



HARP OF THE SPIRIT

TERM 1 – ISSUE 2
6 March 2026



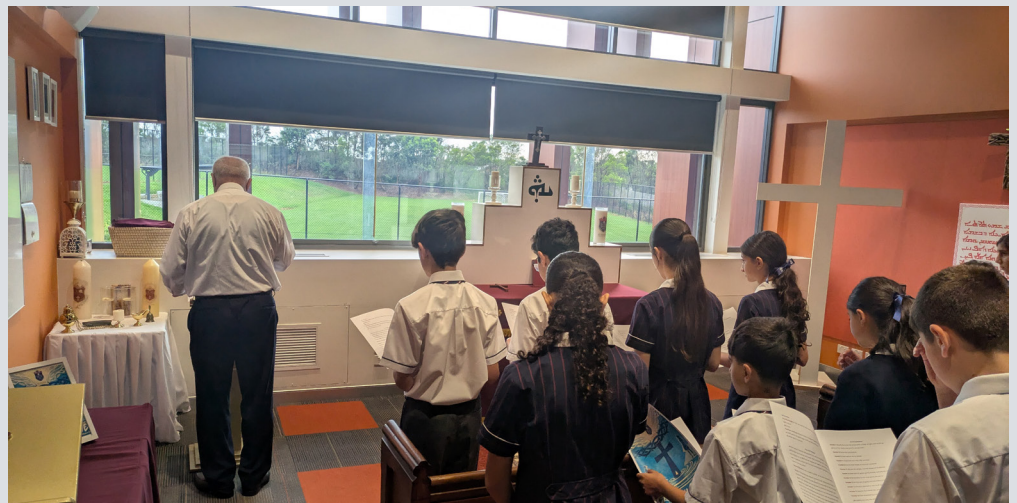
ST NARSAI
ASSYRIAN CHRISTIAN COLLEGE

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- Deputy Principal (Curriculum)
- Head of Primary
- Years 3-6 Curriculum Coordinator
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From the Principal

Edwar Dinkha



Dear Parents, Students, and Friends,

Three weeks ago, our students and staff joyfully welcomed the beginning of the Great Fast in preparation for the Feast of the Resurrection of our Lord Jesus Christ (Easter). Weekly prayer services have been led by our Chaplain, Fr Shamuel and roll call classes scheduled to attend fortnightly.

The Great Fast invites us to reflect deeply on one of the most significant traditions of our Church. This sacred 50-day journey prepares us for the Feast of the Holy Resurrection—the cornerstone of our Christian faith. It is a time for all believers to draw closer to God through fasting, prayer, repentance, and acts of virtue.

Our college staff remain committed to nurturing the spiritual growth of every student. We continue to encourage them to embrace the Great Fast each day so they may grow in faith and strengthen their relationship with Christ.

Policies and Parent Code of Conduct

Several college policies, including the Parent Code of Conduct, can be accessed from the college website. These policies explain in detail the aim, the scope, policy measures and expectations as they relate to all members of the college community.

I encourage all parents to familiarise themselves with these policies and emphasise that parents have a significant role in their child's educational journey. We would appreciate parents working in partnership with the staff to uphold the college's Student Behaviour and Support Policy.

Excellence at St Narsai College | 2026 Vision

All our students gain at least a year's achievement growth for a year's input.

College staff began the year with a Development Day, using this time to plan for the year ahead with a strong focus on improving students' outcomes. Building on last year's successes, we decided to continue Towards Excellence Teams. Each team is made up of staff members dedicated to driving improvement across their chosen excellence focus throughout 2026.

Our Data Team commenced its work from the start of the term by interviewing every student across all cohorts. These interviews allow leaders to review each student's academic performance in 2025 and guide them in setting meaningful learning goals for the year ahead. In line with our 2026 college vision, every student is expected to achieve at least one year's academic growth for one year's learning input across all their subjects.

I ask all parents to support the college's excellence vision for 2026 by ensuring their children keep up with assessments and maintain consistent study habits at home.

We know our students—your children—are capable of achieving outstanding results this year and every year. However, it is important to reflect on what may be holding your child back from making significant improvement. In some cases, the answer may be that your child needs access to external tutoring, and that is perfectly fine. Many high-achieving students in other high-performing schools receive tutoring support in specific subjects.

