



HARP OF THE SPIRIT

MESSAGE FROM THE PRINCIPAL

Dear Parents, Students and friends of the College,

As we continue to face the difficult challenge of responding to Coronavirus (COVID-19), we want you to know that we are doing everything possible through appropriate measures to protect students and staff and to maintain an orderly learning environment at school.

NSW Health and the Association of Independent Schools (AIS) continue to provide us with almost daily advice in relation to Coronavirus (COVID-19). Our staff have been very responsible and proactive in implementing all advice received, including applying social distancing across the college. Based on the advice we have received since last week, we have already cancelled or postponed many school events such as assemblies, excursions, incursions and all large gatherings of students and staff.

Earlier this week, I wrote to all parents and carers (see college website) explaining all the actions that we have undertaken to help protect our students and staff. I also added that we were monitoring all new updates and regularly assessing our strategies and protocols in place at the college.

Our staff are preparing for At Home Learning Program that will be activated if and when the college needs to close. In preparation for such a scenario, parents are urged now to ensure that their children have access to a reliable device at home, such as laptop, PC, IPAD and similar that students can use to actively engage with their teachers in distant learning. Moreover, teachers will be trialing At Home Learning Program next week and I ask that you familiarize yourself with how your child engages in this model of learning.

The college will continue to be proactive in our response to Coronavirus (COVID-19) matters and will endeavor to keep you abreast of all developments.

At this point and based on current advice, St. Narsai will remain open until further notice. The link below offers detailed advice from NSW Health on school closures.

<https://www.health.nsw.gov.au/Infectious/diseases/Pages/covid-19-schools.aspx>.

Mar Meelis Academic Scholarships

Thank you to all students who made the effort to apply for the 2020 Mar Meelis Academic Scholarships. All applications were processed and assessed by a special panel that was convened for this purpose.

I take this opportunity to congratulate the following students who were awarded the 2020 Mar Meelis Academic Scholarships:

Year 7

Elena Aghajan
Mary Sada
Olivia Ishak
Daniella Shemon
Angelina Daniel

Year 11

Adriana Ismaiel
Sabrina Bizhn
Nineb Isaac
Eshtaarr Youkhanna

NAPLAN 2020

The College received an official communique from the Association of Independent Schools (AIS) this afternoon, informing us that NAPLAN will not proceed in 2020. A copy of the communique is published in this newsletter for your information.

Thank you,
Mr. E. Dinkha
Principal



A LOOK AT WHAT'S INSIDE
THE ISSUE:

Message from the Deputy Principal
Christian Studies Faculty
CAPA Faculty



20 March 2020

Communique

Education Ministers met today and decided that NAPLAN will not proceed in 2020. The NAPLAN test window was scheduled to be held from 12 to 22 May.

All Education Ministers acknowledge and thank all of our school leaders, our teachers and support staff for the essential work they do every day educating our children and young people, particularly during these challenging times. They are all playing a vital role in managing the response to COVID-19.

Education Ministers reiterated that the National Cabinet has agreed, on the advice of the chief health and medical officers, that "pre-emptive closure of schools are not proportionate or effective as a public health intervention to prevent community transmission of COVID-19 at this time." The advice of the Chief Health and Medical Officers is available at [this link](#).

The decision to not proceed with NAPLAN in 2020 has been taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Further, the impact of responses to the COVID-19 virus may affect the delivery of NAPLAN testing, including the operation of centralised marking centres and the implications for nationally comparable data if an insufficient number of students are available to do the test.

The decision to not proceed with NAPLAN in 2020 also means that the scheduled testing of the NAPLAN Online platform, known as the Coordinated Practice Test (CPT), will not proceed. Ministers acknowledge the work that departments and schools have undertaken in preparation for the anticipated CPT which was due to commence next week on 23 March.

Education departments and systems will continue to closely monitor health advice and work with schools to ensure appropriate support for students and staff as the response to COVID-19 develops.

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Media queries: Greg Donaghue, Education Council Secretariat on 0423 748 320 or greg.donaghue@ec.edu.au.

