

ANNUAL REPORT 2021



IN HIM WE GROW

ST NARSAI
ASSYRIAN CHRISTIAN COLLEGE

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INTRODUCTION

This year's Annual School Report to the Community of St. Narsai Assyrian Christian College offers parents and members of the wider College community clear, reliable, and objective information about the college performance, initiatives, events, activities, and accomplishments throughout 2021.

The Report also provides other important information relating to college practices, policies, student learning progress and achievements, staff professional learning, teacher standards, school improvement initiatives as well as a financial statement for the year.

This report demonstrates accountability to relevant 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.

Further information about the college may be obtained by contacting the college office staff and by accessing the college's website.

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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 that is governed by the Assyrian Christian Schools Board (the Board). The Board is responsible for overseeing the overall governance and strategic direction of the Assyrian Christian Schools. To assist in the competent execution of its role, the Board met monthly in 2021 and continued its good work through Committee's created in the prior year.

The 2021 Board comprised of six Directors, including the Chairperson His Grace Mar Benyamin Elya.

The Board possess a wide range of skills and experience across varied industries such as Finance, Risk, Strategy and Tertiary Education. Each Director is deemed a responsible person and is required to complete professional development in school governance policies and procedures in compliance with NESA guidelines.

In 2021, the Board continued to sharpen its governance capabilities through the Association of Independent Schools (AIS) and other NESA approved providers.

The year 2021 marked continued volatility as the world continued to respond to the impacts of the pandemic. The Board congratulates the College, its staff, students, and parent body on the pleasing results achieved by the 2021 HSC cohort in what represented a disrupted and challenging year for many. The Board is proud of the achievements of the College in fostering responsible and respectable learners, grounded in their faith and Assyrian heritage, and looks forward to continuing to celebrate the achievements of the College in years to come.

MESSAGE FROM THE PRINCIPAL

At St Narsai Assyrian Christian College, our goal is to empower all our students to strive for excellence, to be life-long learners and to grow in Christ as they live out their faith daily.

The evolving nature of the Covid pandemic in 2021 impacted every member of the college community in so many ways. Fortunately, the college community rose to the occasion, and we were able to navigate our way through various challenges and difficulties. Staff and students worked together and were supported by our wonderful parents to ensure that all students continue to learn as we shifted to remote learning mode.

An improved college-developed remote learning model coupled with a strong focus on student wellbeing enabled more active student engagement in learning during the extended lockdowns of the 2021 school year.

Despite these challenges, college staff worked together to develop and start implementing a new three-year College Strategic Plan (2021-2023) that would take the college to the next level in terms of improvements to the quality of teaching and learning, student wellbeing and student outcomes. The three strategic directions in this new strategic plan are:

1. Responsible students, actively engage in learning and are intrinsically motivated to succeed and achieve
2. Excellence in teaching and learning using evidence-based quality teaching strategies and practices
3. Positive and collaborative school community that promotes a shared culture of high expectations

The following priority areas were identified as key to successful attainment of the strategic goals for the 2021 school year:

1. Staff use specific strategies to ensure that all students are assessment capable learners.
2. Teachers develop engaging and effective learning experiences and create appropriate learning climate that supports more active student engagement in their own personal learning journey.
3. Development of a shared College's vision of high expectations amongst staff, students, and parents across all areas.

Staff collaborated effectively in implementing all planned 2021 priorities using numerous strategies and successfully supported students' learning and achievements despite the very challenging NSW public health conditions throughout the year.

MESSAGE FROM STUDENT BODY

Being the 2021 graduates and the latest alumni of St Narsai Assyrian Christian College, we still maintain an immense amount of pride in that of the connection between the College itself and its external and internal community, partially fostered by the Student Leadership Team (SLT). The SLT is the primary medium of communication between the student body and the College, with its significance being regularly demonstrated through the nurturing of continuous improvement.

Embodied by College Captains, Vice Captains, Prefects and Christian Representative Council (CRC) members, the SLT is composed of a wide range of students that includes both seniors and juniors. On a weekly basis, the entire SLT would gather for a meeting wherein student concerns, issues and recommendations for improvement are voiced. The broad presence of student diversity generally allowed for discussion regarding improvement towards the subjects of academia, sporting, extra-curricular activities, and the day-to-day life as a SNACC student, including the maintenance of Christian faith and Assyrian heritage.

Under the guidance and administration of passionate teachers, these voiced concerns are then passed along to the Principal and the Board, where change can occur and a better experience for the students and community is ensued.

