



In Him We Grow



2019 Annual Report

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Introduction

ANNUAL SCHOOL REPORT FOR THE COMMUNITY

This Annual School Report to the Community of St. Narsai Assyrian Christian College offers parents and members of the wider College Community detailed information about College operations and achievements throughout 2019.

It also provides other information relating to College policies, student results, staff professional learning, teacher standards, school improvement initiatives as well as summary of financial information.

The report demonstrates accountability to regulatory bodies, the college community, and the Assyrian Christian Schools Board.

This report adds to and is supplementary to College newsletters and other regular communications to the College community. Additional information about the College may be obtained by contacting the College and accessing the College's website.

Further information about the College or this report may be obtained by contacting the College:

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Message from Key Groups in our Community

MESSAGE FROM THE BOARD OF DIRECTORS OF THE ASSYRIAN SCHOOLS

The Assyrian Christian Schools are governed by the Assyrian Christian Schools Board (the Board). The Board is comprised of Directors that possess a diverse set of skills and competencies. Each Director is deemed a responsible person and completes professional development in school governance policies and procedures in compliance with NESAs guidelines.

The Board is responsible for overseeing the overall governance and strategic direction of the Assyrian Christian Schools (the Schools). The day-to-day management of the Schools is delegated to the respective Principals. The Principals provides a comprehensive report to the Board at each Board meeting that addresses key topic areas relating to the School community.

The Assyrian Christian Schools are considered to be unique educational institutions in many respects. The Schools are the first Assyrian Primary and Secondary educational institutions to be established in the western world, and represent the fruition of the vision of His Beatitude Mar Meelis Zaia AM Archbishop. It is pleasing to see students graduating from St Hurmizd Assyrian Primary School to continue their education journey with St Narsai Assyrian Christian College. The Board is proud of the achievements of the Schools in fostering responsible and respectable learners, grounded in their faith and Assyrian heritage, who go on to realise great achievements in their pursuits and endeavours.

The Board recognises that the world continues to evolve quite rapidly and the importance of education plays a pivotal role in the preparation of students beyond their lives at St Hurmizd Assyrian Primary School and St Narsai Assyrian Christian College. The Board believes that the Schools are well positioned to continue to provide outstanding teaching and learning to meet the holistic needs of their students. 2019 has been a great year and we look forward to the continuous success and improvement of the Assyrian Christian Schools.

MESSAGE FROM THE PRINCIPAL

This annual report provides a snapshot of St. Narsai Assyrian Christian College's teaching and learning journey of improvement throughout 2019.

In our second year of the College's three-year Strategic Plan (2018-2020) staff continued to implement this year's identified school improvement priorities. These priorities, which are listed below have been developed to help staff respond to students emerging needs.

1. Develop assessment capable students that use their own performance data to regulate their own learning.
2. Teachers develop effective data collection and analysis practices that inform their teaching decisions.
3. Development of a shared College's vision of high expectations. Develop ways to raise the expectations of parents and students in relation to teaching and learning.

College staff maintained a constant focus on their Visible Learning Plus professional development work as they engaged in the second of three-year staff professional learning project. This project aims at supporting the College's capacity for change and improving staff pedagogical practices in a way that results in enhancing the learning opportunities for all our students.

In implementing the Visible Learning approach, staff worked collaboratively and in small teams at different levels throughout the year to apply new instructional practices that centred around student performance data and evaluating teachers impact on student learning. Staff have been able to create relevant visual aids that promote student learning and teacher's classroom practices based on our college context in support of the school wide Visible Learning approach.

At St Narsai College, our goal is to empower all our students to achieve academic and personal excellence through our commitment to faith, family and community. It has been wonderful this year to witness so much students' positive energy and passion that has translated into improved student resilience and better learning outcomes for all students.

We have been very fortunate this year to have received a wonderful new and state of the art Creative and Performing Arts (CAPA) Building and the spacious Covered Outdoor Learning Area (COLA). Staff and students have benefited enormously from having these new well-equipped facilities and continue to enjoy teaching and learning in a spacious and dynamic learning environment.

Edwar Dinkha

Principal

MESSAGE FROM THE STUDENT BODY

The connection between St Narsai Assyrian Christian College and its community is one that both teachers, students, and alumni have always taken pride in. The Student Leadership Team (SLT) provides opportunities for students to both voice concerns and issues, and to represent their school and community.

Both junior and senior students come together in weekly meetings to offer ideas, advice, and point out opportunities to better St Narsai and its student body. The SLT is comprised of School Captains, Vice Captains, Prefects, and Christian Representative Council (CRC) members. Focal points of these meetings include our Christian faith, uniform, sport, academia, extracurricular activities, learning intentions, amongst many other things.

Under the guidance of supportive and passionate teachers, these students take initiative in school wide decisions over the course of the year and work as a team to serve their school and community.

At various events, including open days, fundraisers, Prelate visits, and meetings with members of the community, the SLT acts as representatives of the school. Always on call and available to grow their repertoire of public speaking, interpersonal, and leadership skills. The SLT can be relied on by both staff and students to act as St Narsai's voice.

The Student Leadership Team is also known to always volunteer for activities outside of school hours for important events. These events are entrusted to the team with great responsibility, and therefore usually tasked to senior students. For these students, weekend or after-school time is precious, but assistance and volunteer work are always more than rewarding. The College's opening day, College information days for the public, charity dinners, and community and cultural events such the Assyrian Language Conference are examples of the large variety of opportunities and tasks offered to the SLT.

Over time, the Student Leadership Team has taken on a role that is more and more important. The opportunities, responsibilities, and challenges given to the Leadership Team are accepted graciously and responsibly, from a Junior CRC representative, to the school captain, and all the members in between.

Whether proposing new ideas for co-curricular activities, giving feedback on academic tools, or acting as support to staff during important events, it is undeniable that the SLT has become an integral part of the St Narsai ecosystem. It aims to create an environment where students can communicate with their school efficiently and freely. Above all, the SLT strives to be a caring team and to encompass the school's motto: excellence, commitment and Christian values.

Adorina Ochana and Sarkees Karow

2019 Prefects

College Features

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS

St. Narsai Assyrian Christian College (SNACC) is a 7-12 Co-educational Independent Christian College located in Horsley Park. The College moved to this current site in Horsley Park in December 2017 and students commenced their studies in the new premises at the start of the 2018 school year.

In October 2019, the eagerly awaited Stage 3 Project, which comprised of COLA (Covered Outdoor Learning Area) and Building D, incorporating the CAPA Building (Creative and Performing Arts) as well as several Science and Technology facilities was opened by His Eminence Mar Meelis Zaia AM in a special community celebration.

