

ASSYRIAN SCHOOLS LIMITED

Campus of

ST HURMIZD ASSYRIAN

PRIMARY SCHOOL



Annual School Report

2017

Brian Kennelly - Head Principal

Message from the Board of Directors of the Assyrian Schools

The Assyrian Schools are governed by a Board of Directors comprising the Chairman, His Eminence Archbishop Mar Meelis Zaia, AM, and a body of directors including parents, professionals and educationalists from the local community. The Board has the responsibility of governing and overseeing the operations of the St. Hurmizd Assyrian Primary School and of the Saint Narsai Assyrian Christian College, Each member of the Board is deemed a responsible person and has undergone an induction process and professional development in school governance procedures in compliance with NESAs guidelines. St. Hurmizd Assyrian Primary School operates under the auspices of the Holy Apostolic and Catholic Assyrian Church of the East. The school was founded in 2002 to cater for the educational needs of the local Parks' communities within Fairfield City. In 2017, the school catered for the educational needs of 720 students.

St. Hurmizd Assyrian Primary School is considered a unique educational institution in many aspects. It is the first Assyrian School 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.

Members of our Assyrian community in Australia are 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 in this unique learning environment.

In 2017 the Board commissioned the work of an external consultant to undertake a full school review encompassing surveying staff, students and parents. The survey tool used was the School Improvement Survey from the AIS. In addition extensive one to one interviews were conducted with the Executive and Middle leaders along with teaching and administration staff, students and parents. A full summary report was presented to the Board in August of 2017 which included 20 recommendations to assist with overall school improvement. The Board endorsed the report and the process of implementation continues. The Assyrian Schools Board is focused on ensuring continuous School Improvement through the implementation of this plan.

Assyrian Schools Board

Message from the Principal

St Hurmizd Assyrian Primary School is located in Sydney's Metro South-West at Greenfield Park. The school has grown from 86 enrolments from its foundation year in 2002 to 720 students in 2017. It is a K – 6 Co-educational Christian-based independent school in the tradition of the Holy Apostolic Catholic Assyrian Church of the East. The school draws its students from areas of low socio-economic status of Fairfield City NSW, and caters for the learning needs and cultural diversity of these local communities by providing a progressive, NESA-endorsed curriculum, based on high educational standards incorporating Australian values and attitudes.

The school participates in the Literacy and Numeracy Partnership (LNAP) to address the complex and interconnected challenges facing our students from disadvantaged communities. This initiative has assisted in improving the educational outcomes of students, including literacy and numeracy outcomes,

Additional priorities that are being worked on include:

- Teacher Quality coupled with an increased focus on Staff Professional Learning
- Leadership and Management through the empowerment of middle leaders and a restructured leadership team
- Parental Engagement with increased liaison with the Parents and Friends Committee

In addition through the AIS, we continued our involvement in the School Leading Learning (SLL) project. This addresses the links between quality teaching and quality learning. The project supports the school leaders to:

- drive quality teaching and learning
- conduct self-assessments of school performance to inform improvement planning
- identify and design teacher professional development aligned to priorities determined during whole school improvement planning processes
- facilitate and review in-school professional learning opportunities, including teachers learning from each other.

During the latter part of 2017 the School Improvement process began, as recommended by the report to the Assyrian Schools Board. The recommendations were added to and embedded within the 2017 School Improvement Plan. These recommendations fully support and align with all the current initiatives as outlined above.

Over the second half of the year our focus was to implement the St Hurmizd School improvement plan summarised as:

- Quality leadership
- Quality teaching
- Improving school culture

Message from our Student Representatives

In 2017 the Student Representative Council (SRC) comprised of:

- Two School Captains
- Two Vice Captains
- Seven SRC elected from Years 5 and 6

The student representatives led and participated in a variety of fundraising and school awareness initiatives such as;

- Jersey Day – Gold Coin Donations raising money for the attendance of the Student Leadership Conference.
- ANZAC Day Ceremony
- Dymocks Book Pack Raffle – raising money for the Dymocks Crowd Fund
- School Captains interviewed for the ABC News regarding Dymocks Crowd Fund
- Created proposals for the following school initiatives:
 - 3-6 Lunchtime Library Access
 - Buddy Reading with Infants
 - Elevator Signage and Access Passes

Message from our Parents and Friends Association (P & F)

The P & F are a dedicated group of parents that represent the entire school parent body. There is a President, Secretary, Treasurer and committee members. The core function of the P & F is to raise funds through a collaborative approach to engage parents and the wider community, through key events in the school calendar. One of the areas that the P & F support the school in is the Library including covering books and co-ordinating the Book Fair. All funds raised through any P & F initiative contribute to building student resources and any works needed at the school. The P & F are a conduit of communication between the school and the entire parent body, ensuring that effective consultation is used to raise issues and find solutions. Some areas consulted were the current uniform and canteen. The P & F encourage parents to contribute to their child's learning through events that take place within the school.