Aside from partaking in these activities, the SLT also contributes to establishing and developing the influence of the College within the immediate and wider communities. In 2021, this notion took shape in the form of St Narsai's Winter Appeal, which consisted of the College community donating winter items to the St Vincent De Paul Society, with other ventures such as visiting the St Mary's Retirement Village in celebration of Mother's Day, as well as many more fundraisers' events. The SLT also occasionally joins liturgical services at St Hurmizd Church, notably on important days such as Palm Sunday, where they take part in after-church activities, such as handing out palm branches.

Additionally, 2021 was the debut year of St Narsai Day, which has become an annual event whereby alumni, parents and the students celebrate another year of the College, with multiple food trucks and countless fun activities for entertainment.

As a focal point of the SLT, it is essential for them to uphold the school's motto of Excellence, Commitment and Christian Values.

All things considered, 2021 was another successful year for the SLT, where our contributions stacked onto the improvements of the past SLTs and undoubtedly reinforced the foundation for future SLTs.

We would like to thank the teachers and staff for their generousities throughout the year, and our students for putting in their effort all-year round despite the many public health challenges of 2021.

Nineb Isaac and Eshtaarr Youkhanna

2021 Captains

SECTION 2

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 lifestyle. While students are encouraged to show Commitment to persevere 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 in every possible avenue.

We offer a rigorous academic program as well as a strong pastoral care program imbued with a focus on faith development and daily prayers. We are also mindful of those students who need extra assistance or extension at the College. For the second year, the college extended its Selective Stream program to support Year 7 high potential learners.

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.

We are enhancing our advertising and marketing campaign to help us diversify our yearly enrolment intake as we aim to accept 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.

The challenging nature of the COVID-19 conditions during 2021 in NSW and the associated and protracted public health restrictions, including a lengthy lockdown impacted all schools, students and staff and their operation.

As such many activities and events were cancelled, and students were not able to participate in prescheduled or planned events. Only in some situations, students were able to take part in some events outside existing Covid-19 restrictions.

In general students were still able to participate in a range of college events including:

- College Choir
- Limited charitable fundraising events
- Only one external sporting activity
- Wellbeing Wednesday
- Year 10 Work Placement
- RUOK Day initiative
- Student Resilience Survey- second three year-round restarted
- Science, Geography and Book Weeks
- Intensive Literacy and Numeracy tutoring program (Government funded program)
- College Pastoral Care programs and a range of co-curricular activities.
- Academic intervention programs such as tutorials during Term breaks outside restriction periods, 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.

STUDENT PROFILE

Student Enrolment

Figure 1: Student Enrolment

Girls	Boys	LBOTE*	Total Students
346	289	635	635

*Language Background Other than English

Student Enrolment

The majority of our students completed their HSC at the College. Of the students who completed Year 10 in 2019, 90% completed Year 12 in 2021 at St Narsai College. Leavers post Year 10 were attributed to enrolment at TAFE, relocation of student's places of residence (distance from school) and parental financial restrictions.

Figure 2: Student Retention

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	117	95.1
2019/2021	102	92	90.2

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.

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 two Year 11 students were successful recipients of the College scholarships to commence from 2021.

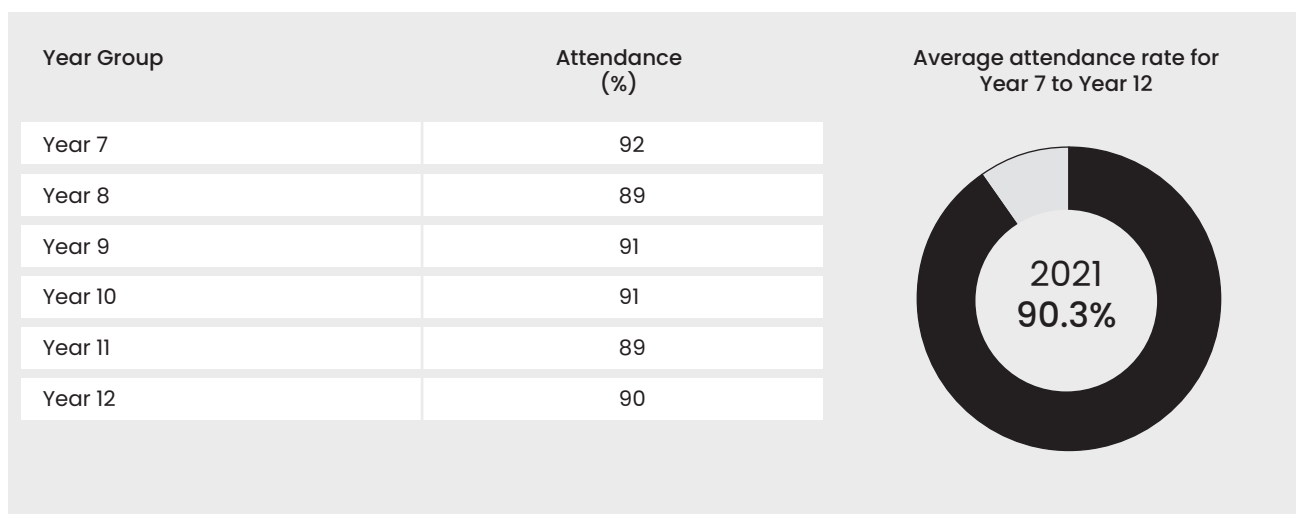
In addition, four Year 7 students and five Year 11 students continued to meet the requirements of the scholarship that they received commencing at the beginning of 2020.

