



ST NARSAI ASSYRIAN CHRISTIAN COLLEGE 2020 ANNUAL REPORT



INTRODUCTION

This Annual School Report to the Community of St. Narsai Assyrian Christian College offers parents and members of the wider College community detailed information about college activities and accomplishments throughout 2020.

The Report also provides other significant information relating to college policies, student progress and achievements, staff professional learning, teacher standards, school improvement initiatives as well as a summary of financial information.

The report demonstrates accountability to respective regulatory bodies, the college community, and the Assyrian Christian Schools Board.

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 by accessing the college's website.

Further information about the college or this report may be obtained by contacting the college:

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Edwar Dinkha
Principal

SECTION ONE:

MESSAGES FROM KEY GROUPS IN OUR COMMUNITY

MESSAGE FROM THE ASSYRIAN CHRISTIAN SCHOOLS BOARD

St Narsai Assyrian Christian College forms part of the Assyrian Christian Schools and is governed by the Assyrian Christian Schools Board (the Board). The 2020 Board of Assyrian Christian Schools had seven Directors, including the Chairman His Grace Mar Benyamin Elya. Directors bring a wide range of skills to provide informed decision making, with each being deemed a responsible person and required to complete professional development in school governance policies and procedures in compliance with NESAs guidelines.

The Board is responsible for overseeing the overall governance and strategic direction of the Assyrian Christian Schools. To assist in the execution of its role, the Board has created six committees each with its own charter. All Directors are members of at least one committee, and each committee is chaired by a Board Director. The Board Committees are Governance, Finance Audit and Risk Management (FARM), Strategy and Planning, Property and Building Inspection, Education and Wellbeing, and Fundraising.

The year 2020 marked volatility and uncertainty as the world was plagued by a pandemic. The Board remains committed to overseeing a safe environment for staff and students, providing support to Principals and school staff; and responding to the needs of parents. The Board is pleased with the agility of which the College transitioned to at-home learning during the peak of the pandemic and the phased approach to return to classroom-based learning.

The Board recognises that the world continues to evolve quite rapidly and the importance of education plays a pivotal role in the preparation of students beyond their lives at St Narsai Assyrian Christian College. The Board is proud of the achievements of the school in fostering responsible and respectable learners, grounded in their faith and Assyrian heritage, who go on to realise great achievements in their pursuits and endeavours.

PRINCIPAL'S MESSAGE

Students and staff embraced the start of the 2020 school year with the usual enthusiasm and optimism for the year ahead. Unfortunately, the onset of the COVID-19 Pandemic and the associated necessary restrictions meant that 2020 school year would be different and challenging at many levels.

The college community collaborated and successfully navigated through very challenging circumstances and restrictions that impacted on all aspects of the school year from students learning experiences to staff professional learning opportunities.

The resilience of our wonderful students and parents coupled with the creativity of our dedicated staff enabled us to maintain a productive school year. The college quickly transitioned into online learning mode during the school closure period and students engaged positively with the remote learning setting established by the College.

The long-awaited college outdoor Sports Courts project was completed in the latter part of 2020 to the delight of students and staff. This new facility enabled an expansion of the extra-curricular program and helped facilitate the creation of more sporting boys and girls

sporting teams.

This year, our library introduced e-books and audio books to our students in a strong effort to promote a reading culture at the College.

A comprehensive program of maintenance and improvements to the College site was implemented this year to ensure a safe and pleasant school environment for both students and staff.

Increased resourcing for the college in terms of staff and positions of responsibility was granted by the Board.

In our third year of the College's three-year Strategic Plan (2018-2020) staff implemented this year's identified school improvement priorities. These included the development of assessment capable students, effective data use by teachers and the development of a shared College's vision of high expectations that is support by our parents.

College staff maintained a constant focus on their Visible Learning Plus professional development work as they engaged in the last of three-year staff professional learning project. This project aims at supporting the College's capacity for change and improving staff pedagogical practices in a way that results in enhancing the learning opportunities for all our students.

At St Narsai College, our goal is to empower all our students to strive for excellence and to be life-long learners and live their Christian faith.

STUDENT BODY MESSAGE

As recent Alumni and 2020 graduates of St Narsai Assyrian Christian College, it is clear the relationship between the College and its community, including its staff, students, alumni and parents is something to be proud of. The bond does not end when we wear our graduation cap and walk off the stage, it only strengthens, and we believe it was our work within the Student Leadership Team that gave us the opportunity to appreciate the value of being a St Narsai student.

The Student Leadership Team (SLT) is made up of School Captains, Vice Captains, Prefects, and members of the Christian Representative Council (CRC). The team held regular meetings, whereby both junior and senior students exchanged ideas, suggestions, and ways to improve St Narsai and its student body. And included discussions regarding strengthening our Christian faith, uniform, sport, academia, extracurricular activities, learning intentions and creating a sense of belonging to the college.

These students are empowered to take the initiative in creating change by being the student voice in school-wide decisions throughout the year and working collaboratively with helpful and passionate teachers to support the school and its community.

The Student Leadership Team has grown in importance over time. It is undeniable that the SLT is the bridge between staff and students and has become an integral part of St Narsai College. Its goal is to foster an environment in which students can communicate with their school in an efficient and open manner. From proposing new ideas for co-curricular activities, providing feedback on academic tools, being the voice of the student body or supporting staff during important events, from a junior CRC representative to a senior as the school captain, the opportunities, responsibilities, and challenges presented to the Leadership Team are graciously and responsibly accepted.

