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Message from Key School Bodies

Board of Directors of Assyrian Schools Message

The Assyrian Schools Board Limited comprises of the Chairman and Director of Assyrian Schools, His Eminence Archbishop Mar Meelis Zaia, AM, and a body of directors including; parents, professionals and educationalists from the local community.

The Assyrian Schools Board is the designated governing body that oversees the operations of the St. Hurmizd Assyrian Primary School located at the site of the St. Hurmizd Cathedral, Greenfield Park; the Saint Narsai Assyrian Christian College, Edensor Park; St. Hurmizd Early Learning Centre, Greenfield Park and Grace Early Learning Centre, Bossley Park. St. Narsai Assyrian Christian College, established in 2006, is a year 7 – 12 co-educational Christian independent College of the Holy Apostolic Catholic Assyrian Church of the East.

St. Narsai Assyrian Christian College is considered a unique educational institution in many aspects. It is the first Assyrian College to be established in the Western World and came into existence as a fulfilment of His Beatitude, Archbishop, Mar Meelis Zaia’s (AM) dream.

Only a short time after he was appointed Bishop of Australia and New Zealand, His Beatitude identified the need for members of the Australian Assyrian Community to preserve their Assyrian faith, language and culture. He believed that one way for the community to grow in these areas, was to establish independent Assyrian schools that would cater for the unique needs of all Assyrians in Australia. The dream of building an Assyrian school came to fruition when St. Hurmizd Assyrian Primary School was established in 2002.

His Beatitude’s vision did not stop there. He also envisaged the development of a secondary education institution. This became a reality with the establishment of St. Narsai Assyrian Christian College in 2006.

With the achievement of establishing our College to provide a continuum of quality education for students of our sister school, St. Hurmizd Assyrian Primary School and students from the wider community, our Archbishop has created history, and will be remembered and supported for his achievements by Assyrians around the globe for generations to come.

Members of our Assyrian community in Australia should be proud of these achievements and thankful that future generations of Assyrians living in Australia will have the opportunity to learn about their faith, language and culture.

"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."

His Eminence Mar Meelis Zaia
Principal's Message

In 2016, we celebrated the 10th anniversary of St Narsai Assyrian Christian College (SNACC). I wish to congratulate the College on its 10 years of successful development and deeply acknowledge and thank the former principal (Mr. John Haskal), chaplains, teachers, students, and parents who have generously put in all those efforts. Their outstanding contribution has made SNACC what it is today. It is, above all, the first Assyrian Christian College to be established in the Western World and came into existence as a fulfilment of His Eminence’s, Mar Meelis Zaia’s dream.

Unfortunately, during 2016 we had a tragic event when Rhonda Audisho, a Year 12 student, tragically killed in a car accident. Our hearts went out to Rhonda’s family and we honoured her memory in many different ceremonies throughout the year. As a community, we all came together to support each other through our loss.

The key focus in 2016 was on the further development of literacy and numeracy across the college. Another strong focus, in 2016, was the development of the One-to-One laptop program. This has now meant that every student has its own laptop and the College is in a real position to start making a big difference in the integration of ICT in teaching and learning. In addition, there was a whole school improvement in our delivery of Pastoral Care – the welfare and wellbeing of students – including the development of the ‘You Can Do It’ Program and the development of a ‘Growth Mindset’ approach to student welfare.

Most students have done their best in learning and have achieved great outcomes. At St Narsai, there have been so many noteworthy individuals and collective activities taking place each day. Worthy of note is that 80% of our HSC students post school destination, in 2016, was to Universities. This is a great achievement! Students participated in numerous college based sporting, religious and pastoral care activities and events. These included: representative sporting teams, college swimming carnivals, cross country, athletics carnival, Year camps, spiritual retreats, College Masses, College/ House assemblies and as well as the Year 10 Careers program. Additionally, Year 10 students successfully completed a new Authentic Learning Project that marked their completion of Year 10.

A real focus in 2016 across the school was the building of stronger links with the local community. This was done in many ways including engaging parent’s thorough surveys, such as the homework review; regular parental newsletters; special parental year meetings and the formation of the Parents and Friends (P&F) committee. In 2016, we also strengthened the relationships with our main feeder Primary school, St Hurmizd Assyrian Primary School (SHAPS).

There was a huge growth in the College enrolment during 2016. It grew from 470 students at the start of 2016 to about 620 at the start of 2017 school year. This was an increase of almost 25%. Most of the increase came from new arrivals (refugees) but we have also had a big increase from the enrolments from both SHAPS and the local primary public schools.
The Ex Students association, the Alumni association, was formed this year. It was led by the hard work of Ramen Youkhanis. This is a great innovation for the college, as the ex-students will support the college in years to come. The Ex-student Association is also critical if we are to maintain a balance between our traditions and educational innovation. Its aims also include:

- Maintain contact with ex-students of the College.
- Promote and foster the interest of ex-students in the College.
- Promote and foster the welfare of the College.

In 2016, we achieved our aim of securing a substantial leadership team who will lead the school into the future. I would like to thank and acknowledge the large number of dedicated and committed teachers across the school who work tirelessly to enrich the lives of young people and engage them in their learning. Thanks and recognition must be given to the large number of non-teaching staff who play a vital role in the efficient running of the school and I would like to congratulate all of them. I thank the Deputy Principal, Mr. Edwar Dinkha, for his hard work and support.

The Year 2016 has truly defined us as one learning community. It was a year when we have been tested as individuals and a year when we have truly come together supported each other and moved beyond the school gates to make real connections and links with the wider community. At the close of 2016, St Narsai Assyrian Christian College had a very clear understanding of who we are, what we value and who we serve and this augurs well for the future of the College.