You know your child best, and we are committed to working alongside you so that he or she can achieve—and exceed—their potential.

Kindergarten & Year 7 Enrolments

The College has commenced enrolment interviews for Year 7 2027, and we are now accepting new enrolment applications for the 2027 Kindergarten class, Year 7 2027, and Year 7 2028 from all parents. Prospective parents are encouraged to apply for enrolment online via the college's website.

From the Deputy Principal (Welfare and Wellbeing)

Mary Ismail

Dear parents/guardians,

Every student at St Narsai College has a Welfare and Wellbeing support team – our Pastoral Care Team is always available for students and their parents to access. Do you know your child's Welfare and Wellbeing support team at St Narsai College?

School App

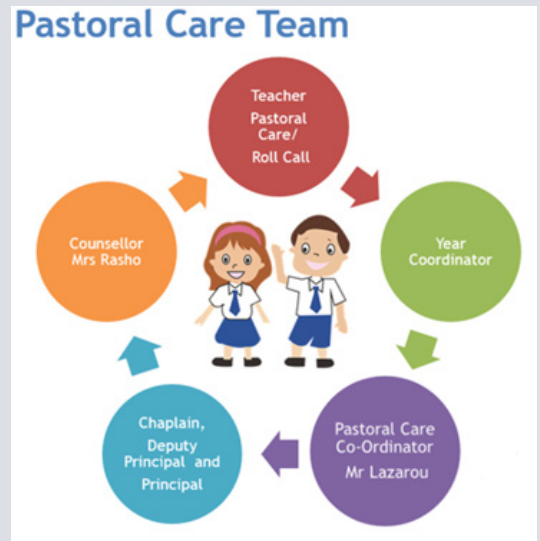
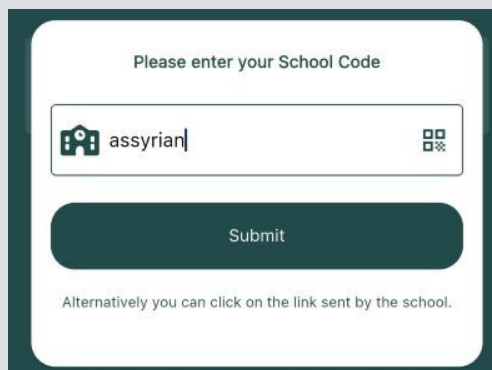
We're excited to invite you to your personalised hub for staying connected with your child's learning and progress. With your myAccess parent account, you'll have access to important updates and resources designed to support your child's success.

To get started, all parents/carers received an email on Friday, 24th February with detailed information on how to access the app. The subject of the email was ACS myAccess and Parent App.

Please activate your myAccess account by setting your password using the link in the email. It only takes a minute, and you'll be all set to stay in the loop.

Follow these steps:

1. Download the CarerOrbit app via the Android app or iOS app.
2. Open CarerOrbit.
3. Allow push notifications.
4. Type assyrian in the school code.

Please enter your School Code

assyrian

Submit

Alternatively you can click on the link sent by the school.

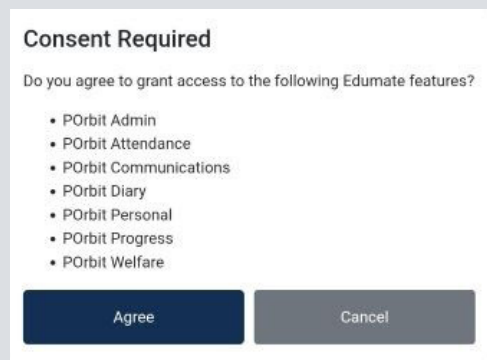
5. Click Sign in and enter your myAccess email/username + password (you would have set this up with the link in the email).

The myAccess email is the email you have registered as your contact email with the school. The password is the one you would have used previously to access the parent portal on myAccess. If you do not have one, you can update your password.

