



*Irfan College*

# Annual Report 2018

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Guiding Our Future  
Thinkers & Leaders

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SECTION ONE:  
Message From Key School Bodies

# Principal's Message

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Dear Irfan Parents, Families and Community Members,

Assalamu 'Alaykum wa Rahmatullahi wa Barakatuh

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

blessing us with another productive and fruitful year. We send our salutations upon Prophet Muhammad (may the peace and blessings of Allah be upon him) and beseech Allah (glorified and exalted be He) to accept and bless our efforts to provide an exceptional educational service.

Prophet Muhammad (peace be upon him) mentions in a hadith, 'The best of mankind are those who are of benefit to others'. In the Islamic tradition, 'service' is not restricted to a select group of people. Humanity is duty bound, according to the Islamic belief, to first and foremost recognise and acknowledge their servanthood to Allah (Glorified and Exalted be He), and subsequently fulfill their responsibilities to the rest creation as stewards of Allah and His Messenger, Muhammad (peace be upon him). Part of our College's vision statement is to raise students who have 'a deeply rooted motivation to actively do good in the world'. This aspect of our vision statement is undoubtedly a lofty and challenging pursuit. One would think that in a postmodern progressive world that issues pertaining to social justice would be completely eradicated or reduced to a minimum, yet a significant proportion of humanity continues to be afflicted with unacceptable living standards.

According to research conducted by UNICEF, more than 140 million children around the world continue their lives as orphans due to wars and natural disasters. About 2 million in Afghanistan, 5 million in Iraq and one million children in Syria have lost

either or both of their parents. According to data released by the International Labour Organisation, the doctor-population ratio is 1:277.8 in Germany, 1:292.4 in Denmark whilst in Nigeria, Somalia and Rwanda this ratio is 1:50,000. According to a publication released by the United Nations, 815 million people are grappling with hunger worldwide whilst the Organisation for Economic Cooperation and Development have released data that each year one third of the global food production (1.3 billion tons) is wasted. This data is testament to our continued failure as humanity. At Irfan College, we aspire to produce students who are grounded in universal values and principles who perceive themselves as agents of positive change in the world. We believe that this can be achieved by placing the interests and wellbeing of humanity at the centre of our decisions, rather than the political or economic agendas of nation states.

Our staff at Irfan College are in unison and are all aware of the honourable and noble task of educating our future generations. I always inform my staff that our vision is larger than our current site and look forward to expanding our vision to multiple campuses.

Since our College's establishment in 2013, this year has by far been the most productive in all aspects. Some of the key achievements of 2018 include:

- Facilitation of our first permanent building
- Successful inspection conducted by the NSW Education Standards Authority (NESA)
- Important milestones achieved in our Islamic integration project
- Implementation of our Permaculture project
- Academic Achievement

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## SECTION ONE: Principal's message

### Facilitation of Our First Permanent Building

This year our students and school community had the delight of commencing the academic year with their first permanent building. The building is a state of the art facility that cost \$2.8 million in total with \$850,000 consisting of state funding. The complex includes seven classrooms, a science laboratory, commercial kitchen and cleaning amenities. Students were particularly excited to see the murals in each classroom adorned with a scholar from the Islamic tradition. The project was completed in a duration of six months and commenced usage at the beginning of 2018.

### NESA Inspection

Another milestone achieved this year was the successful inspection conducted by the NSW Education Standards Authority (NESA). The inspection focused on the renewal of registration and accreditation for Year 9 and the initial registration for Year 10. NESA issued a five year renewal for Years K-9 and granted the initial registration for Year 10. The granting of Year 10 was great news as it meant current Year 9 students were able to continue their Secondary education at our College. We pray that future inspections are also successful and of benefit to our school community.

### Islamic Integration Project

Last year we commenced one of our College's most important projects, integrating Islamic worldview to the Australian Curriculum. Our Islamic Integration Committee drafted a framework that demonstrated how the Islamic integration was conducted and submitted to NESA. The framework was approved by NESA in last year's application alhamdulillah. The Islamic integration project aims at providing a holistic approach to education in which Islamic themes and elements are prevalent throughout all the KLA's. The integration framework uses five core elements to integrate Islamic worldview into the Australian Curriculum; Contemporary Issues, Values, Historical Contributions, Islamic Heritage, and Literature. To date, the K-6 History, Geography and Science syllabuses have been completed and are being implemented in our classrooms.

### Permaculture project

An exciting project we were able to launch this year in collaboration with key community stakeholders was our permaculture project. Permaculture is an ethical and sustainable form of gardening/farming that is aligned with Islamic principles and values. Our Year 4 students had a key role in the fruition of our permaculture garden as it was integrated in their Science programs. Students had an important opportunity to 'learn beyond the classroom' through real life learning experiences. The project

was a collaboration between our College and Shaykh Anthony Andrist who is a community activist and specialises in Permaculture. Shaykh Anthony provided his invaluable time and commitment to the project by coming into school once a month to ensure that its progression was correct and consistent. As a result of the project and to ensure that students take ownership of the garden, students are placed on a daily roster to collect the food scraps in the bins provided for each class and place them in our compost and worm bins. This brings our food wastage to a minimum and provides rich nutrients to the soil and crops. I want to thank Bonnyrigg Garden Centre for their generous donations and the contributions of our parent body for allowing us to bring this project to life.

### Academic Achievement

Our students displayed an exceptional performance in this year's NAPLAN results. Firstly, I would like to clarify some misconceptions between the terms 'student achievement' and 'student growth'. Student achievement refers to a snapshot of where our students are in their learning and there are many variables that could impact the result. Student growth, however, is longitudinal data of how the student has gained from their learning over a period of time. Although our students have displayed improved in achievement across all domains, the performance displayed in student growth over a two year period was quite exponential. Students of our College who sat NAPLAN two years ago in Year 3 have demonstrated an average of 80% growth across all domains in Year 5. This is a fantastic achievement that reflects the quality of teaching standards at our College.

I would like to thank our parents for entrusting us with the education of their children and enabling us to enact our vision. Without the support of our parents, we would not have been able to achieve these important milestones. I would like to thank our students for their patience, dedication and hard work. I would like to also thank our committed staff who always extend themselves to provide the best learning opportunities for our students. Finally, I would like to thank our College Board for their ongoing support and guidance.

Yours truly,

**Ali Arabaci**

Principal

# Parents Body Message

I would like to commend the efforts of our parents/carers that continue to dedicate their time to our school. We have expanded our P&C body and it's a reflection of your efforts we manage to meet our targets and continue to improve the quality and effectiveness of our school events.

It has been an absolute privilege to volunteer alongside parents/carers, P&C staff, school staff and members of our community whose interest is to provide the best possible learning environment for our children. We will continue to evaluate, reflect and act on feedback to work towards a common goal and that is to achieve the highest standards of education and support for our children.

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

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

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

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

## Rukiye Cetinay

President of the Parents and Citizens Committee.



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## SECTION TWO: Contextual Information About The School

# About The School

Irfan College is an accredited independent Islamic co-educational school situated in South-Western Sydney which caters for students from Kindergarten to Year 9 and is progressing to HSC on a yearly basis. Irfan College has a fairly diverse student background with up to 10 different ethnic backgrounds and all of our students come from an 'English as an Additional Language/Dialect' background. Our College is set on five acres in the semi-rural suburb of Cecil Park, which is 15 minutes from the Liverpool CBD and 20 minutes from Penrith in Sydney's Inner West. More than half of our students commute to school 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 forefront of decision-making. Teachers have a focus on challenging and engaging all students, fostering quality teacher leadership in every classroom and reshaping the curriculum to meet the individual needs of each student. At the heart of this is an understanding of the 21st century learner, and their growing needs in a rapidly changing world.

