

2017

ST NARSAI ASSYRIAN CHRISTIAN COLLEGE ANNUAL REPORT TO THE COMMUNITY



Excellence | Christian Values | Commitment

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Introduction

This Annual School Report to the Community offers parents and members of the wider College Community detailed information about College processes, procedures and achievements throughout 2017. This report also provides other information relating to College policies, students results, staff professional learning and teacher standards, initiatives as well as summary of financial information.

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.



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SECTION ONE: MESSAGES FROM KEY GROUPS IN OUR COMMUNITY

Assyrian Schools Board Message

The Assyrian Schools are governed by a Board of Directors comprising the Chairman, His Eminence Archbishop Mar Meelis Zaia, AM, and a body of directors including parents, professionals and educationalists from the local community. The Board has the responsibility of governing and overseeing the operations of the St. Hurmizd Assyrian Primary School and of the Saint Narsai Assyrian Christian College. Each member of the Board is deemed a responsible person and has undergone an induction process and professional development in school governance procedures in compliance with NESAC guidelines. St. Narsai Assyrian Christian College operates under the auspices of the Holy Apostolic and Catholic Assyrian Church of the East. In 2017, the school catered for the educational needs of 671 students.

St Narsai Assyrian Christian College is considered a unique educational institution in many aspects. It is the first Assyrian School to be established in the Western World and came into existence as a fulfilment of His Beatitude, Archbishop, Mar Meelis Zaia's (AM) dream. Only a short time after he was appointed Bishop of Australia and New Zealand, His Beatitude identified the need for members of the Australian Assyrian Community to preserve their Assyrian faith, language and culture. He believed that one way for the community to grow in these areas, was to establish independent Assyrian schools that would cater for the unique needs of all Assyrians in Australia. The dream of building an Assyrian school came to fruition when St. Hurmizd Assyrian Primary School was established in 2002. His Beatitude's vision did not stop there. He also envisaged the development of a secondary education institution. This became a reality with the establishment of St. Narsai Assyrian Christian College in 2006.

Members of our Assyrian community in Australia are proud of these achievements and thankful that future generations of Assyrians living in Australia will have the opportunity to learn about their faith, language and culture in this unique learning environment.

In 2017 the Board commissioned the work of an external consultant to undertake a full school review encompassing surveying staff, students and parents. The survey tool used was the School Improvement Survey from the AIS. In addition extensive one to one interviews were conducted with the Executive and Middle leaders along with teaching and administration staff, students and parents. A full summary report was presented to the Board in August of 2017 which included 20 recommendations to assist with overall school improvement. The Board endorsed the report and the process of implementation continues. The Assyrian Schools Board is focused on ensuring continuous School Improvement through the implementation of this plan.

Principal's Message

After celebrating the 10th anniversary of St. Narsai Assyrian Christian College in 2016, we begin a new phase of improvement in the quality of teaching and learning and care for our students in 2017. College staff collaborated within Professional Learning Communities (PLC's) to work on specific improvement areas that have direct impact on student learning and their academic progress. These included, Boys Education, Higher Order Thinking Skills, Assessment and Feedback, Data collection and analysis among other areas.

Another major focus area that attracted much professional learning investment by the College has been classroom management to enable active and engaged classroom learning.

Student welfare and wellbeing continued to be a significant element within staff practices throughout 2017 school year. Growth mindset approach was integrated within the college's Pastoral Care program and all staff incorporated this into their daily interactions with students across the college. In 2017, we continued to work with parents through the numerous College events and activities, such as College Musical and Arts evening, College graduations, special educational evenings as well as the regular Curriculum based Information Evenings.

During a wide-ranging review process in the latter part of 2017, College staff under the leadership of the Head Principal, Mr. Brian Kennelly collaborated in developing an updated College Mission and Vision statements:

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.

