

ST NARSAI
ASSYRIAN
CHRISTIAN
COLLEGE

ANNUAL REPORT 2024



ST NARSAI
ASSYRIAN CHRISTIAN COLLEGE





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INTRODUCTION

This Annual School Report serves as a comprehensive overview of St Narsai Assyrian Christian College's operations, performance, and achievements throughout 2024. It provides parents, community members, and the Assyrian Christian Schools (ACS) Board with clear, reliable, and objective information regarding key initiatives, significant events, and overall progress made during the year.

Beyond highlighting successes, this report details essential college practices, policies, student learning outcomes, staff professional development, and ongoing school improvement initiatives.

Furthermore, a financial statement for the 2024 school year is included. This report demonstrates the College's commitment to accountability to regulatory bodies, the college community, and the Assyrian Christian Schools Board.

This Annual Report complements the information shared through regular college newsletters and other communications. For more detailed information about the report or the College, please visit our website or contact us directly.

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ST NARSAI
ASSYRIAN CHRISTIAN COLLEGE



MESSAGE FROM THE ACS 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 2024 and continued its good work through Committee's created in the prior year.

The 2024 Board comprised of seven 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 Construction. Each Director is deemed a responsible person and is required to complete professional development in school governance policies and procedures in compliance with NESAs guidelines. In 2024, the Board continued to sharpen its governance capabilities through the Association of Independent Schools (AISNSW).

The Board and Senior Executive continued to progress and update the 10-year Strategic Plan 2023-2032, including a 15-year financial cashflow projection. This continues to then follow up with the development of an outcome-based, target-oriented 3-year School Improvement Plan (based on the 10-year Strategic Plan) by the Senior Executive team.

In 2024 Assyrian Christian Schools also updated policies and procedures, as well as progressing a Marketing Annual Strategic Plan, an ICT 3-year Strategic Plan, Teaching and Learning program, Academic Success program and the Wellbeing program for staff and students.

The 2024 year marked improvements in NAPLAN and over 90% of HSC students received University places. The Board congratulates the College, its staff, students, and parent body on the results achieved by the 2024 HSC cohort. 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

It is with pleasure that I present to you the 2024 Annual School Report for St Narsai Assyrian Christian College, a community that continues to thrive and grow in its mission to empower students to reach their full potential.

Throughout the year, our dedicated staff have worked tirelessly to foster a culture of excellence, encouraging all students to develop their personal skills, strive for academic success, and cultivate a love of lifelong learning. Our college's spiritual theme for 2024 was, *'Guided by Faith, Nurtured in Wisdom'*. The theme is inspired by Psalm 32:8 *"I will instruct you and teach you in the way you should go"*, which superbly captures the ethos of our college community that is anchored in Christ.

For students, the theme served as a source of comfort and assurance, signalling that our Lord is present in their spiritual and educational journey. For staff, the theme reminded us of our sacred duty to instruct and teach in alignment with Christ's teachings.

College staff and I have been thrilled about our 2024 HSC results which showed a significant improvement from the previous year, reflecting the hard work and dedication of our students and staff. Additionally, our junior school achieved its best-ever NAPLAN results in both Years 7 and 9. Both wonderful achievements are a testament to the excellent teaching and learning practices that are in place at the college.

I extend my sincerest congratulations to our students and staff their outstanding efforts in enhancing the academic performance our students, especially in literacy and numeracy.

Our college continued to develop its eLearning practices in 2024, with an increasing number of students engaging in online literacy and numeracy learning modules, as well as subject-based educational packages both in and out of school hours. This recent investment in eLearning has enabled us to enhance student learning outcomes, increase accessibility, and provide a more flexible learning environment to all students.

In sport, our students achieved great results throughout 2024 as listed below:

- CSSA West Met Zone Gala Day Senior boys -

Reached the semi finals

- U15's boys Soccer Team - ***Received third place at State level***
- Football NSW Futsal Competition - ***U16's girls team Winners***

College staff continued implementation of aspects of the 3-year School Improvement Plan 2024-2026 which is based on a recently created 10-year Assyrian Christian Schools Strategic Plan 2023- 2032. Both these plans are being used to drive growth and performance, and these plans are based on five key ACS Pillars.

1. Faith and Heritage

- Development of the K-10 Christian Studies Program.
- Development of the K-10 Assyrian Language Program.
- Develop links with Nisibis Theological College.

2. Student and Staff Wellbeing

- Development of a K-12 Student Wellbeing Framework.
- Development of a Staff Wellbeing Program.
- Development of Employment Value Proposition.

3. Quality Teaching and Learning

- Development of K-12 Quality Teaching and Learning Framework.
- Improve HSC results.
- Improve NAPLAN results.
- Develop a meaningful student tracking process.
- Enhance extracurricular programs.

4. Community Engagement

- Enhance church connections.
- Enhance parent connections.
- Develop Alumni connections.
- Develop Inter-school connections.
- Develop a service-learning program.
- Develop university connections.
- Develop industry partnerships.
- Foster P-12 cross-campus connections.

5. Infrastructure and Operations

- St Narsai - Begin work on Sport & Performing Arts Centre.
- St Hurmizd - upgrade classrooms internally.
- Complete 10-year Financial cashflow projections.
- Implement Marketing Annual Strategic Plan.
- Implement ICT 3-year Strategic Plan.

MESSAGE FROM STUDENT BODY

As the School Captains of 2024, we are deeply grateful for the extraordinary privilege of leading and serving the incredible students of St Narsai Assyrian Christian College. This role has been a dream come true, and words alone cannot express our gratitude. We hope our actions as leaders have demonstrated our appreciation for this opportunity. It has been an honour to support and guide our peers as they have grown into exceptional individuals, not only academically but also spiritually and culturally under the Assyrian name.

Together with the Student Leadership Team (SLT) and Christian Representative Council (CRC), we launched initiatives that embodied our college's 2024 theme, "*Guided by Faith, Nurtured in Wisdom*." These initiatives strengthened the sense of unity and purpose within our school community. From organising charity events to promoting inclusivity, the SLT worked tirelessly to reflect the core values of St Narsai. Whether through mentorship, community outreach, or encouraging our peers, we aimed to empower every student to contribute to our shared journey. Our gratitude for this opportunity is immeasurable.

Inspired by Jesus Christ, the ultimate servant-leader, we approached our roles with humility and faith. We strived to embody His values, serving our school community with dedication and love. As we pass the baton to the next generation of leaders, we are confident they will continue this legacy. We leave with full hearts, proud of all we have achieved together.

