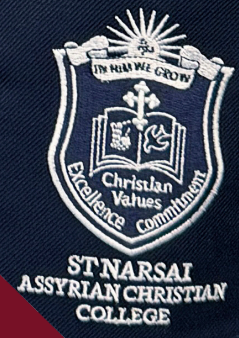




# 2025 ANNUAL REPORT



**ST NARSAI**  
ASSYRIAN CHRISTIAN COLLEGE



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## INTRODUCTION

This Annual School Report provides an overview of St Narsai Assyrian Christian College's operations, performance, and achievements during 2025. It offers parents, community members, and the Assyrian Christian Schools (ACS) Board clear and objective information on key initiatives, significant events, and the College's progress throughout the year.

The report outlines core college practices and policies, student learning outcomes, staff professional development, and ongoing school improvement initiatives. It also includes the College's financial statement for the 2025 school year, reflecting our commitment to transparency and accountability to regulatory authorities, the College community, and the ACS Board.

This report complements information shared through regular College newsletters, messages and other communications. Further details about the College or this report are available on our website or upon request.

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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 2025 and continued its good work through Committees created in the prior year.

The 2025 Board comprised of seven directors, including the Chairperson His Grace Mar Benyamin Elya. The Board possesses 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 NESA guidelines. In 2025 the Board continued to sharpen its governance capabilities through Independent Schools News South Wales (ISNSW).

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 2025 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, STEM initiatives and the Wellbeing program for staff and students.

The year 2025 marked strong results in NAPLAN and HSC, with over 90% of HSC students receiving university places. The Board congratulates the College, its staff, students, and parent body on the results achieved by the 2025 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 great pleasure that I present the 2025 Annual School Report for St Narsai Assyrian Christian College – a faith-filled learning community that continues to thrive and grow in its mission to empower students to reach their full potential.

Throughout 2025, our dedicated staff worked tirelessly to foster a culture of excellence, encouraging students to develop their personal capabilities, pursue academic success, and cultivate a love of lifelong learning.

The year's college Christian theme was, *Walk in Christ's Light*, which can be traced to the words of John 8:12: *"I am the Light of the world. He who follows Me shall not walk in darkness but have the Light of life."*

Since our Heavenly Father has given all of us access to heavenly light, students are able to see clearly what is good and bad, right and wrong and therefore make better choices. For our staff, the theme served as a powerful reminder of our sacred responsibility to guide, instruct, and teach in accordance with Christ's teachings.

We are extremely proud of our 2025 HSC results, which showed a significant improvement on the previous year. This achievement reflects the commitment, perseverance, and collaborative efforts of both our students and staff. Similarly, our Junior School recorded some strong NAPLAN results in both Year 7 and Year 9, further affirming the effectiveness of the high-quality teaching and learning practices embedded across the College.

I extend my sincere congratulations to our students and staff for their outstanding efforts in improving academic performance, particularly in the areas of literacy and numeracy.

In 2025, the College continued to strengthen its eLearning practices, with an increasing number of students engaging in online literacy and numeracy programs, as well as subject-specific digital learning platforms, both during and beyond school hours. This strategic investment has enhanced student learning outcomes, improved accessibility, and provided greater flexibility to support diverse learning needs.

Our students also enjoyed considerable success in sporting competitions throughout the year, including:

### Soccer:

- Competing in CSSA Zone Gala Day
- Finalist in CSSA Junior boys' soccer
- Semi-Finalist in CSSA Senior boys

### Basketball:

- Senior boys competed in CSSA Basketball Gala Day

### Futsal:

- Entered numerous competitions -U14 Boys/U16 Girls/U16 Boys & Girls/ Open Boys. U16 boys and girls reached semi-finals.
- U14 boys and Open boys both won the regional competitions and made it through to the State Championship.

The College continued to implement key initiatives from the 2025–2027 School Improvement Plan, which is aligned with the Assyrian Christian Schools 10-Year Strategic Plan (2023–2032).

These plans guide growth and performance across the network and are underpinned by five core ACS Pillars:

### 1. Faith and Heritage

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

### 2. Student and Staff Wellbeing

- Development of a K–12 Student Wellbeing Framework
- Implementation of a Staff Wellbeing Program
- Development of a strong Employment Value Proposition

### 3. Quality Teaching and Learning

- Development of a K–12 Quality Teaching and Learning Framework
- Continued improvement in HSC and NAPLAN outcomes
- Implementation of a meaningful student tracking process
- Enhancement of extracurricular programs

### 4. Community Engagement

- Strengthening connections with the Church and parents
- Development of alumni and inter-school partnerships
- Implementation of a service-learning program
- Expansion of university and industry partnerships
- Fostering P–12 cross-campus collaboration

### 5. Infrastructure and Operations

- Completion of the Sport and Performing Arts Centre project
- Completion of 10-year financial cashflow projections
- Implementation of the Marketing Annual Strategic Plan
- Implementation of the ICT 3-Year Strategic Plan

I wish to acknowledge and thank our wonderful students, staff, families, and broader community for their ongoing support and commitment to the mission and vision of St Narsai Assyrian Christian College. Together, we continue to build a learning community guided by faith, grounded in wisdom, and dedicated to excellence.

## MESSAGE FROM STUDENT BODY

As the College Captains of 2025, we are deeply thankful for the incredible privilege of leading and representing the students at St Narsai Assyrian Christian College. This role has been both an honour and a blessing, and words cannot fully capture our gratitude. We hope that throughout the year our actions have reflected our appreciation for this opportunity.

