



HARP OF THE SPIRIT

From the Principal

Edwar Dinkha



Dear Parents, Students and friends of the College,

The college commemorated mid-fast last week, and the Christian Studies department made and distributed special cupcakes for all students and staff as we continue to observe our Church tradition of "Pallo". This year's Holy Week will begin with Palm Sunday on the 2nd of April and end with Easter Sunday on the 9th of April. The College will conduct an end-of-term Holy Mass for students and staff during week 10.

As part of our focus on developing our students' understanding and appreciation of our Assyrian cultural heritage, we are planning to have selected students take part in the annual Assyrian New Year's celebrations at Fairfield Showgrounds over next weekend. The College is also planning to celebrate the Assyrian New Year at the College next week to acknowledge the significance of the day for all Assyrians here in Australia and around the world.

From St. Narsai Assyrian Christian College students and staff, we say Happy Assyrian 6773 New Year to all members of our college community, and we look forward to students taking an active role in celebrating this

important event at the college, with their families and community.

Year 11 Interim Reports and Year 12 Semester One Reports will be emailed to Year 11 and 12 parents on Monday, the 3rd of April in preparation for the Year 11 and Year 12 Parent-Teacher Interviews scheduled for the following day, next Tuesday, the 4th of April 2022.

Year 12 reports will reveal to a large extent students' academic progress in the first half of their HSC course. These reports may be used to indicate the achievement potential of each student in their current HSC courses. For this reason, it is vital that all parents attend these interviews to discuss their child's progress to date.

Parents have been invited to book interview times online for week 10's interviews, from 3- 6 pm.

Students in Years 7-10 will be receiving their Interim Reports in week 10. These reports will also be emailed to parents.

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

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place early next term and affected parents will be contacted ahead of time.

As we come to the end of Term One in two weeks' time, I take this opportunity to thank all members of the College community for their continued support of our college and wish you all a safe and restful Term One break. Happy Easter from our St. Narsai family to yours.

I leave you with this Bible message:

Blessed be the God and Father of our Lord Jesus Christ, who according to His abundant mercy has begotten us again to a living hope through the resurrection of Jesus Christ from the dead. 1 Peter 1:3

Thank You,

Edwar Dinkha

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From the Deputy Principal (Curriculum)

Mary Khina

Dear Parents and Friends

As we near the end of Term 1, all students have been busy with assessments. This is an important time for all students, in particular our Year 11 and 12 students as they reach the half-way point of their courses.

Year 12

At the end of this Term, Year 12 will have reached the half-way mark of their HSC coursework and for most classes, they would've completed 50% of the school-based assessment tasks. I encourage all year 12 students to reflect on their progress so far and discuss with their teachers how they can improve. Year 12 will also be completing their Half Yearly exams (in class) and although they won't contribute to the final assessment mark, they will inform students and teachers of the progress that each student is making. Parents, please discuss with your child how they are going with both tasks and the feedback that their teacher is providing.

Year 11

From next term, Year 11 will have only two terms left before they commence their HSC coursework.

Please discuss with your child the importance of putting in their best effort from Year 11 as not only does the Year 11 coursework form the foundation of skills and knowledge for Year 12 courses, but also many universities are relying on Year 11 grades to provide students with early offers. Students should be reflecting on their effort and performance in their Year 11 courses so far and discuss with their teachers how they

can improve to meet their full potential.

Years 7-11 Interim Reports

Students in Years 7-11 will be receiving an interim report this term. These will be emailed to parents from Monday 3rd April 2023. Please email the College office staff at info@stnarsai.nsw.edu.au if you have changed your email address or if you need to update any of your contact details.

Year 11 and 12 Parent Teacher Interviews

Additionally, Year 12 Half Yearly reports will be distributed to parents and students prior to the Year 11 and 12 Parent/Teacher interviews that are scheduled to take place on Tuesday 4th April. Details of the interviews have been sent to all parents via SMS. Please make a booking with your child's class teachers to discuss the progress that your child is making in their Preliminary and HSC course work and any other ways that you can assist them to improve on.