FROM THE DEPUTY PRINCIPAL

Written by Mary Ismail

Deputy Principal

Dear Parents, students and friends

Be anxious for nothing, but in everything by prayer and supplication, with thanksgiving, let your requests be made known to God; and the peace of God, which surpasses all understanding, will guard your hearts and minds through Christ Jesus. - Philippians 4:6-7

SPECIAL FEATURE: COVID -19 (Corona Virus)

At St Narsai Assyrian Christian College the health and safety of all in the College community is our priority and we are dedicated to being up to date with the latest advice and information from NSW Health and Association of Independent Schools (AIS).

Please click on the link to view the College's current protection practices and protocols regarding COVID-19: <https://bit.ly/2wcPLm9>

We will be updating our website with information from NSW Health and AIS as we receive it. Therefore, please visit College website regularly at <http://snac.nsw.edu.au/>

For the latest information, alerts and advice please visit NSW Health website:

<https://www.health.nsw.gov.au/Infectious/diseases/Pages/coronavirus.aspx>

COVID-19 and Student Attendance

Please note:

1) As of Monday March 16th 2020, and following the advice from the AIS, all absence from school will count towards a student's attendance rate. The only exemptions will apply to students who have either:

- returned from overseas (visiting any country listed as an at-risk country)
- are a confirmed case of Covid-19
- have been in contact with a confirmed case of Covid-19
- have an auto-immune issue or a family member with an auto immune issue whereby exposure to the virus may be fatal.
- All cases of exemptions must also supply evidence of the case.

2) All students who have been asked to stay home due to cold or flu-like symptoms, as advised by NSW Health, AIS and the College must return with a doctor's certificate and although the absence is counted towards their attendance rate, the absence will be an explained absence.

If you have a **fever, cough, sore throat** or **shortness of breath** and you have been **overseas** in the last 14 days

Please call your doctor or healthdirect (1800 022 222)

Arabic

إذا كان لديك حمى أو سعال أو التهاب بالحلق أو ضيق في التنفس وكنت خارج البلد خلال الـ 14 يوماً الأخيرة من فضلك، اتصل بطبيبك أو healthdirect (1800 022 222)

Help us **stop the spread**

Clean your hands thoroughly for at least 20 seconds with soap and water, or an alcohol-based hand rub.

Cover your nose and mouth when coughing and sneezing with a tissue or a flexed elbow. Put the tissues in the bin.

Avoid close contact with anyone with cold or flu-like symptoms.

Stay home if you are sick.

health.nsw.gov.au/coronavirus

ساعدنا **لوقف إنتشار الفايروس**

نظف يديك بعناية لمدة لا تقل عن 20 ثانية بالماء والصابون، أو بمعقم اليدين الكحولي.

إحمي أنفك و فمك عندما تسعل و تعطس بمنديل ورقي أو بثنية ذراعك. إرم المنديل في سلة المهملات.

تجنب الإتصال القريب مع أي شخص لديه أعراض البرد او الإنفلونزا.

إبقى في المنزل إذا كنت مريضاً.

health.nsw.gov.au/coronavirus

Arabic

Teenagers and sleep: Why they need it and how to get enough.

Is your child always feeling sleepy? Having trouble staying awake in class? Finding it hard to get out of bed for school in the morning? soon as they get home from school? If you answered yes to any of these questions, you are not alone. Many teenagers feel that they a

Why do teens need more sleep?

Sleep helps to fuel your brain and your body. Teens need more sleep because their bodies and minds are growing quickly. Scientific research shows that many teens do not get enough sleep. To be at their best, teenagers need between 8 and 10 hours of sleep. They might not always be able to get this much, it's important to encourage your child to try and get as much they can.

Why is it important to get enough sleep?

Although getting enough sleep may not seem that big a deal, teens who don't get enough sleep and are overtired are more likely to:

- struggle in school,
- have trouble with memory, concentration and motivation
- feel depressed, which can become a serious medical condition
- older teenagers can be involved in car crashes and other accidents. Sleepiness affects a person's ability to react quickly.



What causes sleepiness?

Often the reason is obvious, such as too many late nights in a row. Some teenagers have excessive working hours, other spend too much time on their devices (unnecessary screen time). Although there are some medical causes of sleepiness, most sleepy teens just aren't getting enough sleep.

How do I know if my child is getting enough sleep?

Signs that they need more sleep can include:

- difficulty waking up in the morning,
- trouble concentrating throughout the day,
- falling asleep during classes, and
- feeling moody or even depressed.

