



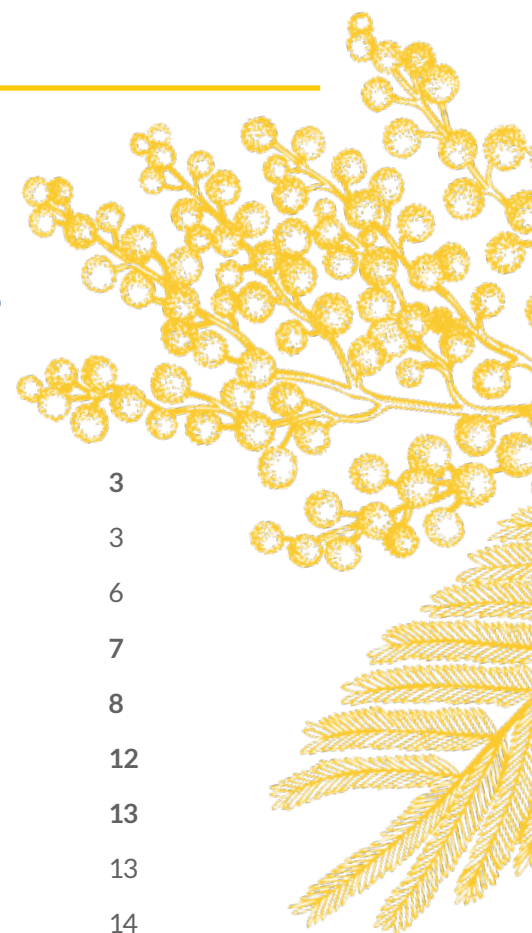
Irfan College

Annual Report 2019

Guiding Our Future
Thinkers & Leaders

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SECTION ONE:
Message From Key School Bodies

Principal's Message

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Dear Irfan Parents, Families and Community Members,

Assalamu 'Alaykum wa Rahmatullahi wa Barakatuh

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 Prophet Muhammad (may the peace and blessings of Allah be upon him) and beseech Allah (glorified and exalted be He) to accept and bless our efforts to provide an exceptional educational service.

Prophet Muhammad (peace be upon him) mentions in a hadith, 'The best of mankind are those who are of benefit to others'. In the Islamic tradition, 'service' is not restricted to a select group of people. Humanity is duty bound, according to the Islamic belief, to first and foremost recognise and acknowledge their servanthood to Allah (Glorified and Exalted be He), and subsequently fulfill their responsibilities to the rest of creation as stewards of Allah and His Messenger, Muhammad (peace be upon him). Part of our College's vision statement is to raise students who have 'a deeply rooted motivation to actively do good in the world'. This aspect of our vision statement is undoubtedly a lofty and challenging pursuit. Our staff at Irfan College are in unison and all aware of the honourable and noble task of educating our future generations. I always inform my staff that our vision is larger than our current site and look forward to expanding our vision to multiple campuses.

Since our College's establishment in 2013, this year has by far been the most productive in all aspects. Some of the key achievements of 2019 include:

Changes to Executive Structure

We commenced 2019 with some amendments to our Executive Team structure with the allotment of a Deputy Principal, a new Secondary Curriculum Coordinator and the allotment of a Head of Policy and Compliance role. Our Deputy Principal allotment has been handed to Mr Mustafa Ayvaz, who was previously our Well-being Coordinator. Mr Mustafa will still be responsible for Well-being, however with the addition of some new roles such as attendance, uniform, duty of care and supervision, and child protection. Our new Secondary Curriculum Coordinator is Ms Jena Yalcinkaya who previously assumed the Secondary Commerce teaching role. Ms Jena is an educator with a strong vision and commitment to lift the academic and behavioural standards of our students in Secondary. The Head of Policy and Compliance role has been handed to our previous Secondary Curriculum Coordinator, Ms Sameema Ali. Ms Sameema is an educator with three decades of educational experience with vast experience in the field of policy development and compliance. Ms Sameema will be ensuring that our College policies are up to date and being implemented, and leading our progression towards HSC. I ask Allah (swt) to accept our efforts and grant success to our Executive and teaching staff.

Application to NESA for Year 11

We are pleased to announce that the application made to the NSW Education Standards Authority (NESA) for the registration of Year 11 and Higher School Certificate (HSC) reached a successful determination. An inspection was conducted on 12 June this year and alhamdulillah, with the permission and favour of Allah (swt), our College was granted approval for the application. As a result, our College will be accommodating its first Year 11 cohort in 2020. We ask our parent body and school community to keep us in their prayers for the continued success in our efforts.

SECTION ONE: Principal's message

DA to Increase Student Numbers

An application was made to council a year and a half ago to increase our student numbers to 300. On the 12 of November, after a long and arduous commitment to achieve this student number increase, alhamdulillah a decision was made by the Fairfield Local Planning Panel to approve the Development Application for 285 students. This number will facilitate a single stream K-12 school by 2021, inshaa'Allah. We thank Allah (swt) for the blessings that He continues to shower upon us.

Strategic Plan

Our College Executive Team participated in an exciting endeavour this year preparing the strategic plan for 2020-2023. The development of a school strategic plan is an extensive and comprehensive process which will be supported by an expert third party. The development will include numerous stages such as building a roadmap, research and planning, and the surveying of students, parents, staff and the College Board, collation of data, analysis, and finally the production of strategic intent. The process reached completion at the end of 2019 and will be released in 2020.

Open Day

Another highlight of this year was the Open Day. Our Open Day was by far the largest event with over 40 families in attendance. The large attendance was testament to the interest forming among prospective parents and the reputation our College has built in such a short period of time. It is quite pleasing to see that over 160 applications have been made for 2020 enrolment so far, which is again testament to the interest our community has formed for our College.

Dinner with Neighbours

We were able to conduct a first in our College's history with an exciting event for the neighbouring residents of Irfan College. A dinner was hosted for Irfan College neighbours with the purpose of meeting one another and providing our neighbours with an opportunity to ask questions or share any concerns they had about the school. The dinner was a success with over 20 residents attending the event. The neighbours were greeted by our staff who volunteered to stay back on the last day of the term and facilitated a warm and welcoming environment for our visitors.

NAPLAN

Alhamdulillah, NAPLAN results demonstrated significant improvement this year. Overall, our school achievement since establishment displayed steady improvement in all domains and participating cohorts. Year 5 and Year 7 scored the highest achievement overall since Irfan's inception,

with Spelling being the most improved in all year groups. Areas that require improvement across all domains include the explicit instruction of reading comprehension strategies across all year groups. The widespread consumption of technology and unrestricted usage of devices is without a doubt having an impact on the achievement levels of our students, and school engagement in general. Our 'Gen Z' students are 'reading less' and 'viewing more'. A team effort from all stakeholders is required to ensure student outcomes are met and education standards are not compromised.

Ambassador Program

This year we were also able to introduce our student ambassador program. The student ambassador program had stemmed from the realisation that many of our students would benefit from co-curricular opportunities to cultivate their interests and skills outside of the class domain. Through this program, students are given the opportunity to engage in social justice tasks utilising their style of learning and ultimately empowering them to make a difference in their community whilst upskilling their abilities. To date, we have appointed two student ambassadors overseeing the permaculture garden and media/graphic design. These two students have been issued responsibilities along with time allotment to ensure the objectives of the ambassadors program is met. We are hoping to introduce more ambassadorships in the future, inshaa'Allah.