NAPLAN tests

NAPLAN tests for 2023 are now complete. Well done to all students in Years 7 and 9 that completed the tests. I commend all students for the way that they conducted themselves during the tests. We will send out the results to parents as soon as we receive them later in the year. Students will continue to work on developing their literacy and numeracy skills in their classes.

Assyrian New Year

I would like to take this opportunity to wish our community a Happy Assyrian New Year, 6773. As we celebrate the Akitu New Year on the 1st April, I pray that God continually blesses the Assyrian community.

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Key dates:

Term 1:

Year 7 Camp: Mon 27th- Wed 29th March

Year 11 and 12 Parent/Teacher interviews -
Tuesday 4th April 2023

Staff and students finish for Term 1 on
Thursday 6th April

Good Friday – 7th April

Easter Sunday – 9th April

Term 2:

Pupil Free Day – Monday 24th April

ANZAC DAY Public holiday- Tuesday 25th
April

Term 2 commences on Wednesday 26th
April 2023

St Narsai Day – Thursday 4th May 2023

College Athletics Carnival Friday 5th May

Monday 12th June – King's Birthday Public
Holiday

Wed 28th and Thurs 29th June –Parent
Teacher Interviews

Last day for students for Term 2 - Thursday
29th June

Pupil Free Day – Friday 30th June

Mrs. Mary Khina

**Deputy Principal – Curriculum / Teaching
and Learning**

The College Library
is open every morning
from 7.50am

Homework Club is
open for all students every
Tuesday and Wednesday
afternoon until 4pm

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

From the Deputy Principal (Wellbeing)

Mary Ismail

Can you believe we are nearly at the end of our first term? Where has the time gone? Have we spent that time wisely?

Screen time

It can be hard to get away from screens in our increasingly digital life. Screen time can be defined as any time spent on a device with a screen, including televisions, computers, smart phones, tablets, video games and even wearable technology such as smart watches.

Managing the amount of time children and young people spend in front of a screen is a concern that many parents and teachers share. Set reasonable expectations for the amount of time your child or young person is spending in front of a screen, and for the type and quality of that screen time.



The eSafety Commission

Join one of the free webinars for parents and carers delivered by the expert education and training team of the eSafety Commission. These live webinars give parents and carers the knowledge, skills and tools to support their children to have safe online experiences.

For more information visit <https://www.esafety.gov.au/parents/webinars>

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Term 2

National Families Week (15 to 21 May)

eSafety 101: how eSafety can help you

Suitable for parents and carers of young people in primary and secondary school.

Getting started with social media: TikTok, YouTube, Instagram

Suitable for parents and carers of young people in primary school.

Online relationships and consent: sending nudes and sexting

Suitable for parents and carers of young people in secondary school.

Setting your child up for success online

Suitable for parents and carers of young people in primary school.

Attendance Matters!

All students whose attendance is below 90% receive letters of attendance informing the parents of their child's attendance status. The first round of letters was sent in week 5 with another scheduled for week 10. These letters are sent at the same time every term with the purpose of ensuring parents/carers are aware of their child's attendance pattern

Interviews are held at the college with parents/carers of students whose attendance is very low and is of concern. If the child shows no improvement in their attendance rate, the college then follows actions as mentioned in the College's Attendance Policy and Procedure.

A lack of attendance can have detrimental impact in your child's learning.

Days missed = years lost

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



education.nsw.gov.au

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Student Wellbeing at home

As we head into the holidays, ensure you are taking care of your wellbeing and the wellbeing of your child. Here are some tips from AISNSW to support student wellbeing at home.

ais
nsw

5 WAYS TO STUDENT WELLBEING AT HOME

- 1 Connect**
Connect with family and friends around you both on and offline. Invest in these important relationships now and for the future.
- 2 Take Notice**
Be present online and offline. Notice what is happening around you and how you are feeling. Reflect, pray or practice mindfulness to help appreciate what matters most to you.
- 3 Be Active**
Step outside, play a game, dance, do yoga or a fitness workout (individual or in pairs with a physical distancing of 1.5m). Discover a new activity to suit your space and fitness level. Variety is the key.
- 4 Keep Learning**
Try something new, fix a bike, do a puzzle, read a book, create, learn a song or play a musical instrument. Set a goal and work towards it. Learning develops confidence.
- 5 Give**
Do something nice for a family member or friend, or talk to your neighbour. Thank someone or smile. Being kind helps us feel better and creates connections – real and virtual.

