



HARP OF THE SPIRIT

MESSAGE FROM THE PRINCIPAL

Dear Parents, Students and friends of the College,

As we transition into the Holy Week next week from Palm Sunday and ending with Easter Sunday on the 4th of April, I take this opportunity to wish all members of the College Community a Happy Easter and restful term break for all our wonderful students and their families.

The College is also planning to celebrate the Assyrian New Year next week to acknowledge the significance of the day for all Assyrians here in Australia and around the world.

From St. Narsai Assyrian Christian College students and staff, we say Happy Assyrian 6771 New Year to all members of our college community, and we look forward to students taking active role in celebrating this important event.

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Year 11 Interim Reports and Year 12 Semester One Reports will be distributed to Year 11 and 12 students next Tuesday in preparation for the Year 11 and Year 12 Parent- Teacher Interviews scheduled for next Tuesday, 30th March 2021.

Year 12 reports will reveal to a large extent students' academic progress in the first half of their HSC course. These reports may be used to indicate the achievement potential of each student in their current HSC courses. For this reason, it is vital that all parents attend these interviews to discuss their child's progress to date. Parents have been invited to book interview times online for next week's interviews, from 2-6pm.

Students in Years 7-10 will be receiving their Interim Reports at the end of next week.

Interim reports give a brief and limited snapshot of individual student's academic progress in Term One across all their subjects. Every report gives an indication about each student's achievement, cooperation, and effort in each subject. Years 7-10 teachers will be requesting interviews with parents of students who showed reason for concern in any one or more of these three categories. These interviews will take place early next term and affected parents will be contacted ahead of time.

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As we come to the end of Term One, I take this opportunity to thank all members of the College community for their continued support to our College and wish you all a safe and restful Term One break. I leave you with this Bible message: May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit. Romans 15:13

Thank You,
Mr. E. Dinkha

A LOOK AT WHAT'S INSIDE THE ISSUE:

- Message from the Deputy Principal
- Assyrian Faculty
- PDHPE Faculty
- HSIE Faculty
- CAPA Faculty
- Note from the College

FROM THE DEPUTY PRINCIPAL MRS M KHINA- CURRICULUM

Dear Parent/Guardians,

NAPLAN Online 2021

In 2021, all Year 7 and 9 students at St Narsai Assyrian Christian College will complete the National Assessment Program – Literacy and Numeracy (NAPLAN) tests online. The online assessment window will commence on Tuesday 11th May and finish on Friday 21st May 2021.

Students will take the online tests in writing, reading, conventions of language and numeracy. The tests will take place in the computer rooms at the College. **Students are required to bring their own headphones or earphones to use on all days of the exams.**

Please refer to the timetable below for specific times of when your child will be completing the tests. Please ensure that your child is at school on the days that his/her class will complete the tests. If your child is absent, they will have an opportunity to complete the tests on one of the other dates within the test window period.

2021 NAPLAN Online Timetable for St Narsai Assyrian Christian College

Please note that this schedule may change due to unforeseen circumstances, but all students will complete the tests during the test period.

| Session 1: Periods 1-2 | Session 2: Periods 3-4 |
|--|------------------------|
| Tuesday 11/5/21 - Reading | |
| 7G, 7D and 7P | 9D, 9G and 9M |
| Wednesday 12/5/21 - Writing | |
| 7G, 7D and 7P | 9D, 9G and 9M |
| Thursday 13/5/21 - Writing | |
| 7D, 7M and 7S | 9P, 9G, 9S |
| Friday 14/5/21 - Reading | |
| 7M, 7S and 7D | 9P, 9S and 9G |
| Monday 17/5/21 - Conventions of Language | |
| 7G, 7P and 7D | 9D, 9M and 9G |
| Tuesday 18/5/21 - Conventions of Language | |
| 7M, 7S and 7D | 9P, 9S and 9G |
| Wednesday 19/5/21 - Numeracy | |
| 7G, 7P and 7D | 9D, 9M and 9G |
| Thursday 20/5/21 - Numeracy | |
| 7M, 7S and 7D | 9P, 9S and 9G |
| Friday 21/5/21 - Catch-up exams for students that were absent on the scheduled day(s) | |

*7D and 9G will be split across sessions and may appear on the timetable more than once for each test.

FROM THE DEPUTY PRINCIPAL MRS M KHINA- CURRICULUM CONT'D

For further information please refer to below brochures.