6. Select the Assyrian Christian Schools button.



7. Agree to the CarerOrbit permissions.



Social Media

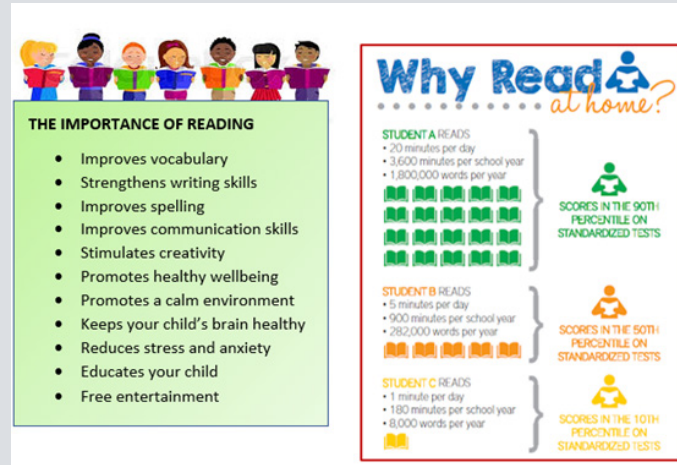
Do you know what your children are watching on their devices? Can your child show you their phone without hesitation? If you answered no to either of those questions, we have a problem.

Social media platforms, such as Omegle, TikTok, Snapchat, Discord, host chats, links, videos, and new trends that may look innocent but expose children to inappropriate material or encourage them to engage in dangerous and inappropriate behaviour. YouTube and YouTube Shorts are also a concern if not monitored. If you are concerned about anything your children may have seen, please contact your child's Year Coordinator, our Pastoral Care Coordinator Mr Lazarou, or any Deputy Principal. Other services available to assist you, along with the current counselling and pastoral care options, include:

- Lifeline: 13 11 14
- Mental Health Access Line: 1800 011 511
- Parent Line: 1300 1300 52
- Kids Helpline: 1800 55 1800
- eHeadspace: 1800 650 890.

Put Down The Phone, Pick Up A Book

Escape to where you would rather be by reading a book that interests you, and encourage your child to do so as well. Better yet, find a book you both would enjoy and read together.



THE IMPORTANCE OF READING

- Improves vocabulary
- Strengthens writing skills
- Improves spelling
- Improves communication skills
- Stimulates creativity
- Promotes healthy wellbeing
- Promotes a calm environment
- Keeps your child's brain healthy
- Reduces stress and anxiety
- Educates your child
- Free entertainment

Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year

SCORES IN THE 90TH PERCENTILE ON STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year

SCORES IN THE 50TH PERCENTILE ON STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year

SCORES IN THE 10TH PERCENTILE ON STANDARDIZED TESTS

Attendance

Attendance letters were issued in week 5. Another attendance letter will be issued towards the end of the term for students whose attendance is below 95%. Please note that St Narsai College's attendance policy expects 95% attendance from all students.

The college system generates the letters and includes explained and unexplained absences. If you have any questions or concerns regarding a letter you have received, please contact the college and speak to your child's Year Coordinator.

Parentline at Kids Helpline

Parenting can be a tough job, but it can also be really rewarding. Talking to a Parentline counsellor can help you navigate difficult parenting dilemmas. Visit the website for more information and links for further support.

<https://kidshelpline.com.au/parents> and /or

<https://kidshelpline.com.au/parents/issues/how-parentline-can-help-you>

From the Deputy Principal (Curriculum)

Mary Khina

Dear Parents and Friends,

As we reach the halfway mark of the term, all students are busy preparing for assessment tasks. Please consult with your child about any upcoming tasks and discuss the feedback received on completed and marked tasks. Questions you may want to ask your child include:

- How are they working to achieve the result they want for tasks that they are working on?
- Did they achieve what they had expected for tasks already completed? Were they prepared enough, and how can they do better next time?
- It is encouraging to see many students utilising the library facilities and the availability of their teachers for assessment preparation. Ask your child if they are using the library to study and prepare for lessons or assessments.

Assessment Handbooks and Assessment Tasks

All students have now received their Assessment Handbooks. These handbooks contain information on each subject and how students will be assessed. With this information, students can prepare themselves to achieve their full potential. In addition to the assessment handbook, students will receive an assessment notification from their teacher for each task at least 2 weeks before the task's final due date.

Parents are encouraged to go through the assessment handbook with their child. Students are encouraged to write the dates of checkpoints and due dates in their college diary. Students are also encouraged to map their tasks backward. For example, if a research task is due in Week 9, students should write the due date in their diary. They should also break the task down and start planning leading up to the due date. An example of the planning process may include:

Monday: brainstorm the topic, making notes based on prior knowledge

Tuesday: search for material online and in the library

Wednesday: read, highlight and make notes on the research

Thursday: work on planning the structure of the report

Friday: write draft one based on the checkpoint requirements

Monday: edit, further research if required, redraft

Wednesday: write draft two based on the feedback on your checkpoint from your teacher

Thursday: ask someone to read over the final draft.