Only applicants who were able to meet strict academic and other criteria set in the application form were successful in their applications. From 2022, Scholarship applications are open to students per stage, i.e., Stage 4 (Students in Year 7), Stage 5 (Students in Year 9) and Stage 6 (Students in Year 11). 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 90.3%. The following table shows detailed attendance rates per year group.

Figure 3: Attendance rate for each Year Group



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 at 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 4

STAFF PROFILE

The following tables show staffing profiles for 2021:

Figure 4: Staff profile at St Narsai Assyrian Christian College

Staff categories	Number of Staff
Full-time Teaching Staff	46
Part-time Teaching Staff	6
Non-Teaching Staff	17
Aboriginal/Torres Strait Islander Teaching Staff	0
Aboriginal/Torres Strait Islander Non - Teaching Staff	0
Total Staff	69

Figure 5: Teacher Qualifications

Category	Number of Teachers
Teachers who have teaching qualifications from a recognised higher education institution or equivalent.	52
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 NESA. The table below outlines the different stages of the accreditation journey. In addition, we had 6 teachers classed as STII (Senior Teachers).

Figure 6: Teacher Accreditation

Teacher Accreditation Stage at commencement of 2021 School Year	Number of Teachers
Conditional or Provisional (working towards Proficient Teacher)	11
Proficient Teacher – maintaining	38
Achieved Proficiency in 2021 at St Narsai	3
Working towards Experienced Teacher*	1
Total Number of Teacher	52
*Through the Independent Schools Teacher Accreditation Authority (ISTAA) Standards based pathway	

Professional Learning

Staff professional learning and development is highly valued at SNACC and as such, the College invested heavily in staff professional learning throughout 2021 with many staff attending a range of professional development opportunities.

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

- HSC Teacher training and strategies
- Careers – Pathways and Partnership forum
- Planning and programming for new Syllabuses/ New Teachers
- Various ICT professional Learning
- Student engagement and student welfare
- Teaching and Learning including Assessment Design and Research
- NCCD Moderation Training
- Inclusive teaching
- Library conference
- Various Middle Management training opportunities
- Teacher Accreditation including supporting Experienced Teacher Accreditation Application through ISTAA
- Literacy and Numeracy training

Due to COVID 19 restrictions, staff completed free online courses instead of paid face-to-face courses. This did reduce the cost of PD in 2021 drastically.

In addition to regular short staff professional learning sessions run by the College staff, the College succeeded in organising five Staff Development Days throughout 2021 covering the following areas:

- Staff Code of Conduct
- Workplace Health and Safety
- Child Protection
- Student welfare and wellbeing, and pastoral care
- Trauma Professional Learning (through AIS)
- Visible Learning Impact cycles
- First Aid Training
- Data Collection and Analysis
- College's Mission, Vision and Strategic Plan
- HSC Processes for LSU students
- Staff welfare and Team Building
- Assessment practices
- ICT – flipped classrooms and training for staff particularly in preparation for online learning.

Due to COVID 19 restrictions and lockdowns, the PD planner for 2021 was modified to comply with restrictions.

Visible Learning

In 2021, the College continued with the Visible Learning program after the three-year professional learning with Corwin. They continued to implement strategies in their classrooms focussing on developing assessment capable learners. Staff continued working on the 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

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.

These cycles will continue into 2022 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.

Faith Education

St Narsai Assyrian Christian College continues to provide its students with opportunities to help grow their faith and understand the ethos and traditions of the Holy Apostolic Catholic Assyrian Church of the East. In 2021, the College's spiritual theme 'The Year of Hope' was a fitting message for what had been yet another challenging year for the community. The spiritual theme taught both staff and students that through every worry or struggle we should place our hope in the Hands of Our Lord and Saviour Jesus Christ.

