



## St. Narsai Assyrian Christian College

# Harp of The Spirit

## N e w s l e t t e r

Issue 1 Term 1 5/2/2016

### COLLEGE EVENTS

Thursday  
11/2/2016  
Year 10  
Assessment Information  
Evening 7 pm

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Tuesday  
16/2/2016  
College Opening Mass  
9 am

Year 7  
Assessment Information  
Evening 7 pm

\*\*\*\*\*

### Dear Parents and Guardians of SNACC

A **warm welcome** back to a new year at St Narsai Assyrian College. This is week three and the school is very much focused on its main job, and that is, improving student achievements.

It is also a great pleasure to welcome 95 students as our Year 7 cohort and their parents. The students have had a smooth transition and are settling well. I like to thank the work of the Pastoral Care coordinator, Mrs Kaya and Mr Bottaro (the Year 7 Coordinator) for their work in making sure that the new students are focussing on their school work and getting to know how things 'are done' at the College. At the start of this year we have had, also, a number of other students joining us in years 8 to 11. We welcome them and their families.

The **College is growing**, currently we have approximately 500 students, an increase of about 30 since the end of 2015. As a result we have had to add three new classrooms and also have partitioned the area known as the 'Bistro' and converted it into learning spaces including a new library, a tutorial/conference room, a staffroom/ office and additional functional spaces for years 11 & 12 to study during their "free periods".

A growing school also means more **new staff** & we welcome the following teachers: Mr. Ablakatof- Maths; Mrs. Finlayson- PDHPE; Ms. Kako- English/ESL; Mrs Karim- Creative Arts/ Religion; Mr. Younan- HSIE; Mr. Yager- Science; Mrs. Ligteringen- Learning Support Coordinator; Mr Jajo- replacing Mrs Amanoel (on maternity leave); Ms Georges- replacing Mrs Rashidi (on maternity leave); Ms. Ornilla Shamon- Science (2 days for Mrs Boulos); Mr. Taouk- TAS (2 days for Mrs. Zivkovic); Mr. Yousif- Assyrian language Teachers Aide and Mrs. Gorgees- ESL Teacher Aide.

Family involvement can have a major impact on student learning, regardless of the social or cultural background of the family. Research demonstrates that effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. With this in mind, I would like invite all parents and friends of the College to its first **Parent and Friends Partnerships meeting** which will be held in the school library on **Tuesday, 16<sup>th</sup> February 2016 at 7.00pm**. I strongly believe that family/ parental involvement in schools central to high quality education and is part of the core business of school. Families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to nurture and teach future generations and families trust schools to provide educational foundations for their children's future. At the same time, schools need to recognise the primary role of the family in education. This is why it is important for families and schools to work together in partnerships.

I take this opportunity to congratulate the following Year 11 students for being successful in their application for the **St Narsai Assyrian College Academic Scholarship**: Alice Tran; Renny Oraham; Marel Oraha and Diana Odisho. The scholarship is tenable for Years 11 & 12 and will cover the College tuition fees. These students applied for the scholarship toward the end of 2015 and their applications were very strong and we wish then all the best.

**Dear Parents, Students and Friends,**

I would like to extend a very warm welcome to all students and their families as we commence the 2015 academic year. A particular welcome to all the new families joining the St. Narsai community for the first time.

Thanks to good pre planning and staff collaboration, students are settling in well into their school routines. Students across the College are already engaged in their respective studies and teachers are working diligently to help students make a smooth and positive start to their studies in 2016.

The college conducted the Year 11 Assessment Information Evening on Wednesday this week, where we shared with Year 11 students and parents important assessment information about the 2016 Preliminary Courses that commenced last week. Year 10 and Year 7 students will have their information evenings over the next two weeks: Thursday, 11<sup>th</sup> and Tuesday 16<sup>th</sup> February respectively. It is crucial that at least one parent attends the information night with their son or daughter. Both these events will start at 7 pm.

**Student Diary or Planner 2016**

All students have been issued with new Diary Planners that contain very important information, including policies, procedures, agreements, College expectations, uniform information, prayers, and a wide range of literacy, academic and study activities. Parents are strongly encouraged to familiarise themselves with these planners so they can be in a good position to support their children's education at SNACC in 2016. Parents are also asked to inspect their child's planner every week to check for communication from teachers and to sign their child's planner at the end of each week.

**Student Wellbeing**

In order to improve pastoral care services to our students and create a more authentic climate of care and wellbeing throughout the college, we have managed to restructure our bell times this year to allow for house fortnightly assemblies. From this year, we will be able to empower more consistent student leadership across the college and in particular within the house system. Every house will be led by house captains, prefects and a house leader. Students are vertically allocated to one of four houses: Nineveh, Narsai, Nisibis and Seleucia.

In addition to the above structure, three Stage Co-coordinators and a College Pastoral Care Co-ordinator keep a close eye on all students in order to provide necessary support when needed. Parents are encouraged to contact their child's subject teachers, PC teacher or Stage Co-ordinator to discuss any concerns they may have.

Thank You,

Mr. E. Dinkha

**Excellence**  
**Christian**  
**Values**  
**Commitment**

# Message from the Counsellor

## Back to School Shopping List

Back to school is always a busy and hectic time of year for parents. Parents prepare their children for the new school year; they purchase lunchboxes, backpacks, and pencils along with other accessories and if the child has grown a little too rapidly new uniform are also there in the list. Nowadays the shopping list is even more difficult to satisfy, with all the new technological gadgets and devices that students are in need of so desperately.

There are other items that don't usually make the shopping list. Unlike the lists you receive from the school, this list is made up of things you already have and that are grounded in scientific research.

