



# Annual Report 2021

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**GUIDING OUR FUTURE  
THINKERS & LEADERS**

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June 2022

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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 2021 was a challenging yet very rewarding year as Irfan College welcomed its first Year 12 graduates. We were excited to witness this milestone as it has been a long and arduous road, and pray that our students will continue to become a source of benefit to their local communities. Please find below some of the highlights from 2021:

#### Islamic Pedagogy

Our Islamic Integration Team conducted its Islamic Pedagogy Professional Learning program for both Primary and Secondary staff. The aim of the program is to induct our staff on the nature of Islamic Pedagogy by exploring the What, How and Why of Islamic Education. Staff also explored the Seven Principles of Islamic Pedagogy, which was chosen as the course text. Ultimately, our staff have a significant role and responsibility to imbibe and become an emissary of tradition to our students and school community, and this requires specific and specialised training. The program was a year long course with face to face and blended learning experiences. We pray to Allah (swt) that it renders fruit and success.

#### Careers Night

Irfan College hosted its first Careers Night program with over 40 professionals from various segments of the community. Students and parents from Year 10-12 were provided the opportunity to draw experience and insights from the professionals and university stalls who were in attendance.

#### Young Scholars Leadership Program

An exciting project we worked on in 2021 was the 'Young Scholars Leadership Program'. The aim of the project is to produce a community of traditionally trained Australian Muslim scholars to educate and spiritually guide the future Muslim community in Australia.

Since the passing of our Prophet Muhammad (saw), Islamic history has witnessed the rise and fall of many Islamic empires from the Umayyads to the Abbasids, and Seljuks to the Ottomans. One thing has withstood the test of time however, and that is the institution of Islamic knowledge. It is of our opinion that the long-term sanctity of the Muslim community in Australia and the preservation of their identity, values and tradition is dependent on attaching ourselves to this noble institution of sacred knowledge.

The Prophet (saw) mentions in a hadith that 'the scholars are the inheritors of the Prophets'. We believe it is incumbent upon institutions such as ourselves to fulfill this communal responsibility, also known as Fardh al-Kifayah in the Islamic tradition, and work towards producing scholars who will assume the sacred role of providing authentic and traditional Islamic education to our future generations.

#### This project has five key objectives:

- To provide further learning pathways for students who have attained a strong foundation in the YSP post Secondary school.
- To develop international networks with academic and traditional institutions of Islamic learning in Turkey.
- To develop a community scholarship fund to sponsor students in their journey of seeking sacred knowledge.
- To ensure students are facilitated platforms to convey their knowledge upon completion of their Islamic studies and return to Australia.
- To facilitate continuity of higher learning upon return of students to Australia to acquire formal qualifications.

The project is still in its research and development phase, and the College is looking to consolidate international partnerships with higher learning institutions to actualise the objectives of this project. The College plans to have this academic pathway ready for implementation once the pandemic resides inshaaAllah.

#### NAPLAN 2021

Alhamdulillah, all cohorts achieved their highest NAPLAN scores since our College's establishment in 2013. Year 3 and Year 7 surpassed the state average for the first time, Year 5 caught up to the state average and Year 9 demonstrated their highest achievement. These results provided our College with great relief and reassurance that we are headed in the right direction in terms of academic achievement. I would like to thank our committed Executive team and teaching staff for this great success and development.

#### Year 12 Early Offers and University Admission

One of the most affected cohorts from the lockdowns were undoubtedly our first Year 12 graduates. Our Year 12 students worked diligently throughout the Term 3 remote learning period with utmost resilience to mitigate the impact of COVID. Alhamdulillah all of our Year 12 students received an early offer and admission to university. We pray that our students are only confronted with khayr and attain a beneficial outcome in their HSC. We kindly request our school community to keep them in our prayers.

I would 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 2022, 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



# SECTION ONE:

## Message From Key School Bodies

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### 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 2022.

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 2022.