The ground level of Building D incorporates Creative and Performing Arts facilities that include three purpose-built Drama Rooms, three acoustically treated Music Practice Rooms, one acoustically treated recording room and three Visual Arts workshops.

On level one there are three state of the art Science labs serviced by two Prep Rooms. There are also two Technology facilities that include one Textiles Room and one Food Technology Room as well as General Learning Areas.

Because of its central location, the opening of Building D has allowed for seamless movement of students between all other building and facilities and has enabled a more relaxed experience for students throughout recess and lunch.

The College offers an education founded on faith, family and community. Our students contribute to a vibrant and inspiring campus, where students are well supported and nurtured in spacious state-of-the-art facilities and learning spaces.

College staff are skilled educators and leaders of learning, committed to improving learning outcomes for all students by engaging and motivating them to achieve their personal best. We offer a rigorous academic program as well as a strong pastoral care program imbued with a focus on faith development and prayer.

St Narsai's curriculum is designed to develop our students into engaged and critical thinkers, well-equipped to deal with the challenges of the 21st century.

Staff use contemporary digital technologies to enhance and broaden students' learning experiences. The College continues to offer a range of extracurricular activities that encourages our students to explore new areas of interest, develop new friendships and extend their learning beyond the classroom.

Students come to the College from the main feeder school, St. Hurmizd Assyrian Primary School in Greenfield Park and from other schools within Bossley Park, Wetherill Park, Fairfield as well as other close by areas. The College purchased a school bus in the latter part of this year to help with student transport and to facilitate more enrolments from other suburbs.

We are continuing a consistent advertising and marketing campaign to diversify our yearly enrolment intake with the aim of accepting more enrolment from other schools and from our new local community in Horsley Park.

COLLEGE MISSION

We provide students of any background a unique education based on 21st century pedagogy in order to equip them with necessary skills so that they will be active Australian citizens, reflecting the faith, heritage, language and culture of the Assyrian Church of the East.

COLLEGE VISION

We foster the heritage and Christian values of the Assyrian Church of the East, developing individuals who strive for excellence, are life-long learners, and live their faith.

In 2019, students participated in a wide range of College events including:

- Sporting competitions, sporting activities and other events
- College Choir that also performed in our local community
- Three Transition to High School days organized for year 6 students
- Charitable fundraising events
- Several School Open Days
- Student Resilience Survey- second year of three
- Full scale implementation of the College's new Positive Behaviour System
- Wellbeing Ambassadors Program
- Strengthening the push towards one-to-one device
- Online NAPLAN tests
- Maintain the special EAL/D programs designed to assist new arrival students and those who have just completed Intensive English Course (IEC programs)
- Year 10 Work Placement Program
- College Careers Days that involved a high number of universities and other providers
- College Pastoral Care programs, including a range of presentations offered by external providers covering a wide-ranging welfare and wellbeing topics
- Academic intervention programs such as tutorials during Term breaks, Early Morning Drop in Study Centre in the College Library, weekly morning writing workshop as well as an After School Study Club that was held twice a weeks.

College students participated in various educational events, such as Camps, Careers Days, Incursions, Excursions, Wellbeing days, Spiritual Retreats and College Liturgical Services.



Today's students,
tomorrow's leader.



Student Profile

STUDENT ENROLMENT

Figure 1: Student Enrolment

Girls	Boys	LBOTE*	Total Students
367	289	656	656

*Language Background Other than English

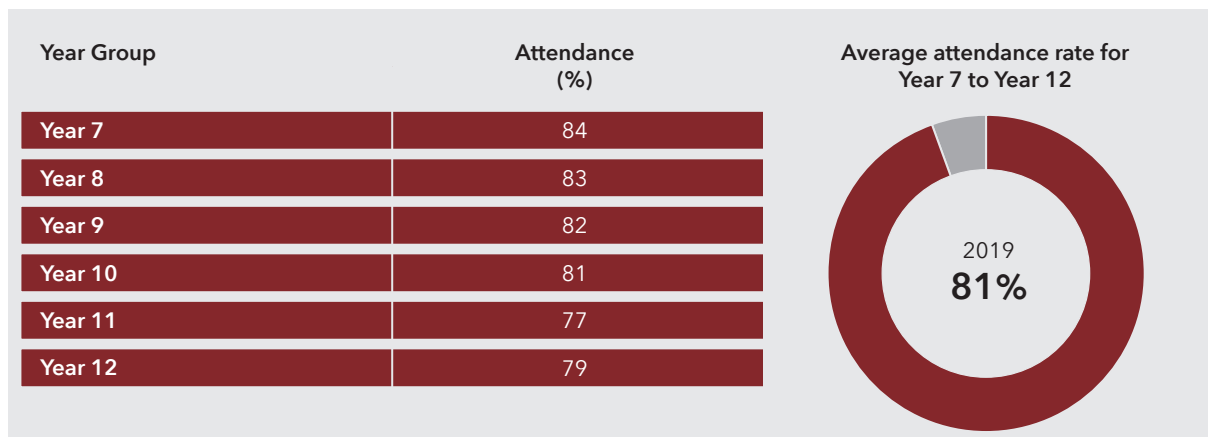
STUDENT RETENTION

The majority of our students completed their HSC at the College. Of the students who completed Year 10 in 2017, 78% completed Year 12 in 2019.

STUDENT ATTENDANCE RATES

The average student attendance at St. Narsai Assyrian Christian College for 2019 was 81%. The following table shows detailed attendance rates per year group.

Figure 2: Attendance rate for each Year Group



SCHOLARSHIPS (YEAR 7 - 10 & 11 -12)

The College offers twelve Academic Scholarships in total, six for incoming Year 7 students before they commence their high school journey and another six for Year 10 students before they start the Stage Six course.

In 2019, four Year 7 students and five Year 10 students were successful recipients of the College scholarships to commence from 2020.

In addition, three Year 7 students and one Year 11 student continued to meet the requirements of the scholarship that they received commencing at the beginning of 2019.

Only applicants who were able to meet strict academic and other criteria set in the application form were successful in their applications. Further information can be obtained by referring to the College's Scholarship Policy.

Enrolment Policy

PREAMBLE

Consistent with its Mission Statement, Assyrian Schools Limited attempts to provide the best possible education and has as its focus, the Assyrian Church of the East ethos. It is vital that Assyrian Christian beliefs and ethics are integrated into the whole life of the school. In this regard, Assyrian Schools are committed to educating its students in an environment which strives to be faithful to the Church of the East, its traditions and teachings.

