
Student Academic Achievement	To continue to raise the academic standards across the school and develop a reputation for educational excellence in the local community	<ul style="list-style-type: none"> To increase NAPLAN results and have more students place in the top bands and score higher than the national average To increase student outcomes in national competitions To increase the number of national competitions that our students can take part in To improve the attitude towards and quality of homework by students Improve the rate and streamlined process around marking of and giving of feedback by teachers for homework Improve student attitudes towards assessment tasks Strengthen results in the HSC, with more subjects achieving above state average Increase reading, literacy and writing programs in the school Increasing the presence and interest in STEAM-based subjects and topics Incorporate more subjects and grades into Integrated Curriculum model for Y7-10
Student Enrolments	To continue to increase student enrolments from the local and non-local area	<ul style="list-style-type: none"> Reach maximum student enrolment capacity for the building Open up multiple streams in junior secondary Improving the student and family selection criteria to place stricter expectations on the family's commitment to taking an active role in the student's pathway of change Revamp the enrolment entrance exam Revamp the student enrolment and induction process for better service and care
Educational Facilities and School Premises	To continue to increase the range of educational facilities and upgrade the current state of technologies	<ul style="list-style-type: none"> Establish a COLA / shade shelter over the outdoor court Construct a primary school playground area Continue to improve building security for visitors and front door traffic Creating a specialised drama stage / theatre space Trialling the concept of convertible rooms where the furniture is movable and easily converts between classroom and multi-purpose open space

		<ul style="list-style-type: none"> • Building upgrades to the admin office and waiting area • Further negotiation with landlord on roofing repairs • Strategy for solving the storage dilemma
Parent Communication	To improve the frequency of parent communication	<ul style="list-style-type: none"> • Increase and maintain parent attendance to P&F meetings to at least 50% of all parents • Increase the rate at which information is sent to parents via multiple platforms • Improve the communication between teacher and parent on updates • Establishing a formal structure in the P&F • Increase P&F involvement in the school operations and allow further autonomy
Student Participation in Extra-Curricular Activities	To increase the range of extra-curricular activities offered by the school	<ul style="list-style-type: none"> • Implementing several extra-curricular programs, such as Tournament of the Minds, Maths Olympiad • Increase the student skill level in Chess and thus improve the School ranking in the NSW Chess League • Establishing more consistent dedication by students towards the mandatory extra-curricular programs • Embed the school values of the Noble Eightfold Path and the Brahmaviharas • Increase parent involvement in the extra curricular activities • Introduce debating as part of the annual competitions
School Governance	To expand the number and range of skillsets and members in the School Bard	<ul style="list-style-type: none"> • Review the Constitution • Invite selected community leaders, education leaders and professional leaders to become a Board Member
Fundraising	To further raise funds for the school building fund to contribute to the current school and the new school	<ul style="list-style-type: none"> • Establish a structure for the purchase of the new school land • Establish a sub committee of people who can assist with the project development for the new school land • Begin fundraising for building construction, separate to land purchase • Initiate project management for the new land construction
School Compliance	To increase the regularity of compliance checks by various responsible persons of the school	<ul style="list-style-type: none"> • Formalise schedule for compliance action by Compliance Officer • Research and implement tracking/information system for compliance monitoring including WHS, accidents, complaints, and other critical policies
Student Wellbeing Support	To establish an internal and external channel of support for student wellbeing issues	<ul style="list-style-type: none"> • Provide regular and timetabled mentorship support to Stage 6 students from the school executive

STAKEHOLDER SATISFACTION

Our school surveys parents, staff and students annually, drawing information and reflections of personal and professional development, time management, work-study load management, communication, personal discipline, technology use, general morale and fulfilment of the school's values and vision.

