



Irfan College

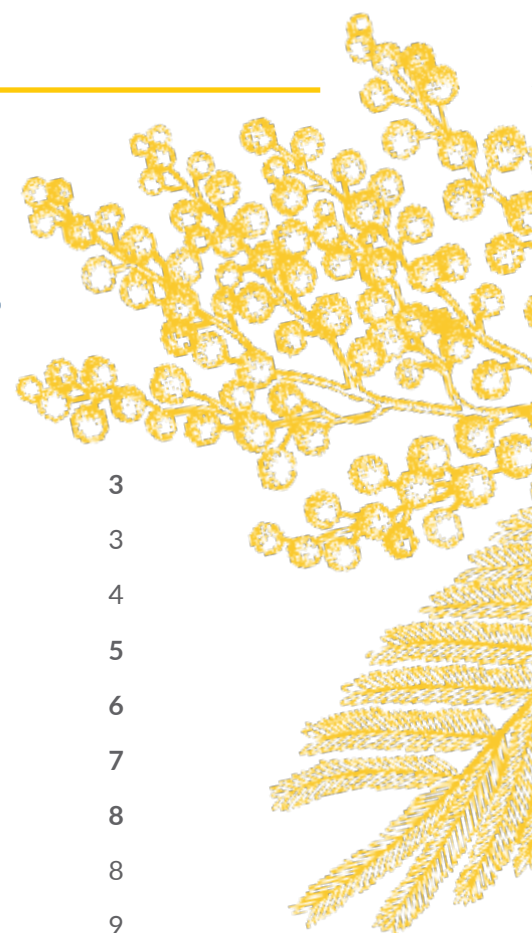
Annual Report

2020

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

We send our salutations upon our beloved Prophet Muhammad (saw), his family and companions. We thank Allah (swt) for the boundless blessings He has bestowed upon us and are grateful for appointing us as His stewards.

Alhamdulillah, with the favour and permission of Allah (swt) we have been able to complete yet another productive and fruitful year. Every week, term and year, our College is moving a step closer to achieving its vision:

Raising thinkers and leaders who have confidence in their Australian-Muslim identity with a deeply rooted motivation to actively do good in the world!

The academic year of 2020 was a year full of many surprises and challenges. With a delayed commencement to the school year due to the late approval of the DA and facilities works, followed by the emergence of COVID-19 and the subsequent transition to online learning, our school community faced its greatest challenge since its inception in 2013. However, the resilience and adaptability of our students, teachers and parents alike, demonstrated yet again the value we place in the education of our children.

Alhamdulillah, although this year presented its challenges, it also bore witness to some important milestones. Most notable of these developments was the facilitation of Irfan College's first graduating cohort progressing onto Year 12. As mentioned earlier in the year, NESA issued a five-year registration and accreditation for Kindergarten to Year 12 in its most recent inspection. As a result of this important approval,

our Year 11 cohort was able to commence Year 12 in Term 4 of this year, alhamdulillah. With our dedicated students and highly-qualified teaching team, I am confident that our first graduating cohort will be doing their best and representing our College values to the highest standard inshaa'Allah.

This year we were also able to achieve critical progress with the Islamic Integration Project. A significant investment was made to draft and develop Irfan's Educational Framework which comprises the core philosophical premises that will inspire every aspect of our College from policy to curriculum, and praxis to environment. These documents will be adapted into professional teacher training programs and will serve as essential pieces to induct our teaching staff about the nature of Islamic worldview and its implications on Islamic education. We ask Allah (swt) to bless our efforts and allow us to realise our goals with these noble projects.

On a final note, I would like to extend my sincere gratitude to our state and federal governments for doing a remarkable job keeping COVID-19 at bay and safeguarding their citizens. Our condolences are with the hundreds of thousands of families who have lost their lives as a result of the global pandemic. I would also like to thank our school community, staff, parents and students, for their continued support, vigilance, cooperation and commitment to our vision and progress throughout this challenging year. I pray and ask Allah (swt) that He continues to protect our school in 2021, bestows upon us a year full of barakah and assists us in cultivating staff and students that are pleasing to Him (swt).

Yours truly,
Mr Ali Arabaci
Principal

Parents Body Message

I would like to commend the efforts of our parents/carers for their amazing resilience throughout COVID-19. This year posed many challenges as our usual school events schedule was postponed due to COVID.