Friday: finalise and be ready to submit before the due date.

Home Learning

In addition to assessment tasks, College staff endeavour to assign students relevant subject work to be completed at home. There will be times when students do not receive homework for all their subjects in the day. Students are encouraged to read widely, revise the work that they have completed during the day and work on assessment tasks. We encourage students to form the habit of home learning time at home to be done five times a week, of the approximate length as indicated for each grade below:

Home Learning Times	Minimum Suggested Time Period Per Day
Year 7 & 8	One to one and a half hours
Year 9 & 10	One and a half to two hours
Year 11 & 12	Three hours or more

Students can also log on and complete online revision tasks on Education Perfect (Years 7-10) or Atomi (Years 11 and 12).

Parents, please check your child's diary and sign it each week. Parents are also encouraged to discuss the details of their child's diary entries and to contact the office if they need clarification from the year coordinator. Due diligence and sustained effort are paramount for each class and assessment task to ensure that students meet their full potential. I encourage parents to engage their children in regular conversations about the importance of applying themselves to classwork, homework, and assessment tasks.

Year 12 Half-Yearly Reports

Year 12 Half-Yearly reports will be distributed to parents and students before the Year 11 and 12 Parent/Teacher interviews scheduled for Tuesday, 31st March 2026. Parents will be able to discuss their child's report at the interviews. Details of the interviews will be emailed to all parents next week.

Students are encouraged to have a study planner and be prepared for all their tasks. Studying early is key to helping them reach their full potential.

Parents also have a vital role in their child's HSC journey. It can be a difficult year for any family to support their child through the HSC. Please see this [link](#) for some useful tips for parents:

Year 11

Year 11 students will receive their Interim report at the end of Term 1. Parents and Students will also be invited to the Parent/Teacher interviews on Tuesday, 31st March 2026.

By the end of term 1, students will have only 2 terms left before completing the Preliminary course and commencing the HSC course in term 4. Please note that students who demonstrate a lack of effort in their studies, non-serious attempts at assessments in subjects and poor work ethics will be at risk of not completing the requirements for the Preliminary course.

Year 10 Subject Selection

Year 10 will be going through the subject selection process at the beginning of Term 2. Students must start thinking about the subjects they would like to select and ensure they are putting in effort in Year 10 to meet the requirements for entry into Year 11. The college will accept students' subject choices if they have met the expected standards at Year 10. Other students will not be admitted to Stage 6 subjects if evidence shows they underperformed in particular Year 10 subjects. Entry into Year 11 will be based on an application process that requires students to demonstrate their commitment to their studies at St Narsai. Some students may be asked to select subjects from the non-ATAR pathway if they haven't shown diligence and sustained effort in their Year 10 classes.

NAPLAN Tests

Each year, the National Assessment Program – Literacy and Numeracy (NAPLAN) is sat by students in Years 3, 5, 7 and 9. Students will participate in tests in writing, reading, language conventions (spelling, grammar, and punctuation), and numeracy. NAPLAN will take place from Wednesday, 11 March to Monday, 23 March 2026.

NAPLAN is just one part of our school's learning assessment program. The tests assess literacy and numeracy skills your child is already learning at school, so the best preparation is their everyday classroom learning. Our school will also undertake activities to help students become familiar with the types of questions and tools available in the online tests.

Students must ensure that they bring their laptop fully charged with their headphones or earphones on all days of the test period. The NAPLAN browser has been installed on all student devices, and device tests have taken place. The NAPLAN timetable was sent to all parents and posted on Teams for students. Please contact the school office if you would like it resent.

Students will be provided with NAPLAN practice opportunities in class to see what the test looks like. The practice tests are available on the public demonstration site linked below. Students may further prepare for the tests by practising their typing skills and completing homework to revise key concepts taught in class. It is essential that students are encouraged to read the questions carefully, check their responses and attempt all questions. Useful links: [NAPLAN Online Information brochure](#) and [NAPLAN Test Environment](#).

In my last newsletter article, I recommended that students practise past NAPLAN papers either online or using the NAPLAN books available for purchase from bookstores or newsagencies.

