



**IRFAN COLLEGE**

**NESA**  
**Annual Report**  
**2017**

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**Guiding Our Future  
Thinkers & Leaders**

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**SECTION ONE:**  
**Message From Key School Bodies**

# Principal's Message



Dear Irfan Parents, Families and Community Members,

I pray this reaches you in the best of health and faith. We praise and thank Allah (Glorified and Exalted be He) for blessing us with another productive

and fruitful year. We send our salutations upon our Prophet Muhammad (may the peace and blessings of Allah be upon him) and beseech Allah (glorified and exalted be He) to elevate his ranks in paradise and accept his intercession for us.

Prophet Muhammad (peace be upon him) mentions in a hadith, 'He whose two days are equal, is in loss'. The Messenger of Allah (peace be upon him) is emphasizing the importance of progress. Every day, month and year of a human being should not be equivalent. There must be progress in all aspects of life, intellectually, spiritually, socially, culturally and physically. Based on this hadith of Prophet Muhammad (peace be upon him), our team at Irfan College has been working tirelessly to improve the quality of teaching standards and the services we provide to our school community.

2017 has had to be one of the busiest years since our College's inception. The lead up to 2017 was particularly busy as we had to plan and prepare for our Secondary facilities, resources and staff for the first time in our College's history. On the one hand we were working to improve the quality of teaching standards in Primary and on the other, were seeking to establish Secondary

for the first time without compromising quality.

There were numerous key improvements achieved in the academic year of 2017 which include:

- The facilitation of Secondary school for the first time in our college's history
- The commencement of construction for our first permanent building
- The successful inspection conducted by NESA
- Development Application (DA) to council to increase our student numbers to 300
- Commencement of the Islamic Integration Project

## Facilitation of Secondary School

One of the greatest milestones achieved in our College's history this year was the facilitation of Secondary school. We commenced our Secondary journey with the introduction of Stage 4, Years 7 and 8. A significant investment was made to ensure that our Secondary students received the best possible learning experience. Research suggests that the greatest contributor to student achievement is teacher efficacy. Hence, we worked diligently to establish a well credentialed Secondary department. A significant amount of investment was also made to procure resources to equip our staff with the necessary materials needed to deliver all Key Learning Areas (KLA's) of the Australian Curriculum.

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## SECTION ONE: Principal's message

### Commencement of Construction

After years of planning, we were able to commence construction of our first permanent building on 1 July. The approval for the double-storey complex was received in 2016 from Council which then ensued a phase of tendering for the project. Once the tendering process came to an end and the contractor was determined, a 'Turning of the Sod' ceremony was arranged which was attended by numerous parliamentary representatives, the College Board and community members. The complex is due for completion in December 21, 2017.

### NESA Inspection

Another milestone achieved this year was the successful inspection conducted by the NSW Education Standards Authority (NESA). The inspection focused on the renewal of registration and accreditation for Years 7 and 8 and the initial registration for Year 9. NESA issued a five year renewal for Years 7 and 8 and granted the initial registration for Year 9. The granting of Year 9 was great news as it meant current Year 8 students were able to continue their Secondary education at our College. We pray that future inspections are also successful and of benefit to our school community.

### DA to Increase Student Numbers

There has been huge interest in our College's vision, philosophy, and the services we provide to our school community. In June this year, after significant planning, we made a submission to Council to increase our student numbers from the approved number of 149 to 300. The approval of this DA would mean that we would be able to facilitate a single stream school from K-12. This would be an immense development in our College's history. We are expecting a determination mid-year of 2018.

### Islamic Integration Project

This year was also witness to the commencement of one of our most exciting projects, the integration of Islamic worldview to the Australian Curriculum. The Islamic integration project aims at providing a holistic approach to education in which Islamic themes and elements are prevalent throughout all the KLA's. The 2nd Annual Islamic Schooling Conference we attended in Adelaide served as a great motivation to initiate the project upon return. We formed the Islamic Studies Committee (ISC) which was responsible of the integration project. The ISC uses five core elements to integrate Islamic worldview into the Australian Curriculum; Contemporary Issues, Values, Historical Contributions, Islamic Heritage, and Literature. The K-6 History and Geography curriculum has been completed and we are looking to complete the entire project from K-10 by the end of 2018.

These are only some of the key improvements achieved this year. As mentioned earlier, 2017 has by far been the busiest year for our College. A lot of investments were made and most of these were foundational. 2017 was a year of refining and solidifying our school vision and mission, policies and procedures, facilities and resources.

I would like to thank our parents for entrusting us with the education of their children and enabling us to enact our vision. I would like to thank our students for their patience, dedication and hard work. I would like to also thank our committed staff who always extend themselves to provide the best learning opportunities for our students. Finally, I would like to thank our College Board for their ongoing support and guidance.

Yours truly,

**Ali Arabaci**

Principal



# Parents Body Message

The school year has passed us in incredible speed! It has been an unbelievably busy year for all, and in particular, maintaining the P&C activities due to the expanding numbers. To keep up with our busy calendar we recruited a sub committee of five members to extend a helping hand and nominated Mrs Zina to be the Head of Events.

It has been an absolute privilege to volunteer alongside parents/carers, P&C staff, school staff and members of our community whose interest is to provide the best possible learning environment for our children.

The P&C has been involved in fundraisers and school projects such as:

- Completion of our new high school building
- Set up and establishment of the school library
- Chocolate run
- Athletics carnival
- Science Week
- Book Week
- Sausage sizzles
- Harmony Day
- Ramadan Stalls for Hasene and school decorations
- Ramadan Packs
- Iftar dinners at Guildford Mosque
- Excursions to the cemetery, zoo and special home care

Our 2018/2019 P&C vision is to strengthen the school community and their relationships with parents/carers, members of staff, council and local businesses.

On behalf of the P&C committee, I thank you for all your support and look forward to continue working with you in the many years to come.

## Rukiye Cetinay

Parents and Citizens Committee President



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## SECTION TWO:

### Contextual Information About The School

# About The School

Irfan College is an accredited independent Islamic co-educational school situated in South-Western Sydney which caters for students from Kindergarten to Year 8. Irfan College has a fairly diverse student background with up to 10 different ethnic backgrounds and all of our students come from an 'English as an Additional Language/Dialect' background. Our College is set on five acres in the semi-rural suburb of Cecil Park, which is 15 minutes from the Liverpool CBD and 20 minutes from Penrith in Sydney's Inner West. More than half of our students commute to school with the bus service provided by our College. The bus service accommodates students from the Auburn, Guildford, Mount Druitt, and Campbelltown areas.

The College has highly committed staff who work with our school community to create a welcoming and friendly environment that ensures genuine community participation, and a culture of continuous improvement focusing on high academic expectations. It is a positive learning environment where academic success and student well-being are at the forefront of decision-making. Teachers have a focus on challenging and engaging all students, fostering quality teacher leadership in every classroom and reshaping the curriculum to meet the individual needs of each student. At the heart of this is an understanding of the 21st century learner, and their growing needs in a rapidly changing world.

The notion of inclusion is central to the enrolment policy of Irfan College. The learning capabilities of students are not discriminated against and it is the duty of educators to accommodate for the diverse learning capabilities of students. Students with learning difficulties and disabilities are also catered for through tiered interventions carried out by the Learning and Support department.

The school's wellbeing and co-curricular programs instill leadership, resilience and

responsibility in students through an Islamic perspective which is centered on building strong local and global community connections. Students further develop their identity as Australian Muslims based on principles of respect, commitment, honesty and integrity.

#### Vision

Our vision at Irfan College is to raise thinkers & leaders who have confidence in their Australian-Muslim identity, with a deeply rooted motivation to actively do good in the world.

#### Mission

Our mission at Irfan College is to move from being a young Islamic school to a nurturing and supportive place of holistic learning. We will achieve this by creating a culture of effective and passionate teaching built on positive relationships and sincere concern for each individual student, embedded in an Islamic framework.

#### Values

The values of our College are as follows:

**PERSONALISED CARE:** Commitment to creating a nurturing environment of sincere care for the holistic education of each individual student.

**COMMUNITY:** Connecting with the broader community to enable our students to be active and aware members of society.

**SPIRITUAL EXCELLENCE:** Guided by Islamic principles in all that we do to strive for spiritual excellence (ihsan), as an anchor for the guidance we provide.

**DIVERSITY:** Celebrating the diverse backgrounds of our students, staff, and friends, to foster an open-minded appreciation & respect for all cultures.



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## SECTION THREE: Student Outcomes In Naplan

# NAPLAN Test Years 3, 5 & 7

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In reviewing Irfan College's NAPLAN school analysis reports, the school's average student growth rates are positive across all literacy and numeracy areas. Irfan College accommodated Year 7 for the first time in NAPLAN with the approval of Stage 4 in 2016.

### Year 3

The Year 3 cohort for the first time in our College's history have achieved a Band 6 in Reading with most of the students moving from a Band 2 and 3 to Band 4 and 5. Year 3 students also displayed a great performance in Writing with 66% of students achieving proficiency in Band 5. Our Year 3 students have also demonstrated steady progress in Numeracy with most students moving from Band 2 and 3 to Band 4 and 5. However, further planning and effective implementation needs to take place in Grammar and Punctuation as significant progress was not demonstrated.