Refugee Food Drive

Irfan College aspires to produce exemplary students 'who actively do good in the world'. To enact this vision, our College collaborated with Hasene Australia and Host International to collect and donate perishable items to refugees residing in Sydney, Australia. The initiative was a complete success with almost a tonne of perishable items donated. We are again appreciative and grateful of our parent body's generous contributions.

Sports

Unfortunately, sports participation is an undervalued aspect of schooling in most Islamic schools. With the diligent effort of our Sports Coordinator, our students have had a considerable amount of sporting opportunities this year, both in Primary and Secondary. Our students competed in the Bachar Houli Cup, Harmony Cup, Faith Shield Soccer Cup, Bernera Zone Gala Day, NRL Harmony Gala Day and OzTag competitions. Being active is a significant contributor to overall health. We look to further develop this area in the years to come.

SECTION ONE: Principal's message

LMA Teachers Appreciation Award Ceremony

Irfan College recognises that the greatest contributor to achieving student outcomes is teacher efficacy. Alhamdulillah, three of our College's staff members were nominated to receive an award at the Inaugural Teachers Appreciation Award Ceremony hosted by the Lebanese Muslim Association. The nominations are as follows:

- 'Excellence in Leadership/Mentorship Award'- Mr Ali Arabaci
- 'Leading The Way: Innovation in Practice Award/Commendations For The Enhancement and Innovation of Student Learning'- Ms Samah Taki
- 'Excellence in Beginning to Teach Award' - Ms Amena Yatim

Alhamdulillah, all three teachers were acknowledged for their contributions to the sector and were presented with an award at the ceremony.

'Clean School, Clean World' Initiative

Prophet Muhammad (saw) states, 'cleanliness is half of iman'. Allah (swt) has appointed Adam (as), and subsequently, humankind, to be His representatives on earth. It is the duty of the human race to care for and cultivate the earth, and not destroy it. To adhere to this principle, our College Executive team has introduced the 'Clean School, Clean World' initiative in which all students and staff are allotted 20 minutes every fortnight to collect rubbish around the school. The initiative has been received with success with students becoming more conscious about their waste disposal.

I would like to thank our parents for entrusting us with the education of their children and enabling us to enact our vision. Without the support of our parents, we would not have been able to achieve these important milestones. 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,

Mr Ali Arabaci

Principal



Parents Body Message

I would like to commend the efforts of our parents/carers that continue to dedicate their time to our school. We have expanded our P&C body and it's a reflection of your efforts to meet our targets and continue to improve the quality and effectiveness of our school 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. We will continue to evaluate, reflect and act on feedback to work towards a common goal and that is to achieve the highest standards of education and support for our children.

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

- PnC stalls for SRC fundraiser
- Iftars at Guildford mosque
- Cemetery clean up day
- Eid fair Stalls
- Official opening of new school building
- Book week
- Sports carnival
- Year 6 graduation
- High school end of year presentation
- Primary end of year presentation night
- Start of school year for 2019
- Harmony day
- Eid assembly

Our 2018-2019 P&C vision was to assist with the expansion of the school, increase support for the staff and in broadening the schools vision for a greater and more successful Irfan College.

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

Rukiye Cetinay

President of the Parents and Citizens Committee.



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 10 and is progressing towards HSC on a yearly basis. Irfan College has a fairly diverse student background with up to 10 different ethnic backgrounds and all of our students coming 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 by the bus service provided. The bus service accommodates students from the Auburn, Guildford, Mount Druitt, Liverpool 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 centre 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 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.

SECTION THREE: Student Outcomes In Naplan

NAPLAN Test Years 3, 5, 7 & 9

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.

The charts below provide more information about student achievement in Years 3, 5, 7 and 9 for 2019.

