



# HARP OF THE SPIRIT

## From the Principal



Dear Parents, Students and friends of the College,

As term two comes to an end this week, I want to take this opportunity to thank our wonderful staff for persevering and working hard during a challenging and demanding term two and for supporting our students in all aspects of school life. I also wish to thank our students for doing their best this term and for remaining focused on learning and making progress.

It is always great to acknowledge the many students across all year levels who do above the expected and it is always wonderful to see them thriving in their learning and achieving better results and improved learning outcomes.

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

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In the last few weeks of this term, students in years 7-11 had completed their assessments and/ or exams and staff have finalised their Semester One Reports in readiness for Semester One Interviews. I wish to thank all students who did their best in these assessments and all staff for supporting their students during this assessment period.

It is good to report that we had a well-attended student- teacher interviews this week.

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The college has recently advertised the 2024 Academic Scholarships (Mar Meelis Scholarships) and it is hoped that many deserving students would apply. The 2024 academic scholarships are open to internal and external year 7, 9 and 11 students. Scholarships applications should be submitted by Friday 28th July 2023.

Parents are encouraged to seek more information by visiting our college website or by contacting our School Office.

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I wish to thank all Year 6 parents for completing their Year 7 2024 enrolment applications last term and this term. Year 7 2024 enrolments are almost complete

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**ST NARSAI**  
**ASSYRIAN CHRISTIAN COLLEGE**

IN HIM WE GROW

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with some placements still available. Applications received next term may be included in a waiting list.

Next term, we will be conducting Year 7 2025 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 2025 intake.

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As part of our strong on-going commitment to students and staff wellbeing at the college, our staff took part in a staff development day this Friday that focused on staff welfare and wellbeing.

Thank you and God bless,

**Thank You,**

**Edwar Dinkha**

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## From the Deputy Principal (Curriculum)

### 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 30th June 2023 and Monday 17th July 2023.

Students return to school for Term 3 on Tuesday 18th July 2023.

Term 3 will conclude for students on Thursday 21st September 2023.

### Years 7-11 Reports and Parent Teacher Interviews

Parent Teacher Interviews will be held on Wednesday 28th June and Thursday 29th 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 have been emailed to all parents of students in Years 7-11 earlier this week. 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.

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
- Working on online programs such as Mathletics, MathsOnline and Lexia.
- Encouraging your child to read widely by visiting the local library or book shop
- Accessing reading materials on our school library's online platform <https://stnarsai.eplatform.co/>
- Attending holiday tutorial sessions organised by their class teachers or the local libraries

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- 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.

## HSC Trial Examinations

Year 12 Trial Examinations will take place in Weeks 3 and 4 of Term 3, commencing on Monday 31st July and concluding on Friday 11th August. All students will return to normal classes on Monday 14th August. The exam timetable has been distributed to students last 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. 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.

## NAPLAN results

The College has received the NAPLAN results for students that completed the tests earlier this year. Staff are working through the data to ensure that their teaching strategies are aligned to student results and to fill the gaps of any areas that need improvement in student literacy and numeracy skills. We are awaiting the reports for parents to be sent to us for distribution.

I wish all our students, their families and staff a restful break and look forward to seeing everyone back for Term 3.

**Mrs. Mary Khina**

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

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## From the Deputy Principal (Wellbeing)

### LOWES Uniform shop

We are glad to announce the school uniform has finally arrived at LOWES Wetherill Park and is now available for purchase. We thank you for your patience and understanding during our uniform-challenging times.

We remind all parents of LOWES 20% off everything sale that ends today.

Also, it has come to our attention that a number of parents are experiencing difficulties with online purchase orders they had made with our previous uniform supplier School Locker.

We understand your frustration and we know that parents have tried communicating with school locker and have been unsuccessful.