[1.0] Principles

1.1 SNACC is open to all parents and students who are prepared to support the philosophy, values and objectives of the Holy Apostolic Catholic Assyrian Church of the East.

1.2 SNACC will endeavour to be inclusive of all students, consistent with the belief that all are equal before God.

1.3 SNACC recognises that every student has a right to a complete education and in this regard shall offer students a curriculum that is not restrictive in scope and which is in line with NSW Educational Standards Authority (NESA) guidelines and syllabuses.

It is the aim of our schools to provide the choice of schooling to all those seeking an education in an environment formed by the teachings and traditions of the Church of the East. Notwithstanding this, enrolment of a student at St. Narsai Assyrian Christian College (SNACC) cannot be guaranteed.

1.4 Parents who choose SNACC for their children undertake to support the religious principles, traditions and practices of the school and the parish/es they serve. This includes, but is not limited to full participation of their children in SNACC religious education programs.

1.5 Enrolment of students at SNACC obligates parents/guardians to accept and meet the school's fees and levies unless another agreement is reached with the Principal.

1.6 Parents/guardians of those students who are marginalized and, in most need, shall not be refused enrolment merely because of an inability as opposed to unwillingness on their part to meet SNACC financial requirements.

Note

- A strong pastoral care is adopted for parents experiencing financial difficulties. Children of new arrival families receive very generous support from the College.
- In 2019, the College began working with the AIS to update school policies, including the Enrolment policy. The Enrolment policy is still in the process of being finalised and is planned to be implemented in 2021.

Attendance Policy

In 2019, the College has begun collaborating with the AIS to update school policies, including the Attendance policy. The Attendance policy is still in the process of being finalised and is planned to be implemented in 2021.

The Attendance Policy used in 2019 was consistent with the Enrolment Policy.

Education in NSW is compulsory. All students from six years of age and under the minimum school leaving age of 17 are legally required to attend school. Students of school age resident in New South Wales are required to be in fulltime attendance at a government or registered non-government school unless they are receiving approved home schooling, attending shared school settings or are granted an exemption from attendance.

Schools and parents are urged to recognize their significant obligations in the best interests of each child. Schools are required to have in place effective procedures to ensure a student is attending regularly and have a response to non-attendance. School staff have the responsibility to monitor part or whole day absences as part of their duty of care for students' welfare. Parents are legally responsible for the regular attendance of their children at school.

St Narsai Assyrian Christian College maintains a register of enrolments by creating an electronic file on EDUMATE and allocates students to roll call classes (which is also their Pastoral Care class). Class lists are created by the HT Admin in collaboration with Year Advisers and class teachers which is done through General Access. This information is then uploaded onto Edumate via the IT team.

The School monitors the daily attendance and absence of students in the School by maintaining a daily register for each class of students beginning with roll call in the mornings. The roll is marked for every lesson throughout the day. All teachers have the responsibility to ensure that the Class Attendance Roll is accurately maintained.

St Narsai Assyrian Christian College meets the NSW Education Standards Authority (NESA) requirements by having in place policies and procedures to:

- monitor the daily attendance/absence of students
- identify absences from school and/or class(es)
- follow up unexplained absence
- notify parent(s) and/or guardian(s) regarding poor school and/or class attendance
- transfer unsatisfactory attendance information to student files
- maintain a register of daily attendance that includes the following information for a student:
 - daily attendance, which may be recorded by noting daily absences
 - absences
 - reason for absence
 - documentation to substantiate reason for absence

The Deputy Principal (Pastoral Care) is responsible to ensure that the roll call responsibilities and general attendance procedures are being followed by teachers. Concerns regarding student attendance are usually referred to the Year Adviser and then DP (Pastoral Care) for follow up. Attendance letters are sent twice a term for students below the College attendance standard.

Parents of students who consistently receive Attendance letters are called in for a meeting with the DP. If attendance has not improved, the student is placed on an attendance plan in agreement with the parents. If Attendance continues to be an issue, an AIS consultant is engaged by the College to attend another parent meeting known as a Compulsory Schooling Conference and to organise an attendance plan.

Staffing Profile

Figure 3: Workforce Composition at St Narsai Assyrian Christian College

Staff categories	Number of Staff
Teaching Staff	49*
Non-teaching Staff	17
Aboriginal/Torres Strait Islander Teaching and Non-Teaching Staff	0

*This number includes 42 full-time teachers and 7 part-time teachers.

PROFESSIONAL LEARNING

Staff professional learning and development is highly valued at SNACC and as such, the College invested heavily in staff professional learning throughout 2019 with many staff attending a range of professional development opportunities in addition to the significant investment made by the college on the one strategic professional learning direction- Visible Learning.

The following list details the range of these professional learning activities attended by staff and the cost associated with them:

- Technology Mandatory
- HSC Teacher training and strategies
- Planning and programming for new Syllabuses
- Languages Conference
- Various ICT professional Learning
- Student engagement
- Teacher Accreditation
- Student Welfare
- NAPLAN Administration training
- Various Middle Management training opportunities

More than \$90,000.00 was spent on staff professional learning throughout 2019. This included around \$40,000.00 as the annual fee for the College's engagement with Visible Learning Plus.

In addition to regular short staff professional learning sessions run by the College staff, the College succeeded in organising eight Staff Development Days throughout 2019 covering the following areas:

- Staff Code of Conduct,
- Workplace Health and Safety,
- Child Protection,
- Student welfare and wellbeing,
- First Aid,
- Data Collection and Analysis,
- Impact Team data and strategies workshop,
- Assessment & Feedback,
- AIS School Improvement teams with a focus on the writing process, as well as others.

In addition, the College middle leaders participated in the AIS Leading from the Middle leadership program. This entailed five days of hands on professional development for KLA Co-ordinators and other middle leaders of the College.

VISIBLE LEARNING

In 2019, the College continued with its second of three-year journey with an external professional development provider, Corwin, through their Visible Learning program. The focus of this professional development is to equip teachers with the skills to help them become evaluators of their own teaching practices and being able to assist students to become independent and assessment capable learners. Staff worked and focused on four areas:

1. Visible Learners - building independent and assessment capable learners
2. Know thy Impact- focus on the impact that teachers have on student learning; teachers are evaluators of their own teaching
3. Inspired and Passionate Teachers - How teachers think matters.
4. Effective Feedback - giving feedback that has the greatest impact

College staff and students engaged consistently with our definition of an effective learner at St Narsai. The five Learning Dispositions listed in the poster below were promoted with our students and the College community throughout the year:



In 2019, staff resumed the professional learning program with Corwin on Visible Learning. They continued to implement strategies in their classrooms focussing on developing assessment capable learners.

