

ANNUAL REPORT 2021



ST HURMIZD
ASSYRIAN PRIMARY SCHOOL

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MESSAGE FROM KEY SCHOOL BODIES

MESSAGE FROM THE ASSYRIAN CHRISTIAN SCHOOLS BOARD

St Hurmizd Assyrian Primary Schools forms part of the Assyrian Christian Schools that is governed by the Assyrian Christian Schools Board (the Board). The Board is responsible for overseeing the overall governance and strategic direction of the Assyrian Christian Schools. To assist in the competent execution of its role, the Board met monthly in 2021 and continued its good work through Committee's created in the prior year.

The 2021 Board comprised of six Directors, including the Chairperson His Grace Mar Benyamin Elya. The Board possess a wide range of skills and experience across varied industries such as Finance, Risk, Strategy and Tertiary Education. Each Director is deemed a responsible person and is required to complete professional development in school governance policies and procedures in compliance with NESA guidelines. In 2021, the Board continued to sharpen its governance capabilities through the Association of Independent Schools (AIS) and other NESA approved providers.

The year 2021 marked continued volatility as the world continued to respond to the impacts of the pandemic. The Board congratulates the School, its staff, students, and parent body on the pleasing results achieved by the 2021 NAPLAN cohort in what represented a disrupted and challenging year for many. The Board is proud of the achievements of the School in fostering responsible and respectable learners, grounded in their faith and Assyrian heritage, and looks forward to continuing to celebrate the achievements of the School in years to come.

MESSAGE FROM THE PRINCIPAL

The last 12 months saw St Hurmizd celebrate in the spirit of collaboration and learning, whether it be face-to-face or remotely, each student placed significant value on working together with their teachers as a source of improvement and motivation.

I believe that to achieve anything in isolation is to forgo the richness of learning through positive relationships, something that we all need in our lives to thrive and be better people. There is no doubt it was a long and challenging year, and I am extremely proud of the way our community was resolute in very challenging circumstances. Not only did our students continue to live the school values of Integrity, Respect, Commitment and Excellence, each student demonstrated strength, courage, and resilience. Each and every person has contributed to the tone, culture and energy of St Hurmizd.

As always, I encourage all students achieve success and nothing less. Failure is not the opposite of success; it is part of it and once accepted, one can face most challenges. Each student at St Hurmizd can achieve their goals. We believe with determination, dedication, drive and the willingness to sacrifice the little things in life, it is possible to experience success.

This Annual Report provides a snapshot of our work across St Hurmizd Assyrian Primary School in 2021.

Despite the challenges, there have been many highlights throughout the year including:

- Outstanding NAPLAN results
- Differentiated Assyrian Language Classes
- Home Learning
- Book Week
- Public Speaking
- Debating
- Seasonal Reading Lexile Challenge
- Premiers Reading Challenge
- Matific Competition
- ONE ST Hurmizd Art Show
- Music Tuition – Piano, Guitar and Drums
- Band
- Enrichment Class
- Coding
- ICAS Test results with results ranging from Distinction, Credit and Merit
- Student Leadership Program
- Lunch Clubs – Games, Book, Coding, Art, Garden and Mindfulness
- Karate Program
- Community Connections Program – Cancer Council Australia, Heart Foundation, ACERO, Westmead Children’s Hospital and Guide Dog Association
- Gymnastics
- Dance



- Mixed Oz Tag
- Boys and Girls Soccer
- Cross County
- Athletics Carnival
- Swimming Carnival
- Christian Studies Program K-6
- St Hurmizd Day
- Kalou Soulaka
- Regular Mass
- ACERO fundraiser
- Feast Day Celebrations
- Assyrian Martyrs Day Commemorations

To my great team, congratulations on the fabulous work you do to build and sustain the unique culture of St Hurmizd Assyrian Primary School.

To our School Board and St Hurmizd parents for the work you do so faithfully to support the ongoing programs of the School, please accept our thanks. A very special thank you to our Chairman of School Board, His Grace Mar Benyamin Elya, for his service to the School.

To mums and dads, my sincere thanks from all the staff for your continued support and faith in us.