Mr. Aldo Rufo
Principal
Student Leaders Message

Excellence. Christian Values. Commitment. These three values of Saint Narsai Assyrian Christian College are the underpinnings for students of our school, founded on the vision by His excellence, Mar Meelis Zaia, Metropolitan of Australia, New Zealand and Lebanon. Our rich traditions of faith, family and community values cultivate a unique school environment, integrating our Assyrian and Australian cultures and Christian faith.

From humble beginnings in 2006, our school has remarkably grown to over 700 students. The conscientious effort placed by the Assyrian community has further permitted us to expand in size, with our relocation to the new school site being one of the finest achievements of our school’s history. The move maintains the same staff, who will continue their successful methods of leadership.

Our principal, Mr. Rufo, provides an innovative and creative insight into the learning environment, constantly expressing the concept of a growth mindset, encouraging students to overcome educational barriers and strive to become the best. Students of St Narsai Assyrian Christin College enjoy many cultural and spiritual activities such as excursions, retreats and camps throughout the year. Every student’s holistic development and wellbeing is a priority and central concern for our principal and deputy principal, Mr. Dinkha, encouraging staff members to motivate students in their everyday studies.

Moreover, the teachers at our school nurture the learning abilities of students, introducing a holistic approach to education in order to assist everyone in developing their social, spiritual and physical skills. With the initiative of fulfilling Mar Meelis’ vision of cementing an Assyrian community in Australia, our teachers inspire independence and tolerance for all young men and women, assisting in our growth and maturity.

Our Student Representative Council produces a voice for all students, ensuring that they are active members of the school when concerned about their wellbeing. The committee consists of school captains, prefects and representative of each year group to act as a bridge between the students and staff. In comparison to the previous years, the Student Representative Council has grown stronger by providing more than small change. Our school listens to the recommendations we have and implements them into the schooling environment.

“Challenges are what make life interesting and overcoming them is what makes life meaningful”

Despite the adversities of our school, the SRC attempts at assisting students in making the student experience at Saint Narsai Assyrian Christian College an enjoyable and pleasant one. Thus, we have been reforming our bullying policies to help create a safer and friendlier environment for all students, hoping this continues to the new school.

To conclude, the students at St Narsai Assyrian Christian College are thankful that future generations of Assyrians will have the opportunity to learn about their faith, language and culture in an environment that promotes innovation and creation. We hope that the move to the new school will only emphasise and encourage excellence, Christian values and commitment.

Marel Oraha and Diana Odisho

School Captains
Contextual Information about the School

School Context and Values

The College Motto, “Excellence, Christian Values, and Commitment” instils in our College community the value of showing Excellence in every aspect of our daily lives; including academic excellence. Christian values reflected in our actions, manners and quality of life, while students are encouraged to show Commitment to preserve through the challenges of College life in order to grow and mature into successful students who implement these foundational characteristics through their lives.

Excellence

St Narsai Assyrian Christian College follows to strive in Excellence in all NESA Curriculum Key Learning Areas. We place a special emphasis on Years 11 and 12, being the last stage of the students’ education, it is important that they get the best possible results, which can also determine their future options- whether they do further studies at University, TAFE, or the workforce.

St Narsai Assyrian Christian College is an inclusive school and we cater for the needs of a variety of students, including:

- EAL/D Students- we have a very active Intensive English Centre (IEC) to cater for new arrivals.
- Special Needs students experiencing learning difficulties; and
- Gifted and Talented Students

The College situation analysis indicates that continuous improvement remains a focus in the following areas: literacy; numeracy; HSC results; student engagement including positive psychology; teacher quality and capacity; leadership capacity and parental and community engagement, involvement and participation. The 2016 school plan has tried to address these areas of concern and they will continue as focus areas for the 2017 plan.

At this College, in 2016, we offered a pastoral care program including:

- Pastoral care- before the start of each school day;
- Student advisors- appointed teacher to each cohort. Students meet and discuss issues related to the student’s performance and wellbeing;
- Counselling- the college counsellor who can be sought out by individual students to discuss individual issues and needs
- School Chaplain- whose main role in the school is to spread the good news and lead the school spiritual and Religious Education Team, as well as providing opportunities for spiritual and faith development of our students and staff and conducting mass on regular bases for the whole school

In 2016, we worked in partnership with parents and caregivers of our students and we encouraged all parents to attend our school functions such as school mass, P&F meetings, and other school activities.
Christian Values

St. Narsai Assyrian College founded on the traditions of the Holy Catholic Apostolic Assyrian Church of the East. The Patriarch of the Church is His Holiness Mar Gewargis III; in Australia headed by His Eminence Mar Meelis Zaia (pictured).

St 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.

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.

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.

What separates us from other educational institutions, as Christian’s, our duty of care extended well beyond welfare, hence establishment of the pastoral care program.

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.

Commitment

As part of the St. Narsai Assyrian Christian College Strategic Plan, in 2016, the focus was on improving literacy and numeracy skills and analysing classroom pedagogies/teaching programs. A key strategy was differentiation or modification of these pedagogical practices and teaching programs to support student teaching and learning outcomes.

Consequently, as part of this yearly objective, St. Narsai Assyrian Christian College teaching staff participated in several professional development days. These staff development days targeted providing students with alternative of teaching and learning practices and programs with particular attention to the learning and teaching needs of students from English as a second language learner and those from non-English speaking backgrounds of which 95% of students’ derive. Staff also participated in Professional Learning activities that analyse NAPLAN and SMART Data packages, all of which were to help re-evaluate their practices.

St. Narsai Assyrian Christian College, in 2016, aimed to ensure the educational needs of its special needs students maintained through use of data to inform teaching and learning, including the use:

- NAPLAN Testing and Assessment
- ESSA Testing and Assessment
- PAT Comprehension Testing and Reading Recovery
Educational Performance

Student Outcomes in Standardised National Literacy and Numeracy Testing

In 2016, 93 Year 7 and 88 Year 9 students took part in the NAPLAN literacy tests. While significant improvements were seen in the literacy test results for 2015, achievement in 2016 has declined across both grades. Continuing the trend of past years, girls continue to out-perform boys in all areas of literacy.