All teachers were involved in impact cycles to gather data and measure their own effectiveness in their classrooms and with their learners. This involved collecting data and feedback through formative tasks and surveys. Every teacher worked with an impact cycle partner to collect, evaluate, and reflect on the data. This formed part of the whole school impact cycle that the KLA Coordinators Leadership team were part of. These cycles will continue into 2020 as staff persist to develop the shared understanding of what an effective learner is. The focus will be to share this understanding even more with students, parents and the wider college community.

Teacher Professional Development Plan (PDP)

College staff continued to use a reflective model of practice called the Teacher Professional Development Plan (PDP). All teachers in consultation with their nominee (KLA Coordinator, Deputy Principal or Principal) were expected to develop their own personal development plan based on the College goals, KLA aligned priority goals and the Australian Professional Standards for Teachers.

Figure 4: Teaching Qualifications

Category	Number of Teachers
1. Teachers who have teaching qualifications from a recognised higher education institution or equivalent.	49
2. Those having graduate qualifications, but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

TEACHER ACCREDITATION

All teachers are required to be accredited with NES. The table below outlines the different stages of the accreditation journey. In addition, we had 4 teachers classed as ST11 (Senior Teachers). Professional Standards for Teachers.

Figure 5: Accreditation Status of all Teaching Staff who are Responsible for Delivering the Curriculum

Level of Accreditation	Number of Teachers
Conditional or Provisional (working towards Proficient Teacher)	13
Proficient Teacher - maintaining	36
Achieved Proficiency in 2019 at St Narsai	5



Providing opportunities for students to take responsibility for their own skills development, growth and progress that leads to improved outcomes.

Christian Life and Religious Education

FAITH EDUCATION POLICY

The St Narsai Assyrian Christian College community is built on the belief that for students to grow and become active citizens of our society, the education of faith needs to be embedded within all teachings of the classroom setting. The College's spiritual motto, 'In Him We Grow' reflects this idea, that in order to grow (whether that be physically, emotionally or mentally) we require the teachings of our Lord Jesus Christ. All faith-based components (policies and programs) within the College reflect the customs and traditions of the Holy Apostolic Catholic Assyrian Church of the East.

The College has been entrusted to provide our students with an opportunity to root and build their faith, and this is established within the Christian Studies curriculum taught in classrooms and extracurricular activities within College Community.

CURRICULUM

The Christian Studies department teach Christianity according to the faith, traditions, and practices of the Holy Apostolic Catholic Assyrian Church of the East. The faculty has:

- a scope and sequence for each cohort focusing on certain chapters of the Bible, sacraments, and important dates in the ecclesiastical calendar.
- used various formative and summative assessments throughout the year to measure students' knowledge and understanding of the customs, teaching and traditions of the Holy Apostolic Catholic Assyrian Church of the East.
- continued work on the Christian Studies textbook committee dedicated to developing a Holy Apostolic Catholic Assyrian Church of the East Secondary Education textbook to strengthen the faith of our future generation, which in the near future will be published and used in the Christian Studies classrooms. The textbooks will reflect all the outcomes and content of the Christian Studies educational program.

- embedded within the senior timetable, fortnightly sermon sessions, with our speakers, His Grace Mar Benyamin Elya, Bishop of Victoria and New Zealand and our College Chaplain Reverend Father Shamuel Shamuel to help prepare our senior students for the world outside of the College - setting and building a firm foundation in their faith.

- Spiritual Days where each cohort of students are given opportunities to bind through their faith whether through incursions or excursions via a sermon from our College Chaplain as well as various hands on activities to help develop their understanding of what it means to be a Christian. Staff Spiritual Days are also planned throughout the year allowing staff to reflect on their role as member of the St Narsai community. This day also provides teachers with an opportunity to understand the teachings and practices of the Holy Apostolic Catholic Assyrian Church of the East in order to practice them within their classroom.

EXTRACURRICULAR WORK WITHIN THE COLLEGE COMMUNITY

Faith education at our College is also practiced outside of the classroom. This is done through various ways including, but not limited to;

- Students and staff begin their days with the Morning Prayer in roll call, a Prayer of Thanksgiving for food before lunch break and a Prayer of Thanksgiving for a Blessed Day at the end of the school day;
- Commemoration of our Holy Feasts. This is done through special prayer services held during break times and is open for the whole school to attend or with school assemblies marking the day. Our College Chaplain runs these services, with the assistance of the Student Christian Representative Council (CRC);
- Liturgical Eucharistic Services planned to occur twice a term throughout the school year whereby staff and students have the opportunity to partake in the Holy Offering of the Body and Blood of Christ; and used in the Christian Studies classrooms. The textbooks will reflect all the outcomes and content of the Christian Studies educational program.
- Building a strong relationship between the College and its community, students throughout the year attend Eucharistic Liturgical Services at various Assyrian Church of the East Parishes. This allows both the students and the Assyrian community to develop and have a sense of unity;
- Bible Studies Sessions held every Friday by the College Chaplain where students come together to explore significant Bible verses and reflect on their importance;
- 'Faith in Action' program where the College Chaplain spends time throughout the week speaking to students who require extra guidance on staying on the right Christian Studies lessons, and Teams pages where the Word of the Gospel is explained and applied to daily lives
- Daily Bible verses are presented in roll call class, Christian Studies lessons, and Teams pages where the Word of the Gospel is explained and applied to daily lives
- Charity work where our students are provided with the opportunities to put what they have learnt to practice within the wider college community such as:

- visits to St Mary's Retirement Village during Mother's Day and Father's Day

- hosting various fundraising events to support local and international charities

- organising a food drive, creating Christmas hampers for families in need and spreading the love to local nursing homes.

Overall, In Him We Grow as staff and students of St Narsai Assyrian Christian College.

"As you therefore have received Christ Jesus the Lord, so walk in Him, rooted and built up in Him and established in the faith, as you have been taught, abounding in it with thanksgiving" **Colossians 2:6-7**

Curriculum

At St. Narsai College we believe in:

- Reflecting Christ in everything we do each day - witness to the Gospel
- The values of care, compassion, doing your best, honesty, trustworthiness, integrity, respect, responsibility, social justice, inclusion, hope, harmony, opportunity, personal growth, and empathy
- Quality Learning and Teaching and are committed to:
 - A supportive and collaborative learning environment that make learning visible;
 - Providing opportunities for students to take responsibility for their own skills development, growth and progress that leads to improved outcomes;
 - Providing opportunities for parental and community involvement.