Student Body Message

In order to ensure that every student's voice and opinions are heard St Narsai utilises the Student Leadership Team approach to allow every student in the school to be an active member of the College community. The committee consists of School Captains, Vice Captains, Prefects, two Christian Representative Council (CRC) members from each year group, as well as, House Captains. The School Captains ensure a link between the College's Leadership Team, staff and students whilst also representing the school at various events. The Vice Captains allow for diversity in opinions and serve as another medium students can approach. The Captains, together with the Prefects and CRC from years 7 – 11, conduct meetings that directly target varying agenda points that the students of the school have brought to our attention. Agenda points vary from uniform, sport, charity, academia, faith and sports competitions and varying learning intentions among many more. The Student Leadership Team are ultimately the bridge between students and staff and are essential in creating a cohesive school community that puts the student's voice forward.

Apart from conducting important meetings, the Student Leadership Team assist the teachers during various College events. For example, in preparation for the College's 2018 grand opening, the Student Leadership Team assisted teachers to plan the event. Further, during mufti days or days where the College has raised money for countless charities like ACERO or the Cancer Council, it is the Student Leadership Team that assists in the planning of the day and collection of the money whilst ensuring students follow the school rules. The Student Leadership Team is always available to assist the teachers and students in various grades with simple activities like relaying important notices to greater tasks like developing school rules or planning crucial events.

The Student Leadership Team is vital in representing all students in St Narsai and the work we do is evident every day in simple and great tasks. By bridging the gap between the students and the staff, St Narsai is able to ensure both a nurturing and enjoyable environment for all students whilst preparing them for graduation and ultimately a bright future that encompasses all the school's values.

Edessa Shmoel and Miron Al wakeel
St Narsai 2017/18 School Captains

SECTION TWO: COLLEGE FEATURES

St. Narsai Assyrian Christian College (SNACC) is a Years 7-12 Co-educational Independent Christian College located in Edensor Park (Horsley Park in 2018).

Students come to the College from the main feeder school (St. Hurmizd Assyrian Primary School) and from other local schools. We have made a strong effort in marketing the College with the aim of accepting more enrollment from other schools and from the local community in Edensor Park.

Special College events include:

- MADD Night
- Disco Evening
- Sporting activities & events
- Transition days with our Feeder school and from other schools
- Charitable Fundraising events
- Strong push towards one-to-one computer device
- Special programs to cope with an influx of new arrivals
- Academic intervention programs such as tutorials during Term breaks and After School Study Club

Students participated in educational events, such as Camps, Careers Days, Excursions, Spiritual Retreats as well as College Liturgical Services.

With a strong emphasis on quality teaching and learning, College staff work within the framework of a Professional Learning Community (PLC). SNACC is a PLC whose key role is to improve student outcomes. As such, teams and/ or committees at SNACC are characterised by the following:

- o Focus on Learning
- o Action Oriented
- o A Collaborative Culture
- o Continuous Improvement based on data
- o Results Orientation

SECTION THREE: STUDENT PROFILE

Student Enrolment

Girls	Boys	LBOTE*	Total Students
356	315	671	671

*Language Background Other than English

Student Retention

The vast majority of our students completed their HSC at the College. Of the students who completed Year 10 in 2015, 94% completed Year 12 in 2017.

Enrolment Policy

The Assyrian Schools has established an Enrolment Policy for St. Narsai Assyrian Christian College. This policy has been developed in the context of government and independent schools' requirements. A strong pastoral care is adopted for parents experiencing financial difficulties. Children of new arrival families receive very generous support from the College.

The following are excerpts from SNACC Enrolment Policy:

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 their students in an environment which strives to be faithful to the Church of the East, its traditions and teachings.

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 Assyrian Church of the East. Notwithstanding this, enrolment of a student at St Narsai Assyrian Christian College (SNACC) cannot be guaranteed.

[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 endeavor 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 NESA guidelines and syllabuses.
- 1.4 Parents who choose SNACC for their children undertake to support the religious principles, traditions and practices of the school and the parish/s 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. 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.

Student Attendance Rates

The average student attendance at St. Narsai Assyrian Christian College for 2017 was 89.4%. The following table shows detailed attendance rates per year group.

Attendance rates by Year group	
Year 7	92.9 %
Year 8	91.9 %
Year 9	90.7 %
Year 10	89.3%
Year 11	86.5%
Year 12	85.1%

Attendance 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.

Regular attendance at schools is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff monitor part or whole day absences as part of their duty of care for students' welfare.

Schools are required to have in place effective procedures to ensure regular attendance and a response to non-attendance.