Benjamin Khoshabeh

Principal

MESSAGE FROM ST HURMIZD ASSYRIAN PRIMARY SCHOOL P&F ASSOCIATION

I thank all those who gave me the opportunity to lead the P& F committee in 2021. It has been an absolute joy to serve as President on behalf of St Hurmizd Assyrian Primary School along with those I call "unique parents". We have overcome the many challenges of what was a difficult covid impacted year, with smiles, joy, and much laughter.

A highlight of the year was raising funds for the purchase of two mobile computer labs. This was one of many achievements. The true achievement was building a community of parents who believed in the school. I would like to acknowledge the following members of P&F 2021:

Vice President- Wilson Shimshon

Fatin Kina

Treasure- Amira Kio

Marlen Awraham

Secretary- Amira Benjamin

Linda Yalda

Sandra Jacob

Shamiram Aprim

Leonard Jacob

Chaza Isho

Nadia Dawood

Bernadet Yousuf

Doreen Jacob

Ameera Odeesho

Diana Warda

Dalia Al Bazi

It was my pleasure to serve as the St Hurmizd Assyrian Primary School President.

P&F President 2021

Dunia Mashko

MESSAGE FROM SCHOOL REPRESENTATIVE COUNCIL

At St Hurmizd Assyrian Primary School, the Student Representative Council is a highly active student body. Each of the twelve members from Year 6 are elected by their peers at the end of Term 3 each year. Inspired by our vision to be part of a school community where every student is confident in themselves and driven by a desire to contribute to the wider community, members of the council participate in various school committees, such as leading school assemblies and fundraisers.

The Successes of our School Representative Council

Even through lockdown, the Year 2021 was another productive year for our SRC committee, we conducted several meaningful school fundraising activities such as:

- Organised and participated in all School Sporting Carnivals such as: Swimming Carnival, Cross Country & Athletics Carnival.
- Organised various Year 6 fundraisers such as: Jelly Bean Jar competition, Crazy Hair and Sock Day, Mother's and Father's Day stalls, Cadbury Chocolate Drive & Donut Day fundraiser.

- The Sport Captains Organised various Community Connection fundraisers such as:
 - The Edessa House Sport Captains organised Westmead Children's Hospital Toy Drive
 - The Nineveh House Sport Captains organised Assisting the Heart Foundation by organising Jump Rope for Heart
 - The Seleucia House Sport Captains organised Daffodils Day to raise funds and awareness for Cancer.
 - The Nisibis House Sport Captains have sponsored the ACERO organisation to help fundraise for the needy Assyrian families abroad.

We are extremely proud of our Student Representative Council on all their achievements in 2021.

Thank you and God bless,

St Hurmizd Assyrian Primary School SRC 2021

CONTEXTUAL INFORMATION ABOUT THE SCHOOL & CHARACTERISTICS OF THE STUDENT BODY

MISSION AND PHILOSOPHY

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.

We provide students of any background a unique education based on 21st century pedagogy in order to equip them with necessary skills so that they will be active Australian citizens, reflecting the faith, heritage, language and culture of the Assyrian Church of the East.

At St Hurmizd Assyrian Primary School, we're committed to developing a child who is equipped to become a life-long learner. We want our students to acquire skills, be creative and solve problems. We nurture a learning culture that celebrates creativity, engagement and critical thinking. Our professional standards are deeply embedded in worldwide research and best practice, and we actively seek to share our expertise, facilities and resources to create a vibrant global educational community.

We provide our students with a balanced education through extensive academic and co-curricular opportunities. Students are supported and encouraged to explore a wide range of programs as they develop their skills in an environment of dynamic, engaged learning.

THE SCHOOL MOTTO

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.

CHARACTERISTICS OF THE STUDENT BODY

The school had 669 students enrolled in 2021. With 362 male and 307 female students. The school draws its students from the local communities of Fairfield City which is situated in Sydney's South West. 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.

St Hurmizd Assyrian Primary School operates within the policies of the NSW Education Standards Authority (NESA).