At times, the SLT represents the school at various events such as College Open Days, fundraisers, Prelate visits, representing the College in community events or at important dates on the Church calendar. Weekend and after-school time are valuable for these students, but helping others and volunteering are always more than rewarding.

Above all, the SLT aspires to be a caring team that embodies the school's motto of Excellence, Commitment, and Christian values.

Representing the student body as a whole, we must admit 2020 was a difficult year for all students, especially those sitting their HSC. However, with the support and guidance of our teachers and executive, students were still able to reach their potential and achieve their goals academically, socially, and more importantly mentally. For that, the student body are grateful.

Sam Nano and Lelean Daniel
2020 Student leadership team

SECTION TWO: COLLEGE FEATURES

St. Narsai Assyrian Christian College is a Co-educational Independent Christian College of the Holy Apostolic Catholic Assyrian Church of the East located in Horsley Park.

The College moved to this current site in Horsley Park in December 2017 and students commenced their studies in the new premises at the start of the 2018 school year.

The college provides a secondary education for Christian families from the parishes of Fairfield, Greenfield Park, Bossley Park, Cecil Park, Hoxton Park, Leppington, and other areas. The college was established in 2006 and caters for students in Years 7-12.

The College motto, "Excellence, Christian Values, Commitment" instils in our college community the value of showing Excellence in every aspect of our daily lives, Christian values, are reflected in our actions, manners, and quality of life, while students are encouraged to show Commitment to preserve through the challenges of college life in order to grow and mature into successful students who integrate these foundational characteristics into their lives.

Our students contribute to a vibrant campus, where all students are well supported and nurtured in spacious state-of-the-art facilities and learning spaces.

College staff are skilled educators and leaders of learning, committed to improving learning outcomes for all students by engaging and motivating them to achieve their personal best. We offer a rigorous academic program as well as a strong pastoral care program imbued with a focus on faith development and prayer. We are also mindful of those students who need extra assistance or extension at the College.

St Narsai's curriculum is designed to develop our students into engaged and critical thinkers, well-equipped to deal with the challenges of the 21st century.

Our dedicated staff use contemporary digital technologies to enhance and broaden students' learning experiences. The College continues to offer a range of extracurricular activities that encourages our students to explore new areas of interest, develop new friendships and extend their learning beyond the classroom.

Students come to the College from the main feeder school, St. Hurmizd Assyrian Primary School in Greenfield Park and from other schools within other close by areas as listed above. The College purchased a second school bus this year that is shared with St. Hurmizd Assyrian Primary School to help with student transport and to facilitate more enrolments from other suburbs.

We are continuing a consistent advertising and marketing campaign to help diversify our yearly enrolment intake with the aim of accepting more enrolment from other schools and from our new local community in Horsley Park.

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.

As COVID-19 restrictions eased in the latter part of 2020, students were still able to participate in a wide range of college events including:

- Sporting competitions and other sporting activities
- College Choir
- One Transition to High School Day organized for year 6 students
- Charitable fundraising events
- Student Resilience Survey- year three of three
- Participation in Science, Geography and Book Weeks
- Strengthening the push towards one-to-one device
- Maintain the special EAL/D programs designed to assist new arrival students and those who have just completed Intensive English Course (IEC programs)
- Year 10 Work Placement Program
- College Pastoral Care programs and a wide range of co-curricular activities.
- Academic intervention programs such as tutorials during Term breaks, Early Morning Drop-in Study Centre in the College Library, weekly morning writing workshop as well as an After School Study Club that was held twice a week.

College students participated in various educational events, University Information Sessions, Incursions, Excursions, Wellbeing days, Spiritual Retreats and College Liturgical Services.

SECTION THREE: STUDENT PROFILE

Girls	Boys	LBOTE*	Total Students
361	278	639	639

*Language Background Other than English

STUDENT RETENTION

The majority of our students completed their HSC at the College. Of the students who completed Year 10 in 2018, 89% completed Year 12 in 2020 at St Narsai. Reasons for leavers post Year 10 were attributed to financial difficulties and relocation of students place of residence (distance from school).

The number of leavers in the 2020 cohort was a significant improvement on previous cohorts.

Year Level	Cohort Students Completing		Actual Retention Rate
	Year 10	Year 12	
2014/2016	67	61	91.0%
2015/2017	80	74	92.5%
2016/2018	115	106	92.1%
2017/2019	137	109	79.6%
2018/2020	123	109	88.6%

ENROLMENT POLICY

Enrolment at St. Narsai College entails specific relationships between students, parents/carers, staff and the College community. Understanding this, the student agrees that it is of the utmost importance that they respect themselves, the dignity of others, fellow students, staff and all members of the College community.

Parents and students undertake to support all the College values and high academic expectations, spiritual and cultural programs of the College.

The conduct of a student of St Narsai Assyrian Christian College, will, at all times, reflect the emblem of the College and be marked by Excellence, Christian Values and Commitment.

Parents/carers agree to conditions of enrolment as outlined in section 13 of the enrolment form.

