



St. Narsai Assyrian Christian College

Harp of The Spirit

N e w s l e t t e r

Dear Parents and friends of SNACC

Issue 16 Term 4 31/10/2014

COLLEGE EVENTS

Wednesday

5/11/14

College Assembly
(NISIBIS)

Thursday

6/11/14

Year 10 Exams Com-
mences

Friday

7/11/14

Year 8 excursion-
Blue Mountains

Year 12 PDHPE Ex-
cursion

Monday

10/11/14

Year 9 exams com-
mences

Year 8 ESSA online
Test-Science

Wednesday

12/11/14

Year 6 Transition
curriculum program
visit

Saturday

15/11/14

College Open Day
2014

The year 12 students have finished their Higher School Certificate exams. We wish them well and hope that they will receive high grades that will allow them to attend universities of their choice, meanwhile they will enjoy few weeks of rest after 13 years of study from Kindergarten until now. Their results will be published early December; once again, we wish them all the best.

Year 11 who have already started their HSC courses should receive their reports next week and they will be receiving their Preliminary course completion Certificate from the Board of Studies early next year.

The junior years will be sitting their Yearly exams over the next few weeks starting from next week. We wish them the best of luck.

I would like to bring to your attention the importance of school attendance and punctuality to school and classrooms. Students need to learn to be organised, on time and ready to learn. This can be hindered, if the student arrives late to the school. We have been examining attendance records to date and they show that some students continue to fail to meet the expectations of the College. Students must be in the Pastoral Care class by 8:30. I ask you again to do your best to bring your children to school by no later than 8:20.

I also would like to ask that parents ensure that their child's haircut and physical appearance conforms to specific points listed in the Student Diary 2014. Boys must ensure that they are cleanly shaven and have no facial hair every day. Girls are reminded that they should always have their hair tied back and no nail polish. Additionally, students are not permitted to have mobile phones with them in classrooms. Mobile phones must be kept securely in lockers and can only be accessed after school. Any student found to break college rules and procedures will be challenged and appropriate consequences will apply.

Thank you and God bless you



FROM THE DEPUTY

Dear Parents and Friends,

As we travel through term four, twelve of our teachers continue to develop their teaching and learning practices through an innovative professional development program called Lesson Study. In this approach, teams of teachers work collaboratively to plan lessons, develop teaching and learning resources and study their lesson instruction in an effort to better understand how students learn best.

As has been mentioned earlier last term, the college was invited to take part in this pioneering and AIS funded project under the banner of Schools Leading Learning (SLL). I am working closely with four teams of three teachers as they engage further into this form of classroom inquiry. The College is very fortunate to be supported by external experts who provide leadership and guidance to these teams.

Upcoming Exams

As was mentioned in our last newsletter, Year 7-10 students will be having their End of Year exams from next week as follows:

Year 10 Thursday Week 5 -Wednesday Week 6
 Year 9 Monday Week 6 - Friday Week 6
 Years 7 & 8 Monday Week 7 - Friday Week 7

As you would know, the results from the Year 10 exams contribute significantly to students' Record of School Achievement (RoSA) credentials. Students who leave school before completing their HSC are issued with RoSA credentials.

At this stage Year 9 & 10 students will be receiving Exam Notifications and Revision Sheets to help them with their exam preparations. Other students will be receiving theirs in the next week or two.

BOSTES Bulletin

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) has just released new resources that have been created to assist Year 7–10 teachers to support students in developing relevant literacy and numeracy skills.

The resources, *Learning through reading and writing and Planning for success in secondary Mathematics* provide opportunities for modelling, guided practice and independent practice of literacy and numeracy strategies. These resources cover both literacy and numeracy. In this issue of the College Newsletter I have included a copy of the BOSTES "Brochure for Parents" on literacy that is also available from the link above. In our next issue, I will include a copy of the BOSTES "Brochure for Parents" on numeracy.

I ask that parents of Year 7-10 students read and familiarise themselves with the content of the brochure. Using the BOSTES link above, parents would benefit from watching literacy related videos.

Excellence

Christian

Values

Commitment

Thank You,

Mr. E. Dinkha

Learning through reading and writing across the high school curriculum

An online resource for high school teachers, students and parents

Information for families and parents

What's in the resource?

This brochure tells you about a new resource produced by the Board of Studies, Teaching and Educational Standards NSW that shows how high school teachers can help their students to:

- learn from reading their high school subjects
- write what they have learnt from reading.



The resource¹ includes a demonstration lesson where the teacher is using specifically designed strategies to help students to develop reading and writing skills while learning the curriculum. This lesson is in Science, but the same strategies can be used in any subject.