St. Narsai Assyrian Christian College offers a broad and diverse curriculum endorsed by the NSW Education Standards Authority (NESA) as required for school Registration and Accreditation under the Education Act 1990 (NSW) and implement the curriculum requirements of Assyrian Christian Schools in Sydney. College staff regularly evaluate the quality of our teaching and learning programs to ensure that effective classroom learning occurs in all our classrooms and learning spaces.

The College uses priorities from the three-year College Strategic Plan 2018-2020 as a basis to design our curriculum and teaching and learning practices and to develop an annual School Improvement Plan. This is then presented to staff and staff at all levels contribute to the implementation of the college strategic and School Improvement plans through their work in their respective Faculty Improvement Plans.

In 2019 the College offered the following HSC courses:

Biology, Business Studies, Community and Family Studies, Chemistry, Design and Technology, Engineering Studies, English Advanced, English Standard, English Extension, English EAL/D, Food Technology, Information Processes and Technology, Legal Studies, Mathematics Standard, Mathematics Advanced, Mathematics Extension 1, Music 1, PDHPE, Physics, Society and Culture, and Studies of Religion II.

Several of our students studied Arabic Extension and Arabic Continuers courses through the Saturday Community Languages Schools.

One of our students completed the Mathematics Extension 2 course through Sydney Distance Education.

Student Performance in National and State-Wide Test

Figure 6: Senior Secondary Outcomes- Yr. 12 2019

% of student undertaking vocational training or training in a trade during the senior years of schooling	0
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.	100%

Figure 7: Students Post School Destination

Destination Data Yr. 12 2019			
University	TAFE/ Other Institutions	Entry to Workplace	Not reported
84%	7%	9%	0%

STUDENT OUTCOME IN NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY (NAPLAN)

In May 2019, 116 students in Year 7 and 111 students in Year 9 sat the NAPLAN Online tests. This was the first year that students completed the tests online. The analysis of our students' performance in these assessments provide valuable information that will be used to assist in the design of the College's teaching and learning program.

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 3 to Band 10. Band 10 in Year 7 and Band 4 in Year 9 were now possible due to as NAPLAN bands are now reported on a 10 bands scale for all domains since. This is now possible because of the adaptive test design. These contribute to the averages table below.

The 2019 NAPLAN data for St. Narsai Assyrian Christian College illustrates the performance levels and trends in student growth and achievement and is helpful in identifying areas for improvement.

This year's NAPLAN results are affected again by a high number of EAL/D and new arrival students. Nevertheless, the College will continue to support all its learners to acquire the necessary literacy and numeracy skills.

Figure 8: Year 7 Literacy and Numeracy Results Summary 2019

Year 7	Band 3		Band 4		Band 5		Band 6	
	St Narsai	State	St Narsai	State	St Narsai	State	St Narsai	State
Reading	1.7	0.3	17.2	4.0	18.1	1.3	24.1	22.3
Writing	1.6	0.4	8.5	6.2	14.5	8.4	36.9	31.0
Spelling	6.9	1.2	8.6	3.7	6.9	8.9	17.2	21.6
Grammar and Punctuation	6.0	0.8	10.6	6.2	17.2	14.5	24.1	19.1
Numeracy	1.7	0.3	14.7	3.5	10.3	10.9	22.4	21.3

Year 7	Band 7		Band 8		Band 9		Band 10	
	St Narsai	State	St Narsai	State	St Narsai	State	St Narsai	State
Reading	26.7	29.9	7.8	20.4	3.4	10.2	0.9	1.5
Writing	19.7	23.5	11.1	14.7	0.9	3.9	0.9	0.5
Spelling	29.3	29.4	21.6	21.6	6.9	12.1	2.6	1.5
Grammar and Punctuation	15.5	26.6	14.7	17.1	7.8	13.6	1.7	2.0
Numeracy	32.8	26.2	11.2	19.7	4.3	14.6	2.6	3.4

Figure 9: Year 7 Literacy and Numeracy Results School Average Summary 2017-2019

Year 7	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10*
	School Avg.	School Avg.	School Avg.	School Avg.	School Avg.	School Avg.	School Avg.
Reading	12.4	19.7	29.2	28.7	6.6	2.5	0.3
Writing	10.6	17.6	30.9	22.9	10.6	2.4	0.3
Spelling	10.5	9.9	18.0	27.5	23.3	7.6	0.9
Grammar and Punctuation	13.0	19.1	19.8	25.9	14.0	4.7	0.6
Numeracy	7.8	16.0	33.9	28	10.0	2.9	0.9

* 2019

Figure 10: Year 9 Literacy and Numeracy Results Summary 2019

Year 9	Band 4		Band 5		Band 6		Band 7	
	St Narsai	State	St Narsai	State	St Narsai	State	St Narsai	State
Reading	4.5	0.8	10.8	5.7	19.8	12.7	31.5	25.9
Writing	4.5	1.3	11.7	12.3	18.0	21.3	29.7	25.3
Spelling	4.5	0.9	8.1	4.5	9.9	10.6	15.3	27.6
Grammar and Punctuation	5.4	1.2	8.1	7.1	22.5	17.3	21.6	27.4
Numeracy	0	0	2.7	1.3	31.5	14.0	38.7	28.6

Year 9	Band 8		Band 9		Band 10	
	St Narsai	State	St Narsai	State	St Narsai	State
Reading	25.2	29.4	4.5	18.4	1.8	7.1
Writing	21.6	24.7	4.5	9.4	0	4.4
Spelling	36.9	30.2	30.2	17.9	1.8	7.8
Grammar and Punctuation	26.1	24.6	24.6	14.6	7.2	7.5
Numeracy	15.3	27.2	27.2	17.2	1.8	11.5

Figure 11: Year 9 Literacy and Numeracy Results School Average Summary 2017-2019

Year 9	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10*
	School Avg.	School Avg.	School Avg.	School Avg.	School Avg.	School Avg.	School Avg.
Reading	1.5	11.0	21.7	31.5	24.9	7.6	1.2
Writing	4.0	14.6	21.1	19.4	22.6	9.2	4.5
Spelling	1.5	12.5	21.3	23.2	28.6	16.2	2.2
Grammar and Punctuation	1.8	10.2	21.8	23.0	26.0	10.3	6.6
Numeracy	0	2.2	23.4	37.2	24.1	10.6	2.6

* 2019

MINIMUM STANDARD TESTS

In 2019, Year 11 students that had achieved below a Band 8 in the 2017 NAPLAN tests commenced the minimum standards tests in Reading, Writing and Numeracy. At the end of 2019, the following percentage of students had met the minimum standards.

The students remaining will be given further opportunities in 2020 to complete the tests before their HSC exams. Students will be continually supported to meet the standards through strategies including online programs (e.g. SmarterMaths), writing workshops, tutorials before and after school and during study periods, and reading programs.