Curriculum

The College continued to offer its students the teaching and traditions of the Holy Apostolic Catholic Assyrian Church of the East through the stage 4 and 5 Christian Studies Syllabus and fortnightly stage 6 Christian Sermons.

The stage 4 and 5 Christian Studies program was undertaken both in the school and home setting, encouraging students to study a range of units from God's Creation, Fasting and Holy Week, Feasts and Celebrations, God's Word, Saints, to Sacraments and Annunciation. These teaching and learning strategies were developed by the Christian Studies staff in hopes of students developing a deeper connection to their faith and placing these teachings into action; both in the school and wider community.

The stage 6 fortnightly Christian sermons with His Grace Mar Benyamin Elya, Bishop of Victoria and New Zealand and College Chaplain Reverend Father Shamuel Shamuel, were an opportunity for students to learn and ask questions about complex issues in today's society. During these sermons both His Grace Mar Benyamin Elya and Reverend Father Shamuel Shamuel responded to our students' questions and strengthened the faith in Christ.

The Christian Studies textbook committee, continued to work on creating engaging secondary stage 4 and 5 educational textbooks which reflect the scope and sequence of the Christian Studies Syllabus. God willing these textbooks will be used by both staff and learners in the coming years.

Extracurricular work within the college

The College's faith journey continues to become stronger year after year through not only the teachings of the Christian Studies programs but also the extracurricular initiatives. With the spiritual theme being 'The Year of Hope' both staff and students gave hope to their peers and strengthened the ties with the Assyrian and local community.

- Liturgical Eucharistic Services- year cohort Liturgical Eucharistic Services partaking in the Holy Offering of the Body and Blood of Christ.
- Online Sermons- Teams video sermons by the College Chaplain Father Shamuel Shamuel both in roll call and home setting.
- Prayer- through roll call morning prayer services, 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. Also, during at home learning students partook in online prayer services with the College Chaplain.
- Lunch with the Chaplain- 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- The College continued to raise funds for ACERO (Loose Change Friday) and Catholic Care (Christmas Hamper Appeal).

SECTION 6

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:

- A supportive and collaborative learning environment that make learning visible;
- Providing opportunities for students to take responsibility for their own skills development, growth and progress that leads to improved outcomes;
- 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 2021–2023 as a basis to design our curriculum and 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 2021 the College offered the following HSC courses:

- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Design and Technology
- English Advanced
- English Standard
- English Studies
- English Extension
- English EAL/D
- Food Technology
- Information Processes and Technology,
- Legal Studies
- Mathematics Standard
- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Extension 2
- Music 1
- PDHPE
- Physics
- Society and Culture
- Studies of Religion II
- Textiles and Design
- Visual Arts

SECTION 7

STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

Figure 7: Senior Secondary Outcomes- Yr. 12 2021

% of student undertaking vocational training or training in a trade during the senior years of schooling*	1
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.	100

* One student undertook vocational training through the Institute of TAFE as part of their HSC (Year 12) studies.

Figure 8: Students Post School Destination

University	TAFE/Other Institutions	Entry to Workplace	Destination not reported
80%	10%	5%	5%

Student Outcomes in National assessment Program- Literacy and Numeracy (NAPLAN)

In May 2021, 116 students in Year 7 and 111 students in Year 9 sat the NAPLAN Online tests. This was the first year that students completed the tests online. The analysis of our students' performance in these assessments provide valuable information that will be used to assist in the design of the College's teaching and learning program.

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 3 to Band 10. Band 10 in Year 7 and Band 4 in Year 9 were now possible due to as NAPLAN bands are now reported on a 10 bands scale for all domains since. This is now possible because of the adaptive test design.

These contribute to the averages table below.

The 2019 NAPLAN data for St. Narsai Assyrian Christian College illustrates the performance levels and trends in student growth and achievement and is helpful in identifying areas for improvement. This year's NAPLAN results are affected again by a high number of EAL/D and new arrival students. Nevertheless, the College will continue to support all its learners to acquire the necessary literacy and numeracy skills.