NAPLAN Online – information for parents and carers



2021

Your child will do the NAPLAN tests online

Federal, state and territory education ministers agreed that all schools will gradually transition from the current paper-based NAPLAN to NAPLAN Online in order to provide a better and more precise assessment that is more engaging for students.

State and territory education authorities will determine when their schools move online. The current plan is for all schools to transition to NAPLAN Online by 2022.

One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, in which the test presents questions of higher or lower complexity depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life.

Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process – it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

What does NAPLAN assess?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the tests online or on paper. Results for both formats can be reported on the same NAPLAN assessment scale.

To find out more about NAPLAN Online, visit nap.edu.au

What can I do to support my child?

On its own, NAPLAN is not a test that can be studied for and students are not expected to do so.

You can support your child by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply do their best.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

Ensuring students are familiar with using devices, typing on them and navigating through programs is a part of student learning and a requirement of the Australian Curriculum from the first year at school.

NAPLAN Online is not a test of keyboard skills. There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

See the types of questions and related functionalities available in the NAPLAN Online assessment at nap.edu.au/online-assessment/public-demonstration-site

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment. Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should discuss the use of any adjustments for your child with your child's teacher.

A student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on special provisions or the process required to gain a formal exemption.

What if my child is absent from school on NAPLAN days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule.

NAPLAN Online timetable

The assessment window for NAPLAN Online is nine days instead of the three days provided for the paper test. This is to give schools flexibility in scheduling and accommodate schools that may have fewer devices.

The NAPLAN Online assessment window starts on Tuesday 11 May and finishes on Friday 21 May 2021.

The online test scheduling requirements are detailed in the table below.

| Test | Scheduling requirements | Duration | Test description |
|-------------------------|--|--|--|
| Writing | Year 3 students do a paper-based writing test (on day 1 only) | Year 3: 40 min. Year 5: 42 min. Year 7: 42 min. Year 9: 42 min. | Students are provided with a 'writing stimulus' (sometimes called a 'prompt' – an idea or topic) and asked to write a response in a particular genre (narrative or persuasive writing) |
| | Year 5 must start on day 1 (schools must prioritise completion of writing across days 1 and 2 only) | | |
| | Years 7 and 9 must start on day 2 (schools must prioritise completion of writing across days 2 and 3 only) | | |
| Reading | To ensure online schools are able to complete NAPLAN tests within the nine-day testing window, Years 7 and 9 students can start with reading on day 1; however, writing must start on day 2 as the writing test takes priority over any rescheduled reading tests from day 1 | Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min. | Students read a range of informative, imaginative and persuasive texts and then answer related questions |
| | To be completed before the conventions of language test | | |
| Conventions of language | To be completed after the reading test | Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min. | This test assesses spelling, grammar and punctuation |
| Numeracy | To be completed after the conventions of language test | Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min. | This test assesses number and algebra, measurement and geometry, and statistics and probability |

How is my child's performance reported?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN test results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

To learn how ACARA handles personal information for NAPLAN, visit nap.edu.au/naplan/privacy

FROM THE DEPUTY PRINCIPAL MRS M KHINA- CURRICULUM CONT'D

كيف يتم الإبلاغ عن أداء طفلي؟

يتم عرض أداء الطالب الفردي على مقياس التحصيل الوطني لكل اختبار. تشير النتيجة في الجد الأدنى القياسي إلى أن الطالب قد أظهر المهارات الأساسية في القراءة والكتابة والحساب اللازمة للمشاركة الكاملة في مستوى الصف هذا.

وتقوم مدرسة طفلكم بإصدار تقرير NAPLAN للطلاب الفردي في وقت لاحق من العام. إذا لم تتلقوا تقريراً، فيجب عليكم الاتصال بمدرسة طفلكم.

كيف يتم استخدام نتائج اختبار NAPLAN؟

- يمكن للطلاب وأولياء الأمور استخدام النتائج الفردية لمناقشة التقدم المُحرز مع المعلمين.
- يستخدم المعلمون النتائج لتحديد الطلاب الذين سيستفيدون من تحديات أكبر أو دعم إضافي بشكل أفضل.
- تستخدم المدارس النتائج لتحديد نقاط القوة والاحتياجات لتحسين برامج التدريس، وتحديد الأهداف في مجال القراءة والكتابة والحساب.
- تستخدم النظم المدرسية النتائج لمراجعة البرامج والدعم المقدم للمدارس.
- يمكن للمعلمين رؤية متوسط نتائج NAPLAN للمدرسة على myschool.edu.au

أين يمكنني الحصول على المزيد من المعلومات؟

للمزيد من المعلومات حول NAPLAN:

- اتصلوا بمدرسة طفلكم
- اتصلوا بسلسلة إدارة الاختبار المحلية على nap.edu.au/TAA
- قوموا بزيارة nap.edu.au

لمعرفة كيفية تعامل ACARA مع المعلومات الشخصية لـ NAPLAN، قوموا بزيارة nap.edu.au/naplan/privacy

المشاركة في NAPLAN

من المتوقع أن يشارك جميع الطلاب في الصفوف 3 و 5 و 7 و 9 في اختبار NAPLAN السنوي. قد يتأهل الطلاب ذوو الإعاقات للعدول التي تعكس الدعم الذي يتم تقديمه عادةً لاختبارات الفصول الدراسية. يجب عليكم مناقشة إجراء التعديلات على اختبارات طفلكم مع مدرس طفلكم.

يمكن منح إعفاء رسمي للطلاب الذي لديه إعاقات تحدت من قدرته على المشاركة في الاختبار أو الطالب الذي وصل مؤخراً إلى أستراليا ولديه خلفية غير ناطقة باللغة الإنجليزية.

يمكن لمدير مدرستكم وسلطة إدارة الاختبار المحلية تزويدكم بالمزيد من المعلومات حول الأحكام الخاصة أو العملية المطلوبة للحصول على إعفاء رسمي.

ماذا لو غاب طفلي عن المدرسة في أيام NAPLAN؟

جنماً كان ذلك ممكناً، قد تقوم المدارس بالتدريب للطلاب الفرديين المعفيين في وقت الاختبار لاستكمال الاختبارات الفائتة في وقت آخر خلال جدول اختبار المدرسة.

الجدول الزمني لـ NAPLAN عبر الإنترنت

الباقة الرسمية لتقييم NAPLAN عبر الإنترنت هي تسعة أيام بدلاً من الأيام الثلاثة التي يتم تحديثها للاختبار الورقي. وهذا لإعطاء المدارس مرونة في تحديد المواعيد وتسهيل الأمور على المدارس التي قد تمتلك عدد أقل من الأجهزة.

تبدأ المدة الرسمية لتقييم NAPLAN يوم الثلاثاء 11 أيار/مايو وتنتهي يوم الخميس 13 أيار/مايو 2021.

تم إدراج تفاصيل متطلبات جدولة الاختبار في الجدول أدناه.

| الاختبار | متطلبات الحوالة | الصف | وصف الاختبار |
|----------------|---|---|--|
| الكتابة | يقوم طاقم الصف الثالث بإجراء اختبار الكتابة على الورق في اليوم الأول فقط | الصف 3 40 دقيقة | يتم تزويد الطالب بـ "محفز للكتابة" (تطلق عليه أحياناً "موتة" - فكرة أو موضوع) ويطلب منهم كتابة رد في نوع معين (كتابة سردية أو مقفلة) |
| | يجب أن يبدأ الصف الخامس في اليوم الأول (يجب على المدارس إعطاء الأولوية) والصف الأول والثاني فقط | الصف 5 42 دقيقة الصف 7 42 دقيقة الصف 9 42 دقيقة | |
| القراءة | يجب أن يبدأ الصفان السابع والتاسع في اليوم الثاني (يجب على المدارس إعطاء الأولوية) والصف الثالث فقط | الصف 3 45 دقيقة | يقرا الطلاب مجموعة من النصوص المعقدة والخالية والمقفلة، ثم يجيبون على الأسئلة ذات الصلة |
| | لضمان قدرة المدارس عبر الإنترنت على إكمال اختبارات NAPLAN ضمن نافذة الاختبار التي تستمر تسعة أيام، يمكن للطلاب من الصفين السابع والتاسع البدء في القراءة في اليوم الأول، ومع ذلك، يجب أن تبدأ الكتابة في اليوم الثاني، حيث يأخذ اختبار الكتابة الأولوية على أي من اختبارات القراءة الأخرى جدولها من اليوم الأول | الصف 5 50 دقيقة الصف 7 55 دقيقة الصف 9 55 دقيقة | |
| اصطلاحات اللغة | يجب استكمالها قبل اختبار اصطلاحات اللغة | الصف 3 45 دقيقة | يقيم هذا الاختبار الإملاء والنحو وعلامات الترقيم |
| | يجب استكمالها بعد اختبار القراءة | الصف 5 45 دقيقة الصف 7 45 دقيقة الصف 9 45 دقيقة | |
| الحساب | يجب استكمالها قبل اختبار اصطلاحات اللغة | الصف 3 45 دقيقة | يقيم هذا الاختبار العدد والجبر والقياس والهندسة والإحصاءات والاحتمالات |
| | | الصف 5 50 دقيقة الصف 7 55 دقيقة الصف 9 55 دقيقة | |