The significant progress displayed by the Year 3 cohort can be accredited to the students commencing their primary education at Irfan College. The Year 3 achievement is also indicative of the steadily improving quality of teaching standards.

### Year 5

The Year 5 cohort also demonstrated progress in all areas of literacy and numeracy, however the desired level of achievement was not obtained. Most of the students displayed an improvement moving from 'below National Minimum Standards (NMS)' to 'at or below NMS' in Reading, Writing and Numeracy. Students in the Year 5 cohort did not commence their primary education at Irfan College and come from very diverse backgrounds. Accommodating for students with a such a broad learning spectrum within the same classroom poses many challenges.

### Year 7

The Year 7 cohort also displayed some progress, however the desired outcomes were not achieved. Students demonstrated little yet steady progress in Reading with most students moving from Bands 4 and 5 to Bands 6 and 7. Little yet steady progress was also achieved in Writing where most students are moving from below National Minimum Standards (NMS) to at or below NMS. Steady progress was achieved in Numeracy with most students moving from below NMS to at or below NMS.

Overall, the school achieved some positive results shifting students from the bottom bands in most components, as well as increasing the number of the students in the higher bands. This data has been used to inform teaching and learning programs and school planning.

*The charts provide more information about student achievement in Years 3, 5 and 7.*



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## SECTION THREE: Student Outcomes In NAPLAN

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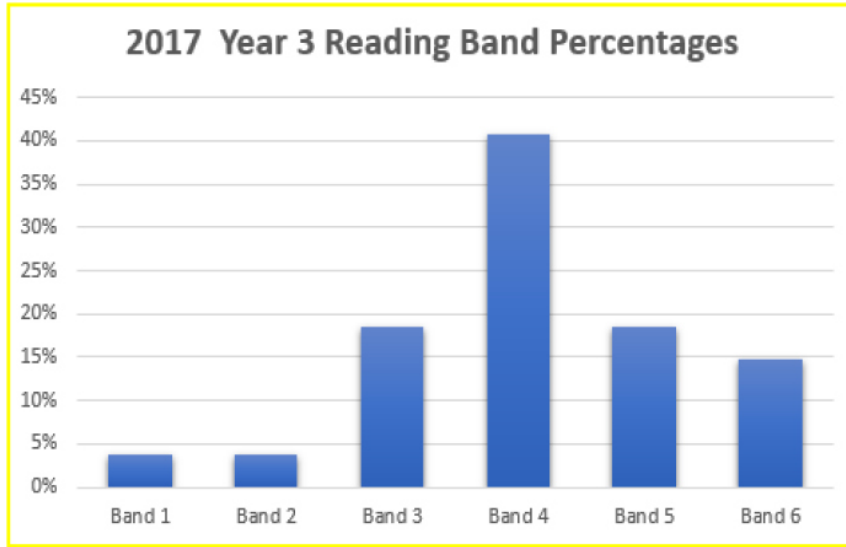


Figure 1: Year 3 Reading Percentage in Bands

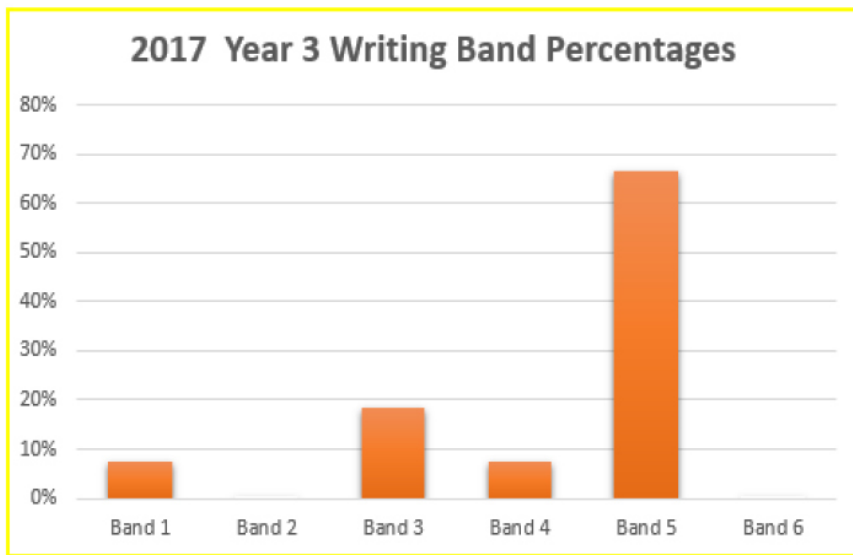


Figure 2: Year 3 Writing Percentage in Bands

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## SECTION THREE: Student Outcomes In NAPLAN

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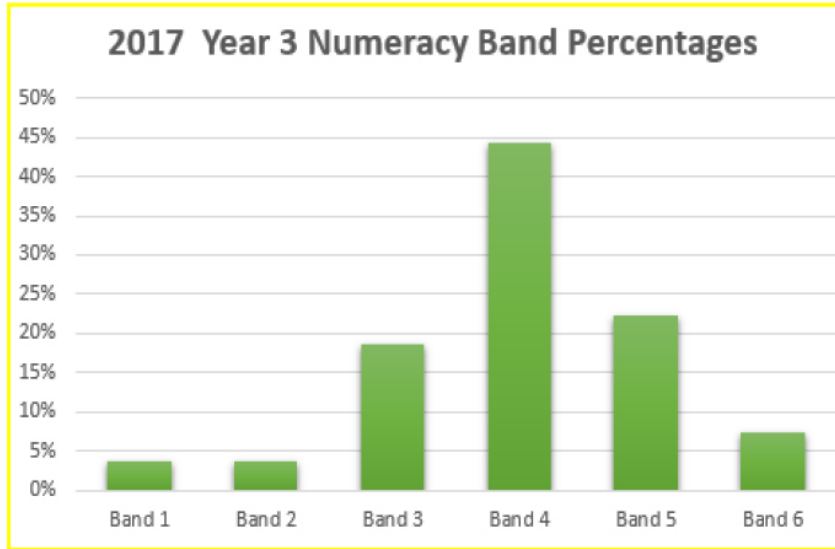


Figure 3: Year 3 Numeracy Percentage in Bands

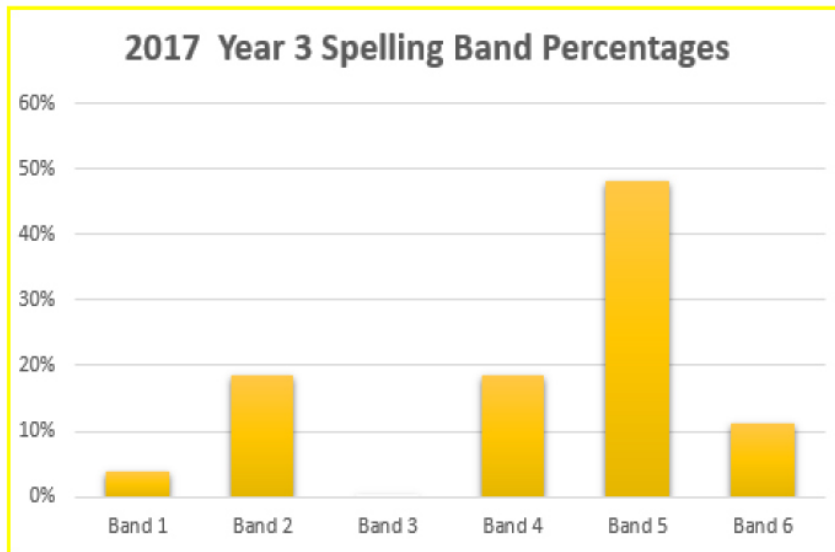


Figure 4: Year 3 Spelling Percentage in Bands

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## SECTION THREE: Student Outcomes In NAPLAN

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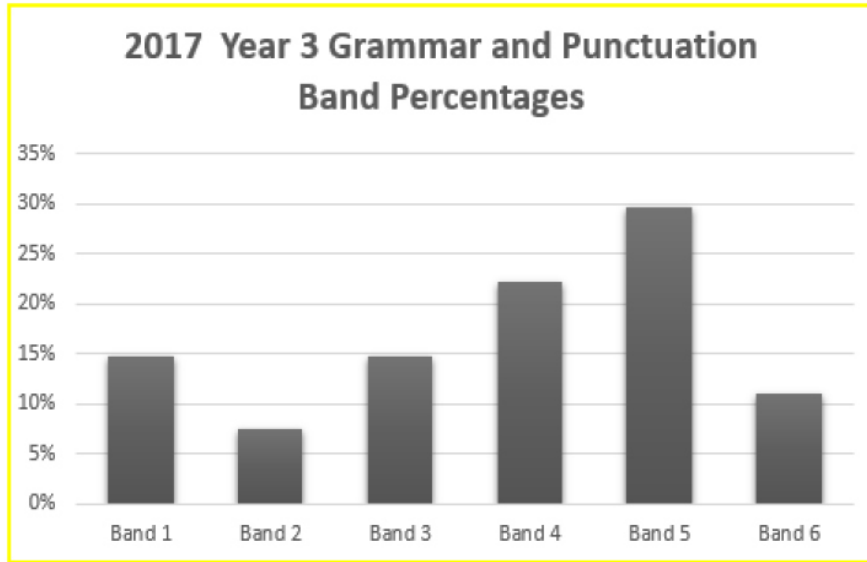