The Attendance Policy is to be implemented consistent with the Enrolment Policy.

In a complex enrolment landscape schools and parents are urged to recognize their significant obligations in the best interests of each child.

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:
 - o daily attendance, which may be recorded by noting daily absences
 - o absences
 - o reason for absence
 - o documentation to substantiate reason for absence

ATTENDANCE PROCEDURES – NESA REQUIREMENTS

The school maintains a register of enrolments by creating a file on EDUMATE and allocates students to PC and class rolls. This is done by the office ancillary staff and is updated on a needs basis.

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 Principal/ Deputy Principal (DP) is responsible to ensure that the roll call responsibilities and general attendance procedures are being followed by teachers. Concerns regarding this should be referred to DP for follow up. All Pastoral Care teachers have the responsibility to ensure that the Class Attendance Roll is accurately maintained as per school roll call procedure.

Absenteeism

Student absences from classes or from the School are identified and recorded in a consistent manner by the staff member responsible for the roll class using the code approved by the Minister for Education.

All absences are followed up and notes to explain absences are collected on the student's first day back, checked to ensure that they are written and signed by the student's parent/carers and where a student fails to produce a note, an entry is to be made in the student's diary for parent's action. If students are not complying with notes, the matter must be referred to the DP who will take further action as required. Unexplained absences, after three consecutive days or more, must be followed up by the Office with parents (usually a letter to be sent home to parents). All Pastoral Care rolls are marked by 9 am and parents are notified by SMS of their child's absence and asked to provide a medical certificate or a note upon the students return (after 10.00am)

Lateness to School

Students arriving late to school will need go to the office for a late arrival note. Parents are contacted for persistent lateness and further action is taken when lateness to school is unresolved.

The current attendance registers are produced in the College EDUMATE administrative system and all data, including the attendance registers, are backed up daily off-site, by the service provider (EDUMATE).

Unexplained absences from class are followed up in an appropriate manner with the student and/or their parent or guardian.

Daily absences are communicated to parents via SMS on a daily basis by 10.00am.

Truants are reported to the DP who will communicate this to parents.

The School notifies parents/guardians in an appropriate manner where a student has a poor record of School or class attendance. This is done every 5 weeks via a letter informing the parents/ guardians. Follow up action is done by the DP, including any welfare action if needed.

Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the student file.

The register of enrolments is maintained for at least 5 years before archiving and the register of attendances for a student is retained for at least 7 years after the last entry was made in respect of the student.

Current records can be viewed on EDUMATE at any time. Prior records are archived regularly either on older administrative system (Denbigh) or hard copies are kept in the school's archive.

Senior Secondary Outcomes - Yr. 12 2017	
% 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.	92%

Students Post School Destination Data Yr. 12 2017			
University	TAFE/ Other Institutions	Entry to Workplace	Destination not reported
46%	2%	10%	42%

SECTION FOUR: STAFFING PROFILE

The following tables show staffing profile for 2017:

Total Teaching Staff	Total Non- teaching Staff	Combined Total
50	12	62

*This number includes 42 full-time teachers and 8 part time teachers.

Percentage of staff who are indigenous
0%

Professional Learning

Staff professional learning and development is highly valued at SNACC and as such, the College invested heavily in staff professional learning throughout 2017 with many staff attending a wide range of professional development opportunities. The following list details the range of these professional learning activities attended by staff and the cost associated with them:

- Inspired Leveraging technology for the 21st century
- STEM & STEAM
- Planning and programming for new Syllabuses
- Student engagement
- Teacher Accreditation
- Teaching boys
- Special needs and disability provisions
- Developing a growth mindset classroom
- Middle Management training
- Reconceptualising Assessment
- Mental health and wellbeing of young people.

More than \$40,000.00 was spent on external staff professional learning throughout 2017.

In addition to regular staff short professional learning sessions run by the College Leadership Team, the College succeeded in organising seven Staff Development Days throughout 2017 covering the following areas:

Maintaining College Professional Learning Community (PLC's), Boys Education, Data Collection and Analysis, Assessment & Feedback, Growth Mindset, Positive Education, Thinking Tools, Teacher Mentoring Program, teach more- manage less (Classroom Management), Comprehension Strategies, Multiple Intelligences, Thinking Hats and others.