An additional and essential way to improve literacy skills and prepare for tests is to read widely. Students can borrow books from the school or local libraries. All students have access to our digital library collection available through [myAccess](#). On this platform, students can access fiction and non-fiction books, with over 3,200 titles available in audio and eBook formats. Students can also browse the books available for borrowing, reserving, and renewing as needed. All students have been given their username and password to access the collection. If you would like further details or your child has forgotten their access details, please email Mrs. Boulos at library@stnarsai.nsw.edu.au.

From the Head of Primary

Renia Isaac

Dear parents/guardians,

What Great Learning Looks Like in Primary

When parents walk into a primary classroom today, learning may look different from what they remember. You might see children using whiteboards to practise new maths strategies, annotating a shared text with their teacher, collaborating on a science investigation, or presenting ideas to their peers. While the approaches may vary, the purpose is always clear: strong foundations, deep thinking, and confident learners.

So what does great learning look like in our primary school?

Strong Foundations Through Explicit Teaching

In English and Mathematics, we use an explicit teaching model. This means new concepts are carefully and clearly taught before students are expected to apply them independently.

You will often see lessons structured with:

- Clear learning intentions and success criteria
- Teacher modelling (“I do”)
- Guided practice (“We do”)
- Independent application (“You do”)
- Regular review and feedback.

In Mathematics, this might involve modelling problem-solving strategies step-by-step, using concrete materials before moving to abstract thinking. In English, it could mean explicitly teaching reading comprehension strategies, sentence structure, spelling patterns, or the craft of writing before students practise and refine their work.

Explicit teaching provides clarity. It reduces guesswork and builds confidence. It ensures that every child – regardless of starting point – has access to high-quality instruction and the opportunity to succeed.

Practice, Feedback and Mastery

Great learning is not rushed. Students are given time to practise new skills, receive timely feedback, and improve. We revisit key concepts regularly to ensure knowledge is secure and retained.

Mastery is not about moving quickly; it is about building deep understanding. When students truly grasp core literacy and numeracy skills, they are empowered to think critically and creatively across all areas of learning.

Deep Learning Across the KLAs

While strong foundations in English and Mathematics are essential, great primary education goes further.

In Key Learning Areas such as Science and Technology, HSIE, Creative Arts and PDHPE, students engage in deeper learning experiences. Here, they apply their foundational skills in meaningful and connected ways.

You might see students:

- Designing and testing solutions in Science and Technology
- Investigating historical events or geographical issues in HSIE
- Collaborating on inquiry projects
- Communicating findings through presentations, reports or digital media.

These learning experiences prioritise:

- Collaboration – working effectively with others
- Character – demonstrating responsibility, resilience and ethical decision-making
- Communication – expressing ideas clearly and confidently.

Through this work, students are not only acquiring knowledge; they are developing the skills and dispositions needed for the future.

A Culture of Thinking and Belonging

Great learning environments are purposeful and supportive. Students are encouraged to ask questions, explain their reasoning, and reflect on their progress. Mistakes are seen as part of the learning process, helping children build resilience and perseverance.

Equally important is belonging. Children learn best when they feel known, valued and safe. Positive relationships underpin academic success.

A Partnership with Parents

The primary years are foundational. They shape not only academic ability but also attitudes toward learning.

By working together – through regular reading at home, practising number skills, encouraging curiosity, and maintaining open communication – we strengthen each child's growth.

As Head of Primary, my commitment is clear: to provide structured, explicit instruction where it matters most, and rich, deep learning opportunities that develop knowledgeable, capable and compassionate young people.

Together, we are building strong foundations – and futures filled with possibility.

From the Years 3–6 Curriculum Coordinator

Alessandro Chiandotto

Dear parents/guardians,

A Busy and Exciting Term of Learning

Welcome to another exciting term of learning in Years 3–6. We are looking forward to a productive and engaging term where students will continue to develop their skills across all key learning areas. Our programs this term are designed to challenge students, encourage curiosity and build confidence as learners. Through a range of collaborative activities, hands-on investigations and creative tasks, students will have many opportunities to deepen their understanding and share their learning with others.