¹ <http://www.boardofstudies.nsw.edu.au/7-10-literacy-numeracy>

Helping all high school students to read and to write

All subjects in high school involve reading. Students are expected to read textbooks, novels, plays, poems, websites, worksheets, notes that teachers write on the board and many other texts. Students often cannot read and understand these written texts well enough to learn from them and some cannot write well enough to succeed in high school.

It can be difficult for high school teachers to always provide opportunities to help students develop reading and writing skills. Teachers may think there is not enough time to teach

reading and writing skills as well as the content of their subject. It is also often assumed that reading and writing skills are learnt by students in primary school.

The strategies demonstrated in this resource have been designed to address these issues. They can be used by high school teachers to help students develop reading and writing skills while teaching the curriculum.

What you can do

If you are concerned about students in your family who are not succeeding well at high school, watch the videos and read the information included in the resource to find out how the strategies work. You can approach the student's teacher, school, P&C or your local Aboriginal Education Consultative Group (AECG), to ask teachers about such strategies and using them in the classroom. You can also use the strategies yourself at home to help students in your family and community with reading and writing during homework sessions.

These strategies take practice to do well. Teachers and/or parents need to plan the lessons carefully. They need to read the texts they are using and make a plan for how they will use the texts to develop students' reading and writing skills. Sample lesson plans are included in the resource.

The strategies

The strategies are presented in four stages:

1. Preparing for reading

The teacher prepares students to understand a text before reading it.

2. Detailed reading

The teacher guides students to read the text themselves, and to find key information.

3. Note-making

The students make notes from the information they have read.

4. Joint construction

The teacher guides the class to write a new text, using the notes they have made.

1. Preparing for reading

Preparing for reading enables all students in a class to follow a text as it is read aloud without struggling to understand what it is about. This includes two steps.

The first step is to give students the background knowledge they need to understand the text. This could be knowledge studied in previous lessons or it might be a new topic.

The second step is to tell students what the text says in a way that all students can understand. The teacher does not need to explain every word, but gives a brief summary of each section of the text.

The text is then read aloud, either by the teacher, or by students taking turns to read. The teacher leads the class in discussing

‘The water cycle’ image is reproduced by permission of Oxford University Press Australia from *Oxford Big Ideas Science 9 Australian Curriculum Student Book* by Cash et al, 2012.

important points as the text is read and after it is read.

The teacher will have had to read the text before the lesson to find out what background knowledge students will need, and to prepare the summary of the text.

It is recommended that initially 15–20 minutes be spent in every lesson preparing and reading with the class. If this is done, students will be helped to read the curriculum independently.

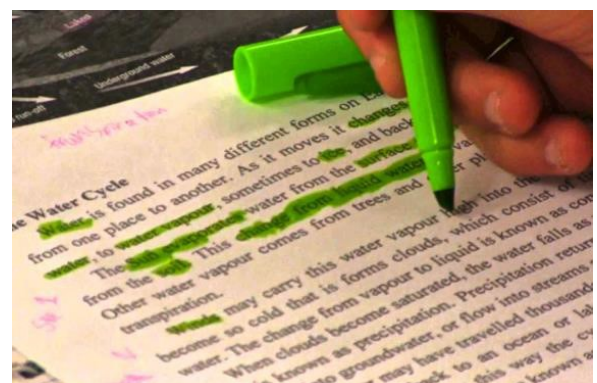
2. Detailed reading

After reading and discussing, the teacher guides the class to find information that they will use later for writing. Students highlight or underline each key point.

Long or difficult texts can be read one paragraph at a time. The teacher guides students to mark two or three key points in each paragraph. A lot of text can be read quickly using this paragraph-by-paragraph reading.



‘The water cycle’ image is reproduced by permission of Oxford University Press Australia from *Oxford Big Ideas Science 9 Australian Curriculum Student Book* by Cash et al, 2012.



With short texts, the teacher guides students to mark key information in each sentence. This takes time, but it is a very effective way to help all students develop the skill to understand what they read.

If detailed reading is done every week, all students will rapidly learn to read difficult texts with understanding.

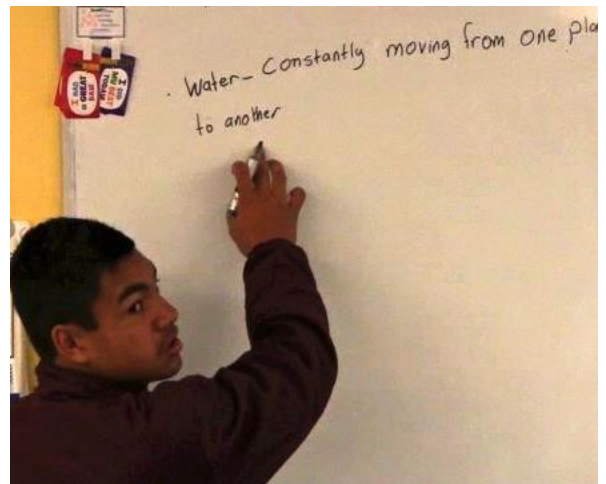
3. Note-making

In note-making, students scribe notes on the board from the information that they marked in the text. Students take turns to scribe notes on the board as other students tell them what to write and how to spell the words. As the notes go up on the board students write them in their books.