It has been a joy to walk alongside our peers as they developed not only in their studies but also in their bonds between each other, faith and cultural identity. From charity drives to school initiatives, our aim has always been to encourage unity, service, and belonging within our community. Inspired by Christ's example of servant-leadership, we sought to approach every responsibility with humility, love, and dedication.

As we prepare to hand over the reins, we are confident that the next generation of leaders will continue to carry forward this legacy. We leave with full hearts, proud of what has been achieved and excited for the future of our school.

### Spiritual Theme: "Walk in Christ's Light"

The 2025 theme, "Walk in Christ's Light," is anchored in the words of John 8:12:

*"I am the Light of the world. He who follows Me shall not walk in darkness but have the Light of life."*

This theme reminds us that Christ is the guiding light in our journey. It has encouraged students and staff to lean on their faith, strive for excellence, and live out Christian values in their daily lives. From small acts of kindness to larger community efforts, this theme has united our college in service, compassion, and purpose.

### Year 12 Camp

One of the most memorable experiences of the year was the Year 12 Camp at the Sydney Academy of Sport and Recreation, Narrabeen. Over three days and two nights, students participated in a range of activities including kayaking, archery, and fishing, while also taking time to reflect, bond, and strengthen their friendships. The camp was more than just an adventure, it was a time of laughter, teamwork, and growth that brought Year 12 closer together as a graduating class.

### Senior Sermons (fortnightly)

Throughout the year, senior students were blessed fortnightly with the opportunity to attend sermons delivered by His Grace Mar Benyamin Elya, our school chaplain Rev. Father Shamuel, and Rev. Father Ramen.

Their guidance instilled wisdom and deepened our understanding of Christian values, leaving a lasting impact that we will carry well beyond our school years. These sermons provided spiritual nourishment, strengthened our faith, and inspired us to live out Christ's teachings.

### Wakeathon

The Wake-a-thon once again stood out as a cherished tradition for Year 12. Students began the evening with a liturgical service at Saints Peter & Paul Church, before spending the night together in fellowship, attempting to remain awake until morning. Throughout the night, students prayed, shared stories, and encouraged one another, celebrating their unity and their faith in Christ. The Wake-a-thon was both a spiritual journey and a memorable bonding experience that will be treasured for many years to come.

### Homeless Food Run – Maidservant of our The Lord's Mission

A significant initiative of 2025 was the Homeless Food Run, where Year 12 students partnered with St Mary's Assyrian Church of the East to travel into the city and distribute food to those less fortunate.

This experience allowed students to demonstrate compassion in action – extending love, dignity, and care to those who needed it most. It was a humbling reminder of the Christian call to serve others, and it left a lasting impression on all who participated. The Homeless Food Run embodied the spirit of our school theme, truly encouraging us to walk in Christ's Light.

We extend our deepest thanks to the teachers, staff, families, and the wider St Narsai community for their support throughout 2025. Leading this school has been a profound blessing, and we graduate with the values of unity, service, and excellence instilled within us.

May our community continue to grow ever stronger as we walk in Christ's Light.

**Novell Dauod and Mary Sada**  
2025 College Captains



2025 Student Leadership team

## COLLEGE FEATURES

St Narsai Assyrian Christian College is a co-educational Independent Christian secondary school of the Holy Apostolic Catholic Assyrian Church of the East, proudly located in Horsley Park. Established in 2006, the College caters for students in Years 7–12 and has continued to grow as a centre of faith-based learning and academic excellence. In December 2017, the College relocated to its purpose-built campus in Horsley Park, welcoming students to the new facilities at the commencement of the 2018 school year.

The College serves Christian families from the parishes of Fairfield, Greenfield Park, Bossley Park, Cecil Park, Hoxton Park, Leppington, and surrounding areas. Many students transition from our key feeder school, St Hurmizd Assyrian Primary School in Greenfield Park, as well as from other local primary schools, contributing to a strong sense of continuity and community.

At the heart of the College community is the motto **“Excellence, Christian Values, Commitment.”** This guiding principle underpins all aspects of college life and inspires students to strive for excellence academically, spiritually, and personally. Christian values are deeply embedded in our daily interactions, expectations, and way of life. Students are encouraged to develop resilience, integrity, and a strong moral compass, equipping them to face challenges with confidence and purpose as they grow into well-rounded young adults.

Students thrive in an environment supported by spacious, modern, and purpose-designed facilities that promote innovative teaching and learning. Our state-of-the-art learning spaces enhance engagement and collaboration, while our highly dedicated educators are experienced professionals and educational leaders committed to improving learning outcomes for every student. Staff actively embrace contemporary pedagogies and emerging technologies to create dynamic and meaningful learning experiences, both within and beyond the classroom.

The College offers a rigorous and well-structured academic program, underpinned by high expectations and consistent, purposeful feedback to support student growth and achievement. This is complemented by a strong and comprehensive pastoral care program that prioritises student wellbeing, spiritual development, and daily prayer, ensuring students are nurtured intellectually, emotionally, and morally.

At St Narsai Assyrian Christian College, the curriculum is thoughtfully designed to develop engaged, reflective, and critical thinkers who are well prepared to meet the demands of the 21st century. The College proudly offers a Selective Stream program as well the newly developed High Potential classes, providing enriched and accelerated learning opportunities for high-achieving and gifted students.

Beyond the classroom, students benefit from a broad range of extracurricular opportunities. The College encourages participation in sporting, cultural, and co-curricular activities that promote teamwork, leadership, and personal development. Through the effective use of contemporary digital technologies and a holistic approach to education, St Narsai Assyrian Christian College supports students in discovering their passions, building confidence, and achieving their full potential

### 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 commenced the year with a strong sense of optimism and enthusiasm, eager for the journey ahead. Throughout the year, students participated in a rich and diverse range of activities and events, contributing to a vibrant, inclusive, and dynamic school community.