Figure 12: Percentage of students in Year 11 2019 meeting the Minimum Standards.

Reading	Writing	Numeracy
93%	77%	75%

Year 10 2019 students that have not met the minimum standards will be given support and opportunities to complete the tests before their HSC exams in 2021.

Figure 13: Percentage of students in Year 10 2019 meeting the Minimum Standards.

Reading	Writing	Numeracy
87%	81%	75%

FUTURE DIRECTIONS 2020

- College staff will continue to seek and hopefully receive relevant support from the AIS School Improvement Team. The College Leadership Team will develop strategies to focus on areas identified in the NAPLAN and HSC tests including writing.
- Continue with the writing POWER (Plan, Organise, Write, Edit & Revise) process that was developed with the AIS School Improvement Team this year. An evaluation of the POWER process will be undertaken with the assistance of the AIS Team.
- More KLA leaders and teachers to develop effective NAPLAN data analysis strategies to help us better respond to our learner's needs;
- A greater focus on literacy and numeracy across all subjects to be made explicit in Teaching and Learning Programs;
- Greater access to online literacy and numeracy programs to engage students and provide opportunities for learning at home;
- Teachers continue to make learning visible to SNACC learners with a greater focus on sharing the understanding of what an effective learner is with students and parents;
- Teachers enable students' voice within the learning process. This involves continuing the work on the feedback across the College;
- Teachers facilitate students setting their own learning goals, monitor how students make progress on their goals and help them develop strategies to achieve their personal learning goals.

STUDENT PERFORMANCE IN RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The RoSA is a cumulative credential issued by NESAC that documents the accumulation of student academic results until they leave school. The RoSA records the completion of Stage 5 and Preliminary Stage 6 courses and grades, and participation in any incompleting Preliminary Stage 6 courses. Students leaving school prior to the completion of the Higher School Certificate (HSC) request their RoSA and eligible students are awarded their RoSA. In 2019, 1 Year 12 student and 2 Year 11 students left school and requested a RoSA.

HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS: 2019

The class of 2019 had 101 students complete the HSC examinations and qualify for the Higher School Certificate credential. The results of the College's HSC results for the Bands 4, 5 and 6 are provided in the table below.

Figure 14: Higher School Certificate Results

Higher School Certificate	2017		2018		2019	
	St Narsai (%)	State (%)	St Narsai (%)	State (%)	St Narsai (%)	State (%)
Arabic Continuers*	100	91	100	88	88	88
Ancient History			100	63		
Biology	37	69	47	70	36	60
Business Studies	15	66	48	65	30	62
Chemistry	9	71	40	70	32	67
Community & Family Studies	43	68	32	59	60	70
Design and Technology	43	77	67	84	100	82
Economics	43	74	50	72		
Engineering Studies					38	70
English (Advanced)	71	92	78	91	97	92
English (Standard)	24	55	15	51	26	52
English Second Language (EAL/D)	17	56	21	57	53	59
Food Technology			13	63	52	68
Geography			40	74		
IDT (Web and Software Applications)			25	68		
Information Processes and Technology	16	66	50	68	58	63
Legal Studies	56	75	67	73	50	66
Mathematics (Advanced)	75	75	38	78	59	79
Mathematics General 2 (Standard 2)	10	51	0	53	25	57
Music 1	0	90	16	90	29	91
PDHPE	39	60	53	61	30	62
Physics	15	68	33	65	31	64
Society and Culture	38	79	47	78	71	79
Studies of Religion II	63	78			40	80
Visual Arts	38	90	100	92		

The results of the percentage of students receiving results E3 and E4 are shown in the following table below.

Figure 15: E3 and E4 Higher School Certificate Results

Higher School Certificate	2017		2018		2019	
	St Narsai (%)	State (%)	St Narsai (%)	State (%)	St Narsai (%)	State (%)
Arabic Extension*	0	76	81	77	80	70
English Extension 1	100	94	100	63	100	92
Mathematics Extension 1	71	82	83	80	50	80
Mathematics Extension 2^					100	86

*Studied at Saturday Community Languages Schools.

^Studied through Sydney Distance Education

Pastoral Care and Wellbeing

St Narsai Assyrian Christian College ensures the welfare and wellbeing of our students is well looked after by making sure the environment they are surrounded in is organised, safe and secure where positive and good learning can take place.

The College takes seriously its responsibility to identify, nurture, and develop each student's talents. For our College to be able to do this successfully students need to know that they are always respected and supported.

Pastoral Care at St. Narsai Assyrian Christian College is a significant part of student's development and overall well-being. Each day it is the College's objective that students feel happy, healthy and safe.

In 2019 the main objectives during PC lessons had been to:

- ensure students had explicit understanding of the PBS (positive behaviour system) matrix and the expectations of the College being St Narsai students are SHARP students where SHARP is an acronym for the College expectations of Safe, having High Expectations, Achievement, Respect and being Prepared
- strengthen positive relationships
- develop mental health awareness and
- build student resilience levels.

As a result, a variety of Pastoral Care initiatives had been implemented for all St. Narsai learners such as:

- 2019 the College continued the notion of having one Year Adviser per year group, and furthermore, the Year Adviser continued into the new academic year with their year group.
- Pastoral Care teachers supported by the Pastoral Care Coordinator and Year Advisors supported students through daily interactions and regular dialogue.
- A Pastoral Care Program delivered in Pastoral Care lesson once a fortnight addressing issues such as self-image, mental health, cyber safety, resilience, growth mindset, positive relationships, being good people and community building.

- The continuation of the Welfare Team comprising of the Deputy Principal (Pastoral Care), Pastoral Care Coordinator, Year Advisors and the Counsellor
- Mental Health Initiatives such as the introduction of Year 12 Student Wellbeing Ambassadors who attended mental health and wellbeing training to promote the importance and knowledge regarding Mental Health and to provide a student- support team at the College.
- Other initiatives to enhance resilience and well-being among our students include:
 - 'R U OK' Day?
 - National Bullying Awareness Week
 - Resilience Days
 - Spiritual Days in Year groups
 - A Breakfast Club
 - Breakfast with the Principal for Year 12 students
 - A Writing Workshop
 - The Principal's Writing Challenge with the theme 'Resilience and Faith'
 - Mental Health Expo.
- Youth Resilience Surveys (year 2 of 3) to gather data on our students' wellbeing in order to plan the 2020 Pastoral Care program
- The Chaplain Service- continues to support students in their spiritual needs
- Learning Support Program (led by the Learning Support Team) for all students- supporting students with learning difficulties
- Counselling Service- supporting individual students in the social and emotional areas including students with- Mental illness, depression; family issues, etc
- Following all mandatory requirements under the Child Protection laws and Duty of Care.
 - Various programs such as: Transition programs (Year 6 to 7); Study Skills Programs; Presentations by our Police Youth Liaison Officer, Anti-bullying/ harassment programs.
- Worked with AIS to develop a new Behaviour Support Policy to replace the previous Welfare and Discipline Policy to be implemented upon Board approval in 2021.