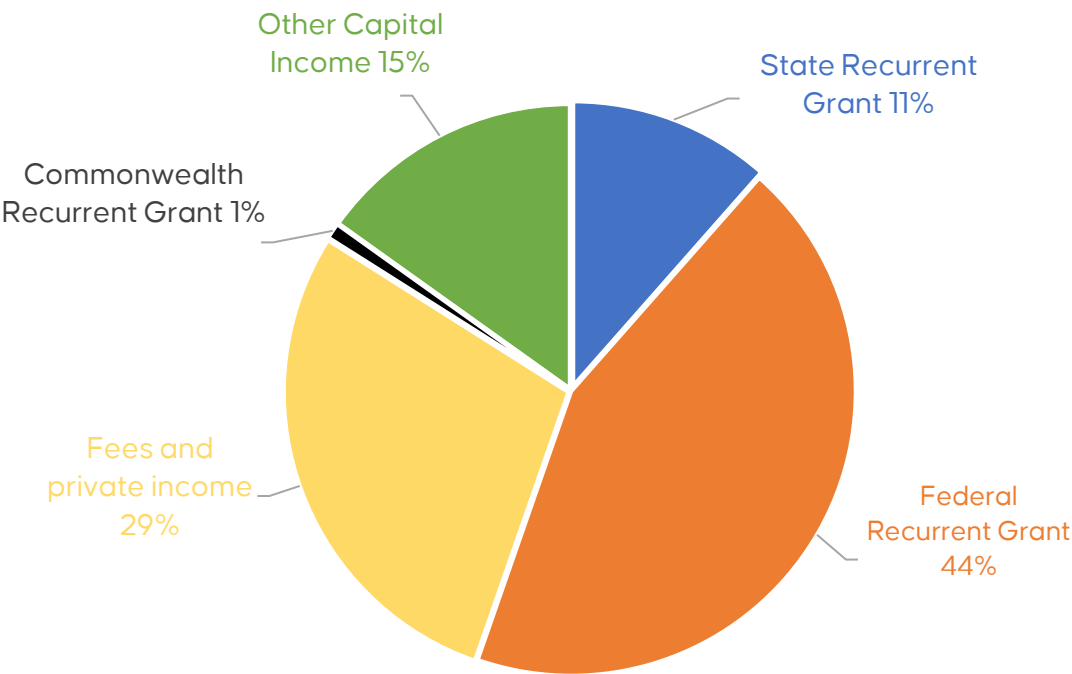
Parents: In 2019, the school has seen increased involvement and participation by parents in the school's activities. In particular, parents were extremely grateful for the introduction of the Right Livelihood program, as it has improved the relationships and cultural unity between the children and their extended family members. The loyalty and faith in the school's vision by parents was evident in the multiple P&F Programs that were launched in 2019, namely, the Boys & Girls Club, Canteen Volunteering, and the Right Livelihood, and furthermore seen in the high parent involvement in the CAPA parents group and Gala Ball parents group. In participating in the Mother's Day and Father's Day, where our students washed the feet of their parents, the outcome was emotionally touching, and sentimental.

Students: The coherent school spirit in our students have become stronger in 2019 than in previous years. As of 2019, we have three major compulsory whole school events: Right Action, Right Speech and Right Livelihood, developing confidence & creativity, public speaking skills & wisdom, and life skills, respectively. Student results in these programs are to be congratulated. Furthermore, the rates of students volunteering in school events across the year, including CAPA Night, Annual Gala Ball, events for the Chin Lien Temple, City 2 Surf, events organised by the local council such as Moon Festival, Lunar New Year and the Children's Christmas Festival, Vesak Day, and Open Day, shows that students derive a sense of purpose from participating in the school life. Furthermore, we have seen an increase registration of students in CDSSA events and academic competitions.

