



HARP OF THE SPIRIT

From the Principal

Edwar Dinkha

Dear Parents, Students and Friends,

As term two comes to an end next week, I want to take this opportunity to thank our wonderful staff for persevering and working hard during a challenging term two where many staff fell ill, and they had to cover for their colleagues to ensure that students were supported, and learning continued at the college. I also wish to acknowledge our students for doing their best under difficult staffing situations and for remaining focused on learning and making progress.

Fortunately, and as expected, we successfully worked together, supported by our wonderful parents, and enjoyed the high-quality education throughout this term.

I pray that all our students and staff have a wonderful and well-deserved restful school break with their families.

7-11 Interviews

By this time years 7-11 students have completed their assessments and exams and staff are finalising their Semester One Reports in readiness for Semester One Interviews. I wish to thank all students for giving it their best shot and all staff for supporting students during this assessment period. We look forward to meeting as many parents as possible during the student- teacher interviews on 29th June and 30th June.



2023 Scholarships

The college has recently advertised 2023 Scholarships and it is hoped that many deserving students would apply. The 2023 scholarships are open to internal and external year 7, 9 and 11 students. Scholarships applications will close on Monday 25 July. Parents are encouraged to seek more information by visiting our college website or by contacting our School Office.

Year 7 2023 and 2024 Enrolments

I wish to thank all Year 6 parents for completing their Year 7 2023 enrolment applications last term and this term. Year 7 2023 enrolments are almost complete with some placements still available. Applications received next term may be included in a waiting list.

Next term, we will be conducting Year 7 2024 enrolment interviews for current Year 5 students and their parents, and it is pleasing to know that we have received so many enrolment applications already. I urge other parents of Year 5 students to contact our friendly office staff for relevant details so they too can secure a placement for their child at St. Narsai College in the 2024 intake.

Staff Development Day

As part of our strong commitment to students and staff wellbeing at the college, we have organised a staff development day next Friday, where staff will have a training day focused on their welfare and wellbeing.

Thank you and God bless.

ISSUE 3 | TERM 2

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From the Deputy Principal (Pastoral Care)

Mary Ismail

Importance of Attendance

The college sends out attendance letters twice a term to inform parents of their child's attendance patterns. Students whose attendance falls below 95% will receive the letters whether attendance explained or unexplained.

If unexplained, then further action is taken by the school to ensure a student's attendance improves. Please refer to the Attendance Procedure on page 18 of the student diary for more information.

It is well known that participating in school every day gives teenagers the best chance of achieving their goals. A student's level of school attendance is a major influence on their achievement.

How can you assist:

- Speak with your teen about the importance of attending every day.
- Set a regular evening and morning routine.
- If possible make appointments out of school hours.
- Avoid taking your teenager away for holidays during the school term.
- If your teen seems anxious about going to school, talk to them to find out why.

It is always good to **speak to your child about the importance of going to school everyday**. Not only does it show that you value education, but if the educational aspirations are strong predictors of educational outcomes.

Talk to your teen about their goals and the role schooling will have in achieving them. Your teen may not be aware of the impact that missing school can have in the long term.

Help your teen maintain good attendance habits - Having an established evening and morning routine can provide structure to ensure assignments are completed and your teenager arrives at school on time.

Occasionally, your teen may need to stay home from school—they might be sick, or there might be personal or serious family matters you have to attend to (such as a funeral). While these kinds of events are unavoidable, other events such as shopping trips, holidays, visiting family and friends, or appointments can be scheduled out of school hours.

NSW Department of Education

Why attendance matters

When your child misses school they miss important opportunities to:


- Learn
- Build friendships
- Develop life skills

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...	they miss weeks per year	and years over their school life
1 day per fortnight	4 weeks	Over 1 year missed
1 day per week	8 weeks	Over 2.5 years missed

education.nsw.gov.au



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Late to school procedures

Being early or punctual to school is important for every student.

Children who are regularly late can never recover certain essential parts of their school day such as settling down to get ready to learn, important announcements, checking of diaries etc.

You may think that your child is only missing a few minutes in the morning but a student who is 10 minutes late every day, will miss 30 hours of teaching during the year. That's a large number of teaching hours that cannot be replaced.

Hence why we re-introduced late to school detention. All parents and students have been informed that any child who attends school late (including being at school but attending roll call late) will attend a detention during break 1.