2021

NAPLAN عبر الإنترنت – معلومات لأولياء الأمور ومقدمي الرعاية

ماذا يقيّم NAPLAN؟

يقيم NAPLAN مهارات القراءة والكتابة والحساب التي يتعلمها الطلاب من خلال مناهجهم المدرسية العادية. ساهمت جميع هيئات التعليم الحكومية وغير الحكومية في تطوير مواد NAPLAN.

يتم تقييم الطلاب على نفس محتويات مناهج القراءة والكتابة والحساب، بغض النظر عما إذا كانوا قد أكملوا الاختبارات عبر الإنترنت أو على الورق. يمكن الإبلاغ عن نتائج كلا الشكلين على نفس مقياس تقييم NAPLAN.

لمعرفة المزيد حول NAPLAN عبر الإنترنت، قوموا بزيارة nap.edu.au

ماذا يمكنني أن أفعل لدعم طفلي؟

إن NAPLAN بحد ذاته ليس اختباراً يمكن الدراسة له ولا يتوقع من الطلاب القيام بذلك.

يمكنكم مساعدة طفلكم من خلال طمأنئته بأن NAPLAN هو مجرد جزء من برنامج المدرسة، وتذكيره في هذا اليوم أن ما عليه سوى بذل قصارى جهده.

لا تنصح ACARA بالإعداد المُفرط لـ NAPLAN أو استخدام الخدمات من قبل مقدمي التدريب.

يُعتبر التأكد من أن الطلاب على دراية باستخدام الأجهزة والطمأنئة عليها والتنقل عبر البرامج جزءاً من تعلم الطلاب ومتطلبات المناهج الدراسية الأسترالية المناهج الدراسي من السنة الأولى في المدرسة.

إن NAPLAN عبر الإنترنت ليس اختباراً لمهارات استخدام لوحة المفاتيح. هناك اختلافات في مدى سرعة وجودة إمكانية الطالب في الكتابة تماماً كما توجد اختلافات في مدى سرعة وجودة الطالب في الكتابة باليد. سيكمل طلاب الصف الثالث اختبار الكتابة على الورق.

سيضمن المدرسون أن الطلاب على دراية بأنواع الأسئلة في الاختبارات، وسوف يقدمون الدعم والتوجيه المناسبين.

يُرجى مراجعة أنواع الأسئلة والوظائف ذات الصلة المتوفرة في تقييم NAPLAN عبر الإنترنت على nap.edu.au/online-assessment/public-demonstration-site

سيقوم طفلكم بإجراء اختبارات NAPLAN عبر الإنترنت

وافق وزراء التعليم على المستوى الفيدرالي وحكومات الولايات والأقاليم على أن جميع المدارس سوف تنتقل تدريجياً من إجراء فحص NAPLAN على الورق إلى إجرائه عبر الإنترنت من أجل توفير تقييم أفضل وأكثر دقة والتي يُشرك الطلاب بشكل أفضل.

ستحدد سلطات التعليم في الولايات والأقاليم موعد انتقال مدارسهم عبر الإنترنت. الخطة الحالية هي أن تنتقل جميع المدارس إلى NAPLAN عبر الإنترنت بحلول عام 2022.

إحدى المزايا الرئيسية لـ NAPLAN عبر الإنترنت هي الاختبار المُخصص (أو القابل للتكيف)، حيث يُعد الاختبار أسئلة لها درجة تعقيد أعلى أو أقل اعتماداً على أداء الطالب.

تم تصميم الاختبار المُخصص (أو القابل للتكيف) لتقييم مجموعة واسعة من قدرات الطلاب ومقاس تحصيل الطلاب بشكل أكثر دقة. يجب ألا يشعر طفلكم بالقلق إذا وجد الأسئلة صعبة أكثر من المعتاد، فهو ربما يأخذ مسار اختيار أكثر تعقيداً. تعتمد علامة NAPLAN الإجمالية للطلاب على عدد ومدى تعقيد الأسئلة التي يجيب عليها الطلاب بشكل صحيح.

لماذا يُجري الطلاب اختبار NAPLAN؟

يقيم برنامج التقييم الوطني - للقراءة والكتابة والحساب (NAPLAN) مهارات القراءة والكتابة والحساب الضرورية لكل طفل للتقدم خلال المدرسة والحياة.