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

Teacher Qualifications	Number of Teachers
Teachers who have teaching qualifications from a recognised higher education institution or equivalent.	50
Those having graduate qualifications, but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CHRISTIAN LIFE AND RELIGIOUS EDUCATION

Faith Education Policy

As a Christian School we believe that Faith Education is essential to help students grow as Christian people. This Faith is based on the teachings, customs and traditions of the Holy Apostolic Catholic Assyrian Church of the East. All policies and programs relating to Faith Education of the Assyrian Schools are approved by the appointed Archbishop of the Archdiocese of Australia, New Zealand and Lebanon.

Our School Chaplain's main role in the College is to spread the Good News and lead the school's spiritual and religious education teams, as well as provide opportunities for the spiritual and faith development of our students and staff and conduct the Eucharistic Liturgical Service (Mass) on a regular basis for the whole school community.

St Narsai Assyrian Christian College has a blessed opportunity and important role in preaching the teachings of the Assyrian Church of the East. The College engages in processes to reflect on and strengthen the religious life of the members of the College community.

Each year the Christian Studies faculty create a scope and sequence setting out how Faith Education will be implemented at the College. Every year follows certain chapters of the bible, sacraments of the Assyrian Church of the East and important dates in the calendar. As students progress through their learning journey at St Narsai, they also grow in their relationship with God.

Our prayer and liturgical life continue to be at the core of our community. We begin our days with the morning-prayer in roll call. We also pray a thanksgiving prayer for our food before lunch breaks and at the end of the day.

The College continued its commitment to supporting the Assyrian Church of the East Relief Organisation (ACERO) who in turn support those less fortunate. Towards the end of the year our students were involved in organizing a food drive, creating Christmas hampers for families in need and spreading the love to nursing homes. Also in the name of humanity, under the direction of our Archbishop, refugee students who have been in the country for less than 4 years received free education for the first two years of their arrival in Australia.

At St Narsai Assyrian Christian College:

Christian Education plays an essential role in student's life, because:

- they learn about God
- they are taught Christian values
- they are taught the Christian faith according to the teachings of the Assyrian Church of the East
- students are supported in their walk in the right path of life which will lead to everlasting life in the Kingdom of God

Students:

- Attend allocated periods per week to Christian Studies class.
- Learn the Christian faith according to the faith and practices of the Assyrian Church of the East
- Attend liturgical Eucharistic Service offered during allocated school time and partake in the Holy Offering of the Body and Blood of Christ.
- Represent Christ in all aspects of life
- Respect and abide by the faith and ethos of the Assyrian Church of the East during school time, College events and at all times when representing the Assyrian Schools
- Are elected by their peers to be part of the Christian Representative Council

Our Staff:

- Religious Education teachers are to follow the school Scope and Sequence, outcomes and content of the School Religion Program.
- Respect and abide by the faith and practices of the Assyrian Church of East during school time, school events and at all times when representing the Assyrian Schools.
- Teach Christianity according to the faith, traditions and practices of the Assyrian Church of the East.
- Attend liturgical Eucharistic Service offered during allocated school time.
- Should not promote any services, events, gatherings, and teachings of any other Church or organisation during school hours to any member of the Assyrian Schools community without the consultation and approval of the School Chaplain.

SECTION SIX: CURRICULUM

At SNACC we believe in

- Reflecting Christ in everything we do each day – witness 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:
 - o A supportive and collaborative learning environment
 - o Providing opportunities for students to develop and succeed;
 - o 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 the Registration and Accreditation under the Education Act 1990 (NSW) and implement the curriculum requirements of Assyrian 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 focuses from the College Strategic Plan as a basis to design our curriculum and teaching and learning practices.

In 2017 the College offered the following HSC courses:

Biology, Business Studies, Community and Family Studies, Chemistry, Design and Technology, Economics, English Advanced, English Standard, English Extension, English ESL, Information Processes and Technology, Legal Studies, Mathematics General, Mathematics Advanced, Mathematics Extension, Music, PDHPE, Physics, Society and Culture, Studies of Religion and Visual Arts.

Several life skill courses were also on offer including:

Community and Family Studies, English, Music, Society and Culture, Visual Arts & Community and Work.