Student growth in Year 7 reading remains consistent with recent years, with at least 57% of students reaching their expected growth. In writing, there is a small movement of students out of the lower Bands 4 and 5. This movement reflected at the top end of the scale with a 2% growth in the number of students achieving at a proficient level. In Year 9, however, student growth has dramatically decreased when compared with the previous four years. Writing achievement has decreased since 2015; however, there have been changes to the genre examined this year – from persuasive to narrative- so this may be influencing results.

Year 7 Literacy and Numeracy

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Year 9 Literacy and Numeracy

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### Student Performance in Statewide Tests and Examinations

#### RoSA

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</table>
Higher School Certificate

The results of the College Higher School Certificate (HSC) candidature reported for particular subjects. The table provided shows the percentage of students who achieved in the top three bands. Note that 2011 saw the first year 12 cohort completing their HSC at St Narsai Assyrian College.

In 2016, 65 students sat the School Certificate exams and achieved the following results:

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<td></td>
<td></td>
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<td>8</td>
<td>85</td>
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</table>
Professional Learning and Teacher Standards

Professional Learning

At St Narsai Assyrian Christian 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 the St Narsai Assyrian Christian College have the responsibility to undertake ongoing professional development that develops skills, knowledge and understanding in support of this goal.

St Narsai Assyrian Christian 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.

St Narsai Assyrian Christian College is also responsible for developing and implementing policies and procedures for exercising authority under the TA Act to accredit teachers at Proficient Teacher level in accordance with Part 4 of the TA Act. The Assyrian School’s policies and procedures are consistent with the accreditation procedures and guidelines set out in the professional teaching standards provided under the TA Act, all relevant rules and policies published by the NESA and the requirements detailed in the TAA Guidelines.

The College Principal and the TAA delegate of St Narsai Assyrian Christian College are also responsible for assessing, and making a decision- as to whether or not a teacher has continued to meet the professional teaching standards at Proficient Teacher level, and all other NESA rules for maintaining accreditation. Other responsibilities include those related to professional development, holding a working with children check clearance, payment of the annual fee submitting the TAA’s decision to the NESA in the form of a report prepared by the teacher and verified by the TAA.

The requirement for maintenance of accreditation is specific to the TAA’s authority under the TA Act for making maintenance decisions. The Assyrian School’s policies and procedures for assessing, reporting and decision making in relation to the maintenance of teacher accreditation at Proficient Teacher level are a discrete element of many other process implemented by the schools.

In an event when the Assyrian Schools decides that a teacher is not meeting the professional teaching standards at Proficient Teacher level and/or other NESA rules for maintaining accreditation at that level, the Assyrian Schools will notify NESA of a possible suspension or revocation of the teacher’s accreditation (as stated in section 4.4 of the TAA Guidelines).

Expenditure on Professional Learning

Over the course of the year, a variety of targeted sessions- facilitated by external providers from The NSW Association of Independent Schools, Teacher Training Australia and KLA specific organisations a total of $46,346.52 (excluding GST). Internally, professional development integrated into the Colleges’ annual Strategic Management Plan with sessions arranged to support staff in targeted areas of required development.
Teacher Retention
At St Narsai Assyrian Christian College in 2016, staff retention stood at 89%.

Teacher Qualifications
All teachers at St. Narsai Assyrian Christian College are members of the BOSTES Teacher Accreditation.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<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>47</td>
</tr>
<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>
</tr>
<tr>
<td>Teachers who do not have qualifications as described in (a) and (b) but relevant to the teaching context</td>
<td>Nil</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>School Staff 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching staff</td>
</tr>
<tr>
<td>Full-time equivalent teaching staff</td>
</tr>
<tr>
<td>Non-teaching staff</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff</td>
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</tbody>
</table>
Student Information

Enrolment Profile

The school maintains a register of enrolments. The school maintains this by creating a file on EDUMATE and allocate Student to PC and Class rolls. The office ancillary staff do this and keep updated on needs basis.

Roll Call Procedures- The School monitors the daily attendance and absence of students in the School by maintaining a daily register for each class of students.

Student absences from classes or from the School are identified and recorded in a consistent manner, by the staff member responsible for the roll class using the code approved by the Minister for Education.
Student Retention and Post School Destination

Of the 67 students in year 10 in 2014, 62 students remained enrolled at St Narsai Assyrian College in year 12 in 2016. These figures are based on the number of students who completed their RoSA qualifications compared with the year 12 2016 HSC candidature. This equates to 92.5% retention rate.

On a whole, St Narsai Assyrian College retention rate is steady, a minimal number of students who leave at the end of year 10, those who do so because they want to attend a school that offers different courses, such as vocational or start a TAFE course or work.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>University Offers</th>
<th>Students</th>
<th>%</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
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<tr>
<td>2011</td>
<td>14</td>
<td>32</td>
<td>44</td>
</tr>
</tbody>
</table>
Policies and Procedures

St. Narsai Assyrian Christian College has a comprehensive range of written Policies and Procedures to ensure that students are given best possible education and that all activities comply with the NSW Board of Studies requirements and are sent to the NSW Board of Studies as part of the registration and accreditation process.

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 stakeholders may contact the College office for a copy of the desired policy.

All staff have a Staff Handbook, which incorporates the College Policies and Procedures. All staff receive regular training regarding these procedures and policies are regularly reviewed to ensure currency and best practice.