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

The school's wellbeing and co-curricular programs

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

### Vision

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

### Mission

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

### Values

The values of our College are as follows:

- **PERSONALISED CARE:** Commitment to creating a nurturing environment of sincere care for the holistic education of each individual student.
- **COMMUNITY:** Connecting with the broader community to enable our students to be active and aware members of society.
- **SPIRITUAL EXCELLENCE:** Guided by Islamic principles in all that we do to strive for spiritual excellence (ihsan), as an anchor for the guidance we provide.
- **DIVERSITY:** Celebrating the diverse backgrounds of our students, staff, and friends, to foster an open-minded appreciation & respect for all cultures.

## SECTION THREE: Student Outcomes In Naplan

# NAPLAN Test Years 3, 5, 7 & 9

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

In reviewing Irfan College's NAPLAN school analysis reports, the school's average student growth rates are positive across all literacy and numeracy areas.

The charts below provide more information about student achievement in Years 3, 5, 7 and 9 for 2018.

2018 Year 3 Reading Band Percentages

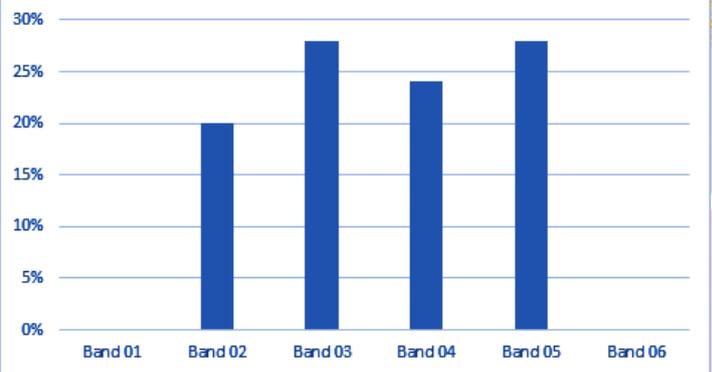


Figure 1: Year 3 Reading Percentage in Bands

2018 Year 3 Writing Band Percentages

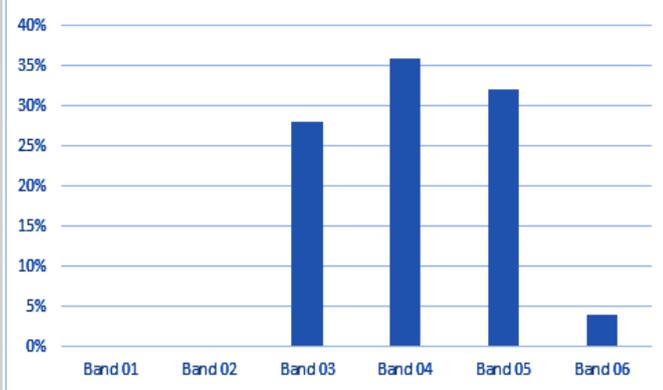


Figure 2: Year 3 Writing Percentage in Bands

2018 Year 3 Numeracy Band Percentages

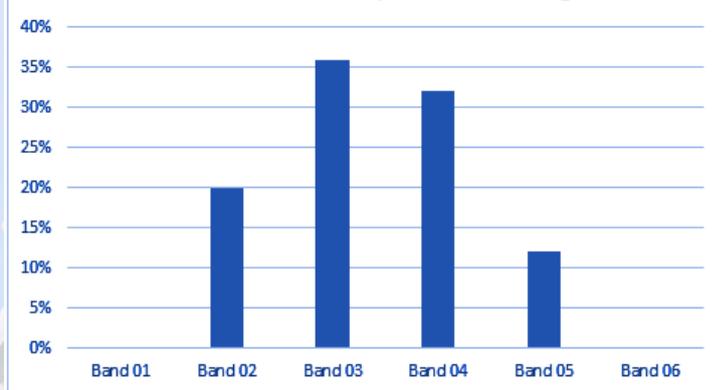


Figure 3: Year 3 Numeracy Percentage in Bands

## SECTION THREE: Student Outcomes In NAPLAN

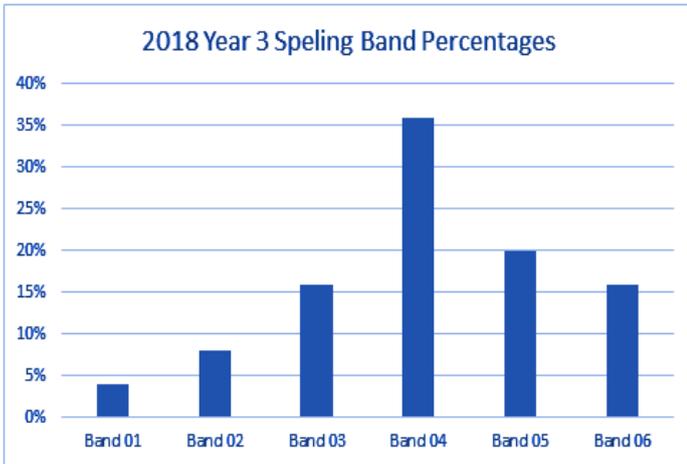


Figure 4: Year 3 Spelling Percentage in Bands

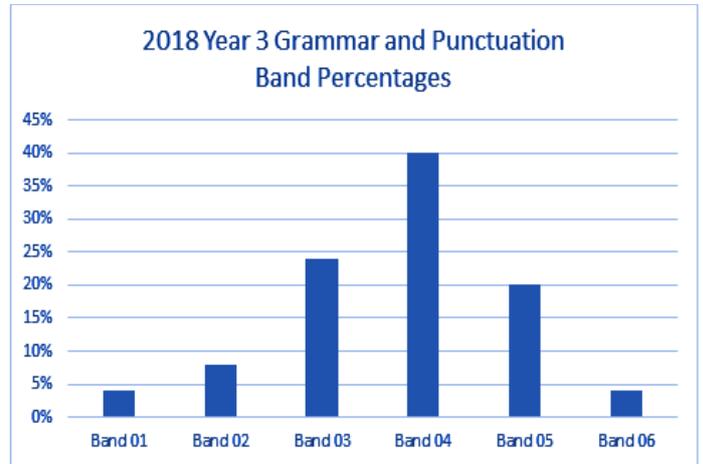


Figure 5: Year 3 Grammar & Punctuation Percentage in Bands

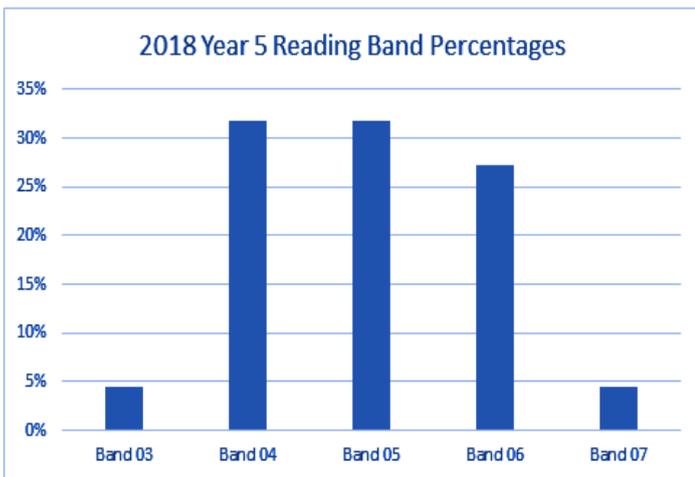


Figure 6: Year 5 Reading Percentage in Bands

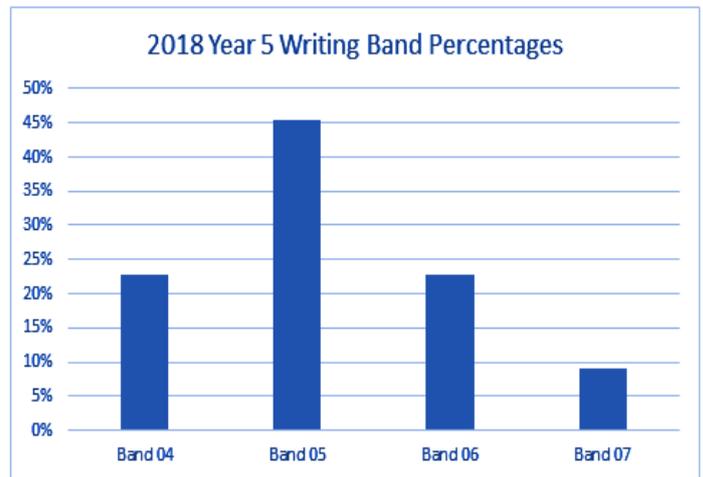


Figure 7: Year 5 Writing Percentage in Bands

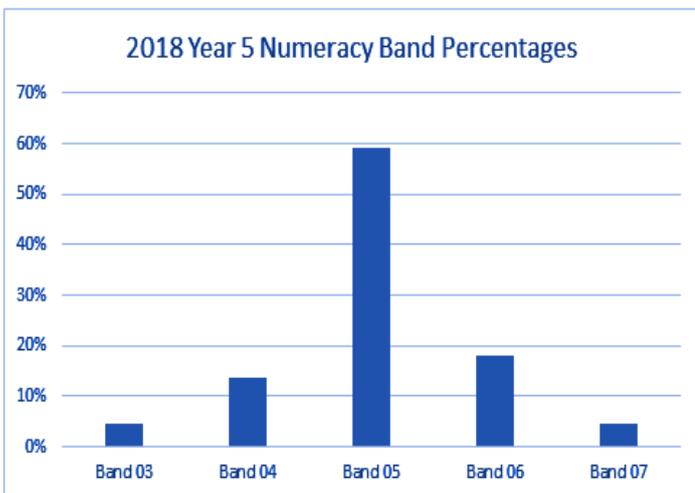


Figure 8: Year 5 Numeracy Percentage in Bands

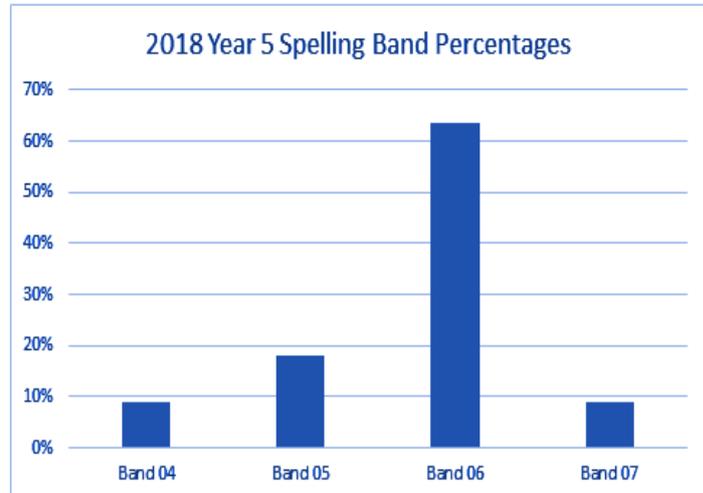


Figure 9: Year 5 Spelling Percentage in Bands

## SECTION THREE: Student Outcomes In NAPLAN

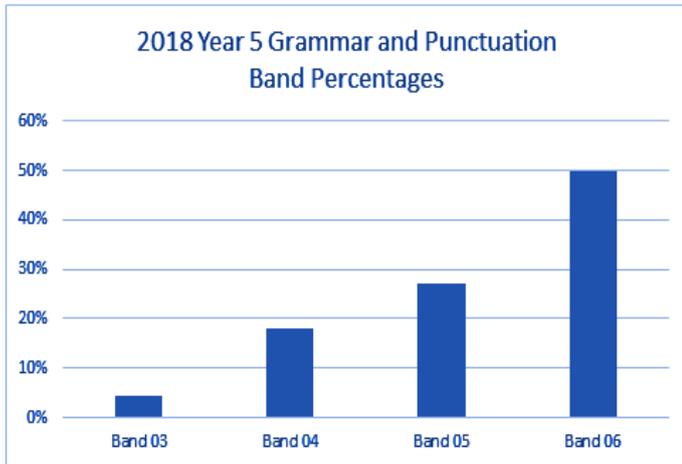


Figure 10: Year 5 Grammar & Punctuation Percentage in Bands

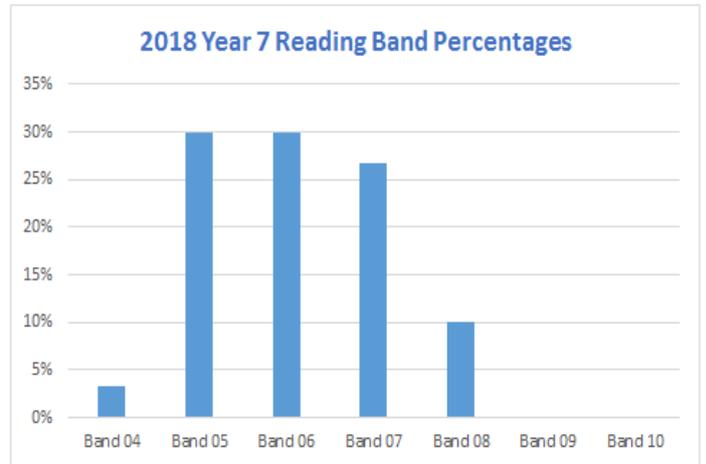


Figure 11: Year 7 Reading Percentage in Bands

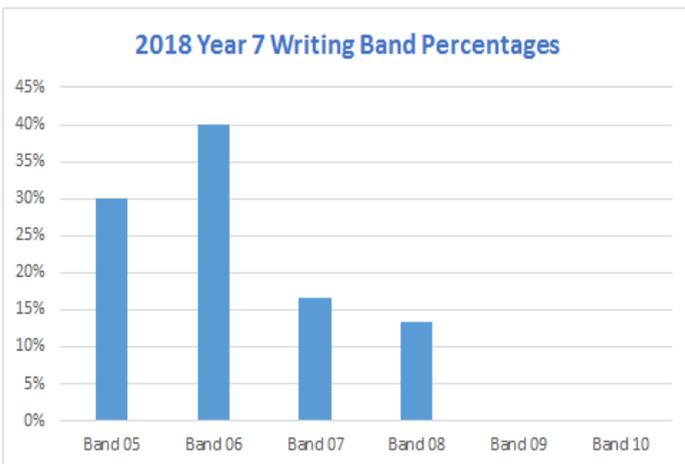


Figure 12: Year 7 Writing Percentage in Bands

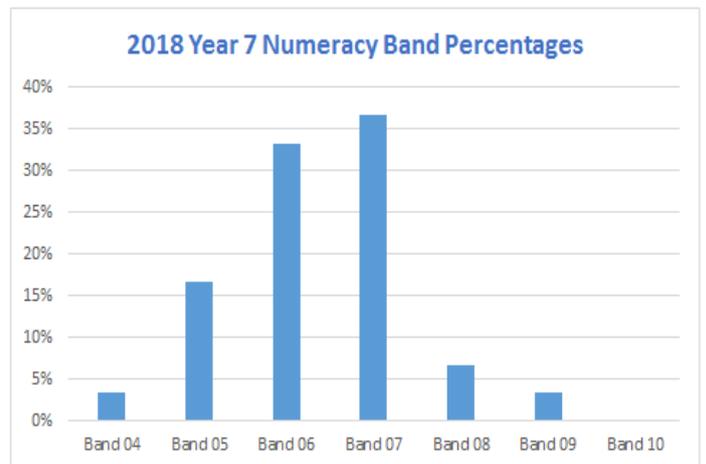


Figure 13: Year 7 Numeracy Percentage in Bands

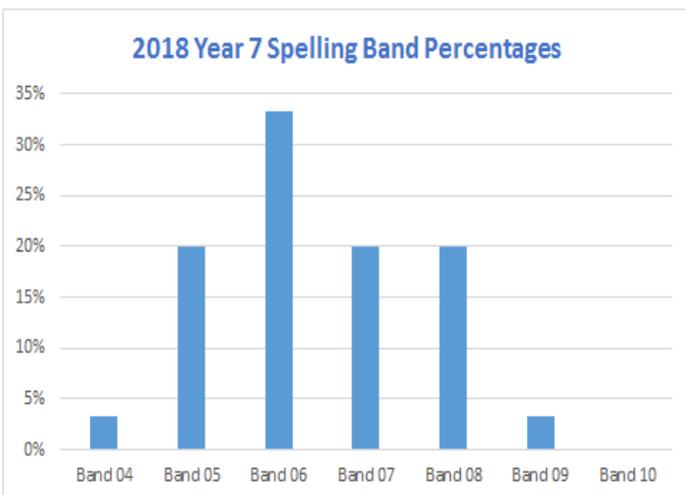


Figure 14: Year 7 Spelling Percentage in Bands

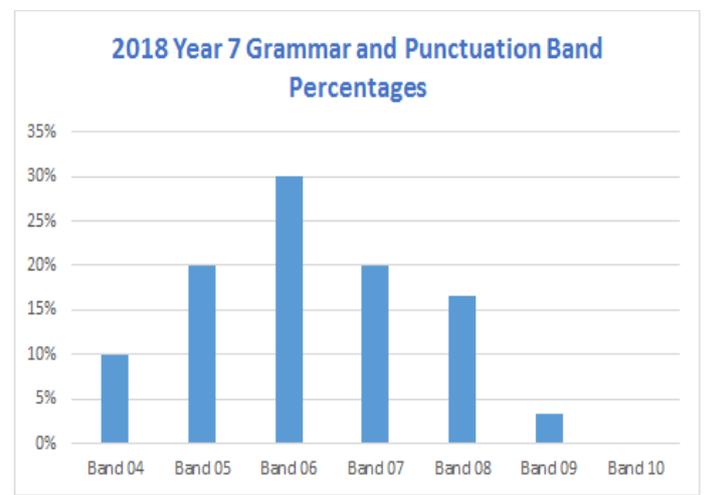


Figure 15: Year 7 Grammar and Punctuation Percentage in Bands

## SECTION THREE: Student Outcomes In NAPLAN

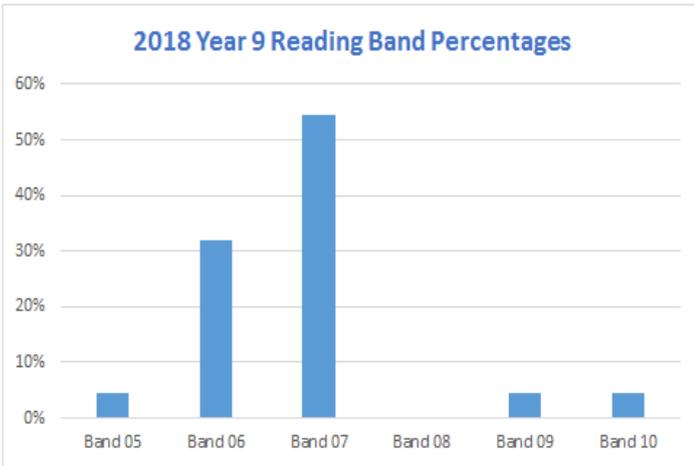