ويشارك الطلاب في الصفوف 3 و 5 و 7 و 9 في اختبارات NAPLAN السنوية في القراءة والكتابة و اصطلاحات اللغة (الإملاء والنحو وعلامات الترقيم) والحساب.

يوفر التقييم لأولياء الأمور والمدارس فهماً لكيفية أداء الطلاب بشكل فردي في وقت الاختبارات. يُعتبر NAPLAN مجرد جانب واحد من جوانب عملية التقييم وأعداد التقارير بالمدرسة - وهو لا يحل محل تقييمات أداء الطلاب المستمرة التي يجريها المعلمون.

يزود NAPLAN أيضاً المدارس والسلطات التعليمية والحكومات بمعلومات حول كيفية عمل البرامج التعليمية وما إذا كان الشباب الأسترالي يحققون نتائج تعليمية مهمة في مجال القراءة والكتابة والحساب.

Government of Western Australia School Curriculum and Standards Authority **acara** AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY **NAP** NATIONAL CURRICULUM AND ASSESSMENT PROGRAM
NAPLAN Online – information for parents and carers

In previous newsletter articles, I wrote on ways that students can work towards improving their literacy and numeracy skills. If you require further details, please contact me at the College.

Year 11 and 12 Parent Teacher Interviews
Parent/Teacher interviews will be held on Tuesday 30th March 2021 from 2pm-6pm. Year 12 students will receive their half yearly reports and Year 11 students will receive their interim reports. This is an important opportunity to discuss your child's progress with his/her subject teachers and discuss ways to progress even further. The interviews will be held in a COVID safe environment. Booking details have been messaged to all parents and posted on the students' Teams pages. If you haven't received the message or need assistance with the booking process, please contact the front office staff who will assist you.

Mrs. M. Khina
Deputy Principal (Curriculum)

ASSYRIAN FACULTY

During this term Year 7 students, have been learning about 'My Life' topic. The content cover mostly the life of Assyrian youngsters, who fled their country in the Middle East, because of war or unsettled country situation. During this unit of work, students compared between the life of different Assyrian boys and girls, who migrated to Australia or who were born here. Student also had to listen to two texts and locate similarities and differences.

Year 8 students have been studying about eating and drinking traditional ways. In this unit of work, year 8 students learned about the importance of the traditional way where family members used to sit on the dining table to have breakfast, lunch or dinner together and practise their faith and traditions such as setting the table, praying, observing fast time and vegetarian meals. Students also learned many Assyrian cultural expressions to use them during their daily life to further improve their linguistic skills.

Year 9 students were involved this term in learning about travelling and the effect of COVID-19 on the tourism and travelling in general. They learned how to choose their travelling destination and what the most important things that need to be prepared are before travelling to avoid any delays. Students learned that preparing a checklist and completing it is a vital action in having a happy holiday. They were also involved in creating a brochure about their holiday destination. Lastly, Year 10 students learned about different types of celebrations such as national, social and cultural and they located similarities and differences between them. However, students focused more on their Assyrian Cultural celebrations and learned in depth how the cultural practices in these celebrations shape their identity as Assyrian, Australians and Christians.



PDHPE Faculty

Term 1 of PDHPE has been very busy and innovative. Students have been engaging in both theoretical and practical units whereby motivation and enthusiasm levels have been high, which students should be commended on. Being new to the school year 7 have transitioned in very well, which is great to see. They have been involved in learning about all aspects of health and how they can improve their lifestyle as well as a gymnastics component. It has been great to see them learning and interacting with one another as well as our wonderful PDHPE teachers.

College Swimming Carnival

Last Friday, the 5th of March, SNACC hosted the annual College Swimming Carnival at Prairiewood Leisure Centre. It was a successful event with high attendance and participation across all year levels. Our year 7 cohort is particularly commended for high levels of participation in both races and novelty events. For our year 12 cohort, it was their last carnival as leaders of the school and was great to see them enjoying their dressing up and novelty race. We thank all students and staff for their participation and enthusiasm.



HSIE Faculty

Dear family and friends of the St Narsai school community,

It has already been an exciting, busy and rigorous 9 weeks at the college and we are definitely ready for a well deserved break. Both staff and learners have dived straight into the strong academic culture and we have already seen some amazing achievements in the classroom.

Year 7 Selective Stream

This year we were very fortunate to start a Year 7 selective stream class. Below is a short reflection by Sabrina Bizhn on her experiences thus far in the HSIE selective stream class.