Figure 5: Year 3 Grammar & Punctuation Percentage in Bands

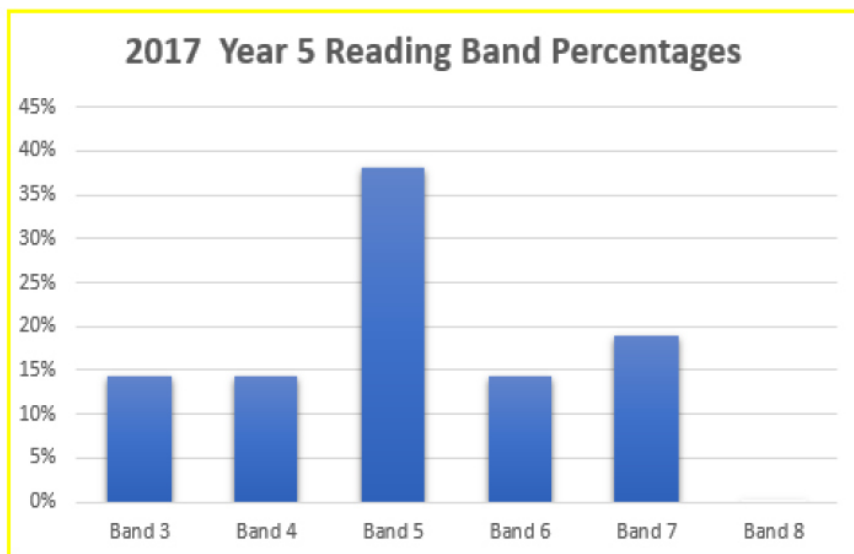


Figure 6: Year 5 Reading Percentage in Bands



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## SECTION THREE: Student Outcomes In NAPLAN

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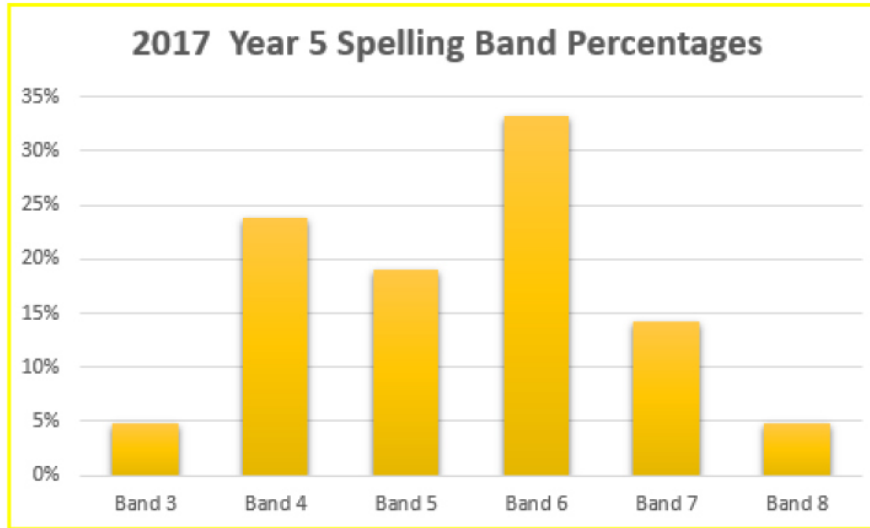


Figure 9: Year 5 Spelling Percentage in Bands

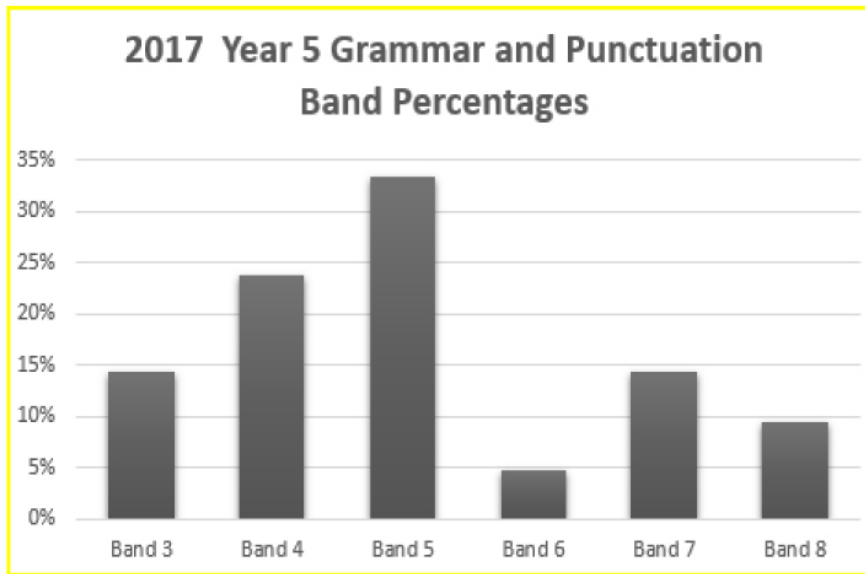


Figure 10: Year 5 Grammar & Punctuation Percentage in

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## SECTION THREE: Student Outcomes In NAPLAN

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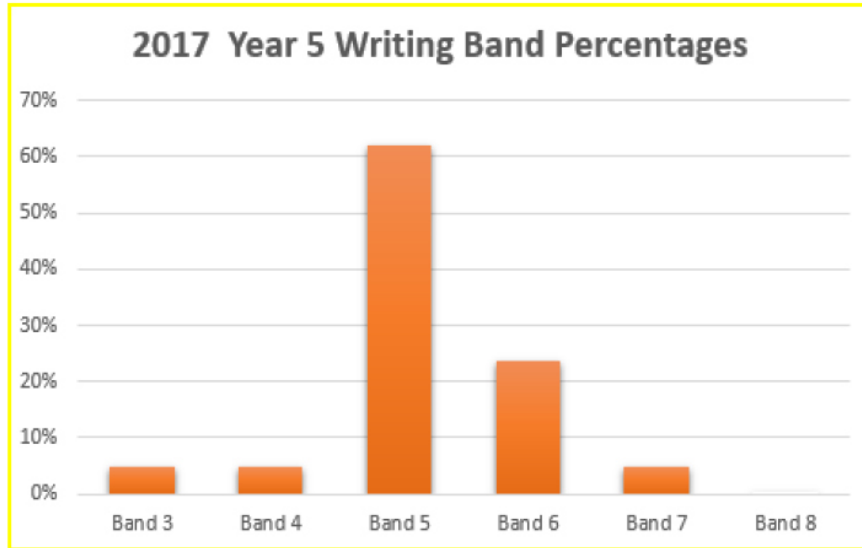


Figure 7: Year 5 Reading Percentage in Bands

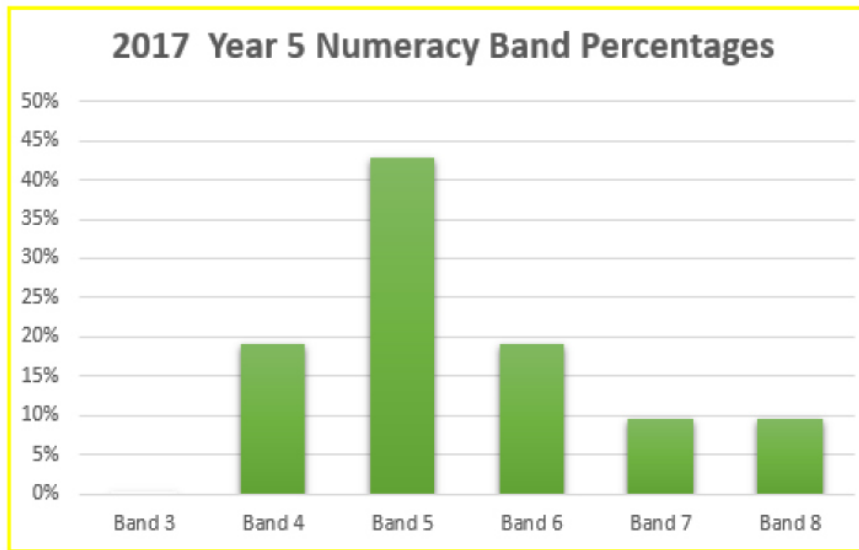


Figure 8: Year 5 Numeracy Percentage in Bands

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## SECTION THREE: Student Outcomes In NAPLAN