Figure 9: Year 7 Literacy and Numeracy Results Summary 2021

	Band 3		Band 4		Band 5		Band 6		Band 7		Band 8		Band 9		Band 10	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State	School	State
Reading	0.9	0.6	6.3	4.6	22.3	11.7	33.9	24.5	16.1	26.9	17.9	20.5	1.8	9.6	1.9	1.5
Writing	0.9	1.6	4.5	4.6	13.4	14.5	34.8	27.4	26.8	24.9	13.4	19.2	2.7	5.0	1.9	1.7
Spelling	0.9	1.0	3.6	3.8	8.0	8.8	13.4	18.3	44.6	31.8	23.2	23.3	5.4	11.6	1.9	1.2
Grammar & Punctuation	5.4	1.9	2.7	6.1	1.9	12.0	28.6	25.9	22.3	21.7	15.2	17.4	2.7	10.7	3.6	3.6
Numeracy	0	0.5	8.0	4.5	11.6	10.9	29.5	20.8	23.2	25.9	22.3	19.4	5.4	14.2	0	3.7
Based on percentage (%)																

Figure 10: Year 7 Literacy and Numeracy Results School Average Summary 2018–2021 Based on percentage (%)

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
	School Average	School Average	School Average	School Average	School Average	School Average	School Average
Reading	10.5	22.5	28.7	24.0	11.2	2.6	0.9
Writing	8.1	15.7	34.1	23.7	10.4	1.6	0.9
Spelling	9.3	9.8	15.4	33.6	21.3	6.7	1.8
Grammar & Punctuation	9.2	20.7	24.3	20.8	13.3	4.6	2.7
Numeracy	9.5	14.5	30.6	26.6	13.4	4.0	0.9

Figure 11: Year 9 Literacy and Numeracy Results Summary 2021

	Band 4		Band 5		Band 6		Band 7		Band 8		Band 9		Band 10	
	School	State	School	State	School	State	School	State	School	State	School	State	School	State
Reading	4.3	1.5	12.2	7.1	22.6	14.8	31.3	24.9	20.9	26.4	5.2	17.5	2.6	7.5
Writing	5.2	2.4	11.3	8.6	24.3	19.7	27.8	24.7	21.7	26.5	5.2	10.3	1.7	5.0
Spelling	4.3	1.1	12.2	5.5	10.4	13.4	24.3	23.4	36.5	30.6	8.7	18.9	3.5	6.5
Grammar & Punctuation	8.7	2.0	13.9	7.5	13.9	14.9	21.7	24.0	23.5	27.0	10.4	14.7	4.3	9.0
Numeracy	0	0.1	7.9	2.9	17.5	13.6	38.6	28.2	23.7	28.7	7.9	15.4	4.4	11.0

Based on percentage (%)

Figure 12: Year 9 Literacy and Numeracy Results School Average Summary 2018-2021*

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
	School Average	School Average	School Average	School Average	School Average	School Average	School Average
Reading	4.4	11.1	22.5	31.1	22.8	6.9	1.8
Writing	5.7	12.0	24.1	23.5	20.7	7.0	1.5
Spelling	4.4	13.0	10.5	21.0	32.9	15.1	3.0
Grammar & Punctuation	7.1	11.7	20.9	19.1	25.9	10.2	6
Numeracy	0	4.8	23.7	34.9	22.8	10.1	3.7

*(Average of results of 2018, 2019, 2021 as NAPLAN tests were cancelled in 2020)

Minimum Standards Tests

At the end of 2021, the following percentage of students had met the minimum standards. The students remaining will be given further opportunities in 2022 to complete the tests before their HSC exams. Students will be continually supported to meet the standards through strategies including online programs (e.g., Smarter-Maths), writing workshops, tutorials before and after school and during study periods, and reading programs.

Figure 13: Percentage of students in Year 12 2021 meeting the Minimum Standards

Reading	Writing	Numeracy
99%	98%	99%

Figure 14: Percentage of students in Year 11 2021 meeting the Minimum Standards

Reading	Writing	Numeracy
98%	80%	96%

Year 11 2021 students that have not met the minimum standards will be given support and opportunities to complete the tests before their HSC exams in 2022.

Figure 15: Percentage of students in Year 10 2021 meeting the Minimum Standards

Reading	Writing	Numeracy
96%	61%	91%

Year 10 2021 students that have not met the minimum standards will be given support and opportunities to complete the tests before their HSC exams in 2023.

Future directions 2022

- The College Leadership Team will develop strategies to focus on areas identified in the NAPLAN and HSC tests including whole school approach to teaching literacy and numeracy skills.
- A greater focus on literacy and numeracy across all subjects to be made explicit in Teaching and Learning Programs.
- Support increased students' use of devices in and outside the classroom.
- 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.
- Maintaining the 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.
- Teachers enable students' voice within the learning process. This involves continuing the work on the feedback across the College.
- Teachers continue to facilitate students setting their own learning goals, monitor how students make progress on their goals and help them develop strategies to achieve their personal learning goals.
- Improve the range of extracurricular activities to respond to students' needs.