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 centred 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:

- **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

The table below indicates the percentage of students achieving at or above the national minimum standards for each year level. It also shows a comparison to state figures:

Year level	Participation		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	28	School	100%	100%	100%	100%	96.3%
		State	96.6%	97.3%	94.4%	95.4%	96.2%
5	27	School	100%	100%	100%	100%	100%
		State	95.7%	94.5%	95.2%	94.7%	95.9%
7	28	School	100%	100%	100%	96.6%	100%
		State	93.9%	90.9%	94.4%	90.9%	93.7%
9	23	School	100%	87%	100%	95.7%	100%
		State	89.9%	83.4%	92.0%	88.1%	95.1%



# SECTION THREE:

## Student Outcomes In The HIGHER SCHOOL CERTIFICATE

### Year 12 Higher School Certificate

The tables below show the results of the 2021 Year 12 Higher School Certificate examination by

Subject	No: of students	Performance band achievement by %			
		2021			
		Bands 3-6		Bands 1-2	
		School	State	School	State
Ancient History	3	100.00	79.05	0.00	20.94
Biology	8	100.00	91.26	0.00	8.74
Business Studies	6	83.33	87.03	16.67	12.96
English Advanced	6	100.00	99.28	0.00	0.71
English Standard	6	100.00	90.55	0.00	9.46
Legal Studies	5	100.00	86.37	0.00	13.64
Mathematics Advanced	4	100.00	93.85	0.00	6.15
Mathematics Standard II	5	100.00	78.63	0.00	21.37
Personal development, Health and Physical education	5	100.00	86.48	0.00	13.54
Studies of Religion II	6	100.00	90.73	0.00	9.26
Visual Arts	3	100.00	98.42	0.00	1.57

achievement bands:

Subject	No: of students	Performance band achievement by %			
		2021			
		Bands E3-E4		Bands E1-E2	
		School	State	School	State
English Extension 1	2	100.00	93.94	0.00	6.06
English Extension 2	2	50.00	84.32	50.00	15.68
Mathematics Extension 1	1	0.00	74.26	100.00	25.74

# 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.

Year 10	Qualification / Certificate	Percentage of Students
2021	RoSA	100

Year 12	Qualification / Certificate	Percentage of Students
2021	RoSA /HSC Certificate	100



IRFAN COLLEGE





# 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 2021, 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	29
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.

# SECTION FIVE:

# Professional Learning & Teacher Standards

## Professional Learning

The following professional development activities were undertaken by staff throughout 2020:

Professional learning in 2021 was reduced by COVID-19 related public health orders. Professional learning was mostly conducted in an online mode. The College evaluates its staff professional learning and individual staff members take responsibility for their ongoing professional development.

The school supported three teachers in achieving Proficient Teacher status and another two completed their accreditation at maintenance level. All new teachers were formally inducted by executives and their respective coordinators.

Primary and Secondary ran a personalised PD experience on staff development days customised based on their department need.

All Primary and Secondary teachers had an ongoing Islamic Integration PD. The Islamic Pedagogy PLs purpose is to introduce educators to an Islamic Worldview when focusing on pedagogical and curriculum integration.

The following professional development activities were undertaken by staff throughout 2021:

Description of Professional Development	1No. of Staff Participating
Induction for all staff	46
Child Protection (teaching and non-teaching staff)	46
Obligations in Identifying and Responding to Children and Young People at Risk	46
Behaviour management and Well-being seminar	46
Governance Workshop	5
LGBTQ Online Seminar	5
Islamic Integration Workshop	30
Sydney Morning Herald School Summit	2
Senior Leaders Workshop	1

# SECTION FIVE:

## Professional Learning & Teacher Standards

### Professional Learning

The following professional development activities were undertaken by staff throughout 2021:

Description of Professional Development	No. of Staff Participating
Focus on Mathematics Extension 1 and Extension 2	1
Designing Alternate Assessment for Stage 6 Mathematics	1
Stile Science PD	1
Technology Mandatory Engineered System Pinball	1
Maximising HSC Marks for New HSC Syllabus	1

#### WORKFORCE COMPOSITION

At Irfan College, the workforce composition in 2021 was as follows:

Position	Number of Teachers
Principal	1
Executives:	5
Deputy Principal	
Primary Curriculum Coordinator	
Secondary Curriculum Coordinator	
Business Manager	
Head of Policy and Compliance	
Primary Class Teachers	7 full time
Secondary KLA Teachers	10 full time and 6 part time
School Counsellor	2 part time

# SECTION FIVE:

# Professional Learning & Teacher Standards Professional Learning

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Description of Professional Development	1No. of Staff Participating
Focus on Mathematics Extension 1 and Extension 2	1
Designing Alternate Assessment for Stage 6 Mathematics	1
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Maximising HSC Marks for New HSC Syllabus	1