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

- Numerous community-based events
- Library Book Week
- Yearlong reading challenges
- Lunch time arts & crafts sessions
- 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 committed to strengthening students' faith through the teachings and traditions of the Holy Apostolic Catholic Assyrian Church of the East. In 2025, the College theme was *Walk in Christ's Light*, inspired by John 8:12: "I am the Light of the world. He who follows Me shall not walk in darkness but have the Light of life." Our aim was to help students experience Christ's Light through our actions and example, creating a learning environment where faith and wisdom could grow. Together, we guided and supported students in their spiritual and educational journey.

### Programs

Christian education continued to grow through the delivery of the Christian Studies syllabus across Stages 4 and 5 and regular senior sermons for Stage 6. Stage 4 students explored core aspects of faith, while the ongoing development of the Stage 5 (Year 9) textbook reflected the department's commitment to high-quality, accessible resources. Guided by the theme *Walk in Christ's Light*, these lessons encouraged students to both learn and live their faith.

Stage 6 students' spiritual formation was further enriched through fortnightly sermons led by His Grace Mar Benyamin Elya, Rev. Father Samuel Shamuel, and Rev. Father Ramen Youkhanis, offering Christ-centred guidance for faith, decision-making, and 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-based service:

- **The Great Project** – Held once a week during the Great Fast, students engaged in lunchtime activities that brought the annual theme to life.

- **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. We were blessed to hold our first Liturgical Service in the newly opened Mar Meelis Zaia AM Sport and Performing Arts Centre, marking a significant moment for our college community. All future services will now be conducted in this hall.

- **Prayer Life** – Daily prayer remained a central pillar of college life, with students participating in morning, lunchtime, and afternoon prayers that fostered a spirit of reverence and gratitude. Furthermore, special services were held throughout the year to commemorate the Seven Holy Feasts and to honour the lives of the saints.

- **Partnership with the Assyrian Church of the East (ACOE)** – In 2025, the College continued to strengthen its dynamic and meaningful partnership with the ACOE churches, with both students and staff actively participating in liturgical celebrations and significant feast day observances. These shared moments of worship not only enriched the spiritual lives of our students but also



deepened their connection to their faith, cultural heritage, and daily learning.

- **Acts of Christian Service** – In our pursuit of 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.

Firmly grounded in faith and committed to purposeful growth, the 2025 school year reflected the College's unwavering dedication to forming students who live with purpose, think critically, and serve others through the example of Christ.

## CURRICULUM

St Narsai Assyrian Christian College delivers a broad and diverse curriculum endorsed by the NSW Education Standards Authority (NESA), meeting the requirements for school Registration and Accreditation under the Education Act 1990 (NSW), while also implementing the curriculum requirements of Assyrian Christian Schools in Sydney. The College is committed to maintaining high standards of teaching and learning, with staff regularly reviewing and refining programs to ensure effective, engaging, and high-quality learning experiences across all classrooms and learning environments.

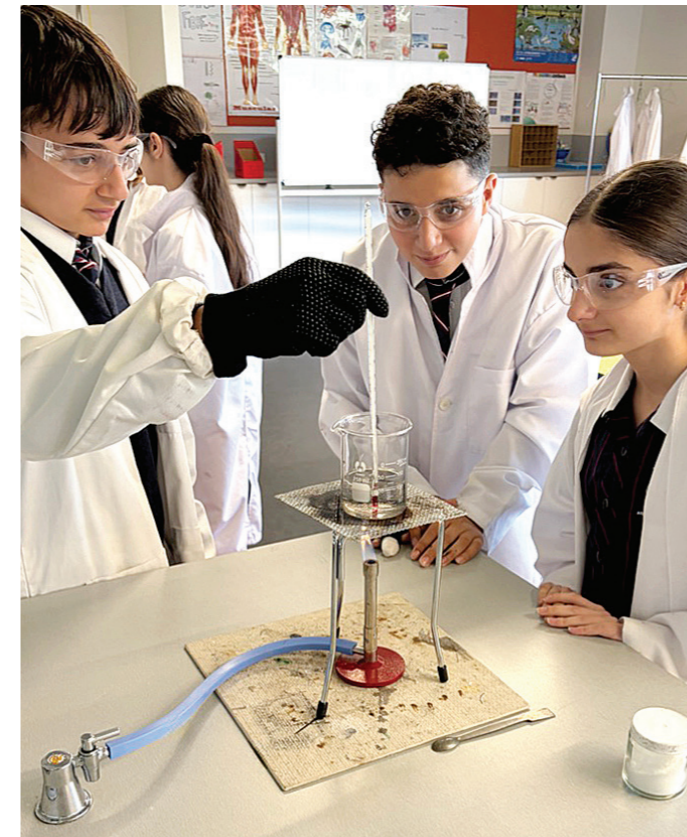
Curriculum design and teaching practices are guided by the priorities outlined in the College's three-year Strategic Plan (2025–2027). These priorities inform the development of the annual School Improvement Plan, which is shared with staff and implemented through their respective Roadmaps to Academic Success, ensuring a cohesive and collaborative approach to continuous improvement across the College.

In 2025 the College offered the following HSC courses:

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

At St Narsai, our teaching philosophy is grounded in empowering students to thrive in an ever changing world. Through a blend of Explicit Teaching, Visible Learning and the Deep Learning framework and competencies, we support students in developing the essential knowledge, skills, and character needed for lifelong success.