Attendance Policy

Roll call must be completed during the allocated PC and not afterwards, let the office and Deputy Principal know if you had trouble calling the roll electronically. Ensure all PC rolls are marked by 9.00am as parents notified via SMS of their child’s absence.

Guide for marking roll during pc and periods during the day:

- Login to Edumate;
- Call student names, mark physically present students as present and if not physically present as absent;
- To save the roll you called you must press complete button.

The register of enrolments are maintained for at least five years before archiving, and the register of attendances for a student is retained for at least seven years after the last entry was made in respect of the student.

Absences’ Notes

It is essential that all absences be justified on the student’s first day back with a note written and signed by parents and/or carers. Where a student fails to produce justification, a student diary entry generated for parental action. If students are not complying, the matter referred to the deputy principal who will take further action as required. Note: all notes MUST go to the office during PC for entry on Edumate.

Unexplained absences

Parents are to provide a medical certificate or a note upon the students return. Office staff will after three consecutive days contact parents (letter sent home).

Lateness to School

Student arriving late to school will need to go to the office for a late arrival note. Where unsatisfactory attendance is identified records of all correspondence is place in the student files.

The College notifies parents and/or guardians in an appropriate manner where a student has a poor record of attendance. Poor attendance letters sent home every five weeks informing the parents and/or guardians. The Deputy or Principal will follow up welfare action if needed.
Enrolment Policy

Consistent with the Assyrian School’s Limited Mission Statement, the College provides the best possible education to our community, complying with the Assyrian Church of the East Ethos. It is vital that Assyrian Christian beliefs and ethics are integrated completely into the College. In this regard, the 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 College to provide schooling to all those seeking an education within an environment formed by the teachings and traditions of the Church of the East. Notwithstanding this, enrolment of a student at St. Hurmizd Assyrian Primary School does not guarantee enrolment into the College.

Principles

1.1. SNACC 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. SNACC will endeavor to be inclusive of all students, consistent with the belief that all are equal before God.

1.3. SNACC recognises that every student has a right to a complete education and in this regard shall offer students a curriculum, which is not restrictive and complies with BOSTES guidelines and syllabi.

1.4. Parents, who enroll their children at SNACC, undertake to support the religious principles, traditions and practices of the school and the parish/s they serve. This includes but is not limited to full participation of their children in SNACC religious education programs.

1.5. Enrolment of students at SNACC obligates parents and/or guardians to accept and meet the College fees and levies unless alternative agreement made 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 to meet fee and levy schedule, as opposed to unwillingness on their part to meet SNACC financial requirements.

General Enrolments

2.1. Parents seeking to enroll their children at SNACC must complete the enrolment form and return it to the College office. However, this does not guarantee enrolment of their child at the College.

2.2. Enrolment forms will be available at the College front office.

2.3. Completed enrolment forms be returned to the relevant College office, with copies of the following:

- Birth Certificate
- Baptismal Certificate
- Immunisation Certificate and Relevant Medical and/or Special requirements
- Passport photos
- Latest school report from last school student attended (where applicable)
- Year 3 and 5 NAPLAN report
- Citizenship documentation (where applicable)
- Relevant Family Court Orders (where applicable)
2.4. A Parish reference by your Parish Priest must be complete. It forms part of the application for enrolment will be returned to the relevant College office.

2.5. The Principal will arrange for an interview with the parents and/or guardians and the prospective students.

2.6. Parents are notified in writing of the results of their application.

2.7. Where the number of enrolments in any given year exceeds the number of places available, the priority for acceptance shall be as follows:

(a) Siblings of students presently enrolled at SNACC and SHAPS whose parents and/or guardians have shown a commitment to meet their financial responsibilities to the school.

(b) Children from Grace Child Care or St Hurmizd Early Learning Centre

(c) Children from families affiliated with the Holy Apostolic Catholic Assyrian Church of the East.

(d) Children from families affiliated with other Assyrian Churches.

(e) Children from Christian families.

(f) Children from non-Christian families.

2.8. Parents must be prepared to meet the financial requirements for the ongoing enrolment.

2.9. Parents acknowledge that acceptance of their children at the primary school level (SHAPS) does not confer an automatic entitlement to enrolment at the SNACC. Enrolment at SNACC is a new process that requires students to complete and submit a separate enrolment form.

Pastoral Care Policy

Pastoral Care at St Narsai Assyrian Christian College is the total climate of care that exists within the College. It is the concern that the College has for each individual to develop academically, socially and spiritually. It is reflected in the Christian ethos of the community and individuals caring for and respecting each other. It includes a structure where teachers and other professionals are responsible for the spiritual and emotional wellbeing of all and where strong relationships are established between the College, students and their families.

At St Narsai Assyrian Christian College, we believe that Pastoral Care should be consistent with our Assyrian Church teachings. Therefore, St Narsai Assyrian Christian College students, staff and parents should find this evident in a caring environment that promotes effective communication within the College community.

The role of St Narsai Assyrian Christian College, like other schools as an educational institution, is to encourage excellence, the pursuit of learning and the care of all individual students. The primary purpose is to promote the complete physical, social, intellectual, emotional and spiritual development of students. The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ’s teaching: this is why the promotion of the human person is the goal of St Narsai Assyrian Christian College.

Researchers propose the concept of resilience and the related promotion of “protective factors” for the enhancement of academic success and decrease in problem behaviours. Resnick et al (1997) found that a sense of belonging to school is a major protective factor against health risk behaviours. They highlighted that young people valued a school environment in which they are treated fairly, were connected to others and were part of the school. Bond et al (2001) indicated that emotional wellbeing enhances education.
Pastoral care is a whole school approach that:

- endorses the enhancement of emotional wellbeing
- recognises and values the development of resilient young people who feel a sense of belonging
- promotes a sense of meaning and purpose in life that is supported by the spiritual dimension of St Narsai Assyrian Christian College.