Consistent with its Mission Statement, Assyrian Christian 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 its students in an environment which strives to be faithful to the Church of the East, its traditions and teachings.

It is the aim of Assyrian schools to provide the choice of schooling to all those seeking an education in an environment formed by the teachings and traditions of the Church of the East. Notwithstanding this, enrolment of a student at St. Narsai Assyrian Christian College

cannot be guaranteed.

PRINCIPLES

1.1 St. Narsai College 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 St. Narsai College will endeavour to be inclusive of all students, consistent with the belief that all are equal before God.

1.3 St. Narsai College recognises that every student has a right to a complete their education and in this regard shall offer students a curriculum that is not restrictive in scope and which is in line with NSW Educational Standards Authority (NESA) guidelines and syllabuses.

1.4 Parents who choose St. Narsai College for their children undertake to support the religious principles, traditions and practices of the school and the parish/es they serve. This includes but is not limited to full participation of their children in St. Narsai College religious education programs.

1.5 Enrolment of students at St. Narsai College 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 St. Narsai College financial requirements.

Note:

- A strong pastoral care is adopted for parents experiencing financial difficulties. Children of new arrival families receive very generous support from the College.
- The Enrolment Policy is being reviewed in 2021.

SCHOLARSHIPS (YEARS 7-10 AND 11- 12)

The College offers Academic Scholarships for incoming Year 7 students before they commence their high school journey and for Year 10 students before they start the Stage Six course. The selection process involves a written application and interview with the Scholarship Panel members. Students' academic achievements and involvement in school and extra-curricular activities are taken into consideration as part of the selection process.

Four Year 7 students and five Year 11 students were successful recipients of the College scholarships to commence from 2020.

In addition, three Year 7 students and one Year 11 student continued to meet the requirements of the scholarship that they received commencing at the beginning of 2019.

Only applicants who were able to meet strict academic and other criteria set in the application form were successful in their applications. Further information can be obtained by referring to the College's Scholarship Policy.

STUDENT ATTENDANCE RATES

The average student attendance at St. Narsai Assyrian Christian College for 2020 was 91%. The following table shows detailed attendance rates per year group.

Attendance rates by year group	
Year 7	93%
Year 8	92%
Year 9	90%
Year 10	89%
Year 11	91%
Year 12	88%

ATTENDANCE POLICY

Preamble

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 unless they are registered for home schooling.

Regular attendance at schools is essential if students are to maximize their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parent(s)/carer(s) 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.

Policy

The principal of St Narsai Assyrian Christian College maintains a register, in a form approved by the Minister, of the enrolments and daily attendances of all children at the school, which includes information for each student as required by Section 3.8 of the NSW Education Standards Authority (NESA) Registered and Accredited Individual Non-Government Schools (NSW) Manual.

Where the parents of a student of compulsory school age seeks an exemption from attendance at school or an exemption from enrolment, the principal will process the parent's application in accordance with the guidelines for exemption and any delegation from the Minister.

The principal may exercise the Minister's delegation under Section 25 of the Education Act in relation to granting and cancelling a certificate of exemption from being enrolled in or attending school in certain prescribed circumstances.

The school will monitor student attendance and follow up on student absences.

The college has put in place procedures to monitor and improve student attendance including procedures for:

- Having a register of enrolments
- Having a register of daily attendance
- Monitoring and following up attendance (including late to school)
- Exercising the Minister's delegation under section 25 of the Education Act, and
- Exemptions from attendance and enrolment

The Deputy Principal (Pastoral Care) is responsible to ensure that the roll call responsibilities and general attendance procedures are being followed by teachers. Concerns regarding student attendance are usually referred to the Year Adviser and then DP (Pastoral Care) for follow up. Attendance letters are sent twice a term for students below the College attendance standard.

Parents of students who consistently receive Attendance letters are called in for a meeting with the Deputy Principal (Pastoral Care). If attendance has not improved, the student is placed on an attendance plan in agreement with the parents and after meeting with the Year Adviser. If Attendance continues to be an issue, an AIS consultant is engaged by the College to attend another parent meeting known as a Compulsory Schooling Conference and to organise an attendance plan.

If again, there is no improvement in the child's attendance, parents are given a Notice of Further Action including a referral to the Children's Court.

Specific details regarding the Attendance Policy can be found in the College's Attendance Policy and Procedures document available upon request from the College.

SECTION FOUR: STAFFING PROFILE

The following tables show staffing profile for 2020:

Total Teaching Staff	Total Non- teaching Staff	Combined Total
50	17	67

*This number includes 44 full-time teachers and 6 part time teachers.

Percentage of staff who are indigenous	0%
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PROFESSIONAL LEARNING

Staff professional learning and development is highly valued at St. Narsai College and as such, the College invested heavily in staff professional learning throughout 2020 with some staff attending a range of professional development opportunities in addition to the significant investment made by the college on the one strategic professional learning direction- Visible Learning.