Spiritual Theme: "*Guided by Faith, Nurtured in Wisdom*"

The 2024 theme, "*Guided by Faith, Nurtured in Wisdom*," perfectly encapsulates the values St Narsai instils in its students. It calls on the community to live out Christian values through acts of kindness, service, and compassion. This theme has inspired spiritual growth, encouraging students to rely on God in their academic pursuits and beyond. It has also fostered a deeper sense of connection and purpose, uniting the school in faith and service.

Through charity events and outreach programs, students and staff have embraced this theme, making a meaningful impact on the broader community. The theme reminds us that true strength lies in collective effort, and through unity, we can bring Christ's love to the world.

St Narsai Day

St Narsai Day is a cherished event in our school calendar, celebrating our Patron, St Narsai, a revered figure in the Assyrian and Christian communities. His legacy of scholarly excellence, dedication to teaching, and promotion of Christian values aligns perfectly with our college's mission.

This year, St Narsai Day was celebrated on May 23rd, with festivities that reflected our traditions and community spirit. The day before, a Liturgical Service (Raza Qadisha) set a reverent tone. On the 23rd, the celebration was filled with vibrant activities, including khigga (Assyrian folk dance) and traditional songs, showcasing our rich culture. The event also welcomed students from St Hurmizd Assyrian Primary School, parents, community members, and alumni, highlighting the far-reaching impact of St Narsai's legacy.

St Narsai Day was a joyous occasion, uniting us in faith, culture, and community. It reminded us of our shared journey and the values that continue to guide us.

Bible Studies Lessons

To embody the 2024 theme, the SLT initiated weekly Bible study lessons for junior students. Supported by the Chaplain and teachers, these sessions provided spiritual nourishment and fostered meaningful connections. Through these lessons, we shared experiences, listened to stories, and grew together in faith. This initiative strengthened the spiritual foundation of our school community.

Cinema Under the Stars

This year's Cinema Under the Stars was a testament to our college's commitment to community and creating memorable experiences. The event brought students, families, and staff together for a night of joy, laughter, and unity. It perfectly captured the spirit of togetherness that defines St Narsai.

St Narsai World Cup

The St Narsai World Cup, organised by the Year 12 House Captains, is an annual highlight that celebrates school spirit and camaraderie. Teams from each grade compete in an exhilarating soccer tournament, fostering unity and pride across the school. The event showcases athletic talent while strengthening bonds between students of all grades, making it a cherished tradition.

We extend our heartfelt thanks to the SLT, CRC, teachers, and the entire St Narsai community for their support. Leading this school has been a profound honour, and we graduate with the values and experiences instilled by St Narsai Assyrian Christian College. We are confident that future leaders will continue to uphold the spirit of pride, unity, and excellence that defines our school. May the St Narsai community continue to grow, guided by faith and nurtured in wisdom.

– Bineil Misho and Dina Adam, 2024 College captains



2024 Student
Leadership team

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 was established in 2006 and caters for students in Years 7-12. 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. Students come to the College from the main feeder school, St Hurmizd Assyrian Primary School in Greenfield Park and from several other local schools.

At the heart of our college community lies the motto: **"Excellence, Christian Values, Commitment."** This guiding principle inspires every member of our community to embody excellence in all areas of their lives. Our commitment to Christian values is evident in our interactions, behaviour, and overall lifestyle. We actively encourage our students to remain resilient in the face of challenges, fostering their growth into successful young individuals who integrate these foundational qualities into their daily lives.

Our students thrive in an environment enriched by spacious, state-of-the-art facilities and modern learning spaces designed to enhance their educational experience. Our dedicated educators are skilled professionals and leaders who are deeply invested in improving learning outcomes for every student. They continually embrace new technological tools that engage students and facilitate a dynamic learning experience both inside and outside the classroom.

The rigorous academic program we offer is complemented by consistent and purposeful feedback. We also prioritise a comprehensive pastoral care program that emphasises spiritual growth and daily prayer, ensuring that our students develop not only intellectually but also morally and emotionally.

At St Narsai, our curriculum is thoughtfully designed to cultivate engaged and critical thinkers who are well-prepared to navigate the complexities and challenges of the 21st century. We are proud to support our Selective Stream program, which has expanded to include Year 10 this year, providing advanced learning opportunities for our most capable and gifted students.

Our committed staff leverage contemporary digital technologies to enrich and expand students' learning experiences beyond the confines of the classroom. In addition to academic pursuits, the college offers a diverse range of extracurricular activities, encouraging students to explore their sporting passions and other interests.



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.

Students and staff began the year filled with a strong sense of optimism and enthusiasm for the journey ahead. Throughout the year, students engaged in a wide array of activities and events, fostering a vibrant and dynamic school community.

So many students took part in a range of college events including:

- Numerous community events
- Library Book Week
- College Choir
- Charitable fundraising events
- Debating Club
- Chess Competition held at the college
- Collaborating with students from other schools
- External sporting activities and competitions
- Year 10 Work Placement
- ANZAC Day commemorations
- STEM Challenges
- RUOK Day initiative
- Student Resilience Survey
- Science and Geography Weeks
- Enrichment Programs
- eLearning Literacy and Numeracy activities using dedicated platforms
- College Pastoral Care programs and a range of co-curricular activities
- Academic intervention programs such as tutorials during Term breaks, early morning Drop-in Study Centre in the College Library
- Outreach Services supporting the homeless

CHRISTIAN LIFE AND RELIGIOUS EDUCATION

Faith Education

St Narsai Assyrian Christian College remains steadfast in its mission to nurture students' faith through the teachings and traditions of the Holy Apostolic Catholic Assyrian Church of the East. The 2024 annual theme, '*Guided by Faith, Nurtured in Wisdom*', drawn from Psalm 32:8 "*I will instruct you and teach you in the way you should go*" beautifully framed the spiritual direction of the College. This theme reaffirmed that Christ is our ever-present guide in both faith and education, offering comfort and purpose to students while reminding staff of their sacred role as spiritual and academic mentors. As a college, it shaped a shared commitment to holistic growth grounded in Christian values and wisdom.

Curriculum

Christian education continued to thrive through the implementation of the Christian Studies syllabus across stages 4 and 5, and the regular delivery of senior sermons for stage 6 students. The stage 4 curriculum provided students with meaningful opportunities to explore foundational elements of faith, such as God's creation, scripture, sacraments, saints, and the liturgical calendar. In addition, the continued development of the stage 5 (Year 9) textbook marked another significant step forward, reflecting the department's dedication to producing high-quality resources that are both theologically rich and accessible to modern learners.

