Principal’s Message

The Annual School Report provides our community with an overview of 2009. I am pleased to present a report on the performance of Mar Narsai Assyrian College, clearly the year has been an extremely rewarding one for me as well as for the entire College community — parents, students and staff. Since its establishment in 2006 Mar Narsai Assyrian College has developed rapidly. are to motivate students academic, sporting, extra-curricular, pastoral, service — these results indicate that the College has continued, faithful to the Assyrian Church of the East.

The year 2009 was a year of strategic planning and development at Mar Narsai Assyrian College. 2009 is the year our College has implemented a pastoral care structure that aims at providing an environment of total care for our students. There is now a concerted effort by staff members to help each student develop academically, socially and spiritually. What this means is that your child’s holistic development and well-being is our priority and central concern.

In our fourth year of operation, we had three year 7 classes, three year 8 classes, two year 9 classes, two year 10 classes and our 2 small year 11 classes. This meant that we were required to hire new qualified teachers who were needed to deliver the curriculum.

Mar Narsai Assyrian College continues to grow and build an excellent reputation as a Christian School serving the Community in the western area of Sydney. Mar Narsai Assyrian College operates on a new site at 673-683 Smithfield Road Edensor Park.

We at Mar Narsai College are proud of the achievements of this new educational institution. The Pastoral Care Program with new guidelines and procedures will help students work in a happier environment under the guidance of their year advisors and Pastoral Care coordinator

At Mar Narsai College students have the opportunity to achieve academically and to develop spiritually and emotionally. Teachers care about their students; challenge them and guide them towards achieving their potential.

Mr. John Haskal
Principal
Student Leaders Message

Student Representative Council

As school captains we are the voice of the student body and we believe that our school’s vision can only be turned into reality when there is student amongst student involvement demonstrated in the school community. Behind our early actions, we felt an unknown confidence in what could be done for the school. However, we realised that to maintain a balance between academic accomplishments and social development, the School Representative Council had to organise events within Mar Narsai Assyrian College.

Throughout the year, members of the Student Representative Council (SRC) met on a regular basis with supervising teachers Mrs Hormoz, Miss Shimshon and Mr Mirza. During these meetings, the students discussed current issues of concern which have been brought to their attention by their peers. They also brainstormed different fundraising activities, and suggested ways to implement these ideas.

The Church is an integral sector to the success of the school and the attitudes of our pupils. Not only does the Church offer occasional services, but it also creates a religious atmosphere and in a sense, guidelines for the pupils. As well as this, being Assyrian, the Church instills wisdom and a religious sense of mind in the students.

The School Representative Council had a terrific year in 2009 and we can only hope for the best. John Maxwell, an American author had once said that “a great leader’s courage to fulfil his vision comes from passion, not position”, here at Mar Narsai Assyrian College the SRC truly believes that passion for the school and its pupils is a necessity; this is what makes our schools vision a reality.

During 2009, the SRC was very successful in raising funds for Jeans for Geans Day, and Bandana Day. Other fundraising activities the SRC took part in were Crazy Hair Day, and they supported the Year 10s in their fundraising efforts with Krispy Kreme Day and a sausage sizzle.

The SRC organised their first ever Mar Narsai Assyrian College Disco in Term 3. The SRC members displayed exceptional organisation skills, and their enthusiasm and dedication enabled them to hold a very successful and fun disco.

In 2009, Mar Narsai Assyrian College SRC members were invited to a Youth Conference held at Marconi Club in Bossley Park. At this conference, the students participated in open forums, voicing their concerns and raising awareness about teen issues in the Fairfield local area. They liaised with students from other schools in the area, and even had the chance to meet Anthony Mundine, who was a motivational speaker on the day.

Youhan Cheery and Reema Khammo
The School

School Profile

Our Vision
Lighting the way - Preserving Our Faith, Culture and Heritage

Our school is dedicated to educational excellence, encouraging students to reach their potential in a nurturing environment to become productive citizens, reflecting the faith of the Assyrian Church of the East, Assyrian language and culture.

Our Mission:

Centres of Excellence

● To provide a continuum of education founded on a rich tradition of family and community values.
● To strive for academic excellence embedded in a Christian faith-filled environment.