WELFARE AND DISCIPLINE POLICY

The School's Welfare and Discipline Policy lays out the standard of behaviour expected of students, parents and teachers. The policy also aims to support parents in their role of raising their children within traditional Christian values.

Corporal punishment is expressly prohibited in this College. The College does not sanction

administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The main aim of the School's Welfare and Discipline Policy is to instil, in our students, the following values and attitudes:

- Care for self and others;
- Be honest, sincere and seek the truth;
- Act in accordance with principles of moral and ethical conduct;
- Treat others with consideration and regards; respect another person's point of view;
- Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment;
- Be aware of others and their cultures, accept diversity within a democratic society;
- Earn your school a good name;
- Maintain a safe school environment;
- Apply the qualities of Christian compassion, forgiveness and understanding.

The policy recognises the importance of:

- Fostering the Christian values of justice, love and respect;
- Developing a warm teacher-pupil relationship;
- Encouraging co-operation between home and school;
- Stressing positive behaviour in individuals as part of their development in the total up-bringing of the child;
- Promoting self-esteem;
- Showing sensitivity to each child's stage of development;

- Encouraging responsible behaviour;
- Developing self-discipline in the child;
- Displaying sensitivity to the home environment;
- Developing socially acceptable behaviour by promoting common courtesy and a respect for the feeling of others inside and outside the school;
- Developing an awareness and consideration for our school community;
- Encouraging responsible behaviour;
- Developing self-discipline in the child;
- Displaying sensitivity to the home environment;
- Developing socially acceptable behaviour by promoting common courtesy and a respect for the feeling of others inside and outside the school;
- Developing an awareness and consideration for our school community;

POSITIVE BEHAVIOUR INTERVENTION SYSTEM: SHARP

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and well implemented instructional and behavioural practices and interventions possible. Positive Behaviour System (PBS) provides an operational framework for achieving these outcomes.

PBS builds a continuum of supports for staff and students. At each level (or tier) there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour, and data to guide decision-making about what practices should be put in place to support student learning and social behaviour.

2019 saw the introduction and full implementation of the SHARP PBS matrix which was a year's work in progress in 2018.

The SHARP PBS matrix (pictured) consists of the College expectations and values regarding behaviour. The students were explicitly taught what the expectations looked like in each school setting in term 1 of 2019.

Figure 16: SHARP Matrix

All Settings	Classroom/Buildings (Study Periods)	Play Areas	Canteen	Assemblies, Mass, Year Meetings	Community & External Events	Cyberspace	Sporting Events
<p>Safe</p> <ul style="list-style-type: none"> Follow the hands-off policy Report bullying and any other issues or concerns to a teacher Be aware of emergency procedures Right place, right time (be where you should be, know your boundaries) Be aware and careful of your surroundings 	<ul style="list-style-type: none"> Calm and orderly entry and exit Wear appropriate clothing and shoes Respect other individuals' personal space and freedoms Be aware of hazards in practical settings Use all school property and furniture appropriately 	<ul style="list-style-type: none"> Hands off at all times. Appropriate games in safe areas Stay in bounds Keep left at all times when purchasing food Report all incidents and concerns to supervising teacher/front office. 	<ul style="list-style-type: none"> Wait patiently in line. Join at the end of the line. Clear the area for customers. Be cautious of student allergies and medical needs when purchasing food. 	<ul style="list-style-type: none"> Calm and orderly entry and exit Stay in allocated seating Wait patiently for instructions from year advisors/teachers 	<ul style="list-style-type: none"> Be mindful of the surrounding community Be aware of the visitors in the school. Meet your parents in an appropriate location. Wait safely for the buses (entering and exiting in a calm and orderly manner) Think before you act and speak. 	<ul style="list-style-type: none"> Be aware of what you post online Protect your personal accounts, information and passwords. Interact only with people you know. Be a good Samaritan and report cyberbullying. 	<ul style="list-style-type: none"> Follow all versus, staff and teacher instructions Use equipment with care. Calm and orderly entry and exit Enter via designated doors. Be cautious of the stranger danger rule.
<p>High Expectations</p> <ul style="list-style-type: none"> Have pride in your appearance Demonstrate leadership Display a positive attitude and excel Be accountable for your actions and decisions Strive to be an independent and motivated learner 	<ul style="list-style-type: none"> Reflect of individual action with learning intentions and success criteria Know where you are in your learning, where you want to learn and how to get there. Strive for improvement Attain deep knowledge and understanding Maintain a growth mindset 	<ul style="list-style-type: none"> Hands off at all times. Appropriate games in safe areas. Stay in bounds Keep left at all times when purchasing food Report all incidents and concerns to supervising teacher/front office. 	<ul style="list-style-type: none"> Wait patiently in line. Join at the end of the line. Clear the area for customers. Be cautious of student allergies and medical needs when purchasing food. 	<ul style="list-style-type: none"> Know and sing all the hymns Celebrate the success of others. 	<ul style="list-style-type: none"> Be a representative of Christ. Display excellent behaviour. Promote a positive school image. Be the best you can. 	<ul style="list-style-type: none"> Proudly represent the ethos of the Church on online forums. Know your worth. Use technology to positively contribute to society. 	<ul style="list-style-type: none"> Show good citizenship Celebrate one another's achievements. Promote school image.
<p>Achieves</p> <ul style="list-style-type: none"> Try your personal best Embrace all learning opportunities Set goals and work towards reaching them Be proud to receive awards Have confidence in yourself and in your abilities 	<ul style="list-style-type: none"> Always ask questions when struggling in class. Foster positive relationships. Use your study periods wisely. Learn something every lesson and strive to be an effective learner Set SMART goals to reach your personal best Be an active learner 	<ul style="list-style-type: none"> Maintain a clean environment. Foster positive relationships. Take responsibility for yourself and others. 	<ul style="list-style-type: none"> Successful and positive interaction with others. Make healthy choices. 	<ul style="list-style-type: none"> Aim to be acknowledged in assembly. Have pride in your success. 	<ul style="list-style-type: none"> Be an active citizen of your community. Give back to the wider community. Make the most of all positive opportunities. Have a growth mindset. Build positive relationships within the wider community. Take care of one another. 	<ul style="list-style-type: none"> Use technology effectively for learning. Build your knowledge and understanding. Be aware of copyright laws and that you are getting your information. 	<ul style="list-style-type: none"> Strive to do your best in all activities. Embrace new sporting opportunities. Be proud of your efforts.
<p>Respectful</p> <ul style="list-style-type: none"> Be thoughtful of people's rights and personal space Look after the environment around you Display appropriate images on all devices Greet all guests appropriately Be respectful to members of the clergy Be mindful of your language and use your manners (treat others how you expect to be treated) 	<ul style="list-style-type: none"> Raise your hand to ask a question/make a comment, and tone when communicating to teachers and peers Mobile phones are not to be in your possession at any time Use electronic devices in the direction of the classroom teacher Follow instructions and classroom rules 	<ul style="list-style-type: none"> Demonstrate manners and courtesy. Be patient and wait your turn. Be courteous towards those presenting. Be quiet at all times. Applaud at the correct time. Be reverent. 	<ul style="list-style-type: none"> Remove hats. Electronics devices off and out of sight Be courteous towards those presenting. Be quiet at all times. Applaud at the correct time. Be reverent. 	<ul style="list-style-type: none"> Respect the privacy of others. Use equipment only under the guidance of the teacher's instructions. Be mindful of how you are representing yourself online Follow the acceptable ICT Usage Policy and Cyber safety Agreement. 	<ul style="list-style-type: none"> Respect the privacy of others. Use equipment only under the guidance of the teacher's instructions. Be mindful of how you are representing yourself online Follow the acceptable ICT Usage Policy and Cyber safety Agreement. 	<ul style="list-style-type: none"> Encourage one another to participate. Be mindful of the needs of the wider community 	<ul style="list-style-type: none"> Encourage one another to participate. Be mindful of the needs of the wider community
<p>Prepared</p> <ul style="list-style-type: none"> Know your timetable Follow school uniform policy Bring all necessary equipment Have positive learning habits 	<ul style="list-style-type: none"> Bring all relevant subject equipment to every lesson Make your way to class promptly and line up in 2 lines in an orderly manner Complete homework and assessments by the due date Utilise the school diary to stay organised 	<ul style="list-style-type: none"> Order food in the morning before the warning bell. Purchase items with enough time to enjoy them. Have your money and order ready. 	<ul style="list-style-type: none"> Order food in the morning before the warning bell. Purchase items with enough time to enjoy them. Have your money and order ready. 	<ul style="list-style-type: none"> Come in full school uniform and well presented. Ensure you hand in your awards prior to the assembly. 	<ul style="list-style-type: none"> Ensure that all information and notes are provided to relevant parents and carers. Wear uniform with pride. Be punctual to all events. 	<ul style="list-style-type: none"> Proactively use school network platforms such as 'TEAMS'. Bring your approved learning device charged and equipped. Remember passwords and logins. Access learning materials when needed. 	<ul style="list-style-type: none"> Wear school uniform with pride. Be on time. Bring appropriate equipment. Ensure payments and notes are complete.