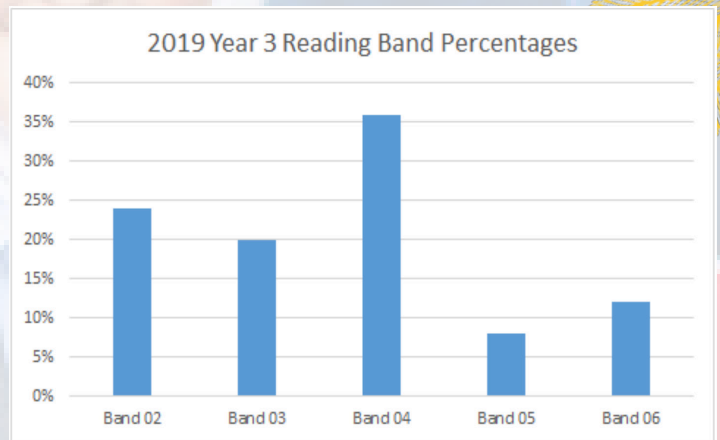


Figure 1: Year 3 Reading Percentage in Bands

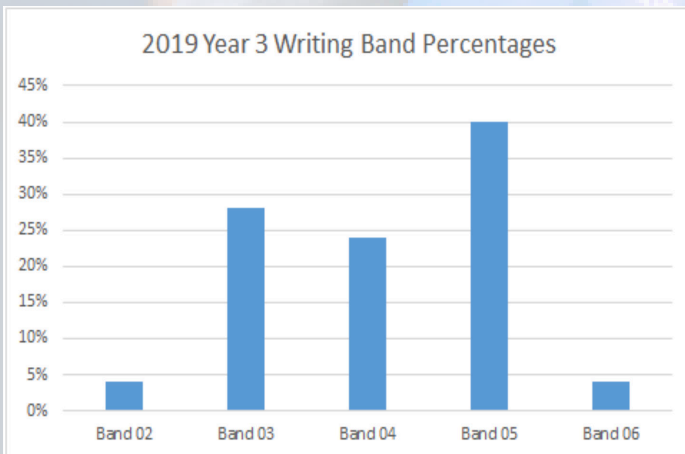


Figure 2: Year 3 Writing Percentage in Bands

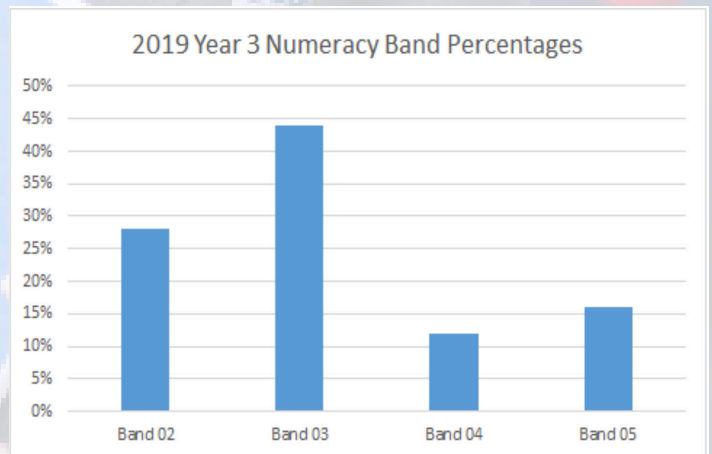


Figure 3: Year 3 Numeracy Percentage in Bands

SECTION THREE: Student Outcomes In NAPLAN

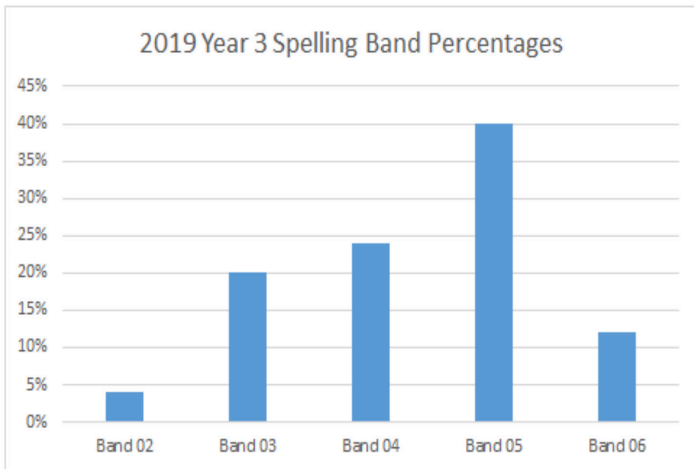


Figure 4: Year 3 Spelling Percentage in Bands

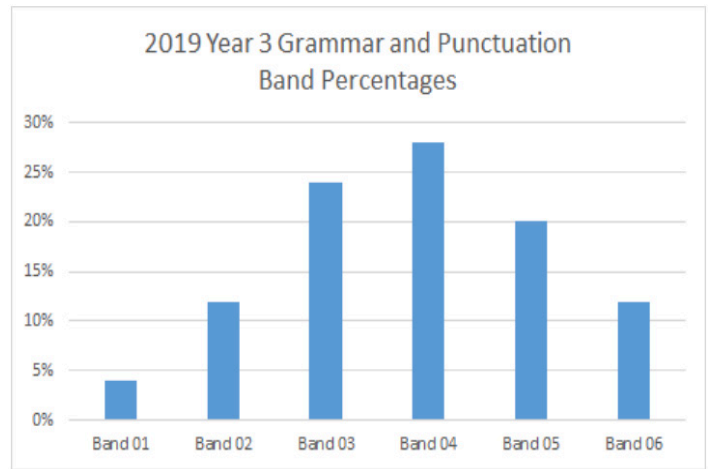


Figure 5: Year 3 Grammar & Punctuation Percentage in Bands

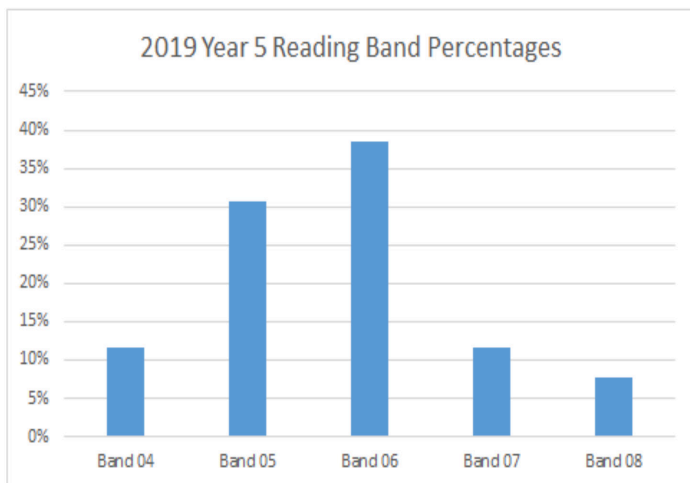


Figure 6: Year 5 Reading Percentage in Bands

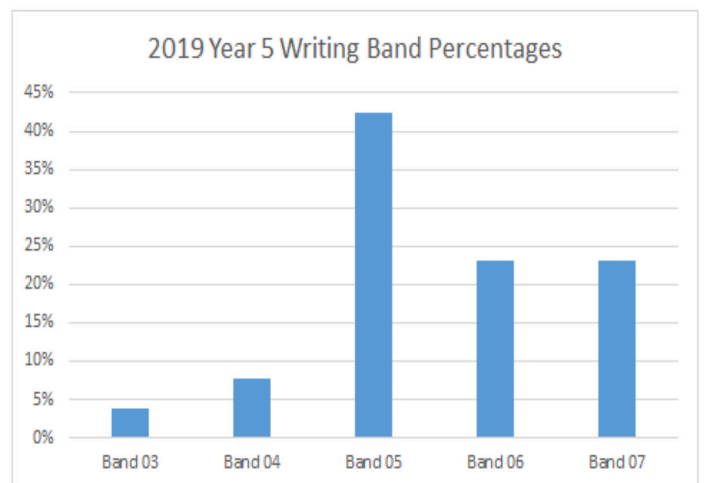


Figure 7: Year 5 Writing Percentage in Bands

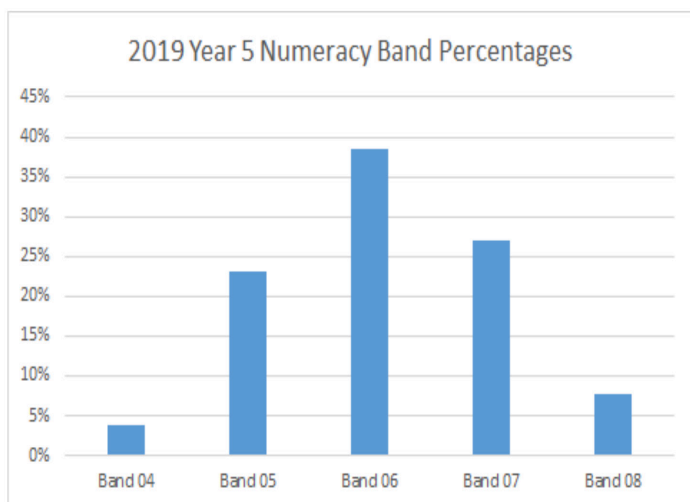


Figure 8: Year 5 Numeracy Percentage in Bands

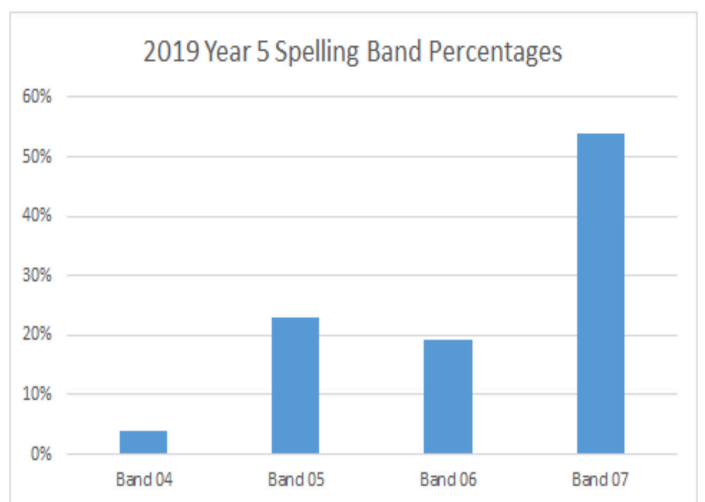


Figure 9: Year 5 Spelling Percentage in Bands

SECTION THREE: Student Outcomes In NAPLAN

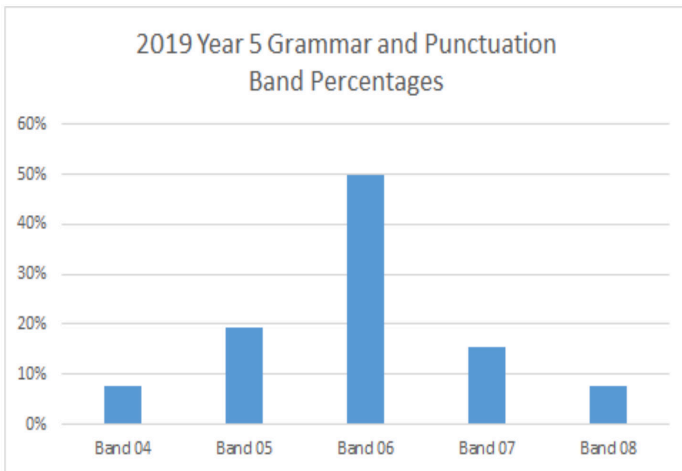


Figure 10: Year 5 Grammar & Punctuation Percentage in Bands

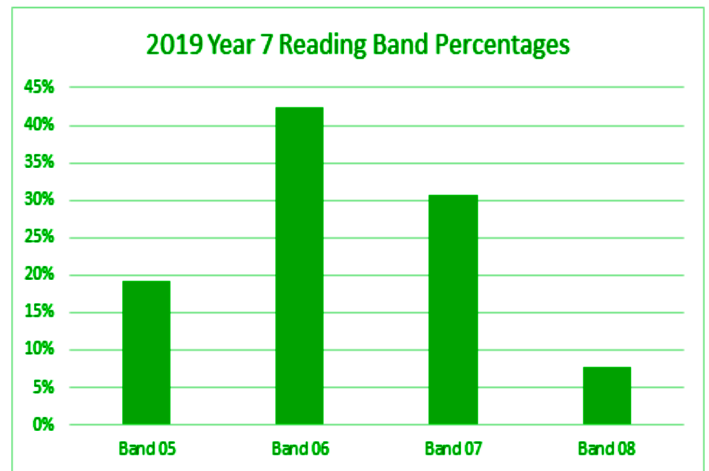


Figure 11: Year 7 Reading Percentage in Bands

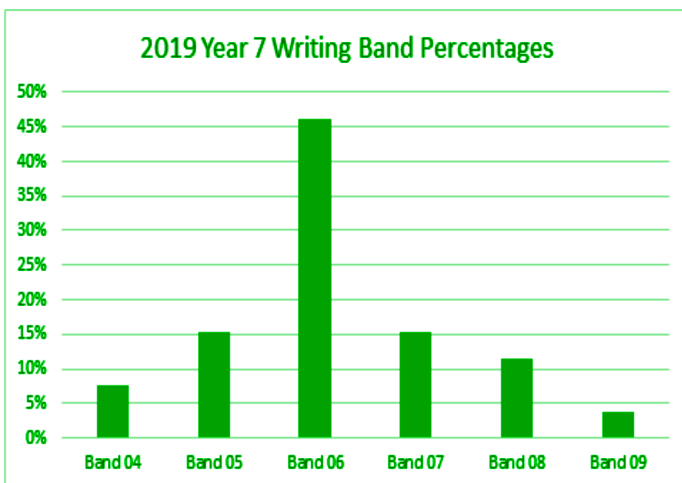


Figure 12: Year 7 Writing Percentage in Bands

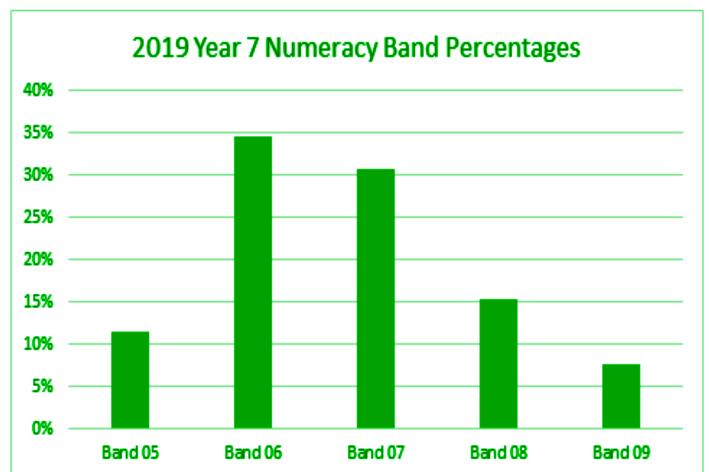


Figure 13: Year 7 Numeracy Percentage in Bands

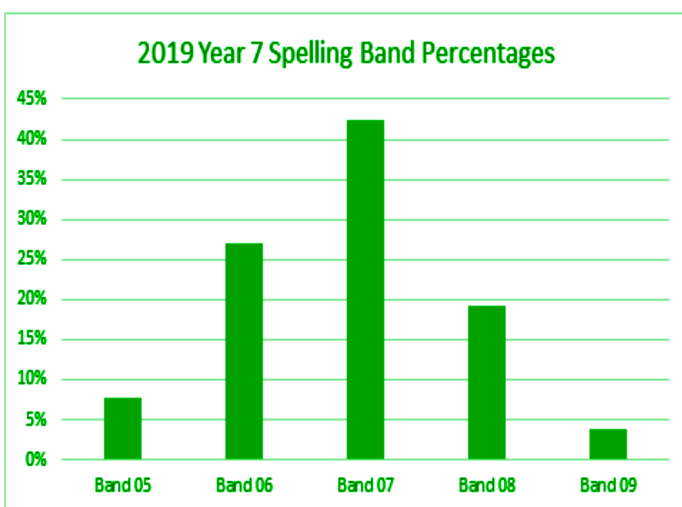


Figure 14: Year 7 Spelling Percentage in Bands

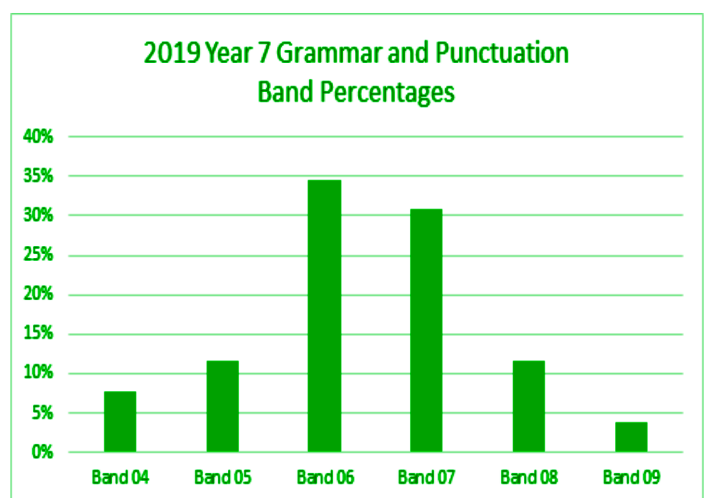


Figure 15: Year 7 Grammar and Punctuation Percentage in Bands

SECTION THREE: Student Outcomes In NAPLAN

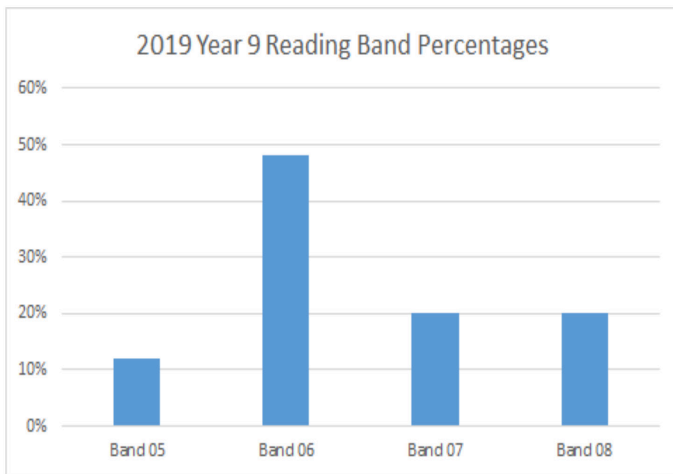


Figure 16: Year 9 Reading Percentage in Bands

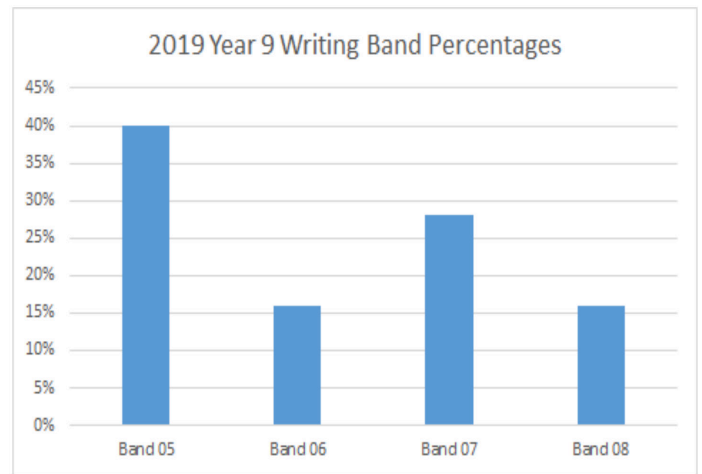


Figure 17: Year 9 Writing Percentage in Bands

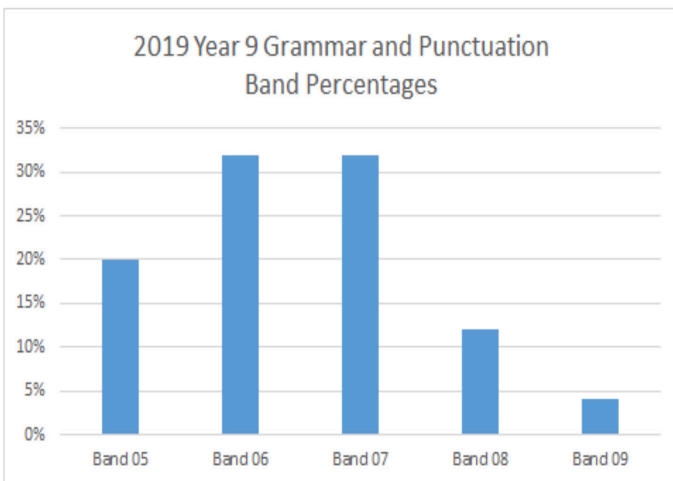


Figure 18: Year 9 Grammar and Punctuation Percentage in Bands

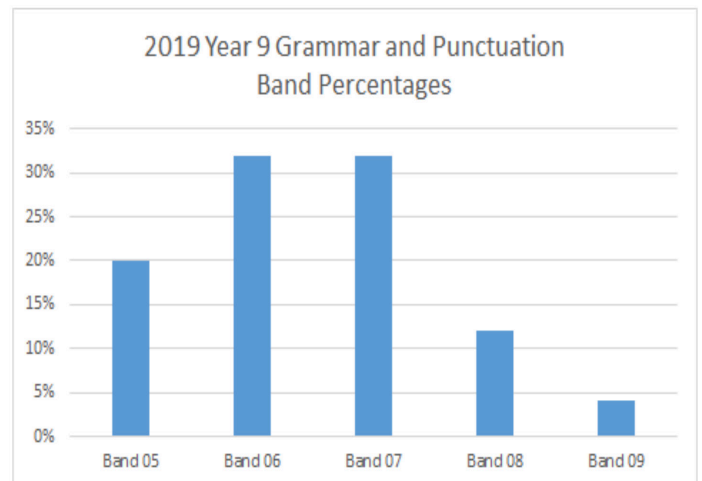