Curriculum

● To offer a broad and diverse curriculum endorsed by the NSW Board of Studies, based on educational programs incorporating productive and co-ordinated planning.
● To continuously evaluate the quality of our courses to ensure their excellence is maintained, and enables holistic student development in spiritual, intellectual, physical and social aspects of being, reflecting the diverse needs of a life-long learning process.
● To provide a complete academic program in an environment that integrates learning, cultural heritage and religious instruction, Gospel values, and spiritual formation into all aspects of a comprehensive and challenging curriculum and the practice of faith lived out in the daily experience of our dedicated staff and students.
Staff Profile

Teacher Retention

As Mar Narsai Assyrian College is a developing school we need additional staff each year. 2009 welcomed new staff within all academic areas as well as administration. 2009 also saw the college employ KLA coordinators to lead small faculties which were developed since our opening.

Teacher Qualifications

All teachers at Mar Narsai Assyrian College are members of the Teacher’s Institute of New South Wales.

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<tr>
<th>Category</th>
<th>Number of Teachers</th>
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<tr>
<td>Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) Guidelines</td>
<td>15</td>
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<tr>
<td>Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR Guidelines but lack formal teacher education qualifications</td>
<td>Nil</td>
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<tr>
<td>Teachers who do not have qualifications as described in (a) and (b) but relevant to the teaching context</td>
<td>Nil</td>
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Professional Development

At Mar Narsai Assyrian College we are committed to providing an education that fully develops the talents and capacities of all students. Professional development is valued and recognised as a major contributing factor for improving the learning outcomes for students. Teachers at Mar Narsai Assyrian College have the responsibility to undertake ongoing professional development that develops skills, knowledge and understanding in support of this goal.

Mar Narsai Assyrian College identifies Professional Development to be all training and development opportunities, formal and informal, individual and shared, that provides opportunities for professional discourse, interaction, practice, reflection and analysis. Professional development can occur face-to-face, online or through other models of delivery.
Staff Professional Development

Mar Narsai Assyrian College is committed to ongoing professional learning of staff. We recognise the significance of particular periods in the professional life of an individual, these include at the outset of employment as a beginning teacher and on return to the profession following periods of extended leave or absence. We aim to provide specific support and opportunities for professional development at these transition points to assist in a teacher’s accreditation with the NSW Institute of Teachers and for professional growth. We have a number of “new scheme” teachers in order to meet their needs we have appointed a coordinator whose role is to supervise, monitor and guide these teachers in order to gain teacher accreditation from NSW Institute of Teachers.

'It must be remembered that the purpose of education is not to fill the minds of students with facts... it is to teach them to think, if that is possible, and always to think for themselves.' ---

Robert Hutchins
Enrolment

Enrolment Profile

![Student Population 2009](image)

**Student Retention**

Student retention stands at 89.3%

**Student Attendance**

Student attendance for 2009 was 97.3% on average
Curriculum

Academic Profile

Mar Narsai Assyrian College is an Independent co-educational high school. Established in 2006 in the South Western Region of Sydney. Mar Narsai caters to the learning and educational needs of its 400 students.

Mar Narsai Assyrian College through its school motto of Excellence, Christian Values and Commitment advocates that students including those with special needs will have access to quality teaching and learning environments.

The Learning Support Unit of Mar Narsai Assyrian College endeavours to follow the New South Wales educational policy of integration and normalisation.

Underpinning this policy, Mar Narsai Assyrian College aims to provide each student with equal access to education within the least restrictive environment and in doing so recognises that all children can learn.

Mar Narsai Assyrian College aims to encourage a whole school approach that encompasses school, family, and community awareness in regards to the rights and responsibilities of all students and their parents especially those with special needs.

Mar Narsai Assyrian College offers a range of programs for our special needs students these include;

- An intensive English speaking program for new arrivals. (Phase 1 Learners).
- English as a second language classes for students with English as a second language or students from non-English speaking backgrounds. (Phase 2 Learners).
- In class learning support by our learning support team (Phase 3 Learners).
- Individualised learning programs which offer alternative teaching strategies and extension work for all special needs students.
- Gifted and talented programs that extend the intellectual and academic potential of our astute students.

Mar Narsai Assyrian College strives to encourage further academic development and enhancement of its students through its gifted and talented program.

Aims

- Ensure students feel a sense of belonging and connectedness to the school community.
- Enable students to feel a sense of achievement and accomplishment in their teaching and learning environments.
- Support the students and parents in all their decision making processes.
Objectives

As part of Mar Narsai whole school approach, a key feature of Mar Narsai College’s Special Needs Policy is its effort to;

- Collaborate with other key stakeholders to actively participate and support the learning needs and interests of the students.
- Use an ecological teaching approach where inter-professional teams work together and share information regarding the progress of and find the most effective outcomes for the student.
- Encourage strong communication between families and school to ensure special needs students are successful academically and socio-emotionally.
- Provide special programs and resources that are essential to guarantee genuine quality of education such as the use of individualised education programs.