Throughout 2017 the P & F co-ordinated the following successful events;

- Special food days such as Assyrian Dishes, Burger Day, Sausage Sizzle, Pizza
- Assyrian New Year
- Easter Hats
- School Disco

CONTEXTUAL INFORMATION ABOUT THE SCHOOL CHARACTERISTICS OF THE STUDENT BODY

St Hurmizd Assyrian Primary is a faith-based Christian co-educational school, affiliated with the Holy Apostolic Assyrian Church of the East established in 2002. It offers classes from Kindergarten to Year 6, including specialised classes catering for students who have recently arrived in Australia.

The school had 726 students enrolled in 2017. With 367 male and 359 female students. The school draws its students from the local communities of Fairfield City which is situated in Sydney's South West identified as an area with a low Socio-Economic status. The majority of students are of Assyrian linguistic and cultural heritage and English is not the main language spoken at home. This is a contributing factor to the identification of students who have English as another language or dialect (EAL/D). The school also caters for several students that experience learning difficulties. Due to the significant and ongoing enrollments of students originating from countries of the Middle East and hold refugee status the school has specific classes that teach an Intensive Language Course within the context of the NSW Education Standards Authority (NESA) Key Learning Areas.

The school's motto is: Haimanoota, Yartoota and Yulpana which translates into: Faith, Heritage and Education.

The motto espouses a positive and supportive environment in which students are able to reach their full potential in all aspects of learning; be it intellectually, physically, emotionally, culturally or spiritually. With a progressive and holistic approach to the curriculum our students are steered towards skill development for life-long learning.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students in similar Australian schools. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and

Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website: <http://www.myschool.edu.au>

<u>NAPLAN RESULTS 2017</u>		<u>% of students in the top two bands</u>		<u>% of students in the bottom two bands</u>	
		<u>School</u>	<u>Australia</u>	<u>School</u>	<u>Australia</u>
<u>YEAR 3</u>	<u>Grammar and Punctuation</u>	<u>43</u>	<u>46</u>	<u>12</u>	<u>22</u>
	<u>Reading</u>	<u>34</u>	<u>34</u>	<u>11</u>	<u>18</u>
	<u>Writing</u>	<u>47</u>	<u>33</u>	<u>4</u>	<u>14</u>
	<u>Spelling</u>	<u>48</u>	<u>35</u>	<u>5</u>	<u>20</u>
	<u>Numeracy</u>	<u>26</u>	<u>25</u>	<u>17</u>	<u>21</u>

<u>NAPLAN RESULTS 2017</u>		<u>% of students in the top two bands</u>		<u>% of students in the bottom two bands</u>	
		<u>School</u>	<u>Australia</u>	<u>School</u>	<u>Australia</u>
<u>YEAR 5</u>	<u>Grammar and Punctuation</u>	<u>29</u>	<u>21</u>	<u>18</u>	<u>35</u>
	<u>Reading</u>	<u>12</u>	<u>23</u>	<u>20</u>	<u>35</u>
	<u>Writing</u>	<u>9</u>	<u>7</u>	<u>8</u>	<u>28</u>
	<u>Spelling</u>	<u>37</u>	<u>23</u>	<u>3</u>	<u>21</u>
	<u>Numeracy</u>	<u>17</u>	<u>14</u>	<u>12</u>	<u>23</u>

A SUMMARY OF PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS DURING THE YEAR

St. Hurmizd Assyrian Primary School is committed to ongoing professional learning of all staff. We recognise the significance of 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 of absence. We aim to provide specific support and opportunities for professional development at these transition points to assist in the teacher's accreditation process with NESAs.