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

2021 NAPLAN results as summarised below and available on My School: <http://www.myschool.edu.au>

Figure 1: NAPLAN Results 2021

Year 3	Percentage of Students in the Top Two Bands		Percentage of Students in the Bottom Two Bands	
	St Hurmizd	State	St Hurmizd	State
Grammar and Punctuation	66.7	59	0	10.8
Reading	85.7	58	1.3	10.4
Writing	90.9	62	0	6.5
Spelling	79.2	56	0	11
Numeracy	55.8	41	6.5	12.5

Year 5	Percentage of Students in the Top Two Bands		Percentage of Students in the Bottom Two Bands	
	St Hurmizd	State	St Hurmizd	State
Grammar and Punctuation	36.9	38	2.4	14.6
Reading	40.5	43	3.6	11.2
Writing	53	26	1.2	12.9
Spelling	71.4	45	0	14.8
Numeracy	42.2	34	4.8	13.8

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

St Hurmizd Assyrian Primary School is committed to providing high quality professional learning opportunities for all teachers to support their ongoing growth and development and to build a vibrant learning community. Teachers work in grade and committee teams to develop targeted teaching and learning approaches with the aim of lifting student and teacher performance. The approach to professional learning is evidence informed, grounded in improving pedagogical content knowledge and enriched through collaboration.

During 2021, the School ran regular NESA endorsed professional learning sessions for the grade and committee teams. All teaching staff K-6 participated in five staff professional development days during 2021. The staff professional development days incorporated guest speakers, workshops, planning

activities, meeting times and training in compliance related areas of activity. In addition, St Hurmizd staff was able to access a range of professional in-services during 2021, provided internally and externally.

The School's Delegated Authority provided support and expertise to teachers undertaking formal programs of accreditation. All teachers have their lessons observed and are provided with feedback.

In terms of accreditation of teachers, all teachers seeking and maintaining Proficient Level Accreditation were provided with mentoring and coaching support. All teachers new to St Hurmizd Assyrian Primary School were provided with a mentor and completed an induction program.

Description of professional learning

■ Figure 2: Activity and number of staff participating

Category	Number of Teachers who participated
Professional Learning around compliance – code of conduct, WHS, child protection	57
Literacy and Numeracy Action Plan	39
Specialised Professional Learning in disciplines linked to subject expertise	39
Teacher Accreditation	39
Leadership – a range of workshops aimed at developing leadership capacity amongst middle and senior leaders	12

■ **Figure 3: Accreditation status of all teaching staff who are responsible for delivering the curriculum**

Level of Accreditation	Number of Teachers
Conditional	0
Provisional – seeking	6
Proficient Teacher – maintaining	33
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total Number of Teachers (Total number of teachers should be the same as on the My School Website)	39

■ **Figure 4: Teaching Standards**

Category	Number of Teachers
1. 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
2. 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

*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with Conditional accreditation may not be included.

WORKFORCE COMPOSITION

■ Figure 5: Workforce Composition at St Hurmizd Assyrian Primary School

Staff categories	Number of Staff
Teaching Staff	39.0
Full-time Teaching Staff	35.6
Non-teaching Staff	25.0
Full-time Equivalent Non-Teaching Staff	18.6
Aboriginal/Torres Strait Islander Teaching Staff	0
Aboriginal/Torres Strait Islander Non-Teaching Staff	0

STUDENT ATTENDANCE

STUDENT ATTENDANCE

St Hurmizd Assyrian Primary School has procedures in place for monitoring student attendance and a policy and procedures for the management of student non-attendance. Unexplained student absence is followed up according to school procedures.

MANAGEMENT OF NON-ATTENDANCE

Absences are monitored and rolls are marked online at the beginning of every day for students from Kindergarten to Year 6. If a student is marked absent and the school has not been advised, a staff member will telephone the student’s parents/guardian. Grade Leaders and the Deputy Principal follow up on extended absences. This may include

meetings with the parents to resolve poor school attendance. Matters of concern are referred to the Principal, the Assyrian Schools Board and the relevant Department of Education officer where appropriate.