At St Narsai Assyrian Christian College, our understanding of Pastoral Care displayed through, including:

- Christ’s teaching, and strong pastoral principles being evident in all that we do including the College’s discipline & welfare policies.
- An open and welcoming atmosphere promoted genuinely within the school by all.
- Individual rights and responsibilities being acknowledged and respected.
- The concern the College has for the development of each person to their full potential, spiritually intellectually, emotionally and socially.
- The College community contributing in appropriate ways according to their roles and responsibilities.
- Acknowledging and responding in particular to the needs of all students.
- Promotion of harmonious relationships between students and their Pastoral Care Teachers.
- Students and their families who require special support readily assisted by the College’s personnel, resources and professional contacts.
- Provision of Educational Information to parents via the College Newsletter and information evenings.
- Communication channels and processes being clear and effective.

The key programs include:

**A culture that permeates** the importance of Pastoral Care in the College, as part of its Christian ethos and vision, amongst all stakeholders- staff, student, parents, Church and community.

- **The Chaplain Service** that supports students in their spiritual needs

- **Religious Education Team**- That coordinates the Religious/ Christian Education Program, which includes the purpose of teaching of in Faith, and Education in Religious Knowledge. The Religious environment of the school provides a suitable climate to support the faith of the students through regular prayer and liturgies, marking key seasons in the Church calendar. The spirituality and faith of students supported by retreat, reflection days and supporting charities.

- **The Student Management Policy & Procedures** that are consistent with the principles of Pastoral Care concept. The Student Management Policy closely linked to the pastoral care policy to promote a respectful, safe and healthy environment for the whole school community.

- **Pastoral Care Team** supported by a Pastoral Care Coordinator, Stage Coordinators & Pastoral Care teachers that coordinates:
  - **Student wellbeing** measures for students including Transition programs (year 6 to 7); Drug Education; You Can Do It; Study Skills Programs; Growth Mindset; and Anti-bullying/ Harassment programs.
A Pastoral Care Period (5 days per week) - each class has a Pastoral Care Teacher, who facilitates Pastoral Care programs and is the first point of contact to support students with their needs.

- **Learning Support Program (led by the Learning Support Team)** for all students - supporting students with learning difficulties, gifted and talented and New Arrivals-EAL/D; gender equity programs.

- **Counselling Service** - supporting individual students in the social and emotional areas including students with depression; ADHD; ODD; CD and others.

- **Following all mandatory requirements under the child protection laws.** The principle underpinning this mandatory requirement is that the welfare of the child is paramount. All school staff, are **required by law** to notify the appropriate authorities in cases where there are reasonable grounds to suspect that a student under 18 years of age is, or has been, subject to:

  - Child Sexual Assault: *Child Sexual Assault is any sexual act or sexual threat imposed on a child*
  
  - Physical Abuse: *Physical Abuse refers to non-accidental injury to a child by a parent, caregiver or another Person responsible for the child.*

  - Emotional Abuse: *Emotional Abuse is behaviour by a parent or caregiver, which can destroy the confidence of a child resulting in significant emotional deprivation or trauma.*

  - Neglect: *Child Neglect occurs where the child harmed by failure to provide the necessities of life such as adequate and proper food, nursing, clothing, medical aid or lodging.*
# St Narsai Assyrian Christian College PBS Matrix

## I. WWJD - What Would Jesus Do?

## II. Five Keys to Success (Confidence, Resilience, Organisation, Getting Along, Persistence)

## III. GOD & F - Gratitude, Ownership, Diligence and Initiative

<table>
<thead>
<tr>
<th>CLASSROOM</th>
<th>BREAK AREAS</th>
<th>WHOLE SCHOOL GATHERING</th>
<th>EXCURSIONS &amp; INCURSIONS</th>
<th>PASTORAL CARE</th>
</tr>
</thead>
</table>

### LEARNING

- Use GOD & I in all of my learning practices.
- Apply my personal best in all activities and tasks.
- Contribute to an environment that promotes positive learning.
- Be organised and on time for each of my lessons.

- Know all school expectations and follow them in all break areas.
- Interact fairly and appropriately with others.
- Use my study periods wisely.
- Be mindful of the warning bells and take ownership for my punctuality.

- Listen attentively to speakers, presentations and sermons.
- Participate in all prayers and anthems.
- Take initiative to reflect on all presentations and sermons.

- Attempt all tasks to the best of my ability.
- Engage positively with all aspects of the excursion.
- Come prepared with all required equipment.
- Use GOD & F during all school excursions and incursions.

- Have all my school materials ready for the day.
- Wear the correct school uniform.
- Seek guidance and support from the PC teacher when needed.
- Be presentable, groomed, and show good hygiene.

### RESPECT

- Show respect to my peers and teachers and to receive respect.
- Be considerate when speaking and when others are speaking.
- Voice my concerns with my teachers at the appropriate time and place.
- Cooperate with staff because they need to ensure my safety and learning.

- Respect the environment by taking the initiative to throw all rubbish in the bin.
- Use manners at all times.
- Use GOD & F and WWJD when interacting with others during break times.
- Share the facilities available during all break times.

- Acknowledge other students’ achievements.
- Present myself in the appropriate full school uniform.
- Display reverence when partaking in the Holy Eucharist.
- Ensure my behaviour is exemplary.

- Attend all teachers and guest presenters.
- Represent the school with humble pride.
- Follow the venue expectations.
- Respect individual and cultural differences.

- Be reverent with prayer.
- Be cooperative with all PC activities.
- Be considerate to one another’s property, one’s self and others.
- Listen attentively to the teacher’s instructions and roll call marking.

### SAFETY

- Keep my hands to myself at all times.
- Seek my teacher’s permission before I leave the room.
- Wear the appropriate protective uniform for each subject.
- Be sensible and cautious when using specialist material and equipment.