Description of the Professional Learning Activity	No of staff participating
TERM 1	
Literacy and Numeracy Action Plan (LNAP) Module Training: Literacy and Numeracy	13
Peer Assisted Learning Strategies Workshop	14
Literacy Instructional Coaching	14
LNAP Module Training: Literacy (Phonological Awareness)	39
Facilitated English Unit Evaluation.	28
Numeracy Instructional Coaching	14
LNAP Module Training: Numeracy (Number Sense)	39
Instructional Leadership Masterclass 2	5
TERM 2	
Quality English Program Development	4
Literacy Instructional Coaching	12
Development of a whole school rubric for assessing writing.	4
Leaving Nothing to Chance (Learning Difficulties Australia)	2
Professional Learning Community Meetings (Grade Meetings)	
Instructional Leadership Masterclass 3	6
Literacy Instructional Coaching	12

Reading Fluency	All Staff
TERM 3	
LNAP Module Training: Literacy (Beginning Phonics) strategies.	28
Explicit Instruction in Literacy and Advanced Phonics - AIS Consultancy	All Staff
Effective Numeracy Instruction - AIS Consultancy	All Staff
Instructional Coaching in Numeracy	15
Literacy & Numeracy Collaborative Planning Days - Whole Grades	15
Instructional Leader Masterclass 4	6
Student Well Being Professional Learning	2
Lesson Observations of Reading Instruction across Years 3-6	15
Lesson Observations: K-2 Numeracy Warm-ups	12
Reading Fluency Intervention Lesson Observations - Years 1 - 6	26
Highly Accomplished Teacher Accreditation AIS Course	1
ICT - G Suite and Use of Chromebooks	All Staff
AIS Student Services Conference	5
Teaching So That All Students Can Learn Maths - Numeracy Webinar	26
English Unit and Writing Sample Analysis - AIS Consultancy	3
NAPLAN Analysis - AIS Consultancy	3
TERM 4	
Literacy and Numeracy Progressions and Best Start	3
Staff Training - Reporting using EDUMATE	All Staff
Quality English Program Development - Collaborative Grade Planning, Grammar Scope and Sequence Development	All Staff
Data Analysis - Literacy and Numeracy Screener and Reading Fluency Assessment Results	All Staff
Individual Student Goal Setting	All Staff
Reading Comprehension Strategies - AIS Consultancy	All Staff

ACCREDITATION STATUS OF ALL TEACHING STAFF WHO ARE RESPONSIBLE FOR DELIVERING THE CURRICULUM

The following table sets out information regarding the numbers of teachers at the various levels of teacher accreditation by the end of 2017.

Level of Teacher Accreditation	Total Teaching Staff
Pre-2004 teachers (accreditation not required in 2017)	10
Conditional	1
Provisional	6
Proficient Teacher	22
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers (as reported on MySchool)	39

SUMMARY OF QUALIFICATIONS OF TEACHING STAFF

The following table sets out information regarding teacher qualifications

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	39
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications,	0

WORKFORCE COMPOSITION

School Staff 2017	
Teaching Staff	39
Full-time equivalent teaching staff	37.6
Non-teaching staff	22
Full-time equivalent non-teaching staff	14.9

STUDENT ATTENDANCE RATES FOR EACH YEAR LEVEL AND THE WHOLE SCHOOL

The average student attendance rate for the School in 2017 was 94.7%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance Rates by Year Group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.30%	94.60%	95.00%	95.20%	93.50%	94.10%	93.30%

A DESCRIPTION OF HOW THE SCHOOL MANAGES STUDENT NON ATTENDANCE

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations about student attendance and the consequences of not meeting these expectations.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the Assyrian Schools Board and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

Student non-attendance is reported on student's half year and end of year academic reports.

THE FULL TEXT OF THE SCHOOL'S ENROLMENT POLICIES, INCLUDING ALL PREREQUISITES FOR CONTINUING ENROLMENT

Consistent with its Mission Statement, Assyrian Schools Limited (ASL) attempts to provide the best possible education and has as its focus, the Assyrian Church of the East ethos. The 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 that 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 an Assyrian Schools Limited school cannot be guaranteed.

[1.0] Principles

1.1 Assyrian Schools Limited schools (ASL schools) are 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 ASL schools will endeavour to be inclusive of all students, consistent with the belief that all are equal before God.

1.3 ASL schools recognise that every student has a right to a complete education and in this regard shall offer students a curriculum that is not restrictive in scope and which is in line with New South Wales Board of Studies guidelines and syllabuses.

1.4 Parents who choose an Assyrian Schools Limited school for their children 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 Assyrian Schools Limited religious education programs.