Co-curricular

Students are able to engage in co-curricular activities such as:

- Choir
- Debating
- Public Speaking
- SRC
- Peer Support
- Work Experience

Parental Involvement

The evaluation and development of the Assyrian Schools is an ongoing process. Through our regular communication and contact with parents, we hear positive and constructive comments regarding our School. Our ways of communication /contact include:

- Newsletter once a fortnight
- Parent Information Nights
- Students School Reports
- Parent/Teacher Interviews
- Parent Survey
- P&F flyers to parents
- School Sign Board
Achievements

Faith Development

Christian Identity

Mar Narsai Assyrian College was founded on the traditions of the Holy Catholic Apostolic Assyrian Church of the East. The Patriarch of the Church is His Holiness Mar Dinkha. The Church in Australia is headed by His Beatitude Mar Meelis Zaia (pictured). The majority of students attending this school belong to this Church.

Mar Narsai Assyrian College was once located on the same site as the St. Hurmizd Cathedral, where many of our students/parents and school staff attend mass on each Sunday.

The school community regularly attends mass and other religious events.

His Beatitude Mar Meelis Zaia our Diocesan Bishop is a frequent visitor to the school and plays a great role in the development of faith to our staff and students. His Beatitude attends school assemblies and often addresses the assembly.

His Beatitude Mar Meelis Zaia recently addressed staff at Mar Narsai Assyrian College, inspiring teachers with his words:

As teachers of the future generations, you play an important role in the lives of students and in the wider Church community. Not only is your role to be educators but also spiritual mentors to the children, raising them with a Christian foundation for their lives.

The central aspect of your role as teachers is your duty of care toward your students. You have a responsibility for the social, spiritual and academic welfare of our children, and their future success depends on the effort you place upon them today.

Within your classroom, you are well aware that you have a group of students with a variety of skills and abilities. You are constantly assessing their progress and have a good idea of what each individual student is capable of. That in itself forms the framework for their prior and existing knowledge. It is also your duty to extend your students academically—the ones who are overachieving, as well as those who are underachieving.

Majority of teachers can recall the teacher which first inspired them and unlocked the potential that was resting dormant within them. Many of you have stories of teachers who “invested” in you because they saw a greater purpose in vocation, and looked beyond the benefits of the job for themselves. A student knows
when you are showing that extra bit of concern and they value the effort you are placing in making sure they
do not go through their schooling years, falling through the gaps because of a “he’ll never make it” attitude.

This is what separates us from other educational institutions, that as a Christian school, our duty of care is
extended beyond welfare, to pastoral care as well.

It is also important that you realise the culture of the school. We are an Assyrian Christian School which
means we are an ethnic school in a secular and western society. This presents us with certain challenges that
affect the way in which we teach our students.

Cultural Achievements

At Mar Narsai Assyrian College we have regular assemblies and combined assemblies. We often have special
guests to address our assemblies especially our Bishop, His Beatitude Mar Meelis Zaia.

During an assembly, our school community will say the Lord’s Prayer in the Aramaic Language. The choir will
sing the National Anthem.

All students are encouraged to find and develop their individual, creative and musical talents.

Students perform a drama and ethnic dances for the Assyrian New Year celebrations and school feast days.
In addition in 2009 we held an Assyrian Cultural Night where students performed in role plays, singing and
dancing in the Assyrian Language and a Quiz based on Assyrian History.

To assist students with learning more about Australian history and life, excursions have been organised to
the Sydney City area. Students have experienced the Hyde Park Barracks Museum, the Australian Museum,
The Powerhouse Museum, and The Sydney Observatory. The array of sites has allowed students to learn
about Australia from the historic settlement to the modern society it is today.
Academic Achievements

Literacy and Numeracy

In 2009, students in years 7 and 9 at Mar Narsai Assyrian College sat for the NAPLAN Tests. Students of Mar Narsai Assyrian College come from backgrounds where a language other than English is spoken at home. The data below shows the school’s population profile compared with that of the state.