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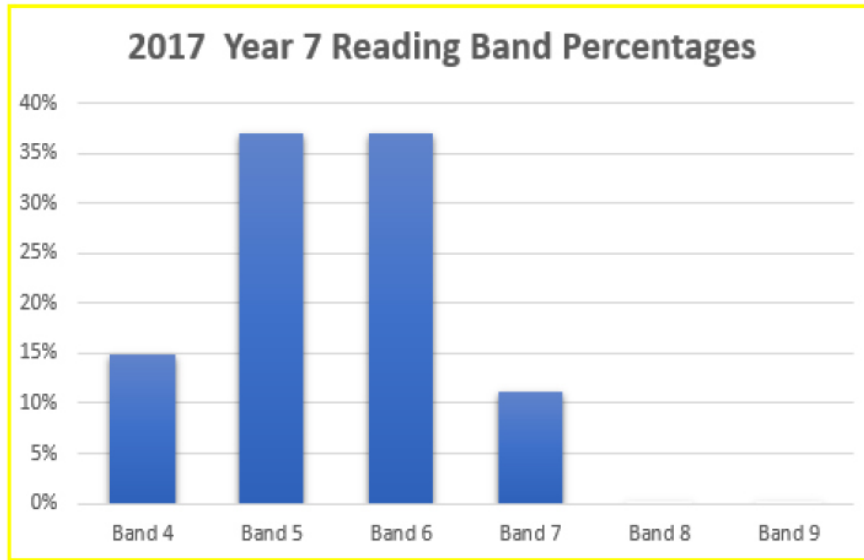


Figure 11: Year 7 Reading Percentage in Bands

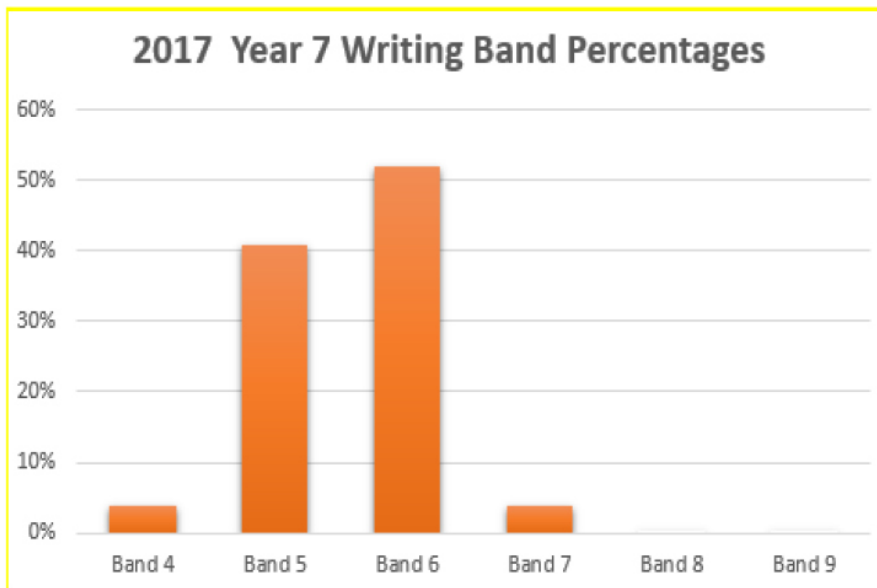


Figure 12: Year 7 Writing Percentage in Bands



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## SECTION THREE: Student Outcomes In NAPLAN

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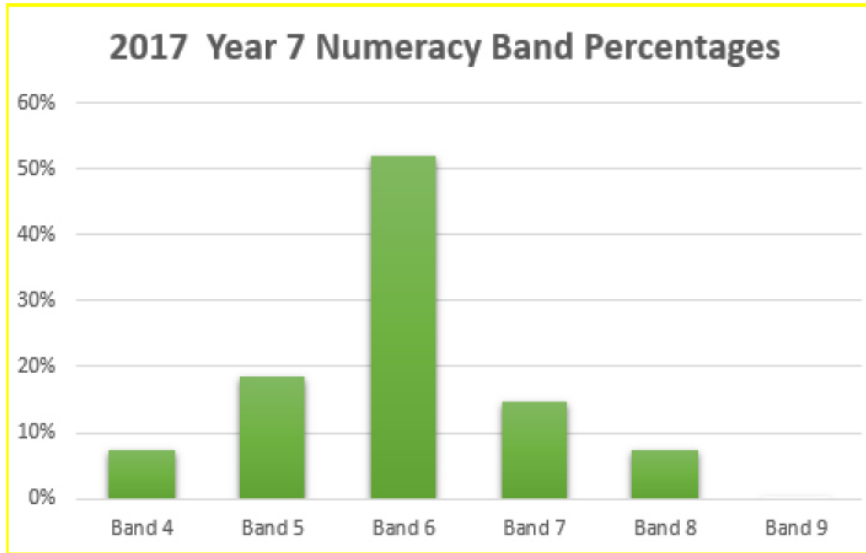


Figure 13: Year 7 Numeracy Percentage in Bands

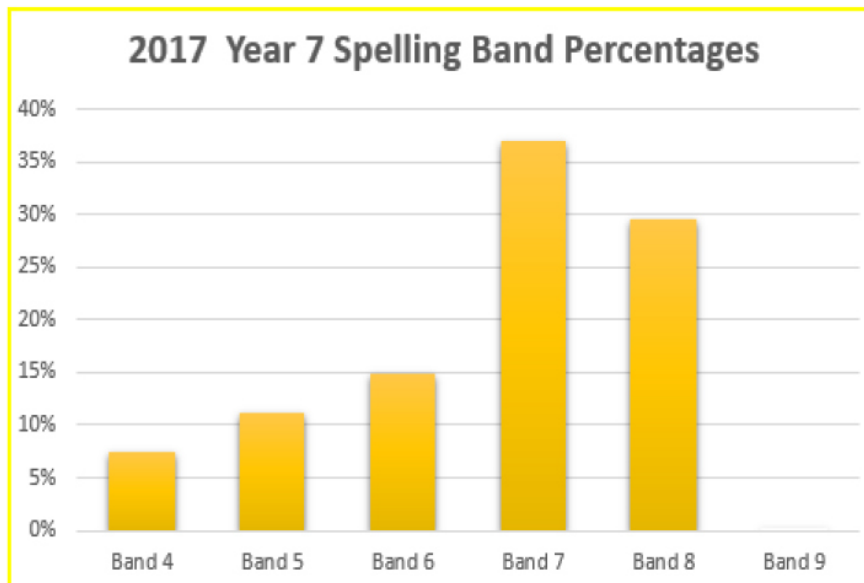


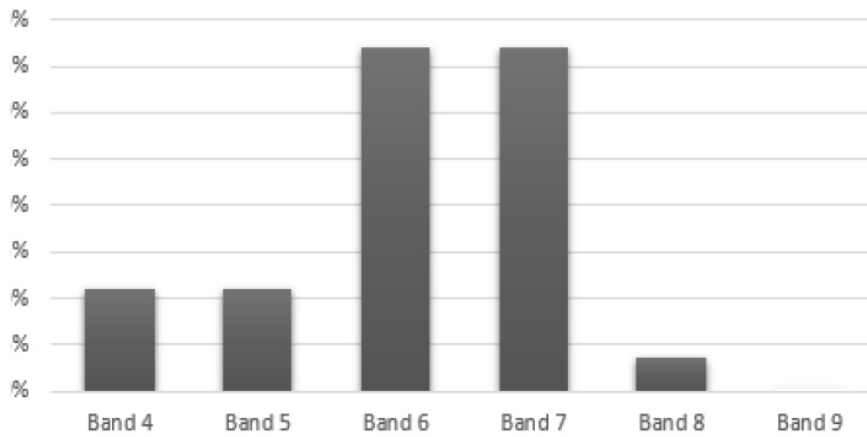
Figure 14: Year 7 Spelling Percentage in Bands

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**SECTION THREE: Student Outcomes In NAPLAN**

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**2017 Year 7 Grammar and Punctuation  
Band Percentages**



*Figure 15: Year 7 Grammar and Punctuation Percentage in Bands*

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**SECTION FOUR:  
RoSA**

# **THE GRANTING OF RECORD OF SCHOOL ACHIEVEMENT**

*The Record of School Achievement (RoSA) is a cumulative credential for students who leave school before completing their Higher School Certificate.*

*The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.*

*School leavers who are not eligible for the RoSA will receive a Transcript of Study showing all grades awarded, including 'N' determinations for mandatory courses studied in Stage 5.*

*Irfan College had K-6 classes in 2016, there was no need to issue RoSA credential. Year 7 and 8 commenced in 2017.*





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**SECTION FIVE:**  
**Professional Learning & Teacher Standards**

# Teacher Standards

At Irfan College we deliver the courses for study with a high standard of quality teaching. It is ensured that teaching staff at Irfan College:

- Have attained the standard of professional teacher competence as determined by the Minister, or
- Are working towards the standard of professional teacher competence as determined by the Minister and are under the direct, on-site supervision of teaching staff that have attained the necessary standard of professional teacher competence.

For 2017, all the teaching staff have been categorised into the following three categories:

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, or	18
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications, or	2
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	0

Note: Teachers in the second and third category have been employed owing to their expertise in the content areas of Quran and Islamic studies (non-Board subjects) or Primary Languages Other Than English, and work directly under the supervision of a qualified teacher.