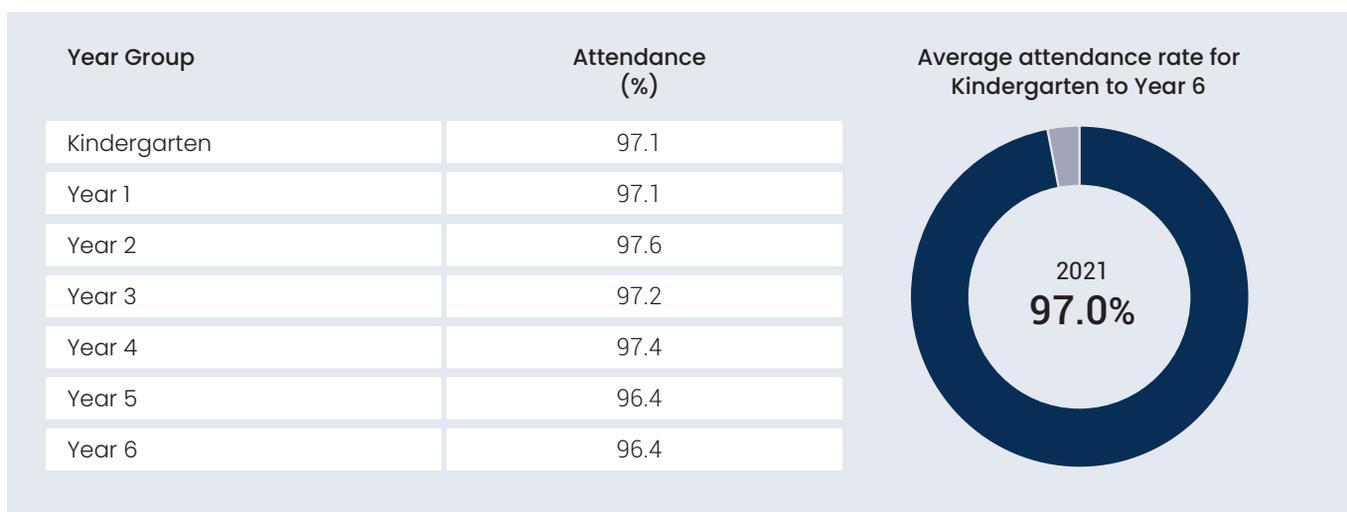
Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student’s continuum of learning where possible.

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

Overall, the average attendance rate for Kindergarten to Year 6 for 2021 was 97.03%

The attendance rate is based on the Department of Education and Training (DET) process for 2021 student attendance data and a school population of 669 students.

■ Figure 6: Attendance rate for each Year Group



ENROLMENT POLICIES

Consistent with its Mission Statement, Assyrian Christian Schools Limited (ACSL) 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 enrol 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 St Narsai Assyrian Christian 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 2020.

OTHER SCHOOL POLICIES

Figure 7: Policies for Student Welfare

Summary of Student Health and Wellbeing, Anti-Bullying, Student Behaviour Management and Complaints and Grievances Policies

Policy Summary	Changes in 2021	Access to Full Text
Student Welfare Policy		
<p>The School:</p> <ul style="list-style-type: none"> • is committed to the holistic development or growth of students intellectually, physically, socially, emotionally and spiritually • takes reasonable steps to provide a safe, caring, supportive environment and opportunities for students to become independent thinkers and learners, caring, compassionate, confident young men and women with a strong sense of social responsibility • has implemented organisational structures, curriculum, programs and positive behaviour management for student health and wellbeing. 	<p>The policy and procedure were reviewed, endorsed and published in 2021. There were no significant changes made to the policy.</p>	<p>The full text can be accessed on the internal School Pdrive or on request from the Principal.</p>
Anti-Bullying Policy		
<p>The policy includes processes based on the principles of procedural fairness and restorative justice for responding to, and managing allegations of, bullying.</p>	<p>The policy and procedure were reviewed, endorsed and published in 2021. There were no significant changes made to the policy.</p>	<p>The full text can be accessed on the internal School Pdrive or on request from the Principal.</p>
Student Discipline Policy		
<p>The School prohibits the use of corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.</p>	<p>The policy and procedure were reviewed, endorsed and published in 2021. There were no significant changes made to the policy.</p>	<p>The full text can be accessed on the internal School Pdrive or on request from the Principal.</p>
Student Discipline Policy		
<p>The Complaints and Grievances Policy recognises the importance of feedback and provides a framework for a process based on procedural fairness that allows people to voice their concerns and have them managed in a supportive and co-operative manner, quickly, fairly, with confidentiality and sensitivity. It provides a concise framework of how complaints can be raised and how they will be managed.</p>	<p>The policy and procedure were reviewed, endorsed and published in 2021. There were no significant changes made to the policy.</p>	<p>The full text can be accessed on the internal School Pdrive or on request from the Principal.</p>