Year 7 Results

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<td>Numeracy</td>
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Year 9 Results

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<td>77%</td>
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Compared to other LBOTE schools in the state, the students from Mar Narsai Assyrian College demonstrated comparative levels of achievement in meeting national standards determined by these tests. Language Background Other Than English student population profile is as follows, in year 7 is 98% versus the state percentage of 17%, whereas in year 9 are 95% versus the state percentage of 18%.

2009 brought the first School Certificate Testing to Mar Narsai Assyrian College. 45 year 10 students sat the School Certificate Exams in November 2009. This event was a milestone in our College’s establishment.
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### Table: Subject Performance

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Other Achievements

Languages

The Assyrian language is taught in Mar Narsai Assyrian College for all grades 7-10 as one of the compulsory KLA subject to all students.

Mar Narsai Assyrian College is continuing to develop resources to teach the language. The units of work designed for all grades have been reviewed this year and extra materials have been developed to cater for the needs of the school students; a special book has been developed for the newly enrolled students who have little or no experience of the Assyrian language to prepare them to integrate with the mainstream students.

The College is organising cultural activities to educate the students about the Assyrian culture and history. The Assyrian New Year is celebrated every year on first of April. This year’s program included power point presentations, choir’s performances, speeches and educational and entreating stations.

Sporting Achievements

At Mar Narsai Assyrian College we aim to encourage and provide students with as many opportunities as possible to not only be physically active but also to participate in events where they can compete and socialise with students from other Schools.

2009 was another step in the right direction for the Sports Program at Mar Narsai Assyrian College. As we do each year, our students participated at our College Swimming (held at Fairfield Leisure Centre), Cross Country (held at Powhatan Park, Greenfield Park) and Athletics (held at Dwyer Oval, Liverpool) Carnivals. Students delivering outstanding performances at these Carnivals are then selected to represent our College at the CSSA West Metropolitan Zone Carnivals. As is the case each year, our students results continue to improve at the Zone Carnivals. As a result of the improvement each year, last year 8 of our students were Zone Champions in their events at the Zone Athletics Carnival and as a result were selected to represent both our College and our Zone at the State Athletics Carnival (held at Homebush Athletic Centre). At the State Carnival our students performed extremely well with one of our students coming 4th in the State for his event. Results such as these are encouraging for not only the students but for the College as a whole. I look forward to a continuation of this trend of improvement for this year’s Carnivals.

As well as our Sports Carnivals, our students participate in Sports Gala Days. Last year our students participated in the Zone Touch Football, State Touch Football, Zone Soccer, Zone Netball and Zone Basketball Gala days. Students look forward to these days as not only is it an opportunity to compete against students from other schools in a sport they enjoy, but also it is an opportunity to socialise and engage in fellowship with students of the Christian faith.

Our weekly sport program is run internally. Students are given a variety of sports- both traditional and recreational- to choose from each term to participate in during the allocated sports periods. Students seem to enjoy the wide variety of sports on offer and therefore look forward to participating in sport each week.
There is a saying by an unknown author which goes as follows: “tell me and I’ll forget, show me and I’ll remember, teach me and I’ll learn.” You cannot expect your students to achieve and extend themselves, if you will not first extend yourself to them. Please reflect on your role and responsibility to each of these children with a new perspective, and perhaps a new approach.
School Improvement

Respect and Responsibility

Values education permeates all aspects of school life, and respect and responsibility are important aspects of values education.

As part of the NSW Government's action plan for values, respect and behaviour in schools, a number of school education initiatives were announced to promote the key community values of respect and responsibility.

Respect is having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views. Responsibility is being accountable for your individual and community's actions towards yourself, others and the environment.

Policies and Procedures

Mar Narsai Assyrian College has a comprehensive range of written Policies and Procedures to ensure that students are given the best possible education and that all activities comply with the NSW Board of Studies requirements.

Policies and Procedures include Student Welfare/ Discipline, Anti-Bullying, Child Protection, OH&S, Medication, Enrolment, Grievance, Critical Incident and Evacuation.

All Policies and Procedures are made available to parents through the Parent Handbook and during information/ parent teacher meetings held throughout the year or simply the stake holders may contact the school’s office for a copy of the desired policy.

All Policies and Procedures have been sent to the NSW Board of Studies as part of the registration and accreditation process.

All staff has been supplied with a Staff Handbook which incorporates the School’s Policies and Procedures. All staff receives regular training in these procedures and they are regularly reviewed to ensure currency and best practice.

Pastoral Care

Pastoral care is the responsibility of all staff to assist in the promotion of the dignity, self worth, safety and security of all students.