English

Across Years 3–6, students will strengthen their reading, writing, speaking and listening skills through a variety of rich learning experiences. Students will participate in guided and independent reading activities that help them develop comprehension strategies such as predicting, questioning, visualising and making connections with texts. They will explore a range of text types including persuasive, imaginative and informative texts, learning how authors structure texts and use language to communicate ideas effectively. Students will also have opportunities to present speeches and share their ideas with peers, building confidence in oral communication. Spelling, grammar and punctuation will continue to be explicitly taught to support students in becoming confident and capable writers.

Mathematics

This term, students will continue developing their mathematical understanding through problem-solving, reasoning and practical investigations. Learning will focus on number concepts such as place value, number patterns, addition and subtraction strategies, multiplication and fractions. Students will also explore measurement, angles, shapes, mass and spatial reasoning. Opportunities to work with data will allow students to collect, represent and interpret information while explaining their mathematical thinking using appropriate strategies and terminology.

HSIE (History & Geography)

Students across the grades will investigate significant historical topics and develop their understanding of Australia and the wider world. Year 3 students will explore the fascinating civilisations of the Maya, Aztec and Inca and learn about life in ancient societies. Year 4 and Year 5 students will study early Australian history, including the arrival of the First Fleet, colonial expansion and key historical events such as exploration and the discovery of gold. Year 6 students will examine Australia's system of government, democracy and the role of citizens. Through these units, students will analyse historical sources and present their learning through a variety of written and creative tasks.

Science & Technology

Students will explore a range of scientific concepts through hands-on investigations and digital technologies. Topics this term include the solar system and Earth's place within it, natural forces that shape the Earth, human body systems and electrical circuits. Students will conduct investigations, collect and analyse data, and create digital models or projects to demonstrate their understanding of scientific concepts. Aboriginal and Torres Strait Islander perspectives will also be incorporated to enrich students' learning about science and the natural world.

PDHPE and Sport

In PDHPE, students will develop their understanding of health, wellbeing and personal safety while learning how to make positive lifestyle choices. Lessons will explore topics such as healthy eating, body systems, personal identity, relationships and decision-making. In sport, students will participate in a variety of physical activities designed to develop fundamental movement skills, teamwork, cooperation and confidence in physical activity.

Creative Arts

In Music, students will explore the Elements of Music through listening, performing and composing activities. They will use singing, movement, body percussion and instruments to perform and create music while developing their understanding of rhythm, pitch, dynamics and texture. Students will also experience music from a variety of cultures, including works by First Nations artists.

It promises to be an engaging and productive term across Years 3–6, with many opportunities for students to develop their knowledge, creativity and confidence as learners.

From the Mathematics Department

Adwena David

Dear family and friends of St Narsai school community,

We're delighted to welcome everyone back for another fantastic year of teaching and learning at St Narsai. A special greeting goes out to all students, with a warm embrace for our new Year 7s joining the community. We wish you a rewarding and enjoyable journey at St Narsai and hope your love of Mathematics continues to grow as part of your everyday learning experience.

Class of 2025

It has been an exciting start to 2026 with the great news of our Class of 2025. We are thrilled to celebrate yet another year of exceptional results, with all mathematics courses achieving impressive outcomes. These accomplishments are a true reflection of the power of early intervention, the dedication to high-impact teaching, and the collective commitment of our students and staff to excellence. As we look ahead, the mathematics faculty is more determined than ever to build upon this success, refining our strategies and striving for continued improvement in student outcomes. I would like to extend my heartfelt congratulations to every Mathematics student who demonstrated remarkable effort and dedication, achieving excellent exam results. Special congratulations go to our top achievers, whose outstanding performances have set an example for the school community.



- Michal Dinkha: E4 Mathematics Extension 1 & E4 Mathematics Extension 2
- Simon Yako: Band 6 Mathematics Standard 2.

Numeracy Summer Challenge

Over the summer break, students embraced the Numeracy Summer Bingo Challenge, sharpening their mathematical skills while making the most of the holiday season. The Bingo Challenge featured a variety of engaging tasks, puzzles, and number games designed to boost critical thinking, problem-solving, and numeracy confidence. Whether it was spotting patterns, solving real-life maths scenarios, or completing bingo squares, students enjoyed a fun, interactive way to deepen their understanding and appreciation of mathematics.

This initiative not only sparked friendly competition across year levels but also helped students sharpen their analytical and practical skills. Congratulations to those who excelled and earned the highest scores in their year groups.