This year, as we reflected on the importance of being '*Guided by Faith, Nurtured in Wisdom*', these carefully designed modules became more than just lessons, they became spiritual touchstones for our students. Through class discussions, personal reflections, and creative responses, students were encouraged not only to learn about their faith but to live it. The Christian studies team played a vital role in nurturing this transformation, embedding Christ's teachings into every unit and ensuring students left each lesson more confident in their identity as followers of Christ.

The spiritual experience of stage 6 students was enriched through fortnightly Christian sermons led by **His Grace, Mar Benyamin Elya**, the Bishop of Victoria and New Zealand, College Chaplain **Reverend Father Shamuel Shamuel**, and **Reverend Father Ramen Youkhanis**. These sermons engaged students in meaningful discussions on living out their faith amid life's complexities, offering Christ's wisdom as a steady compass for decision-making and spiritual resilience.

Extracurricular work within the college community

In alignment with this year's theme, the College placed a strong emphasis on spiritual leadership, liturgical participation, and acts of faith-filled service:

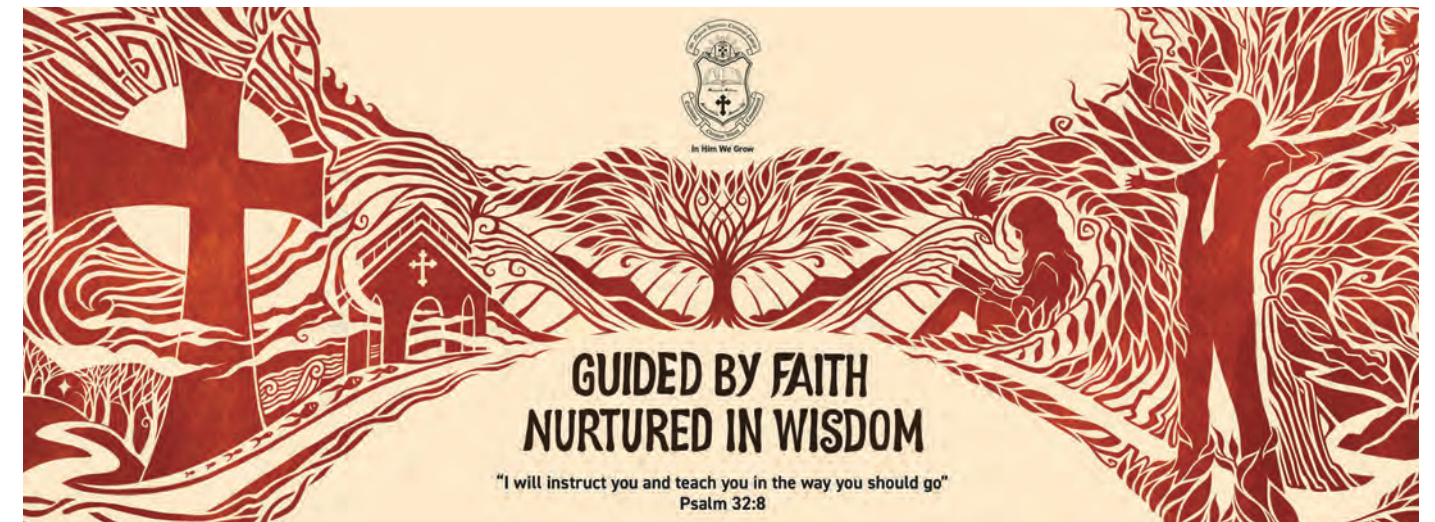
- **The Great Project** - Held once a week during the Great Fast, students engaged in lunchtime activities that brought the annual theme to life. These included acts of charity, creative expression, and prayerful reflection, encouraging students to embody faith and wisdom in practice.
- **Christian Representative Council (CRC)** - CRC members played a pivotal role in promoting Christian fellowship by organising themed activities such as Christian trivia and Cross-making, as well as representing the College during key religious events including the Feast of the Ascension, Transfiguration, the Holy Cross, and the Commemoration of St Mary. They also warmly welcomed residents from St Mary's Retirement Village to the College for special Mother's and Father's Day celebrations.
- **Liturgical Services** - The College gathered for Eucharistic liturgical services on sacred occasions, where students and staff united in worship to reflect on the message and sacrifice of Christ.
- **Prayer Life** - Daily prayer remained central to college life, with students participating in morning, lunchtime, and afternoon prayers that instilled reverence and gratitude.

In addition, special services were held to commemorate the seven Holy Feasts and honour the lives of saints, reinforcing a spiritually rich and reflective College environment.

■ **Partnership with the Assyrian Church of the East (ACOE)** - In 2024, the College continued to foster a dynamic and meaningful relationship with the ACOE churches, with students and staff actively engaging in liturgical celebrations and feast day events. These shared moments not only deepened students' spiritual awareness but also nurtured a strong connection between their faith, cultural heritage, and daily learning experiences.

■ **Acts of Christian Service** - Demonstrating a commitment to compassion and community, the College participated in a variety of charitable initiatives throughout the year. These included fundraising efforts for ACERO through Loose Change Fridays, the St Vincent de Paul Winter Appeal, the Cancer Council's Bandanna Day, Catholic Care Hamper Appeal and outreach programs such as visiting St Mary's Retirement Village and supporting the homeless through the Maidservant of the Lord Mission. Each initiative allowed students to put their faith into action and embody Christ's call to love and serve others.

Firm in its foundation of faith and committed to meaningful growth, the 2024 school year reflected the College's dedication to shaping students who live with purpose, think deeply, and serve others through the example of Christ.





CURRICULUM

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 and make changes as necessary 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 2024-2026 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 they in turn contribute to the implementation of the college strategic and School Improvement Plans through their work in their respective Roadmap to Academic Success documents.

In 2024 the College offered the following HSC courses:

- > Ancient History
- > Biology
- > Business Studies
- > Chemistry
- > Community & Family Studies
- > Construction (VET)
- > Design & Technology
- > English Advanced
- > English Standard
- > English Studies
- > English Extension 1
- > Food Technology
- > Industrial Technology
- > Information Processes & Technology
- > Legal Studies
- > Mathematics Standard 1
- > Mathematics Standard 2
- > Mathematics Advanced
- > Mathematics Extension 1
- > Mathematics Extension 2
- > PDHPE
- > Physics
- > Society & Culture
- > Studies of Religion II
- > Textiles & Design

Our teaching philosophy at St Narsai is centred on empowering students to flourish in today's dynamic and evolving world. We achieve this by cultivating essential knowledge, skills, and character traits through a framework that integrates Visible Learning and Deep Learning. The Deep Learning method, a globally recognised approach, supports the holistic development of our students, nurturing them to become future leaders. We are committed to helping our students master the following 6 Deep Learning Competencies - character, citizenship, communication, collaboration, creativity, and critical thinking.