@AISNSWWellbeing

Mary Ismail

Deputy Principal- Wellbeing

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From the HSIE Department

Sandy Nona, HSIE Coordinator

Dear family and friends of the St Narsai school community,

It has already been an exciting, busy and rigorous couple of months at the college and we are definitely ready for a well-deserved break. Both staff and learners have dived straight into the strong academic culture and we have already seen some amazing achievements in the classroom. Below are only two of many successful examples of work that learners at St Narsai are producing.

Year 8 History- Anthony Dashto

Throughout this term in HSIE we have been learning about Medieval Europe, significant individuals who played a role in the history of Medieval Europe as well as learning about the feudal system. This term we have touched on significant individuals such as Charlemagne, Eleanor of Aquitaine, and William Wallace. So far this year we have also learnt about the feudal system which provided stability and ensured that everyone knew their place. This system worked by the king giving land to his people in exchange for loyalty, protection, and food.

A BRIEF BIOGRAPHY ABOUT CHARLEMAGNE

There once was a significant individual who was declared 'Emperor of the Romans' on the 25th of December 800 CE by Pope Leo the third. This mans name was Charlemagne. Charlemagne was either born on April second in the year 747 CE or 742 CE nobody is certain about his birth date. Although historians have suggested Liege in modern Belgium and Aachen in modern Germany as potential places, Charlemagne's precise birthplace is unclear. Charlemagne passed away in Aachen Germany and this took place on the 28th of January 814 CE. Charlemagne led the Roman empire and helped spread Christianity across Europe. The exact cause of death of Charlemagne is unknown however it is believed that he died from lung disease.



Year 9 Geography- Fiona Bizhn

In Geography, we have been examining the physical characteristics and productivity of biomes. We are researching the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. We are further analysing the impacts humans have on biomes in an effort to produce food and increase agricultural yields. Moreover, we are also examining population trends and projections from Australia and across the world to forecast future food supply-and-demand issues, including challenges to food production which are further explored, and investigate management strategies.



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What is a Flood:



Figure 1:

WHAT IS A FLOOD?

DEFINITION

A flood is an excessive amount of water that usually covers a dry area. The term could also refer to the tide's inflow when utilized in the sense of "flooding water." Floods are a topic of research in the hydrology field and are very important to the fields of agriculture, civil engineering, and public health. A visual example can be recognized in Figure 1, where you have a region that has been flooded, leaving residents to act immediately/evaluate leaving belongings behind.



Figure 2:

WHAT CAUSES A FLOOD?

CAUSE AND EFFECT

Floods can be caused by a variety of both natural and man-made factors. The most frequent cause for floods is heavy rain, which can overflow into rivers, lakes, and other bodies of water. Moreover, melting snow and ice can also cause flooding in areas with inadequate drainage. Furthermore, human activity results in flooding. For instance, urbanisation and the construction of infrastructure like roads, buildings, and other structures can increase the amount of impermeable surfaces in a region, reducing the land's ability to absorb water and increasing runoff during times of heavy precipitation. A diagram of this can be found in Figure 2, demonstrating the process of a flood.



Figure 3:

WHAT ARE THE IMPACTS OF A FLOOD?

AFTERMATH

Factors such as property damage, loss of life and more may be significantly impacted by floods. Property damage could result in expensive repairs and long-term financial strain due to damage to homes, buildings, and other infrastructure. A clear economic detriment. Loss of life as a result of floods can be fatal, especially when individuals are unprepared for them or fail to evacuate in a timely manner. An example of this can be located in Figure 3, people evacuating other individuals who are experiencing flood impacts. Health concerns: Floodwaters can be contaminated with bacteria, viruses, and other hazardous chemicals, causing health risks to those who come into contact with them. Drowning is the most prevalent cause of flood-related deaths showing the clear social cost of this natural disaster.

