



PAL BUDDHIST SCHOOL

9755 7778

WWW.PAL.NSW.EDU.AU

# ANNUAL REPORT







2020 WHOLE SCHOOL PHOTO







2020 WHOLE STAFF PHOTO









SRC



STAGE BAND



SENIOR CHOIR



JUNIOR CHOIR



CAPA COMMITTEE



VISUAL ARTS CLUB



# THE PAL BUDDHIST SCHOOL TEAM

## *STAFF*

### Executives

Mr Panha Pal - Founding Principal  
 Ms Helen Lam - Head of School  
 Mr Chris Baird - Business Manager

### Teaching

Ms Amelia Sinclair  
 Bodhidasa Caldwell  
 Mr Brad Horner  
 Mr Jacky Tong  
 Mr Joshua Sawtell  
 Ms Natasha Daviskas  
 Ms Elizabeth Feeney  
 Mr Peter Yager  
 Mr Terence Chong  
 Ms Yong Fei Li  
 Ms Yvonne Zhu  
 Ms Zoe Shaw

### Non-Teaching

Ms Aki Moyse  
 Mr Allan Hayes (Volunteer)  
 Ms Anja Filla-Dwehus  
 Ms Anna Hung (Volunteer)  
 Mr Eugene Lu  
 Mr Freddy Lu  
 Mr Hans Wei  
 Mr Jack Tran  
 Ms Kelly Lam  
 Ms Sonja Searle (Volunteer)  
 Ms Renata Ratzer

## *BOARD OF DIRECTORS*

Mr Collin Hwang  
 Mr Eng-Joo Ong  
 Mr John Ma  
 Mrs Yee-Fong Lee

## *ADVISORY BOARD*

Mr Davy Nguyen  
 Mr Lalith De Silva  
 Mr William Chen  
 Dr Xuyen Tran

## *MAJOR BENEFACTORS*

Dr Sian Ong  
 Mr Frank and Mrs Stella Chen  
 Mr Harry and Mrs Karen So  
 Mr Henry Phuong  
 Mrs Jenny Teoh-Young  
 Mr Jim Teoh  
 Mr Michael Chan

Mrs Poh Lee Ong  
 Ms Ruby Chen  
 Ms Sandra Duong  
 Mr Victor Nguyen  
 Mr Vincent and Mrs Wendy Lu  
 Ms Vivian Teoh





# PAL VIHARA AWARDS

(Honouring the Precious Qualities of the Gods)

ON	SELFLESS JOY (Mudita)	EQUANIMITY (Upekkha)	LOVING-KINDNESS (Metta)
GUYEN	SOPHIA TRAN THANH XUAN NGUYEN ANNIE NGUYEN XIN YUAN QUEK WEI JIA LIU RICHARD MA AMANDA SOK	JORDAN LE THANT SYNW WIN BAO HUY LAM ANDREW KORM PETER TANG HARRY TRAN CECELIA TRUONG	JESSICA LUONG OSHIANIA GUNAWAN WEI JIA LIU LANNY DUONG TUAN DAT TRAN AMBER PENGILLY KIM NGOC HONG (S) KIMSEAR PEAK (P) KELLY HUYNH
NO	KIM NGOC HONG (S) THAO ANA TRAN (P) NIWATEY SAN (S) TYSON PHAN (P) LUCAS PHU (S) KELLY TRAN (P)	ALICIA MAU (S) EDWARD HUYNH (P) ERIC TIT (S) GISELLE NABOULSI (P) SHING E (S) MORRISON HO (P)	CHRIS HOANG (S) LUCAS PHU (P) JOSEPH AMEER (S) BRAYDEN HOANG-NGO (P)

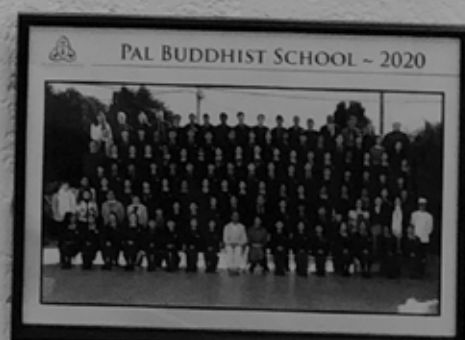
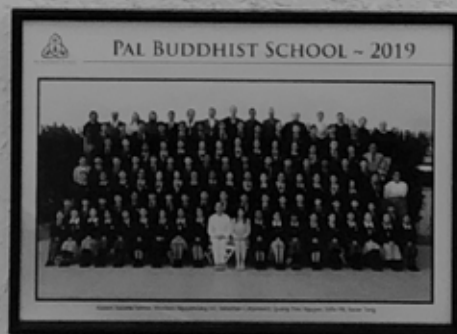
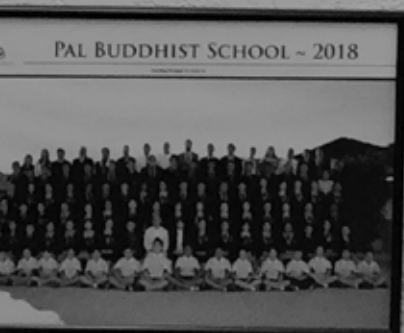
Do not to anger; when asked, give even if you only have  
free means can one reach the presence of the gods.  
- Buddha (Dhp)



# SCHOOL CAPTAINS &

YEAR	MALE	FEMALE
2014	ANDREW LUONG	CATHY YUAN
2015	STEVEN NGUYEN	JESSICA LUONG
2016	IBRAHIM AL SALAMI	ANNIE YUAN
2017	TUAN DAT TRAN	OSHIANIA GUNAWAN
2018	THANH HY JASON TA	FIONA MY PHUNG LU
2019	CHIEU HOANG (S)	WEI JIA LIU (S)
2020	RONALD TIT (P)	ZOEY GARDNER (P)
	QUY-HUAN NGUYEN-PHUC (S)	CYNTHIA JIN (S)
	MORRISON HO (P)	KELLY TRAN (P)

Though one may conquer a thousand times a thousand men  
he indeed is the noblest victor who conquers him-





MR PANHA PAL, FOUNDING PRINCIPAL

## A MESSAGE FROM THE FOUNDING PRINCIPAL

Dear Parents & Friends,

Greetings to you all as we welcome the Christmas holidays season for 2020. We certainly do hope that your family, your loved ones, and your health are excellent, and all are free from COVID-19. For those of you who may not have good health, we would like to wish for you the ripening of your good kamma from the good deeds you have done, and thus bless you with energy and vitality for a quick recovery.

2020 has definitely proved to be a challenging year for all of us. I know it is yet to be over, as the world has not yet revealed the cure for this pandemic virus. The only thing that we can be certain of, is that one day soon all this isolation and quarantine will disappear just like everything else in life that are impermanent, transient, and subject to change.

The one thing that is positive from this year is the abundance of opportunities that we were all presented with, albeit buried like a needle in a hay stack. What I am saying is that any difficult situation that causes us suffering can be a great source of wisdom if we can SEE the vulnerabilities in our minds as it plays with our feelings and perspectives.





TEACHERS CONDUCTING ONLINE CLASSES, EMULATING A REAL-LIFE CLASSROOM



SEAMLESS TRANSITION TO ONLINE LEARNING DUE TO OUR PRE-EXISTING 4D LEARNING SYSTEM

The delusion which our minds create can cause much doubts, worries, restlessness and fear. For if we can SEE the true thief (our mind) as it attempts to steal our balance from the world, we would be able to stop its action and thus move one step closer to true peace.

With regards to Pal Buddhist School, its students, teachers and staff, I would like to inform you that we are doing well. Yes, we were all put to the test during these trying times, but with diligence we strived on and continued to deliver education with quality of the highest integrity to our students.



THE CULTURE OF GRATITUDE - STUDENTS PREPARED FOR 2020 VESAK CEREMONY BY CLEANING THE TEMPLE

Finally, we would like to offer our heartfelt gratitude to all our friends, as well as the parents, for walking with us on this journey during these challenging times. I would like to offer our special 'thank you' which is difficult to express by simple mere words, to all the benefactors who continued to support the School either through mind, body, spirit and/ or financial means throughout this year.

I am very pleased to inform you that, despite COVID-19 disarming all our physical fundraising activities this year, we still had donations flowing in to support our School.

As consequence of all the kind acts of generosity and selfless love, Pal Buddhist School had received about \$329,000.00 in passive donations to the date of this letter.

THANK YOU.



Finally, I would like to pay homage to the Buddha, our greatest teacher, for without him, we would not have the training ground of Pal Buddhist School to enrich our wisdom, morality, and diligence.

May you all live happily, free from anxiety, enmity and affliction. May you all have a safe and peaceful holidays.

With Goodwill,

**Mr Panha Pal**  
*Founding Principal, Achariya*





LEPPINGTON SCHOOL SITE

In 2017, four years after our inauguration, the dedicated fundraising team at Pal Buddhist School embarked on a mission to raise funds to purchase a 3-acre block of land in Leppington NSW to build our first owned campus.

With thanks to the belief and support in our vision by all in the PBS community, our volunteers and benefactors came together, and relentlessly and selflessly persevered towards a goal that was **against all odds**, including fundraising during a global pandemic - and we did it!

On 5 November 2020, we settled on the purchase of the land.

We could not have made it to this point without your trust in our good cause. Now begins a journey where we build a school campus that supports the delivery of the best and most wholesome education that **our youth needs** and more importantly, **our future demands**. Formal planning will begin in 2021, and we look forward to working with the community to best serve the future leaders of our society.



PARENTS, STUDENTS, STAFF & BENEFACTORS REFURBISHING THE EXISTING PROPERTY



before

INITIALLY, THE ROOM WAS DIVIDED INTO A KITCHEN



after

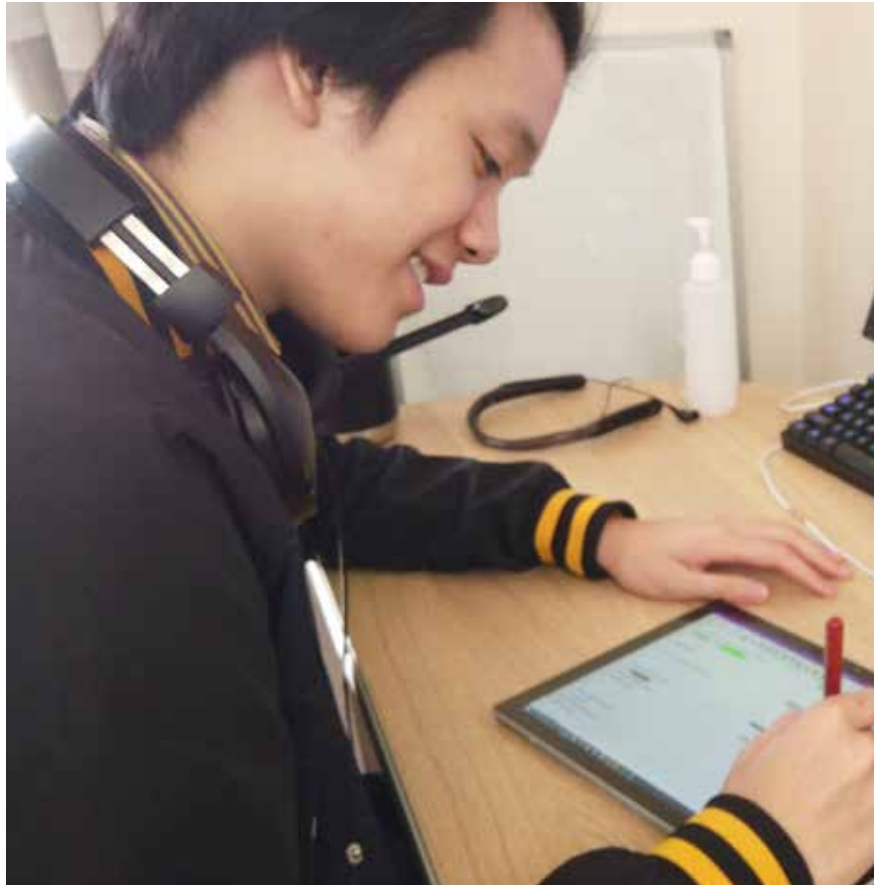
COMPLETELY REFURBISHED INTO A SPACIOUS MEETING ROOM



# A MESSAGE FROM THE HEAD OF SCHOOL



MS HELEN LAM, HEAD OF SCHOOL



90% OF SCHOOL TIMETABLE WAS RUNNING ONLINE PER USUAL

In my position at the school, I will be upfront to say that 2020 was a challenging year to manoeuvre around the constantly changing landscapes, the uncertainties around any form of decision making, and constantly having to build confidence in all of our school members. Thankfully, the strong spirit of perseverance emanant in the PBS community, turned all the challenges into a symphony of unified efforts that rang of commitment and innovation.