- Be in the right place at the right time.
- Follow teacher’s instructions.
- Interact safely.
- Stay in the school grounds.
- Keep my hands and feet to myself.
- Be mindful of road safety and the community (Seniors).

- Be in the right place at the right time.
- Follow teacher’s instructions.
- Be considerate towards my peers’ personal space.
- Ensure I am sitting in my allocated area.

- Be responsible for my own safety and others.
- Listen attentively to all instructions from teachers and venue employees.
- Follow safety procedures while using all modes of transport.

- Be considerate and patient when accessing the lockers.
- Keep my locker, clean, tidy and secured.
- Be mindful of my classroom surroundings and classroom equipment.
Anti-Bullying Policy

At SNACC we are committed to developing a school community that values and respects diversity. Students learn best in an inclusive environment that is well disciplined and safe. We all have a responsibility to treat people equally - with fairness, dignity and respect.

SNACC aims to:

• create and ensure an atmosphere of mutual respect for all members of the school community
• encourage positive relationships between students, staff, parents and other members of the school community
• take appropriate action, including the development of a prevention program, to deter bullying within the school community
• record and monitor bullying incidents

Why it is important to deal with bullying:

• To ensure the safety of students and staff.
• To reduce stress and its effects for both students and staff.
• To improve and support the self-esteem of all members of the school community.
• To improve teaching and learning outcomes.
• To fulfill legal obligations (e.g. anti-discrimination legislation, child protection legislation common law responsibility).
• To support the school policies on anti-racism and social justice.
• To encourage all students to develop appropriate ways of responding to situations

An individual or group of individuals that causes distress, hurt or undue pressure, can define bullying as intentional or repeated behaviour. It is often on the grounds of difference. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status.

Bullying results when a person or group takes advantage of a perceived uneven balance of power to harass another person.

Bullying and Harassment is occurring when:

- it involves an initial desire to hurt;
- a desire is expressed in an action;
- the action is hurtful (physical or emotional or psychological);
- it is directed by a more powerful person or group over someone less powerful;
- it is without justification;
- it is repeated.
Discipline

Good discipline provides a peaceful and ordered environment that is necessary for effective learning to occur, for students to be safe and happy, for parents to have confidence the school and for teachers work to be productive and satisfying.

The College does not condone or allow the use of any form of corporal punishment. This includes corporal punishment by non-school persons, including parents, to enforce discipline at school.

At SNACC, we have adopted the PBS Framework:

- One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments.

- Instead of using a piecemeal approach of individual behavioural management plans, a continuum of positive behaviour support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

- Positive behaviour support is an application of a behaviourally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

- Attention is focused on creating and sustaining: primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all Students and youth by making targeted behaviours less effective, efficient, and relevant, and desired behaviour more functional.

Why is it so important to focus on teaching positive social behaviours?

- Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behaviour?" In the infamous words of a TV personality, "How is that working out for you?"

- In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions.

- Research has shown that the implementation of punishment, especially when used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behaviour is an important step of a student's educational experience.

- Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behaviour is the norm.

The aim under this model is to provide systematic implementation a whole school framework to support positive student behaviour. The success of the framework is underpinned by:

- The explicit teaching of pro-social behaviour
- Building of teacher capacity to provide structured classroom environment
The Anticipated Outcomes of the PBS model include:

- A reduction of behavioural incidents that require executive intervention
- More positive and playground tone
- Improved teachers capacity to manage and pre-empt behaviour issues
- An improved collaborative relationships between schools and parents- working towards a shared vision for pro-social behaviour

It is the key responsibility of the PBS Committee to ensure that the following elements are developed; implemented; monitored and regularly evaluated.

- Collective Commitment for development and implementation with all stakeholders (teachers, students and Parents)
- The PBS Committee to Steer the management and Leadership of the PBS Framework- the DP/Alternate is the Committee Convenor/ oversee
- Data Collection System for discipline referrals and reward system
- Collaborative development of School Wide Matrix of Pro-social expectations based on key core values- based on the School Code of Conduct and Rights and responsibilities
- Explicit teaching of pro-social behaviours
- Reward System- for positive behaviour acknowledgement and reinforcement
- Predictable Consequences system for behaviour infractions
- Data based decision making
**Child Protection**

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**What (Definition)?**
It is a course or line of action adopted and pursued by the government under child protection legislation which provides clear guidelines to adults, who engage during the course of their care/work with children/students, about their duties and obligations towards maintaining the safety, protection and well-being of all children/students in a caring/learning environment.

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**Who (Adults)?**
1. Employees
2. Contractors
3. Volunteers
4. Work experience participants
5. Clergy
6. Minister/instructor of religion

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**Which (Legislations)?**
1. Children & Young Persons (Care & Protection) Act 1998 (NSW) (the Care and Protection Act)
2. The Commission for Children & Young People Act 1998 (NSW) (the CCYP Act)
3. The Ombudsman Act 1974 (NSW) (the Ombudsman Act)

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**What (Obligations)?**
1. Duty of Care to ensure seasonable steps are taken to prevent harm to students
2. Obligations under child protection legislation
3. Obligations under work health and safety legislations

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**Why (Purpose)?**
1. Summarises the obligations
2. sets out expected standards of employees’ behaviour and relationship with students
3. Provide guidelines for school to deal with certain matters

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**Which (Other Related Policies)?**
1. Staff code of conduct
2. Work Health & Safety Statement
3. Discrimination, Harassment & Bullying Statement
4. School Anti Bullying Policy & Procedures

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If concern is above the threshold of “risk of significant harm”
• Report to principal
• If not available, speak to the Police and/or to Child Protection Helpline directly then advice the principal
• Do not investigate
• Do not inform parents/caregivers
• Deal with the matter confidentially

Mandatory Report

If concern is below the mandatory reporting threshold:
• Report it to the principal
Work Health Safety Policy

Work health and safety (WHS) is of fundamental importance to the College. The purpose of this Statement is to summarise the obligations imposed by WHS legislation on the College and on workers (including employees and contractors).