Figure 19: Year 9 Spelling Percentage in Bands

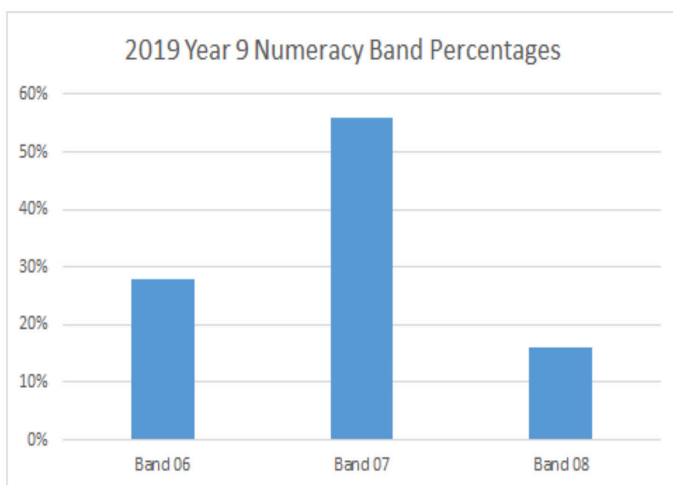


Figure 20: Year 9 Numeracy Percentage in Bands

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. NESAs 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.

RoSA The following table shows the percentage of Year 10 students who successfully attained a qualification/certificate:

Year 10	Qualification/Certificate	Percentage of Students
2019	RoSA	100

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 2019, 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	23
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	1
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 2019:

Description of Professional Development	No. of Staff Participating
Induction for all staff	48
Child Protection (teaching and non-teaching staff)	48
Obligations in Identifying and Responding to Children and Young People at Risk	48
Behaviour management and Well-being seminar	48
The Principles of Purposeful Programming - Online Module	1
Familiarisation: NSW Stage 6 English Syllabuses - Online Module	1
Planning and Programming: NSW Syllabus for the Australian Curriculum English K-6 - Online Module	1
Breakfast Briefing: Human Resources Professionals	1
Phase 2 Action Plan: 2020 Planning Workshop	2
Managing School Construction Projects	1
RoSA and HSC Curriculum Requirements for Registration and Accreditation	1
Python Programming for Absolute Beginners	1
Governance Workshop	9
HoDs Day	1
Instructional Leadership Masterclass 10: Responding to Developments in Cognitive Load Research	2
Introduction to Arduino for Stages 3 and 4	1
Nationally Consistent Collection of Data: Application and Evidence	3
Instructional Leadership Masterclass 9: Strengthening Instructional Leadership for Numeracy	2

SECTION FIVE: Professional Learning & Teacher Standards