Numeracy at St Narsai

Our commitment to developing strong numeracy skills continues this year, and we are excited to welcome not only our secondary students but also Year 5 and Year 6 students who are joining our various numeracy initiatives. By extending these initiatives, we aim to foster mathematical confidence and competence from an earlier stage, ensuring a smooth transition into high school learning.

Numeracy in Roll Call


Our numeracy program is now a regular part of both Tuesday and Friday roll calls. During these sessions, students in Years 5 – 9 log in to Maths Online, which serves as a personalised tutor, providing clear video lessons and quick assessments that reinforce classroom concepts. This approach helps students deepen their understanding and address any challenging topics in a supportive environment.

Students are also encouraged to access Maths Online independently outside of school hours. This allows them to further consolidate their learning by revisiting lessons and practising skills at their own pace. We believe that building these habits early will lead to greater confidence and sustained success in mathematics for all students.

Fortnightly Numeracy Focus

In 2026, our commitment to numeracy remains strong as we continue the fortnightly numeracy program for all students in Years 5–9. Every second week, teachers from all subject areas pause their classes for ten minutes, allowing students to log in to Maths Online, view a short video covering an essential numeracy topic, and complete a quick formative activity. These sessions are designed to enhance students' mathematical abilities well beyond their regular maths lessons.

Throughout the year, our goal is to launch additional intervention programs in Mathematics and offer more chances for students to engage with maths beyond the traditional classroom setting. By working together, staff, students, and parents can accomplish outstanding outcomes.

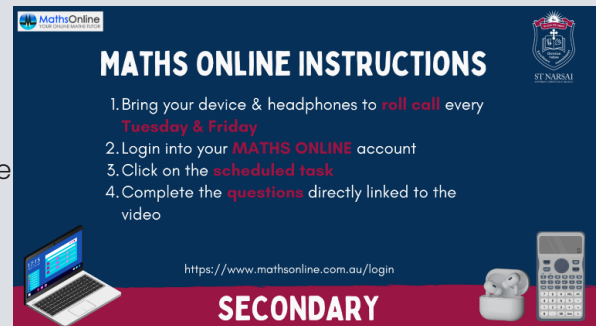


MATHS ONLINE INSTRUCTIONS

1. Bring your device & headphones to **class** every **Tuesday & Friday**
2. Login into your **MATHS ONLINE** account
3. Click on the **scheduled task**
4. Complete the **questions** directly linked to the video

<https://www.mathsonline.com.au/login>

PRIMARY

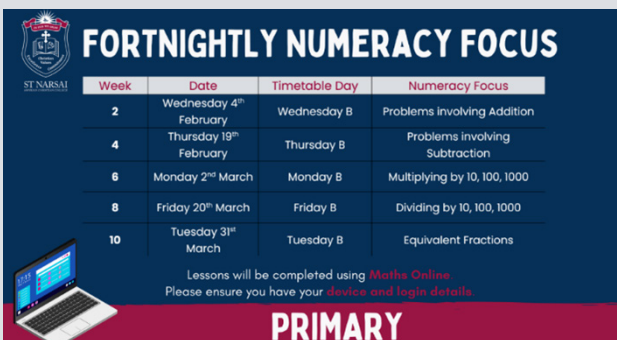


MATHS ONLINE INSTRUCTIONS

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SECONDARY

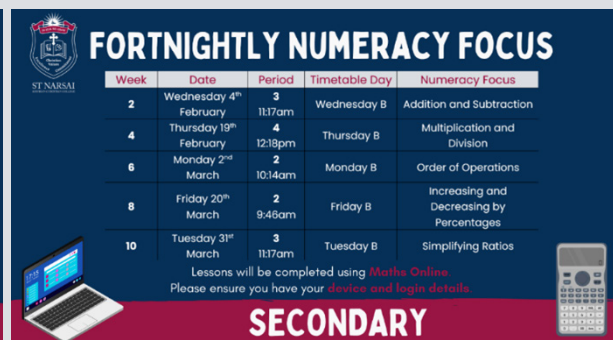


FORTNIGHTLY NUMERACY FOCUS

Week	Date	Timetable Day	Numeracy Focus
2	Wednesday 4 th February	Wednesday B	Problems involving Addition
4	Thursday 19 th February	Thursday B	Problems involving Subtraction
6	Monday 2 nd March	Monday B	Multiplying by 10, 100, 1000
8	Friday 20 th March	Friday B	Dividing by 10, 100, 1000
10	Tuesday 31 st March	Tuesday B	Equivalent Fractions

Lessons will be completed using **Maths Online**. Please ensure you have your **device and login details**.