Our teaching practices also encompass 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

At St Narsai Assyrian Christian College, student wellbeing remained central to the College's commitment to educational excellence. The College continued to foster a nurturing, faith-filled environment where students were supported to grow academically, socially, emotionally, and spiritually. Grounded in the values of the Assyrian Church of the East, the College aimed to develop confident, capable young people who contributed positively to society while maintaining a strong sense of identity, culture, and faith.

### K-12 ACS Student Wellbeing Framework

In 2025, the College continued to embed the ACS K-12 Student Wellbeing Framework as a foundational element of its pastoral care approach. This framework, centred on the pillars of **Connect**, **Thrive** and **Accomplish**, provided a consistent and structured approach to supporting student development across all year levels.

Through this framework:

- Students **connected** by building positive relationships, collaborating with others, and contributing to a supportive school environment
- Students **thrived** by developing resilience, confidence, and overall wellbeing
- Students **accomplished** by setting goals, demonstrating initiative, and striving for personal and academic success

The framework guided the delivery of targeted, age-appropriate wellbeing programs from Years 7-12. Pastoral Care lessons were structured to respond to the evolving needs of students, ensuring a proactive and preventative approach to wellbeing. Staff worked collaboratively to create an environment where students felt safe, supported, and known.

### Pastoral Care and Wellbeing Structure

The College's wellbeing structure was led by a dedicated team including the Principal, Deputy Principal (Wellbeing), Pastoral Care Coordinator, College Counsellor, and Year Coordinators. This team worked closely with all staff to ensure a consistent and responsive approach to student wellbeing.

Pastoral Care teachers and Year Coordinators played a central role in supporting students through daily interactions, regular check-ins, and ongoing communication. This relational approach strengthened students' sense of belonging and ensured that wellbeing concerns were identified and addressed in a timely manner.

### Pastoral Care Program

In 2025, the Pastoral Care Program continued through structured fortnightly lessons aligned with the College's SHARP expectations:

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

These lessons focused on developing the personal, social, and emotional skills required for students to successfully navigate school life and beyond. Content was tailored to each year group, ensuring relevance and engagement.

Key focus areas included:

- Building resilience and coping strategies
- Developing positive relationships and communication skills
- Promoting respectful behaviour and responsible decision-making
- Strengthening study habits and academic organisation
- Supporting mental health, self-worth, and confidence

### Wellbeing Initiatives and Programs

A range of targeted initiatives were implemented to support student wellbeing, including:

#### ■ Peer Support Program

Year 11 students supported Year 5/6 students in their transition to high school through mentoring and guidance

#### ■ Year Group Breakfasts and Wellbeing Activities

These initiatives promoted connection, belonging, and positive peer relationships

#### ■ Study Skills and Exam Preparation Workshops

Students developed effective study habits and strategies to enhance academic performance

#### ■ Managing Screen Time and Healthy Habits

Students explored the impact of lifestyle choices on their overall wellbeing

#### ■ Wellbeing Walls and Classroom Activities

Activities were implemented to promote positivity, affirmation, and collaboration within classrooms

### Transition Program

The Transition Program provided Year 5 and 6 students with the opportunity to experience high school life through structured visits. Students participated in a range of subject-based activities, which supported their confidence and readiness for the transition into Year 7.

### Spiritual and Wellbeing Days

Each year group participated in a dedicated Spiritual and Wellbeing Day. These days provided opportunities for reflection, connection, and personal growth. Through a combination of faith-based activities, discussion, and practical wellbeing strategies, students developed skills to manage challenges and strengthen their sense of purpose and belonging.

### Student Support and Monitoring

The College maintained a strong focus on the early identification and support of students requiring additional assistance.

Staff were provided with relevant and timely information to support the diverse needs of students within their classrooms.

This included identifying students who:

- Were High Potential Learners
- Required learning support, along with appropriate strategies
- Came from EAL/D backgrounds
- Had medical conditions requiring monitoring
- Were identified as at risk academically, socially, or emotionally

This approach ensured that teachers were equipped to implement appropriate strategies and create inclusive learning environments.

Students requiring additional support were monitored through the Students at Risk (SAR) process. Regular meetings between key wellbeing staff enabled ongoing review, communication, and targeted intervention to ensure these students remained engaged and supported.

The Case Management Model further strengthened this process through consistent communication between the Pastoral Care Coordinator and Year Coordinators, ensuring a coordinated and responsive approach to student wellbeing.

### Pastoral Care Initiatives

Student wellbeing was reinforced through a range of whole-school initiatives, including:

- R U OK? Day activities, promoting connection and help-seeking
- Harmony Week, promoting cultural diversity, acceptance and celebration
- National Bullying Awareness Week, fostering a culture of respect and inclusion
- The Push-Up Challenge, supporting mental health awareness
- Cohort Breakfasts with the Principal, strengthening connection and student voice

Spiritual support remained an important aspect of student wellbeing through:

- Prayer and Faith in Action sessions led by the College Chaplain
- Opportunities for reflection and spiritual growth
- Spiritual and Wellbeing days

### Learning and Counselling Support

Students were further supported through:

- The Learning Support Program, assisting students with additional learning needs
- Access to the College Counsellor, providing support for a range of social, emotional, and personal concerns

### Commitment to Student Safety

The College remained committed to maintaining a safe and supportive environment for all students. All practices aligned with Child Protection requirements and Duty of Care obligations, ensuring that student wellbeing was prioritised at all times.

Overall, the College remained committed to supporting students holistically, ensuring they continued to grow academically, emotionally, and spiritually within a safe, supportive, and faith-centred environment.





## STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

Table 1: Outcomes and results

**HSC in 2025**

**100%**

of students completed the **Higher School Certificate Course**

One student completed the **Higher School Certificate Life Skills Program**

**VET in 2025**

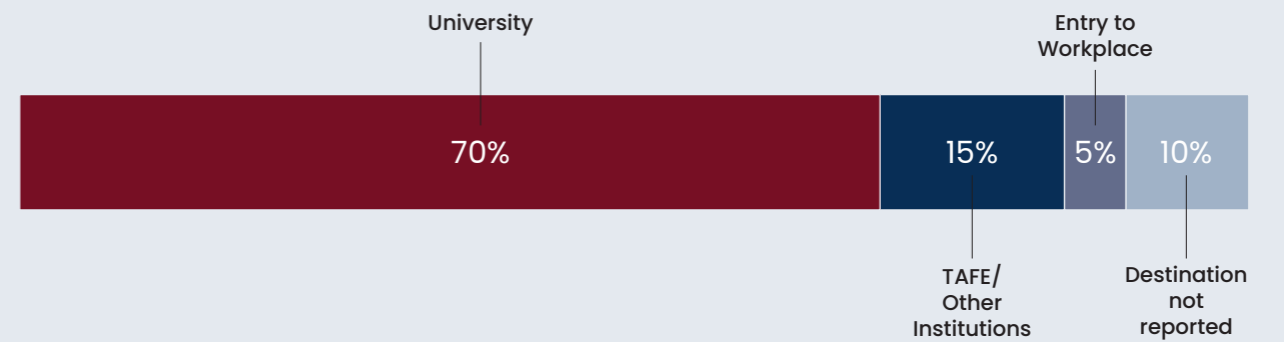
**23**

students completed the **Business Services Course**

**20**

students completed the **Retail Services Course**

Figure 2: Students Post School Destination, Year 12 - 2025



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

In March 2025 students in Years 7 and 9 sat the NAPLAN Online tests. Information gathered as a result of the college's analysis of our students' performance in these assessments will be used to assist in the design of the College's future teaching and learning program.

Further details of NAPLAN data are 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**

	Reading	Writing	Spelling	Grammar	Numeracy
<b>St Narsai – Year 7</b>	<b>540</b>	<b>565</b>	<b>568</b>	<b>551</b>	<b>540</b>
Students with similar background	497	507	518	495	492
All Australian students	538	538	542	539	545
<b>St Narsai – Year 9</b>	<b>562</b>	<b>589</b>	<b>608</b>	<b>578</b>	<b>602</b>
Students with similar background	522	535	545	505	516
	568	575	569	559	573

■ Above the average of students with similar backgrounds or all Australian students

## Future directions 2026:

- The College will continue to implement a whole school approach to explicit teaching, supported by visible learning and deep learning practices, to strengthen instructional quality, improve student learning outcomes, and develop key skills and competencies across all KLAs.
- The College Leadership Team will analyse the NAPLAN and HSC data and develop further strategies to focus on areas identified. This will involve a 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.
- The Towards Excellence Teams will continue to work on areas of priority including literacy, numeracy, academic intervention and 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.
- Expand access to print and digital library resources and maintain ongoing library lessons for Year 7 students to support literacy development
- Continue whole school reading programs with collaboration with parents through workshops
- Teachers continue to provide feedback and 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 2025, two students had requested a RoSA prior to completing their Preliminary HSC courses.

## Higher School Certificate Examination Results: 2025

The class of 2025 had 109 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)**

	2023		2024		2025	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
Ancient History	52	60	79	65	<b>95</b>	<b>66</b>
Arabic Continuers*	100	92	–	–	<b>100</b>	<b>89</b>
Biology	30	63	55	70	<b>72</b>	<b>65</b>
Business Services Examination (VET)	–	–	–	–	<b>56</b>	<b>67</b>
Business Studies	60	64	57	64	<b>55</b>	<b>67</b>
Chemistry	30	66	56	67	<b>50</b>	<b>71</b>
Community and Family Studies	67	72	74	72	<b>92</b>	<b>71</b>
Design and Technology	27	78	86	77	<b>29</b>	<b>84</b>
English (Advanced)	94	95	100	97	<b>94</b>	<b>97</b>
English (Standard)	45	59	58	67	<b>80</b>	<b>68</b>
English Studies Examination	–	–	0	11	<b>50</b>	<b>11</b>
Food Technology	69	64	57	62	<b>82</b>	<b>63</b>
Industrial Technology	–	–	0	55	<b>0</b>	<b>54</b>
Legal Studies	75	69	58	69	<b>43</b>	<b>68</b>
Mathematics (Advanced)	25	75	82	77	<b>56</b>	<b>80</b>
Mathematics (Standard 1 Examination)	–	–	100	58	<b>85</b>	<b>58</b>
Mathematics (Standard 2)	27	58	78	60	<b>79</b>	<b>60</b>
PDHPE**	38	63	58	67	<b>75</b>	<b>68</b>
Physics	50	67	100	65	<b>83</b>	<b>63</b>
Retail Services Examination (VET)	–	–	–	–	<b>50</b>	<b>58</b>
Society and Culture	98	80	85	79	<b>98</b>	<b>82</b>
Studies of Religion II	43	82	62	81	<b>92</b>	<b>80</b>

\* Studied externally at Saturday School of Community Languages \*\* 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**

	2023		2024		2025	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
English Extension 1	100	94	100	96	<b>100</b>	<b>95</b>
Mathematics Extension 1	50	71	100	80	<b>100</b>	<b>77</b>
Mathematics Extension 2	0	85	100	86	<b>100</b>	<b>84</b>