Description of Professional Development	No. of Staff Participating
Phase 2 Action Plan : Spelling Module 3 Explicit teaching of Spelling Patterns and Rules	10
Phase 2 Action Plan: Planning Effective Numeracy instruction	10
Pedagogy in Practice: Maintenance of Accreditation	1
Phase 2 Action Plan Numeracy Module 10	10
Disability Discrimination Legislation	24
Phase 2 Action Plan Spelling Module 4:Explicit Teaching of Morphology and Etymology	10
Phase 2 Action Plan Numeracy Module 11 Explicit Instruction in Number and Algebra	10
Planning and adjusting for students with Diverse needs	10
Google Classroom Seminar	24
Pedagogy in Practice: Maintenance of Accreditation	1
Disability Discrimination Legislation	24

Workforce Composition

At Irfan College, the workforce composition in 2019 was as follows:

Position	Number of Teachers
Principal	1
Executives: Deputy Principal Primary Curriculum Coordinator Secondary Curriculum Coordinator Business Manager Head of Policy and Compliance	5
Primary Class Teachers	7 Full Time
Secondary KLA Teachers	5 Full Time and 9 Part Time
Learning and Support Teachers	2 part time and a full time teacher aide
Specialist Teachers (Qur'an, Islamic Studies, Turkish and Arabic)	2 full time and 5 part time
School Administration and Support Staff	6 full time and 2 part time



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 2019:

Year Level	% of Attendance
Kindergarten	92.15%
Year 1	90.70%
Year 2	92.84%
Year 3	92.20%
Year 4	90.62%
Year 5	92.42%
Year 6	90.53%
Year 7	89.58%
Year 8	85.36%
Year 9	85.01%
Year 10	90.70%
Overall	90.55%

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 2018 with 244 students, 140 of these students are male and 104 are female. Students at Irfan College are predominantly 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.