# Professional Learning

The following professional development activities were undertaken by staff throughout 2017:

Description of Professional Development	No. of Staff Participating
Induction for all staff	32
Child Protection (teaching and non-teaching staff)	32
Framework for Effective Instruction	2
Supporting Effective Pedagogy in Your School	2
School-based Instructional Leadership Module 3 (Numeracy) and 4 (Literacy)	4
Phase 2 NSW Literacy and Numeracy Action Plan: 2018 Information	2
Data Analysis in Literacy and Numeracy	2
NCCD: Making Consistent Teacher Judgements	1
School-based Instructional Leadership Module 1	4
Education SEPP Seminar	1
Principal Induction Program	1
Chemical Safety in Schools Advanced Online Module	1
Creative Bend 'n' Stretch	1
Explicit Instruction and Assessment	10
Explicit Instruction and Phonological Awareness	5
Explicit Instruction and Beginning Sounds	10
Explicit Instruction and Advanced	1
Teaching So All Students Can Learn Mathematics	12

# Workforce Composition

At Irfan College, the workforce composition in 2017 was as follows:

Position	FTE*
Principal	1
Coordinators	3
Primary Class Teachers	7.2
Secondary KLA Teachers	2.4
Learning and Support Teachers	2
Specialist Teachers (Qur'an, Islamic Studies, Turkish and Arabic)	2
School Administration and Support Staff	6.6

\*Full time equivalent

There is nil indigenous staff at this College.





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**SECTION SIX:**  
**Student Attendance**

# Student Attendance

Attendance at school is compulsory five days a week. Apart from the legal requirements for attendance, it is important that students display consistency to gain optimum benefit from their education. Regular attendance at school is essential if students are to maximise their potential. Irfan College, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as a part of their duty of care, monitors part or whole day absences. The teachers ensure that lateness and absence are both being recorded and communicated to parents to improve the education of all students.

Below is a list of student attendance rates for each year level and the whole school in 2017:

Year Level	% of Attendance
Kindergarten	91%
Year 1	93%
Year 2	92%
Year 3	90%
Year 4	90%
Year 5	91%
Year 6	93%
Year 7	90%
Year 8	87%
<b>Overall</b>	<b>91%</b>

# Management of Non-Attendance

It is possible that due to an unsatisfactory record of attendance or frequent lateness, the student will not meet the course outcomes. This could affect a student's eligibility to complete the year successfully and be promoted to the following year level. It is, therefore, important that students cultivate habits of good attendance from the start of the year.

The school recognizes, however, that for a variety of sound reasons – such as illness, dental appointments, family emergencies etc – that students may be late or not attend school every day. In such cases, the student must bring a letter to excuse their lateness or the next day explaining the absence. The letter must be from the student's parent/guardian and signed. All lateness and absences are recorded in the school rolls and are documented in student reports.

Early intervention for students at risk of developing irregular patterns of attendance is crucial in order for these patterns to be reversed.

Indicators of students at risk of developing these patterns include the following:

- Frequent lateness
- Leaving school early
- Missing lessons
- Being the victim of bullying and harassment
- Learning difficulties/additional needs
- Many days absent, either through illness, unexplained reasons or family commitments
- Unresolved issues with school personnel (staff or students)
- Social or emotional issues
- Difficulties at times of transition
- Health issues experienced by the student and/or family members

Resolution of attendance difficulties may require a range of additional school based strategies including:

- Student and parent interviews

- Reviewing the appropriateness of the student's educational program
- Development of a school-based attendance improvement plan
- Referral to the school counsellor or outside agencies
- Support from school based personnel.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.

Attendance meetings with parents/guardians and students should be convened following initial contact with the parents/guardians, when a student's attendance pattern is of concern to the school. The purpose of these meetings is to review strategies initiated to support the student's attendance. The meeting should establish a shared understanding of accountability and strategies for improving the attendance of the student. Ideally, the student should be involved in the process of problem identification and improvement goal setting.

For ongoing intensive support of students, a student support group should be convened by the Principal and attended by relevant teachers, parents/guardians and the student. Professionals from other agencies may also attend as appropriate with the permission of the parents/guardians. The purposes of this meeting are to ensure that the parents/guardians are aware of the absences and fully appreciate the educational implications for the student, identify the reasons for the student's absences and develop a Student Attendance Improvement Plan and/or an Individual Learning Plan.

When the College feels that they have exhausted all strategies for addressing a student's unsatisfactory attendance, the regional office should be contacted to provide additional advice and support. It is important to realise that parents/guardians may be prosecuted if children have recurring unjustified absences from school.

# Enrolment Policies

The following guidelines must be met when students are applying to Irfan College:

1. Applications for enrolment may be made at any time by the parent/carer(s) of students.
2. Students enrolling at school for the first time will be five years of age on or before 31 July.
3. The College will base any decision about offering a place to a student on:
  - Family relationship with the school:
    - sibling of a current or ex-student;
    - either of the parents attended the school
    - they hold attitudes, values and priorities that are compatible with the School's ethos
  - The student:
    - the contribution that the student may make to the school, including the co-curricular activities
    - The student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement
  - The College:
    - ability to meet the special needs or abilities of the student
  - Other considerations
    - Order of receipt- when the application to enrol is received by the school
4. The College may meet with parent/carer(s) of the student before offering a place.
5. The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
6. Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.

# Characteristics of Student Body

Irfan College completed the academic year of 2017 with 212 students, 102 of these students are male and 110 are female. Students at Irfan College are predominately born in Australia. The parents of the students are born in the following countries: 32% Turkey, 28% Australia, 24% undisclosed, 6% Lebanon and the remaining minority countries include, but not limited to Afghanistan, Bosnia and Herzegovina, China, Egypt, France, Germany, Iran, and Iraq. More than half of our students commute to school using the bus service. Irfan College also accommodates students with learning disabilities and additional needs.

Irfan College aims to educate, build community and serve, and thus promote positive leadership among the senior students. This in turn allows the senior students to lead by example and thus have a positive influence upon the younger students. Irfan College strives to offer not only quality academic programs but also formation and instruction in leadership, hence better preparing students for life in today's society.

Our school is a partnership between teachers, students, parents and the community. Student input into formal decision making is integral to our mutual success. A formal and structured Student Representative Council will provide a forum for students to express their views, and to have them heard.

The following guidelines are for the implementation of the Student Representative Council (SRC):

- Each year, the school will conduct student only elections for a Student Representative Council
- Membership of the SRC must be proportionally representative, providing a balance of girls/boys and equal number of members representing each year level of students
- Students may not be excluded from the SRC due to any reason such as, race, religion, or non-payment of voluntary contributions.
- Elected members will receive badges, will be recognized in the newsletter, and will receive directions as their role and basic meeting procedures and protocols
- The elected school captains will chair all SRC meetings
- The SRC will meet monthly or more frequently as required
- The opinions expressed by the SRC will be carefully considered by the Principal, and students will receive appropriate feedback.
- The day to day coordination of SRC will be managed by the School Captains in partnership with an assigned teacher



# Student Well-being Policy

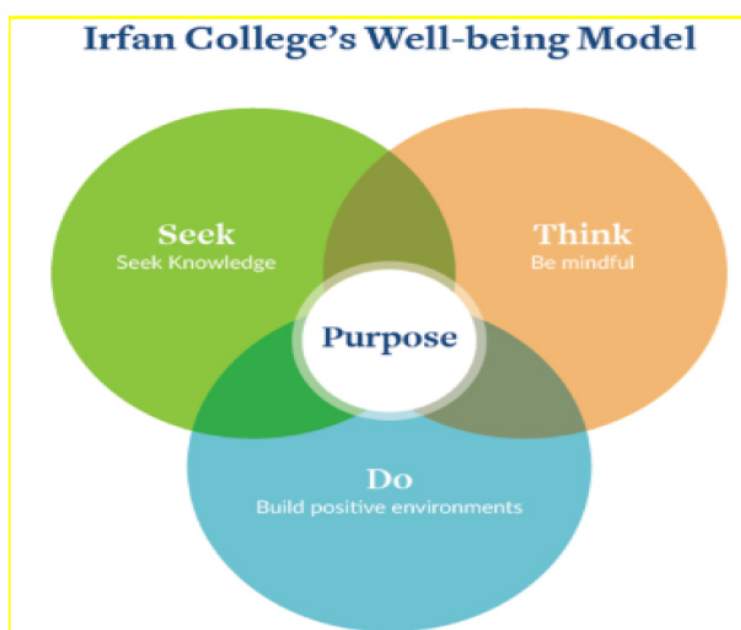
Irfan College aims to implement fairness across the community which is built on; an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships and the development of social and emotional competencies. Students develop personal awareness and responsibility while learning to use lifelong skills of active listening, expressing emotions and problem solving.

We value the integrity and well-being of each member of the College. We strive to cultivate genuine relationships. The College also aims to promote good order and harmony within the school community. Irfan College's Well-being policy is implemented through various programs and procedures. These include the following:

- Implementation of a fortnightly program focusing on student expectations in various locations of the College (PBIS)
- Student expectations matrix is used to clearly state expectations of behaviour in various locations of the school
- Interactive management process (IMP)

teacher guidelines sets a clear guideline about the process of dealing with various student behavioural issues through positive reinforcement.