## WORKFORCE COMPOSITION

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Position	Number of Teachers
Principal	1
Executives:	
Deputy Principal	
Primary Curriculum Coordinator	
Secondary Curriculum Coordinator	5
Business Manager	
Head of Policy and Compliance	
Primary Class Teachers	7 full time
Secondary KLA Teachers	10 full time and 6 part time
School Counsellor	2 part time
Lab Assistant	1 part time
Learning and Support Teachers	1 part time Learning and Support Teacher and 1 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

There is nil Indigenous staff at this College.



# 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 consistently attend school to ensure that they are engaged in ongoing learning. 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, monitor part or whole day absences. Staff ensure that lateness and absence are being recorded and communicated to parents on a daily basis. Furthermore, the student attendance data collected prompts relevant staff to provide necessary interventions to take place.

Below is a list of student attendance rates for each year level and the whole school in 2020:

Kindergarten	91%
Year 1	93%
Year 2	92%
Year 3	95%
Year 4	92%
Year 5	93%
Year 6	92%
Year 7	93%
Year 8	92%
Year 9	94%
Year 10	91%
Year 11	90%
Year 12	95%
Overall	93%



# SECTION SIX:

## Student Attendance

# Management of NonAttendance

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.

# SECTION SIX:

## Student Attendance

# 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
1. The College may meet with the parent/carer(s) of the student before offering a place.
  2. 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.
  3. 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.



# SECTION SIX:

## Student Attendance

# Characteristics of Student Body

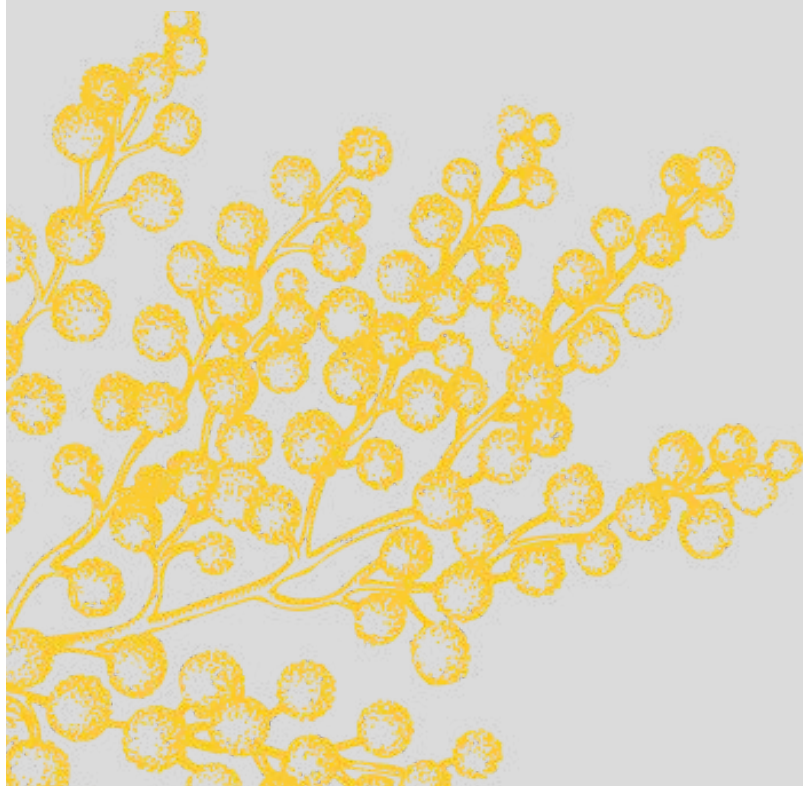
Irfan College completed the academic year of 2021 with 281 students, 149 of these students are male and 132 are female. Students at Irfan College are predominantly born in Australia. Irfan College houses a diverse cultural population with students hailing from Turkish, Lebanese, Syrian, Afghan, Palestinian, 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