Figure 16: Year 9 Reading Percentage in Bands

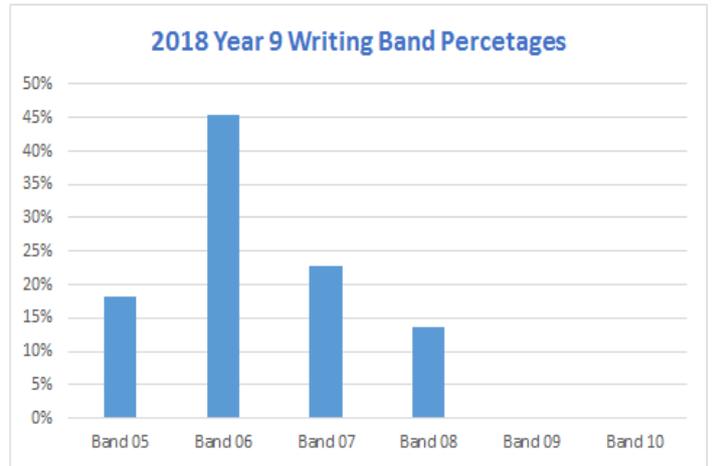


Figure 17: Year 9 Writing Percentage in Bands

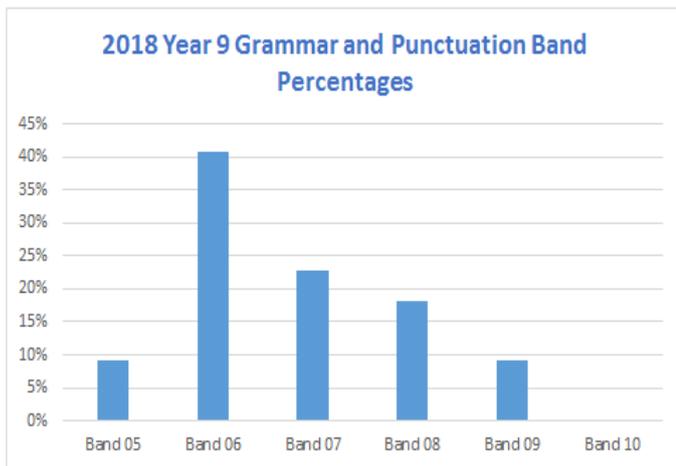


Figure 18: Year 9 Grammar and Punctuation Percentage in Bands

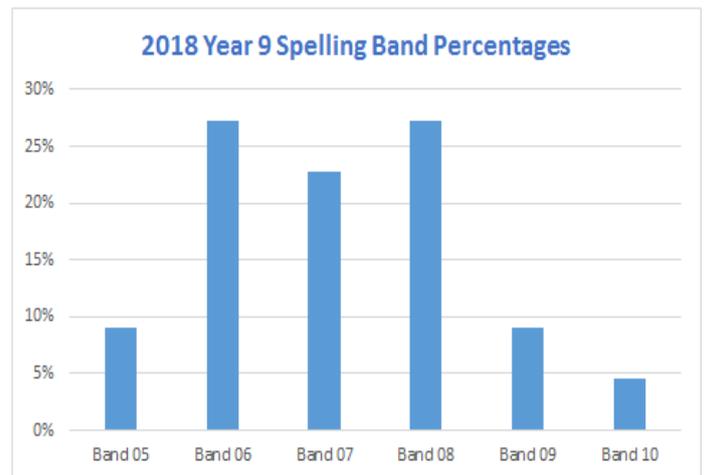


Figure 19: Year 9 Spelling Percentage in Bands

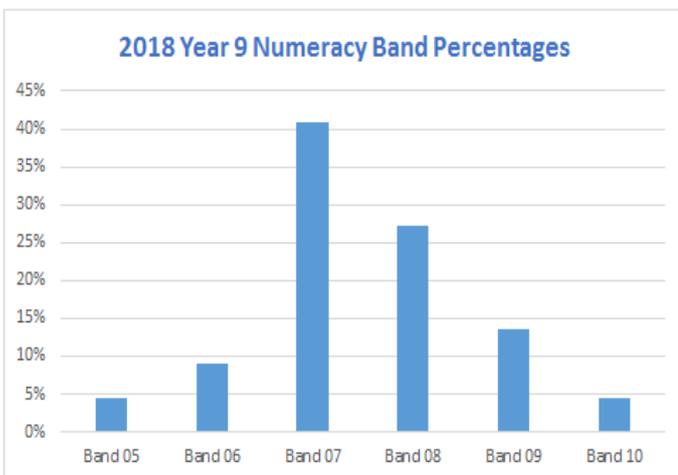


Figure 20: Year 9 Numeracy Percentage in Bands

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## SECTION FOUR: RoSA

# THE GRANTING OF RECORD OF SCHOOL ACHIEVEMENT

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

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

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

*Irfan College had K-6 classes in 2016; therefore, there was no need to issue RoSA credential. Year 7 and 8 classes commenced in 2017 and Year 9 class commenced in 2018.*

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## SECTION FIVE: Professional Learning & Teacher Standards

# Teacher Standards

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

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

For 2018, 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	2
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and worked as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	0

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

# Professional Learning

The following professional development activities were undertaken by staff throughout 2018:

Description of Professional Development	No. of Staff Participating
Induction for all staff	42
Child Protection (teaching and non-teaching staff)	42
Phase 2 Action Plan : Explicit Instruction and Advanced Phonics	9
Phase 2 Action Plan: Explicit Instruction and Fluency/Vocabulary	12
Phase 2 Action Plan: Comprehension	11
Phase 2 Action Plan: Planning Literacy Instruction	10
Phase 2 Action Plan: Developing Effective Literacy Sessions	5
Phase 2 Action Plan: Explicit Instruction and Working Mathematically	11
Phase 2 Action Plan: Explicit Instruction and Working Mathematically in Numbers and Algebra	10
Phase 2 Action Plan: Explicit Instruction and Working Mathematically in Measurement and Geometry	12
Phase 2 Action Plan: Explicit Instruction and Working Mathematically in Statistics and Probability	9
Phase 2 Action Plan: Teaching So All Students Can Learn Mathematics	12
MEA Interpretation Workshop: Support and Operational Staff MEA (NSW)	1
K-6 Curriculum Registration Requirements	2
Phase 2 Action Plan: 2019 Planning Workshop	2
RoSA and HSC Curriculum and Accreditation Requirements	2
Registration Requirements for all Schools	3
Licensing Agreements Information Session	1

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## SECTION FIVE: Professional Learning & Teacher Standards

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Description of Professional Development	No. of Staff Participating
Becoming Accredited at Highly Accomplished and Lead Teacher	2