The following list details the range of these professional learning activities attended by staff and the cost associated with them:

- HSC Teacher training and strategies
- Careers – Pathways and Partnership forum
- Planning and programming for new Syllabuses/New Teachers
- Various ICT professional Learning
- Student goal setting, engagement, and student welfare
- Teaching and Learning including Assessment Design and Research
- NCCD Moderation Training
- Using data to improve student outcomes
- Various Middle Management training opportunities
- Teacher Accreditation including supporting Experienced Teacher Accreditation Application through ISTAA

More than \$58,000.00 was spent on staff professional learning throughout 2020. This included around \$45,000.00 as the annual fee for the College's engagement with Visible Learning Plus. Due to COVID 19 restrictions, staff completed free online courses instead of paid face-to-face courses. This did reduce the overall cost of staff professional development in 2020.

In addition to regular short staff professional learning sessions run by the College staff, the College succeeded in organising seven Staff Development Days throughout 2020 covering the following areas:

- Staff Code of Conduct
- Workplace Health and Safety
- Child Protection
- Student welfare and wellbeing, and pastoral care
- First Aid Training
- Data Collection and Analysis
- College's Mission, Vision and Strategic Plan
- Assessment policy and practices & Feedback
- HSC Processes for LSU students
- Staff welfare and Team Building

- Visible Learning Training Sessions presented by Corwin
- ICT – training for staff particularly in preparation for online learning.

Due to COVID 19 restrictions and lockdowns, the Professional Development Planner for 2020 was modified to comply with restrictions. An online video conference for all staff took place at the end of Term 1 with an evaluation of Term 1 online learning and a discussion of the plans for Term 2. Term 2 SDD was split in two sessions based on KLA groups to allow for social distancing and limit the number of staff in the same location at the same time.

VISIBLE LEARNING

In 2020, the College continued with its final year of the three-year journey with an external professional development provider, Corwin, through their Visible Learning program. The focus of this professional development is to equip teachers with the skills to help them become evaluators of their own teaching practices and being able to assist students to become independent and assessment capable learners. Staff worked and focused on four areas:

1. Visible Learners – building independent and assessment capable learners
2. Know thy Impact- focus on the impact that teachers have on student learning; teachers are evaluators of their own teaching
3. Inspired and Passionate Teachers – how teachers think matters.
4. Effective Feedback – giving feedback that has the greatest impact

In 2020, staff resumed the professional learning program with Corwin on Visible Learning. They continued to implement strategies in their classrooms focussing on developing assessment capable learners.

All teachers were involved in impact cycles to gather data and measure their own effectiveness in their classrooms and with their learners. This involved collecting data and feedback through formative tasks and surveys. Every teacher worked with an impact cycle partner to collect, evaluate, and reflect on the data. This formed part of the whole school impact cycle that the KLA Coordinators Leadership team were part of. These cycles will continue into 2021 as staff persist to develop the shared understanding of what an effective learner is. The focus will be to share this understanding even more with students, parents and the wider college community. Staff will continue to work in groups to complete their impact cycles and staff meetings will be set to present and discuss Visible Learning strategies.

TEACHER PROFESSIONAL DEVELOPMENT PLAN (PDP)

College staff continued to use a reflective model of practice called the Teacher Professional Development Plan (PDP). All teachers in consultation with their nominee (KLA Coordinator, Deputy Principal or Principal) were expected to develop their own personal development 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

TEACHER ACCREDITATION

All teachers are required to be accredited with the NSW Education Standards Authority (NESA). The table below outlines the different stages of the accreditation journey. In addition, we had 6 teachers classed as ST11 (Senior Teachers).

Teacher Accreditation Stage at commencement of 2020 School Year	Number of Teachers
Conditional or Provisional (working towards Proficient Teacher). This includes 4 teachers who achieved proficiency in 2020.	13
Proficient Teacher - Maintaining Proficiency. This includes 1 teacher working towards Experienced Teacher* in 2020-21.	37

*Through the Independent Schools Teacher Accreditation Authority (ISTAA) Standards based pathway

SECTION FIVE: CHRISTIAN LIFE AND RELIGIOUS EDUCATION

FAITH EDUCATION

St. Narsai Assyrian Christian College takes pride in being the only school in the Western world to teach the ethos and traditions of the Holy Apostolic Catholic Assyrian Church of the East. The College community believes that for learners to show qualities of excellence, values, and commitment, they need to have a strong connection to their Christian faith. It is through this faith that they will become dedicated and committed citizens for the future Assyrian, Christian and Australian community.

During what had been a difficult 2020, it was beautiful to see how the College community placed all their worries, trust and understanding in the Hands of Our Lord Jesus Christ. It was only through Him that the College was guided and protected from all the troubles of that time. This idea worked hand in hand with the College's spiritual motto, 'In Him We Grow' as it is only through the staff and learners putting their understanding in His Hand were they able to grow spiritually, emotionally, and mentally.

CURRICULUM

Our learners put into practice the College's spiritual motto through the effective online teaching and learning processes the Christian Studies (CRS) department developed during home and classroom learning. It is through the resources developed by the CRS department that learners are able to deepen their understanding of their faith and the teachings of the Holy Apostolic Catholic Assyrian Church of the East.

Learners focused on various topics, ranging from; God's Creation, Fasting and Holy Week, Feasts and Celebrations, God's Word, Saints, Sacraments, and Annunciation. All these topics reflected the College's spiritual motto, 'In Him We Grow' and allowed learners to grow their understanding of what it means to be a Christian and how to put it into practice in society. The Christian Studies textbook committee, continued to work on creating engaging secondary stage four and five education textbooks which reflect the scope and sequence of the Christian Studies program. God willing these programs will be used by both staff and learners in the near future.