In perspective of a Year 7 Selective Stream student, I would like to share all the obstacles and exciting opportunities I have faced this term in HSIE. Throughout this term, the Selective Stream have been assigned a handful of extension tasks which have gone towards our points system. We always have short, enjoyable quizzes that our teacher (Mrs Moshi) allocates to us that relates to our current unit. Certain challenges faced at the start of my Year 7 journey include content-heavy homework, which are time-consuming yet beneficial to help me understand the unit at large and allow for my curiosity to further investigate specific topics such as recovering an endangered species like Asian Elephants. Learning geographical terms and content such as BOLTSS allowed for exciting opportunities of growth, teaching us how to identify these key concepts on a map. Along with this, we learnt landforms and landspaces, what classifies as one as well as what they are. Recently, we have been learning about rainforests and the four different layers they hold. We learnt about how to identify the different types of rainforest as well as their characteristics, which I found very interesting! Another challenge I had to overcome was my first ever exam being a HSIE exam, which lead to further enjoyment of the subject due to a longer time spent on it. Achieving a high mark reflected my overall enjoyment and the countless hours studying for it to achieve the best mark of my potential. HSIE has been one of my most fascinating subjects and I cannot wait for what else I will learn in the near future!



 An infographic with a blue background and a large illustration of a Green Sea Turtle swimming. The text is organized into three columns with headings and sub-headings.

Green Sea Turtle

Why are Green Sea Turtles endangered?
Green Sea Turtles are mainly endangered because of pollution from farms, industrial and urban areas. another reason of why they are endangered is because of hunting adults, and being caught in fishing gear.

Where are Green Sea Turtles found?
Green Sea Turtles are found mostly in coral reefs that have a lot of seaweed and seagrass in tropical and subtropical areas in the Indo-Pacific region.

What is being done to stop them from becoming extinct?
To help the Green Sea Turtles, there are many organisations and funds. Some include, Sea Turtle Foundation, which relies on the support of individuals and different companies to make sure they have 'Turtles for Tomorrow'. some things you can do are recycle more, recycle fishing gear, use re-usable bags and bottles, and participate in coastal clean-ups

Uluru-Extension Task



Why is Uluru important to Indigenous Australians?

Uluru is important to the Anangu tribes of central Australia due to them living on the landscape in which their culture has forever existed. They inhabited the area for more than 30,000 years and remain there until this day. It is a spiritual and sacred site for resting spirits, which gives its religious stature. Uluru has been a significant landscape from the beginning of time.

Why are people no longer allowed to climb Uluru?

In 2017, the Uluru-Kata Tjuta National Park management board voted for Uluru to no longer be climbed because of the spiritual significance of the site. An Anangu man informed the BBC that Uluru is a 'very sacred place and is like our church.' On October 26th of 2019, Uluru climbing was officially banned.

Year 10 Work Experience

An important decision that all young people make, especially those that are about to leave school, is to decide on the type of career, occupation or job that they want to do. Decision making is often difficult, especially when the decision faced can have an influence well into the future. Work experience is a fantastic way to get to know the career students would like to undertake. It is exciting to announce that Year 10 have commenced their first work placements this week. Students are attending a variety of work places including local pharmacies, primary schools and retail outlets. Work Experience will give the students an opportunity to participate in a general orientation to the 'world of work'. Students can observe a variety of work as well as undertake supervised work appropriate to their skill level. We wish them the best of luck on this exciting endeavour and look forward to hearing about all the wonderful experiences they had.

This is just a small snippet of the wonderful learning activities and environments students are engaging in within the college. Through the consistent support of staff, parents, the wider community and the grace of our Lord, we pray that these students continue to experience success in every aspect of their lives. I would also like to take this opportunity to wish you a safe and blessed Easter and I look forward to writing to you next time.

Miss Sandy Nona
HSIE Co-ordinator



CAPA Faculty

What have the Creative and Performing Arts department been up to in Term 1?

Year 7 Music

In the Selective Stream Music, we have learnt many key things needed to know in music. Such as notes and rests and how many beats they are, bars and bar lines, the 7 concepts of music i.e., pitch and duration. As part of our learning, we have written multiple times by ourselves and in groups and started the bar off with them in simple time meaning 2 4, 3 4 and 4 4. After writing them down, we'd practice them for a few minutes and then perform to the class. We are currently about to learn about how to play keyboards after we top off pitch. It's been a big journey for all of us in the selective stream music, but by pushing and helping each other, we all made it through with A's in our music test. Seeing our results made us see how much we improved. Out of all of these activities I've got to say that my favourite part was writing our own music and performing. It was really fun in this class.