A student who is late to school/roll call three times will receive an afternoon detention. If another afternoon detention is given, parents will be called in for a parent interview.



Spend time with your teen – Time with your child really counts!

The Australian Government's Learning Potential website produced an article regarding the importance of spending time with your teen found at: <https://www.learningpotential.gov.au/articles/time-with-your-teen-make-it-count>

Your teenager benefits so much when you spend time with them.

Even with busy schedules, you can turn a little bit of time together into a learning experience for your teen. They suggest trying these 5 tips to get more out of your time with your teen.

1. Seize the moment!

You and your teen probably have busy lives, so make the most of little moments when you can connect – for example, in the car, at the dinner table, or even while doing housework! By chatting about what's happening at school, their friends and the family, and how they're feeling, you're strengthening your teen's self-esteem and conversation skills.

2. Make it count

When talking with your teen, try not to jump in, criticise or 'fix' things – just really listen and try to understand what they are saying to you. Show your teenager you are interested in what they are saying by asking questions – What do they think? How do they feel? Show that you're listening by making eye contact, repeating what they've said, and smiling when appropriate.

3. One-on-one time

Creating space in your schedule for dedicated time with your teen really benefits their learning and wellbeing. It doesn't have to be complicated – you could spend this time going for a walk together, helping them with their study management, or just chatting about their day (and yours!).

4. Be in the moment

During that dedicated one-on-one time with your teen, be in the moment. Give them your full attention and avoid distractions such as checking your phone or social media. It's good role modelling for how you expect them to behave when talking to you and other adults!

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5. Praise and encourage

Praise your teenager for the things they learn and achieve – and for their effort too. This will help with their self-esteem and confidence. Try using 'descriptive praise' – telling your teen exactly what it is that you like about what they have done. For example, 'You studied really hard for that maths test. Well done.' Praising effort can encourage your teen to try hard in the future and helps them to see themselves as learners who can master new things.

Celebrating Refugee Week 19th June – 25th June 2022

This week we Australia celebrates Refugee Week to promote greater awareness of refugees, the issues they face, and the contributions refugees are making to the Australian community.

The key aims of Refugee Week are:

- To celebrate the ways in which people from refugee backgrounds enrich our communities and culture.
- To educate the public about who refugees are and why they have come to Australia, and to understand the many challenges they face in doing so.
- To foster empathy and understanding and in doing so, encourage a safe and welcoming environment for people seeking safety in Australia.
- To enable communities and individuals to take positive action and stand in solidarity with people seeking asylum and displaced people in Australia and around the world.

To the college community who came here as refugees – Welcome to Australia and especially to St Narsai Assyrian Christian College.

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From the Deputy Principal (Curriculum)

Mary Khina

Dear Parents and Friends

As we enter the second last week of term, I thank all students and teachers for their hard work and efforts in term 2. I also thank parents for their ongoing support as students prepared for assessment tasks.

Pupil Free Days for Terms 2 and 3

The College will have Pupil Free Days on Friday 1st July 2022 and Monday 18th July 2022.

Students return to school for Term 3 on Tuesday 19th July 2022.

Term 3 will conclude for students on Thursday 22nd September 2022.

Years 7-11 Reports and Parent Teacher Interviews

Parent Teacher Interviews will be held on Wednesday 29th June and Thursday 30th June from 3pm-6pm. Details on the booking process has been sent to all parents via SMS last week. Please contact the school office if you need the code resent to you.

Semester One Student Reports will be emailed to all parents of students in Years 7-11 prior to the interview. All parents are encouraged to make an appointment to discuss their child's progress and areas and ways for improvement.

Interviews will be held in a Covid safe way. To ensure the safety of all students, parents and teachers, please do not attend the interviews if you are feeling unwell or have flu like symptoms, please call the school to reschedule your interviews. Wearing a face mask when indoors and during the interviews is encouraged.

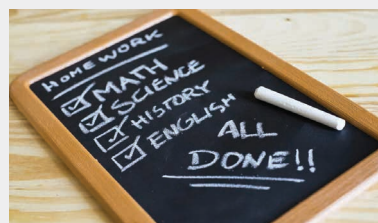
We look forward to seeing all parents at the interviews.