Why is it so hard to get enough sleep?

There are many reasons. Some may be able to be controlled and some may not.

When you think about all the other things teenagers need to do (homework, socialising, sports, chores, part-time jobs, etc.), getting to bed early enough to get 8 to 10 hours of sleep can seem pretty hard. Many teens also crave the quiet privacy of a late night after parents have gone to bed.

- Have a relaxing bedtime routine.
- They can have a light snack (such as a glass of milk) before bed.
- Try to encourage them to go to bed at about the same time every night.
- Keep the room cool, dark and quiet but open the curtains or turn on the lights as soon as they get up in the morning.
- Ensure they always fall asleep in their bed.
- Use the bed for sleeping only.
- Avoid doing homework, using a smartphone or tablet, or playing video games while in bed.
- Try having them in bed with the lights out for at least 8 hours every night.
- Napping during the day can make it difficult to fall asleep. (If they want to nap, keep it short (less than 30 minutes).
- Get exercise every day, but avoiding very hard exercise in the evening.
- Avoid caffeine (coffee, tea, softdrinks, energy drinks), especially after mid-afternoon. Don't allow them to use any products to help them sleep such as herbal products or over-the-counter sleep aids.
- Limit screen time before bed. Using electronic media and being exposed to the screen's light before trying to sleep can make it harder to fall asleep.
- On weekends, no matter how late they go to bed, try to get them up within 2 hours to 4 hours of their usual wake time. This is especially important if they have trouble falling asleep on Sunday nights.
- Make sure they are not trying to do too much.
- Do they still have some time for fun and to get enough sleep?
- If they are having trouble sleeping because they have too much on their mind, have them keep a diary or to-do lists. If they write things down before they sleep, they may feel less worried or stressed.
- See your doctor if your child:
 - Has prolonged or continuous trouble falling asleep at night
 - Wakes up through the night or early in the morning and cannot get back to sleep.
 - Continues to feel like they have no energy despite getting enough sleep.
 - Are having trouble meeting responsibilities – such as not being able to go to school.
 - Has feelings of sadness that don't seem to go away.
 - Has worried feelings that make it hard to focus on other things.
 - Often feels sick in other ways (such as headaches, loss of appetite or other symptoms you can't explain).

Please know the College Welfare Team consisting of the College Counsellor, PC Coordinator, and Year Advisers are also available if you have any questions or enquiries regarding your child's sleeping patterns. Do not hesitate in calling the College and arranging a meeting to discuss your concerns.

Thank you.

CHRISTIAN STUDIES FACULTY

Written by Jessica Kako
Christian Studies Coordinator

Dear family and friends of the St Narsai school community,

I will praise You, O Lord my God, with all my heart, And I will glorify Your name forevermore -Psalm 86:12

Although we are only eight weeks into the year, the Christian Studies department has been working tirelessly both within the classroom and College community praising and glorifying the Word of God. These acts of spreading the teachings of our Lord have been illustrated through the following events:

Eucharistic Liturgical Service: On Friday 21st of February, the College community gathered together to commemorate the start of the Great Fast (a compulsory fast for all ACOE members) as well as to praise our Lord for giving us another year at our College campus to expand our students' knowledge. Reverend Father Shamuel and Reverend Father Neil discussed the importance of every individual spending these fifty days not only fasting from food but fasting from negative acts and thoughts.

Christian Representative Council (CRC) 2020: In week five during our whole school assembly, the Christian Representative Council for 2020 was introduced. These students, nominated themselves and wrote a personal rationale explaining how they will help glorify the Word of Christ and help their fellow peers 'Grow in Him'. I would personally like to congratulate the following students on taking on such a blessed role:

Year 7: Nathan Shamoon and Anabelle Oraham

Year 8: Bineil Misho and Eden Younan

Year 9: Meshel Dhdl and Meera Buttrus

Year 10: Ralph Saliba and Mariam Yousif

Year 11: Benjamin Awraham and Marina David

Year 11 Spiritual Day: Last Thursday, year 11 students had the opportunity to spend the day at Mt Schoenstatt Spirituality Centre focusing on how to have faith in our Lord God during times of difficulty. This was a great concept for students as they tackle the requirements of their preliminary studies. The day was spent breaking down and praising the message behind Psalms 23 through hands on activities, readings, prayers and a sermon from Reverend Father Shamuel.