In March, when the world began shutting down, retracting indoors and lived in isolation, we found our voices online. In a matter of two weeks, the PBS teacher and student body pulled together to pilot, trial and move fully online with 90% of the school timetable running in full form.



The webcams on our Surface devices ran for 6 hours of the school day as teachers taught, demonstrated, monitored, and engaged with student learning activity. This is a phenomenal effort that made the 'impossible' realised, with thanks to the dedication of all involved and refusal to accept any less than the best of ourselves.

Pal Buddhist School was created as a solution to a problem. The symptoms of those problems is seen in the rising conflict amongst ourselves and around the world, the distressing numbers of youngsters in depression and committing suicide, the decline in educational outcomes in established countries, and the increasing censorship of thoughts, speech and expression. Mental health is a global crisis and can even be said to be a pandemic.



ASSEMBLIES OR PRESENTATIONS WERE HOSTED ONLINE







BOYS &amp; GIRLS CLUB - TREETOPS ADVENTURE PRIOR TO COVID

We need doctors to deliver medicine for the mind that will prevent the arising of mental and physical sickness. That medicine is in the form of wholesome education – not just the fostering of intelligence but also that of wisdom. The doctors who administer that medicine are our teachers. The hospital that provides an environment for growth and treatment is Pal Buddhist School. This is the mission of Pal Buddhist School. Our credit goes to Mr Pal, the Founding Principal who developed the formula for us to follow and has provided us omniscient leadership throughout the year.

At PBS, we are not afraid to take risks and learn from them. We are not afraid to fail for it allows us to see our weaknesses and

eliminate them. We are not afraid to speak the truth if it is for the long-term benefit of others. All of these qualities make us ready to look internally and introspectively, and embrace success with humility and gratitude.

To all the groups of people who are part of our community: the 400+ donors and benefactors, the 300+ members in our students and family group, the 50+ staff and volunteers: a very sincere 'Thank You' for a wonderful 2020.

**Ms Helen Lam**  
Head of School



# A MESSAGE FROM THE CURRICULUM COORDINATOR



BODHIDASA, CURRICULUM COORDINATOR



4D LEARNING SYSTEM USED IN PRIMARY SCHOOL

Like many at Pal Buddhist School, I wear many hats. Many roles and responsibilities as I work in both wings of the school – Primary and Secondary. Some are more challenging than others, but the one that causes me the least difficulty is the role of Primary Coordinator.

Mostly this is due to the incredibly professional, dedicated and inspiring team of teachers who help our great students grow. I commend the dedication of our great teachers. I am proud to work with them and be inspired by them.

As the Primary School Coordinator, I'd like to share some thoughts on the year that was. As 2020 limps its way over the finish line I look at the Primary School students and think how proud I am of them too. Despite devastating bushfires, global pandemics and disturbing race riots they have not succumbed to fear and anger. That's not because we hid

**PAL**  
**PRIMARY**



YEAR 6 MOTORS STUDY



STAGE 2 AND STAGE 6 MENTORSHIP PROGRAM

them from the great tragedies, no, we met them face on, we taught about them. We did not hide. It has been a hard year, a catastrophic for some, but as I recently put it to the Primary School Dhamma classes – this year has been a crucible for change. What have been the treasures, the benefits of this year, I asked them. Firstly, Pal Primary School did not give up in the face of overwhelming odds. Pals are not quitters. In fact, they strive on with perseverance. When other schools struggled with attendance and had little idea what to do about online learning, our young students seamlessly moved into online classrooms and adapted even the most impossible things like PE into meaningful online experiences. Pals are resilient. Rather than collapse into blame and a victim-based mind set, Primary Pals turned up day after day to their devices, submitted their assignments, made their own fitness equipment, conducted their experiments and just got on with the job of being students.

Each and every student even competed in a school wide public speaking competition and series of debates about really challenging topics.

It is **no wonder** we are the top-ranking school for NAPLAN results in the region and achieved so many strong results in the University competitions and the Australian Mathematics Trust Competition.

Truly, Primary Pals are excellent. We don't just get good academic results (though of course they could always be better), we also excel in the Creative Arts. No life-threatening disease is going to stop the Arts! The CAPA series of videos night became a rallying cry for even more primary school creativity. Pals don't give up, don't give in, don't blame others: we take responsibility and make something better, something beautiful, something true.



# “teachers develop rigorous & challenging learning”

Our successes are not the domain of our Primary School alone. One of the other roles I have is that of the Curriculum Coordinator for the High School. One aspect of the role is to help teachers to develop rigorous and challenging learning for the High School students. We have seen this through our inaugural debating competition which grew out of the Right Speech Competition. It is not every school that would seek to address the complex issues surrounding the deplorable death of George Floyd in the US, but we did not just once but twice in order to go as deeply into the events as we could.

STEAM classes (if you are not aware this is an acronym which stands for Science, Technology, Engineering, Arts and Mathematics) have incorporated complex project-based learning tasks ranging from aeronautics to coding computer games that address social problems and even robotics. This was the first year we gained sets of fully programmable and highly adaptable robots for use throughout the Primary and High School.

Despite the challenges of the global pandemic, our Stage 6 students were a great source of joy.



PRIMARY SCHOOL'S RIGHT SPEECH: DEBATING GRAND FINAL



Yes, the year 12 HSC results were very strong indeed and congratulations are duly given, but it is the way in which they embraced the Wake Up program that really demonstrates what a Pal is capable of achieving.

Wake Up was an additional program that aimed at life beyond school and worked to equip students with greater knowledge about themselves, others and the world. They delved deeply into their own identities and learned to question assumptions. They attended a day meditation retreat to deepen their mindfulness. By working closely with Stage 2, they helped the young students build confidence in themselves as readers and writers of picture books. Stage 6 proved themselves adept in presenting themselves for jobs through our practice job interviews. Though it is perhaps the experience of collaborative problem solving in Escape Rooms that they might most fondly remember.

All of these initiatives for Stage 6 were made successful because our teachers put their students needs at the forefront of each lesson. We are blessed with dedicated and selfless teachers who understand that investing in the youth of today is both an honour and a gift.

**“investing in  
the youth is an  
honour & gift.”**





PRIMARY SCHOOL'S KARMA KIDS - A REWARD SYSTEM FOR OUR PRIMARY STUDENTS WHO PUT THE DHAMMA INTO PRACTICE

Another Great Teacher, for some he is considered the best of all, a man known as the Buddha once said -

"When we hold fast to such thoughts as,  
"They abused me, mistreated me,  
hurt me, robbed me," we keep hatred alive.

If we thoroughly release ourselves from  
such thoughts as,

"They abused me, mistreated me, hurt  
me, robbed me," hatred is vanquished. "

Today, we celebrate the efforts of all those students in both the Primary and High School who took this opportunity to grow, rather than succumbing to hatred and negativity. And so, Pal Buddhist School has more than survived, it has thrived. It has grown. It is a force for good, against overwhelming odds.

**Bodhidasa**  
Curriculum Coordinator



2020 SCHOOL CAPTAINS, QUY-HUAN NGUYEN-PHUOC AND CYNTHIA JIN

## A MESSAGE FROM OUR SCHOOL CAPTAINS

2020 has been a tough year, but nonetheless, it was still a successful one where the school as a whole accomplished great achievements.

Despite challenges stemming from COVID-19 and the subsequent rules and restrictions, we've seen our teachers and students come out of it stronger than before.

2020 was the year where we saw tremendous strides in the SRC. 2020 was the year of firsts for the students and the student leaders. We saw the founding of Dust and Shine, where students came together to clean the school, a practice rarely seen in anywhere else.

Additionally, we got to witness the student-led coaching club, Triple C, where student mentors strived to pass their knowledge to the younger Pal generation. Finally, the school got to bear witness to the foundation of a film/media club, the Voice of Students' Society (VOSS) where students lead their own projects

to create videos and entertaining media content for the student body. The SRC have put their heart and soul into these initiatives, all for the benefit of Pals today and most importantly, the Pals of tomorrow.

Another amazing first for the student body, was Shave4Wesak fundraiser. Together as a school community, we raised a little over \$50,000 dollars to go towards the new Leppington campus. When we all come together, we can achieve great things.

Thank you to the teachers, for their undying effort towards our learning, to the executives and admins for working tirelessly behind the scenes to make sure we have a school to learn in. And most importantly, thank you to everyone, for giving us the opportunity to serve and lead you throughout 2020.

**Quy-Huan Nguyen-Phuoc & Cynthia Jin**  
2020 School Captains



A black and white photograph of two students in school uniforms. The student on the left is leaning over a wooden table, working on a model made of cardboard and sticks. The student on the right is sitting at the table, wearing glasses and a face mask, looking at the model. In the background, another student in a suit is visible. The text "ACADEMIC REPORT" is overlaid in the center.

# ACADEMIC REPORT

## 2020 ROSA REPORT

All Year 10 students of Pal Buddhist School progressed to Stage 6 in 2020.

## 2020 NAPLAN REPORT

There is no data available for the 2020 NAPLAN as the tests were cancelled amidst the Coronavirus pandemic.

Instead, during 2020, Pal Buddhist School was informed, and thereby celebrated, of its ranking in the 2019 NAPLAN, placing first in the region. This news was published in the Daily Telegraph, and a copy of this article is overleaf.

## OUR 2019 NAPLAN SUCCESS

We are pleased to announce that **Pal Buddhist School was placed first in the Fairfield region for our overall performance (Years 3, 5, 7 & 9) in 2019 NAPLAN.** We bid a warm congratulations to all staff, students and families for this academic accolade! It is a tremendous effort to achieve this in our 7th year of operation and is a sign of the potential to truly rise to the top ranks in NSW - an aspiration set by Mr Pal from the very beginning. Our student body have already established a reputation for wholesome character and moral development in comparison to others of their age, so it is indeed, rewarding to see that rise in academic ranking. Most importantly, it is a testament to the school's vision of holistic development in morality, wisdom & diligence.



# The Daily Telegraph

## Fairfield NAPLAN: 2019 Top performing high schools revealed

**The top performing high schools in Fairfield can now be revealed following the release of the latest NAPLAN results, with number one spot taken by one of the region's newest schools. SWW HOW YOUR SCHOOL PERFORMED**

Cindy Ngo, Fairfield Advance

✚ Subscriber only | May 1, 2020 7:00am



Pal Buddhist School student Joseph Ameer. The Canley Vale school has performed well in the latest NAPLAN results. Picture: Monique Harmer

One of Fairfield's newest schools has taken the number one spot in a list of the top performing high schools in NAPLAN.

Years 5 and 7 students at Pal Buddhist School — established in 2013 as Australia's only Buddhist school — outperformed others in the region with an average score of 591.6 across literacy and numeracy subjects.

Freeman Catholic College ranked second with a score of 584.7, followed by Canley Vale High with 568.5, Prairiewood High with 566.2 and Bonnyrigg High with 562.2.



Founding principal Panha Pal. Picture: Monique Harmer

Pal Buddhist School founding principal Panha Pal said the excellent academic results stemmed from a more wholistic approach to education with a focus on wisdom and morality.