E X P E C T A T I O N S

ANTI-BULLYING POLICY

The College has zero tolerance for bullying and harassment. The Anti-Bullying Policy, which is implemented by our staff, provides a framework for school communities to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person.

Key programs or initiatives that supports the College's anti bullying stance include:

- College participation in 'The National Day of Action Against Bullying and Violence' (March 15th, 2019)
- A 'Bullying box' and anonymous survey forms for students aimed at encouraging students to notify the welfare team if they are being bullied in a confidential manner
- A culture that permeates the importance of Pastoral Care in the College, as part of its Christian ethos and vision, amongst all stakeholders- staff, student, parents, Church and community;
- The Chaplain Service- that supports students in their spiritual needs;
- Pastoral Care Team supported by a Pastoral Care Coordinator, Year Coordinators & Pastoral Care teachers that coordinates:
 - Student wellbeing measures for students including Transition programs (year 6 to 7); Peer Support, Study Skills Programs; Presentations by our Police Youth Liaison Officer, Anti-bullying/ harassment programs, etc.
 - Timetabled Pastoral Care periods - each roll call class has a Pastoral Care Teacher(s). The periods are used to facilitate Pastoral Care programs (including the above programs) and it is the first point of contact for students and parents to support students with their pastoral care needs.
- The Student Management Policy & Procedures (Welfare & Discipline policy) that are consistent with the principles of Pastoral Care concept. The Student Management Policy is closely linked to the pastoral care policy to promote a respectful, safe and healthy environment for the whole school community;
- Learning Support Program (led by the Learning Support Team) for all students- supporting students

with learning difficulties and New Arrivals-EAL/D etc;

- Counselling Service- supporting individual students in the social and emotional areas including students with- depression; ADHD; ODD; CD and others.

CHILD PROTECTION POLICY

The principle underpinning this mandatory requirement is that the welfare of the child is paramount. The College will ensure that this focus is maintained as our primary responsibility. All school staff, are required by law to notify the appropriate authorities in cases where there are reasonable grounds to suspect that a student under 18 years of age is, or has been, subject to:

- Child Sexual Assault: Child Sexual Assault is any sexual act or sexual threat imposed on a child

- Physical Abuse: Physical Abuse refers to non-accidental injury to a child by a parent, caregiver or another person responsible for the child.

- Emotional Abuse: Emotional Abuse is behaviour by a parent or caregiver which can destroy the confidence of a child resulting in significant emotional deprivation or trauma or

- Neglect: Child Neglect occurs where the child is harmed by failure to provide the necessities of life such as adequate and proper food, nursing, clothing, medical aid or lodging

College staff receive yearly training on Child Protection Policies and procedures at SNACC. The College follows all mandatory requirements under the Child Protection laws and Duty of Care obligations.

Financial Statement

The College Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

The 2018- 19 College Financial Information is detailed below:

Figure 16: 2018- 19 College Financial Information

Income	2019	%	2018	%
Fees and Private Income	\$2,221,793	16%	\$2,527,063	19%
Government Grants	\$11,137,666	83%	\$10,258,656	78%
Donations	\$2,758	0%	\$20,755	0%
Other Income	\$121,063	1%	\$321,431	2%
Total Income	\$13,483,280		\$13,127,905	
Expenditure	2019	%	2018	%
Teaching and Learning Supplies	\$797,733	7%	\$1,237,158	12%
Education and School Support	\$2,983,184	27%	\$2,674,670	25%
Salaries	\$7,139,808	65%	\$6,688,947	63%
Total Expenditure	\$10,920,725		\$10,600,775	

EXCELLENCE CHRISTIAN VALUES COMMITMENT



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