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Figure 8: four key objectives in the improvement plan 2021:

Objectives	Targets
1. Curriculum	
<ul style="list-style-type: none"> • To support teachers in effective literacy pedagogy to English, Literacy and Numeracy. • To review and develop current transition and support strategies to improve practice. 	<ol style="list-style-type: none"> 1. Teachers will have embedded effective practices of explicit teaching in the areas of Fluency, Vocabulary, Phonics and Comprehension. 2. Teachers will collaboratively plan English units of work with an emphasis on responding and composing using quality literature. 3. Teachers will have identified how Working Mathematically concepts support numeracy. 4. New strategies of support will be implemented to compliment teachers in the differentiated classroom.
2. Welfare	
<ul style="list-style-type: none"> • To support students to identify and use appropriate behaviours that support social, academic and emotional wellbeing. • To engage students in developing agency for their learning and wellbeing. 	<ol style="list-style-type: none"> 1. Students will use the Positive Behaviour strategies in and outside the classroom to work towards being Safe, Respectful and Active Learners. 2. Students will participate in leadership opportunities and activities including SRC and Senior leadership responsibilities.
3. Assyrian Faith and Culture	
<ul style="list-style-type: none"> • To assist students to identify with the Assyrian faith and culture and connect as active members of this community. • To facilitate learning in the K-6 Christian Studies Program • To support engagement of the Assyrian Language program. 	<ol style="list-style-type: none"> 1. Students will have experienced regular Mass services that will support their understanding of their faith. 2. All Infants classes will have experienced the new Christian Studies program 3. All classes will have experienced the new Assyrian Language program.
4. Community Engagement	
<ul style="list-style-type: none"> • To engage parents, families and the school community in the learning experiences and school life. • To develop effective lines of communication that are accurate, timely and current. 	<ol style="list-style-type: none"> 1. Students will have shared various learning experiences with their parents/carers that supports the school/home partnership. 2. Communication channels such as the school website, app, newsletter and social media will be updated, relevant and used as a source of information and communication.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2021, the values of Integrity, Respect, Commitment and Responsibility were highlighted through the development of understanding related to ONE ST HURMIZD. ONE ST HURMIZD underpins all aspects of our vision for St Hurmizd Assyrian Primary School, our students, and our staff. As part of the five-year strategic plan staff and students will understand the power of ONE. The importance of being ONE learning community and the power of the ONE individual to make a difference.

As well as promoting these values in behaviours towards others, a deliberate intention was to also inspire students to look inwardly to encourage the development of self-respect and personal responsibility for safety, wellbeing, and increased independence.

Students were encouraged to be courageous in their learning journey, to see failure as a learning opportunity for growth, and to display grit as they worked towards both shared and individual goals. Curiosity and inquiry were celebrated, and students were known for their interests and passions as unique individuals.

All students are expected to conduct themselves with appropriate respect for others, themselves and their peers. The School Code of Behaviour (found in the School Diary) outlines regulations and practices that St Hurmizd students are expected to uphold. The practices and regulations listed hold at their core a respect for the student themselves as well as a respect for others (peers, staff and members of the wider community).

Students are expected to be honest in their dealing with one another and with staff and are expected to take responsibility for their actions.

The four St Hurmizd Values of commitment, integrity, respect and excellence are consistently referred to as a model for students to follow.

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

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:

- ONE St Hurmizd
- 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
- General standards of dress and uniform requirements of the school community are observed
- Responsibilities as members of the wider community are demonstrated

PARENT, STUDENT AND TEACHER SATISFACTION

As part of the School's continuous review and improvement process, annual parent, student and teacher satisfaction reviews are conducted covering most key aspects of education. The anonymous surveys provide views on such areas as academic performance, pastoral care, co-curricular, sport, key learning areas, teaching, communication, administration and leadership, facilities and resources.