“If you can actually get a student to activate their humanistic side ... then you can bring anybody to become a studious learner. In fact, they will be able to learn and absorb knowledge, any kind of knowledge,” he said.

He said parents were looking for “a more serious” and “lifelong” education for their children and by nurturing students’ moral values their academic results also improved.

“By focusing on being a good human being, they develop compassion, they develop selfless joy ... they also develop an unshakeable mind.”

The latest NAPLAN results was a “vote of confidence” in the school, which had the potential to one day be “on par or even better” than James Ruse Agricultural High School - which topped the state - or Sydney Grammar, he said.



Freeman Catholic College at Bonnyrigg Heights made the top five.

The NAPLAN test is designed to measure students in literacy and numeracy and track progress.

The NAPLAN test remains controversial with the Australian Curriculum, Assessment and Reporting Authority, the federal body responsible for developing national curriculum and assessment, this year revamping the MySchool website where school's NAPLAN results are publicly displayed.

Focus groups across the country found MySchool was difficult to navigate and was filled with technical language and jargon.

ACARA also had to further explain on the website the benefits of NAPLAN and MySchool to parents.

#### **HOW YOUR SCHOOL PERFORMED:**

1. Pal Buddhist School — 591.6
2. Freeman Catholic College — 584.7
3. Canley Vale High School — 568.5
4. Prairiewood High School — 566.2
5. Bonnyrigg High School — 562.2
6. Patrician Brothers' College Fairfield — 554
7. Bossley Park High School — 547.5





YEAR 8 ROBOTICS (STEAM)

## SNAPSHOT OF OUR 2020 CURRICULUM



STAGE 5 WATER ROCKETS



CHESS COMPETITIONS



YEAR 5 LEMONICITY EXPERIMENT



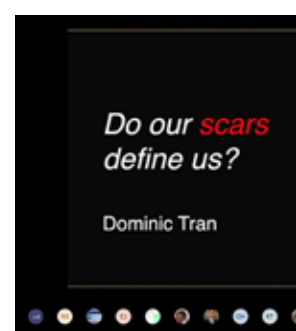
YEAR 7 MUSIC



YEAR 6 SPACE MODELS



ONLINE LEARNING CLASSES (COVID-LOCKDOWN)



STAGE 6 ONLINE TED TALKS



YEAR 5 ORIGAMI ARTS & CRAFT



STAGE 6 MOCK JOB INTERVIEWS



YEAR 7 TECH - SHOES M





YEAR 6 MEDITATION SPACE



YEAR 7 COMIC ADAPTION (ENGLISH)



STAGE 2 "IRON MAN" MODEL



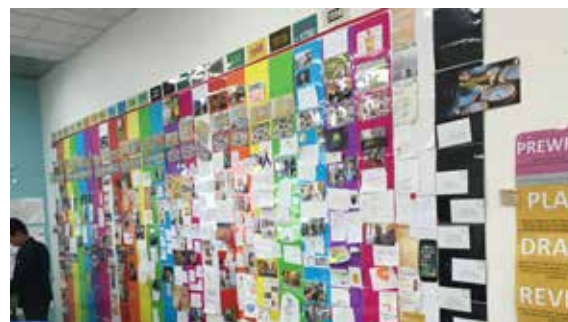
PAL PRIMARY OLYMPICS



YEAR 8 PUPPETRY



LINK ASSESSMENT



YEAR 5 16TH CENTURY STUDIES



MANDATORY CANTEEN SERVICE



MADE OUT OF RECYCLABLE MATERIALS



PRIMARY SCHOOL SERVICE DAY



# SNAPSHOT OF OUR 2020 CURRICULUM



PRIMARY STUDENTS SINGING CHINESE



STAGE 6 LITERACY MENTORSHIP



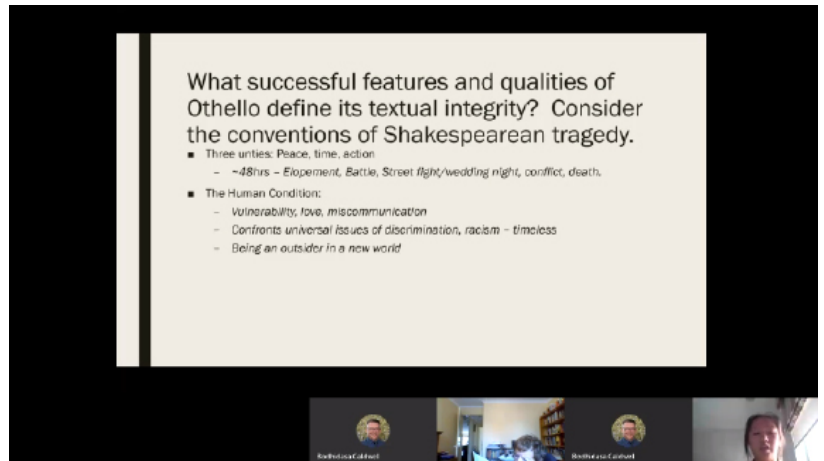
PAL PRIMARY OLYMPICS - SPOON & EGG RACE



STAGE 5 TECHNOLOGY CODING



YEAR 6'S WORLD MAP



HSC ENGLISH ASSESSMENTS CONDUCTED ONLINE DURING LOCKDOWN



STAGE 5 STEAM - CREATING A MECHANICAL ARM



YEAR 5 - GRATITUDE POSTERS FOR STAFF & VOLUNTEERS





POETRY



STAGE 6 WAKE UP PROGRAM - ESCAPE ROOMS



YEAR 7'S CHINESE OPERA POSTER



ING AT THE PAL GAMES EXPO



DHAMMA CLASSES GUIDED BY MR PAL



MEDITATION SESSIONS BEFORE YEARLY EXAMS



PAL PRIMARY'S BOOK CLUB, EVERY MORNING IN THE LIBRARY



PRIMARY SCHOOL "PLAYSPACE"



YEAR 6 ARTS AND CRAFT



RETURN, EARN & LEARN RECYCLING!



## A MESSAGE FROM OUR CAPA COORDINATOR



MR JOSH SAWTELL, CAPA COORDINATOR

### **Serve** others to serve yourself.

Art is a gift. Often when we embark on a creative journey we don't have the chance to see a long term impact that we can have on others, and as a result, ourselves. Art can serve to challenge the minds of others. It can provoke thought and emotion. It can help us feel, remember and celebrate. In these ways Art can begin, and even end, as a selfless process, and this is what our creative students embark on as they explore our yearly creative arts theme. However, it is important not to be complacent about the value that this process brings for ourselves. It's hard to know during, but a bit easier to reflect on after.

CAPA FILMING DAY: STAFF BAND





**MASTER THE STAGE** PRIMARY SCHOOL'S DANCE GROUP (BLAZING

**Renounce** hesitation,  
embrace courage.

Take. That. Step. A very wise small green alien once said "Do.... Or do not. There is no try." Renounce try. Embrace do. To this day, with a great variety of different performance experiences, I still get nervous. Every time! But I've learnt to use it, and that's what makes the real difference. Fear, anxiety, doubt - we know them as negative emotions, but to a mind open to wisdom these can be powerful motivators. Whether it is the stage or the page, never let hesitation prevent you from exploring something new and challenging. After all, if you don't try - you won't know!

Unlock your potential,  
**connect** to your mind.

Learn to Serve through experience, and figure out what this means to you. Find the thing that makes you hesitate, Renounce it and move ever forward. Connect with these ideas and find the purpose in what you do. You don't have to be an aspiring musical genius, a wannabe Picasso, the next Dicaprio or more graceful than Swan Lake. Create a purpose and find a reason for your creative endeavours. One that speaks to you and your interests. Art is in everything and stories are at the very core of our being. So, tell us yours.

For those that have embarked on this journey with us, you have the utmost gratitude of the creative students and staff here at Pal Buddhist School. With the gigantic curve ball that has been the year 2020, I hope that our students' effort serves as a message of creative resilience in the face of adversity. Join us in renouncing our doubt in that this year will slow our creative spirit. Connect with us in this universal language and discover something new within yourself. Stay safe - and keep on creating.

**Mr Josh Sawtell**  
CAPA Coordinator







**CAPA SERIES FILMING** - YEAR 6 BOLLYWOOD DANCE PIECE FILMED FOR OUR CAPA SERIES



## RIGHT ACTION: MASTER THE STAGE ANNUAL CAPA COMPETITION

Right Action: Master The Stage competition consisted of an array of music, dance and drama performances. Despite the COVID restrictions, our CAPA Coordinator, Mr Sawtell and assistant coordinator Ms Shaw, found innovative ways to bolster the arts! It was amazing to see the variety of skills and styles of performance. Students embraced their challenges, externally and internally, competing in Music, Dance and Drama categories.

The finalists were eventually determined after a rigorous couple of weeks performing in a competition with each other. However, due to the restrictions, our annual CAPA Night had to be cancelled. Instead, the school had presented a series of student performances on film during non-term time.



**CAPA SERIES FILMING** -OUR CAPA ROOM HAD TURNED INTO A STUDIO



**CAPA SERIES FILMING** - MR SAWTELL MIXING THE AUDIO OF RECORDING



## THE 2020 CAPA SERIES

All participants had been working very hard throughout the term to create and produce the first ever online concert. The first episode of the 5-episode series went live on Facebook on Friday 25th September at 7pm. The series is based on the CAPA theme of 2020 "Serve, Renounce, Connect". Please note that you can view the **series** on YouTube: <https://tinyurl.com/palcapa20>.

All episodes are released for your viewing! A sincere gratitude to our friends at Heya TV Productions for providing a platform for our students to grow. Our student artists were on board for the CAPA series as well, creating a vibrant **Art Gallery** full of character and personality. You can see some of the samples of their work here: [www.tinyurl.com/agpbs20](http://www.tinyurl.com/agpbs20)





**CAPA SERIES FILMING - STAFF BAND RECORDING**



**RIGHT ACTION: MASTER THE STAGE - DRAMA CAPA SERIES FILMING - MONITORING FOOTAGE**



**CAPA SERIES FILMING - MC RECORDING IN THE ART GALLERY**



**RIGHT ACTION: MASTER THE STAGE** - MUSIC ACT, TRISTAN TING (YEAR 9)



**CAPA SERIES FILMING** - DRAMA FINALIST, TYSON PHAN (YEAR 4)



**CAPA SERIES FILMING** - THE RECORDING TEAM!



JOIN US AND WATCH AS OUR STUDENTS DISCOVER HOW TO...

# Serve, Renounce, Connect

Annual Creative and Performing Arts Night

AN INTIMATE  
INTERPRETATION  
THROUGH

MUSIC  
DANCE  
DRAMA



## COVID-19 WON'T STOP THE ARTS!

### ART GALLERY & EXHIBITION

An online Art Gallery & Shop will be available on our school website for members of the public to view and purchase items.

### PERFORMANCES WILL BE STREAMED ONLINE

Please join our Facebook page for updates on the streaming event!

For more info: [www.pal.nsw.edu.au](http://www.pal.nsw.edu.au) | 9755 7778



# 2020 SPORTS



OUR STUDENTS COMPETED IN 2020 CDSSA BASKETBALL GALA (PRE-COVID)



PAL PRIMARY TRAINING FOR THE "PAL NINJA WARRIOR" COURSE



STUDENTS USED A VARIETY OF FACILITIES/VENUES FOR WEDNESDAY SPORTS



TEACHERS HELD A VARIETY OF ONLINE SPORTS DURING THE LOCKDOWN











PALSHIP AMONGST ALL GRADES



PRIMARY SCHOOL QUIDDITCH GAMES RUN SEPARATELY



TEACHERS VS STUDENTS GAME

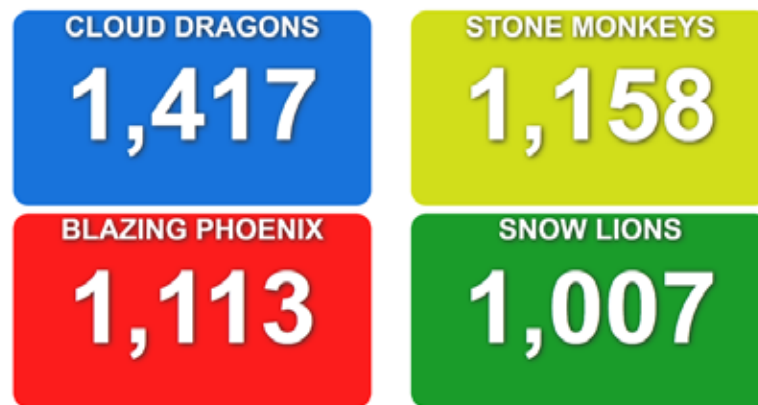
## 2020 QUIDDITCH CUP

On the last day of Term 4 Students enjoyed the outdoors at Cabra Leagues Club. We would like to sincerely thank Mr Victor Nguyen and his team at Cabraleagues for lending their venue and resources to the school.