Additionally, our teaching practices encompasses a commitment to providing a supportive and collaborative learning environment that make learning visible and providing opportunities for parental and community involvement. Our teaching methods are highly influenced by the two central pillars of Christian faith and Assyrian heritage and our teaching and learning programs reflect this.

PASTORAL CARE AND WELLBEING

St Narsai Assyrian Christian College is committed to educational excellence, providing a nurturing environment where students are encouraged to reach their full potential. Our mission is to develop well-rounded, productive Australian citizens who uphold the Christian faith of the Assyrian Church of the East, while embracing the Assyrian language and culture.

Ensuring the welfare and wellbeing of our students is a top priority. Through our Pastoral Care programs, we actively identify and support students' individual needs while fostering their unique talents and strengths.

The Welfare and Wellbeing leadership team at St Narsai College comprises the Principal, Deputy Principal (Welfare and Wellbeing), College Counsellor, Pastoral Care Coordinator, and Year Coordinators. Together, they work closely to create a supportive environment that nurtures students' self-esteem, personal growth, and sense of belonging in society.

Students at St Narsai College are valued, respected, and supported in all aspects of their development. Our dedicated staff collaborate to address the pastoral care needs of students, with Pastoral Care teachers and Year Coordinators providing guidance through daily interactions and regular dialogue. Above all, our goal is to ensure that every student feels happy, healthy, and safe each day.

In 2024, the Pastoral Care Program continued to deliver fortnightly Pastoral Care (PC) lessons, focusing on key issues identified by the Welfare team. These lessons are informed by data from the 2023 Youth Resilience Survey, conducted in September 2023, along with current concerns affecting youth.

The Youth Resilience Survey is an online tool that assesses student wellbeing at a cohort level, analysing factors such as life satisfaction, hopefulness, anxiety and depression, coping styles, and protective behaviours.

The survey evaluates resilience across nine key domains:

- Understanding Self
- Social Skills
- Positive Relationships
- Safety
- Healthy Body and Healthy Mind
- Learning
- Positive Attitude
- Positive Values
- Positive Identity

2024 marks the seventh year of St Narsai College's participation in the survey, allowing us to identify and track trends over time. Toward the end of 2023, Year Coordinators and Pastoral Care staff analysed survey results and used the insights to develop targeted programs addressing the specific needs of each student cohort for implementation in 2024.

The Pastoral Care Program in 2024 began with a focus on the College SHARP expectations, a framework based on our PBS (Positive Behaviour Support) matrix:

- S** > Safe
- H** > High Expectations
- A** > Achieving
- R** > Respectful
- P** > Prepared

At St Narsai Assyrian Christian College, we remain dedicated to supporting our students holistically, ensuring they grow academically, emotionally, and spiritually in a faith-filled and culturally rich environment.

K-12 ACS Student Wellbeing Framework

In 2024, the College implemented the newly constructed ACS K-12 Wellbeing Framework which aims to facilitate students to Connect, Thrive and Accomplish. When our students connect, they share knowledge, collaborate and create a supportive learning environment. Thriving students enhance their overall wellbeing, confidence and personal growth. To accomplish, our students pursue knowledge, are self-motivated, set ambitious goals and take initiative to excel.

In 2024, as part of the new ACS Wellbeing Framework, our College made student wellbeing a priority by delivering individualised wellbeing lessons tailored to each cohort from Years 7-12, ensuring age and stage appropriate content. Our dedicated and compassionate Pastoral Care team support, provide guidance, encouragement, and a listening ear to all students. Through consistent check-ins, engaging workshops, and personalised sessions, we've created a safe and welcoming environment where students feel comfortable sharing their concerns, celebrating achievements, and navigating the challenges of adolescence. This holistic approach goes beyond academics, nurturing the overall development of every student.

The ACS Student Wellbeing Framework covers a wide range of topics designed to support the holistic development of students in Years 7-12. These topics are delivered through Pastoral Care (PC) lessons and, in some cases, by external services. Key initiatives include:

- **Annual Presentations by the Local Police Liaison Officer** – Students engage in discussions on important topics, with the opportunity to ask relevant questions. The 2024 topics included:
 - > Cybersafety
 - > Dangers of Vaping
 - > Driver Safety (specific to Years 11 and 12)

- **Peer-to-Peer Support Program** – Year 10 students' mentor and assist Year 7 students as they transition into high school.

- **Wellbeing Walls** – Activities that promote affirmation, teamwork, and positive classroom dynamics.

- **Year Group Breakfasts** – Encouraging social connection and wellbeing among students.

- **Managing Screentime** – Exploring the impact of excessive screen use and its effects on mental and physical health.

- **Effective Study Strategies** – Developing academic study skills to enhance learning and performance.

- **Exam Preparation** – Providing techniques and strategies to help students feel confident and prepared for assessments.

- **Building Resilience** – A tailored program for Years 7 and 8, helping students develop coping skills for challenges.

- **Building Confidence** – Encouraging students to cultivate self-assurance and a positive mindset.

- **Self-Worth** – Promoting self-care, self-respect, and valuing oneself.

- **Positive Body Image** – Encouraging a healthy perception of body image and self-acceptance.

- **The Importance of Sleep** – Understanding the role of healthy sleep patterns in overall wellbeing.

These initiatives aim to foster student wellbeing, resilience, and personal growth, ensuring they are equipped with the skills and mindset needed for success both in school and beyond.

Transition Program

Our Transition Program offered Year 5 and 6 students the exciting opportunity to experience life as a Year 7 student for two days each year. Through this program, students gained a taste of high school subjects from all faculties, helping them build confidence and ease into the high school environment. These hands-on experiences not only prepare them for the academic challenges ahead but also foster a sense of belonging as they look forward to starting their high school journey at St Narsai.

Spiritual and Student Wellbeing Days

A Spiritual and Wellbeing Day was held for each year group and was a transformative experience for our students, offering them a chance to reflect, recharge, and connect on a deeper level. Through engaging activities, mindfulness sessions, and open discussions, students gained valuable tools to manage stress, build resilience, and foster a sense of inner peace. The day not only strengthened their spiritual awareness but also promoted mental, social and emotional wellbeing, creating a positive impact that extended far beyond the classroom.