PARENT SATISFACTION IS MEASURED IN A NUMBER OF WAYS:

- At the St Hurmizd Assyrian Primary School Parents' and Friends Association meeting held every school term, parents have the opportunity during the General Business Item, to express opinions in relation to decisions of the Principal, management of students, and school programs. In addition, parents are consulted on an ongoing basis, to better understand their expectations of the school through surveys and focus groups.
- The school has a Parental Concern Procedure for handling parental complaints, as well as complaints from other members of the public.
- If a parent decides to withdraw a student from the school, an Exit Interview is usually conducted to determine whether there are issues related to parent satisfaction.

STUDENT SATISFACTION IS MEASURED IN A NUMBER OF WAYS:

- Students are represented by the Student Representative Council and have the opportunity to present grievances to the Principal and Deputy Principal.
- Student surveys assist in determining the level of satisfaction of students with school programs. Students are typically surveyed at the end of Years 5 and 6, on an annual basis.

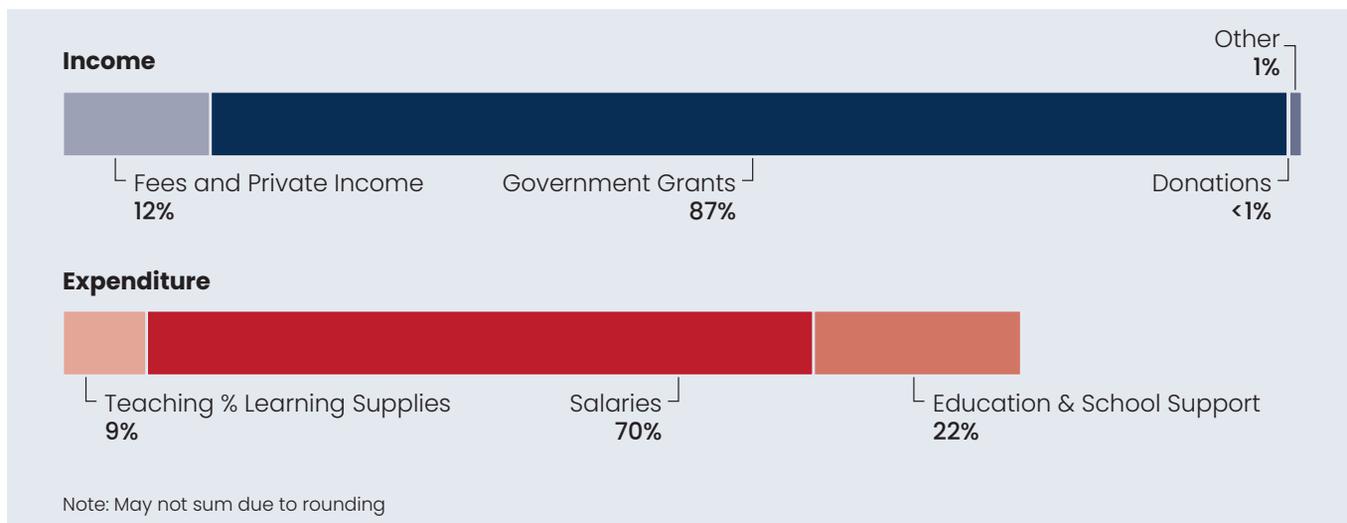
STAFF SATISFACTION IS MEASURED IN A NUMBER OF WAYS:

- Exit interviews are conducted with teachers and other staff who leave the school, to determine whether there are areas of dissatisfaction for staff. Issues of concern may also be raised at staff meetings. Teacher meetings are generally held weekly.
- Teachers have a number of avenues to raise issues with the Principal and Senior Leadership Team, including grade meetings, committee meetings and direct approach. The representative of the Independent Education Union brings matters of staff concern to the attention of the Principal through regular, scheduled meetings. All members of the Leadership Team and the Principal maintain an open-door approach and are always prepared to meet with staff.

SUMMARY OF FINANCIAL INFORMATION

Under the prudent oversight of the School Board and Finance Committee, St Hurmizd Assyrian Primary School delivered robust results for the year ended 31 December 2021, continuing its focus of operating under sound financial practices and principles to ensure the ongoing financial security and viability of the school.

■ Figure 10: Income and expenditure (2021)



FAITH
HERITAGE
EDUCATION



ST HURMIZD
ASSYRIAN PRIMARY SCHOOL

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