ADDITIONAL WORK WITHIN THE COLLEGE COMMUNITY

The College continued to build active long-life learners outside of the classroom setting through various initiatives that were central to the College's spiritual motto- In Him We Grow. The College's services, liturgical and prayer life included:

- Christian Senior Sermons- exploring Gospels in the New Testament (The Book of Matthew, Paul and James) by His Grace Mar Benyamin Elya, Bishop of Victoria and New Zealand and our College Chaplain Reverend Father Shamuel Shamuel. The College is fortunate to have a bishop and chaplain who dedicate their time to our learners spreading the Word and teachings of Our Lord Jesus Christ.
- Prayer Services- through morning prayer, praying before lunch break, a prayer at the end of the school day, prayers during the seven Holy feasts in the Assyrian Church of the East as well as prayers to commemorate saints.
- Liturgical Eucharistic Services- year cohort Liturgical Eucharistic Services partaking in the Holy Offering of the Body and Blood of Christ as well as sermons given by the College Chaplain Father Shamuel Shamuel and Reverend Father Neil Makko.
- Bible Studies Session- College Chaplain continued to spend every Friday lunch with students running Bible Studies where students come together to break

- down significant Bible verses and reflect on the message.
- Charity activities- A strong commitment to charitable projects from ACERO fundraisers to learners being involved in organising a food drive and creating Christmas hampers for families in need.
- Spreading the Word of God- students were provided with daily Bible verses and online videos in their roll call class, Christian Studies lessons and Microsoft Teams page where they broke down the Word of the Gospel and how they could practice these in their everyday life.

As stated in Isaiah 41:10 "Fear not, for I am with you; Be not dismayed, for I am your God. I will strengthen you, Yes, I will help you, I will uphold you with My righteous right hand" a very fitting Bible verse for both staff and learners of St. Narsai Assyrian Christian College, because as a community in the year 2020 we placed all actions and thoughts in our Lord, and He made us stronger in faith and more committed in spreading the Word.

SECTION SIX: CURRICULUM

At St. Narsai College we believe in:

- Reflecting Christ in everything we do each day – witness to 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 that make learning visible;
 - o Providing opportunities for students to take responsibility for their own skills development, growth and progress that leads to improved outcomes;
 - 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 school Registration and Accreditation under the Education Act 1990 (NSW) and implement the curriculum requirements of Assyrian Christian 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 priorities from the three-year College Strategic Plan 2018-2020 as a basis to design its annual curriculum, teaching and learning practices and to develop an annual School Improvement Plan. This is then presented to staff and staff at all levels contribute to the implementation of the college strategic and School Improvement plans through their work in their respective Faculty Improvement Plans.

In 2020 the College offered the following HSC courses:

Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Design and Technology, Engineering Studies, English Advanced, English Standard, English Extension, English EAL/D, Food Technology, Information Processes and Technology, Legal Studies, Mathematics Standard, Mathematics Advanced, Mathematics Extension 1, Music 1, PDHPE, Physics, Society and Culture, Studies of Religion II, and Visual Arts.

Several of our students studied Arabic Extension and Arabic Continuers courses through the Saturday Community Languages Schools.

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

Senior Secondary Outcomes- Yr. 12 2020	
% 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.	81%

*No Year 12 student undertook vocational training in a trade during their Year 12 studies. One student undertook vocational training through the Institute of TAFE as part of their Preliminary HSC (Year 11) studies.

STUDENTS POST SCHOOL DESTINATION

Destination Data Yr. 12 2020	University	TAFE/ Other Institutions	Entry to Workplace	Destination not reported
	80%	10%	5%	5%

STUDENT OUTCOMES IN NATIONAL ASSESSMENT PROGRAM- LITERACY AND NUMERACY (NAPLAN)

NESA announced on the 20th of March 2020 that Education Ministers decided that NAPLAN would not proceed in 2020 due to COVID-19. Their decision to not proceed with NAPLAN in 2020 was 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.

MINIMUM STANDARDS TESTS

At the end of 2020, the following percentage of students had met the minimum standards. The students remaining will be given further opportunities in 2021 to complete the tests before their HSC exams. Students will be continually supported to meet the standards through strategies including online programs (e.g., SmarterMaths), writing workshops, tutorials before and after school and during study periods, and reading programs.

PERCENTAGE OF STUDENTS IN YEAR 12 2020 MEETING THE MINIMUM STANDARDS.

Reading	Writing	Numeracy
99%	88%	90%

PERCENTAGE OF STUDENTS IN YEAR 11 2020 MEETING THE MINIMUM STANDARDS.

Reading	Writing	Numeracy
98%	86%	93%

Year 11 2020 students that have not met the minimum standards will be given support and opportunities to complete the tests before their HSC exams in 2021.

PERCENTAGE OF STUDENTS IN YEAR 10 2020 MEETING THE MINIMUM STANDARDS.

Reading	Writing	Numeracy
87%	55%	92%

Year 10 2020 students that have not met the minimum standards will be given support and opportunities to complete the tests before their HSC exams in 2022.