Student Performance in Record of School Achievement

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 2021, no students left the College prior to the completion of their HSC courses and requested a RoSA. Two students left in Year 11 with the intention of transferring to another school.

Figure 16: Number of students requesting RoSA

Year enrolled in 2021	Number of students requesting RoSA
Year 11	0
Year 12	0

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

Figure 17: Students received a RoSA after the completion

Reason	Number of students
Accelerated Maths – completing rest of HSC units in 2022	6
Not meeting Minimum Standards in Literacy and/or numeracy tests	3

Higher School Certificate Examination Results: 2021

The class of 2021 had 98 students complete the HSC examinations. 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.

Figure 18: Higher School Certificate Examination Results 2021

	2019		2020		2021	
	School	State	School	State	School	State
Arabic Continuers*	88	88	83	81		
Ancient History			53	63	73	62
Biology	36	60	48	63	40	66
Business Studies	30	62	37	62	71	66
Chemistry	32	67	40	70	63	66
Community and Family Studies	60	70	44	70	69	72
Design and Technology	100	82	44	83	59	83
Engineering Studies	38	70	8	68		
English (Advanced)	97	92	95	95	96	94
English (Standard)	26	52	31	58	46	58
English as a Second Language (EAL/D)	53	59	30	57	43	58
Food Technology	52	68	14	60	25	63
Information Processes and Technology	58	63	29	59	14	57
Legal Studies	50	66	45	68	83	69
Mathematics (Advanced)	59	79	45	81	52	79
Mathematics (Standard 2)	25	57	11	50	53	51
Music 1	29	91	78	91	100	89
PDHPE	30	62	49	61	63	60
Physics	31	64	14	67	42	71
Society and Culture	71	79	67	80	70	80
Studies of Religion II	40	80	49	74	38	72
Visual Arts			88	90	82	91

Note: Based on percentage

*Studied at Saturday Community Languages Schools.

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

Figure 19: Students receiving results E3 and E4

	2019		2020		2021	
	School	State	School	State	School	State
English Extension 1	100	92	83	93	100	94
Mathematics Extension 1	50	80	100	75	100	74
Mathematics Extension 2	100	86			100	87

Note: Based on percentage

SECTION 8

PASTORAL CARE AND WELLBEING

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

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

The Welfare and Wellbeing team consists of the Principal, the Deputy (Welfare and Wellbeing), the College Counsellor, the Pastoral Care Coordinator and six Year Coordinators.

2021 brought its own challenges with COVID19 restrictions and lockdown – emphasising the importance of pastoral care programs and wellbeing initiatives in the College.

In 2021 the Pastoral Care Program delivered Pastoral Care lessons once a fortnight with the main objectives during PC lessons to address any issues/concerns that are identified by the Welfare team and issues or concerns that surfaced from the results of the 2020 Youth Resilience Survey conducted in August of 2020. 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. The survey measures the resilience and wellbeing of

our 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 the survey, and we are able to identify trends from year to year.

Towards the end of 2020, Year Coordinators and their Pastoral Care staff evaluated the results and created programs specifically targeting the concerns of the students in their year group to be implemented in 2021.

The program was applied in Terms 1, 2 and 4. Term 3 was in lockdown and the Pastoral Care Program adapted to the situation. The planned program changed and a heavy focus on staff and student wellbeing took its place. During Term 3, PC lessons focussed on positive mental health and wellbeing, self-care. Students were encouraged to be active and share their wellbeing activities online.

The following table shows the topics covered in the 2021 PC program for each year group during Terms 1, 2 and 4.

Year 7	Year 8
SHARP expectations Peer Support Program Resilience CyberSafety* Effects of Screentime Academic Study Skills Exam Preparation/building study skills Building confidence Self-Care	SHARP expectations SMART goal setting Building Confidence Team building Cybersafety* Effects of screentime Positive body image Healthy Sleeping patterns Self-care
Year 9	Year 10
SHARP expectations Positive self-image Bullying prevention Cybersafety* Exam Preparation Organisational/Time Management skills Problem-Solving Skills Self-Confidence and Self Care	SHARP Expectations Respectful Relationships Team Building and Communication skills Motivational Guest Speaker Bullying prevention Cyber Safety* Exam Preparation and study skills Self-Confidence and Self-Care

*the Cybersafety workshop was presented by the Local Police Liaison Officer to each year group with a student Q&A session.

As Year 11 and 12 do not have Pastoral Care Lessons, they have a weekly session of Academic skills workshop whereby students are supported and assisted in their study routines and time management. Year Assemblies are also held to deliver important wellbeing messages to students.