During note-making, the class can practise the spelling and pronunciation of words. The teacher can also discuss the meanings of words. This is a very powerful way to improve vocabulary and spelling skills.

4. Joint construction

In joint construction, the class writes a new text from the notes. The teacher guides the class to write each section of information in a new sentence. Once the class has constructed the sentence, it is written on the board either by the teacher or by students taking turns to write. As each sentence goes up on the board, students write it in their own books.



After writing a text together on the board, students practise writing the same kind of text themselves, either by using notes that the class has made together, or by reading and making notes independently.

Message from the Counsellor-Humans as simple walking USB Memory Sticks!

The world has become an advanced technological play ground. While the world is vastly moving forward with technology, our minds and way of thinking need to keep up. A good analogy of this ideology is to symbolise us humans as USB memory sticks with locomotion around this world. In a religious sense, God has plugged us into this computer [the world] as we work our way through this world day by day.

Where we go? What we do? What we hear and say? What we see is stored in our memory disk (our brains).

A good spare time activity at home is to go through random pictures and photos, look at them for one minute and then stare at a blank white wall - where you're bound to see a replication of it.

The brain is an amazing device! Intelligence is measured from the brain; it is the brain of Albert Einstein that deemed him intelligent in our eyes today. It is the brain that stores information and replicates it in future similar situations and scenarios. It is the brain that interprets different contexts in life and makes sense of it. It is the brain that clarifies the fuzzy spots in our daily life in order for us to stay sane.

So why is this information important to students [and even parents]? Children's eyes and brains that are constantly consumed with violent video games will eventually render the child's memory stick as that of violence. Children's eyes and brains that are constantly consumed with inappropriate websites render the child's memory stick as that of sexuality.

It is this above mentioned factor that leads to numerous negative side effects. It is these factors that explain why today's youth are constantly violent in their interactions with others. It is these factors that explain why today's youth do not have self control and continuously exposed to inappropriate behaviour. More and more brain research is demonstrating what mental health practitioners already know: **viewing pornography can lead to a lifelong addiction** that can be more difficult to overcome than addictions to drugs, alcohol or tobacco. And because kids have easy access to the Internet, these addictions are beginning younger and younger.

The issue our schools are facing is the fact that these incidents are arising so early on in the children's schooling years.

So where is the root of this problem? Resources! Where are these children receiving these resources? Who is providing them the right to play these video games for hours and hours in the afternoon? Who is allowing them the right to take their laptop into their closed door and dark rooms for hours and hours?

Parents! Parents need to be more vigilant. Teach their children CONTROL at a young age. Introduce the concept of monitoring to their children, whether it's physical monitoring, cyber monitoring etc.

This is easier said than done. Today's parents are more consumed with using their own iPads and laptops more than the children themselves. Therefore, for children to have self-control than the parents must be the good example.

Assignment: each parent is to decrease the usage of their smart devices by 50%, and use that time spent wisely with their children – monitoring their behaviour and keeping a close eye on their spare time activities.

AKAD UNIFORM SHOP

School uniforms are now in stock and available from AKAD uniform store

Open Monday and Tuesday

9am-11am

Wednesday

2:30pm-4:30pm

7-9 Greenfield Rd, Greenfield Park

0753 4185

School Hours

8:30am

To

2:50pm

Office Hours

8:am

To

4pm

Monday to Friday

Tel: 9753 0700

Fax: 9753 0800

Website

WWW.snac.nsw.edu.au

Email Address

school.office@snac.nsw.edu.au



Need to talk? Kids Helpline counsellors are available 24 hours a day, 7 days a week. Nothing is too big or too small to call us



Help is available. No one needs to face their problems alone.

Call Lifeline on 13 11 14 for support or dial 000 if life is in danger.

Parentline

Parent line is a confidential telephone counselling service providing professional counselling and support for parents and those who care for children.

Phone: 1300 1300 52 (cost of a local call) - 24 hours a day, seven days a week-www.parentline.org.au

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Year 9 exams commences

Year 8 ESSA online Test -Science

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12/11/14

Year 6 Transition curriculum program visit

Saturday

15/11/14

College Open Day 2014

673-683 Smithfield Rd, Edensor Park NSW 2176

T: 9753 0700 F: 9753 0800

E: school.office@snac.nsw.edu.au W: www.snac.nsw.edu.au