Irfan College's Well-being Model



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 a 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 2019	Access to full text
<p>Child Protection Policy: encompassing</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation 	<ul style="list-style-type: none"> • Revised Legislative requirements • Updated Criminal Offences Act 	<ul style="list-style-type: none"> • Full text issued to all staff via sentral. • Parents may request a copy by contacting office.
<p>Evacuation and Security Policy encompassing:</p> <ul style="list-style-type: none"> • Procedures for Security of the grounds and buildings • Premises, Buildings and Maintenance policy • Use of grounds and facilities • Emergency evacuation procedures • Visitation Policy • WHS Policy • Lock Down & Lock Out Procedure • Travel on school related activities <p>Serious and Critical (Emergency) Incident Policy</p>	<ul style="list-style-type: none"> • Updated Evacuation Map • Updated WHS committee 	<ul style="list-style-type: none"> • Full text available to all staff on Sentral. • Other policies can be requested from the office
<p>Codes of Conduct encompassing:</p> <ul style="list-style-type: none"> • Code of conduct for staff and students • Wellbeing and Behaviour Management Policy • Conflict Resolution Policy • Discrimination, Harassment Policy • Uniform Policy • Anti Bullying Policy • The role of student leadership system • SRC Policy 	<ul style="list-style-type: none"> • Updated the student code of conduct in school bus policy • Updated discipline table • Update the uniform guidelines • Included Anti Bullying Plan 	<ul style="list-style-type: none"> • Full text available to staff on sentral. • Other policies can be requested from the office • Available on the School Website

SECTION SEVEN: School Policies

<p>Pastoral Care Policy encompassing:</p> <ul style="list-style-type: none"> • The pastoral care system • Availability and access to special services such as counselling • First Aid Policy • Medication Policy and Sick Bay procedures • Homework Policy • Incursions and Excursions • Examination Procedure and Policy • Student Promotion Policy • Student Locker Policy • Assessment Handbooks – Year 10, 11,12 • RoSA Policy • Student Awards Policy • Attendance Policy 	<ul style="list-style-type: none"> • Updated • Assessment Schedules • Updated Roles and Responsibilities in Attendance Policy 	<ul style="list-style-type: none"> • Full text available to staff on Sentral. • Other policies can be requested from the office
<p>Communication Policy encompassing:</p> <ul style="list-style-type: none"> • Formal and informal mechanisms in place for communication between the school and those with an interest in the student’s education and well-being. • Social Networking Policy • Mobile Phone/Electronic Equipment Policy • Privacy Policy 		<ul style="list-style-type: none"> • Full text available to all staff on Sentral dashboard • Other policies can be requested from the office
<p>Professional Standards Policy encompassing:</p> <ul style="list-style-type: none"> • Return to Work Policy • Staff Dress Code Policy • Support for College Policies • Teacher Accreditation Policy • Staff Performance Management & Development Policy • Management and Operation of the School Policy • Educational and Financial Reporting Policy 	<ul style="list-style-type: none"> • Updated Roles and Responsibilities in Teacher Accreditation Policy 	<ul style="list-style-type: none"> • Full text available to all staff on Sentral

SECTION SEVEN: School Policies

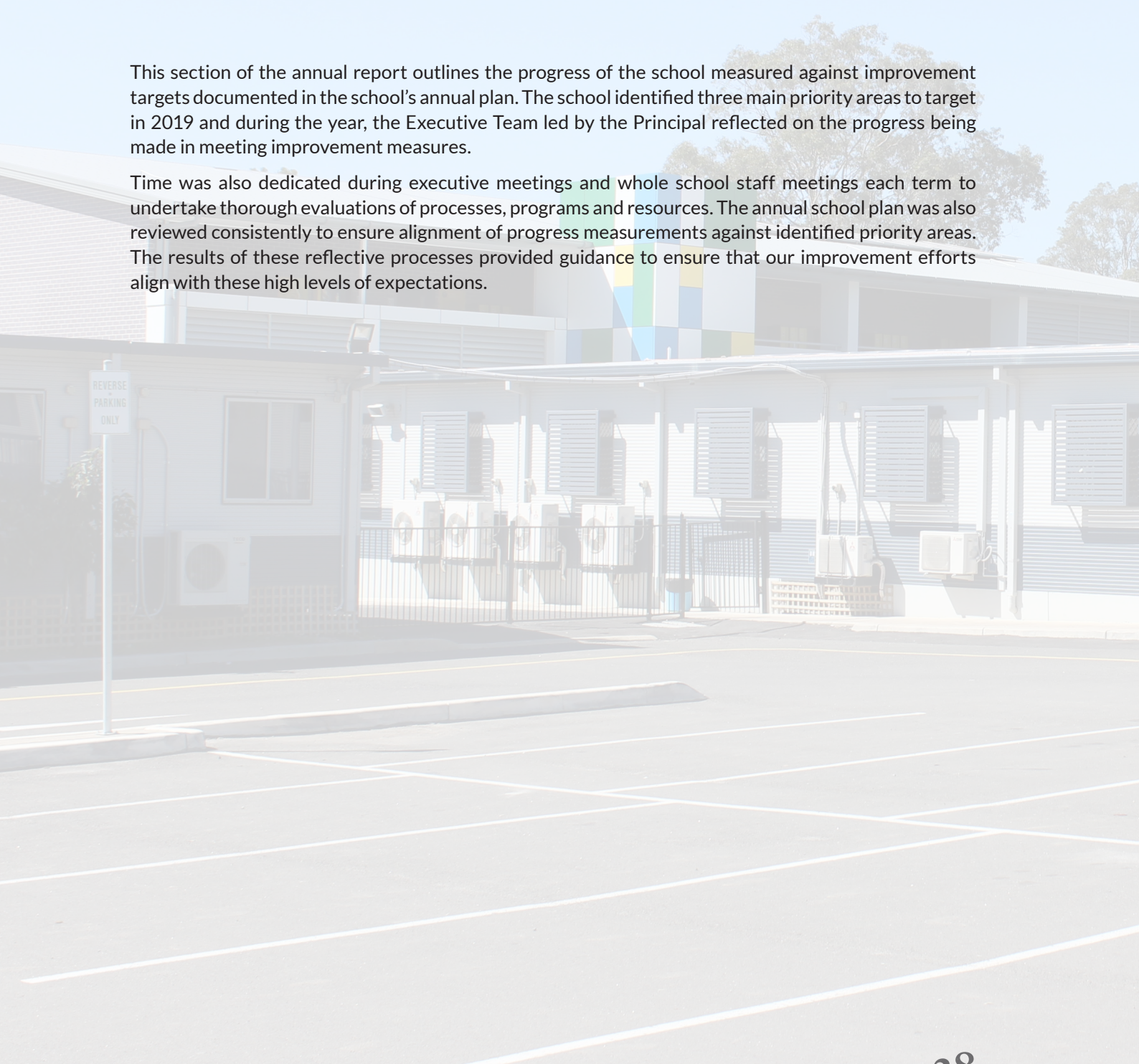
<p>Procedural Fairness Policy encompassing:</p> <ul style="list-style-type: none"> • Complaints and Grievances Policy • Investigation process • Findings • Disciplinary proceedings and notification 		<ul style="list-style-type: none"> • Full text available to all staff via sentral
<p>Internet use Policy encompassing:</p> <ul style="list-style-type: none"> • Cyber Bullying • ICT Usage Policy • Legal risks • Legal requirements • Best practices • System monitoring • Plagiarism and copyright 	<ul style="list-style-type: none"> • Updated computer lab Policy 	<ul style="list-style-type: none"> • Full text available to all staff via sentral • Parents may request a copy by contacting the office.