Students in all year groups also have annual Resilience Days and Spiritual Days to support the development of positive mental health.

Also, during lockdown of 2021, students completed at-home online learning, St Narsai College held Wellbeing Wednesday in the middle of the term and as lockdown extended, students had fortnightly wellbeing lessons.

SAR (Students at Risk)

Students At Risk (SAR) are our students who have been identified as being 'at risk' mentally, socially, academically and spiritually. These students have intensive support in the College. On a weekly basis, the Principal, Deputy (W&W), the Pastoral Care Coordinator and the Counsellor go through the list and update any information or interaction they may have had during that week. In this way, our students at risk are monitored and supported to remain engaged in their learning and have a sense of belonging to the College.

Case Management Model

From the SAR list, the Pastoral Care Coordinator, has fortnightly discussions with Year Coordinators informing them of updates regarding the students on the SAR list specific to their relevant year group. In this manner, Year Coordinators are also available to provide ongoing required

support and care for the students in need in what is known as the Case Management Model.

Year Group Snapshots

Year Group Snapshots are presentations given to all staff at the beginning of the year to inform all staff of students that are:

- a) Students at Risk (SAR)
- b) In Learning Support
- c) Have an EAL/D background
- d) Medical issues
- e) High Potential Learners (HPL)

These presentations enable group discussions and allows staff to consider practices so they are able to cater to the diverse needs of the students in their respective classroom.

Cohort Data

The Cohort Data Table is a table of information collated by the Year Coordinators 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.

Other initiatives

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

- In 2021 the College continued the notion of having one Year Coordinator per year group, and furthermore, the Year Coordinator continued into the new academic year with their year group.
- Roll call teachers and Pastoral Care teachers, where possible, carried their class over from 2020 into 2021 which provided the opportunity for staff to establish a stronger rapport with their students and truly know their students well.
- The Faith in Action Chaplain Service continues to support students in their spiritual needs.
- 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, etc
- Following all mandatory requirements under the Child Protection laws and Duty of Care.
- Due to COVID-19 restrictions, our Transition Days

were not held in 2021. However, day one of 2022, the new Year 7 students were able to familiarise themselves with the environment, surroundings, routines and general college expectations.

- 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 with the Principal for Year 12 students
 - A Writing Workshop

Other Policies related to Welfare and Wellbeing

Behaviour Support Policy 2021

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 behavior 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.

The College applies the SHARP PBS matrix that 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.

The Behaviour Support policy and procedures were reviewed, endorsed and published in 2020 that continued to apply in 2021. There were no significant changes made to the policy.

The full text can be accessed on the school's website or on request from the Principal.

Pastoral Care Policy

Initially, the College Welfare Policy used to incorporate the discipline and welfare of students into one policy. As the Student Behaviour Support Policy separated from the Welfare Policy, a separate Pastoral Care Policy was created in 2021.

The purpose of this policy is to provide an

overarching framework for the provision of an environment in which the wellbeing of students can be promoted and safeguarded. This policy applies to all staff members, which includes non-teaching staff.

This policy is underpinned by the Australian Student Wellbeing Framework which is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

St Narsai Assyrian Christian College commits to child safety and leaders champion a child safe culture by implementing the 10 Child Safe Standards as set by the Office of the Children's Guardian.

Anti-Bullying and Harassment Policy

The College has zero tolerance for bullying and harassment. The Anti-Bullying and Harassment 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.

The Anti-Bullying and Harassment policy and procedures were reviewed, endorsed and published in 2020 that continued to apply in 2021. There were no significant changes made to the policy. The full text can be accessed on the school's website or on request from the principal.

Child Protection Policy

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

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

The Child Protection policy and procedures were reviewed, endorsed and published in the beginning of 2021. There were no significant changes made to the policy.

The full text can be accessed on the school's website or on request from the principal

Complaints Handling Policy and Procedure
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 were reviewed, endorsed and published in 2020 that continued to apply in 2021. There were no significant changes made to the policy.

The full text can be accessed on the school's website or on request from the principal.

Parent, Student and Staff satisfaction

The college values and respects the opinions and perspectives of students, parents and staff and their suggestions and ideas are included in our planning for improvements at all levels.

As in previous years, this year the college used a variety of processes to enhance our awareness about the level of satisfaction with the college from students, parents and staff.

Anonymous surveys were used to acquire opinions on academic performance, pastoral care, co-curricular, sports, mental health, school culture, key learning areas, teaching, communication, administration and leadership, facilities and resources.