Mid-Fast tradition (Paloo): This Wednesday, with the help of the CRC and students who are excelling in Christian Studies, cupcakes were handed out to all students and teachers of the College to mark the middle of the Great Fast. It is truly a blessing to be able to continue this Assyrian tradition and pass it down to our future generation. I congratulate all the students and teachers who found the lucky cross in their cupcake. Also at recess, a prayer service took place to commemorate the middle of the fast, allowing us to remember the purpose of this fast and to give thanks and praise to Our Lord for forgiving us of our sins and providing us with salvation.

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CAPA FACULTY

Written by CAPA Faculty

Dear family and friends of the St Narsai school community,

Term 1 has been quite eventful with the new building being flooded and a lot of equipment damaged. We are in the process of replacing waterlogged equipment to continue to develop our students skills in Music. We are also spraying antibacterial on equipment, doors, tables and chairs to minimise any risk of spreading germs during this time of crisis.

Creative Kids Vouchers: All K-12 students are eligible to 1 \$100 Voucher per year to go towards any creative extracurricular activity of their choice. All students are eligible to 2 x \$100 vouchers (1 per semester) to go towards any physical/ sporting class as an extracurricular activity also.

For more information and to apply for your voucher please see the links below.

Expressions of interest for any students wanting to receive private musical instrument tuition. Please see me. Ms Salmaggi CAPA Coordinator

Creative Kids Voucher NSW <https://www.service.nsw.gov.au/transaction/apply-creative-kids-voucher>

Active Kids Voucher NSW <https://www.service.nsw.gov.au/transaction/apply-active-kids-voucher>

This term in Drama, our class has been learning about movement and mime. We've been given many plays to perform and were given a variety of words to use as themes. These plays required mime and physical movement, this would help us in our assignment because it's similar to a physical warm-up, we've also researched mime artists and the different types. All the skills we've been learning will be incorporated into our assignment. Our class was split into groups and were given a sonnet poem each to which they all had to choose word/s to use as a theme. The word/s the group has chosen will be based on their play; the play must have 4 scenes with two minutes each scene and the scenes must be completely different meaning that the first scene cannot continue in the second scene. The class has come up with crazy ideas for their scenes and have been working on improving them.

Ometa Dawood – Yr 10 Drama

During Term 1 in Year 7, we have learnt many parts of Music. For example, in Concepts of Music, there are pitch, dynamics, duration, texture, tone colour and structure.

We have also been learning about note and rest values and their names. We have been learning about pitch and graphic notation and how to write notation for music.

Yr 7M Music Class

This term in Music, our class has been learning about Jazz and its many styles. In this topic, we have learnt about the different subgenres of Jazz and the Blues, and the main features which includes the 12-Bar Blues and the Blues scale. Our assessment task has two parts: performing a Jazz piece, and a composition using our improvisation and performance skills. Besides learning about Jazz, we have also been developing our aural skills, where we analyse a piece of music using the concepts of music. Another skill that we develop in Music is confidence. We improve our confidence by performing throughout the year – whether it's in front of just a few people from our class, or a group of people from our school. Improving our aural and performance skills will not only be useful for this term, but also for the rest of the time that we will be studying Music.

Debbie Sarhad – Yr 10 Music

“Music expresses that which cannot be said and on which it is impossible to be silent” - Victor Hugo

Music is a subject that incorporates both practical and theory skills. It can be more complex and diverse than people see it to be. Within music, you must know how to play an instrument, you must have knowledge on the concepts of music and how they're used to analyse different songs and you must have some sort of background knowledge on how to read music, note values, chords and structures of different pieces and songs. You must put a great amount of effort into this subject because without constant practice, you could lose the skills that have been developed.