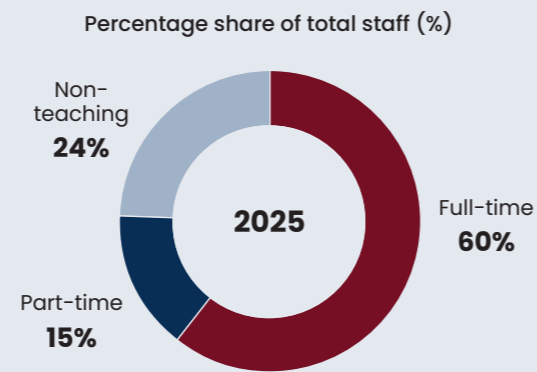


## STAFF PROFILE

The following tables shows staffing profile for 2025:

**Table 6: Staffing Profile, 2025**

Staff Categories	Number of Staff
Full-time Teaching Staff	52
Part-time Teaching Staff	13
Non-Teaching Staff	21
<b>Total Staff</b>	<b>86</b>



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 2025 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
- Various ICT professional Learning
- Various Staff Development Days
- Teaching and Learning including Assessment Design and Research
- NCCD Moderation Training
- Literacy and Numeracy Professional development
- Wellbeing conference
- AI Workshops and seminars
- Training for mentor teachers
- HMS Summit
- ASME National Conference for music teachers
- Physics Masterclass

In addition to regular short staff professional learning sessions run by the College staff, the College succeeded in organising seven Staff Development Days throughout 2025 covering the following areas:

- College's Mission, Vision and Strategic Plan
- 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
- Teaching and Learning Strategies, particularly Explicit Teaching
- Literacy and Numeracy strategies
- Teaching students with special needs
- Special provisions for LSU students
- Staff welfare and Team Building
- Assessment practices
- ICT and e-Learning

Teachers also took part in the **Towards Excellence Teams** where they worked in teams in an area of interest to develop targets and strategies in the area. These included, data and academic intervention, reading, writing, numeracy, staff wellbeing, parental engagement, STEAM, enrichment and extracurricular activities.



### Teacher Professional Development Plan (PDP)

College staff continued to use a reflective model of practice called the Teacher Professional Development Plan (PDP) in 2025. 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.

### Teacher Accreditation

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

**Table 7: Teacher Accreditation Stage at commencement of the 2025 school year**

Stage	Number of Teachers
Conditional or Provisional (working towards proficient teacher)	24
Proficient teacher (maintaining proficiency)	41

## STUDENT PROFILE

### Student Enrolment

The college caters for students in Years 7–12. The following information describes the student profile for 2025:

**Table 8: Student Enrolment**

Girls	Boys	LBOTE*	Total students
368	337	705	705

\* 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 2023, 90% completed Year 12 in 2025 at St Narsai. Leavers post Year 10 were attributed to enrolment at TAFE, entry into the work force, and parental financial limitations resulting in moving to another school.

The introduction of the non-ATAR pathway with a range of VET and CEC subjects offered could be the reason for the improved retention rate. This pathway encouraged more students to remain at St Narsai to complete their HSC whilst gaining certification in the VET subjects.

**Table 9: Student Retention**

Year Level	Cohort students completing		Actual retention rate
	Year 10	Year 12	
2022/2024	110	92	84%
2023/2025	121	109	90%

### 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 \$100), will be required with all completed forms.
- A non-refundable Application Confirmation Fee (currently \$500), will be required upon acceptance of an offer. *This will be credited to the first year's school fees upon commencement of Term 1.*

#### 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 Christian 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

*The admissions process includes an assessment of each student's academic reports based on a specified criteria.*

#### 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.

Please note, 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.

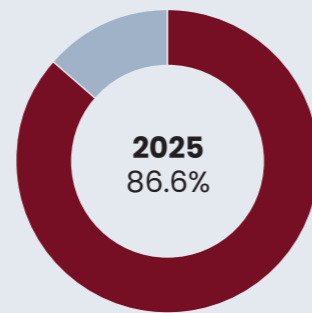
### Student Attendance Rates

The average student attendance at St Narsai Assyrian Christian College for 2025 was **86.55%**. The following table shows detailed attendance rates per year group.

**Figure 10:** Attendance rate for each Year Group

Year Group	Attendance (%)
Year 7	91.6
Year 8	88.7
Year 9	83.2
Year 10	85.5
Year 11	83.0
Year 12	87.3

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, Assyrian Schools are 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 at 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 2025.

*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 2025.

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 2025.

*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 2025.

*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 2025.