Year Group Snapshot Presentations

At the start of the year, all staff receive detailed information about specific students in each year group. This ensures that teachers can effectively support the diverse needs of students in their classrooms. The information provided includes identification of students who:

- a) Are High Potential Learners (HPL)
- b) Require Learning Support, along with strategies to assist them
- c) Come from an EAL/D background (English as an Additional Language or Dialect)
- d) Have medical conditions, including key signs to monitor
- e) Are at risk academically, socially, or emotionally

This process enables staff to create a supportive and inclusive learning environment that meets the unique needs of every student.

SAR (Students at Risk)

'Students at Risk' (SAR) are those who receive regular, targeted support due to identified wellbeing challenges.

Each week, the Principal, Deputy Principal (Wellbeing), Pastoral Care Coordinator, and Counsellor meet to review and update any relevant information or interactions regarding SAR students. This ongoing monitoring and support ensure that these students remain engaged in their learning and continue to feel a sense of belonging within the College community.

Case Management Model

The Pastoral Care Coordinator holds fortnightly meetings with Year Coordinators to provide updates and discuss the progress of Students at Risk (SAR) within their respective year groups. This ongoing communication enables Year Coordinators to offer targeted support and monitoring, ensuring the wellbeing of these students.

Pastoral Care Initiatives

At St Narsai Assyrian Christian College, student wellbeing is reinforced through a variety of initiatives aimed at promoting resilience, mental health, and a strong sense of community, including:

■ Building Resilience and Wellbeing through:

- > **'R U OK? Day'** – Engaging students in classroom discussions, Year Group picnics, and team-building activities.
- > **National Bullying Awareness Week** – Raising awareness and fostering a culture of kindness and respect.
- > **Fortnightly Breakfast with the Principal** – Providing Year 12 students with an opportunity to connect and discuss their experiences.

- > **The Push-Up Challenge** – Supporting mental health awareness through an interactive, physical challenge.

■ Spiritual and Emotional Support:

- > **Faith in Action sessions & Prayer** – Led by the College Chaplain, offering spiritual guidance and support for students navigating daily challenges.
- > **Resilience & Spiritual Days** – Dedicated sessions for each year group, focusing on mental well-being, self-reflection, and faith.

■ Student Engagement & Wellbeing Initiatives:

- > **Year Cohort Meetings** – Encouraging achievement while delivering welfare and wellbeing messages.
- > **Continuity in Year Coordination** – Year Coordinators remain with their cohort across multiple years, strengthening relationships and fostering trust.
- > **Roll Call & Pastoral Care Teachers** – Wherever possible, teachers continue with their roll call classes from the previous year, deepening their connection with students.

■ Learning & Counselling Support:

- > **Learning Support Program** – Led by the Learning Support Team, assisting students with learning difficulties.
- > **College Counsellor Services** – Available to all students, addressing a range of social-emotional needs, including mental health challenges, family concerns, and personal wellbeing.

■ Commitment to Student Safety:

- > **Adhering to all mandatory Child Protection laws and Duty of Care requirements**, ensuring a safe and supportive school environment.

These initiatives reflect St Narsai College's commitment to student wellbeing, ensuring every learner feels valued, supported, and empowered throughout their educational journey.

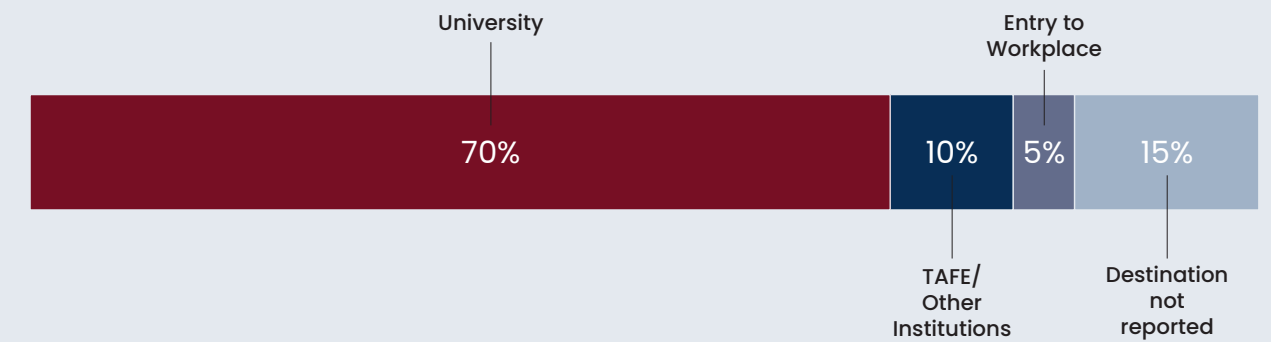


STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

Table 1: Senior Secondary Outcomes - Year 12, 2024

% of student undertaking vocational training or training in a trade during the senior years of schooling.	8%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification.	98%

Figure 2: Students Post School Destination, Year 12 - 2024



Student Outcomes in National Assessment Program – Literacy and Numeracy (NAPLAN)

In March 2024 students in Years 7 and 9 sat the NAPLAN Online tests. 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.

Further details of NAPLAN data is available on the **My School website**
<https://www.myschool.edu.au/school/43807/naplan/results>

The table below shows the average student results at St Narsai compared to students with similar background and all Australian students.

Table 3: Average student NAPLAN results

★ Above the average of Students with Similar Background ★ Equal or above the average of All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
St Narsai – Year 7	535 ★★	566 ★★	567 ★★	549 ★★	549 ★★
Students with Similar Background	484	502	510	483	482
All Australian Students	535	540	540	537	540
St Narsai – Year 9	564 ★	605 ★★	606 ★★	579 ★★	571 ★★
Students with similar background	518	534	544	503	510
All Australian students	565	574	567	555	561

Future directions 2025:

- The College Leadership Team will develop strategies to focus on areas identified in the NAPLAN and HSC tests including writing 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. Continued use of E-learning strategies to target literacy and numeracy skills development.
- Continue to design teaching and learning programs using the Deep Learning Framework to focus on student competencies with the aim that students are supported to develop as a whole person with opportunities for them to develop critical and creative thinking skills, empathy for others and to engage in the world around them. This will be embedded in all KLAs across the College. Reporting against the competencies in student reports will be implemented.
- Greater opportunities for developing partnerships to improve student engagement with various industries and organisations.
- Mentoring program for students – senior students are mentored on their study skills.