- Counselling sessions
- Personal Development Sessions with Well-being Coordinator, Learning and Support coordinator and school counsellor. Students are given the opportunity to reflect and rectify their misbehaviour through the chance to change sessions. Students are required to stay back during lunch and have a guided mentoring session with the coordinator and counsellor.
- Motivational speakers are invited to the College to address our students with the aim of instilling student resilience, team-building, youth empowerment, careers advising, drug and alcohol awareness, cyber-bullying, and domestic violence and crime. Speakers include members from the community such as credible imams, police officers, state and federal MP's, successful entrepreneurs, businessmen, and academics.



# Anti-Bullying Policy

Irfan College offers all students a safe, secure, caring environment that promotes learning, personal growth and confidence. Any form of harassment will not be tolerated within the school and will be dealt with effectively. Harassment or bullying is subjecting someone to any form of behaviour, which is hurtful, threatening, frightening or makes them feel uncomfortable. These behaviors can be repeated over a period of time or can be a single incident however neither will be acceptable at the school. All forms of harassment including physical, visual, verbal and intellectual will be dealt with appropriately and no student will be victimised.



# Discipline Policy - Behaviour Management Guide

Irfan College takes a restorative approach in Behaviour Management; the College philosophy reflects the love, respect and forgiveness our religion teaches. Students are encouraged to attain high standards of behaviour and achievement and action is taken if standards are not kept. Parents will be kept informed at appropriate points throughout the discipline process. The College's ultimate aim is for the students to become self disciplined. Corporal punishment is not permitted under any circumstances.

The Behaviour Management Guide and Interactive Management Process (IMP) in the Well-being and Behaviour Management Policy sets a clear guideline about the process of dealing with various student behavioural issues through positive reinforcement. Teachers are expected to exert a great effort in correcting a student's behaviour through the advice given in this well-being & discipline. Teachers are required to maintain thorough records of their interactions with students and their parents, as this information will constitute the evidence required to pursue any student management issues successfully.

The discipline issues have been categorized into three levels depending on the discipline

matters and the repetitiveness of the incident. The Discipline Action Table serves as a guide to categorise misbehaviour according to the three levels and the applicable consequences. The three different levels consist of the following:

Level One contains issues that the classroom teachers may face during their day to day interaction with students whether it is within or outside the classrooms. These issues are dealt with by the classroom and specialist teachers.

Level two: The Coordinator, in conjunction with the classroom teacher, deals with level two student management issues. Once the classroom teacher has exhausted all he/she can, the matter is referred to the Coordinator. The Coordinator and the classroom teacher action certain student management measures and involve the parents. Students may be fast tracked into Level Two if they engage themselves in more serious discipline issues.

Level Three: This level deals with students that have not responded to the student's management plan in Level Two and/or have committed more serious offences that warrant the involvement of the Principal. Student at this level faces extended suspension if not expulsion.



# Complaints & Grievances Policy

As a college with an Islamic ethos, committed to the values of the Australian education system, Irfan College has both a desire and responsibility to ensure that our college environment is a happy, welcoming and inclusive one where everyone can feel accepted and valued. However, in any normal community, there are times when people raise problems or complaints. Frequently such problems are minor and are resolved informally but sometimes there are occasions when a person wishes to make a formal grievance. This policy sets out the ways in which we as a College community will respond and resolve complaints.

The Irfan College Grievances and Complaints Management Policy values:

- procedural fairness and natural justice;
- the right to be heard fairly;
- the right to an unbiased decision made by an objective decision maker;
- the right to have the decision based on relevant evidence.
- a code of ethics and conduct;
- a service culture free from discrimination and harassment;
- transparent policies and procedures; and
- avenues for recourse and further investigation.

The Complaints and Grievances Management Policy ensures that all persons are presented with procedures that:

- value the opportunity to be heard;
- promote conflict resolution;
- encourage the development of harmonious partnerships;
- ensure that conflicts and grievances are mediated fairly; and
- are transparent and equitable.

Irfan College has a duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to grievances and complaints management and procedures. In meeting the service's duty of care, management and educators agree to implement and endorse the service's Complaints and Grievances Policy. The Occupational Health and Safety Act states that employers have a duty of care to their employees to ensure that the working environment supports emotional and mental wellbeing.

The Irfan College Code of Conduct guides the Parent/Student/Staff Complaint and Grievance Procedures Policy.



## SECTION SEVEN: School Policies

Below is a list of the changes made to the above-mentioned policies during the reporting year and how these policies are disclosed publicly:

Policy	Changes in 2017	Access to full text
<p>Child Protection Policy:</p> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Included the WWCC checklist in the policy</li> <li>• Revised wwcc record keeping using the template from NSW department of education.</li> </ul>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> <li>• Parents may request a copy by contacting office.</li> </ul>
<p>Security Policy:</p> <ul style="list-style-type: none"> <li>• Premises, Buildings and Maintenance policy</li> <li>• Use of grounds and facilities</li> <li>• Emergency evacuation procedures</li> <li>• Visitor policy</li> <li>• WHS Policy</li> <li>• Lock Down Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Revised maintenance register</li> <li>• Addition of more classrooms and facilities (establishment of the secondary section)</li> <li>• WHS, emergency evacuation, and lock down policies have been updated as part of the registration and accreditation process for stage four. Staff have been informed of the changes.</li> <li>• Included the classroom inspection checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> <li>• Evacuation, Lockdown, visitor policy can be all downloaded and viewed in the Parent and Student handbook located on the school website.</li> <li>• Other policies can be requested from the office</li> </ul>
<p>Codes of Conduct:</p> <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Behaviour management including Anti Bullying Policy</li> <li>• SRC Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Changes have been made to the staff code of conduct. An abridged version has been introduced and staff has been issued a copy along with an induction.</li> <li>• Behaviour management policies and procedures have been refined with the introduction of the Interactive Management Process (IMP). Staff have been issued a copy of the updated policy and provided an induction.</li> </ul>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> <li>• Code of students, behaviour management, anti -bullying and SRC policy can be downloaded from school website - Parent and Student Handbook</li> </ul>

## SECTION SEVEN: School Policies

<p>Supervision Policy:</p> <ul style="list-style-type: none"> <li>• Duty of Care</li> </ul>	<p>Nil</p>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> </ul>
<p>Well-being Policy:</p> <ul style="list-style-type: none"> <li>• Discipline and Student Welfare</li> <li>• Availability and access to special services such as counseling</li> <li>• Medication and First aid procedures</li> <li>• Critical incident policy</li> <li>• Attendance Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Included the new wellbeing model and discipline guide</li> <li>• Included the interactive management process matrix</li> <li>• Included a College student expectation Matrix and lesson plan for student expectation</li> <li>• Introduced the tokens and revised the awards certificates</li> <li>• Changes have been made to pastoral care through the well-being policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> </ul>
<ul style="list-style-type: none"> <li>• New Policy introduced RoSA and Assessment policy for</li> <li>• Reporting Policy created</li> </ul>	<ul style="list-style-type: none"> <li>• Changes have been made to assessment policy. Staff have been briefed regarding the changes.</li> <li>• Aligned the Common Grade Scale for primary and secondary reports</li> <li>• Included the Record of School Achievement section in the policy</li> </ul>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> </ul>
<p>Procedural Fairness Policy:</p> <ul style="list-style-type: none"> <li>• Complaints and Grievances Policy</li> <li>• Disciplinary proceedings and notification</li> </ul>	<p>Nil</p>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> <li>• Parents can download copy of the Parent and Student Handbook on school website</li> </ul>
<p>Internet use Policy:</p> <ul style="list-style-type: none"> <li>• Legal risks</li> <li>• Legal requirements</li> <li>• Best practices</li> <li>• System monitoring</li> <li>• Plagiarism and copyright</li> </ul>	<p>Nil</p>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> <li>• Parents may request a copy by contacting office.</li> </ul>

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## SECTION SEVEN: School Policies

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<p>Teacher Accreditation Authority (TAA)</p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Preparing Accreditation Reports</li> <li>• Sharing relevant information</li> <li>• Assessing Teachers</li> <li>• Maintenance of Accreditation</li> <li>• Suspension and/or revocation</li> <li>• Making a decision to refuse</li> </ul>	<p>Nil</p>	<ul style="list-style-type: none"> <li>• Full text approved by BOSTES with minor updates requested</li> <li>• Distribution in Term 3, 2016</li> </ul>
<p>Revised Attendance Policy</p>	<ul style="list-style-type: none"> <li>• Prepared a detailed new record of school achievement policy including the grading scale</li> <li>• Prepared assessment policy and procedures for stage 4 and 5</li> <li>• Revised the roles and responsibilities</li> <li>• Revised the record keeping procedure by roll call teachers Introduced sentral software for marking daily attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Parents can download a copy from the website</li> </ul>



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## SECTION EIGHT: Improvement Targets

# School Determined Improvement Targets

This section of the annual report outlines the progress of the school measured against improvement targets documented in the school's annual plan. The school identified three main priority areas to target in 2017 and during the year, the Executive Team led by the Principal reflected on the progress being made in meeting improvement measures.

Time was also dedicated during executive meetings and whole school staff meetings each term to undertake thorough evaluations of processes, programs and resources. The annual school plan was also reviewed consistently to ensure alignment of progress measurements against identified priority areas. The results of these reflective processes provided guidance to ensure that our improvement efforts align with these high levels of expectations.