However, we encourage you to continue trying to contact School Locker directly in relation to your order. If you continue to be unsuccessful in your efforts, as a consumer (someone who purchases good/services) you have the option of:

- contacting the Department of Fair Trading for advice on 13 32 20,
- visiting the Department of Fair-Trading website for advice <https://www.fairtrading.nsw.gov.au/> or
- lodging a complaint <https://www.cas.fairtrading.nsw.gov.au/icmspublicweb/forms/GeneralForm.html>

We also would like to confirm that ask that you understand since the termination of our contract with School Locker in March of 2023, we no longer are associated with them, and we cannot follow up on uniform purchases. Therefore, we want to emphasise that individual parents need to follow up on their own orders directly with School Locker. Hence why we ask parents to follow up on their uniform purchases.

Please note also, LOWES Wetherill Park is not responsible for the online orders made to School Locker, or for faulty items received from School Locker. LOWES is our new uniform supplier and are a separate service provider.

We understand the importance of having the necessary uniforms for your children and therefore we apologise for any inconvenience caused by this delay. However, please rest assured that we are in close communication with Lowes, and they are making all attempts to ensure the uniform is available at their store.



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To counteract the inconvenience caused by the delay, from the beginning of this year St Narsai College had permitted students to purchase generic clothing (clothes of a similar colour to our uniform without the logo). We pride ourselves on the high standard of our uniform and although the situation was not ideal, it was what worked best for our parents/carers for the time being.

We thank you for your continued patience, cooperation, support and understanding and we look forward to beginning Term 3 with a positive uniform experience.

## Wellbeing Week 26th June – 29th June 2023



Staff and student wellbeing is a priority at St Narsai College.

We began the week with the Push Up Challenge on Monday 26th June.

The Push Up Challenge seeks to raise awareness for mental health in a fun and competitive environment.

Together we aimed to complete 3144 Push Ups. 3144 was the amount of people that took their own life in 2021. By gathering together and taking part in a big group activity we were able to achieve 4630 push-ups and highlighted the importance of mental health and seeking help from mates.

We ended the week with Wellbeing breakfasts for all students in every year group. It was an opportunity to socialise and enjoy each other's company in a relaxed environment.

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## Partnership with Western Toyota

A big thank you to Western Toyota for donating a 12 seater van to Assyrian Christian Schools (ACS). Today, Chairman of the ACS Board, His Grace Mar Benyamin Elya and CEO Mr Aaron Boyd received the keys to the van from Mr Ben Younan (General Manager of Western Toyota) and Mr Ashur Khoshaba (Marketing Manager Western Toyota).

We look forward to an ongoing prosperous partnership in the future.



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## Back to School – Term 3

We look forward to welcoming students back to school on Tuesday 18th July 2023 in full winter uniform.

I pray you have a safe and enjoyable 2-week break.

God bless you all, always.

**Mary Ismail**

**Deputy Principal- Wellbeing**



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## From the CAPA Department

### VISUAL ARTS

This term our Year 12 Visual Arts students have explored a range of expressive forms including 3D printed sculpture, charcoal drawing and photography, painting and digital illustration. As the students prepare for their Trial Examination, they will be engaged with a wide range of historical references covering the Modernist and Postmodernist periods ahead of their HSC exams. We very much look forward to exemplary artworks from our Year 12 students while celebrating their unique artistic vision, technical accomplishment, and individual creativity. The 'Bodies of Work' will be available for public display once formally assessed by external markers in September 2023.



Our Year 10 Elective Visual Arts students have been immersed in the critical and historical study of architectural photography, investigating three key Australian photographers ahead of their half-yearly exam. This was followed by a detailed drawing of a contemporary architectural design of their choice, incorporated in a three-part photocollage artwork with creative mixed media application to finish. The 'Architectural Photocollage Triptych' unit they are studying

aims to evoke and develop further interest in photography as well as digital editing as an expressive form in Visual Arts.

Students in the Year 9 Elective Visual Arts course have focused on developing their critical and historical understanding of a variety of artworks and artists through an online research project and an oral presentation in front of the class. In the last couple of weeks of term, they are researching and selecting a sculpture that appeals to them and then they have the choice of either making a miniature replica or a miniature interpretation of it, using the same or different medium/s.

Our Year 8 Visual Arts students a series of activities related to portraiture which included historical research into famous self-portraits, a PowerPoint presentation with a student narration and a Photocollage artwork exploring and representing individual identity. The highly subjective nature of the practical task offers our young artists an opportunity to engage and develop confidence with collage techniques, stimulating visual self-expression and fine tuning their developing, creative, and artistic sensibilities.