Instructional Leadership Masterclass 7: School Stories	2
A Year in a Day	1
Evidenced -Based Classroom Management	1
Supervising Teachers Progressing to Proficient Teacher	1
Instructional Leadership Masterclass 5: Evaluating Progress	2
Learning Support Essentials	1
Principal Induction Program	1
Explicit Instruction Assessment and Early Literacy/ Numeracy Concepts	4
Data Analysis in Literacy and Numeracy	4
New Science Syllabus In School PD for primary teachers	7

# Workforce Composition

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

Position	FTE*
Principal	1
Executives	4
Primary Class Teachers	5 full time and 4 part time
Secondary KLA Teachers	2 full time and 7 part time
Learning and Support Teachers	2 part time and a full time teacher aide
Specialist Teachers (Qur'an, Islamic Studies, Turkish and Arabic)	2 full time and 5 part time

There is nil indigenous staff at this College.



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

# Student Attendance

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

Below is a list of student attendance rates for each year level and the whole school in 2018:

Year Level	% of Attendance
Kindergarten	85%
Year 1	85%
Year 2	88%
Year 3	87%
Year 4	82%
Year 5	88%
Year 6	89%
Year 7	88%
Year 8	88%
Year 9	85%
Overall	87%

# Management of Non-Attendance

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

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

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

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

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

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

- Student and parent interviews

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

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

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

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

# Enrolment Policies

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

1. Applications for enrolment may be made at any time by the parent/carer(s) of students.
2. Students enrolling at school for the first time will be five years of age on or before 31 July.
3. The College will base any decision about offering a place to a student on:

Family relationship with the school:

- sibling of a current or ex-student;
- either of the parents attended the school
- they hold attitudes, values and priorities that are compatible with the School's ethos

The student:

- the contribution that the student may make to the school, including the co-curricular activities
- The student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement

The College:

- ability to meet the special needs or abilities of the student

Other considerations

- Order of receipt- when the application to enrol is received by the school

4. The College may meet with parent/carer(s) of the student before offering a place.

5. The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

6. Continued enrolment at the School is dependent

upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.

# Characteristics of Student Body

Irfan College completed the academic year of 2018 with 244 students, 140 of these students are male and 104 are female. Students at Irfan College are predominantly born in Australia. The parents of the students are born in the following countries: 32% Turkey, 28% Australia, 24% undisclosed, 6% Lebanon and the remaining minority countries include, but not limited to Afghanistan, Bosnia and Herzegovina, China, Egypt, France, Germany, Iran, and Iraq. More than half of our students commute to school using the bus service. Irfan College also accommodates students with learning disabilities and additional needs.

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

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

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

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

# Student Well-being Policy

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

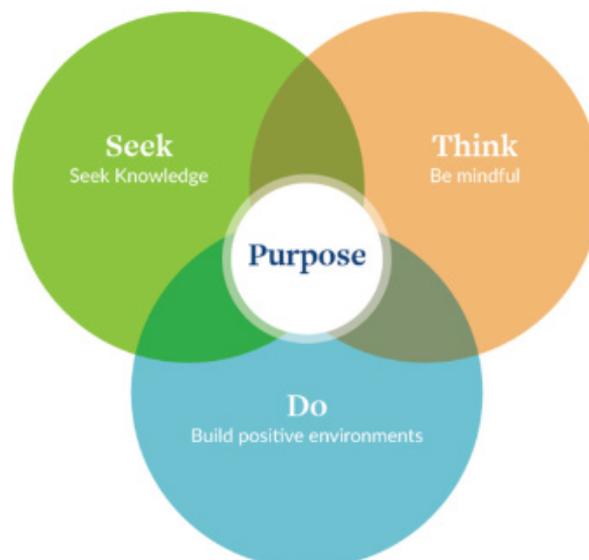
We value the integrity and well-being of each member of the College. We strive to cultivate genuine relationships. The College also aims to promote good order and harmony within the school community. Irfan College's Well-being policy is implemented through various programs and procedures. These include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

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

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

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

## Irfan College's Well-being Model



# Anti-Bullying Policy

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



# Discipline Policy - Behaviour Management Guide

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

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

The discipline issues have been categorized into three levels depending on the discipline matters and the repetitiveness of the incident. The Discipline

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

- Level One contains issues that the classroom teachers may face during their day to day interaction with students whether it is within or outside the classrooms. These issues are dealt with by the classroom and specialist teachers.
- Level two: The Coordinator, in conjunction with the classroom teacher, deals with level two student management issues. Once the classroom teacher has exhausted all he/she can, the matter is referred to the Coordinator. The Coordinator and the classroom teacher action certain student management measures and involve the parents. Students may be fast tracked into Level Two if they engage themselves in more serious discipline issues.
- Level Three: This level deals with students that have not responded to the student's management plan in Level Two and/or have committed more serious offences that warrant the involvement of the Principal. Student at this level faces extended suspension if not expulsion.