The Pastoral Care Team comprises of homeroom teachers, the Religion Team, The School Counselor and School Executives headed by the School Principal and his Deputy.
Mar Narsai provides a happy and productive environment as evidenced and reflected by the students, parents and staff’s positive feedback and the on-going support provided by the general community.

This policy encourages and rewards positive behaviour from students. Our aim is to prevent negative behaviour through acknowledging positive behaviour and making role models of students and specific behaviour.

Enrolment Policy

Consistent with its Mission Statement, Mar Narsai Assyrian College attempts to provide the best possible education and has as its focus, the Assyrian Church of the East ethos. 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. Notwithstanding this, enrolment of a student into Mar Narsai Assyrian College cannot be guaranteed.

Mar Narsai Assyrian 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

Parents who choose Mar Narsai Assyrian College for their children undertake to support the religious principles, traditions and practices of the school and the parishes they serve. This includes but is not limited to full participation of their children in Mar Narsai Assyrian College religious education programs.

Enrolment of students at Mar Narsai Assyrian 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 marginalized and in most need shall not be refused enrolment merely because of an inability as opposed to unwillingness on their part to meet Mar Narsai Assyrian College financial requirements.

Enrolment applications will be determined by an Enrolments Committee which will consist of a Parish Priest of the Parish (or his representative), and a representative of the School Board. The Enrolment Committee will meet from time to time and shall be chaired by the Principal

Completed application forms should be returned to the relevant school office together with copies of the following documents:

(a) Birth Certificate;
(b) Baptismal Certificate; and
(c) Immunization Forms
Complaints and Grievances

Families are actively encouraged to be involved in all aspects of their child's school life, which is based on the principles of equity, affordability, and accountability. For families to have confidence in the quality of care provided by our service, it is important that they are aware of their ability to influence the nature of the service. This means that families know they have a right to comment on or appeal against any action or decision which has consequences for themselves or their children. This grievance policy is formal recognition, promotion and protection of each family's rights.

Children often react poorly to changes in their daily school life, causing upset disruption and concern for parents. Hence, it is important that parents have a viable alternative to dealing with problems that arise with their child's care and education. Each family has a right to a positive response from the School - its staff and management - to meeting the family's particular needs.

Where a grievance of parents hinges on a conflict of interest between staff, child, parent and/or community it is often not clear where the appropriate balance point lies between all those interests. In some instances, parents may make demands which cannot be fully met or which seem unreasonable given the need to also balance the rights of other families. Parents and staff may need to accept a compromise, or may need to accept their needs cannot be met within a group care setting. Acceptance of that eventual outcome will only come out of an atmosphere of acceptance and positive feelings towards grievances at the time when the grievance is first raised.

Families are asked to raise all grievances at school level first. This will give those most closely involved an opportunity to address any issues in the light of a detailed awareness of the everyday issues faced at the centre and a detailed knowledge of the family and child.

Families are asked to remain aware that at any stage of a grievance procedure, they may ask any other person to act as an agent, support, advisor or intermediary on their behalf.

If appropriate and family members feels comfortable doing so, the family may approach the staff member involved and if needed set a time where the matter can be discussed appropriately. Grievances at this level will normally be resolved by discussion and clarification of the needs or wishes of the family or by clarification by the staff member of the centre procedures or polices.

If the family member does not wish to speak with the particular staff-member involved, then they may approach another staff-member with whom they do feel comfortable. With the family's consent, this staff member may then approach the original person and explain the grievance. The Principal or person in charge will be notified about the grievance prior to approaching the other member of staff.

The family may raise their grievance with the Principal, (if the previous step does not produce a satisfactory outcome to the parties involved or if the person concerned feels it is not appropriate). The Principal will
research the grievance/situation and work towards reaching a satisfactory outcome for all parties involved. Again grievances at this level will normally be resolved by discussion and clarification of the needs or wishes of the family or by clarification by the Principal of the School’s procedures or polices. Resolution may also involve the development of new policy or procedures if the matter or point of view raised has not previously arisen or been considered at the School.

Families are entitled to appeal any decision made by the Principal at any previous step. Such appeal will be made, in writing, to the Board. The Board or its nominee will determine an appropriate mechanism for dealing with any appeal.
Goals for 2010

Teaching and Learning

The *NSW Quality Teaching Model* is able to be applied from K-12 and across all key learning areas. According to the NSW Department of Education and Training it has been shown to improve the academic outcomes of all students. The NSW model is based on three pedagogical *dimensions*:

- Intellectual quality
- Quality learning environment
- Significance.