1.5 Enrolment of students at an Assyrian Schools Limited school obligates parents/guardians to accept and meet the school's fees and levies unless another agreement is reached with the Principal. Parents/guardians of those students who are marginalised and in most need shall not be refused enrolment merely because of an inability as opposed to unwillingness on their part to meet ASL schools financial requirements.

1.6 Enrolment applications will be determined by an Enrolments Committee which will consist of a Priest of the local 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.

1.7 The Enrolment Committee shall review all enrolments from time to time, but no less frequently than once per term. Continuing enrolment shall be conditional on students meeting ASL schools requirements.

[2.0] Enrolment Policies

2.1 All parents seeking to enroll their children in an ASL schools must complete the application for enrolment form and return it to the relevant school office by 31 May in the year prior to enrolment. However, this does not guarantee enrolment of their child in the school.

2.2 Application for enrolment forms will be available at ASL schools offices.

2.3 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) Immunisation Record

2.4 The completed Parish reference which forms part of the application for enrolment will be returned to the relevant school office by the Parish Priest.

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

2.6 Parents will then be notified in writing of the results of their application by June 30 in the year prior to enrolment.

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 in an ASL school whose parents/guardians have shown a commitment to meet their financial responsibilities to the school. (b) Children from the St. Hurmizd Early Learning Centre and Grace Child Care. (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 Enrolment application received after the cut-off enrolment date, will be considered by the Enrolment Committee only if vacancies exist, regardless of where the application might be placed in the hierarchy of priority described in clause 2.7 above.

2.9 Parents must be prepared to meet the financial requirements for the ongoing enrolment of the child.

2.10 Parents acknowledge that acceptance of their children at the pre-school level does not confer an automatic entitlement to enrolment at the Primary School. Enrolment at St Hurmizd Assyrian Primary School is a new process that requires students to complete and submit a separate school enrolment application form.

2.11 Parents acknowledge that acceptance of their children at the primary school level does not confer an automatic entitlement to enrolment at the secondary level. Enrolment at Saint Narsai College is a new process which requires students to complete and submit a separate school enrolment application form.

[3.0] Students with Disabilities

3.1 The Enrolment Committee shall follow the enrolment procedure detailed above when processing enrolment applications from parents/guardians of students with disabilities, within the context of Part 2, Division 2, Section 22 of the Disability Discrimination Act 1992, who seek to be enrolled into regular classes at St Hurmizd. Evaluation

This policy was reviewed as part of the school's annual review cycle during 2017.

OTHER SCHOOL POLICIES

St Hurmizd Assyrian Primary school adheres to the following policies that inform our practice and ensure the well-being of all school members;

- Student Welfare
- Anti- Bullying
- Student Discipline
- Reporting complaints and resolving grievances

The following are summaries of each policy listed, however the full text of these policies are available upon request to the principal.

Student Welfare & Pastoral Care

The School's Welfare and Pastoral Care policy is based on positive reinforcement. Students are rewarded with merit awards for academic efforts as well as for demonstrating positive behaviours and attitudes toward others, and showing respect for their physical environment.

Students receive awards according to the following criteria, culminating with the School Medallion;

Students who earn 5 Merit Awards will receive 1 Assembly Award

Students who earn 5 Assembly Awards will receive 1 Gold Award

Students who earn 5 Gold Awards will receive 1 Principal's Award

Students who earn 5 Principal's Award will receive the School Medallion

For students who find it difficult to follow the school rules, there are several disciplinary measures that are used to address minor and major misdemeanors.

For serious or repeated incidents, students are given time out. These students are also referred to the School Counsellor to assist them with their behaviour. Parents of students, who are placed on time out on more than three occasions, are notified that their child will

serve an in-school suspension in the first instance. If their behaviour does not improve, the student's enrolment may be cancelled.

St.Hurmizd Assyrian Primary School 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.

Grievance Procedures

Parents/Carers are always welcome to raise any concern with the school. Parents are required to raise their concern firstly with their child's class teacher. If their issue is not resolved a parent may request a meeting with the Deputy Principal. In the event that the parent's concern is not resolved the matter will be addressed by the Principal. Should the concern still be unresolved the parent may write to the Assyrian Schools' Board. With all concerns raised the school will take every step and cautionary measure to ensure that the parent has been heard, and measures are put in place to address and solve the issue. All concerns are taken seriously and addressed fairly.