Within the first term of year 12 Music, students studied the topic 'An Instrument and Its Repertoire'. This topic allowed students to connect with their instrument as they found information on the history of their instrument, the role of their instrument and how their instrument works. Instruments range from vocals, to piano, to drums, to guitar and a whole diverse variety. This topic allowed students to also discover different expressive techniques that their instrument uses that can be incorporated in their performances. The assignment for that term was to perform our first song. I personally performed Papparazzi by Lady Gaga. I played the piano and sang. Learning and perfecting a piece takes a huge amount of time, but the individual is dedicated, then great outcomes will be achieved. There were strengths and weaknesses within this topic as I wasn't very skilled with my instrument at the beginning, but as time went on, I started to develop skills that I never knew existed. I believe that this topic has allowed me to get an in depth standing of how to use my instrument more efficiently for when I have to perform for my HSC as I know how to engage the audience more and I now know about different techniques that could get me into a higher band.

Within the second term of year 12 music, students studied the topic 'Music of the 20th and 21st Century'. This topic allowed students to discover how music had evolved within this time period, what new technologies took place, how sound changed throughout the years and how one genre developed into a plethora of different genres. This term's assignment is a body of work folder, a viva voce (which is a presentation) and a performance. The body of work allows students to prepare their 4 final pieces ahead of time and get an in-depth analysis of them. The viva voce allows students to discover more about the history of music within the 20th and 21st Century. It also will provide an analysis of their term 2 performance. Lastly, the performance piece will make sure that students are preparing their piece for their HSC performance that will take place in front of examiners. I believe that this term's assignment is a huge step towards achieving high marks within music as it doesn't allow students to leave their song analysis till last minute and it gets them to understand all four of their songs within an earlier time period than usual. This also assists greatly when it comes to the Aural Examination for the final HSC as students develop their skills in analysing songs using the concepts of music.

Chloe Younan – Yr 12 Music

In year 8 this year we are learning Visual Arts. In art we have learnt so many new things, for example drawing, the elements, about art movements and about still life art. I started learning art this year, I have not always been the best in drawing, but in eight weeks, I have already been starting to see my improvement of drawing. Visual Arts extends your creativity. The general assumption is art only teaches drawing, but art has taught me so much more. For example, risk taking. I was once very close to drawing a perfect vase, and at the end, I realised that I had made a mistake so I took a risk to fix and to my surprise, it worked! When you are close to perfection, and you need to take a risk, you should take it and art has taught further more of that concept. Don't be afraid to take your learning to the next level!

Biniel Misho – Yr 8 Visual Arts

In term one, Yr 12 Visual Arts started to plan for our major work, which is known as a 'Body of Work'. Mrs Karim made is a very helpful activity called 'the light bulb' activity. This activity helped us for our assignment, which it was a PowerPoint presentation on your idea of your Body of Work. This presentation helped us to get a better understanding of what we are doing for or Major Work and the presentations went very well. Some of them were really funny. I have experienced lots of things in this class in particular, when I first entered this class I started thinking about how I'm I going to do this, but then I faced this challenge through my teacher's help and this class became one of my favourites.

Mrs Karim teaches us to "make everything enjoyable for yourself" and she wants us to enjoy every moment we are in the art classroom. For students that are painting for their Body of Work, they have been painting an artwork to practice their painting skills to improve for their major work. Students that are working on Adobe Illustrator have been practicing their skills for the Body of Work and so on. In theory, Mrs Karim got us to write a practice essay. We peer marked the essay and gave it back to her so she could check to give us feedback. We have been analysing essay questions, the language associated with each question, writing practice answers in order to prepare us for our half-yearly exam. I have enjoyed this subject and Mrs Karim really helps us in doing so. I am enjoying every moment in this class.

Sam Nano – Yr 12 Visual Arts



The dangers of Energy Drinks

What is in an energy drink?

Research shows that one 500ml energy drink can contain up to 17 level teaspoons of sugar and the same amount of caffeine as in 2 cups of coffee.

Why children should not drink energy drinks.

- High doses of caffeine are unsafe to children, and can result in dangerous side effects and cause anxiety in children and adolescents.
- Most energy drinks contain a large amount of sugar and calories, but no nutritional benefit.
- Sugary energy drinks can cause weight gain and contribute to childhood obesity.
- Causes other side effects such as; abdominal pain, breathing difficulties, chest pains, gastrointestinal problems such as nausea, vomiting and diarrhoea, headaches, heart palpitations, heightened anxiety, feeling jittery or experiencing tremors and seizures.

(NSW Government, Health)



Did you know?

Energy drinks have been linked to many hospital admissions and some cases deaths.