Holiday Homework

During the upcoming holidays students are encouraged to spend the time resting and also preparing for semester 2. Strategies to assist your child may include:

- Discussion of their results in each subject in the Semester 1 report
- Signing up to online programs such as Matific, Reading Eggs, Excel NAPLAN Online
- Encouraging your child to read widely by visiting the local library or book shop
- Attending holiday tutorial sessions organised by the local libraries
- Having a study timetable and setting time for study as they commence term 3
- Maintaining any tutorial session for students that currently have a tutor, or the consideration and discussion of having a tutor.

Teacher will be holding holiday tutorial sessions for various subjects, in particular for Year 12 students. A permission note will be sent home if your child has been offered tutorials. Please ask your child if they have received a note and encourage them to attend.



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HSC Trial Examinations

Year 12 Trial Examinations will take place in Weeks 3 and 4 of Term 3, commencing on Monday 1st August and concluding on Monday 15th August.

All students will return to normal classes on Tuesday 16th August. The exam timetable will be distributed to students this week. Students are encouraged to prioritise their studies based on the timetable.

For many students, the trial exams are the last formal exam before the HSC exams and a general indication of what the final HSC exam structure will be. Parents are encouraged to speak to their child about their study timetable leading up to the exams.

Year 11 2023 Subject Selection

The subject selection process for Year 11 2023 will commence in Week 2 next term, with an information session for all Year 10 students and their parents to take place on Tuesday 26th July at 6pm. More details on the Subject Selection process will be sent to parents in Week 1 of Term 3. In the meantime, I encourage parents to discuss with their child the subjects that they are considering on studying.

COLLEGE LIBRARY

The College Library is open every morning from 7.50am and Every Tuesday and Wednesday afternoon until 4pm.

Teachers are available in the library to assist students with homework and assessment tasks.

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From the CAPA Department

Arbella Karim and Ashureena Dankha, CAPA Teachers

Teachers and students have been busy in both Music and Visual Arts this term. The highlight of the term for our department was the welcoming of our Patriarch, His Holiness Mar Awa III Royel to the College and showcasing the musical and creative talents that we have. We have also been busy working on practical tasks and assessments.

Visual Arts students have had a super busy term two breaking limitation barriers and discovering new and exciting creative and problem-solving skills.

Ambitious year 8 students engaged in researching how art has changed over time through critical study of the art movements which resulted in presentations that saw quizzes and chocolates as the highlight next to students showing of their newfound knowledge.

They had ended Term 1 with creating Easter posters and using gold leaf for a little extra fun. Year 11 and 12 students engaged in art theory, worked on Major Body of Works and even created handmade ceramic gifts for the Patriarchal visit to our school. We are so proud of the efforts of our hard-working students who find enjoyment in our subjects.

We were also fortunate to be involved in the Year 6 transition day where our future year 7 students successfully attempted their hand at drawing realistic eyes and adding gold leaf accents. It was great to see the enjoyment that the students had as they looked forward to being apart of the St Narsai community in 2023.

Students in Year 9 Visual Arts completed Term 1 learning about Mixed Media Art and ways of combining different materials into one work. They loved the freedom of choosing their themes while still following the criteria.

Simultaneously, they've been learning about the art world in theory lessons, where they investigate artists from different cultures and times. Learning about the art world broadens their horizons, teaching them to criticize artist practice and reflect on their artmaking skills.

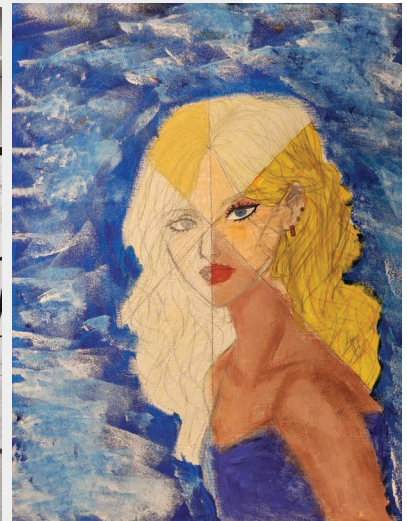
The students are now working on recognizing the effect of pollution on sea life by recycling plastic and other found objects to show the impact of the human footprint and the beauty of reusing waste.

One of our outstanding students, Tomas Adeson voluntarily contributed to the exhibition organised by the college's staff and students for Holiness Mar Awa III Royel visit by presenting his excellent animated and fun artworks.