# Complaints & Grievances Policy

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

The Irfan College Grievances and Complaints Management Policy values:

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

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

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

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

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

## SECTION SEVEN: School Policies

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

Policy	Changes in 2018	Access to full text
<p>Child Protection Policy:</p> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Included the school procedure detail</li> <li>• Revised complaints handling procedure</li> <li>• Included how to apply for WWCC fact sheet</li> <li>• Procedure for recording incidents and accidents on sentral</li> </ul>	<ul style="list-style-type: none"> <li>• Full text issued to all staff via sentral.</li> <li>• Parents may request a copy by contacting office.</li> </ul>
<p>Security Policy:</p> <ul style="list-style-type: none"> <li>• Premises, Buildings and Maintenance policy</li> <li>• Use of grounds and facilities</li> <li>• Emergency evacuation procedures</li> <li>• Visitor policy</li> <li>• WHS Policy</li> <li>• Lock Down Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Changed maintenance recording to online via @ helpdesk</li> <li>• WHS, emergency evacuation, and lock down policies have been updated. Staff have been informed of the changes.</li> <li>• Included Accident/ Incident reporting on sentral</li> </ul>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> <li>• Evacuation, Lockdown, visitor policy can be all downloaded and viewed in the Parent and Student handbook located on the school website.</li> <li>• Other policies can be requested from the office</li> </ul>
<p>Codes of Conduct:</p> <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Behaviour management including Anti Bullying Policy</li> <li>• SRC Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Separated Anti Bullying policy from the Wellbeing Policy and provided additional procedural details</li> <li>• Updated the school bus policy</li> </ul>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> <li>• Code of students, behaviour management, anti -bullying and SRC policy can be downloaded from school website - Parent and Student Handbook</li> </ul>

## SECTION SEVEN: School Policies

<p>Supervision Policy:</p> <ul style="list-style-type: none"> <li>• Duty of Care</li> </ul>	<p>Nil</p>	<ul style="list-style-type: none"> <li>• Full text issued to all staff</li> </ul>
<p>Well-being Policy:</p> <ul style="list-style-type: none"> <li>• Discipline and Student Welfare</li> <li>• Availability and access to special services such as counseling</li> <li>• Medication and First aid procedures</li> <li>• Critical incident policy</li> </ul>	<ul style="list-style-type: none"> <li>• Revised the title as “Wellbeing and Behaviour Management Policy”.</li> <li>• Implementation of the wellbeing program “You Can Do It” program achieved.</li> <li>• Included the reflection session.</li> <li>• Included presentations conducted by local Police liaison officer.</li> <li>• Revised discipline action table.</li> <li>• Further details were included in suspension and expulsion procedures. Exclusion was added to the policy</li> <li>• Revised sick bay procedure in the Medication Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Full text available to all staff via Sentral dashboard</li> </ul>
<ul style="list-style-type: none"> <li>• RoSA and Assessment policy</li> </ul>	<ul style="list-style-type: none"> <li>• Revised the assessment policy. Created Year 9 Assessment Policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Full text issued to all staff on Sentral</li> </ul>
<p>Procedural Fairness Policy:</p> <ul style="list-style-type: none"> <li>• Complaints and Grievances Policy</li> <li>• Disciplinary proceedings and notification</li> </ul>	<ul style="list-style-type: none"> <li>• Updated complaints and grievance policy and procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Full text issued to all staff via Sentral.</li> <li>• Parents can download copy of the Parent and Student Handbook on school website</li> </ul>
<p>Internet use Policy:</p> <ul style="list-style-type: none"> <li>• Legal risks</li> <li>• Legal requirements</li> <li>• Best practices</li> <li>• System monitoring</li> <li>• Plagiarism and copyright</li> </ul>	<p>Nil</p>	<ul style="list-style-type: none"> <li>• Full text issued to all staff via Sentral.</li> <li>• Parents may request a copy by contacting office.</li> </ul>

## SECTION SEVEN: School Policies

<p>Teacher Accreditation Authority (TAA)</p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Preparing Accreditation Reports</li> <li>• Sharing relevant information</li> <li>• Assessing Teachers</li> <li>• Maintenance of Accreditation</li> <li>• Suspension and/or revocation</li> <li>• Making a decision to refuse</li> </ul>	<p>Nil</p>	<ul style="list-style-type: none"> <li>• Full text approved by NESA with minor updates requested</li> <li>• Distribution in Term 3, 2016</li> </ul>
<p>Attendance Policy</p>	<ul style="list-style-type: none"> <li>• Revised the attendance marking and record keeping procedure</li> <li>• Revised Extended leave application form</li> <li>• Refined Late arrival monitor procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Full text available to all staff on sentral.</li> </ul>
<p>Communication Policy</p>	<ul style="list-style-type: none"> <li>• Communication policy and procedure was introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Full text available to all staff on sentral and parents can view on the website</li> </ul>
<p>Serious and Critical (Emergency) Incident Policy</p>	<ul style="list-style-type: none"> <li>• Serious and Critical (Emergency) Incident Policy introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Full text available to all staff on sentral.</li> </ul>

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**SECTION EIGHT:**  
**Improvement Targets**

# School Determined Improvement Targets

This section of the annual report outlines the progress of the school measured against improvement targets documented in the school's annual plan. The school identified three main priority areas to target in 2018 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 2018

Following is a list of Key Improvements made in 2018 following the review of the annual school plan.

## Teaching and Learning:

A three-year school strategic plan has been developed by our executive team to assess and evaluate the learning outcomes of our students on a term by term basis.

Secondary was facilitated through Years 9 and 10.

The Islamic Integration Project completed the integration of the K-6 History, Geography and Science Syllabi and integrated lessons for these KLA's have commenced.

Students that are having difficulty coping with our learning expectations have been identified and individualised learning programs have been developed.

The Initialit program was purchased and commenced implementation in Kindergarten. Initialit is an evidence-based literacy instruction program based on the explicit instruction pedagogical framework.

As part of the Islamic integration initiative, our Year 4 students are spearheaded a permaculture project. The permaculture project consists of building a sustainable garden by utilising the natural environment of the College grounds. Our Head of Islamic Integration, Ms Samah Taki, has been collaborating with local community members to plan and successfully enact the project at school. The project is a part of the Science unit of work with an Islamic integration focus. The unit of work was broken down into two main segments, 'ilim (theory) and 'amal (practical). Once the students covered the theory component of permaculture in the classroom, learning went beyond the classroom into the practical component of the unit which consisted of laying the foundations of the garden at our College.

Another exciting initiative launched this year was the Professional Learning Communities (PLC's). PLC's are an effective way of collaborating and networking among colleagues. Each week teachers present the 'what', 'why' and 'how' of a topic they have been confronted with in their practice, and would like to share their insights with their teacher

colleagues.