The day was filled with laughter and games, but mostly filled with an intense competitive spirit whereby three houses had the opportunity to de-throne 1st place house, Cloud Dragons.

The final hour of the day had seen the students going up against the teachers. Although, the students had blown their competition out of the water and that there was no possibility that the teachers could have won - 150 pts (students): 75 pts (staff) - we would like to commend the teachers for their effort and participation!

## 2020 HOUSE CHAMPION



ACCUMULATED HOUSE POINTS THROUGHOUT 2020

Despite the phenomenal win by the Blazing Phoenix, points had been transferred to 2021. Therefore, we are excited to announce that the winner of our 2020 House Competition was the **Cloud Dragons!** House points were accumulated throughout 2020 through various opportunities such as house competitions (Dust and Shine, Chess competitions) and given to those who had displayed upright moral conduct, excellence in academic performance, & diligence. Congratulations!

  
**CLOUD  
DRAGONS**



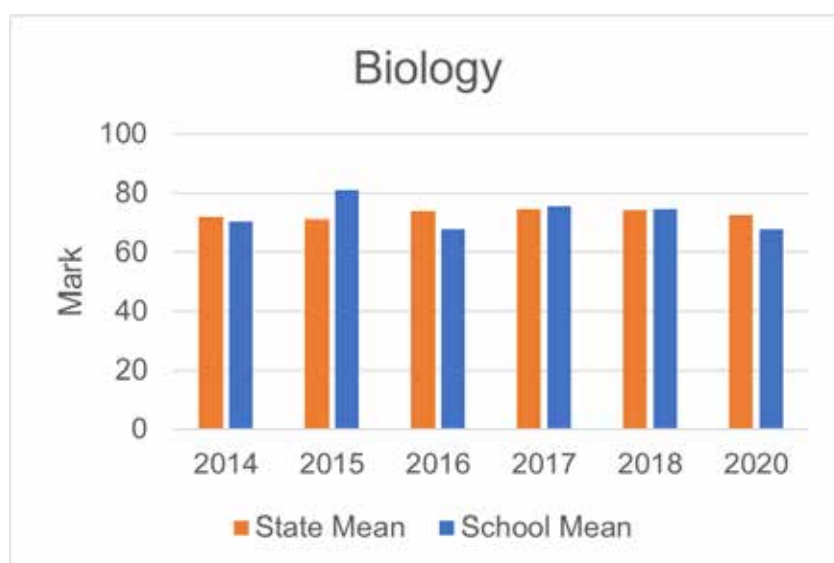
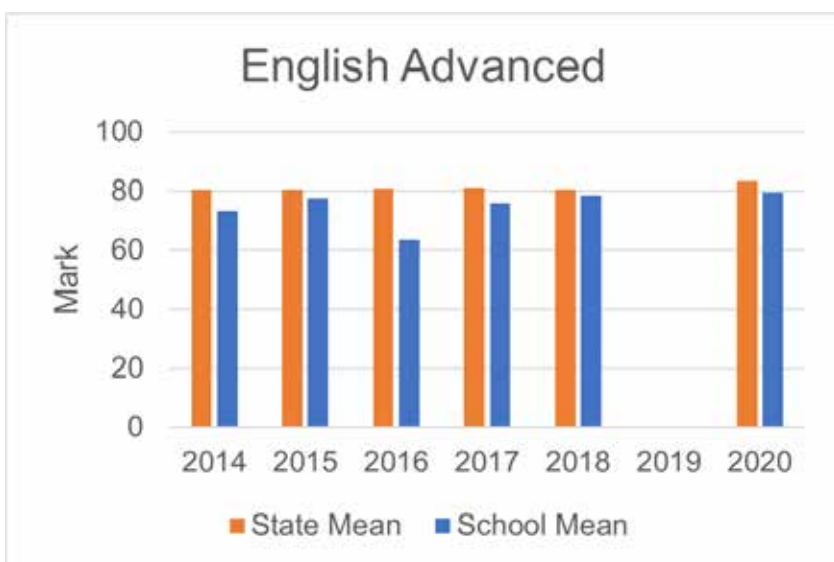
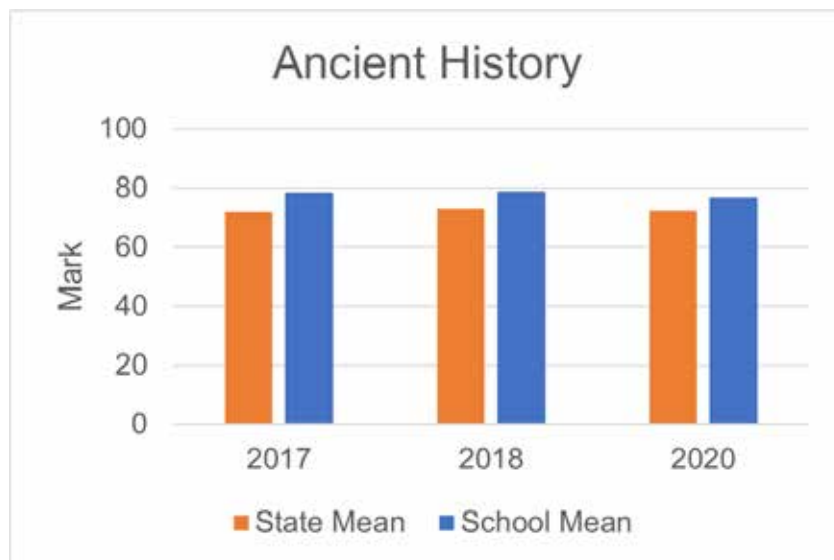
# HSC REPORT

Pal Buddhist School students sit the HSC in accordance with a 'Compressed Curriculum' model approved by NESA. 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.

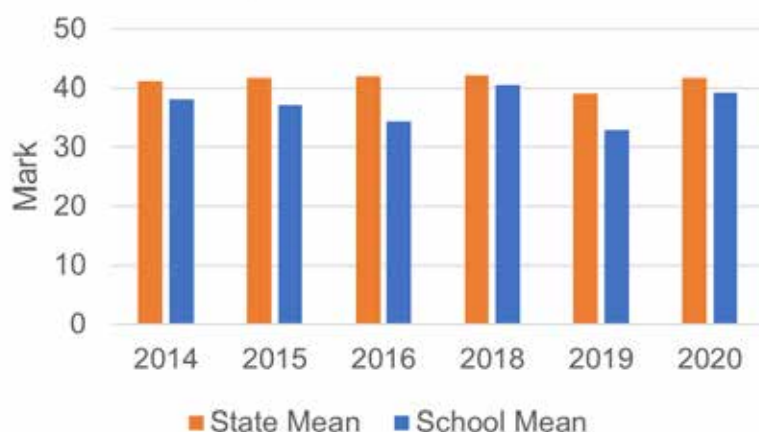
In 2020, our HSC cohort sat exams in English (Standard & Advanced), English Extension 1, English Extension 2, Ancient History and Biology.

Two out of eight of our Stage 6 cohort school were Distinguished Achievers, receiving a total of three mentions, in Ancient History, Biology and Vietnamese Continuers.

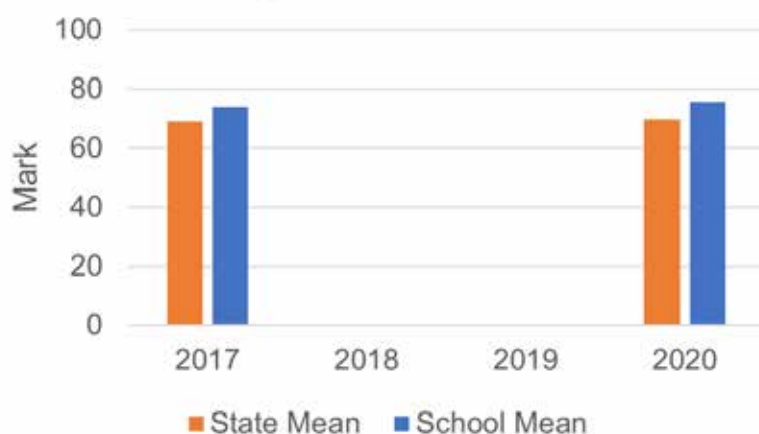
The below graphs show a comparison of the school's results in each subject over time and for each year that the school ran the subject, a comparison with the state average.



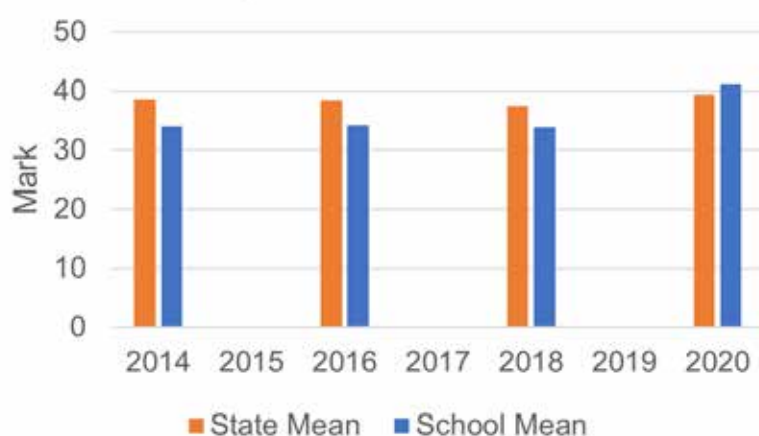
### English Extension 1



### English Standard



### English Extension 2



Overall, the data shows that:

- Our students performed above stage average in 2020 in Ancient History,
- English Standard and English Extension 2.
- 2020 was our school's strongest results in English Advanced, with a steady increase per year since 2014.
- We have performed above state average every year since offering Ancient History at our school.
- There was a drop in performance in Biology, whereas all other subjects remained fairly consistent.

The Year 12 cohort of 2020 consisted of 8 students, of which 5 were international students from a range of countries including Myanmar, Vietnam, and Cambodia.

In 2018, the Year 10 cohort consisted of 12 students, of which 8 of them completed their studies at Year 12 in 2019. This leads to a retention rate of 67%.