### Shopping List!

**[Item 1] Make learning meaningful, not rewarded:** Children are born with a deep desire to learn (some consider it a universal human drive, like hunger and thirst). You can see this drive most clearly in children who are constantly observing, exploring, experimenting, and asking questions. They engage in these behaviours for the same reason we indulge chocolate truffle cake. It feels good. Psychologically speaking; learning is internally motivated. Learning is a reward cycle that if allowed to thrive, will persist for a lifetime. But it is possible to break this natural cycle by doing something as seemingly harmless as doling out rewards for children's learning. Decades of behavioural research has demonstrated that rewarding any behaviour reduces our natural drive to carry out that behaviour, as we pay more attention to the incentives and less attention to the pleasure of learning.

The motivation to learn doesn't come from the process of learning; it comes from products of learning. And sometimes these products are difficult for children to see without our help. The motivation to read, for instance, doesn't come from the thrill of sounding out new words and writing out their definitions. Rather, the motivation for reading comes from being able to do meaningful things, like reading comic books, bumper stickers, etc. If you can help your children understand these sorts of real-world benefits of their new knowledge, then you've motivated their learning. And you'd never have to promise a reward or offer a bribe in exchange for their schoolwork—which is how the whole problem with motivation starts in the first place.

**[Item 2] Foster inquisitiveness and fantasy play:** Children are natural born scientists. As infants, they use their entire set of senses to study the physical properties of the world. They grab things, squeeze things, push things, spill things, dip their hands into things, put things into their mouths, rip things apart, and bang things into one another. All of this means a very messy laboratory. Soon children form hypotheses about the world and design experiments to test their hypotheses. "When I turned my bowl upside down my oatmeal splattered all over the table. I hypothesize the same thing will happen when I flip over my juice."

Other research suggests that young children and adult innovators also share a facility for fantasy. You already know that most children have a rich fantasy life. Some believe that child-eating five-headed monsters live in their closets, that they share the dinner table with a talking purple hippopotamus that only they can see, and that a flying fairy takes their baby teeth in exchange for a small prize. The very best innovators—those who change the world with their ideas—also think about the nonexistent and dream up imaginary worlds. The difference between children and adults, however, is that adult innovators make their fantasies come true. Almost everything in the room you're sitting in now—from your contact lenses to your smart phone—would have been a fantasy to the generations before us. Think about it; a twisted bulb of glass that produces light? Swallowed capsules that cure a festering infection? All of these things seemed fantastic before they were conceived and built. Children invent new ideas when they're given the room to create, consider, and immerse themselves in worlds that don't exist.

**[Item 3] Praise children for their effort, not their intelligence:** Parents praise their children for being smart. We do it because our children are bright and we think that telling them so makes them feel good and gives them the confidence. Telling children they're smart does not give them the confidence to take on new challenges or the self-esteem to persevere when they fail. Research suggests that telling children they're smart might actually interfere with their ability to learn. It's because repeated praise for being intelligent sends the message that intelligence is an innate and fixed trait. This leads children to discount the importance of effort. They reason, "I'm smart, so I don't need to try hard" and they often believe that putting forth effort is only something that "dumb" kids have to do.

Praising children for their intelligence also puzzles their ability to deal with failure. When you tell your son, "You got an A! You're so smart!" he also hears, "If you don't get an A, you're not smart." So when children labelled as "smart" fail, they believe their intellectuality doesn't cut it. In fact, some studies show that when "smart" children struggle, they are more likely to lie about their performance than to admit that they had trouble. In contrast to children who are praised for being smart, children who are encouraged for their effort come to believe that intelligence is a flexible quality that can be improved through hard work. These children feel that their success is in their control and therefore they are not let down by failure. They interpret failure merely as a signal to try harder or do things differently.

So now you have your second back to school list. Certainly all of these things are free. Some of them may be more difficult to pull off than getting a new lunchbox and pencil box. But all of them are more important.



يبدأنا بتدريس اللغة الكلدانية في جامعة  
 نينوى من أجل أن تكونوا قادرين على التحدث  
 بها في حياتكم اليومية

Where ?

في

أين

St Narsai college  
 (Nineveh Club)

كلية نرساي  
 (نادي نينوى سابقاً)  
 (تدريس)

(كلية مار نرساي  
 نادي نينوى سابقاً)

تسجيل

Enrolment

التسجيل

15 & 17 Feb 2016

15 و 17 شباط 2016

15 و 17 شباط 2016

كلية نينوى  
 Assyrian Language College



مجاني Free مجاناً

| Learning Times                       | وقت التعلم                 | أوقات الدوام                             |
|--------------------------------------|----------------------------|--|
| 6:30 - 8:30 pm                       |                            |  |
| Monday & Wednesday<br>(school weeks) | الاثنين والثلاثاء<br>تدريس | مساء الإثنين والأربعاء<br>(فصول المدارس) |

18 +

Age

عمر المتعلمين  
 18+

مكتبنا في بغداد: 0410355286 : 96083532

مكتبنا في الموصل: 0488080393

مكتبنا في حلب: 0420565117

لقد تم  
 تأسيس الكلية في  
 2005  
 في بغداد

مكتبنا في الموصل: 0488080393

**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

**School Hours**

8:40 am

To

3:00 pm

**Office Hours**

8:am

To

4pm

Monday to Friday

Tel: 9753 0700

Fax: 9753 0800

**Website**

[WWW.snac.nsw.edu.au](http://WWW.snac.nsw.edu.au)

**Email Address**

[school.office@snac.nsw.edu.au](mailto: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](http://www.parentline.org.au)**

673-683 Smithfield Rd, Edensor Park NSW 2176

T: 9753 0700 F: 9753 0800

E: [school.office@snac.nsw.edu.au](mailto:school.office@snac.nsw.edu.au) W: [www.snac.nsw.edu.au](http://www.snac.nsw.edu.au)