An economic example is production being disrupted and public infrastructure, homes, cars and business assets damaged. As well as this, flooding in NSW costs our economy about \$250 million every year.



How much of NSW is currently affected by the Floods?



Describe the locations where and why floods usually occur?

Numerous locations in NSW are susceptible to flooding. The coastal regions are where they frequently occur as they are prone to flooding as a result of the effects of high tides, storm surges, and significant rainfall. As low-pressure systems develop over the ocean, strong positive winds and high tides that push seawater inland may occur. Homes, property, and coastal infrastructure are all susceptible to harm from these floods. Furthermore, urban areas also experience floods. Flash flooding, which happens when intense rain overwhelms stormwater drainage systems and causes water to build up on roads, streets, and other low-lying places, is a concern in NSW. Building on floodplains or changing the natural environment are two examples of how human activity can make urban floods worse.

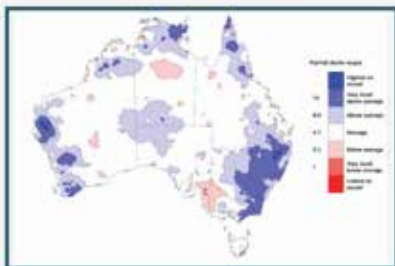
Approximately

28%

Of the land area of New South Wales has been subject to flooding.



FIGURE 4 - MAP OF AUSTRALIA, SHOWING WHERE FLOODS HAVE OCCURRED.



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

Miss Sandy Nona

HSIE Coordinator

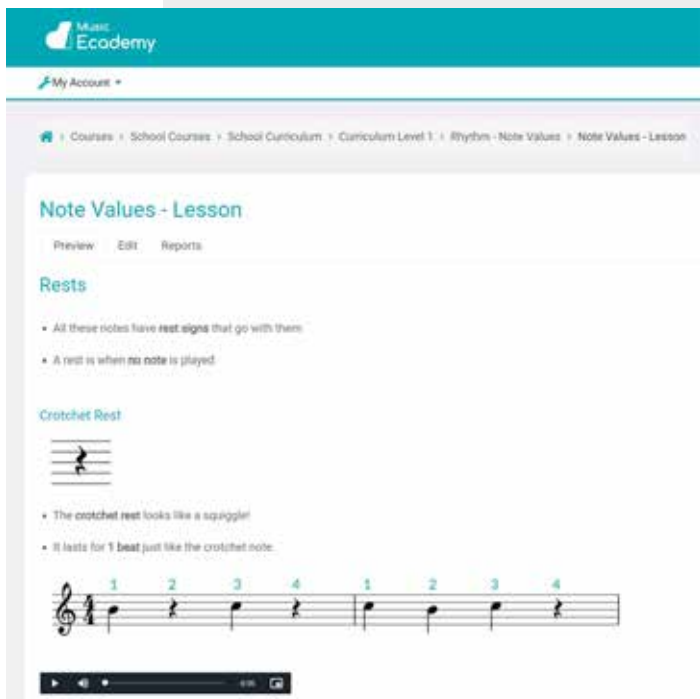
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From the CAPA Department

Jessica Mann, CAPA Coordinator

It has been a busy term for the Creative and Performing Arts department! Here is a snapshot at what our students have been up to.

For the first time at St Narsai, we've introduced the online Music program Music Ecademy to Year 7 students. The program guides students through lessons and quizzes on the Concepts of Music, Instruments of the Orchestra and Aural training. It can be used as a supplement to classroom teaching or in a teacher-monitored, flipped classroom environment, like Lexia and Maths Online.