College Choir

When CAPA and Christian Studies team up, the College Choir works marvellously towards its participation in the school Liturgical Services, assemblies, external school performances and at the Patriarchal visit to our college. These student volunteers have dedicated their time to not only represent the angels in Heaven but also their college with pride, and we are so proud of them.

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From the Learning Support Department

Abeer Haddad, LSU Teacher

At St Narsai our students with disabilities and special educational needs are supported and included within our inclusive school curriculum and environment. Our school provides an inclusive environment for our students with the design of programmes and strategies that seek to achieve equality of learning for all students at the college.

Every year St Narsai is required to engage in the National Consistent Collection of Data (NCCD) on our students with disabilities, as are all Australian schools.

This data will help us ensure that all students participate in all school activities on the same level as students without disabilities. At St Narsai Assyrian Christian College our school is committed to ensure that all students have access to effective differentiated learning programmes and educational experiences allowing all students to excel in school.

Schools are required by law to make reasonable accommodations for students with disabilities. The Disability Discrimination Act of 1992 and the Disability Standards for Education of 2005 outline that schools are required to make reasonable adjustments for students with disabilities. Learning adjustments at St Narsai could include the following:

- Extra time to complete activities
- Small group work

- 1:1 support alongside Learning support staff
- Physical adjustments made to the environment to better support students' needs

Students receiving learning adjustments do not need to have a diagnosed disability, but they do fall within the National Consistent Collection of Data.

The Learning adjustments and styles provide students with support to excel academically. During the NCCD process no individual student will be identified, we will ensure the privacy and confidentiality of all students. The National Consistency Collection of Data (NCCD) will take place in Term 3.

Parents who wish to discuss learning adjustments that might benefit your child please contact the school.

Nationally Consistent Collection of Data of School Students with Disability (NCCD)

What about NCCD Data & Privacy?

All schools must complete the NCCD. Legislation requires that every year, each school must collect the following information for each student receiving an adjustment due to disability:

COLLECTED	<input checked="" type="checkbox"/> year of schooling	NOT COLLECTED	<input checked="" type="checkbox"/> personal details
	<input checked="" type="checkbox"/> level of adjustment		<input checked="" type="checkbox"/> student's name
	<input checked="" type="checkbox"/> broad type of disability		<input checked="" type="checkbox"/> any other identifying information

Protecting the privacy and confidentiality of all children and their families is an essential focus of the NCCD. All information is handled as per the school's *Privacy Policy and Collection Notice*. Please refer to our school's policies for further information.

To learn more about the NCCD, visit the Portal: www.nccd.edu.au

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From the HSIE Department

Younan Moushi, HSIE Teacher

Year 8 The Black Death

This term, Year 8 have developed a deeper understanding of the medieval age, building upon their skills throughout the Stage 4 History course.


This has allowed learners to better explain how people, events and forces from the past have shaped our world. Learners were provided with opportunities to examine historical sources related to the greatest pandemics throughout the past, such as The Black Death and drawing comparisons to global developments today.

Learners have utilised a variety of oral, written and visual sources to explore the past and have been provided opportunities to display their understanding through multiple means of representation utilising PowToon, a digital animation tool, Canva and much more.

It is invigorating to experience the breadth and depth of knowledge and understanding displayed as Year 8 continues to develop their understanding throughout their time at the college.

How did the Black Death effected Medieval Europe Economically?

The Black Death had a significant impact on Medieval Europe economically, specifically the relationship between the lords who possessed much of Europe's land and the peasants who worked for them. It became increasingly difficult to find people to plow fields, harvest crops, and produce other goods and services as people perished. The peasants began to demand higher wages, but the nobles were firm in their opposition. Ultimately, the black death had an economic impact on Medieval Europe due to the high death rate which resulted in a scarcity of labour, which led to a shortage of food, which culminated in peasant revolts.

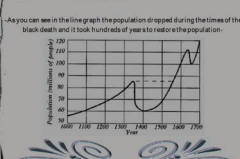


POPULATION DECLINE

The Black Death-
The black death is a deadly disease originating in China in 1346 and ending in 1352. It spread rapidly due to multiple reasons, the black death's after effects were dreadful and took a toll on the world.