An analysis of the 2018 NAPLAN data shows that there has been significant growth in Reading, Numeracy, Grammar and Punctuation across both Primary and Secondary.

## Welfare and Well-being

Our new services include Chaplaincy and Girls Well-being. The Chaplaincy service has been developed to provide our students with spiritual guidance and mentoring by our Islamic Studies Coordinator, Mr Erol. Mr Erol will be sitting with students who have been referred to the Chaplaincy program to provide students with Naseeha (Islamic counsel) based on Quranic injunctions and traditions from Prophet Muhammed (saw).

This year we have also decided to split the boys' and girls' well-being. Mr Mustafa will be coordinating the Well-being department and overseeing the boys' well-being and Ms Joumana will be overseeing the girls' well-being.

Irfan College facilitated an Eid Fair for the first time in our College's history. Students and the school community enjoyed the last day of Term 2 with rides, a reptile farm, food stalls, a stage performance by Zaky, and many more. It was the first event of its kind which will only get better as the years progress.

This year we also commenced a new initiative as part of the Islamic Studies Committee who is responsible for Islamic Integration, namely the development of our College Graduate Attributes. Our Graduate Attributes are a list of character qualities and ways of thinking we want to inculcate in our students at the end of the Irfan experience. Our graduate attributes are as follows:

- Attribute 1. Knowledge and love of Allah (swt) and His messenger
- Attribute 2. Middle-path
- Attribute 3. Leadership
- Attribute 4. Concern and Care
- Attribute 5. Sense of Wisdom
- Attribute 6. Global Agency
- Attribute 7. Social Resilience

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## SECTION EIGHT: Improvement Targets

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### Facilities and Resources

We were able to commence the academic year with our new state of the art building. Our new building houses Years 4-9 and includes a commercial kitchen and canteen, science laboratory, student amenities, and a secondary staff room. Each classroom has been dedicated to a scholar, thinker, or leader who has contributed to the field of science and knowledge within the Islamic tradition.

In Term 3, (Ms Sameema says anything that happens after July needs to be reported in the following year's annual report) we conducted the official opening ceremony of our first permanent building. We were delighted to host a number of dignitaries including the NSW Minister for Education Hon. Rob Stokes, NSW Member for Mulgoa Hon. Tanya Davies, NSW Shadow Minister for Education Jihad Dib, Member for Granville Tanya Davies, Consul-general for the Republic of Turkey Sydney Mr Melih Karalar, Fairfield City Council Mayor Hon. Frank Carbone, and a host of community leaders, academics, and associations. Minister Rob Stokes shared words of encouragement in support of our College vision. He also highlighted the importance of independent education and the value that it adds to Australian families. Protocol speeches were concluded with lunch.

The sports department made a \$15,000 investment on sporting equipment to provide our sporting with various sporting experiences.

### Staff

Our new staff members are specialised and experienced teachers that will enhance the field of Secondary Mathematics, History, Creative Arts, and PDHPE. Some amendments have also been made to Primary which we aim to further improve the learning outcomes of our students.

Two Teacher Aides were employed to assist teachers in K-6 with tiered interventions during instruction.



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## SECTION NINE: Initiatives

# Initiatives Promoting Respect & Responsibility

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

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

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

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

- Rookwood Cemetery and nursing home visits by the School Captain and SRC members from each class
- School Permaculture Project
- Organisation of recycling and compost bins
- Raising money for Jump Rope for Heart Foundation
- Harmony Day
- Anzac Day
- Reconciliation Day
- Students and families raised funds for the Hasene Ramadan Food Campaign which involved collecting funds to purchase food items in second and third world countries.
- You Can Do It! well-being program was explicitly taught in class to teach students social and emotional skills
- Police Liaison Officer speech about cyber bullying awareness

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

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## SECTION TEN:

### Parent, Student & Teacher Satisfaction

# Parent Satisfaction

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

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

- Construction of the first permanent building
- Construction of a larger canteen and undercover eating area with seats and tables
- Establishment of the Young Scholars Program
- Parent-Teacher interviews or individual appointments
- Iftar dinners and Eid assemblies
- School break during Eid where the parents can celebrate this special day with their child/ren
- School Readiness Program for new Kindergarten students for a smooth transition into school
- Significant resource procurement to improve the quality of teaching standards such as Prelit, InitialLit, Literacy Pro, Spelling Mastery, hands-on Mathematics resources, Science lab equipment and materials, mandatory technology equipment, new sports equipment, etc.
- Class assemblies where all parents are welcome to attend
- Addition of Year 9 class
- More options given as the elective subjects for Secondary
- Volunteer opportunities such as excursions, cake stalls, decorating the school for various school events, helping out at the canteen, etc.
- Islamic Worldview integration as our parents want their children to receive a holistic form of education.

- The start of School Permaculture Project where the parents are very happy with the knowledge and understanding as well as the skills that their child/ren gain through this valuable program
- School picnic
- Mother and daughter Mother's Day Movie Night
- Father & Son soccer tournament
- Co-curricular activities introduced such as soccer
- Irfan College soccer team
- Continuation of the brand strategy development including the upscaling of our website, logo and other marketing related materials that provided our parents better service with more information
- Dental health care check ups

Many parents who are part of the Parents and Friends organisation frequently give up their time to provide assistance to the children and staff. They continue to provide a great assistance in all sorts of activities. Our parents help voluntarily in the running of school activities and ensure that a wide range of opportunities are available for the students.

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

We have conducted a formal parent survey in 2018 that would best gauge the current level of satisfaction of Parents. The information below displays the results of this survey:

Please see appendix 1 for 2018 parent survey results.

# 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 2018 to promote student satisfaction are as follows:

- Construction of the first two-storey permanent building
- Fully equipped new Science Lab
- Year 5 and 6 school camp
- Year 9 visit to Careers Expo
- Table tennis and basketball facilities
- Dental Health care check-ups
- More options given as the elective subjects for Secondary
- Incursion by a Police liaison officer, giving an insight on cyber-bullying
- Allocating additional staff for Learning and Support Department to cater for the special needs of our students
- Athletics Carnival
- School Fun Run
- Eid Fair Celebration with lots of rides, food stalls and fun activities for the students, parents and the community
- Inter-school sports competitions
- Lunch clubs such as skipping, knitting, creative arts, chess, veggie patch, drama, handball, etc.
- Happy Harold Life Education incursion
- Increased number of days for Teacher-Librarian
- Increased number of days for School Counsellor Support
- Year 6 Farewell lunch with teachers and the Principal at a restaurant
- Weekly merit awards
- Fortnightly class assemblies where students showcase their wonderful performances
- Principal's morning tea with the SRC members
- Mufti days
- Iftar dinners for our students and their families
- Raising money for Jump Rope for Heart Foundation
- Taking part in the 'Bravery Unmasked Project' hosted by Casula Powerhouse Arts Centre. Students worked hard in groups during Art Lunch Club and produced an artwork that has been selected to be exhibited in the gallery. Students had a great time visiting the gallery and viewing their artwork being displayed in an exhibition before the work is sold for charity.

We see surveys as a powerful tool to help us gather valuable data. This school data allows for an in-depth analysis of the overall school climate, at the same time rendering a representative picture of student perceptions.

Please see appendix 2 for 2018 student survey results.