REVERSE  
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ONLY



## SECTION EIGHT: Improvement Targets

Priority one		Targets			
<b>Improving literacy outcomes</b>	<ol style="list-style-type: none"> <li>1. To provide stimulating and innovative pedagogical experiences and practices which maximise outcomes for students in literacy.</li> <li>2. To improve pedagogical practices which facilitate staff capacity building in literacy.</li> <li>3. To provide students with quality learning experiences which are underpinned by teacher professional learning and development.</li> <li>4. To explicitly teach comprehension through Super Six comprehension strategies</li> <li>5. To implement the K-2 Literacy and Numeracy Action Plan (AIS)</li> <li>6. To identify and address literacy needs of lower ability students through PAT and other data analysis</li> </ol>				
<b>Indicators (success criteria)</b>		<b>Strategies (how)</b>	<b>Timeframe (when)</b>	<b>Responsibility (who)</b>	<b>Resource allocation</b>
Improved NAPLAN results	All teaching and learning programs will embed Super Six comprehension strategies; building vocabulary through explicit teaching and learning experiences; NAPLAN data analysis	Terms 1-4, 2017	All teachers Coordinators	Allocation of time through staff and other meetings to review NAPLAN data and teaching and learning programs	
Differentiation and program adjustments explicit in teaching and learning programs; Explicit literacy teaching; Words their way spelling program	Engagement of learning and support coordinator to facilitate professional development and develop ILPs of targeted students Review of teaching and learning programs to reflect differentiation and adjustments; external/internal professional development for teachers in the areas of literacy teaching across all KLAS	Terms 1-4, 2017 On-going and organised as relevant professional development opportunities become available	School Board Principal Coordinators External consultants	Allocation of school funding; allocation of time for professional development	

## SECTION EIGHT: Improvement Targets

Participation in the Premiers Reading Challenge for years 3 – 8	Activities to encourage participation to be organised through the literacy committee	Participation based on available registration dates	Literacy committee Coordinators Classroom teachers	Appointment of school delegate to complete registration; allocation of funding to enhance library to ensure book list is largely available
Identification of students requiring literacy support	Using PAT, NAPLAN and class assessment results to identify students with significant literacy needs and create ILPs to address these needs	Terms 1-4, 2017	LST coordinator Learning and Support Teachers	Allocation of learning and support teachers to assist/conduct testing and analysis; allocation of time to conduct testing/analysis; allocation of time during staff meetings to discuss and determine future directions and/or evaluate effectiveness of resources/testing.
<b>Priority two</b>				
<b>Targets</b>				
<b>Building teacher capacity to enhance performance</b>	<ol style="list-style-type: none"> <li>To provide every teacher with the necessary skills to identify individual student needs through professional development to create an inclusive environment</li> <li>To assess teacher capacity through the revised performance review policy</li> <li>To identify graduate teachers that require proficiency and assist them in achieving and maintaining accreditation</li> <li>To identify relevant professional development opportunities based on teacher needs</li> <li>To promote pedagogical practices that cater to individual student needs</li> <li>To make learning personalised and self- directed.</li> <li>To provide challenging experiences which promote critical and analytical thinking.</li> </ol>			
<b>Indicators (success criteria)</b>	<b>Strategies (how)</b>	<b>Timeframe (when)</b>	<b>Responsibility (who)</b>	<b>Resource allocation</b>
Evidence of achievement of Australian Professional Standards for Teachers.	Peer Coaching to support teachers that encourages staff to expand their skills and potential.	Terms 1-4, 2017	Coordinators	Allocation of time for professional dialogue, teacher observations and team teaching; allocation of funding for casual teacher to cover teachers as relevant

## SECTION EIGHT: Improvement Targets

Achievement of accreditation for teachers	Coordinators to work with graduate teachers to monitor achievement of accreditation	Terms 1 and 4	Coordinators	Allocation of time for professional dialogue and teacher observations; allocation of funding for casual teacher to release graduate teachers for preparation/planning.
Improvement of student outcomes	Using PAT and NAPLAN results to inform and direct programming and teaching; putting into practice learning through PDs and LST coordinator; development of ILPs in collaboration with parents, teachers and student services	Terms 1-4, 2017	Classroom Teachers Coordinators	Allocation of time during staff meetings/in-house PD sessions to discuss and determine future directions; allocation of RFF for LS Teachers to implement ILP process
Project Based Learning through open-ended tasks	PBL projects/STEM projects	Term 4, 2017	Numeracy committee Classroom teachers Coordinators	Allocation of school delegate to lead and implement initiative; funding for casual to provide RFF for delegate to implement project
<b>Priority three</b>				
<b>Targets</b>				
<b>Establish an effective whole school wellbeing model</b>	<ol style="list-style-type: none"> <li>1. To create quality learning environments that foster personal growth and development.</li> <li>2. To establish whole-school social-emotional learning through the implementation of mental health programs.</li> <li>3. To provide opportunities that assist students in identifying their role as global citizens</li> <li>4. Developing effective and meaningful partnerships that are relevant to student needs.</li> <li>5. To promote a positive sense of self through whole-school SRC and P&amp;C programs</li> </ol>			

## SECTION EIGHT: Improvement Targets

6. To promote physical activity through regulated sports program					
Indicators (success criteria)	Strategies (how)	Timeframe (when)	Responsibility (who)	Resource allocation	
Whole school initiative to build positive relationships; Improved peer and teacher relationships	Well-being programs; mental health programs; camp and other whole-school activities e.g. sporting events; lunch clubs; Friday prayers; daily prayers; soccer team	On-going	All staff Wellbeing Coordinator Classroom teachers	Funding for PD and resources to allow implementation of mental health programs; allocation of time for wellbeing coordinator to provide training for staff through staff meetings/in-house PD sessions; staff to be assigned to specific activities	
Improved links with the school local and global communities	Identifying community needs through survey; developing and implementing programs and initiatives that cater to those needs e.g. healthy cooking on a budget classes, parenting skills classes, local and global aid organisations e.g. <del>Hasena</del> Hasene; promotion of community-based LOTE, Islamic Studies and Quran school; utilising welfare and health agencies within the community	Term 3 and on-going	Principal Wellbeing coordinator Classroom teachers P&C committee External welfare and health agencies	Development of survey e.g. surveymonkey.com; allocation of personnel to analyse data; allocation of time for presentation of survey findings and discussion of future directions; allocation of relevant staff to develop relevant programs and make contact with relevant agencies and services based on findings of survey and initiatives to be implemented	
Implementation of Rising Stars program; SRC committee; P&C committee	Election of class captains and vice captains changing on term basis; selection of school captain; Review of P&C roles and responsibilities; possible election of new executive members	Term 1, term 4	Wellbeing coordinator Classroom teachers	Allocation of funding for relevant SRC badges; allocation of time for student election; allocation of time for wellbeing coordinator to assist P&C in its review	



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## SECTION EIGHT: Improvement Targets

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Increased level of participation in the playground	Sports passes for students behaving positively (selected students to nominate sports buddy); lunch clubs where students select activities which appeal to them	Ongoing	All teachers Wellbeing coordinator	Allocation of funding for sporting equipment; allocation of time for discussion of program
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# Key Improvements Achieved in 2017

Following is a list of Key Improvements made in 2017 following the review of the annual school plan.

## Teaching and Learning:

- Irfan College facilitated Secondary for the first time since its inception in 2013. Secondary was facilitated through Years 7 and 8.
- The commencement of the Islamic integration project, integrating Islamic worldview into the Australian Curriculum.
- Irfan College was elected by the Association of Independent Schools New South Wales to take part in a four year initiative known as the Literacy and Numeracy Action Plan (LNAP). The aim of the LNAP is to improve the literacy and numeracy skills of students in Kindergarten to Year 2 through Explicit Direct Instruction, an evidence based teaching strategy that focuses on delivering efficient and effective lessons.
- Learning and Support Coordinator was recruited to provide structured and specific intervention programs.
- Individualised Learning Plan policy and procedure was developed to identify and monitor students with learning disabilities and difficulties
- Irfan College commenced the academic year for the first time with a part-time teacher librarian who facilitated a library period per week for each class.
- Teacher Aides were recruited for students with learning disabilities and classes with large size student numbers
- NESAs Inspection was very successful. Years 7 and 8 received five years renewal and Year 9 received initial registration.
- Introduced BYOD ipad policy for secondary students

## Welfare and Well-being

- Introduction of the You Can Do It! Education Program Achieve. The aim of this program is to develop the social and emotional

capabilities of young children including Confidence (academic, social), Persistence, Organisation, Getting Along, and Emotional Resilience.

- Recruitment of part-time Counsellor

## Facilities and Resources

- Adoption and rollout of the school information system, Sentral
- Allocation of library room and teacher librarian. Upgrading the library with more resources
- Allocation of Year 7 and 8
- Commencement of construction of double-storey permanent building
- Complete rollout of brand strategy development including logo, uniform, and website
- DA submitted to council for the increase of students to 300
- Instalment of student lockers
- Enhancement to P&C
- Establishment of Junior Science Lab
- New furniture for the front office and the classrooms
- Replacement of doors with glass panels
- Construction of safety fences where necessary

## Staff

- An array of teachers were recruited to establish Secondary
- An experienced Learning and Support Coordinator was recruited to establish the learning and Support department
- The rapidly growing nature of our school resulted in the employment of a part-time IT administrator
- Recruitment of part-time school counsellor and IT Manager
- Recruitment of two part-time front desk

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## SECTION NINE: Initiatives

# Initiatives Promoting Respect & Responsibility

Irfan College wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility.