# SECTION SEVEN:

## School Policies

# Student Well-being Policy

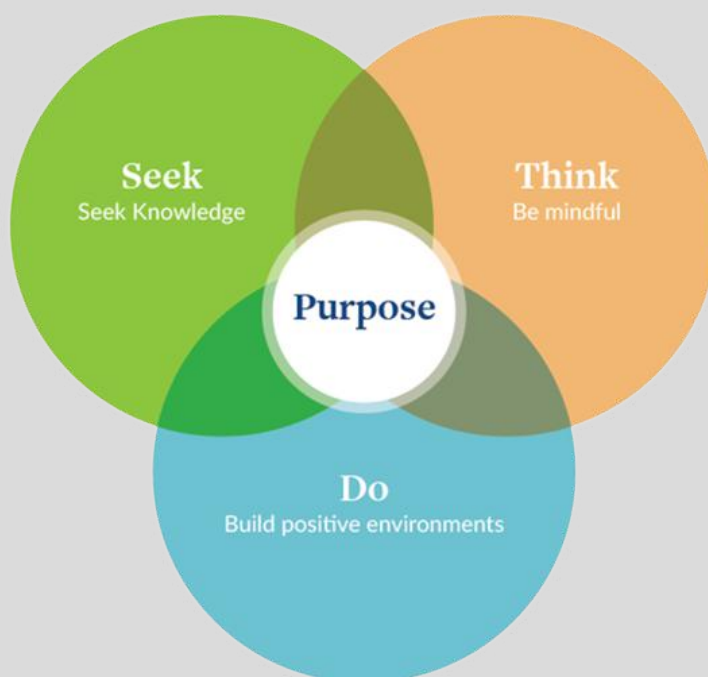
Irfan College aims to implement fairness across the community which is built on; an ethos of respect, inclusion, accountability, taking responsibility, commitment to relationships and the development of social and emotional competencies. Students develop personal awareness and responsibility while learning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

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## Irfan College's Well-being Model



# SECTION SEVEN: School Policies

## 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.



# SECTION SEVEN:

## School Policies

# 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 2021	Access to full text
Child Protection Policy: encompassing <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation processes</li> <li>• documentation</li> </ul>		<ul style="list-style-type: none"> <li>• Full text available to all staff via Sentral..</li> <li>• Parents may request a copy by contacting office.</li> </ul>
Evacuation and Security Policy encompassing: <ul style="list-style-type: none"> <li>• Procedures for Security of the grounds and buildings</li> <li>• Premises, Buildings and Maintenance policy</li> <li>• Use of grounds and facilities</li> <li>• Emergency evacuation procedures</li> <li>• Visitation Policy</li> <li>• WHS Policy</li> <li>• Lock Down &amp; Lock Out Procedure</li> <li>• Travel on school related activities</li> </ul> Serious and Critical (Emergency) Incident Policy	<ul style="list-style-type: none"> <li>• Updated Evacuation Map</li> <li>• Updated WHS committee</li> </ul>	<ul style="list-style-type: none"> <li>• Full text available to all staff on Sentral..</li> <li>• Other policies can be requested from the office</li> </ul>
Codes of Conduct encompassing: <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Wellbeing and Behaviour Management Policy</li> <li>• Conflict Resolution Policy</li> <li>• Discrimination, Harassment Policy</li> <li>• Uniform Policy</li> <li>• Anti Bullying Policy</li> <li>• The role of student leadership system</li> <li>• SRC Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Updated the student discipline table</li> <li>• Updated discipline table</li> <li>• Update the uniform guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Full text available to staff on sentral.</li> <li>• Other policies can be requested from the office</li> <li>• Available on the School Website</li> </ul>