FUTURE DIRECTIONS 2021

- The College Leadership Team will develop strategies to focus on areas identified in the 2019 NAPLAN and 2020 HSC tests and results including writing and whole school approach to teaching literacy and numeracy skills. A greater focus on literacy and numeracy across all subjects to be made explicit in all teaching and learning Programs.
- Continue with the writing POWER (Plan, Organise, Write, Edit & Revise) process that was developed with the AIS School Improvement Team this year.
- Greater access to online literacy and numeracy programs to engage students and provide opportunities for learning at home.
- Greater access to reading resources in the library – both print and online resources.
- Whole school reading initiatives beyond the Drop Everything and Read (DEAR) program during roll call.
- Teachers continue to make learning visible to SNACC learners with a greater focus on sharing the understanding of what an effective learner is with students and parents.
- Develop a SNACC Visible learning Model for staff to use to sustain Visible learning at the college beyond the initial three years establishment phase.
- Develop a Student Agency focus across the college, where student voice is encouraged and valued. Student led initiatives like podcasting will be encouraged and supported further.
- Support further improvements to student's goal setting process, where students monitor their own progress against their goals and guide them to develop strategies to achieve their personal 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 2020 the following number of students left prior to the completion of their HSC courses and requested a RoSA:

YEAR ENROLLED IN 2020	NUMBER OF STUDENTS REQUESTING ROSA
Year 12	1
Year 11	0
Year 10	1*

*Completed Year 10, did not commence Preliminary course.

In addition, the following number of students received a RoSA after the completion of their HSC exams for the reasons listed:

Reason	Number of students
Not meeting Minimum Standards in Literacy and/or numeracy tests	20

HIGHER SCHOOL CERTIFICATE EXAMINATION RESULTS: 2020

The class of 2020 had 109 students complete the HSC examinations. In addition, 8 Year 11 students sat their Mathematics Advanced and Extension HSC exams. The results of the College's HSC results for the Bands 4, 5 and 6 are provided in the table below compared to the state results.

Higher School Certificate	2018		2019		2020	
	School %	State %	School %	State %	School %	State %
Arabic Continuers*	100	88	88	88	83	81
Ancient History	100	63			53	63
Biology	47	70	36	60	48	63
Business Studies	48	65	30	62	37	62
Chemistry	40	70	32	67	40	70
Community and Family Studies	32	59	60	70	44	70
Design and Technology	67	84	100	82	44	83
Engineering Studies			38	70	8	68
English (Advanced)	78	91	97	92	95	95
English (Standard)	15	51	26	52	31	58
English as a Second Language (EAL/D)	21	57	53	59	30	57
Food Technology	13	63	52	68	14	60
Information Processes and Technology	50	68	58	63	29	59
Legal Studies	67	73	50	66	45	68
Mathematics (Advanced)	38	78	59	79	45	81
Mathematics General 2 (Standard 2)	0	53	25	57	11	50
Music 1	16	90	29	91	78	91
Personal Development, Health and Physical Education	53	61	30	62	49	61
Physics	33	65	31	64	14	67
Society and Culture	47	78	71	79	67	80
Studies of Religion II			40	80	49	74
Visual Arts	100	92			88	90

The results of the percentage of students receiving results E3 and E4 are shown in the following table below.

Higher School Certificate	2018		2019		2020	
	School %	State %	School %	State %	School %	State %
English Extension 1	100	96	100	92	83	93
Mathematics Extension 1	83	80	50	80	100	75

*Studied at Saturday Community Languages Schools.

NUMBER OF BAND 6 ACHIEVED BY EACH SUBJECT IN 2020

SUBJECT	NUMBER OF BAND 6 RESULTS
Ancient History	2
Community and Family Studies	4
English Extension 1	1
Legal Studies	1
Mathematics Advanced	4
Mathematics Extension 1	2
Music 1	1
PDHPE	2
Society and Culture	8

Additionally, 1 student received a High Distinction for the Society and Culture PIP.

SECTION EIGHT: PASTORAL CARE AND WELLBEING

Pastoral Care at St. Narsai Assyrian Christian College is a significant part of student's development and overall well-being. Each day it is the College's objective that students feel happy, healthy, and safe.

St Narsai Assyrian Christian College ensures the welfare and wellbeing of our students is well looked after. The College takes seriously its responsibility to identify and nurture the needs of our students whilst developing each student's talents.

In 2020 the Pastoral Care Program delivered Pastoral Care lessons once a fortnight with the main objectives during PC lessons to address any issues/concerns that surfaced from the results of the 2019 Youth Resilience Survey conducted in August of 2019. The results of the survey are provided to the College in late September/early October.

The Youth Resilience Survey is an online survey which collects, analyses and reports the resilience of young people at a cohort level in terms of their strengths, life satisfaction, hopefulness, anxiety and depression, coping style, and risk and protective behaviours.

Specifically, the survey measures the resilience and wellbeing of your young people across 9 key domains: Understanding Self, Social Skills, Positive Relationships, Safety, Healthy Body and Healthy Mind, Learning, Positive Attitude, Positive Values, Positive Identity. In 2020, St Narsai College had participated in its third year of a three-year involvement, with the vision to extend to further three years.