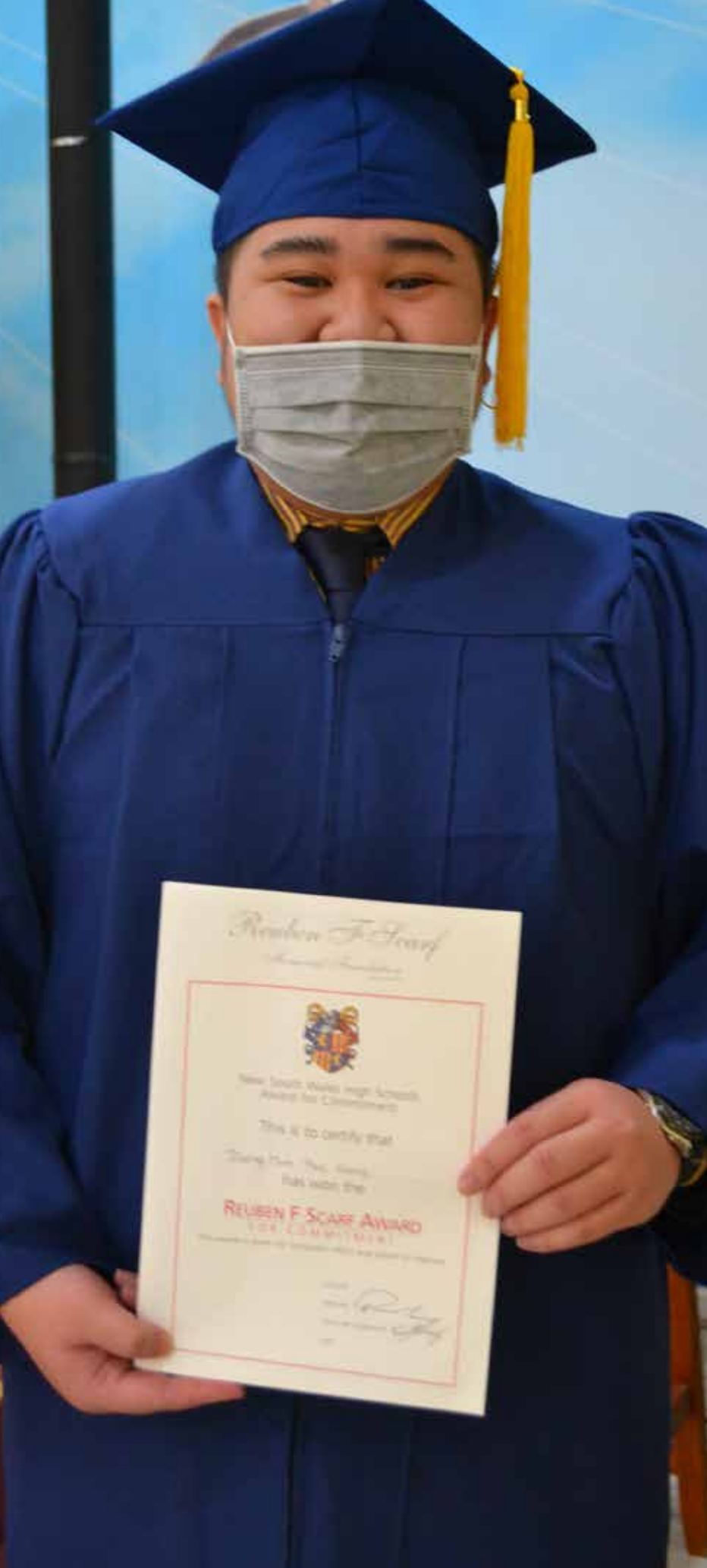
YEAR 12 GRADUATION

## BIDDING FAREWELL TO THE YEAR 12

On Thursday 17th September, we had farewelled the graduating class of 2020.

Although parents and family were not present due to COVID restrictions, it was indeed a memorable morning. We had a guest speaker Mr. Collin Hwang join us live from his office in Taiwan. He left our graduates with wise words of wisdom. The 2020 school captain Quy-Huan Nguyen Phuoc and Cynthia Jin addressed the school with some departing words and then handing over leadership to the 2021 School captains, Eric Tiet and Niwatey San. After the ceremony at Chin Lien Hall students and teachers enjoyed morning tea in the school library.





Our Stage 6 students sat their HSC exams from Tuesday 20th October at Sefton High School.

This year a number of our students received an early offer to university. These students were Chris Hoang for a Bachelor of Commerce and Bachelor of Education (Secondary) at Macquarie University, Lanny for a Bachelor of Interior Architecture (Honours) at UNSW, Thant Synn Win for a Bachelor of Cyber Security at Macquarie University, and Wenfong Ho for a Diploma of Commerce and a Bachelor of Business Administration at Macquarie University.

We are also pleased to announce that two of our international students have been offered scholarships! In addition, for his impressive academic performance, Quy-Huan Nguyen-Phuoc, was offered an Academic Achievement Award of \$5000. A great achievement for all these students!

# OUR HSC SUCCESS

Chris Hoang	Bachelor of Education and Science	<i>University of Sydney</i>
Cynthia Jin	Bachelor of Landscape Architecture	<i>University of New South Wales</i>
Hannah Lieu	Bachelor of Psychology	<i>Macquarie University</i>
Lanny Duong	Bachelor of Interior Architecture	<i>University of New South Wales</i>
Linh Nguyen	Bachelor of Clinical Science	<i>Macquarie University</i>
Quy-Huan Nguyen-Phuoc	Bachelor of Aerospace Engineering	<i>University of New South Wales</i>
Thant Synn Win	Bachelor of Computer Science	<i>University of Western Sydney</i>
Wenfong Ho	Bachelor of Commerce	<i>Macquarie University</i>

# DISTINGUISHED ACHIEVERS

*Congratulations to the following  
students who had scored Band 6 or  
more in their HSC exams*

Chris Hoang	Vietnamese Continuers (2020) Mathematics (2019)
Quy-Huan Nguyen-Phuoc	Ancient History, Biology (2020) Chemistry, Mathematics, Mathematics Ext. 1 (2019)





# STAFFING REPORT



TEACHERS OVERSEEING FILMING OF CAPA SERIES



2020 CAPA THEME DAY - STAFF DRESS UP

## STAFFING REPORT

The accreditation level of all teachers delivering the NESA curriculum in 2020 are as follows:

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Unaccredited	0
Conditional	1
Provisional	5
Proficient	6
Highly Accomplished	0
Lead	0

The following table breaks down the composition of teaching and non-teaching staff in 2020:

Total Number of Teaching Staff	12
Total Full Time Equivalent of Teaching Staff	11.4
Total Number of Executive & Support Staff	11
Total Full Time Equivalent of Executive & Support Staff	10.2
Total Disclosed Aboriginal and Torres Strait Islander	0

**PAL  
STAFF**





TEACHERS PARTAKING IN 2020 SHAVE4VESAK



TEACHERS COORDINATING EXTRA-CURRICULAR CLUBS

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.

The impact of the pandemic in 2020 led to a lesser number of professional development engaged by our teaching and non-teaching staff. The following areas of professional development and learning were able to be addressed:

- Implementation and launch of CompliSpace Management System
- Programming for Success and Learning Across the Curriculum
- Differentiation and Adjustments for Learning
- Working with Students with Disability
- SCOUT: NAPLAN Report and Data Analysis
- Levels of Assessment
- Online Learning on Microsoft Teams
- Student Engagement in Remote Learning
- Conducting Examinations in Remote Learning
- Understanding International Students
- 4D Learning System: How NOT to develop bad habits in technology use
- Understanding the Five Hindrances (Teachings of the Buddha)
- NESAC Curriculum Compliance Requirements
- Peer Moderation of Academic Reports and Assessment Data
- Learning to Use the NESAC Program Builder
- Development of the Integrated Curriculum Pilot Program in 2021
- Harvard Thinking Routines
- First Aid and CPR training
- Child Protection Refresher Training
- Teacher Accreditation at Proficiency
- Australian Taxation Office: Updates to the accounting standards
- Managing Workplace Relations with Employers

A black and white photograph of two young boys in school uniforms. The boy on the left is wearing a striped shirt and a dark tie, with a 'PAL' logo on his pocket. The boy on the right is wearing a suit jacket over a striped shirt and a dark tie. They are both laughing and looking towards the right. The background is a wall decorated with various fish cutouts.

# STUDENT COHORT



# ATTENDANCE REPORT

The average student attendance rate for 2020 was 96.1%, equal to that of 2019, showing that the school has retained a high and consistent attendance rate for students.

The attendance percentage of each grade is as follows:

Grade	Attendance	Absences
3	99.5%	0.5%
4	95.7%	4.3%
5	96.2%	3.8%
6	97.2%	2.8%
7	95.4%	4.6%
8	94.0%	6%
9	98.3%	1.7%
10	95.1%	4.9%
11	97.3%	2.7%
12	98.0%	2%
<b>TOTAL AVERAGE</b>	<b>96.1%</b>	<b>3.9%</b>

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.