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 2019 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.



Key Improvements Achieved in 2019

Following is a list of Key Improvements made in 2019 following the review of the annual school plan.

Teaching and Learning:

- A three-year school strategic plan has been developed by our executive team to assess and evaluate the learning outcomes of our students on a term by term basis.
- Secondary was facilitated through Years 9 and 10.
- The Islamic Integration Project completed the integration of the K-6 History, Geography and Science Syllabi and integrated lessons for these KLA's have commenced.
- Students that are having difficulty coping with our learning expectations have been identified and individualised learning programs have been developed.
- The InitialLit program was purchased and commenced implementation in Year 1. InitialLit is an evidence-based literacy instruction program based on the explicit instruction pedagogical framework.
- Year 5 and Year 7 scored the highest achievement in NAPLAN overall since Irfan's inception, with Spelling being the most improved in all year groups.
- Integrated scope and sequence documents were populated.
- This year we were also able to introduce our student ambassador program. The student ambassador program had stemmed from the realisation that many of our students would benefit from co-curricular opportunities to cultivate their interests and skills outside of the class domain.
- Another one of our College's aspirations is to 'raise thinkers and leaders'. To this end, one of our English teachers initiated the Haroon and Musa cup under the umbrella of the Islamic Schools Debating Association of Australia. Five schools have participated in the debating competition.

Welfare and Well-being

- 'R U OK?' week was also conducted this term which was facilitated by our Student Services team. Students participated in lessons and activities throughout the week that educated them about the initiative. The College Wellbeing committee also organised a staff event which included a bowling competition followed by a buffet dinner at Taste of Turkey in Newtown.
- With the diligent effort of our Sports Coordinator, our students have had a considerable amount of sporting opportunities this year, both in Primary and Secondary. Our students competed in the Bachar Houli Cup, Harmony Cup, Faith Shield Soccer Cup, Bernera Zone Gala Day, NRL Harmony Gala Day and Oz Tag competitions.
- This year witnessed the spectacular Book Week event that attracted a great turnout from our parent body. This year's theme was 'Reading is My Secret Power'. A costume parade was conducted in the quadrangle of our College with a whole school participation from Kindergarten to Year 10. Prizes were awarded to the most creative costumes which were displayed in the parade.
- The parent information sessions we conducted this year were a huge success, alhamdulillah. School leadership had the opportunity to communicate their expectations to parents to ensure that both school and home are working cooperatively and collaboratively to achieve student outcomes. Parents also had the opportunity to communicate their concerns and ask questions in the question and answer sessions. In another info session, we had the pleasure of hosting educAid who conducted a social and emotional regulation parenting workshop. The final info session for the year consisted of a year presentation from our school Counselor to raise awareness about the misuse of social media.

SECTION EIGHT: Improvement Targets

- Our school hosted a four week parenting program in partnership with the LMA titled, 'Tarbiyah'. Tarbiyah is an Islamic parenting program aimed at parents of children aged 5-12 years old. The program provided parents with unique and innovative tools to help address the unique challenges they face and improve parent-child relationships. By attending the 4-week program our parents were equipped with tools to increase their confidence in parenting, provided with an opportunity to openly discuss the realities, opportunities and challenges of raising a Muslim family in Australia, strengthening their families with positive parenting and improving child-parent relationships.

Facilities and Resources

- An inspection was conducted on 12 June this year and alhamdulillah, with the permission and favour of Allah (swt), our College was granted approval for the application. As a result, our College will be accommodating its first Year 11 cohort in 2020. We ask our parent body and school community to keep us in their prayers for the continued success in our efforts.
- An application was made to council a year and a half ago to increase our student numbers to 300. On the 12 of November, after a long and arduous commitment to achieve this student number increase, alhamdulillah a decision was made by the Fairfield Local Planning Panel to approve the Development Application for 285 students.

Staff

- We commenced 2019 with some amendments to our Executive Team structure with the allotment of a Deputy Principal, a new Secondary Curriculum Coordinator and the allotment of a Head of Policy and Compliance role. Our Deputy Principal allotment has been handed to Mr Mustafa Ayvaz, who was previously our Well-being Coordinator. Mr Mustafa will

still be responsible for Well-being, however with the addition of some new roles such as attendance, uniform, duty of care and supervision, and child protection. Our new Secondary Curriculum Coordinator is Ms Jena Yalcinkaya who previously assumed the Secondary Commerce teaching role. Ms Jena is an educator with a strong vision and commitment to lift the academic and behavioural standards of our students in Secondary. The Head of Policy and Compliance role has been handed to our previous Secondary Curriculum Coordinator, Ms Sameema Ali. Ms Sameema is an educator with three decades of educational experience with vast experience in the field of policy development and compliance. Ms Sameema will be ensuring that our College policies are up to date and being implemented, and leading our progression towards HSC instruction.



SECTION NINE: Initiatives

Initiatives Promoting Respect & Responsibility

Irfan College wants all students to recognise that they are valued and an integral part 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 the demonstration of respect and responsibility. Islam enjoins 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:

- Facilitating co-curricular activities through ICMG Youth to foster civic responsibility and leadership
- Collaborating with HASENE Australia with initiatives such as the 'Sponsor an Orphan' program where each class takes responsibility for sponsoring one orphan per annum
- Participating in 'R U OK?' week as a whole school
- Rookwood Cemetery and nursing home visits by the School Captain and SRC members from each class
- School Permaculture Project
- Organisation of recycling and compost bins
- Raising money for Jump Rope for Heart Foundation
- Harmony Day
- Anzac Day
- Reconciliation Day
- Students and families raised funds for the Hasene Ramadan Food Campaign which involves collecting funds to purchase food items in second and third world countries.
- You Can Do It! well-being program is explicitly taught in class to teach students social and emotional skills
- Police Liaison Officer programs about cyber bullying awareness
- Incursions for Secondary students to provide information about study routines and the importance of improving work habits
- Students participating in the 'Clean School, Clean World' initiative

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.

SECTION TEN:

Parent, Student & Teacher Satisfaction

Parent Satisfaction

One of the most important priorities of Irfan College is fostering reciprocal relationships with all of our parents as we believe that a solid home-school relationship will benefit our students socially and academically. By establishing a strong relationship, parents receive ongoing information and feedback about all aspects of their child's education. At Irfan College, parents are welcome to discuss their ideas, opinions or concerns about anything with the appropriate staff members.

There are many activities and events organised throughout the year to ensure parent satisfaction as well as keeping the strong relationship with the parents. Some of these activities and events are as follows:

- Continuation of the Young Scholars Program
- Regular feedback through Parent-Teacher interviews
- Continuous feedback through communication via Parent Portal and email
- Iftar dinners and Eid assemblies
- School break during Eid where the parents can celebrate this special day with their child/ren
- School Readiness Program for new Kindergarten students and Year 7 Orientation programs are delivered for a smooth transition into their new school year
- Significant resource procurement to improve the quality of teaching standards such as InitialLit 2, Literacy Pro, Spelling Mastery, Reading Eggs, Mathseeds, hands-on Mathematics resources, Science lab equipment and materials for Stage 6, mandatory technology equipment, new sports equipment, etc.
- Class assemblies where all parents are welcome to attend
- Service of first Year 10 cohort

- Wider range of Stage 5 elective subjects were offered based on student survey results and parent requests
- Volunteer opportunities such as excursions, cake stalls, decorating the school for various school events, helping out at the canteen, etc.
- Continuation of the Islamic Worldview integration project to ensure our students receive a holistic education.
- The continuation of the School Permaculture Project in conjunction with our School recycling program
- Additional inter school extra curricular activities
- Additional Co Curricular activities such as our debating competition
- Continuation of health services eg. Vaccinations and Dental health care check ups
- Active involvement of the Parents and citizens committee in school decision making and support in running activities and events.