- Greater access to online literacy and numeracy programs to engage students and provide opportunities for learning at home; Continual monitoring of student participation and change in teaching and learning strategies to focus on any areas requiring more explicit teaching.
- Greater access to reading resources in the library – both print and online resources; library classes with the College Librarian will continue with Year 7 students.
- Whole school reading initiatives.
- 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 continue to 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.

Student Performance in Record of School Achievement (RoSA)

The RoSA is a cumulative credential issued by NESA that documents the accumulation of student academic results until they leave school. Students leaving school prior to the completion of the Higher School Certificate (HSC) request their RoSA.

In 2024, two students had requested a RoSA prior to completing their Preliminary HSC courses.

Higher School Certificate Examination Results: 2024

The class of 2024 had 92 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.

Table 4: HSC Results Comparison (Bands 4, 5, 6)

	2022		2023		2024	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
Ancient History	–	–	52	60	79	65
Biology	19	53	30	63	55	70
Business Studies	21	64	60	64	57	64
Chemistry	18	64	30	66	56	67
Community and Family Studies	55	74	67	72	74	72
Construction (VET) Examination	–	–	22	76	100	80
Design and Technology	76	81	27	78	86	77
English (Advanced)	82	93	94	95	100	97
English (Standard)	18	55	45	59	58	67
English Studies Examination	–	–	–	–	0	11
Food Technology	32	57	69	64	57	62
Industrial Technology	–	–	–	–	0	55
Information Processes and Technology	–	–	–	–	86	63
Legal Studies	36	66	75	69	58	69
Mathematics (Advanced)	0	76	25	75	82	77
Mathematics (Standard 1 Examination)	–	–	–	–	100	58
Mathematics (Standard 2)	6	54	27	58	78	60
PDHPE*	29	50	38	63	58	67
Physics	17	67	50	67	100	65
Society and Culture	81	75	98	80	85	79
Studies of Religion II	46	79	43	82	62	81
Textiles and Design	55	79	38	78	58	76

* Personal Development, Health and Physical Education

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

Table 5: Students receiving results E3 and E4

	2022		2023		2024	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
English Extension 1	67	92	100	94	100	96
Mathematics Extension 1	–	–	50	71	100	80
Mathematics Extension 2	–	–	0	85	100	86

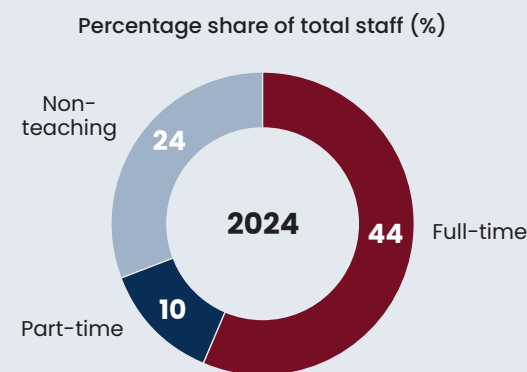


STAFF PROFILE

The following tables shows staffing profile for 2024:

Table 6: Staffing Profile, 2024

Staff Categories	Number of Staff
Full-time Teaching Staff	44
Part-time Teaching Staff	10
Non-Teaching Staff	24
Total Staff	78



Percentage of staff who are indigenous: 0%

Professional Learning

Staff professional learning and development is highly valued at St Narsai and as such, the College invested heavily in staff professional learning throughout 2024 with many staff attending a range of professional development opportunities.

The following list details the range of these professional learning activities attended by staff.

- Planning and programming for new Syllabuses
- Induction of new teachers
- VET Teacher Training and Conferences
- HSC Teacher training and strategies
- AIS Deep Learning – various professional learning and planning opportunities
- Instructional Coaching training
- Improving data literacy using HSC results
- AIS Pathways and Partnership forum
- Various ICT professional Learning
- Student engagement and student welfare
- Teaching and Learning including Assessment Design and Research
- NCCD Moderation Training
- Inclusive teaching
- Data in Schools
- Craft of Writing in English
- Assessment in languages
- School library courses
- KLA Specific professional learning opportunities such as responding to source analysis in history
- Literacy and Numeracy Professional development

In addition to regular short staff professional learning sessions run by the College staff, the College succeeded in organising seven Staff Development Days throughout 2024 covering the following areas:

- Staff Code of Conduct
- College HSC processes
- Workplace Health and Safety
- Child Protection
- Teacher Accreditation
- Student welfare and wellbeing, and pastoral care
- First Aid and CPR Training
- Data Collection and Analysis
- College’s Mission, Vision and Strategic Plan
- Teaching students with special needs
- Special provisions for LSU students
- Staff welfare and Team Building
- Assessment practices
- Teaching and Learning Strategies, particularly Deep Learning
- ICT and e-Learning



Teacher Professional Development Plan (PDP)

College staff continued to use a reflective model of practice called the Teacher *Professional Development Plan* (PDP) in 2024. All teachers in consultation with their nominee (KLA Coordinator, Deputy Principal or Principal) developed their own personal development plan based on college goals, KLA priority goals and the Australian Professional Standards for Teachers.

Table 7: Teacher Qualifications

Category	Number of Teachers
Teachers who have teaching qualifications from a recognised higher education institution or equivalent.	50
Those having graduate qualifications, but not a formal teaching qualification from a recognised higher education institution or equivalent.	4

Teacher Accreditation

All teachers are required to be accredited with NESA. The table below outlines the different stages of teachers' accreditation status.

Table 8: Teacher Accreditation Stage at commencement of the 2024 school year

Stage	Number of Teachers
Conditional or Provisional (working towards proficient teacher)	8
Proficient teacher (maintaining proficiency)	46

STUDENT PROFILE

Student Enrolment

The college caters for students in Years 7–12. The following information describes the student profile for 2024:

Table 9: Student Enrolment

Girls	Boys	LBOTE*	Total students
348	348	696	696

* Language background other than English

Student Retention

Most of our students completed their HSC at the College. Of the students who completed Year 10 in 2022, 84% completed Year 12 in 2024 at St Narsai. Leavers post Year 10 were attributed to enrolment at TAFE, entry into the work force, and parental financial restrictions resulting in moving to another school.