The screenshot shows the Music Ecademy website. At the top, there is a teal header with the 'Music Ecademy' logo and a 'My Account' dropdown menu. Below the header, a breadcrumb trail reads: 'Courses > School Courses > School Curriculum > Curriculum Level 1 > Rhythm - Note Values > Note Values - Lesson'. The main content area is titled 'Note Values - Lesson' and includes options for 'Preview', 'Edit', and 'Reports'. Under the heading 'Rests', there are two bullet points: 'All these notes have rest signs that go with them' and 'A rest is when no note is played'. A section titled 'Crotchet Rest' shows a musical staff with a crotchet rest symbol. Below this, two more bullet points state: 'The crotchet rest looks like a squiggle!' and 'It lasts for 1 beat just like the crotchet note.' At the bottom, a musical staff in 4/4 time shows a sequence of notes and rests: a quarter note (1), a crotchet rest (2), a quarter note (3), a crotchet rest (4), a quarter note (1), a crotchet rest (2), a quarter note (3), and a crotchet rest (4). A video player interface is visible at the very bottom of the screenshot.

Our **Year 7** students have also become composers this term, by creating and notating their own rhythms and performing them with instruments for their assessment task.



Year 8 have learned the Elements of Art with a focus on Still Life Drawing techniques. They have used their mathematical skills to create geometric and organic shapes, which they have transformed into jugs, bowls, pears, books, and vases using shading techniques.



Year 9 have explored Mixed Media techniques on canvas using paint, oil pastels, textas, material, metal, string and craft supplies. This task has given them the freedom of choice in design, yet the requirement to follow appropriate Mixed Media application and setting techniques to create an aesthetic and meaningful work. Thank you to Mrs Lynn Middlebrook for leading the Year 9 students this term.

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Year 10 have explored the odd, abstract, and boundary-pushing Art movement that is Surrealism. They have flexed their drawing and painting skills to create dream-like works of juxtaposition, and are studying classic artists like Salvador Dalí, René Magritte and Frida Kahlo.

Year 12 are continuing to work on their Body of Works along with their studies of Art History and Criticism for the HSC. Thank you to Mrs Nancy Boulos and Mr Xiao Liu for supporting these students this term.

Interesting Facts:

Studying Music theory and playing an instrument can improve the following in students:

- Attention and memory
- Cognitive control
- Literacy
- Numeracy
- Neural development (brain plasticity, connectivity, and efficiency)
- Social skills and behaviours

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WANTED: INSTRUMENTAL TEACHERS

Do you teach any of the following instruments?

- Voice
- Guitar
- Piano / Keyboard
- Bass Guitar
- Drums

The St Narsai CAPA department has three Music practice rooms available for paid private instrumental tuition in Term 2, for small groups of students.

For more information contact CAPA Coordinator Jessica Mann via the school office.

Jessica Mann

CAPA Coordinator

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From the Assyrian Studies Department

Yacoub Oraham, Assyrian Studies Coordinator

As we have started Year 2023, students started learning about different topics in Assyrian. The aim of learning Assyrian language is to maintain the language and heritage of our fathers. Students from Year 7-10 started learning Assyrian this term within the context of 'My Life', Eating and Drinking', 'Travelling' and 'Cultural Celebration'.

To understand what the students are saying about their learning in this term, Year 7 reflected about their learning as follows:

"What are we learning in Assyrian class about the unit of Work 'My life'?"

In Assyrian we are learning about two short stories of a young boy and a young girl who both managed to reach Australia with their families. Sargon came from Syria and Shamiram came from Iraq. Both of them arrived to Australia as refugees, after they left their country because of the war. They both talk about how different their lives were overseas comparing to their lives in Australia.

Both texts helps us understand the learning difficulty that Sargon is facing in Australian because he missed 3 years of primary school education. Opposite to Shamiram who her teacher taught her since her primary education, the love of **reading language books and novels**, learning about **different topics** and teaching other family members and classmates.

We learned many skills such as what **active listening** means and how to practise it to understand a text and respond to it. We also learned how to

compare and contrast between two texts where we found many similarities and differences within both stories.

Also, we are happy that we started learning about how to **predict** the live of both Sargon and Shamiram. We based our prediction on the events and facts of both stories.

Furthermore, we learned how to **write grammatically structures sentences** when responding to text questions, but more importantly, we learned how these two young people are integrating within the Australian society while trying to keep their language and culture.