Liliana Chawshin 7G



Year 9 music

This term our music class has been studying pop music, specifically the process in changing or remixing pop music. For our assessment task we had to choose a pop song and remix it, make it a ballad or make it a mashup. Our group chose Take on me by Aha and decided to remix it. It was a long but fun process. After that we had to play it. Year 9 elective music has been a blast.

Joseph Daniel 9 Music

Year 10 Music

In Term 1, year 10 Music, we have been studying The Concepts of Music and Popular music. We started learning about concepts of music which are pitch, texture, duration, structure, dynamics and tone colour, how we could find them in songs and how they affect the song. Also, we discovered popular songs, for example, we listened to a popular song called "Ocean Eyes" by Billie Eilish we had to listen and identify the song structure and the instrument, each person should choose a different instrument to play, accordingly, we all should present it as a group, also we were assist on our skills when we were assessment capable performance and composition. Furthermore, we comprehended the distance between notes which called Interval and writing a composing of 4 pars of music by listening.

For our practical assignment we choose our group a maximum of 3 people, each group had to make his own mash-up of music, for example, we had to make a change in the song, rearrange it or make a remix using different songs and again we had to present it as group or individual, also we had a booklet to finish it through our practical time which was about our chosen songs and how we changed it to remix. In this team we had learned how to rearrange and mix different songs also we learned about the concept of music and popular songs.

Nardeen Dawood 10 Music

CAPA Faculty CONT'D

Year 11 Music

19th of March was the date, that our senior music students departed to partake in a variety of activities at the Australian Institute of Music. To start our day, we took a tour around the campus, going into several rooms diving deeper into how music is made and produced. After a short tour, our senior students took a 1-hour drumming class, we were spread into small groups, each playing a different type of drum. After 1 hour of yelling Cuban words we didn't understand we were done, we packed up and were set to perform in front of professionals who were trying their best to critique us and get our music to sound the best it could, the year 11's performed 'Stand by Me' by Ben. E King, whilst the Year 12's performed an original composition titled 'Original Song' and 'Smells like Teen Spirit' composed by Nirvana. After our performances, we head off into the lounge room to see the ASA (AIM Student Association) perform a number of songs ranging from Bruno Mars to Dancing in the Moonlight, and they were the least to say AMAZING.

Year 11 Music has started us learning about different types of musical notation, we were taught how it began and developed into what it is today, during class we have been working on a variety of pieces. We have our individual pieces and the piece we performed for the professionals at AIM. On top of performing music, we're writing it! How awesome is that, when learning to compose your own music you learn about the different types of notation, some people prefer one over the other, these range from the standard notation written on musical staves, guitar tablature, lead sheets and even more! To sum everything up, the senior music excursion was a huge success, we learned two words in Cuban, performed in front of professionals, and saw professionals perform. We get to write our own music and even perform songs of our choices, what more could you want!

Joseph Bethuo, signing out.



CAPA Faculty CONT'D

Year 12 Music

Recently, St Narsai's Stage 6 music students went on an excursion to the Australian Institution of Music on the 18th of March. We began our trip excitedly by meeting at Fairfield Train Station in the morning around 8:20AM where we were to take the T2 train route all the way to Central Train Station.

Once we arrived to the station, we took a few photos in-front of the station to keep as memories and decided to buy a quick breakfast before walking to the Australian Institution of Music just down the road. As we entered, we were welcomed by the amazing staff and met Andy, who gave us a very enjoyable tour of the building, practice rooms and very amazing recording studios.

After seeing the amazing equipment and a few pictures later, we were welcomed by Chris who gave us an awesome lesson on percussion instruments and African/Latin music. He taught us the history behind African/Latin music and different beats to play on different instruments like the bongos and cow bells using different phrases to remember what we were playing. We were taught tricks on how to be able to play more than one percussive instrument such as saying the beat of an instrument whilst playing the other.

After our very fun lesson with Chris, we made our way into a different classroom where we got to perform our class pieces; Year 11 playing Stand by Me by Ben E.King and Year 12 playing Smells Like Teen Spirit by Nirvana as well as an original piece by Vanessa Shmoel, Oriana Binyamin and Anita Daniel. During the performances, the students were given very helpful feedback in order to improve their pieces and better the songs.

Once we received feedback and were satisfied with our sound-checks, our songs were all recorded in the classrooms professionally from the recording studios by Shaun.