In addition to the anonymous satisfaction surveys, at St Narsai College, parent satisfaction is measured in the following ways:

- The Complaints Handling Policy is published on the College website accessible to all community members. Parents and carers are aware of the procedures should a parental concern arise.
- Our Parent information evenings and Parent/Teacher meetings also provide an opportunity for parents to provide feedback or share their concerns with college staff.
- Parents are involved in Feedback and Evaluation surveys that are conducted for major school events.

Student satisfaction

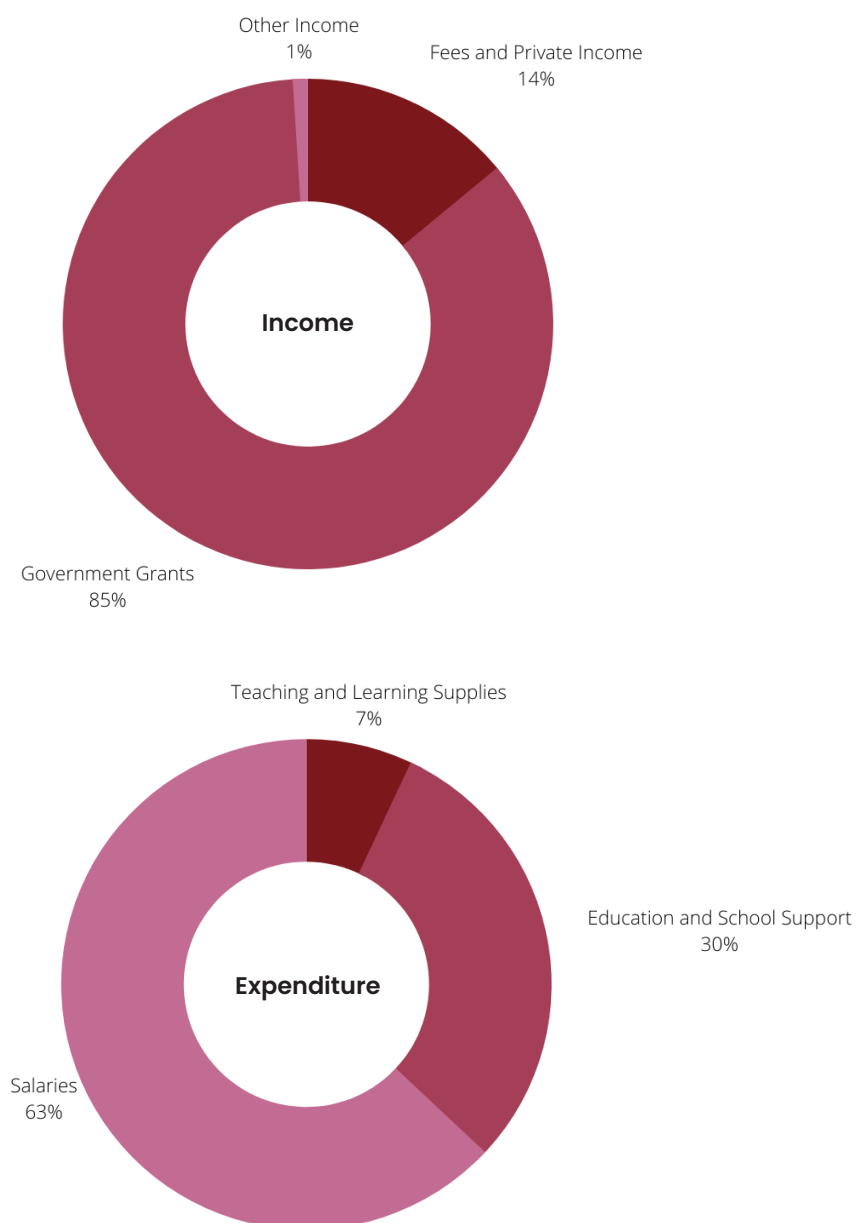
- Students are represented by the Student Leadership Team and Christian Representative Council and have the opportunity to present grievances to the Principal and Deputy Principal.
- Student surveys assist in determining the level of satisfaction of students with school programs. Students in all year groups, 7 through to 12, are surveyed on an annual basis.
- Feedback and Evaluation surveys are conducted for major school events and student voice is represented from organising St Narsai Day through to suggestions for uniform.

Staff satisfaction

- Issues of concern are raised with the principal and/or the Deputies and Chaplain through various avenues either through weekly staff meetings, Year Coordinator meetings or through their supervising staff in KLA Coordinator meetings.
- Regular surveys and other communication processes has been conducive for a culture of collaborative practices and high satisfaction levels.

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

Figure 21: 2021 College Financial Information



EXCELLENCE CHRISTIAN VALUES COMMITMENT



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