PRIORITY AREAS FOR IMPROVEMENT AS SELECTED BY THE SCHOOL FOR 2017 AND ACHIEVEMENT OF THOSE PRIORITIES

Achievement of priorities identified for achievement in 2017

Area	Priorities	Achievements
English programing and writing instruction (Schools Leading Learning)	Professional learning for teachers. Focus areas: planning for English using the NSW K-10 English Syllabus, English Textual Concepts and Quality Literature. Individualised student goal setting for writing. Benchmarking student work samples samples using the NSW Literacy Continuum.	Improvement in the quality of teacher planning for English. Enhanced teacher understanding of the aims and objectives of the NSW K-10 English Syllabus. School-wide implementation of writing goals and benchmarking of student writing samples.

	Curriculum leadership support for middle leaders.	Improved capacity of middle leaders to manage curriculum change.
Literacy and numeracy instruction (Literacy and Numeracy Action Plan: Phase 2)	<p>Professional learning for teachers. Focus areas: explicit instruction, literacy (phonological awareness, phonemic awareness, phonics and fluency), numeracy (number sense, programming for mathematics).</p> <p>Instructional coaching for teachers focussed on implementing professional learning.</p>	<p>Improved teacher knowledge of evidence-based pedagogies for teaching literacy and numeracy. Improved teacher knowledge of literacy and numeracy concepts.</p> <p>Implementation of practice-based professional learning through instructional coaching.</p>
Instructional leadership (Literacy and Numeracy Actions Plan: Phase 2)	<p>Professional learning in instructional leadership for senior and middle leaders. Focus areas: explicit instruction, literacy and numeracy concepts, assessment, data-informed practice.</p> <p>Consultancy support for senior and middle leaders in leading literacy and numeracy instruction through collaborative planning, co-teaching, lesson observation and feedback.</p>	<p>Improved leadership knowledge in leading literacy and numeracy instruction.</p> <p>Appointment of a K-2 Instructional Leader.</p> <p>Improved capacity of middle leaders to implement instructional leadership in classrooms. Implementation of instructional support in K-2 classrooms focussed on literacy and numeracy pedagogy.</p>
Support for students with additional needs - Occupational Therapist and Speech Therapist	Engagement of an occupational therapist and speech therapist to provide targeted strategies for whole class instruction in K-2: interventions in fine motor skills, speech development and support for individual students with related needs.	Strategies for supporting student needs have been integrated into class teaching and learning programs.

<p>Design and implementation of a K-6 rubric for assessing writing (Schools Leading Learning)</p>	<p>Consultancy support for Curriculum Coordinators and selected teachers to create a K-6 rubric to be used by teachers for assessment of student writing performance against agreed standards.</p>	<p>Writing Rubric near completed. Projected implementation in 2018.</p>
<p>Implementation of academic reporting using Edumate software.</p>	<p>Skill development for key staff in designing, implementing and managing online reporting.</p>	<p>Streamlined reporting processes. Consistent formatting for student reports. Improved student record keeping.</p>
<p>Enhance Parental engagement in community life of the school.</p>	<p>New P&F secretary to coordinate, schedule or organise meetings and events. School functions organised to maximise parental involvement in the life of the school.</p>	<p>Improved parental involvement in school events and increased parent participation in P&F committee decision making. .</p>
<p>Library Regeneration</p>	<p>DYMOCKS Children's Charities Crowdfund - Donors sought from the wider Assyrian and local communities. Donations matched dollar-for-dollar by Dymocks for use in purchasing books for the school library and classrooms.</p>	<p>\$44 000 received to purchase books for our school library.</p>

ACTIONS UNDERTAKEN BY THE SCHOOL TO PROMOTE RESPECT AND RESPONSIBILITY

Values education permeates all aspects of school life at St Hurmizd Assyrian Primary School and Respect and Responsibility are important aspects.

At St Hurmizd Assyrian Primary School Gospel values lie at the heart of our Student Welfare and Pastoral Care policy. Both staff and students demonstrate respect and responsibility through role modelling in the every-day life of the school.

Christian Studies is a compulsory subject at St Hurmizd Assyrian Primary School. A team of Christian Studies teachers form a committee whose role is to design and implement the Christian Studies program.

The content of the Christian Studies program is based on the teachings of the Holy Apostolic and Catholic Assyrian Church of the East. Prayer is a fundamental part of the program. All units of study within the Christian Studies program aim is to develop each student's knowledge and understanding of their faith including, beliefs, history, traditions and practices. The Christian values and commitment instilled in the students encourage them to demonstrate tolerance and treat all members of the community with dignity and respect.