For the first time, the College offered Society & Culture in 2017.

Several of our new arrival students are studying Arabic Extension and Arabic Continuers through the Saturday Community Languages Schools.

At SNACC, all faculties are responsible to program for the literacy perspective in their Subject area. This involves identifying those aspects of literacy which are common to all subjects but also those that are more appropriate for subjects. Other curriculum initiatives continued throughout 2017 in addition to the school wide focus on literacy and numeracy. These include the use of data, NAPLAN, Results Analysis Package (RAP) and internal data analysis practices that shows trends of student achievement data based on two Interim Reports and two Semester Reports in 2017.

Staff continue to develop new teaching and learning activities that emphasise on student engagement and effective participation. Teachers regularly update their respective Compliance Folder to ensure that they meet college curriculum expectations.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

Student Outcomes in Standardised National Literacy and Numeracy Testing

In May 2017, 99 students in Year 7 and 84 students in Year 9 sat the NAPLAN tests. The analysis of our students' performance in these assessments provide valuable information that will be used to assist 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 1 to Band 10.

The 2017 NAPLAN data for St. Narsai Assyrian Christian College illustrates of student growth and achievement and also identifies areas for improvement. The College has endeavored to embed regular literacy and numeracy activities into all KLAs using a whole school approach to make these skills meaningful rather than teaching for the NAPLAN tests. NAPLAN results are utilised by teachers to adjust teaching and learning programs to cater for areas of need for entire groups and individuals.

Year 7 Literacy and Numeracy Results Summary 2017

	Band 4		Band 5		Band 6		Band 7		Band 8		Band 9	
	School %	State %	School %	State %	School %	State %	School %	State %	School %	State %	School %	State %
Reading	12.1	5.2	14.1	11.1	35.4	23.5	30.3	29.6	4.0	18.8	4.0	11.8
Writing	12.1	8.7	19.2	21.1	25.3	27.3	24.2	21.6	14.1	15.9	5.1	5.4
Spelling	7.1	4.7	8.1	9.8	21.2	17.3	26.3	26.9	29.3	27.0	8.1	14.3
Grammar and Punctuation	14.1	7.8	13.1	10.5	15.2	21.5	37.4	30.2	17.2	17.3	3.0	12.7
Numeracy	3.0	2.4	16.2	11.6	39.4	22.2	27.3	29.0	12.1	17.8	2.0	17.1

Year 7 Literacy and Numeracy Results School Average Summary 2015-2017

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
	School Average %	School Average %	School Average %	School Average %	School Average %	School Average %
Reading	8.1	18.7	36.4	26.5	8.0	2.1
Writing	11.6	20.7	32.1	21.3	9.7	3.6
Spelling	7.2	9.4	24.0	28.8	24.5	6.1
Grammar and Punctuation	9.6	18.2	21.5	27.9	13.5	9.4
Numeracy	3.6	19.5	33.2	30.3	10.9	2.5

Year 9 Literacy and Numeracy Results Summary 2017

	Band 5		Band 6		Band 7		Band 8		Band 9		Band 10	
	School %	State %	School %	State %	School %	State %	School %	State %	School %	State %	School %	State %
Reading	11.9	5.6	20.2	14.9	32.1	21.1	27.4	33.7	7.1	17.1	1.2	7.6
Writing	19.0	16.1	15.5	18.7	15.5	20.0	27.4	27.2	11.9	10.7	10.7	7.3
Spelling	10.7	6.2	21.4	12.8	31.0	25.8	23.8	24.0	11.9	22.0	1.2	9.1
Grammar and Punctuation	9.5	8.5	16.7	15.3	33.3	24.6	23.8	26.7	10.7	13.7	6.0	11.1
Numeracy	0	1.0	16.7	14.6	45.2	25.9	27.4	28.7	9.5	17.7	1.2	12.1

Year 9 Literacy and Numeracy Results School Average Summary 2015-2017

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
	School Average %	School Average %	School Average %	School Average %	School Average %	School Average %
Reading	11.3	26.6	31.5	22.3	5.7	7.7
Writing	16.9	19.1	21.9	25.3	10.0	6.8
Spelling	11.8	16.2	21.1	27.8	19.0	4.2
Grammar and Punctuation	13.4	21.7	27.7	24.5	8.2	4.5
Numeracy	2.5	17.9	38.8	25.4	9.1	6.4