Our P&C played an important role during this period serving as a bridge between school and families as most families felt frustrated not being able to participate in school activities. P&C initiated a parent survey to be conducted regarding the impacts of remote learning and COVID-19 on student outcomes and engagement. The findings of the parent surveys provided data for evaluation among Executives to plan for 2021.

The P&C would like to extend their heartfelt gratitude to the parent body of Irfan College for their continued support and looks forward to a more prosperous year in 2021.



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 12. Irfan College has a fairly diverse student background with up to 16 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. eciation & respect for all cultures.

SECTION THREE:
Student Outcomes In Naplan

NAPLAN Test Years 3, 5, 7 & 9

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 did not undertake the NAPLAN assessments.



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.

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

Year 10	Qualification/Certificate	Percentage of Students
2020	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 2020, 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	27
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 2020:

Description of Professional Development	1No. 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
Whole Staff Professional development for Google Classroom	48
Familiarisation: NSW Stage 6 English Syllabuses - Online Module	1
Planning and Programming: NSW Syllabus for the Australian Curriculum English K-6 - Online Module	1
Phase 2 Action Plan: 2021 Planning Workshop	2
Managing School Construction Projects	1
Python Programming for Absolute Beginners	1

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

Workforce Composition

At Irfan College, the workforce composition in 2020 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	6 full time and 9 part time
Learning and Support Teachers	2 part time Learning and Support teachers and a full time Teacher Aide
Specialist Teachers (Qur'an, Islamic Studies, Turkish and Arabic)	1 full time and 5 part time
School Administration and Support Staff	5 full time and 1 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 2020:

Year Level	% of Attendance
Kindergarten	93%
Year 1	88%
Year 2	96%
Year 3	95%
Year 4	95%
Year 5	87%
Year 6	93%
Year 7	90%
Year 8	92%
Year 9	93%
Year 10	90%
Year 11	93%
Overall	92%

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 the parent/carer(s) of the student before offering a place.
5. The School has 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 2020 with 255 students, 138 of these students are male and 117 are female. Students at Irfan College are predominantly born in Australia. Irfan College houses a diverse cultural population with students hailing from Turkish, Lebanese, Syrian, Afghan, Palestinian, Iraqi, Fujian, Bosnian, Uyghur, Egyptian, Pakistani, Somalian and Iranian backgrounds. 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

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 2020	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"> • 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 	<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 2020 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 2020

Following is a list of Key Improvements made in 2020 following the review of the annual school plan.

Teaching and Learning:

- Both Primary and Secondary departments were able to maintain academic standards throughout 2020.
- Our College welcomed its first Year 11 cohort which was a significant milestone in the history of the College. The College was able to offer a considerable amount of electives for Stage 6 considering our limited resources.

Facilities and Resources

- With the delayed school commencement at the beginning of the year, there was a range of capital works and facilities upgrades to our College. These included a modular assembly and prayer hall, Library, Technology lab, Computer lab, Languages and Year 11 and 12 room.
- Our College welcomed its first Year 11 cohort as a result of the registration and accreditation NESAs approval from 2019.

Islamic Integration and Pedagogy

- Islamic Pedagogy is an integral part of our College's vision and mission, and as part of this investment, Irfan College is proud to announce that it will be receiving a \$22,000 scholarship from the Centre of Islamic Thought and Education (CITE) at the University of South Australia. This scholarship will go towards funding a portion of the Graduate Certificate of Islamic Education program fees facilitated by CITE. Alhamdulillah, three of our teaching staff will be commencing the program in 2021 as a result of this scholarship. We ask Allah (swt) to accept and bless this effort and make it of benefit to our community.
- Our College developed its Philosophy of Education document that outlines Irfan's conception of Islamic Education. The document breaks down key terms within the Islamic tradition that is associated with tarbiyah (education) and aims to serve as a guiding document for staff professional learning and the features that render Irfan College distinct from other Islamic schools.



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. The College ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the College and the local community. 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.

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 inception, the College 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.

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
- School Permaculture Project
- 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
- Parent information sessions

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 with the relevant staff members.

In order to maintain a strong relationship with our parents, we facilitate many activities and events throughout the year. Some of the measures we have taken to ensure parent satisfaction are:

- Continuation of the Young Scholars Program
- Regular feedback through Parent-Teacher interviews
- Continuous feedback through communication via Parent Portal and email
- Ongoing support and training to use the Google Suite during the COVID-19 lockdown
- 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, Spelling Mastery, Reading Eggs, Mathseeds, Mathletics, 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 11 cohort
- Change of Stage 5 elective subjects based on student survey results and parent requests
- Opportunities for parents to be involved in school activities such as excursions, cake stalls, decorating the school for various events and helping out in the canteen
- The 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 including mandatory vaccinations and dental health care check ups
- Tarbiyah Parenting Program facilitated by the Lebanese Muslim Association (LMA)
- Active involvement of the Parents and Citizens Committee in school decision making and support in running activities and events
- Eid breaks

Overall, we have seen a positive trend in expression of interest and increased enrolment applications for the upcoming year which is reflective of our commitment to ensure parent satisfaction.