Nahrain Khoshaba and Sharukin Anwiya – 7S



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Year 8 started learning about food within the context of Great Fast. Below are two examples of students' reflection about their learning in Assyrian this term.

"A people without knowledge of their past history, origin, and culture is like a tree without roots." – Marcus Garvey.

This quote indicates why it is crucial, and necessary for one to know about their religion. In Grade 8, We have been learning about **cultural expressions**, particularly in Assyrian. We have read multiple texts regarding a breakfast setting. The cultural expressions we have been learning about composed of what has been done before breakfast such as praying, setting the table, and preparing the utensils needed. Thus, this term's topic of cultural expressions has taught me many things such as how to **communicate** properly and use table manners within a family setting. Our culture's heart beats harder and faster with every new generation!

Michelle Kamber – 8S

How we act, how we talk, what we eat is all influenced by our **culture**. In other word, **culture drives language**. Connecting with our cultural background allows us to build our **identity** and not feel lost about where we belong. Therefore, this term in Assyrian we have been learning all about **cultural expressions** Assyrians use within the context of dining. Specifically, cultural expressions in a breakfast setting. We have read multiple texts relating to a traditional

Assyrian breakfast. They consisted of many details as to what is being served and what is being done before eating, such as praying and setting out the plates, forks, and spoons. Not only has this term's topic on cultural expressions taught me about the table manners that Assyrians use, but how these expressions have been used for decades and have been passed down from a generation to another, which assist us in maintaining our **language and traditions**.

Gloria Nurse – 8S



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As Year 9 started learning about travelling, two students presented their reflection as follows:

In Assyrian, we are focusing on the unit '**Travelling**'. The focus of this is on developing the knowledge and understanding and skills that enable us as students to talk about travelling to various parts of the world. Through learning the steps of organising a holiday, we learn how **culture determines the language used**. By practising the four **macro skills, listening; speaking, reading and writing**, we learnt to incorporate modelled linguistic structures to produce **sequenced sentences** and paragraphs when producing an advertising brochure and when negotiating a travelling theme and its costs.

In this topic, we learnt about how to choose destinations and accommodations, explore weather, food, traditions and culture of various destinations, preparing required documentations, choosing transport, planning family holiday's, negotiating with a travel agent travelling costs versus family budget, creating a travelling brochure and to **create a dialogue with a travelling agent**.

For our assessment task, in pairs or groups, we were assigned to create a brochure about a destination that our family and ourselves are planning to go to. Then, using **Publisher or Canva software** to **present** it to our class. Our brochure incorporated both English and Assyrian components. The brochure will then be utilised in

our speaking Assessment with another student.

Fiona Bizhn – 9S

In Term1 of this Year of 2023, we have been taught a wide variety of methods to improve our Assyrian **writing, reading and speaking skills**.

The topic explored throughout this term has been 'Travel.' For our assignments this year, as students we were asked to **design and publish** a brochure, in groups of 2-3, based on a country of our choice. We were instructed to include Assyrian writing within our information and establish an Assyrian travel agency to assist individuals struggling with their travelling experiences. This brochure was also utilised to compose a short Assyrian skit showcasing, a conversation between an employee of that travel agency along with the consumers willing to cooperate with the company for a travel package. We have put our **communication skills** to the test by **performing a roleplay** in front of the class.

Overall, this assessment was useful as it allowed us as students to advance our **writing and speaking skills** in Assyrian.