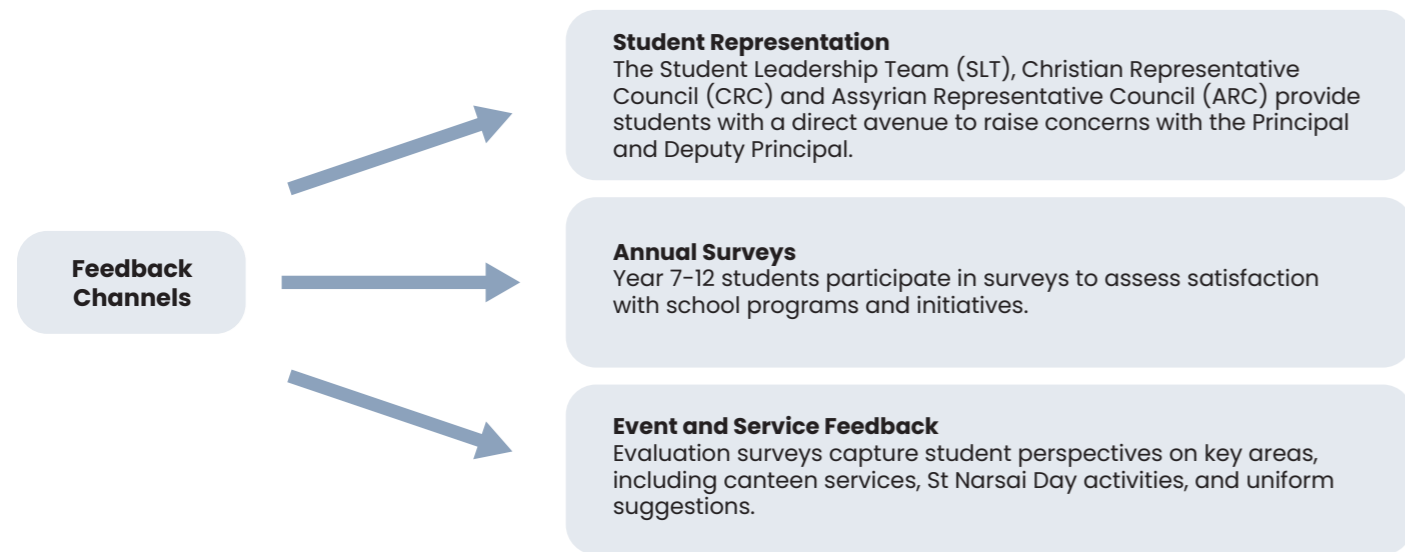
*The full text can be accessed on the school's website or on request from the principal.*

## STAKEHOLDER SATISFACTION

In line with the College’s commitment to ongoing improvement, a range of methods are used to gain feedback from all stakeholders (parents, students and staff). Their feedback plays an important role in shaping a positive and supportive school culture.

The outcomes from the feedback provided are consistent with the **School Improvement Plan** and reinforce the College’s focus on academic excellence, student wellbeing, and connectedness within the school community.

St Narsai College gathers student feedback through several channels:



### Parent Satisfaction

St Narsai College monitors satisfaction through multiple approaches, complementing our anonymous surveys:

- **Parent Satisfaction:** The College’s Complaints Handling Policy is accessible on our website, keeping parents and carers informed about how to raise concerns.
- **Exit Interviews:** Conducted with parents or carers who are withdrawing their child, helping identify any underlying issues or areas for improvement.
- **Parent Engagement:** Parent information evenings and Parent-Teacher meetings offer opportunities for direct dialogue and feedback with staff.
- **Event Feedback:** Surveys and evaluations are collected following major school events to capture the perspectives of parents and other stakeholders.

## 1. Parent Survey Results – 2025

Results from the 2025 Parent Satisfaction Survey reflected strong parent support for the quality of education offered at Assyrian Christian Schools. Results include:

**92%** of parents expressing overall satisfaction with their child’s education.

**94%** feeling positive about the school’s future direction.

**94%** stating they would recommend the school to others.

### Faith and Heritage

- **96%** of parents agreed that Christian values are a priority at the school.
- **96%** felt the Assyrian language, heritage, and culture are celebrated and respected.
- **97%** believed the school is successfully achieving its vision of fostering heritage, Christian values, and lifelong learning.

### Student and Staff Wellbeing

- **92%** felt the school is a happy and caring place for their child.
- **90%** believed the school maintains a zero-tolerance policy for bullying and harassment.
- **90%** agreed staff wellbeing is valued.
- **92%** agreed their child is experiencing a range of positive opportunities.
- **90%** of parents believed their child feels included, connected and safe at school.

### Quality Teaching and Learning

- **93%** of parents felt the school encourages excellence in all pursuits.
- **97%** agreed there is an increased motivation in their child wanting to improve/learn
- **90%** of parents agreed excellence in all pursuits is encouraged
- **87%** agreed teachers are dedicated and have a positive attitude.
- **89%** agreed that appreciation of and participation in sport and/or the Arts is encouraged and supported.

### Community Engagement

- **94%** of parents felt welcomed at the school.
- **89%** agreed they are well-informed about their child’s progress.
- **92%** felt the school’s communication keeps them updated on school matters.

## 2. Student Satisfaction Survey Results – 2025

The survey captured feedback from students in Years 7 to 12, offering valuable insight into their experience at the College.

### Faith and Heritage

- **89%** agree school promotes and encourages them to live their Christian values.
- **81%** 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."*
- **88%** believe Christian Studies lessons help strengthen their faith.

### Student and Staff Wellbeing

- **78%** feel safe within the school environment.
- **76%** believe student wellbeing matters at St Narsai College.
- **78%** stated my school is a safe place in which to learn.
- **80%** agree that the school maintains a zero-tolerance policy for bullying and harassment.

### Quality Teaching and Learning

- **83%** believe they are motivated to learn and try their best at St Narsai College.
- **86%** of their teachers at this school expect 'high standards' of learning.
- **73%** of student believe St Narsai College is the best school for me and my future aspiration.

### Community Engagement

- **80%** stated they contribute and support the continued effort of improving St Narsai College.
- **73%** believe St Narsai College is the best school for me and my future aspirations.

## 3. Staff Satisfaction Survey Results

Findings from the 2025 Staff Satisfaction Survey demonstrated a strong culture of student care, teaching excellence, and professional development at St Narsai College.

**100%** of staff enjoy working at ACS/ St Narsai College.

**99%** of teachers state they are enthusiastic about teaching at this school.

**94%** of teachers agree they are a valued member of staff.

### Faith and Heritage

- **100%** of staff agree Christian Faith and Assyrian Heritage are visible in the college.
- **97%** of staff agree the school is achieving its Vision of *"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."*
- **95%** agree that students are encouraged to develop and practice their faith.