Effects of the Black Death- Social
There were many social effects of the black death but one of them was population decline, after the black death had hit the Earth was utterly empty due to the fact that the black death had wiped out half of the world's population.

As you can see in the line graph the population dropped during the times of the black death and it took hundreds of year to restore the population.



Year	Population (Millions)
1300	400
1350	200
1400	300
1450	400

THE MIDDLE AGES
The Black Death

Where did the black death originate from?
The pandemic that caused the Black Death began in China in the early to mid-1300s and travelled westward to the Mediterranean and northern Africa through trade routes. By 1350, it had reached southern England, northern Britain, and Scandinavia.

What are the symptoms of the Black Death?
Infected fleas carrying yersinia pestis infected humans. People most often described victims having some of the following symptoms: large 1-10 centimetre long very painful itchy blue-black tumours called buboes in the groin and armpit, coughing blood, fever and vomiting.

Treatments of the Black Death
Doctors could not cure the plague because they did not really understand the cause of it. They used treatments that they used for most illnesses this included: rubbing onions herbs or chopped up snake on the boils, cutting up a pigeon and rubbing it over an infected body. The other treatment was the people that believed in God was punishing you for your sin "Flagellum" went on whipping themselves. There were many other treatments but none of them really worked.



Throughout Term 2, Year 7 have been exploring the Geography unit 'Places and Liveability'. Students have been engaged in discussions about the factors that influence people's perceptions of the liveability of places.

They investigated features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities.

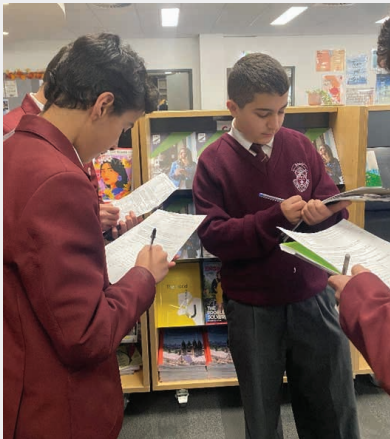
Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia. Through this, learners have been able to develop their skills in acquiring, processing and communicating geographical information.

To end the unit, students participated in fieldwork which provided them the opportunity to apply their knowledge and skills in assessing the liveability of the school grounds.

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In the classroom, students were supplied with a liveability criterion and a map of the school. The class then embarked on a tour around the school and gave a rating from 0 – 10 for each factor. Students assessed factors such as shelter, parking and transport facilities and first aid.

Once completed, students calculated the average rating and were pleased to see many high scores highlighting the school as a very liveable environment. Students thoroughly enjoyed applying the content they learned in a practical and relatable manner.



From the Assyrian Department

Yacoub Oraham, Assyrian Coordinator

The Assyrian newsletter is published during this week which is the refugee week. For example, during this term, Year 7 started learning about their 'My Family' topic. They understood the traditional family structure and read recounts about many Assyrian families which came from Syria, Iraq and Lebanon as refugees. Here is what a Year 7 student wrote about their learning:

The Importance of Family

Family. What is family defined as? Well, according to conducted research, family is defined as a group of one or more parents living together as a unit. However, although every single individual may have a different perception of what it is, to me personally, family is one where I feel represents a unity of acceptance, as well as unconditional care, love and joy.

It is what makes a place truly feel like home, surrounded by the people which you love and can always rely on for encouragement and a discipline of kindness throughout your entire life. It is one that always sticks with you even through the most challenging times of your life.

This term, in the Assyrian course, Year 7's (myself included) has been learning about different people and what their perception of what a family is. We have done this by reading various Assyrian texts which analyse and describe people's homes as well as families.

We have also learned how to present information about our classmates in regard to their families through the help of our Assyrian teachers. Due to this, we can now confidently speak and present in the Assyrian language to share each other's ideas and thoughts. After communicating with my classmates (as a part of the presentation task), I can wholeheartedly admit that I have acquired a lot of knowledge on how everyone's family is unique, however, they all share something in common; lots of love towards one another.

Additionally, the afore mentioned task has changed my view on the importance of practicing our Assyrian language at school, and at home with our family members by making me realise that because it is such an important part of our culture and expressing our culture, we need to practice speaking, reading and writing the Assyrian language otherwise it will unfortunately be forgotten."

By Eliama Warda – 7S