Table 10: Student Retention

Year Level	Cohort students completing		Actual retention rate
	Year 10	Year 12	
2021/2023	96	89	93%
2022/2024	110	92	84%

Enrolment Process

a) Application

Parents submit an Enrolment Application along with the required documentation:

- Birth Certificate
- Baptismal Certificate
- Immunisation Certificate
- 2x Passport Photos
- Latest school report from last school the student attended (if applicable)
- Year 5 NAPLAN report (when enrolling in Year 7)
- Citizenship/Visa Documentation (if applicable)
- Relevant Family Court Orders (if applicable)
- Relevant medical and/or special needs information including clinical assessments (where applicable)

A non-refundable Application Fee (currently \$50), to place their child on the 'Wait List' for their requested year.

b) Wait List

Those registered are sorted according to date of application. Priority for enrolment is given to the following:

1. Siblings of students presently enrolled in any Assyrian school
2. Children from families affiliated with the Assyrian Church of the East
3. Children from families affiliated with other Assyrian Churches
4. Children from Christian families
5. Children from non-Christian families

c) Interview

Two years prior to commencement, interviews with the principal and other Enrolment Interview Panel members are held according to our priority list and number of places on offer for that year.

d) Successful Applicants

A letter will be sent to every applicant informing them of the outcome of their application. Successful applicants will receive further information as the year progresses and when necessary.

Enrolment decisions made by the principal are final and no discussions will be entered into.

Successful applicants need to be committed to paying the school fees for the first term at the start of the term unless notice is given to withdraw enrolment one term in advance.

e) Commencement

All students enrolled to commence in Year 7 will be invited to attend set *Transition Days* (also known as Orientation Days) in the year prior to commencement. All other new students will have the opportunity to meet staff and peers on the day school commences for their year group.

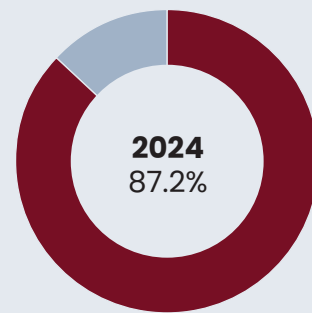
Student Attendance Rates

The average student attendance at St Narsai Assyrian Christian College for 2024 was **87.2%**. The following table shows detailed attendance rates per year group.

Figure 11: Attendance rate for each Year Group

Year Group	Attendance (%)
Year 7	90.6
Year 8	86.3
Year 9	88.1
Year 10	84.3
Year 11	87.4
Year 12	85.4

Average attendance rate for Year 7 to Year 12



SCHOOL POLICIES

Enrolment Policy

Assyrian Christian Schools Limited attempts to provide the best possible education and has as its focus, the Assyrian Church of the East ethos as is reflected in the College's Mission Statement. It is vital that Assyrian Christian beliefs and ethics are integrated into the whole life of the school. In this regard, ACS is 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 our 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.

Parents and students undertake to support all the College values and high academic expectations, spiritual and cultural programs of the College. Parents/carers agree to conditions of enrolment as outlined in Section 18 of the Enrolment Application form. Notwithstanding this, enrolment of a student at St Narsai Assyrian Christian College cannot be guaranteed.

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.

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.

Policy Guidelines

■ **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 marginalised 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.

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 seek 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 (Wellbeing and Welfare) 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 Coordinators and then DP (Wellbeing and Welfare) 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, initially with the relevant Year Coordinator to raise the concern. If attendance has not improved, the student is placed on an attendance plan in agreement with the parents, Year Coordinator and Deputy Principal. If Attendance continues to be an issue, a consultant from AISNSW is engaged by the College to attend another parent meeting known as a Compulsory Schooling Conference and to organise another 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.

Other Policies related to Welfare and Wellbeing

Behaviour Support Policy

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

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

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

St Narsai Assyrian Christian College does not exclude students. Exclusion is the act of preventing a student's admission to a number of schools. The College will follow the *St Narsai Assyrian Christian College Child Protection Policy* when it is believed a student is at risk of significant harm.

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 are reviewed on an annual basis. There were no significant changes made to the policy in 2024.

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

Pastoral Care Policy

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.

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 and has continued to be applied in 2024.

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.

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 are reviewed annually. There were no changes made to the policy in 2024.

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.

Staff also complete an online professional development program provided by the AISNSW in Identifying and Responding to a child or young person at risk as part of the mandatory training requirement of the college.

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 are reviewed annually and updated according to the guidelines provided by AISNSW in line with relevant legislation. There were no significant changes made to the policy in 2024.

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 are reviewed annually. No changes were made to the policy in 2024.

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

STAKEHOLDER SATISFACTION

As part of the college's commitment to continuous improvement, satisfaction surveys were conducted in 2024 to gather feedback from staff, parents, and students on key aspects of education. The summary of the results is outlined below.

1. Parent Satisfaction Survey

The 2024 *Parent Satisfaction Survey* reflected strong support for the education provided at Assyrian Christian Schools, with:

91% of parents expressing overall satisfaction with their child's education.

92% feeling positive about the school's future direction.

93% stating they would recommend the school to others.



Faith and Heritage

- **94%** of parents agreed that Christian values are a priority at the school.
- **93%** felt the Assyrian language, heritage, and culture are celebrated and respected.
- **93%** believed the school is successfully achieving its vision of fostering heritage, Christian values, and lifelong learning.



Student and Staff Wellbeing

- **90%** of parents agreed the school provides a safe and secure environment.
- **90%** felt the school is a happy and caring place for their child.
- **89%** believed the school maintains a zero-tolerance policy for bullying and harassment.
- **91%** agreed staff wellbeing is valued.



Quality Teaching and Learning

- **92%** of parents felt the school encourages excellence in all pursuits.
- **92%** agreed teachers are dedicated and have a positive attitude.
- **92%** stated their child effectively uses ICT in learning.



Community Engagement

- **93%** of parents felt welcomed at the school.
- **94%** of parents agreed College staff are approachable and helpful.
- **83%** agreed they are well-informed about their child's progress.
- **87%** felt the school's communication keeps them updated on school matters.

These results align well with the School Improvement Plan, highlighting the school's commitment to academic excellence, student wellbeing, and strong community connections.

2. Student Satisfaction Survey Results

Students from Years 7 to 12 participated in the survey, providing valuable insights into their school experience.

80% of students believe the school is successfully fulfilling its 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."*

- **86%** agree that their teachers set high learning standards and encourage them to improve.
- **80%** feel they have access to high-quality teaching and learning resources that support their education.
- **91%** believe Christian Studies lessons help strengthen their faith.
- **80%** agree that the school maintains a zero-tolerance policy for bullying and harassment.
- **80%** feel safe within the school environment.

3. Staff Satisfaction Survey Results

The 2024 *Staff Satisfaction Survey* highlighted a strong commitment to student care, teaching excellence, and professional growth at St Narsai College.

100% of staff agree that teachers genuinely know and care about their students.