"The quality of teaching is the largest in school determinant of variation in student achievement" (Peter Dawkins, 2007). For Mar Narsai Assyrian College to become a leader in learning and teaching, we need to reinforce and extend our reputation as a school always at the forefront of good practice in curriculum and learning and teaching.

School Priorities

As a newly established school we are constantly looking for improvement in all aspects of education;

- Preparation for offering electives in 2009 for our new year 11 students
- We continue our registration and accreditation process as we need to apply for stage 6 cohort
- Appoint qualified teachers to deliver the expanded curriculum which will include Higher School Certificate in 2011
- Training program for our new teachers in OH&S and in Child Protection Policies and Procedures
- Purchase of equipment relevant to the new elective courses
- Employ and professionally develop teachers in leadership roles as KLA coordinators
- Appointment of a curriculum coordinator
Financial Statement

Capital Income

<table>
<thead>
<tr>
<th>Capital Income</th>
<th>Column1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth capital grants- building the educational revolution</td>
<td>$700,000</td>
</tr>
<tr>
<td>Fee/levies allocated for capitol purposes</td>
<td>$176,978</td>
</tr>
<tr>
<td>Other capital income (including donations, etc)</td>
<td>$13,295</td>
</tr>
<tr>
<td>TOTAL Capital Income</td>
<td>$890,273</td>
</tr>
</tbody>
</table>
### Recurrent Income

<table>
<thead>
<tr>
<th>Recurrent Income</th>
<th>Column1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees &amp; Charges</td>
<td>$741,916</td>
</tr>
<tr>
<td>Excursions/Camps</td>
<td>$140,525</td>
</tr>
<tr>
<td>Private Income</td>
<td>$301,044</td>
</tr>
<tr>
<td>State recurrent grants programme</td>
<td>$1,523,331</td>
</tr>
<tr>
<td>Interest subsidy</td>
<td>$101,725</td>
</tr>
<tr>
<td>General recurrent grants programme</td>
<td>$4,298,766</td>
</tr>
<tr>
<td>English as second language</td>
<td>$424,305</td>
</tr>
<tr>
<td>Literacy, numeracy and special learning programme</td>
<td>$9,120</td>
</tr>
<tr>
<td>Literacy, numeracy and special learning programme- recurrent</td>
<td>$111,873</td>
</tr>
<tr>
<td>Other Commonwealth recurrent grants</td>
<td>$71,352</td>
</tr>
<tr>
<td>TOTAL Recurrent Income</td>
<td>$7,723,957</td>
</tr>
</tbody>
</table>
Capital Expenditure

<table>
<thead>
<tr>
<th>Capital Expenditure</th>
<th>Column1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land, buildings and improvements</td>
<td>$717,913</td>
</tr>
<tr>
<td>Furniture &amp; equipment</td>
<td>$225,979</td>
</tr>
<tr>
<td>TOTAL Capital Expenditure</td>
<td>$943,892</td>
</tr>
</tbody>
</table>
**Recurrent Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Column1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries- general teaching staff</td>
<td>$3,689,205</td>
</tr>
<tr>
<td>Salaries- all other staff (including administrative, clerical, etc)</td>
<td>$517,766</td>
</tr>
<tr>
<td>Workers compensation insurance, FBT and other salary related expense</td>
<td>$147,784</td>
</tr>
<tr>
<td>Superannuation</td>
<td>$371,364</td>
</tr>
<tr>
<td>Teaching expenses and materials</td>
<td>$827,960</td>
</tr>
<tr>
<td>Buildings &amp; grounds operations, building &amp; equipment- maintenance</td>
<td>$285,858</td>
</tr>
<tr>
<td>Interest- capital and bridging loans</td>
<td>$154,258</td>
</tr>
<tr>
<td>Rent &amp; operating lease expenses</td>
<td>$508,906</td>
</tr>
<tr>
<td>Amortisation- lease finances, leasehold land and buildings</td>
<td>$57,559</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$99,002</td>
</tr>
<tr>
<td>TOTAL Recurrent Expenditure</td>
<td>$6,659,662</td>
</tr>
</tbody>
</table>
Concluding Comment

I wish to take this opportunity to thank the staff of Mar Narsai Assyrian College for the time and effort they have put into their teaching practice and caring for their students. I also congratulate them on the way they have carried out their duties as true professionals in their daily routines. I especially thank the executive team for their leadership and support during the year.