# 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 2021	Access to full text
<p>Pastoral Care Policy encompassing:</p> <ul style="list-style-type: none"> <li>• The pastoral care system</li> <li>• Availability and access to special services such as counselling</li> <li>• First Aid Policy</li> <li>• Medication Policy and Sick Bay procedures</li> <li>• Homework Policy</li> <li>• Incursions and Excursions</li> <li>• Examination Procedure and Policy</li> <li>• Student Promotion Policy</li> <li>• Student Locker Policy</li> <li>• Assessment and RoSA Policy – Year 7-12</li> <li>• Student Awards Policy</li> <li>• Attendance Policy</li> <li>• Enrolment Policy and Procedure</li> </ul>	<p>Updated Assessment Policy and Assessment Schedules</p> <p>Updated Roles and Responsibilities in Attendance Policy</p> <p>Revised Enrolment Policy and Procedure</p>	<ul style="list-style-type: none"> <li>• Full text issued to all staff via sentral.</li> <li>• Other policies can be requested from the office</li> </ul>
<p>Evacuation and Security Policy encompassing:</p> <ul style="list-style-type: none"> <li>• Procedures for Security of the grounds and buildings</li> <li>• Premises, Buildings and Maintenance policy</li> <li>• Use of grounds and facilities</li> <li>• Emergency evacuation procedures</li> <li>• Visitation Policy</li> <li>• WHS Policy</li> <li>• Lock Down &amp; Lock Out Procedure</li> <li>• Travel on school related activities</li> </ul> <p>Serious and Critical (Emergency) Incident Policy</p>	<ul style="list-style-type: none"> <li>• Updated Evacuation Map</li> <li>• Updated WHS committee</li> </ul>	<ul style="list-style-type: none"> <li>• Full text available to all staff on Sentral..</li> <li>• Other policies can be requested from the office</li> </ul>
<p><b>Communication Policy encompassing:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal mechanisms in place for communication between the school and those with an interest in the student's education and well-being.</li> <li>• Social Networking Policy</li> <li>• Mobile Phone/Electronic Equipment Policy</li> <li>• Privacy Policy</li> </ul>		<ul style="list-style-type: none"> <li>• Full text available to all staff on Sentral dashboard</li> <li>• Other policies can be requested from the office</li> </ul>

# 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 2021	Access to full text
<b>Professional Standards Policy encompassing:</b> <ul style="list-style-type: none"> <li>• Return to Work Policy</li> <li>• Staff Dress Code Policy</li> <li>Staff Leave Policy</li> <li>• Support for College Policies</li> <li>• Teacher Accreditation Policy</li> <li>• Staff Performance Management &amp; Development Policy</li> <li>• Management and Operation of the School Policy</li> <li>• Educational and Financial Reporting Policy</li> <li>• Whistleblower Policy</li> <li>• Covid Safety Plan</li> </ul>	<p>Updated Staff leave policy</p> <p>Updated Roles and Responsibilities in Teacher Accreditation Policy</p> <p>Introduced Covid Safety Plan</p>	<ul style="list-style-type: none"> <li>• Full text issued to all staff via sentral.</li> </ul>
<b>Procedural Fairness Policy encompassing:</b> <ul style="list-style-type: none"> <li>• Complaints and Grievances Policy</li> <li>• Investigation process</li> <li>• Findings</li> <li>• Disciplinary proceedings and notification</li> </ul>	<ul style="list-style-type: none"> <li>• Updated Evacuation Map</li> <li>• Updated WHS committee</li> </ul>	<ul style="list-style-type: none"> <li>• Full text available to all staff on Sentral..</li> </ul>
Internet use Policy encompassing: <ul style="list-style-type: none"> <li>• Cyber Bullying</li> <li>• ICT Usage Policy</li> <li>• Legal risks</li> <li>• Legal requirements</li> <li>• Best practices</li> <li>• System monitoring</li> <li>• Plagiarism and copyright</li> </ul>	<p>Updated computer lab Policy</p>	<ul style="list-style-type: none"> <li>• Full text available to all staff via sentral</li> <li>• Parents may request a copy by contacting the office.</li> </ul>

# 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 2021 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.





# SECTION EIGHT:

## Improvement Targets

# Key Improvements Achieved in 2021

Following is a list of Key Improvements made in 2021 following the review of the annual school plan.

### Teaching and Learning:

- Both Primary and Secondary departments were able to improve academic standards throughout 2021.
- Our College welcomed its first graduating Year 12 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.
- All Year 12 students received an early round offer and were admitted to university.
- Overall NAPLAN scores for the College were the highest since the College's establishment in 2013.
- Primary Teaching staff continued with professional development as part of the NSW State funded Literacy and Numeracy Action plan. The Plan targets the improvement of literacy and numeracy through explicit instruction in K-2, however the PL opportunities were extended to the entire teaching faculty in Primary.