Future directions 2018:

- Teachers develop effective NAPLAN data analysis strategies to identify weaknesses to cater for the support they provide as part of their teaching strategies
- Teachers' high expectations are clearly visible throughout the school that encourage students to achieve and exceed their potential
- Teachers create challenging learning experiences for all students.
- Teachers enable students to analyse their own performance data and track their own progress regularly
- Teachers identify appropriate goals for students and assist them to achieve their learning goals

Student Performance in Record of School Achievement (RoSA)

The RoSA is a cumulative credential issued by NESa 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 uncompleted 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 2017, a total of 5 students in Years 10 to 12 left school and requested a RoSA. A total of 5 other students were awarded the RoSA following the 2017 HSC exams.

Higher School Certificate Examination Results: 2017

The class of 2017 had 62 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.

Higher School Certificate	2015		2016		2017	
	School	State	School	State	School	State
Ancient History	57	61	44	59		
Biology	26	60	39	65	37	69
Business Studies	20	66	35	64	15	66
Chemistry	54	73	43	74	9	71
Community and Family Studies	60	65	33	65	43	68
Design and Technology	58	78	88	77	43	77
Economics	20	74	0	74	43	74
English (Advanced)	84	91	68	91	71	92
English (Standard)	31	42	30	50	24	55
English as a Second Language	44	61	22	59	17	56
Information Processes and Technology	0	67	8	64	16	66
Legal Studies			57	72	56	75
Mathematics	36	81	1	77	75	75
Mathematics General 2	0	50	24	52	10	51
Music 1					0	90
Personal Development, Health and Physical Education	31	62	70	63	39	60
Physics	38	66	25	66	15	68
Society and Culture					38	79
Studies of Religion I	53	77	44	76		
Studies of Religion II	38	71	24	71	63	78
Visual Arts			43	88	38	90

SECTION EIGHT: PASTORAL CARE AND WELLBEING

Pastoral Care and Wellbeing

Our students are encouraged to develop as Christian people through a systematic program of pastoral care in an environment that fosters in each student a sense of unique value, self-esteem and importance to society.

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

College staff work together to meet the pastoral care needs of students. Pastoral Care teachers, supported by the Pastoral Care Coordinator and Year Advisors support students through daily interactions and regular dialogue.

Weekly Pastoral Care lessons address issues such as self-image, cyber safety, resilience, being good people and community building.

The key programs include:

- 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, Stage Coordinators & Pastoral Care teachers that coordinates:
 - student wellbeing measures for students including Transition programs (year 6 to 7); Peer Support, Study Skills Programs; Growth Mindset program; 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 appointment of a Deputy Principal – Welfare whose role, responsibility and priority is the safety and well-being of our students.
- 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
- Following all mandatory requirements under the Child Protection laws and Duty of Care.

Discipline Policy

The College requires all students to abide by the College rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

In October of 2017, the College evaluated and amended the Level System which applies to a breach in the discipline code. The new Level System will be implemented in 2018 ranging from attendance cards to monitor attendance/truancy, level 1 under the supervision of the classroom teacher, Level 2; the KLA Coordinator, Year Adviser Monitoring by the Year Coordinator and Level Three under the supervision of the Deputy. A student may be suspended for various reasons, according to the nature of the breach, intent and effects of the students' actions.

The College does not condone or allow the use of any form of corporal punishment. This includes corporal punishment by non-school persons, including parents, to enforce the school discipline code.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion is based on procedural fairness.

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 basic 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.

SECTION NINE: FINANCIAL STATEMENT

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

The 2017 College Financial Information is detailed below:

INCOME		
Fees and Private Income	\$2,579,398	19.70%
Government Grants	\$10,462,260	79.90%
Donations	\$8,677	0.07%
Other Income	\$43,195	0.33%
Total Income	\$13,093,530	

EXPENDITURE		
Teaching & Learning Supplies	\$1,192,548	12.13%
Education and School Support	\$2,424,647	24.66%
Salaries	\$6,214,975	63.21%
Total Expenditure	\$9,832,170	