Maintaining a safe work environment requires everyone's continuous cooperation. It is a partnership between you and the College. This means that, as a worker you are individually responsible to protect your own health and safety, and the health and safety of your co-workers and other persons who are not employees or contractors by working in compliance with the law and with our safe work practices.

The school's responsibilities under legislation regarding WHS may include doing everything reasonably practicable to:

a) ensure the health and safety of
   i. workers engaged, or caused to be engaged by the school;
   ii. workers whose activities in carrying out work are influenced or directed by the school, while the workers are at work in the business or undertaking;

b) that the health and safety of others is not put at risk from work carried out as part of the business or undertaking;

c) identify any hazards in the workplace that may be a risk to health and safety and eliminating or minimising those hazards;

d) consult with its workers about health and safety issues in the workplace.

You have a responsibility under WHS legislation to take care of your own health and safety at work. It is also your responsibility to ensure that your activities do not adversely affect the health and safety of other persons. For example, your co-workers, students, parents or other persons that you may meet at work.

You must cooperate with the school in ensuring that your workplace is safe and without risk to health. This includes, but is not limited to:

a) complying with all policies and procedures in place to protect your health and safety at work;

b) complying with all reasonable instructions from managers in relation to health and safety issues at work;

c) ensuring that you know how to use equipment safely and that you use all equipment in the correct manner;

d) using any personal protective equipment provided to you by the school to protect your safety and ensuring that you use this equipment correctly;

e) participating in WHS training;

f) participating in WHS consultation;

g) reporting all incidents and accidents at the workplace in accordance with this policy. This includes both actual accidents and 'near misses' (that is, where an incident has occurred which had the potential to cause personal injury or damage to school property, even if no injury or damage occurred); and

h) generally cooperating with the school as required to enable compliance with the law.
All accidents, injuries and potential safety hazards must be reported immediately to your manager and/or the Principal.

The College needs to keep a record of all work-related illnesses and/or injuries, no matter how slight, to comply with WHS legislation.

If you sustain an injury or illness at work, you are required to record this in the Record of Injuries immediately on becoming aware of the injury or illness. This applies even if the injury or illness does not require medical attention, because the school aims to ensure that any existing safety hazards are corrected. The Record of Injuries is kept by the Deputy Principal and kept in their Office.

It is unlawful to discriminate against or victimise any worker because the worker raises an issue or concern about a workplace matter that he or she considers is not safe or is a risk to health.

This Statement summarises some of the rights and obligations, which are created by the legislation. The Statement is not intended to go beyond the legislation.

For further information about work, health and safety please contact the Principal.

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 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 center 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 center 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 an appeal will be made, in writing, to the Assyrian Schools Board. The Board or its nominee will determine an appropriate mechanism for dealing with any appeal.
School Determined Priority Areas for Improvement

Future direction in 2016 are part of the two Key priorities of the St Narsai College Strategic Improvement Plan 2016-18:

- To improve outcomes for students (literacy, numeracy, ESL Proficiency; HSC results)
- To increase/develop the availability of high quality teaching.

To support these priorities the following directions have been identified over 2016-18:

- To attract high-performing teachers and executives. These reforms are aimed at both attracting and retaining high quality staff and improving the capacity of existing staff.
- Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals & senior executives. These reforms acknowledge the role of school leadership from school executives to teachers.
- Provision of innovative and tailored learning opportunities & Identifying and targeting specific-essential if schools are to make measurable improvements. The ability to use student assessment and other data to identify individual, class and school needs will be critical to the success of the reforms
- External partnerships with parents, other schools, tertiary institutions and businesses. This reform direction will strengthen schools’ ability to address identified needs through ongoing engagement with the broader community

Parent and Student Satisfaction

St Narsai Assyrian Christian School is an independent School and as such, parents that are not satisfied with its service can any time decide to leave the College for another school. This could be used an away to determine parent and student satisfaction with the College. In 2016, the number of student that left the college for similar schools was three students of a total enrolment of 520 students. This represents a very low dissatisfaction rate.

The other indicator of parent satisfaction was that the start of 2016 the total enrolment was about 480 stets, by the end of 2016 this had risen to 520. This is an indicator of a very positive general satisfaction of parent’s willingness to enrol their children at the College.

Initiatives Promoting Respect and Responsibility

Promoting Respect and responsibility are the basis of the College Welfare and Pastoral Care policies and procedures. There were Many initiatives in 2016 promoting Respect and Responsibility including:

- The promotion of the Positive Behaviour System (PBS): The matrix sets out the expectations of responsibility and respect that all students need to follow in the various settings of the College environment such as the classroom; break areas (playground); assemblies; excursions and incursions. These expectations also explicitly taught during Pastoral Care lessons.
- The promotion of the student leadership team: Our school is a partnership between teachers, parents, students and the community. Student input is integral to our mutual success The Student Leadership
Team provides a formal and recognised process to effectively and fairly gather and express students’ opinions, suggestions and recommendations regarding students.

- Implementation of Restorative Justice- a process which offers opportunity:
  - For victims to tell their story and have their questions answered
  - For offenders to take responsibility for what they have done and offer to make amends
  - For victims to have a say in how offenders may repair harm done
  - For all those affected to participate in this process
  - This is a time when reconciliation and healing may begin

- Introduction of Per Support program- the program involves older students (Year 10) to support younger students (Year 7) in the College. The key features of the program are:
  - It is peer led, skills based and experiential learning program
  - Empowers young people to support each other and contribute positively to society
  - Provides students with a supportive learning environment and to develop respect and responsibility
  - Develop key skills in resilience, assertiveness, decision making, problem solving and leadership

School Determined Improvement Targets 2016

**1A Religious Education**

1A.1. Christian faith in the Assyrian Church tradition are actively fostered and celebrated in our school.