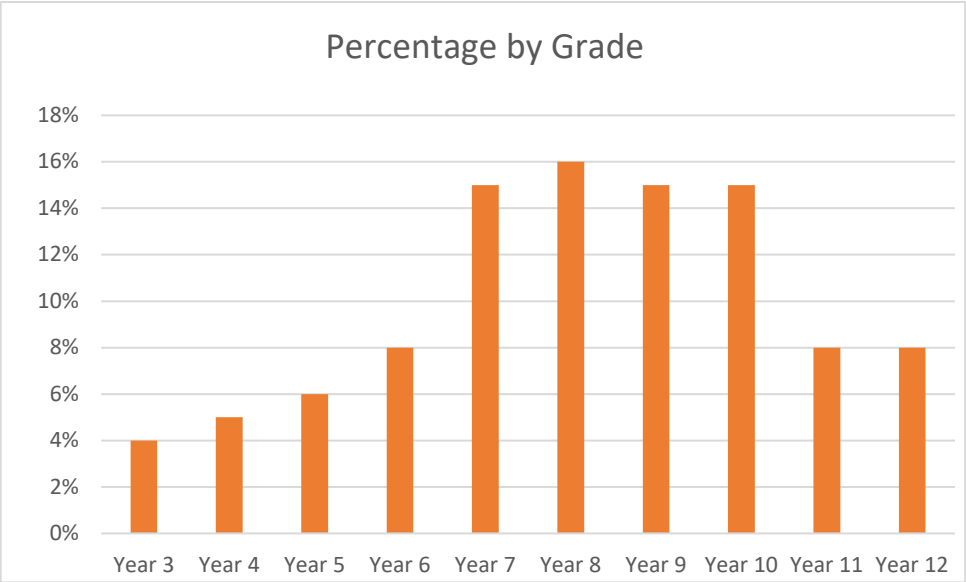
STAGE 6 MENTORSHIP PROGRAM WITH PRIMARY SCHOOL



# STUDENT COMPOSITION

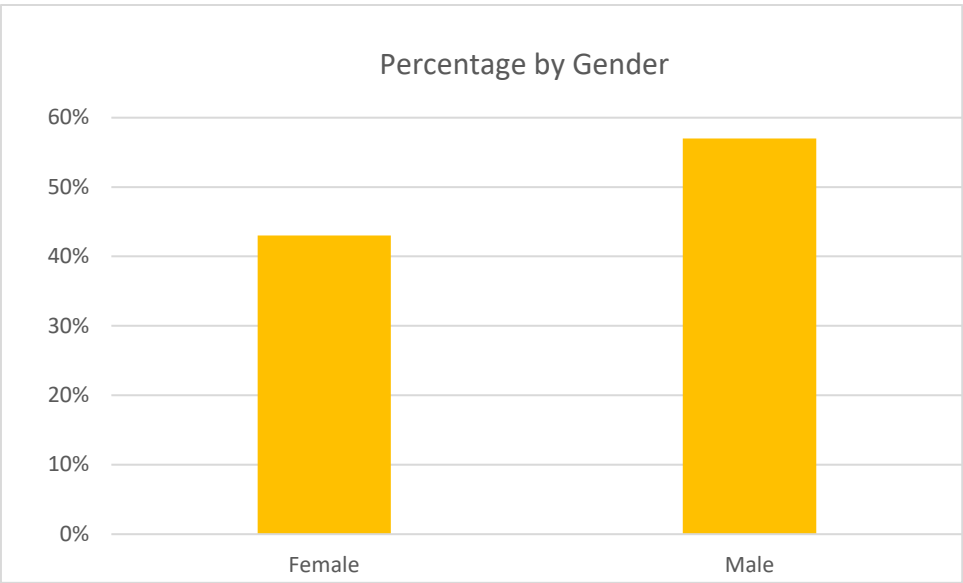
**TABLE 1** Student Population by Grade

Grade	Percentage
3	4%
4	5%
5	6%
6	8%
7	15%
8	16%
9	15%
10	15%
11	8%
12	8%



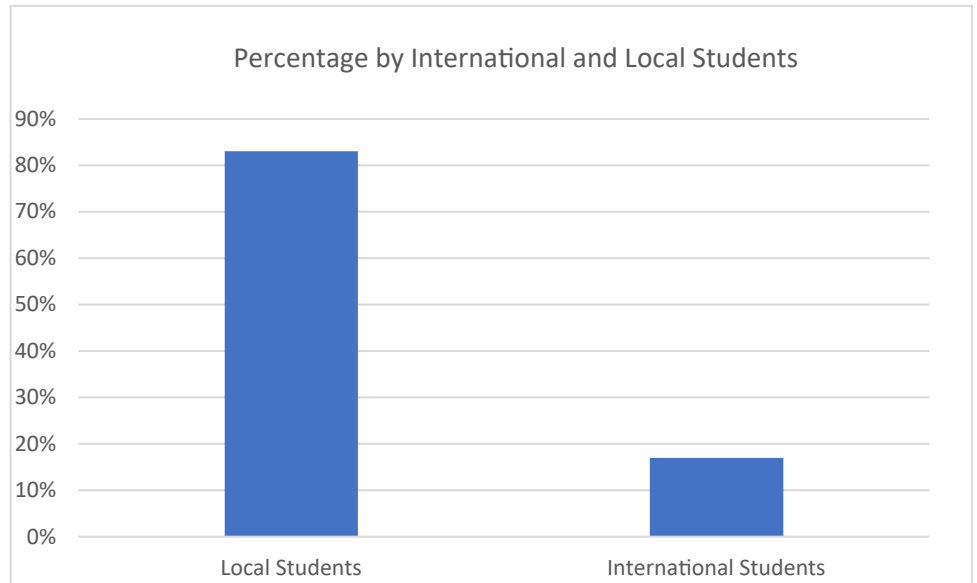
**TABLE 2** Student Population by Gender

Gender	Percentage
Female	43%
Male	57%

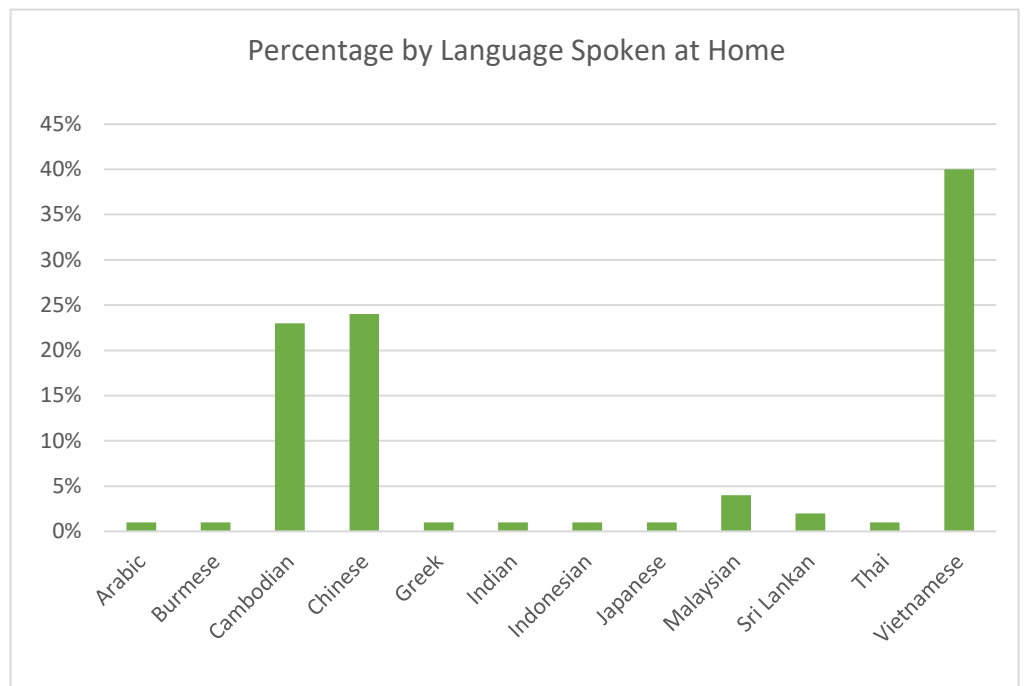


**TABLE 3** Student Population by Local and International Students

Type	Percentage
Local Students	83%
International Students	17%

**TABLE 4** Student Population by Language Spoken at Home

Language	Percentage
Arabic	4%
Burmese	5%
Cambodian	6%
Chinese	8%
Greek	15%
Indian	16%
Indonesian	15%
Japanese	15%
Malaysian	8%
Sri Lankan	2%
Thai	1%
Vietnamese	40%





INTHIAJIN

# LEADERSHIP AND HOLISTIC DEVELOPMENT



MR TERENCE CHONG, SRC COORDINATOR

## A MESSAGE FROM OUR SRC COORDINATOR

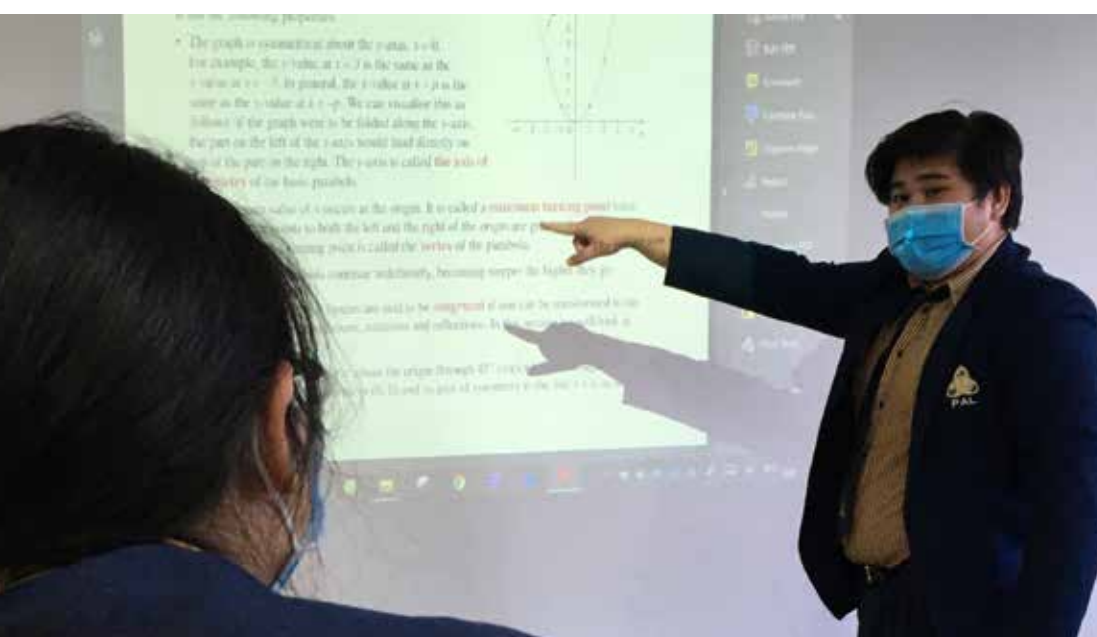
The Student Representative Council (SRC) provides opportunities for Pal Buddhist School students to represent their peers in a leadership role. However, 2020 has proven that our SRC members are more than just 'representatives', but actual Leaders capable of inspiring positive change and influential action in the school. Not only has the SRC demonstrated the core values of Wisdom, Diligence and Morality in their action, speech and livelihoods, but they continue to encourage and cultivate the same values among their peers.

2020 was a challenging year. Despite the obstacles posed by COVID-19, none of it deterred our SRC Leaders from achieving transformative student initiatives at school. In fact, 2020 was the most fruitful year for the SRC.





SRC - VOSS



SRC - TRIPLE C



LOGO DESIGNED BY OUR CAPA COMMITTEE

To name a few of these fruits, the SRC created three new student-run clubs:

Firstly, the Voice of Students Society (VOSS) is an AV multimedia interest club which helps to broadcast student experiences and communicate their interests and passions to the school community.

Secondly, the environmentally friendly Dust & Shine helped to organise student cleaners in rejuvenating the school and the local community, promoted cleanliness and hygienic practices among students, and reduced the risk of infection.

Thirdly, the peer-to-peer mentoring club Triple C supported students in forming study groups to foster effective academic habits. This assisted them in consolidating their learning at school and helping them prepare for examinations.

Finally, I am proud to share the SRC's highlight of 2020: their first ever Shave4Wesak event.

Initially, it was a rallying cry for the SRC Leaders to take up the electric razor to shave their hair to fundraise for the school. In a matter of weeks, the SRC Leaders were able to inspire dozens of fellow students and even teachers to join the worthy cause. Exceeding fundraising goals over and over again, the SRC succeeded in cultivating generosity from students, parents, the community, and even donors from overseas. Ultimately, the SRC fundraised over \$50,000 and was proud to play a role in helping the school secure land for a new campus site at Leppington.

When faced with challenges like COVID-19 and the subsequent rules and restrictions, it is impressive to witness our SRC Leaders exceed all expectations and come out of 2020 stronger than ever before.

Well done, SRC Leaders!

**Mr Terence Chong**  
SRC Coordinator





# SHAVE4WESAK

## Shavers

Aaron Vuong	\$772
Alexa Rogaris	\$565
Ariel Pal	\$300
Arthur Wang	\$97
Bodhidasa	\$796
Chris Hoang	\$402
Cynthia Jin	\$844
Danny Thaido	\$1252
Eric Tiet	\$683
Evan Yu	\$717
Janesa Pal	\$1725
Jeslyn Pal	\$1125
Joseph Ameer	\$263
Lucas Phu	\$147
Matra Ly	\$516
Mr. Chong	\$511
Mr. E Lu	\$592
Mr. F Lu	\$12903
Mr. Sawtell	\$250
Niwatey San	\$1839
Quy Huan N. P	\$13196
Richard Tiet	\$303
Ronald Tiet	\$301
Tristan Ting	\$1038
Vien Huy Luong	\$414
Visnu Sokhorn	\$244

AN SRC INITIATIVE - SHAVE4WESAK - OUR STUDENTS' FUNDRAISING CAMPAIGN



STUDENTS PREPARED EVERY PLATE,



STUDENTS SERVED THE STAFF,



&amp; PRESENTED GIFTS AND DIARIES

## TEACHERS APPRECIATION DAY

*A culture of respect and gratitude*

Despite COVID-19 halting many annual traditions, our students persisted through to hold their own "Teachers Appreciation Day". On the last week of school, during a Thursday lunch, the staff were treated to a lovely lunch that was cooked by the students, plated by the students, served by the students, MC'd by the students and everything was cleaned up by the students!.

To complete their agenda, our teachers had also received gifts and messages of gratitude, and treated to a lovely performance by the students. All staff & teachers were so thankful for all the hard efforts put by the SRC to organise this event.





STUDENTS HAD SET UP THE LIBRARY FOR THE LUNCH





STUDENTS WORKING IN TEAMS - WAITRESSING, KITCHENHAND OR PRESENTS







CAMBODIAN FISH CURRY AND VERMICELLI - MADE BY SOKPHALLYKA SAO (YEAR 10)







## ANNUAL PUBLIC SPEAKING COMPETITION



RIGHT SPEECH ROUND ROBBINS

This year, due to COVID restrictions, students found themselves competing online for some part of their Right Speech 2020 Competition, our annual public speaking competition. However, despite the change of delivery, it did not dampen their spirits and our pre-existing 4D Learning System allowed it to transition seamlessly.