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## MUSIC

This term Year 7 Music students have studied Instruments of the Orchestra and Keyboard Performance technique. They have explored the four instrument families of the Orchestra – Strings, Woodwind, Brass and Percussion – through hands-on activities, videos, and teacher demonstration. Their assessment this term included an Aural and Theory in-class test and a Keyboard Performance in front of their peers. For the Performance they had a choice of playing Ode to Joy, The Blue Danube, Can-Can or The Star Wars Theme. Many students successfully learned to play a piece of music with both hands, most of whom had never played the Keyboard before – what a great achievement!



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## **INTERESTING FACTS:**

Playing a musical 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

**Ms. Jessica Mann**

**CAPA Coordinator**

## From the Assyrian Studies Department

During this term, Year 7 started learning about 'My Family' topic. They explored the traditional family structure and read recounts about Assyrian families which came from Syria, Iraq and Lebanon as refugees. Here is what a Year 7 student wrote about this 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 our life.

We also read various Assyrian texts which analyse and describe people's 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."



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As you Year 8, this year they started learning about 'Restaurants'. Please read what a Year 8 student wrote about her learning:

"In Assyrian, we have been studying the unit titled 'Restaurants'. Our teacher has provided us with all the details we need to establish our own restaurant throughout this term. In addition, we have been assigned a project which requires us to open a new restaurant in our area. This was accomplished in groups of three to four pupils.

We discussed and planned out all the processes necessary to open the restaurant, in our small groups. This began with determining the restaurants' appropriate location and address, coming up with a name, and deciding who would work there. Our class learned about the finances and costs of everything involved in the restaurant, as well as creating a menu and advertising our new organisation. Not only that, but as a class we have all learned the names, pronunciations, and spellings of traditional Assyrian meals, as well as their English meanings. We have also learned Assyrian terms for a variety of restaurant items, such as a menu, or even tables and chairs. Overall, learning about restaurants in Assyrian this term was an intriguing and enjoyable experience that taught me a lot of new things and provided me with all the steps needed if I were to open my own restaurant in real life. The project drew our attention to an important issue, that is to learn how to be creative to help our family in recent days where the cost of living has skyrocketed.

We are happy that the school is teaching us extra skills that we will use in our life outside the school premises where we can feel that we can be an important member of the family to help with the cost of living. For example, we learned how to communicate and collaborate with each other to produce things and services that are beneficial for the community.



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Year 9 were busy learning about 'Places', particularly ancient and modern Assyrian cities and villages. The focus of the unit was on our forefathers' land, Mesopotamia and two great cities, Nineveh and Babylon. Students explored many Assyrian places and learned about their location, language spoken, uniform and traditions. One student wrote this reflection about her learning within this unit of work:

"In this term for Assyrian, we are learned about different places. Specifically ancient Assyrian places we have been learning about Mesopotamia (Recently called Iraq) and its cities such as Niniveh and Babylo. We also learned about other parts and places of the World.

We were also given a task where we had to pick an Assyrian city or village, research about it, and present it in Assyrian. Each group made a presentation about a different city or village. Then we presented it to the class to inform out classmates about the place we had chosen. This task has taught us a lot of facts about our countries and our ancient cities. More importantly we learned about our forefathers living in Iraq who despite losing their country are proud of their ethnic identity and their heritage and traditions as Assyrians.

Watching a number of clips about different places such as Erbil, gave us a clear idea about the way of living for those Assyrians who are still living in our country of origin. One part of our research was to compare the difference between the way Assyrians live in Iraq and the way they live here in Australia.

It was an enriching learning experience seeing the traditional restaurants, foods, drinks and the uniforms of Assyrian in different places of our country of Origin."



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Year 10 started learning about the most popular 'Hobbies'. The aim of the unit was how a student can balance between their studies, work and practising a particular hobby they like. Students explored various types of hobbies and were given an opportunity to reflect on their own hobby. Below is what a Year 10 student wrote about their hobby:

"Hobbies or as we call them in Assyrian 'boosamea' are something for a person to do for recreation and leisure and this will create relaxation and just overall enjoyment for their person participating in these hobbies.