### Student and Staff Wellbeing

- **98%** of staff believe St Narsai College is school is a safe place for students to learn.
- **90%** of staff feel comfortable that they can approach the Principal/Executive team to air concerns or grievances.
- **90%** agree St Narsai College/Assyrian Christian Schools value staff recognition.
- **97%** agree Year Coordinators (Student Wellbeing team) are effective in their roles.
- **95%** state they feel supported if they need help managing student behaviour.
- **89%** of staff agree the college has zero tolerance for bullying/harassment. If it occurs, it is managed according to best practice.

### Quality Teaching and Learning

- **89%** of staff agree, the quality of teaching at this school is constantly improving.
- **95%** of staff believe, students are encouraged to attain the best academic results possible.
- **92%** of staff believe school's programs effectively meet the special needs of high performing students.
- **95%** believe the school upholds high teaching standards.
- **90%** feel professional development has positively impacted student outcomes.
- **96%** incorporate a variety of teaching strategies and learning activities to enhance student learning.

### Community Engagement

- **87%** of staff feel there is open communication between staff and parents at this school.

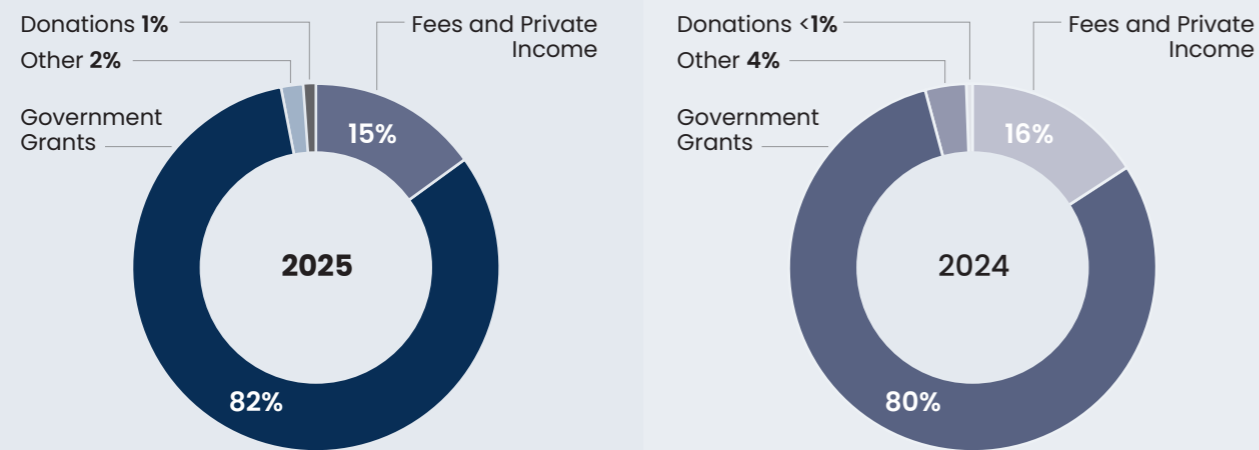
In conclusion: the feedback gathered through parent, student, and staff satisfaction surveys provides valuable insights into the College's programs, culture, and operations. These surveys highlight areas of strength and inform ongoing improvements, ensuring that St Narsai College remains responsive to the needs of its community. By actively listening to all stakeholders, the College fosters a collaborative and supportive environment that promotes wellbeing, academic growth, and a strong sense of belonging.

## FINANCIAL INFORMATION

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

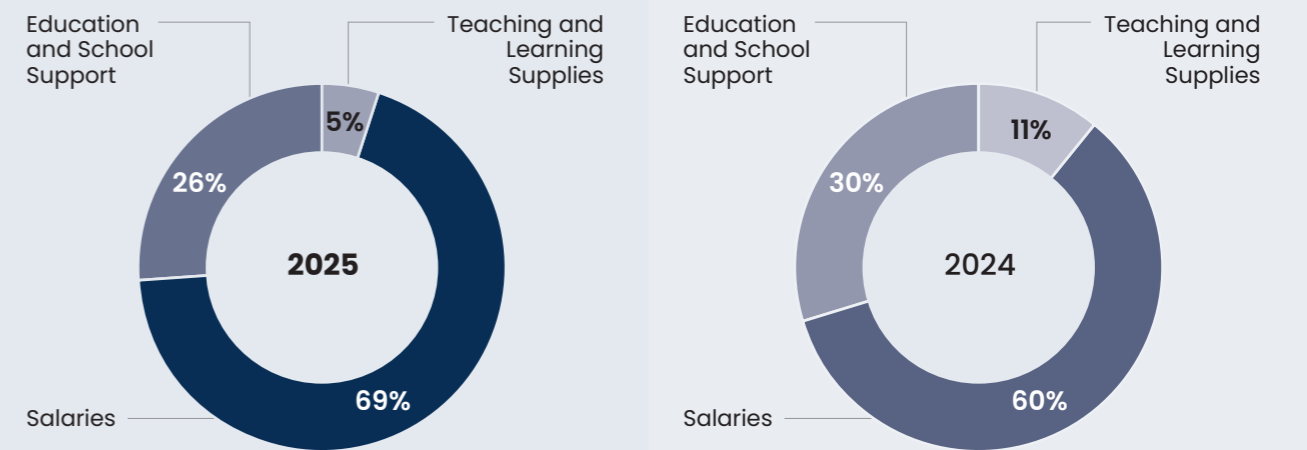
**Figure 11: College Financial Information, 2024-25**

### INCOME



Note: May not sum due to rounding

### EXPENDITURE



Note: May not sum due to rounding

IN **HIM** WE GROW



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