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 2020 to promote student satisfaction are as follows: Significant investment in sporting competitions and activities

- Significant investment in sporting competitions and activities
- Inter-school debating
- School camps
- Table tennis and basketball facilities
- Westmead children's hospital visit where Irfan College community donated toys for the sick children
- Year 9 Girls SELFY program
- Year 7-10 girls Go Active Summit
- Write It Out and Stand Tall poetry competition
- Year 10 work experience
- Dental Health Care check-ups
- 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.
- 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
- Eid breaks

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 2020 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
- Upgraded internet facilities
- 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 has an 'open door' policy where all staff are welcome to discuss their opinions and concerns freely.



SECTION ELEVEN: Financial Summary

Statement of Profit or Loss and Other Comprehensive Income For the Year Ended 31 December 2020

		2020	2019
	NOTE	\$	\$
Revenue	3	5,962,962	4,802,417
Administration		(111,856)	(94,808)
Depreciation, amortisation and impairment	4	(464,892)	(397,214)
Employee benefits	4	(3,836,633)	(3,620,646)
Faculties and co-curricular		(120,947)	(156,843)
Finance costs	4	(153,404)	(208,920)
Insurance		(30,552)	(11,659)
Operating lease rentals		-	(14,365)
Maintenance and utility charges		(657,772)	(184,249)
AUDIT, LEGAL AND CONSULTANCY		(74,533)	(73,901)
OTHER EXPENSES	4	(344,479)	(521,081)
Profit/(Loss) before income tax		167,894	(481,269)
INCOME TAX BENEFIT / (EXPENSE)		-	-
PROFIT/(LOSS) FOR THE YEAR		167,894	(481,269)
OTHER COMPREHENSIVE INCOME, NET OF TAX			
ITEMS THAT WILL NOT BE RECLASSIFIED SUBSEQUENTLY TO PROFIT OR LOSS		-	-
ITEMS THAT MAY BE RECLASSIFIED SUBSEQUENTLY TO PROFIT OR LOSS		-	-
OTHER COMPREHENSIVE LOSS FOR THE YEAR, NET OF TAX		-	-
TOTAL COMPREHENSIVE PROFIT/(LOSS) FOR THE YEAR		167,894	(481,269)

SECTION ELEVEN: Financial Summary

Statement of Cash Flows			
For the Year Ended 31 December 2020			
		2020	2019
	NOTE	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES:			
RECEIPTS FROM CUSTOMERS AND OTHER GRANTS		5,625,186	5,267,041
Cashflow boost and Jobkeeper wage subsidy received		880,000	-
Payments to suppliers and employees		(5,940,369)	(4,830,060)
Interest paid on Lease liabilities		(92,820)	(97,678)
Borrowing costs	4	(60,584)	(111,242)
Interest received	3	38	508
Net cash generated by operating activities	17	411,451	228,569
CASH FLOWS FROM INVESTING ACTIVITIES:			
Payments for property, plant and equipment		(309,588)	(38,294)
Proceeds from loan from related party entity		(92,310)	-
REPAYMENT OF BORROWINGS		7,545	-
NET CASH USED IN FINANCING ACTIVITIES		(394,353)	(38,294)
CASH FLOWS FROM FINANCING ACTIVITIES:			
REPAYMENT OF LEASE LIABILITIES		(185,073)	(162,618)
PROCEEDS FROM LOAN FROM RELATED PARTY ENTITY		-	1,470,250
REPAYMENT OF BORROWINGS		-	(1,470,250)
NET CASH USED IN FINANCING ACTIVITIES		(185,073)	(162,618)
NET (DECREASE)/INCREASE IN CASH AND CASH EQUIVALENTS HELD		(167,975)	27,657
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR		(24,280)	(51,937)
CASH AND CASH EQUIVALENTS AT END OF FINANCIAL YEAR		(192,255)	(24,280)



Irfan College

www.irfancollege.nsw.edu.au

2089-2109 Elizabeth Drive, Cecil Park

NSW 2178