In Assyrian, we have learned about the types and names of hobbies, how to play them or participate in them. The focus in this unit was on the benefits of hobbies and how they can help us physically and mentally. This leads us to learn that there are Despite some of the hobbies are physical, other are mental or spiritual, but they are all what we like to do as we enjoy doing that particular hobby. examples of hobbies included sport, reading, watching movies and fishing.

In conclusion, the topic 'hobbies' was a very fun and informative topic that taught us that we can release the study and assignments pressure through practicing a particular hobbies to recharge and come back ready to learn each week."



The above reflection from Year 7 – 10 students, is an evidence that our College is on the right track and students are gradually making sense of their learning and linking it with their own life and identity as Assyrian within the context of their Christian faith and their Australian citizenship.

**Mr. Yacoub Oraham**

**Assyrian Studies Coordinator**

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## From the HSIE Department

Dear family and friends of the college community,

It has been a busy and fruitful semester in the HSIE department as we have engaged students in various learning experiences both within and outside the classroom environment. Below is a snippet of the practices that are taking place in a couple of classes as expressed by some students.

### Year 7 HSIE – by Samantha Esho

In HSIE this semester we learnt about landscapes, landforms and liveability. After we finished learning about these topics, we built a city on Minecraft Education. In my city I decided to build the following buildings and facilities. This includes: 3 houses, 2 gas station Shell and 7/11, Arcade, Bank, Sushi Restaurant, Floweriest shop, Police Station, Hospital, Car-Park, Starbucks, Food-Truck, and Subway. My experience building was educational as I was able to build many projects, allowing me to be more creative and understanding how places can be liveable.



### Year 8 HSIE- by Gloria Narse

As part of the deep learning initiative in HSIE we either worked in small groups to create a lesson based on a subtopic from the topic 'Japan Under the Shoguns'. My lesson was to teach others on the Medieval Japan influences towards modern day Japan. . Not only have my classmates to whom I taught this lesson to learned about the influences medieval Japan has to modern day Japan, I also learnt about the key characteristics that make up Japan as we know it. The emperor, traditional food, tea ceremonies, dolls, and origami



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was everything we covered in our lesson followed by an origami activity and a Kahoot. Overall, many key factors such as creativity went towards creating this lesson and was successful.



## MEDIEVAL JAPAN INFLUENCES TO MODERN-DAY JAPAN

**LEARNING INTENTION:**  
To understand Medieval Japan's influences to Modern-day Japan.

**SUCCESS CRITERIA:**  
I can:

- Outline Medieval Japan's influences to Modern-day Japan.
- Outline the impact it has had on society.

**Assessment:**

- I will be assessed on my own learning.
- I will participate in class discussions.
- I will complete all my work to the best of my ability.
- I will take deliberate steps to improve my learning.
- I will be peer-reviewed and evaluated to learn.



## Traditional Food & Diet

**01 Seafood Rich Diet**

As Japan is an island country, the people are surrounded with water resulting in an abundant supply of fresh and saltwater fish, crustaceans, and shellfish that can be incorporated into meals such as sushi, sashimi, unagi, and onigiri.

Japan has remained an island country so a typical Japanese diet in both modern and medieval times consist of these seafoods.



## Fox Origami Activity

1. Start with a square piece of orange paper.
2. Fold the paper diagonally to form a triangle.
3. Fold the top corners towards the center line.
4. Fold the top edge towards the center line.
5. Fold the bottom corners towards the center line.
6. Fold the bottom edge towards the center line.
7. Fold the top corners towards the center line again.
8. The final origami fox is complete.

<https://www.origamiway.com/very-easy-origami-fox.shtml>

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## Year 12 Trials

I also take this opportunity to wish all Year 12 students the best of luck in their upcoming Trial exams next term. I pray they have the strength and courage to face all their exams with certainty and determination. I am grateful of all faculty members who have ensured all students have the necessary skills and knowledge to tackle these exams with confidence.

Wishing everyone a safe and relaxing holiday in advance. I look forward writing to you next term.

God bless,

**Miss Sandy Nona,**

**HSIE Coordinator**