Sally Esttaifan

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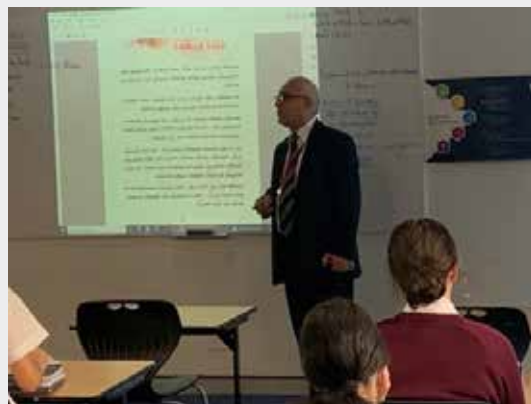
Year 10 started to learn how to immerse in community activities. They reflected as following:

During term 1 in Assyrian, we learned about how **cultural celebrations** help shape our **identity** as Christians, Assyrians, and Australians. We learned about the several types of celebrations that we practice. For example, as Christians, we attend church and have a feast for every important date on the church calendar (e.g., Christmas), and as Assyrians, we **listen to traditional songs** and participate in **cultural dances**, especially through events such as **Assyrian New Year (1st April)**.

We also studied how people from other countries around the world may celebrate these same practices, but in diverse ways and with varied traditions. Overall, we have learned how all these celebrations and practices have shaped who we are today, what we believe in, and our own personal morals and **values**.

Larissa Kifarkis – 10S

This term, we are studying about the different Feasts and Celebrations that occur within our Assyrian, Christian community. Afterwards, we learnt how different celebrations in our life shape our Assyrian, Christian, and Australian identity because of how we **interpret** the meaning and how it impacts us individually, **defining** who we are. As a consequence of this study, we, Year 10 students, get the opportunity to reflect on our unique identity and **investigate** how different celebrations and their meanings might interpret our unique selves.



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Through the many **readings, spelling tests, word meaning quizzes**, and other activities we complete, we strengthen our ability to **analyse a text** about Feasts and Celebrations, figure out the English meaning of Assyrian words, and complete a **reflection** that allows us to identify how different cultural celebrations within our lives have different meanings for each individual, and how this has uniquely shaped our Assyrian, Christian, and Australian identity.

Michal Dinkha - 10S



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From the LSU Department

Ninva Yakou, LSU Coordinator

Dear friends and family of the Saint Narsai Assyrian Christian College community,

We in the Learning Support Unit (LSU) pray that everyone is safe and well. St Narsai has upheld the utmost concern for our student's academic success and wellbeing. This includes Learning Support staff who have been working tirelessly in collaboration with classroom teachers to ensure our students receive the support and assistance they need to achieve across all subjects.

The number of students requiring social and emotional support their wellbeing and increased dramatically. Students experience a great deal of pressure to perform well in school and often require extra external support from professional services such as psychologists, psychiatrists, and organisations such as Headspace and STARTTS (Refugee Support Services). The Learning Support Department along with the school counsellor, are equipped and highly trained to support students who require mental health support, but there are occasions where students require that extra bit of assistance. It is essential for the school, parents, and these external services to take a collaborative approach of encouragement and a foundational support base to assist students who are struggling the most. At the end of Term 1 and beginning of Term 2, the LSU faculty will contact parents to discuss these matters in greater detail.

St Narsai continues to use the speech

pathology services provided by AH Partnerships. We are delighted to be working with speech pathologist, Gracie Khalil, who withdraws our students on Thursdays to work in small group sessions, and in some cases, one-to-one. Our students are enjoying these sessions and we are seeing vast improvements in many areas of literacy and expression along the way.

Finally, I would like to acknowledge the amazing Learning Support staff we are blessed to have at our school; a team which has demonstrated the necessary qualities to support our students – compassion, patience, understanding and dedication. They are committed to each and every student and have worked so hard to ensure they get the most out of their education. My sincere gratitude and thanks to Mrs Abeer Haddad, Mrs Anna Andry, Mrs Ishtar Yousef, Mrs Nora Dawod, Mrs Fayruz Sebo, Mrs Dalia Matti, Mrs Tamara Telo, and Mrs Lina Francis for their tireless efforts in supporting our teachers and students, as well as Mrs Berta Rasho, our school counsellor, with whom we collaborate quite closely with in order to support our more emotionally vulnerable students. They have shown unparalleled patience, care, reliability, and compassion for each learner consistently throughout the year.

We look forward to seeing parents in the future, and in maintaining our collaborative efforts with the whole school community. God bless.

Sincerely,

Miss Ninva Yakou

Learning Support Co-ordinator