### 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 hosted the Islamic Pedagogy professional learning program for the teaching faculty. The program was distributed over a year in which teachers received a certificate upon completion of the course. The course was developed by our Islamic integration staff and consisted of face to face workshops and blended learning experiences.
- The Islamic Integration team developed and introduced Irfan College's 'Code of Morality', a policy document that outlines the College's worldview with regards to a dignified approach to behaviour management and the child. The document was presented to teaching staff in a series of workshops.
- Planning meetings were conducted throughout the year to align Secondary teaching programs and scope and sequences with Islamic worldview and pedagogy.
- Islamic studies programs were reviewed to align them with contemporary issues and render the learning experience more meaningful for students.

### Student Wellbeing

Collaboration between Irfan College and ICMG Youth continued to provide extra-curricular activities for students during lunch breaks. The activities consisted of weekly talks on various personal and spiritual development topics followed by a social luncheon.

### Staff Wellbeing

- The College hosted end of year and after school whole staff social events ranging from dinners to group bonding activities.
- Planning meetings were conducted to streamline staff teaching allotments to create equity among the teaching faculty.

# 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 Initial 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 our first Year 12 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.



# SECTION TEN:

## Parent, Student & Teacher 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
- 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
- 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



# SECTION TEN:

## Parent, Student & Teacher Satisfaction

### 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 2021 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.



# Financial Summary

Irfan College  
ABN 15 599 170 085

## Statement of Profit or Loss and Other Comprehensive Income

For the Year Ended 31 December 2021

	Note	2021 \$	2020 \$
Revenue	3	5,796,505	5,962,962
Administration		(125,019)	(111,856)
Depreciation, amortisation and impairment	4	(459,956)	(464,892)
Employee benefits	4	(4,146,901)	(3,836,633)
Faculties and co-curricular expenses		(149,657)	(120,947)
Finance costs	4	(135,190)	(153,404)
Insurance		(53,774)	(30,552)
Operating lease rentals		(35,853)	-
Maintenance and utility charges		(220,701)	(657,772)
Consultancy expenses	4	(607,192)	(74,533)
Other expenses	4	(331,146)	(344,479)
<b>Profit/(Loss) before income tax</b>		<b>(468,884)</b>	167,894
Income tax benefit / (expense)		-	-
<b>Profit/(Loss) for the year</b>		<b>(468,884)</b>	167,894
<b>Other comprehensive income, net of tax</b>			
<i>Items that will not be reclassified subsequently to profit or loss</i>		-	-
<i>Items that may be reclassified subsequently to profit or loss</i>		-	-
<b>Other comprehensive Loss for the year, net of tax</b>		-	-
<b>Total comprehensive Profit/(Loss) for the year</b>		<b>(468,884)</b>	167,894

# Financial Summary

Irfan College  
ABN 15 599 170 085

## Statement of Financial Position as at 31 December 2021

	Note	2021 \$	2020 \$
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	5	102,697	5,848
Trade and other receivables	6	105,275	106,889
Other assets	9	14,527	59,916
<b>Total current assets</b>		<b>222,499</b>	<b>172,653</b>
<b>Non-current assets</b>			
Trade and other receivables	6	4,021	2,007
Property, plant and equipment	7	2,975,312	3,129,555
Right-of-use assets	8	1,702,830	1,829,824
Other assets	9	100,977	100,977
<b>Total non-current assets</b>		<b>4,783,140</b>	<b>5,062,363</b>
<b>Total assets</b>		<b>5,005,639</b>	<b>5,235,016</b>
<b>LIABILITIES</b>			
<b>Current liabilities</b>			
Trade and other payables	10	680,574	696,776
Borrowings	11	1,470,250	1,668,353
Lease liabilities	12	184,601	185,565
Provisions	13	847,251	406,061
Other liabilities	14	26,948	69,392
<b>Total current liabilities</b>		<b>3,209,624</b>	<b>3,026,147</b>
<b>Non-current liabilities</b>			
Lease liabilities	12	1,550,716	1,643,937
Provisions	13	320,691	171,440
<b>Total non-current liabilities</b>		<b>1,871,407</b>	<b>1,815,377</b>
<b>Total liabilities</b>		<b>5,081,031</b>	<b>4,841,524</b>
<b>Net (liabilities)/assets</b>		<b>(75,392)</b>	<b>393,492</b>
<b>EQUITY</b>			
(Accumulated Losses)/Retained earnings		(75,392)	393,492
<b>Total (deficiency in equity)/equity</b>		<b>(75,392)</b>	<b>393,492</b>

# Annual Report 2021



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**IRFAN**  **COLLEGE**

June 2022