From the results, Year Advisers and their Pastoral Care staff evaluated the results and created programs specifically targeting the concerns of the students in their year group. The following formed the PC program for each year group in 2020:

YEAR 7	YEAR 8
SHARP expectations Resilience Peer Support Program Academic Study Skills Student Success Exam Preparation/building study skills Gaming and Online addiction	SHARP expectations SMART goal setting Mindsets- Fixed vs Growth Building Confidence Team building Building organisational and time management skills
YEAR 9	YEAR 10
SHARP expectations Motivation and Empathy Bullying Exam Preparation and organisational and time management skills Problem-Solving Skills Self-Confidence Resilience Respect Mental Health: RUOK?	SHARP Expectations Respectful Relationships Team Building and Communication skills Motivational Guest Speaker Bullying Exam Preparation and study skills Self-Confidence Resilience Respect Mental Health: RUOK?

As Year 11 and 12 do not have Pastoral Care Lessons, they instead, have a weekly session of Academic Skills Workshop (ASW) whereby students are supported and assisted in their study routines and time management. The College also organises annual Resilience Days and Spiritual Days to support the development of student positive mental health.

STUDENTS AT RISK (SAR), CASE MANAGEMENT MODEL AND COHORT DATA

Introduced in 2019, however further developed and expanded in 2020 is the College's SAR list. SAR are our students who have been identified as being 'at risk'. Students at risk are students who are experiencing mental health difficulties, are at risk of developing mental illness or who are facing difficulties socially, academically and spiritually. These students receive targeted and intensive support in the College.

On a weekly basis, the Principal, Deputy (PC), the Pastoral Care Coordinator and the Counsellor go through the list, decide on necessary interventions and update any information or interaction they may have occurred during that week. In this way, our At-Risk students are monitored and supported to be safe, remain engaged in their learning and have a sense of belonging to the College.

From the SAR list, in 2020 the College introduced the Case Management Model. Here, the Pastoral Care Coordinator, has fortnightly discussions with Year Advisers informing them of updates regarding the students on the SAR list specific to their relevant year group. In this manner, Year Advisers are also available to provide ongoing required support and care for the students in need.

Cohort Data Table is a table of information collated by the Year Advisers to have a holistic view of a student. Information in this table is available to the class teacher to inform their teaching practices and strategies when having to address a student. Information in this table included family status. For example, single parent family, deceased father/mother, trauma, learning difficulties, any issues arising etc. This led to data-informed teaching practices and knowing the student well.

The following also supported the Pastoral Care and Wellbeing of students at St Narsai College:

- In 2020 the College continued the notion of having one Year Adviser per year group, and furthermore, the Year Adviser continued into the new academic year with their year group.
- Roll call teachers and Pastoral Care teachers, where possible, carried their class over from 2019 into 2020 which provided the opportunity for staff to establish a stronger rapport with their students and truly know their students well.
- The continuation of the Welfare Team comprising of the Principal, Deputy Principal (Pastoral Care), Pastoral Care Coordinator, Year Advisers and the Counsellor.
- The Welfare Team met on a weekly basis to discuss initiatives, issues and concerns related to the Welfare and Wellbeing of students.
- Strategies and activities were held to strengthen positive relationships among the students in the year group.
- Discussions on gender-specific issues. That is: girls and boys were separated and held a discussion about topics that matter to them under the guidance and supervision of staff.
- Learning Support Program (led by the Learning Support Team) supporting students with learning difficulties.
- Gifted and Talented program supporting and enriching the talents of students identified as Gifted and/or Talented.

- Counselling Service- supporting individual students in the social and emotional areas including students with - Mental illness, depression; family issues, and other difficulties.
- The Faith in Action Chaplain Service continues to support students in their spiritual needs
- Implementing all mandatory requirements under the Child Protection laws and Duty of Care.
- Due to COVID-19 Pandemic restrictions, our Transition Days were reduced from three to only one. However, the year 6 students (incoming Year 7 2021) visited the school in Term 4 of 2020 and familiarised themselves with the environment, surroundings, routines, and general college expectations.
- A new Behaviour Support Policy was developed in collaboration with AIS NSW to replace the previous Welfare and Discipline Policy and implemented in late 2020 after Board approval was also sought.
- Other initiatives to enhance resilience and well-being among our students include:
 - 'R U Ok' Day?
 - National Bullying Awareness Week
 - Resilience Days
 - Spiritual Days in Year groups
 - Breakfast Club
 - Breakfast with the Principal for Year 12 students
 - A Writing Workshop
 - The Principal's Writing Challenge with the theme 'Resilience and Faith'
 - A Mental Health Expo.

BEHAVIOUR SUPPORT POLICY 2020

In 2020, the Welfare and Discipline Policy was replaced with the Behaviour Support Policy in collaboration with AIS NSW and following Board approval.

The College has in place and implements procedures related to the behaviour support of students that:

- are based on procedural fairness
- prohibit the use of corporal punishment
- does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parent(s)/carer(s), to enforce discipline at the school.

St Narsai Assyrian Christian College may in cases of serious breach/ breaches of the school behaviour management guidelines, and consistent with the enrolment policy, suspend or expel students as described in the procedures. Suspension is a temporary debarment of a student from classes they would normally attend at school. Expulsion is the permanent removal of a student from the school and at the College will result in the termination of the student's enrolment.

St Narsai Assyrian Christian College does not exclude students. Exclusion is the act of preventing a student's admission to a number of schools.