1A.2. Religious Education programs reflect good practice and engage students in the classroom.

**1B Assyrian Language**

1B.1. Students are actively engaged and achieve good results in Assyrian.

1B.2. Learning activities in Assyrian provide for all learning styles and this is evident in all programmes.

**2AH HSC Performance**

2AH.1. Increase Bands 5 and 6, by 2018 HSC, to 35% of Total Exam sat (compared to 15% in 2015 HSC)

2AH.2. Significantly decrease boys % in Band 1 and 2 in all subjects (compared to 2015 HSC)

2A.1. HSC Significantly reduce Band 1 and 2 to at 10% or less of the total exams sat

2A.2. Significantly increase Band 4, 5 & 6 to 65% of the total exams sat

2A.3. 100% of students will gain the HSC
2A.4. Significantly decrease the % of band 1 & 2 in all subjects compared to 2016 HSC

2BLN Literacy & Numeracy

2BLN.1 At least 80% of all students will have achieved at least band 8 in Reading, Writing and Numeracy within 3 years in the year 9 NAPLAN (2016 NAPLAN Base Year) as follows:

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Reading % (at least)</th>
<th>Writing % (at least)</th>
<th>Spelling % (at least)</th>
<th>Grammar &amp; Punctuation % (at least)</th>
<th>Numeracy % (at least)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 School</td>
<td>22.7</td>
<td>22.7</td>
<td>55.7</td>
<td>27.3</td>
<td>39.8</td>
</tr>
<tr>
<td>2016 State</td>
<td>51</td>
<td>35</td>
<td>55</td>
<td>41.9</td>
<td>52.8</td>
</tr>
<tr>
<td>Difference</td>
<td>-28.3</td>
<td>-12.3</td>
<td>+.7</td>
<td>-14.6</td>
<td>-13</td>
</tr>
<tr>
<td>2017</td>
<td>40</td>
<td>40</td>
<td>65</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2018</td>
<td>65</td>
<td>65</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>2019</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

2BLN.2 At least 95% of all students Not Having achieved the minimum NAPLAN standard by year 9 will have done so by the end of Year 12. Targets to be set every year 9 after the NAPLAN results

2CEAL/D

2CEAL.1 That New Arrivals- phases 1-3, in Year 11 & 12 have successfully completed their course of study

2DEAL.2 Improved ESL proficiency and ready for mainstream classes

2DLS Learning Support

2DLS.1 All staff is familiar and implementing the ILP program

2DLS.2 All start is familiar & implementing fully the Special provision program

2DLS.3 GATS students are identified and appropriate programs provided

3 Curriculum

3.1 A curriculum, which meets the needs of all students and aspirations of the community
3.2 Guaranteed and Viable Curriculum- the school ensure a guaranteed and viable curriculum focused on enhancing student learning is in place. Essentially this means that the curriculum can be taught in the time available and is being taught in every classroom.

4 Teacher Capacity

4.1 Teaching staff has developed and implemented their Teacher Professional Learning Plan (TPLP) in the form of PP & DP for the year and individual plan targets have been achieved.

4.2 Explicit and direct teaching is observable in all classrooms.

4.3 The application of PL activities is evident/ observable in teaching programs; classroom teaching and increased student outcomes including student’s engagement.

5 Leadership, Management, Administration

5.1 Increase staff and parent satisfaction with leadership as indicated by comparable earlier surveys on School Leadership.

5.2 All Grade Leaders, Coordinators, Deputy Principal and Principal have developed and implemented their Teacher Professional Learning Plan (TPLP) for the year and individual plan targets have been achieved.

5.3 PLC in operation and observable across the school.

6 Parental & Community Engagement

6.1 Increase satisfaction of parents in their engagement with the school as indicated by comparable 2014 surveys.

6.2 School- Parent partnership have been formed and operating, including a P& F Committee.

7 Pastoral care & Wellbeing of Students

7.1 Increase students’ motivation and engagement in their learning- measured/ compared to previous QSL surveys.

7.2 Increase student self-regulation as indicated by comparable discipline data in 2016 & previous years.

8 ICT

8.1 PL in the use of ICT improved compared to ICT survey 2015.

8.2 Improved teaching and learning outcomes in the classroom.

8.3 ICT use is evident in all classrooms.

8.4 Scope and sequence developed and ready for implementation in 2017.

8.5 One to One program effectively operating in Yrs. 7-10.
Summary Financial Information

**INCOME**

- Government Grants 78%
- Fees and Private Income 21%
- Other Income 1%

**EXPENDITURE**

- Salaries 70%
- Education and School Support 23%
- Teaching and Learning Supplies 7%
Publication Requirements

The requirement is the 2016 annual report is to be published by 30 June 2016. The annual report must be made available to the NESA online.

While it also must be published or made available to the public - ideally online or its availability advertised via a school’s website - it is also a requirement that arrangements are made to provide the information to those who are unable to access the information online. That is, the school should be able to provide a hard copy of the report to anyone requesting it.

In addition to formal requirements for publication relating to the annual report, schools should also note that information may be requested at any time by the NSW or Australian Governments and that there is a requirement to have policies and procedures that will facilitate the provision of data to the Minister if any additional information is required at any time. [Ref: Registered and Accredited Individual Non-Government Schools (NSW) Manual 3.10.2]

Additional information that is requested by the Minister must be provided to the NESA in an online or appropriate electronic form unless otherwise agreed by the NESA.

Note: that sample policies and procedures relating to annual reporting and the provision of any additional data are included in Section 4 of this document.