We concluded our wonderful trip with a staggering performance by the undergraduate band at the Australian institution of Music which was a very fun experience. They played amazing songs and we got to see the talent and passion behind their performances.

We started heading home after grabbing some lunch at a restaurant across from the AIM building which was wonderful. We got to talk and discuss how memorable the journey was. We then walked to Central station where we took a train to Fairfield and all went home.

We gained so much from our trip to AIM such as percussive techniques and instruments, we got feedback to improve our performance and got to get an inside of the options we can peruse after graduating.

Nora Wiliam & Vanessa Shmoul - Yr 12 Music



CAPA Faculty CONT'D

Stage 4 Visual Arts

Year 8 students have started the year by developing their drawing skills and creating fabulous still life artworks, inspired by artists they have been studying in class. They have been experimenting with a variety of lead pencils, focusing on line, dark and shade to capture their still life as intended. "What is art, you ask? It is the best way to relax, entertain yourself and learn new skills. For me, art is my life where I get to have a good time while being creative. Art is really important because it allows you to express your thoughts and feelings about the world we live in, in a creative way. Thanks to our St Narsai Assyrian Christian College, we have the opportunity to enjoy art classes where I have learned so many techniques. We aren't even half way through the year and I can't wait to see what we do next. I enjoy the practical lessons most. The most challenging part of still life drawing is the shading technique but I have overcome this by practicing and asking my teacher for help. I think that is one of the most enjoyable things, that we are challenged to be creative and then when you do it, you are able to see how wonderful you can make your artwork."

Quoted by Tomas Sami -Year 8 Visual Arts

Stage 6 Visual Arts

Students who enjoy their creative experiences have said:

"As a Senior Student, art has positively impacted my moods and emotion. Whether it's painting or sketching, while listening to music, my moods and emotions have been uplifted by expressing my creative self. Focusing on realistic drawing and still life, I have found enjoyment in studying Visual Arts. "A work of art which did not begin in emotion is not art."— Paul Cezanne.

Quoted by Manuella Malham - Year 11 Visual Arts

CREATIVE KIDS VOUCHERS:

The CAPA department are urging parents to take advantage of the Kids Creative Voucher offered by the NSW Government, where parents can redeem a \$100 voucher, per school aged child, between 4 - 18 years, to purchase tools to allow their children to be creative at home, to go towards private music lessons, private art lessons, drama lessons, anything Creative and Performing Arts based!

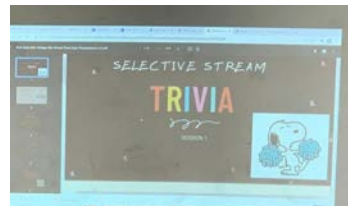
Please visit <https://www.service.nsw.gov.au/transaction/apply-creative-kids-voucher> to apply for your children's creative vouchers.

College Events

Year 12 Textiles, and Design and Technology, students at their excursion to The Powerhouse museum to view examples of Band 6 work from the 2020 HSC.




The Selective Stream Trivia Competition held at lunch. We also had a chance to capture some students playing chess with Rev. Samuel Samuel.



Notes from the College


- **Year 11 and 12 Parent Teacher Interviews: Tuesday 30th March 2021**
- **Last day for Term 1: Thursday 1st April 2021**
- **Pupil Free Day: Monday 19th April 2021**
- **Students first day back for Term 2: Tuesday 20th April 2021**
- **Years 7-11 Parent Teacher Interviews: Wednesday 23rd and Thursday 24th June 2021**
- **Last day for Term 2: Thursday 24th June 2021**



**ST NARSAI
ASSYRIAN
CHRISTIAN
COLLEGE**

IN HIM WE GROW

Enrolling Now for 2022 & 2023



WHY ST NARSAI?

- We foster innovation and creativity within a Christian, caring and tailored-learning environment.
- Students recognised on the NESA Distinguished Achievers List & First in State.
- Offers a range of extra co-curriculum activities enhancing student's well-being, confidence and overall development.
- Academic scholarships available for 2022.

- Selective stream classes for incoming Year 7 students in 2022 and 2023.
- Achieving above state average results in HSC subjects and university entries.
- Free public transport from Prairiewood exclusive to St Narsai students.
- Affordable private buses servicing all suburbs.
- State-of-the-art technological facilities and an open-space learning environment.

Contact our friendly office staff to find out more.

🌐 www.stnarsai.nsw.edu.au

☎ (02) 8818 1300

✉ info@stnarsai.nsw.edu.au

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