Many parents who are part of the Parents and Citizens' Committee frequently give up their time to provide assistance to the children and staff.

An additional measure of parent satisfaction includes positive trends in expression of interest and increased enrolment applications.

Student Satisfaction

At Irfan College, we value all our students and their overall satisfaction is important to us. We aim to maintain high student attendance and retention rates as these 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 2019 to promote student satisfaction are as follows:

- Significant investment in sporting competitions and activities
- Inter-school debating
- School camps
- Year 9 visit to Careers Expo
- Table tennis and basketball facilities
- Dental Health care check-ups
- More options given as the elective subjects for Secondary
- Incursion by a Police liaison officer, giving an insight on cyber-bullying
- Athletics Carnival
- School Fun Run
- Lunch clubs such as skipping, knitting, creative arts, chess, veggie patch, drama, handball, etc.
- Happy Harold Life Education incursion
- Increased number of days for Teacher-Librarian
- Provision 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
- Principal's morning tea with the SRC members
- Mufti days
- Iftar dinners for our students and their families
- Raising money for Jump Rope for Heart Foundation

Teacher Satisfaction

The staff at Irfan College are 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.

The school takes every opportunity to maintain teacher satisfaction at Irfan College. Some of the activities that took place in 2019 to promote teacher satisfaction are as follows:

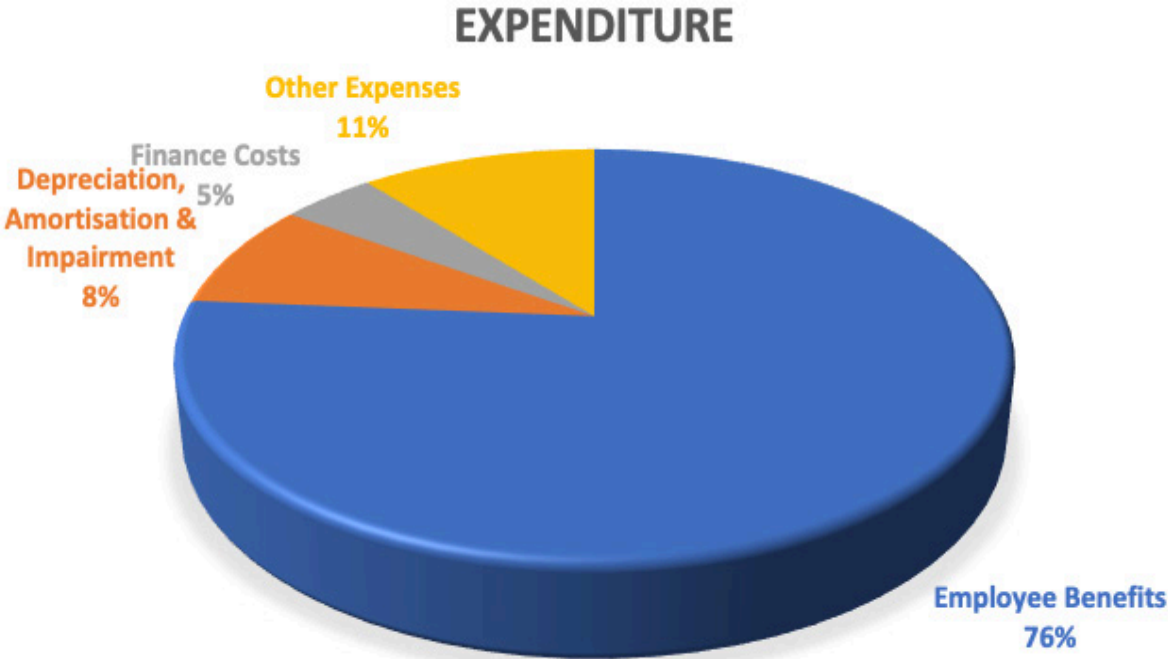
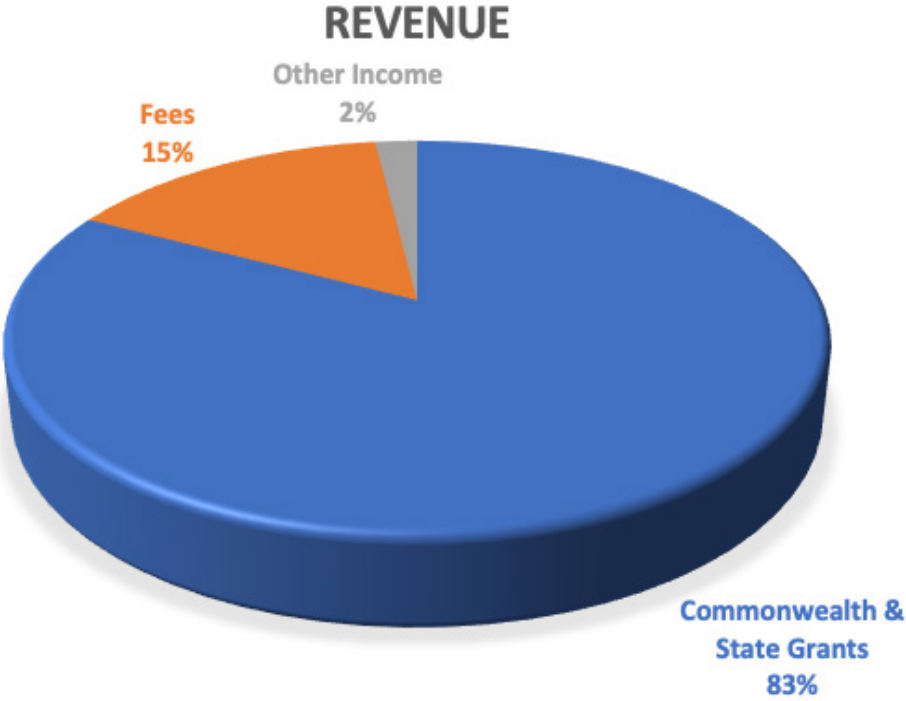
- With the approval from NESAs as a TTA, teachers continue to be assisted in this area to optimise the development and compilation of a successful submission
- Staff opinions were sought in the development of the College Strategic Plan and anonymity was respected
- A classroom was provided for the facilitation of a Secondary staff room
- Upgraded internet facilities
- Upgraded car park
- extra teacher resources for STEM, Mathematics, English, etc.
- Teacher's Teacher Award presented at the end of the year
- Home visits for special occasions
- School break during Eids, Eid breakfast and Eid Festival
- Wider opportunities for external and internal PDs
- Staff breakfast and morning teas
- Monthly birthday cakes

- Social gatherings outside of school hours

Teachers at our school are encouraged to voice their opinion on both formal and informal platforms such as staff meetings, briefings, annual staff barbeques, social gatherings, teacher birthday celebrations, etc. The College Executive have an 'open door' policy where all staff are welcome to discuss their opinions and concerns freely.



**SECTION ELEVEN:
Financial Summary**





Irfan College

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