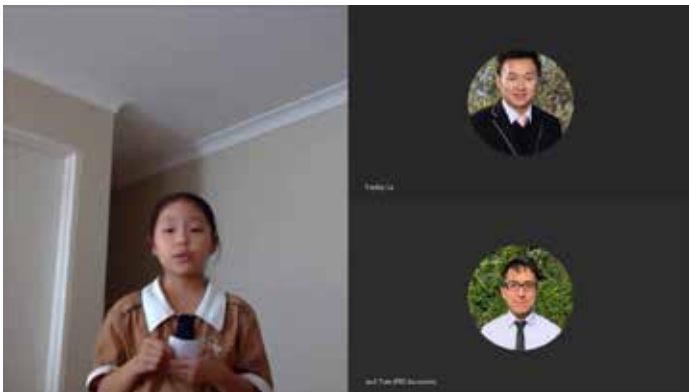
STUDENTS WERE ASSIGNED INTO GROUPS WITH ONE OF THEIR HOUSE TEACHERS



RIGHT SPEECH TEACHER AND PEER MENTORSHIP SESSIONS







ONLINE RIGHT SPEECH FOR PRIMARY (LEFT) AND SECONDARY SCHOOLS (RIGHT)



ONLINE RIGHT SPEECH FOR PRIMARY (LEFT) AND SECONDARY SCHOOLS (RIGHT)

Upon the return of school, Right Speech entered the grand final rounds with two students who went on to claim victory. The 2020 Primary School Champion was Kelly Tran and the High School Champion was Danny Thaido. Congratulations!

## Primary School Champion



## High School Champion



2020 RIGHT SPEECH WINNERS: KELLY TRAN, YEAR 6 (LEFT) & DANNY THAIDO, YEAR 10 (RIGHT)





Right Livelihood

# ANNUAL COOKING COMPETITION



RIGHT LIVELIHOOD CHAR KWAY TEOW COOK-OFF!

The Right Livelihood Competition took a different turn this year. Instead of the competition that is normally held at school, this year students were asked to submit a video of themselves cooking at home. There were many great entries submitted over the term break. To conclude the year in Term 4, we had a cook off at school between the 2020 school captains and Mr. Chong. After cooking their best take on the famous Char Kway Teow, all votes were counted, and Mr. Chong claimed victory.



SOUS CHEFS AND CANTEEN VOLUNTEERS WERE SELECTED





AN INTENSE COOK-OFF WITH MR CHONG & OUR FORMER 2020 SCHOOL CAPTAINS



# ONLINE RIGHT LIVELIHOOD



**ACCOUNTABILITY:** STUDENTS FILMED THEIR COOKING



**DISCIPLINE:** STUDENTS EDITED THEIR VIDEOS



**RESPONSIBILITY:** STUDENTS HAD TO CLEAN UP



**CREATIVITY:** STUDENTS CREATED DISHES BASED ON THEMES



**RESPECT:** STUDENTS HAD TO SERVE THEIR GUARDIANS

# POLICIES AND PLANNING





# 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 CompliSpace.

Policy	Changes made in 2020
<b>Anti-Bullying Policy</b> 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
<b>Assessment Policy</b> The School's curriculum assessment requirements are in line with the guidelines set out by NESA and ARC	Updated the examination rules and guidelines during examination periods. Consequences for non-completion.
<b>Discipline Policy</b> 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	Major overhaul with the processes for disciplinary action. Re-development of structures, steps and consequences.
<b>Complaints and Grievances Policy</b> 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
<b>Child Protection Policy</b> 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
<b>Parent Communication Policy</b> 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
<b>Staff Code of Conduct</b> 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

Policy	Changes made in 2020
<b>Student Support Policy</b> 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
<b>Student Leadership Policy</b> 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.	N/A
<b>Homework Policy</b> 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.	Re-development of the policy based on setting expectations, quantities and quality of homework.
<b>Infectious Diseases Policy</b> 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.	Incorporated provisions for COVID-19 including checking symptoms, everyday conduct, distancing measures, etc.
<b>Excursion Policy</b> 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.	Updated the policy to reflect use of and compliance requirements by implemented CompliSpace and SafeTripBuilder systems
<b>Emergency Response Policy</b> 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.	N/A
<b>Workplace Health and Safety</b> 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 AND TARGETS 2020-2021

## 2020 TARGETS AND 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"> <li>To increase NAPLAN results and have more students place in the top bands and score higher than the national average – <b>achieved and ongoing</b></li> <li>To increase student outcomes in national competitions – <b>n/a due to COVID-19</b></li> <li>To increase the number of national competitions that our students can take part in – <b>n/a due to COVID-19</b></li> <li>To improve the attitude towards and quality of homework by students – <b>in progress</b></li> <li>Improve the rate and streamlined process around marking of and giving of feedback by teachers for homework – <b>in progress</b></li> <li>Improve student attitudes towards assessment tasks – <b>in progress</b></li> <li>Strengthen results in the HSC, with more subjects achieving above state average – <b>achieved and ongoing</b></li> <li>Increase reading, literacy and writing programs in the school – <b>not achieved</b></li> <li>Increasing the presence and interest in STEAM-based subjects and topics – <b>achieved and ongoing</b></li> <li>Incorporate more subjects and grades into Integrated Curriculum model for Y7-10 – <b>not achieved</b></li> </ul>
Student Enrolments	To continue to increase student enrolments from the local and non-local area	<ul style="list-style-type: none"> <li>Reach maximum student enrolment capacity for the building – <b>not achieved</b></li> <li>Open up multiple streams in junior secondary – <b>not achieved</b></li> <li>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 – <b>achieved and ongoing</b></li> <li>Revamp the enrolment entrance exam – <b>not achieved</b></li> <li>Revamp the student enrolment and induction process for better service and care – <b>in progress</b></li> </ul>
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"> <li>Establish a COLA / shade shelter over the outdoor court – <b>not achieved</b></li> <li>Construct a primary school playground area – <b>not achieved</b></li> <li>Continue to improve building security for visitors and front door traffic – <b>in progress</b></li> <li>Creating a specialised drama stage / theatre space – <b>in progress</b></li> <li>Trialling the concept of convertible rooms where the furniture is movable and easily converts between classroom and multi-purpose open space – <b>achieved</b></li> <li>Building upgrades to the admin office and waiting area – <b>achieved</b></li> <li>Further negotiation with landlord on roofing repairs – <b>achieved</b></li> <li>Strategy for solving the storage dilemma – <b>achieved</b></li> </ul>

Priority Area	Improvement Target	Planned Achievement
Parent Communication	To improve the frequency of parent communication	<ul style="list-style-type: none"> <li>• Increase and maintain parent attendance to P&amp;F meetings to at least 50% of all parents – <b>n/a due to COVID-19</b></li> <li>• Increase the rate at which information is sent to parents via multiple platforms – <b>achieved</b></li> <li>• Improve the communication between teacher and parent on updates – <b>in progress</b></li> <li>• Establishing a formal structure in the P&amp;F – <b>n/a due to COVID-19</b></li> <li>• Increase P&amp;F involvement in the school operations and allow further autonomy – <b>n/a due to COVID-19</b></li> </ul>
Student Participation in Extra-Curricular Activities	To increase the range of extra-curricular activities offered by the school	<ul style="list-style-type: none"> <li>• Implementing several extra-curricular programs, such as Tournament of the Minds, Maths Olympiad – <b>n/a due to COVID-19</b></li> <li>• Increase the student skill level in Chess and thus improve the School ranking in the NSW Chess League – <b>n/a due to COVID-19</b></li> <li>• Establishing more consistent dedication by students towards the mandatory extra-curricular programs – <b>n/a due to COVID-19</b></li> <li>• Embed the school values of the Noble Eightfold Path and the Brahmaviharas – <b>in progress</b></li> <li>• Increase parent involvement in the extra curricular activities – <b>n/a due to COVID-19</b></li> <li>• Introduce debating as part of the annual competitions – <b>achieved</b></li> </ul>
School Governance	To expand the number and range of skillsets and members in the School Bard	<ul style="list-style-type: none"> <li>• Review the Constitution – <b>not achieved</b></li> <li>• Invite selected community leaders, education leaders and professional leaders to become a Board Member – <b>not achieved</b></li> </ul>
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"> <li>• Establish a structure for the purchase of the new school land – <b>achieved</b></li> <li>• Establish a sub committee of people who can assist with the project development for the new school land – <b>n/a due to COVID-19</b></li> <li>• Begin fundraising for building construction, separate to land purchase – <b>n/a due to COVID-19</b></li> <li>• Initiate project management for the new land construction – <b>in progress</b></li> </ul>
School Compliance	To increase the regularity of compliance checks by various responsible persons of the school	<ul style="list-style-type: none"> <li>• Formalise schedule for compliance action by Compliance Officer – <b>in progress</b></li> <li>• Research and implement tracking/information system for compliance monitoring including WHS, accidents, complaints, and other critical policies – <b>achieved</b></li> </ul>
Student Wellbeing Support	To establish an internal and external channel of support for student wellbeing issues	<ul style="list-style-type: none"> <li>• Provide regular and timetabled mentorship support to Stage 6 students from the school executive – <b>in progress</b></li> </ul>



# 2021 PLANNED TARGETS AND ACHIEVEMENTS

Since many of the items listed as planned targets for 2020 did not get fulfilled due to the restrictions and challenges of the COVID-19 pandemic, a majority of the Planned Targets for 2021 were a roll-over from those that were not able to be addressed in 2020.

Items in **blue** are items that were not achieved, fully achieved or not able to be achieved in 2020 and remain a target for 2021. Items in black are newly added goals for 2021.

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"> <li>To increase student outcomes in national competitions</li> <li>To increase the number of national competitions that our students can take part in</li> <li>To improve the attitude towards and quality of homework by students</li> <li>Improve the rate and streamlined process around marking of and giving of feedback by teachers for homework</li> <li>Improve student attitudes towards assessment tasks</li> <li>Increase reading, literacy and writing programs in the school</li> <li>Incorporate more subjects and grades into Integrated Curriculum model for Y7-10</li> </ul>
Student Enrolments	To continue to increase student enrolments from the local and non-local area	<ul style="list-style-type: none"> <li>Reach maximum student enrolment capacity for the building</li> <li>Open up multiple streams in junior secondary</li> <li>Revamp the enrolment entrance exam</li> <li>Revamp the student enrolment and induction process for better service and care</li> <li>Cater for enrolled overseas students who are unable to arrive in Australia due to border restrictions</li> </ul>
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"> <li>Establish a COLA / shade shelter over the outdoor court</li> <li>Construct a primary school playground area</li> <li>Continue to improve building security for visitors and front door traffic</li> <li>Creating a specialised drama stage / theatre space</li> <li>Create Visual Arts Showcase area in the upstairs foyer area</li> <li>Improve internal decorations so that there are v dedicated spaces for student work, and others for school philosophy</li> <li>Installation of chemical exhaust system for Chemicals Prep Room</li> <li>Increase number of staff carpark spaces</li> </ul>

Priority Area	Improvement Target	Planned Achievement
Parent Communication	To improve the frequency of parent communication	<ul style="list-style-type: none"> <li>• Increase and maintain parent attendance to P&amp;F meetings to at least 50% of all parents</li> <li>• Improve the communication between teacher and parent on updates</li> <li>• Establishing a formal structure in the P&amp;F</li> <li>• Increase P&amp;F involvement in the school operations and allow further autonomy</li> <li>• Removal of paper-based parent notes and letters, replaced with Parent Portal and e-mail</li> </ul>
Student Participation in Extra-Curricular Activities	To increase the range of extra-curricular activities offered by the school	<ul style="list-style-type: none"> <li>• Implementing several extra-curricular programs, such as Tournament of the Minds, Maths Olympiad –</li> <li>• Increase the student skill level in Chess and thus improve the School ranking in the NSW Chess League</li> <li>• Establishing more consistent dedication by students towards the mandatory extra-curricular programs –</li> <li>• Embed the school values of the Noble Eightfold Path and the Brahmaviharas</li> <li>• Increase parent involvement in the extra curricular activities</li> </ul>
School Governance	To expand the number and range of skillsets and members in the School Board	<ul style="list-style-type: none"> <li>• Review the Constitution</li> <li>• Invite selected community leaders, education leaders and professional leaders to become a Board Member</li> </ul>
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"> <li>• Establish a sub committee of people who can assist with the project development for the new school land</li> <li>• Begin fundraising for building construction, separate to land purchase</li> <li>• Initiate project management for the new land construction</li> </ul>
School Compliance	To increase the regularity of compliance checks by various responsible persons of the school	<ul style="list-style-type: none"> <li>• Formalise schedule for compliance action by Compliance Officer</li> <li>• Implementation of CompliSpace to unify all policies and procedures to one place</li> <li>• Improving teacher involvement and responsiveness to curriculum compliance</li> <li>• Increase quality checking and improvements by Curriculum Coordinator and increase teacher development</li> </ul>
Student Wellbeing Support	To establish an internal and external channel of support for student wellbeing issues	<ul style="list-style-type: none"> <li>• Provide regular and timetabled mentorship support to Stage 6 students from the school executive</li> <li>• Strengthen careers information service and provide more guidance to Stage 5 students to be Stage 6 ready and career-focused</li> </ul>