At St Hurmizd Assyrian Primary School we are committed to providing safe, supportive and responsive learning environments for everyone. As a school we teach and model the behaviours we expect in our students. Promoting the learning, wellbeing and safety of all students in our school is a high priority.

At St Hurmizd Assyrian Primary School we implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaging behaviour. The school's aim is to foster self-discipline and self-worth in our students.

All students are expected to:

- Respect other students, their teachers, school staff and community members
- Follow school and class rules
- Strive for the highest standards in learning
- Show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's Uniform policy

- Attend school every day (unless legally excused)
- Respect all property
- Not be violent in our schools
- Not bully, harass, intimidate or discriminate against anyone

All Teachers are expected to:

- Be a good role model in work presentation, dress standards and demeanour
- Organise lessons and employ teaching strategies across the curriculum that will actively involve students in the development of realistic self-concepts and enhance self-esteem, a sense of enjoyment and satisfaction from learning
- Clearly state expected performance and behaviour standards
- Be fair and consistent
- Encourage initiative and creativity
- Use the school's positive reinforcement system PBS
- Express positive reinforcement in verbal, and non-verbal ways, being mindful that some students may be embarrassed when singled out
- Avoid ridiculing students
- Establish communication links with parents and care-givers through interviews and phone calls
- Clarify and follow school routines
- Enforce school rules
- Diligently follow the Duty of Care requirements and Student Supervision procedures
- Regularly review classroom and playground practices
- Recognise indicators of child abuse and neglect and Report them to the Principal.
- Develop self-discipline within each student. Self-discipline is based upon the development of respect and consideration of others.
- Respect the Assyrian heritage and religion

St Hurmizd Assyrian Primary School has developed strategies and practices to promote positive student behaviour, including specific strategies to maintain a climate of respect by:

- Treating one another with dignity
- Speaking and behaving courteously
- Developing positive and respectful relationships
- Dressing appropriately by complying with the school uniform or dress code
- Taking care with property

The school will achieve this by ensuring:

- Students are comfortable, both emotionally and physically in the school environment
- Students behave in a socially acceptable way and are understanding of the school rules, their reasons and related consequences
- Students experience a sense of enjoyment and satisfaction in learning
- Students develop a sense of cultural identity and a feeling of belonging to the wider community.
- Respect and care for school buildings, school property and the property of others
- Observe the general standards of dress and uniform requirements of the school community
- Accept their responsibilities as members of the wider community

PARENT, STUDENT AND TEACHER SATISFACTION

The school surveyed the parents and the following is a snapshot of comments about the benefits of their children being at the school;

- Assyrian language and culture
- Spiritual values and faith
- Learning about the Saint Days
- High quality teaching
- Strong community
- Sports activities
- Quality of student support
- Proactive Special Education ensuring parents are always informed

The school surveyed the students and the following is a snapshot of comments about the benefits of attending the school;

- Language program
- Our faith and heritage
- Teachers are kind
- Lots of friends
- Everyone is helpful to each other
- Feel welcomed
- Excursions and events such as Camp, Fun Day, School Disco, Assyrian New Year & St Hurmizd Day.

The staff were surveyed and the following areas were identified as strengths of the school;

- Sense of family and welcoming
- Sense of belonging

- Faith and culture
- Faith links to the church
- Great students
- Parent involvement
- Dedicated staff
- Identifying and meeting students needs
- Focus on child as a whole
- Opportunities for Professional Learning
- Safe environment

Summary Financial Information							
St Hurmizd Assyrian Primary School							
			2014	2015	2016	2017	
Income			\$	\$	\$	\$	
Fees and Private Income			1,018,590	1,192,612	836,685	1,166,713	10%
Government Grants			6,641,950	7,925,851	8,576,000	10,400,296	89%
Donations			52,077	38,458	22,487	25,844	0%
Other Income			180,206	92,126	25,793	68,788	1%
Total			7,892,823	9,249,047	9,460,965	11,661,641	
Expenditure							
Teaching and Learning Supplies			476,493	500,855	615,415	658,790	7%
Education and School Support			1,156,656	1,528,942	1,500,599	2,455,659	26%
Salaries			4,645,113	5,397,353	5,282,800	6,168,331	66%
Total			6,278,262	7,427,150	7,398,814	9,282,780	