The College will follow the St Narsai Assyrian Christian College Child Protection Policy when it is believed a student is at risk of significant harm.

All students have the right to learn in a safe and supportive environment and have responsibilities to enable others to learn. Teachers have a right to be treated fairly and with dignity, by both students and their parent(s)/carer(s) in line with the Parents Code of Conduct.

The College encourages and rewards positive behaviour from students. Our aim is to prevent negative behaviour through acknowledging positive and appropriate behaviour and making role models of students and specific behaviour.

All students are expected to be effective learners to abide by the ethos of the Assyrian Church of the East. The behavioural expectations of every student are outlined in full in the Positive Behaviour System (PBS) matrix, the Student Code of Conduct in the student diary and the Effective Learner Dispositions.

St Narsai Assyrian Christian College has in place and implements a Behaviour Support System to help students, where appropriate, to modify their behaviour in collaboration with their parent(s)/carer(s), teachers and peers. This includes the Merit/ Demerit system introduced in 2020, the Behaviour Level system and Behaviour Modification Plans.

MERIT/DEMERIT SYSTEM

Teachers are committed to providing a healthy and caring learning environment for students to flourish and St Narsai Assyrian Christian College recognises the need to develop a school environment which promotes self-discipline and self-respect within students. It encourages students to take responsibility for their own behaviour and strive to be good global citizens.

In 2020, the Merit/Demerit system was introduced and implemented within the 2020 Student diary. Through the Merit/Demerit system students are praised and recognised for their efforts in displaying the expectations as set by the SHARP PBS matrix and effective learner dispositions.

Every student has a weekly merit/demerit section in their school diary. Teachers may give students a merit any time at their discretion. Merits may be for conduct or academic reasons, both inside the classroom and beyond the classroom.

If a student receives merit and demerit entries within that week, the entries cancel each other. A student can use merit entries to cancel demerit entries and vice versa. Awards and detentions are received based on the balance remaining. Merits/Demerits are calculated on a weekly basis.

ANTI-BULLYING POLICY

The College has zero tolerance for bullying and harassment. The Anti-Bullying Policy, which is implemented by our staff, provides a framework for school communities to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person.

Key programs or initiatives that supports the College's anti bullying stance include:

- An open-door policy to report any form of bullying. Reports are made by staff, students and parents.
- A thorough and effective process is dealing with bullying behaviours.
- A 'bully box' used by students to anonymously report bullying in the college or online.
- Promotion and participation in National Day Against Bullying initiative.

CHILD PROTECTION POLICY

The safety, protection and welfare of students is the responsibility of all staff members and encompasses:

- a duty of care to ensure that reasonable steps are taken to prevent harm to students which could reasonably have been foreseen.
- obligations under child protection legislation.

On 1 March 2020, the Children's Guardian Act 2019 (NSW) commenced. The Act expanded the functions of the Office of the Children's Guardian to include the reportable conduct scheme (previously the responsibility of the NSW Ombudsman) and extended it to include the religious and faith-based sector not currently captured under the existing scheme.

Now, when a school principal becomes aware of a reportable allegation or a reportable conviction, the principal must notify the Office of the Children's Guardian within seven business days and conduct an investigation into the allegations. If the final entity report is not ready to submit within 30 calendar days, the principal must provide an interim report with information about the progress of the investigation and an expected timeframe for completion.

The definition of reportable conduct has been significantly expanded and there is now greater clarity. In particular, the meaning of "sexual misconduct" has been clarified.

In 2020, St Narsai Assyrian Christian College amended its Child Protection Policy to incorporate these changes.

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 necessities of life such as adequate and proper food, nursing, clothing, medical aid or lodging

College staff receive in depth yearly training on Child Protection Policies and procedures at St Narsai College by the Deputy Principal (Pastoral Care). A 'refresher' is provided mid-year whereby a summary and reminder of the policy is once again delivered to staff by the Deputy Principal (Pastoral Care). The College follows all mandatory requirements under the Child Protection laws and Duty of Care obligations.

COMPLAINTS HANDLING POLICY AND PROCEDURES

This procedure applies to St Narsai Assyrian Christian College in handling complaints made in respect of services provided by the school or against staff members, which includes employees, contractors, and volunteers. This procedure does not extend to personal grievances between parents, guardians, or other members of the school community.

The Complaints Handling Policy and Procedures as well as well as other policies including, Anti Bullying Policy, Behaviour Support Policy, Child Protection Policy, can be found on the College website.

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 2019-20 College Financial Information is detailed below:

INCOME				
	2020		2019	
Fees & Private Income	\$2,529,793	16%	2,221,793	16%
Government Grants	1\$1,820,695	74%	11,137,666	83%
Government Covid subsidies	\$1,379,240	9%	-	0%
Donations	\$3,878	0%	2,758	0%
Other Income	\$212,161	1%	121,063	1%
TOTAL INCOME	\$15,945,767		\$13,483,280	

EXPENDITURE				
	2020		2019	
Teaching & Learning Supplies	\$844,418	6%	\$797,733	7%
Education & School Support	\$4,939,864	38%	\$2,983,184	27%
Salaries	\$7,325,209	56%	\$7,139,808	65%
TOTAL EXPENDITURE	\$13,109,491		\$10,920,725	