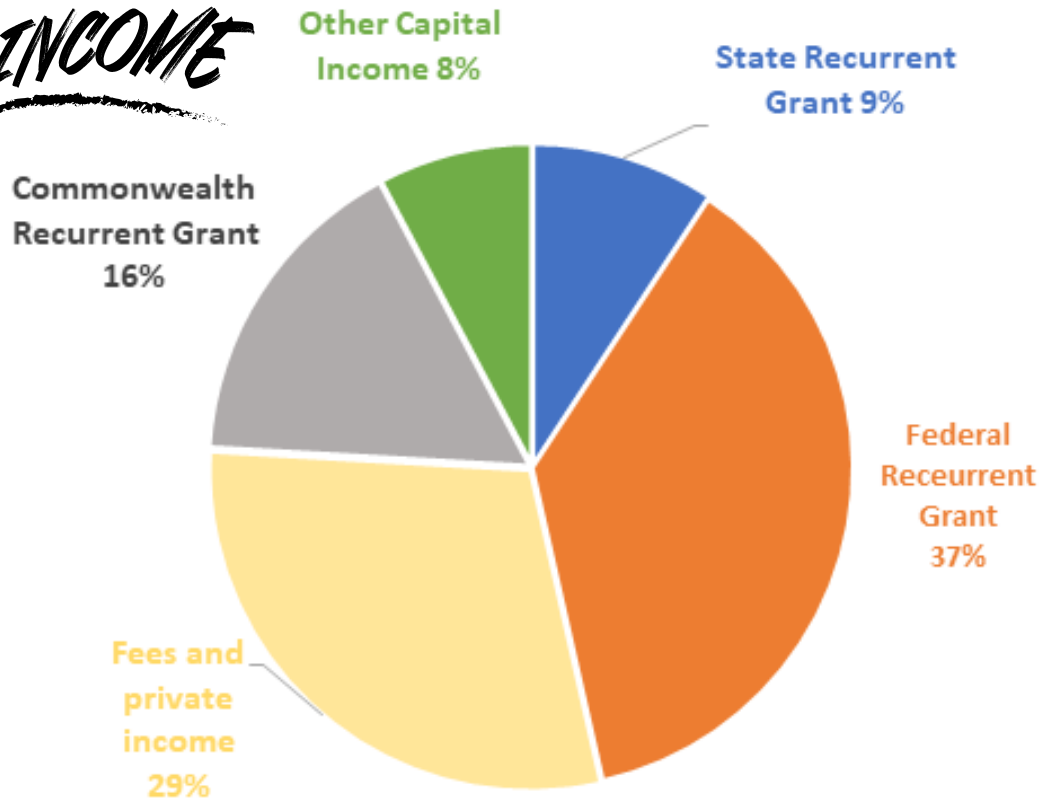
# STAKEHOLDER SATISFACTION

Our school received feedback from parents, teachers and students throughout the year, most predominantly with regards to how school life was being altered and adjusted due to the impacts of COVID-19.

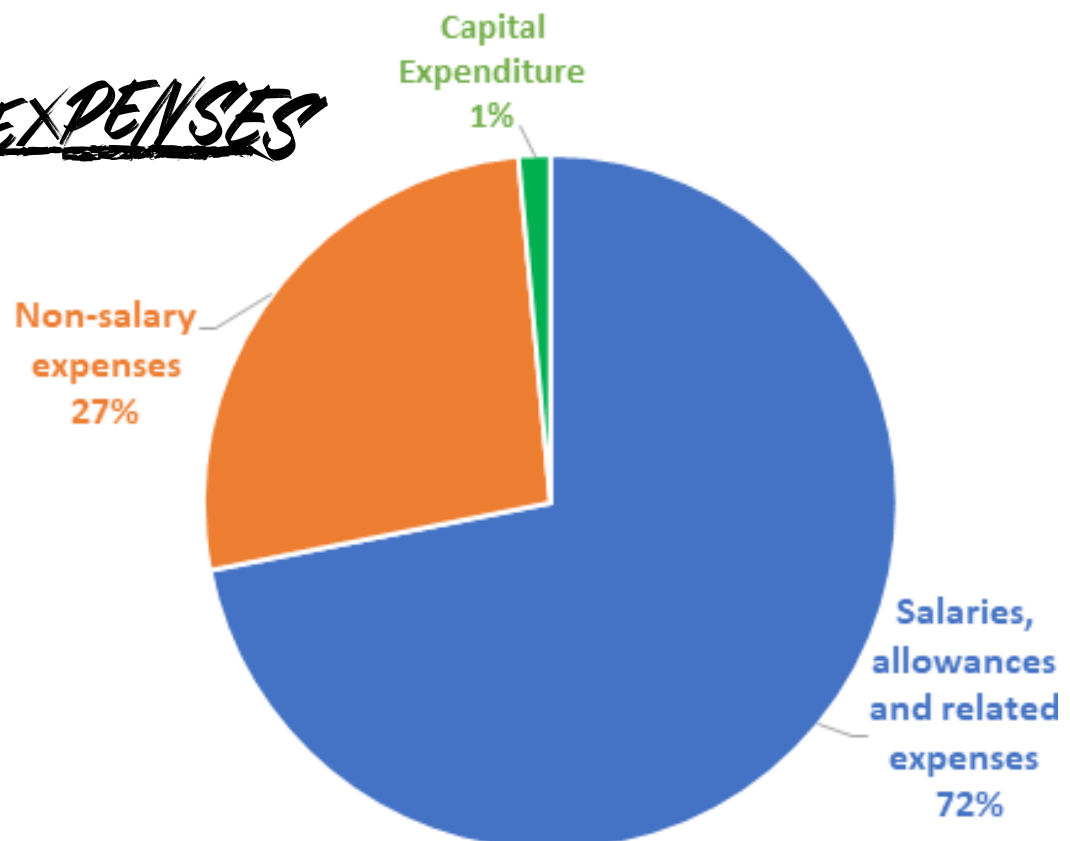
	Response to COVID-19	Academic Achievement	Extra-Curricular and Co-Curricular Activities
<b>TEACHERS</b>	While there were some technology and engagement issues, overall, teachers were pleased with how quickly our school was able to shift completely online, which outlines the understanding and adaptive nature of our school culture. Teachers were impressed with how prudent we were with keeping as much as the normal timetable as possible, including remote-sports, assemblies, and whole-school competitions.	During the pandemic year, teachers were overall pleased to see "how much learning" was still able to occur, despite all the constant challenges. That aside, teachers were also keen to see improvements in students' discipline in homework and time management. Semestral academic reports were able to remain comprehensive, given that teaching and learning and formal examinations still occurred.	Teachers were very responsive to the constant changes in the rules of what were and were not allowed to occur, such as in sports, CAPA, and excursions. Teachers appreciated that the school exercised a balanced approach, taking into consideration both health risks and teaching effectiveness to ensure that students were still given opportunities to associate outside of the classroom.
<b>PARENTS</b>	Parents were pleased with the school's quick response to COVID-19. Our school was one of the first to make a shift online, doing so as early as the last two weeks of Term 1 (mid-March). Parents were also pleased with the high benchmark for hygiene standards, being one of only a few schools that implemented mandatory face masks, hand sanitising, movement restrictions, and temperature checks every morning.	Unfortunately, there were little chances for parents to be able to engage with the school amidst the visitation restrictions. Despite this, our school continued to hold our annual events, with parents invited to watch via a live stream. Parents found this was much less engaging than in person. Parent-Teacher Interviews were conducted online, and both parents and teachers commented on the ease and efficiency of the online interview platform.	Parents were not able to participate, watch and get involved in the extra- and co-curricular activities, due to the pandemic. That said, parents provided feedback about how much insight they gained into the school life and activities, through being able to watch and observe their children participate from home. Parents enjoyed being a passive audience of our online sessions, and were able to help their children with Right Livelihood and Right Speech at home.
<b>STUDENTS</b>	Students responded favourably to the requirements & rules due to COVID. Students were impressed with the level of care and effort by teachers when remote learning occurred. Students also felt protected and safe given the extra precautions and measures the school implemented, but also appreciated how little cancelled items there were.	In the year of pandemics and at-home learning, our students remained engaged and connected to their school community. Student attendance to the online lessons were above 90%. In other academic areas, students expressed favour towards the compressed curriculum model, but would like to see additional subjects that could be offered.	Students found the range of extra-curricular and co-curricular activities to be comprehensive in the development of several aspects of their skills and attributes. That said, the SRC expressed that they wished to see the bottom percentage of un-involved students change their attitude towards participating. Students recognised this could be an intrinsically motivated through the SRC.

# 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.



# ENROLMENT PROCESS

## New Enquiries

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

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

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

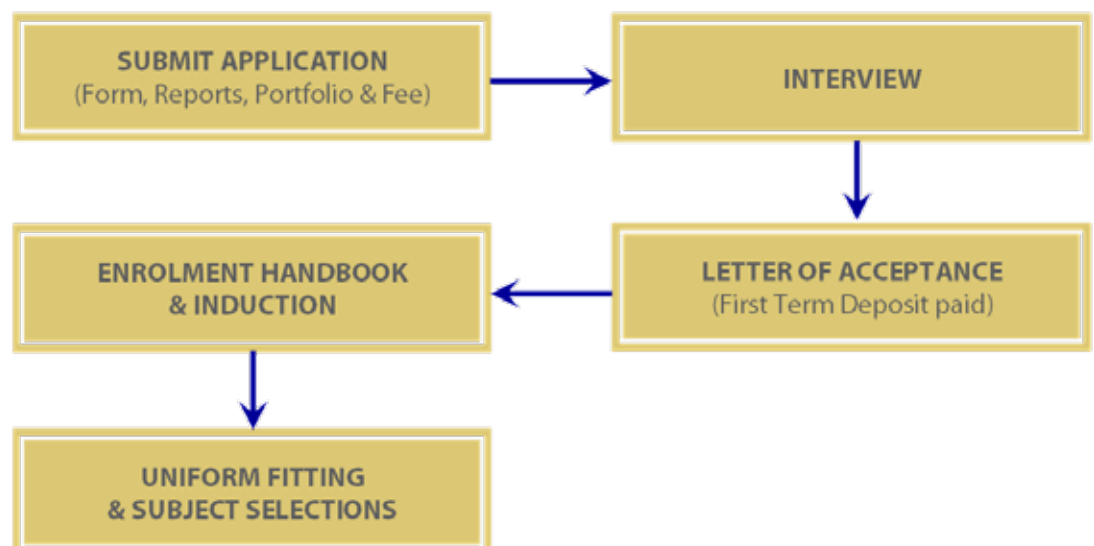
## Submission of Application

The submission of enrolment applications must include the following:

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

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

**FLOWCHART** of THE  
**ENROLMENT**  
**PROCESS**



## **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 reoffered to another child waiting for entry to the School.



PAL BUDDHIST SCHOOL  
*Enlightenment Through Wisdom, Morality and Diligence*