# Teacher Satisfaction

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

The school has upgraded the internet facilities and provided Primary K-4 classrooms with Mac computers. Also, due to the increase in staff numbers, the school allocated an additional staffroom for secondary staff with photocopier/printing facilities as well as a kitchenette. A professional coffee machine was purchased for the canteen based on a school survey where majority of the teachers opted for having quality coffee available in school grounds. Teachers enjoy their coffee at our new seating area in front of the canteen.

The school takes every opportunity to maintain teacher satisfaction at Irfan College. Some of the activities that took place in 2018 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.
- upgraded internet facilities
- upgraded car park
- extra teacher resources for STEM, Mathematics, English, etc.
- home visits for special occasions
- school break during Eids, Eid breakfast and Eid Festival
- wider opportunities for external and internal PDs

- staff breakfast
- monthly birthday cakes
- social gatherings

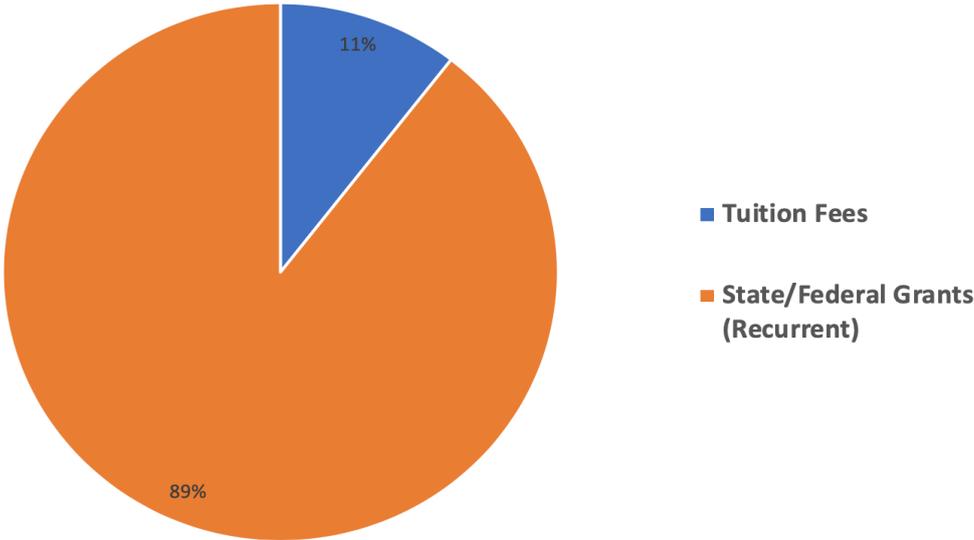
Teachers at our school are encouraged to voice their opinion on both formal and informal platforms such as staff meetings, briefings, annual staff barbeque, social gatherings, teacher birthday celebrations, etc. The exec have an 'open door' policy where all staff are welcome to discuss their opinions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



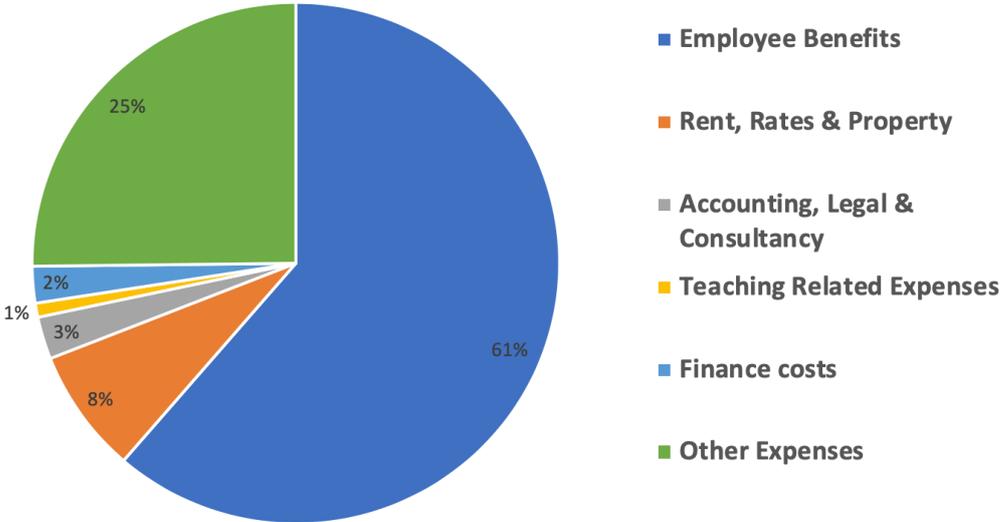
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# SECTION ELEVEN: Financial Summary

## Revenue



## Expenses



# APPENDIX 1

## Parent Survey

Question	Agree	Neutral	Disagree
My child is happy attending Irfan College	78.57%	7.14%	14.28%
Irfan College provides sufficient support services i.e. counseling, chaplaincy, learning support	50%	35.71%	14.28%
Irfan College is a safe place for my child	89.28%	-	10.71%
My child is receiving a good education at this school	53.57%	35.71%	10.71%
The staff at Irfan College take an interest in my child	78.57%	10.71%	10.71%
Communication between parent / carers and the school is good	67.85%	17.86%	14.28%
I'm aware of what is happening at the school as well as up-coming events	75%	10.71%	14.28%
The school caters for the Islamic education requirements of your child	75%	17.86%	7.14%
Irfan College's behavioural expectation of the students is clear	82.14%	3.57%	14.28%
Staff at the school make me feel welcome	89.28%	-	10.71%
My child's teacher(s) make me feel welcome	82.15%	7.14%	10.71%
This school is well equipped	50%	25%	25%

# APPENDIX 2

## Student Survey

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel I belong at school.	28.4%	47.3%	14.9%	5.4%
Everyone knows the school rules about behaviour.	14.91%	51.3%	25.7%	5.4%
At school, we celebrate the good things students do.	19%	50%	25.6%	5.4%
Teachers and students care about each other.	33.8%	43.2%	13.50%	5.4%
Teachers are interested in my culture or family background.	25.7%	43.2%	20.2%	6.7%
I feel safe at school.	28.4%	48.6%	12.1%	8.1%
I always feel safe when I am going to or from school.	32.4%	47.29%	12.2%	5.4%
Everyone thinks our school values are important (like respect for others).	31%	36.5%	23%	6.7%
Behaviours like hitting or bullying are not OK at school.	70%	17.6%	2.7%	5.4%
At school, everyone knows what to do if someone is being hurt or bullied.	16.2%	45.9	22.9%	10.8%
Students have a say in what happens at school.	16.2%	37.8%	31%	10.8%
Our school wants us to get on with students from different cultures or backgrounds.	39.2%	41.9%	9.4%	4%
The building and play areas are looked after at school.	21.6%	43.2%	21.6%	9.4%
Is the school able to communicate	24.3%	48.6%	12.2%	9.4%
Teachers think all students can do well.	50%	33.8%	6.7%	2.7%
Teachers treat students fairly.	24.3%	29.7%	29.7%	9.4%
Teachers often notice when students help each other.	17.6%	40.5%	29.7%	5.4%
Teachers always behave how they would like us to behave.	27%	39.2%	20.3%	6.7%
Teachers make learning interesting.	27%	37.8%	17.6%	10.8%
Teachers always take action if someone is being hit or bullied.	44.6%	29.7%	12.2%	6.7%
Teachers care about how I feel.	32.4%	43.2%	13.5%	4%
Teachers always treat each other with respect.	55.4%	29.7%	2.7%	5.4%
Teachers get on well with students from different cultures and backgrounds.	47.3%	35.1%	6.7%	4%
Teachers ask for our ideas about how students can get on better with each other.	28.4%	32.4%	20.3%	12.2%



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