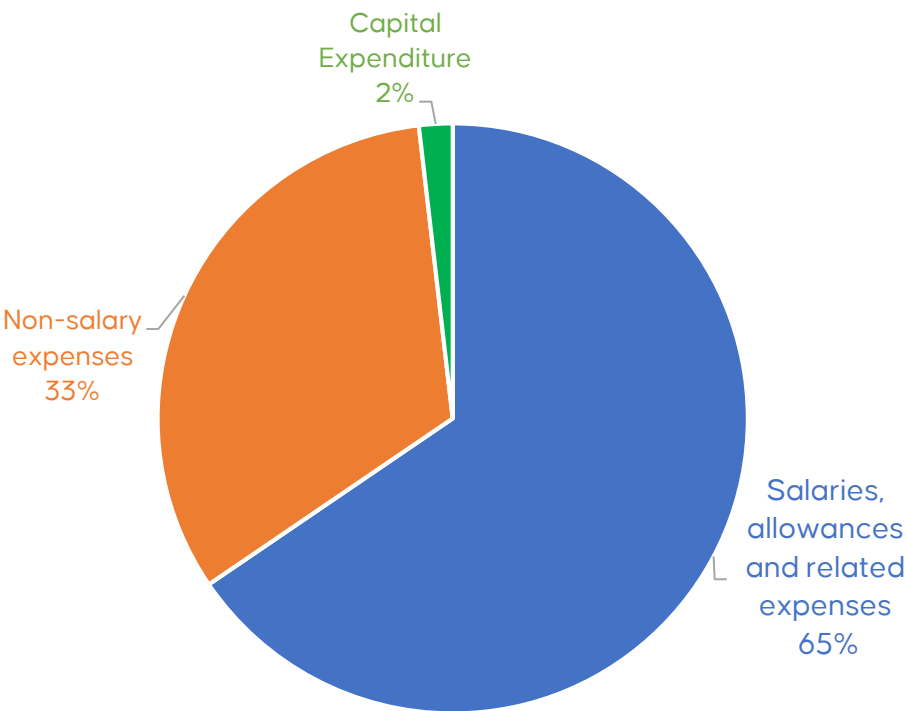
Staff: Teaching staff find that the general student attitude and behaviour in class is very positive. While there are minor issues such as homework and time management, there were little number of major behavioural concerns. Staff also find that students are respectful, courteous, and selflessly helpful. The non-teaching staff find it highly purposeful to work at the school, seeing how their work and actions have led to inspirational change within the students and the development of a solid school culture. For both teaching and non-teaching staff, while being a small school often means we work more diversely across multiple areas of the school, the rewards – both personally and professionally – are long-term and tangible.

FINANCIAL SUMMARY

INCOME



EXPENSES



APPENDICES

PROCEDURE FOR MANAGING NON-ATTENDANCE

In Pal Buddhist School, we have a strict attendance policy. To ensure all students perform at their best and get the most out of the lessons being provided each day.

Our policy on Non-Attendance remains the same as previously 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. This will enable the administration staff to label the absence as either justified or unjustified.

Daily attendance is entered into the School Management System, Sentral.

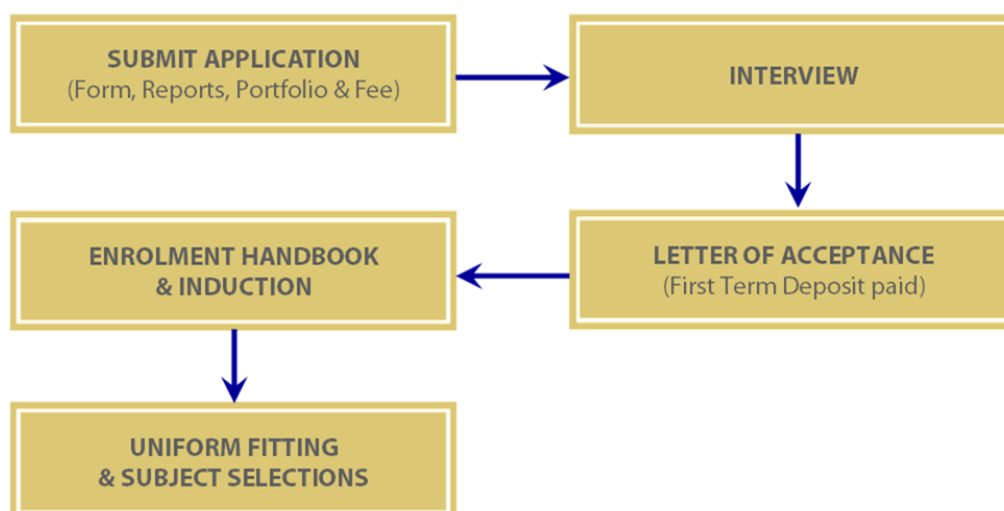
This information is then automatically synchronised to all the relevant class rolls. When teachers mark their class rolls each period, discrepancies can assist with detecting possible truancy. Any discrepancies in student attendance during the school day are then reported by the teacher to the administration assistant for further investigation.

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

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

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

PROCEDURE FOR ENROLMENT



New Enquiries

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

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

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

Submission of Application

The submission of enrolment applications must include the following:

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

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

Assessment of Enrolment

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

The School will contact the family within two weeks of submitting the application to arrange an entrance exam before having an interview with the Principal. The entrance exam will consist of a math and English exam. 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.



PAL BUDDHIST SCHOOL

Enlightenment Through Wisdom, Morality and Diligence