95% believe the school upholds high teaching standards.

88% take pride in working at St Narsai College.

Teaching and Professional Development

- **90%** feel professional development has positively impacted student outcomes.
- **96%** incorporate a variety of teaching strategies and learning activities to enhance student learning.
- **95%** integrate e-learning strategies into their teaching.
- **97%** actively engage students in lessons through diverse teaching methods.
- **95%** emphasise higher-order thinking and problem-solving skills.

School Environment and Faith Development

- **93%** feel the school provides a safe learning environment for students.
- **100%** agree that students are encouraged to develop and practice their faith.

Measuring Satisfaction at St Narsai College

In addition to anonymous satisfaction surveys, St Narsai College evaluates satisfaction through the following methods:

Parent Satisfaction

- ✓ The *Complaints Handling Policy* is publicly available on the College website, ensuring parents and carers are informed of procedures for raising concerns.
- ✓ *Exit interviews* are conducted with parents/carers withdrawing their child to identify any underlying issues.
- ✓ *Parent information evenings and Parent-Teacher meetings* provide opportunities for direct feedback and discussion with staff.
- ✓ *Feedback and evaluation surveys* are collected after major school events to gather input from parents and other stakeholders.

Student Satisfaction

- ✓ The *Student Leadership Team* and *Christian Representative Council* provide students with a platform to voice concerns directly to the Principal and Deputy Principal.
- ✓ *Annual student surveys* assess satisfaction with school programs across Years 7–12.
- ✓ *Feedback and evaluation surveys* capture student perspectives on key aspects such as canteen services, St Narsai Day planning, and uniform suggestions.

Staff Satisfaction

- ✓ Staff can raise concerns with the Principal, Deputies, and Chaplain through *weekly staff meetings, Year Coordinator meetings, and KLA Coordinator meetings*.
- ✓ The Principal conducts *individual check-ins* with staff and holds an *open forum once per term* to address workplace concerns.
- ✓ *Exit interviews* with departing staff help identify areas for improvement.
- ✓ *Feedback and evaluation surveys* provide staff input on major events and operational matters, including St Narsai Day and uniform policies.
- ✓ The *Independent Education Union (IEU) representative* regularly meets with the Principal to discuss staff concerns, while the Leadership Team maintains an *open-door policy* for all staff members.

This structured approach ensures that feedback from parents, students, and staff is actively considered in shaping a positive school environment.

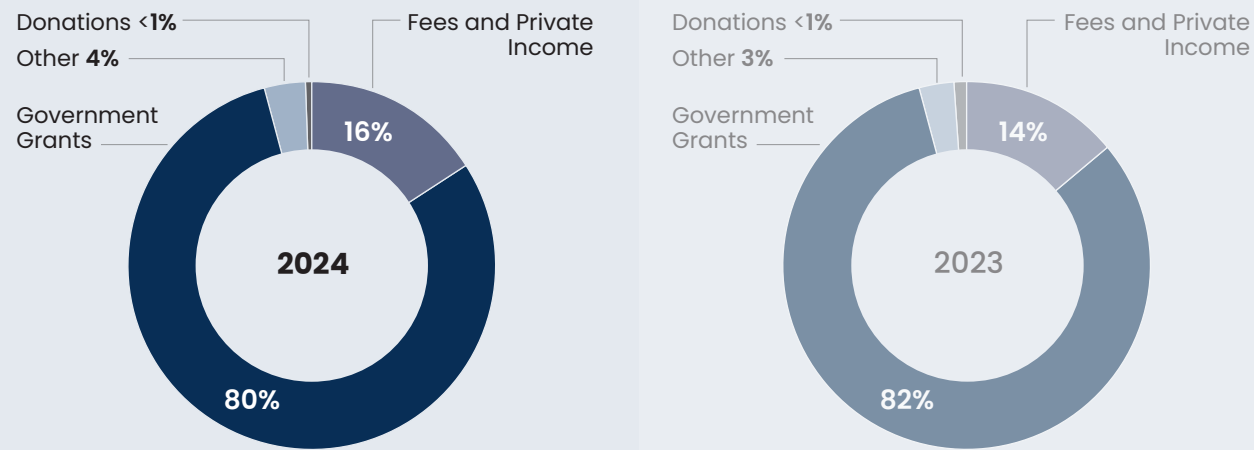


FINANCIAL INFORMATION

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

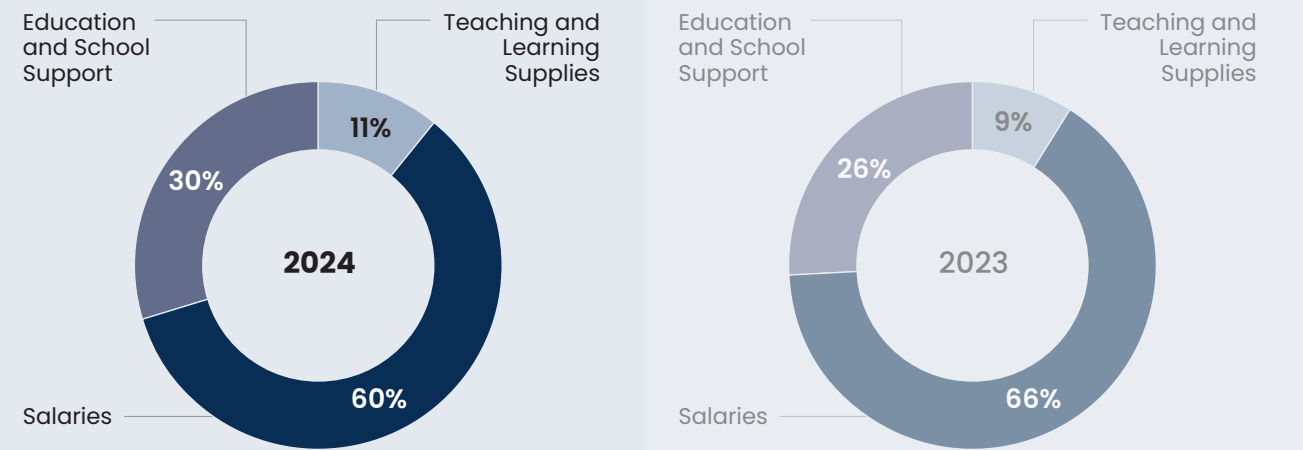
Figure 12: College Financial Information, 2023-24

INCOME



Note: May not sum due to rounding

EXPENDITURE



Note: May not sum due to rounding

IN **HIM** WE GROW



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