PRIMARY



FORTNIGHTLY NUMERACY FOCUS

Week	Date	Period	Timetable Day	Numeracy Focus
2	Wednesday 4 th February	3 11:17am	Wednesday B	Addition and Subtraction
4	Thursday 19 th February	4 12:18pm	Thursday B	Multiplication and Division
6	Monday 2 nd March	2 10:14am	Monday B	Order of Operations
8	Friday 20 th March	2 9:48am	Friday B	Increasing and Decreasing by Percentages
10	Tuesday 31 st March	3 11:17am	Tuesday B	Simplifying Ratios

Lessons will be completed using **Maths Online**. Please ensure you have your **device and login details**.

SECONDARY

From the TAS Department

Steeve Slemain

Dear parents/guardians,

The TAS Department has made a purposeful and productive start to the 2026 school year, with students across Stage 4 and Stage 5 actively engaged in design-based learning and practical skill development.

Stage 4 – Technology Mandatory (Years 7–8)

Year 7 students have commenced the year by developing essential digital literacy and safe technology practices, building foundational skills that support all future TAS learning. Students are learning to document and communicate ideas through digital folios while developing confidence in using technology responsibly and effectively.

Year 8 students have begun their Technology Mandatory Napkin Holder project, applying the design process to respond to an authentic design brief. Students are developing practical workshop skills, learning safe and accurate tool use, and documenting each stage of the design process through a structured digital folio. This unit establishes strong foundations in materials technologies and prepares students for Stage 5 TAS subjects.

Stage 5 – Design and Technology (Years 9–10)

Year 9 and Year 10 Design and Technology students have commenced their CAD and CAM units, exploring contemporary digital design and fabrication practices. Students are using SketchUp to develop and communicate design ideas, produce accurate 3D models, and prepare designs for laser cutting. As part of this unit, students are designing and producing a laser-cut napkin holder, applying creativity, innovation, and problem-solving skills while considering aesthetics, functionality, materials and target audiences. The iterative design process encourages students to prototype, evaluate and refine their ideas before final production.

Learning Focus

Across all TAS subjects, strong emphasis has been placed on:

- Safe workshop routines and responsible equipment use
- Applying the design process to solve real-world problems
- Developing independence, organisation, and pride in workmanship
- Building creativity, innovation and critical thinking skills.

The TAS Department looks forward to sharing student work as projects progress throughout the term and is proud of the strong engagement and commitment students have shown in the early weeks of 2026.

From the PDHPE Department

Victoria Tatian

Dear parents/guardians,

The PDHPE faculty has enjoyed a very positive and energetic start to 2026. It has been a pleasure to welcome back our Years 8–12 students and to greet our new Year 7 cohort as they commence their secondary school journey. The beginning of the year is always a critical time for establishing routines, expectations, and strong learning relationships. Our priority has been ensuring that all students feel supported, settled, and inspired to approach their learning with enthusiasm and confidence.

Throughout this term, students are building their understanding of how to make informed, healthy lifestyle choices while further developing their practical skills across a diverse range of physical activities. In practical lessons, students have been actively engaged in units including Gymnastics, Dance, Volleyball, and NFL, demonstrating teamwork, resilience, and a willingness to challenge themselves. It has been particularly pleasing to see students encouraging one another and embracing opportunities to step outside their comfort zones.

Year 10 students have been learning the Cha Cha as part of their Dance unit and have impressed us with their creativity, coordination, and commitment to refining their performance skills. Across all year groups, students are strengthening their understanding of the connection between physical activity, wellbeing, and lifelong health, while also developing communication, collaboration, and leadership skills that extend beyond the classroom.

We look forward to a successful and fulfilling term ahead, with students continuing to engage meaningfully in both the theoretical and practical components of PDHPE. We also wish our senior students in Years 11 and 12 every success as they prepare for and complete their assessment tasks. Their dedication and maturity in balancing academic and practical commitments have been commendable.

In sport, we are eagerly anticipating our College's annual Swimming Carnival later this term. This event is always a highlight of the school calendar, providing an opportunity for friendly competition, house spirit, and community connection.