At Irfan College, we aim to promote the learning and displaying of respect and responsibility. Islam states that it is the responsibility of each individual to treat all of creation with respect, honour and dignity. The most deserving of respect is the Creator Himself. Respect begins with loving and obeying the commandments of God and from this respect flow all the manners and high standards of morality that are inherent in Islam. The school organises well-being programs and school camps where the students are given opportunities to develop personal awareness and respect for individual differences through various indoor and outdoor activities.

Since the beginning, the school has maintained an ethos of helping others. We fundraise for the benefit of others to increase social awareness in our students. Students participate voluntarily in Ramadan and Qurban campaigns and work very hard in order to send food package donations to people around the world facing starvation. In addition, the school held a book fundraiser for our new library.

Irfan College promotes respect and responsibility by taking part in the following initiatives:

- School Captain and SRC members facilitated a fundraiser for cancer research at the Westmead Children's Hospital. Students raised a total of \$3,000.
- Harmony Day
- Anzac Day

- Reconciliation Day
- Students and families raised funds for the Hasene Ramadan Food Campaign which involved collecting funds to purchase food items in second and third world countries.
- You Can Do It! well-being program was explicitly taught in class to teach students social and emotional skills
- A delegation of students representing our school attended a one day conference and workshop at the Western Sydney University based on 'Leadership'.

Students learn about the importance of unity, respect, diversity and valuing justice and equity for all Australians. The sense of being a harmonious community, where personal relationships with others matter, is an important factor at Irfan College.

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## SECTION TEN: Parent, Student & Teacher Satisfaction

# Parent Satisfaction

Irfan College desires to work in partnership with the families of the students to encourage the best educational outcomes for each student. The teachers endeavour to communicate effectively regarding each student's academic and social development on an on-going basis. Parents are provided with regular feedback through parent-teacher interviews or individual appointments to ensure that each parent is well-informed of their child's developments and needs. The School encourages parents to discuss concerns with the appropriate staff member as necessary.

Following is a list of some of our activities/events that took place throughout 2017 involving the parents:

- Taking part in excursions
- Addition of Year 7 and 8
- Iftar dinners
- Mother and daughter Mother's Day Movie Night
- Father & Son soccer tournament
- Co-curricular activities introduced such as soccer and martial arts
- Irfan College soccer team
- School Readiness Program for Kindergarten of the following year
- Significant resource procurement to improve the quality of teaching standards such as PreLit, InitialLit, Literacy Pro, Science lab equipment and materials, mandatory technology equipment, etc.
- Brand strategy development including the upscaling of our website, logo and other marketing related materials that provided our parents better service with more information
- Islamic Worldview integration as our parents want their children to receive a holistic form of education.

Our parents help voluntarily in the running of school activities and ensure that wide ranges of opportunities are available for the students. Many parents who are part of the Parents and Friends organisation frequently give up their time to provide assistance to the children and staff. They continue to provide a great assistance in all sorts of activities such as: attending school excursions, barbeques, fundraising events, etc. Parent involvement was huge for the end of year presentation in 2017. Also, our fortnightly school assemblies always attract many parents every second Friday.

An additional measure of parent satisfaction includes the positive trends in enrolments. Enrolment numbers and forward interest in enrolments continue to increase, suggesting very good parent satisfaction with Irfan College; its mission, vision and direction for the future. The school interviews parents when undertaking enrolments and when leaving the School. Questions asked focus on level of satisfaction, perceived areas of improvement and communication.



# Student Satisfaction

At Irfan College, we value all our students and their overall satisfaction is important to us. High student attendance and retention rates are indicators that students enjoy their learning environment and parents are satisfied with the educational offerings at the school. Some of the activities that took place in 2017 to promote student satisfaction are as follows:

- Incursion by a Police liaison officer, giving an insight on cyber-bullying
- Establishment of Learning and Support Department to cater for additional needs of our students
- Improved playground with soft-fall surface
- Athletics Carnival
- Lunch clubs such as skipping, knitting, creative arts, chess, vegie patch, drama, handball, etc.
- Happy Harold Life Education incursion
- Recruitment of teacher librarian and allotment of one library period per week for students to borrow books regularly
- Recruitment of school Counsellor
- Year 6 Farewell lunch with teachers and the Principal at a restaurant
- Weekly merit awards
- Fortnightly class assemblies where students showcase their wonderful performances
- Sports Carnival
- Meetings and with SRC members
- Mufti days
- Iftar dinners for our students and their families

# Teacher Satisfaction

The staff at Irfan College is extremely dedicated and they take every opportunity to give the best education possible to their students by using a variety of teaching strategies and learning activities to help students learn. The dedication, collegiality and teamwork amongst the staff are a testament to their professional capacity and it clearly demonstrates a high level of satisfaction in all areas of their work.

Teachers at our school are encouraged to voice their opinion on both formal and informal platforms such as staff meetings, briefings, annual staff barbeque, social gatherings, teacher birthday celebrations, etc.

The school received approval from NESAs as a TTA in order to help our teachers achieving their accreditation. Teachers are assisted in this area to optimise the development and compilation of a successful submission.

The school has provided each class with a laptop and recruited an IT Administrator to assist teachers with day-to-day technical issues. Also, due to the increase in staff numbers, the school has facilitated more photocopiers/printing machines. In addition, Xero Business and Accounting Software was introduced as a time-saving tool for things such as receivables, payments and online application of staff leave.

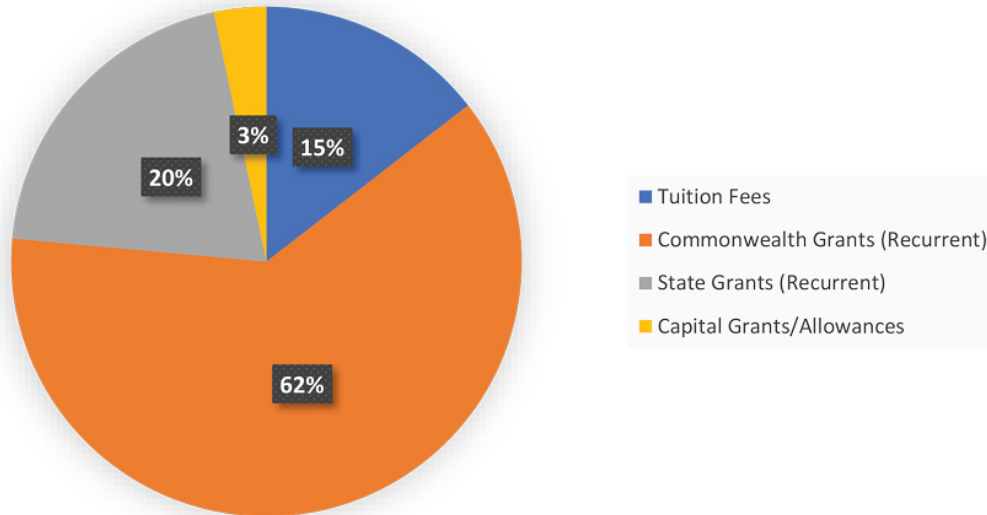




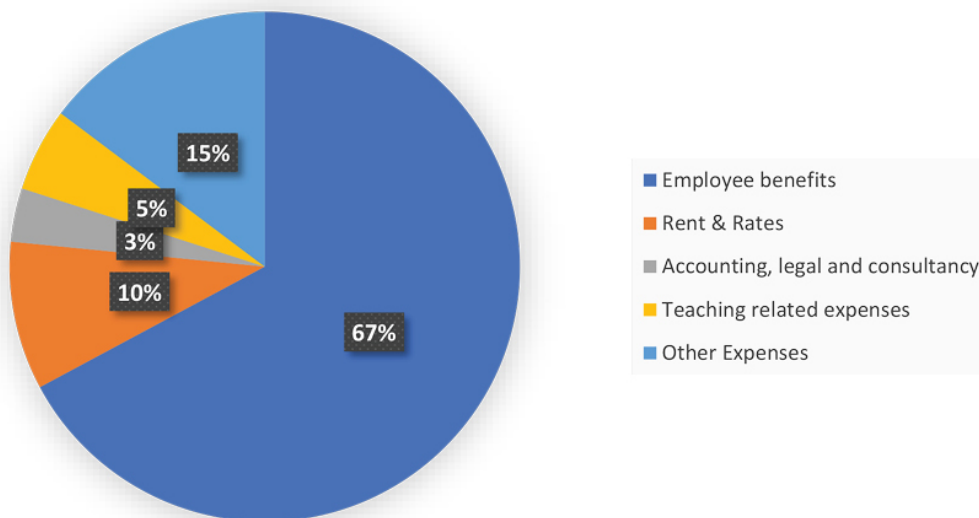
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## SECTION ELEVEN: Financial Summary

### Recurrent/Capital Income



### Recurrent/Capital Expenditure





# IRFAN COLLEGE

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