



**2024**

**Secondary Information Booklet for  
Parents and Students**

***'Advance Through Knowledge'***

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## PRINCIPAL'S WELCOME

At Irfan College, our students enjoy the benefits of being located on a semi-rural property in the Southwest Sydney suburb of Cecil Park.

Students enjoy their breaks and Physical Education lessons on five acres of land that invoke a feeling of warmth and serenity.

Prophet Muhammad (peace be upon him) had a fascinating relationship with the natural environment. He would spend hours contemplating about his community, purpose, and the order of the cosmos and universe. We pray that the natural environment of our College has a similar binding effect upon our students.

Since our inception in 2013, Irfan College has built a strong and honorable reputation within the Muslim schooling sector. Our vision, mission, values, beliefs, moral purpose and dedicated staff have allowed us to establish a positive culture for our students, staff and parents. We have taken it upon ourselves to:

***'Raising thinkers & leaders who have confidence in their Australian-Muslim identity, with a deeply rooted motivation to actively do good in the world.'***

Our unique approach is underpinned by core philosophies and projects:

### **Holistic Education**

Irfan College values holistic education. We believe that every human being has been created with a unique mould that deserves individual attention.

Every student at our College is seen as a bearer of distinct talent, hence it is our duty as educators to recognise the strengths of our students and assist them in reaching their full potential. Academia and academic growth are but a single portion of the whole child and a child's development.

At Irfan College, all facets of our students are celebrated and nurtured. We believe that this wholesome approach to education will act as a breath of fresh air to the Islamic schooling sector.

## **Integration of Islamic Worldview**

An important project we are currently developing at Irfan College is the integration of Islamic Worldview into our schooling systems. Raising students who have confidence in their Australian-Muslim identity can only transpire through a well-rounded and coherent education that is imbued and inspired by the Islamic tradition.

Islamic Studies has traditionally been taught as an appended subject in Australian Muslim schools. At Irfan College, we intend to continue teaching Islamic Studies as a separate subject but also integrate Islamic worldview into our education philosophy, assessment philosophy, the Australian curriculum, policies and our well-being framework; all through our own authentic theme-based model.

## **Community**

Irfan College celebrates the notion of community. We believe that active and aware members of society emerge from grassroots initiatives. Irfan College works closely with community and non-for-profit organisations on a number of levels to ensure our students are exposed to civic responsibility from a young age. Exposure to this kind of work develops a sense of responsibility and altruism within our students.

With that said, I look forward to meeting you and thank you sincerely for entrusting us with the education of your child.

*Sincerely,*

***Mr Mustafa Ayvaz***

***College Principal***

## VISION AND MISSION

### VISION

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

### MISSION

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

#### Personalised Care

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

#### 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.

#### Community

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

## SCHOOL CONTACT DETAILS

**Address:** 2089 - 2109 Elizabeth Drive, Cecil Park NSW 2178  
**Phone:** (02) 9826 2885  
**Email:** office@irfancollege.nsw.edu.au

## OFFICE HOURS

The school office is open Monday to Friday from **8:00** am until **4:00** pm.

## SCHOOL DATES FOR 2024

### TERM DATES

TERM	TERM DATES	SCHOOL BREAK
Term 1	Tuesday, 30 <sup>th</sup> January – 5 <sup>th</sup> April	8 <sup>th</sup> April – 22 <sup>nd</sup> April
Term 2	Wednesday, 23 <sup>rd</sup> April – 28 <sup>th</sup> June	1 <sup>st</sup> July – 15 <sup>th</sup> July
Term 3	Tuesday 16 <sup>th</sup> July – 19 <sup>th</sup> September	20 <sup>th</sup> September - 8 <sup>th</sup> October
Term 4	9 <sup>th</sup> October -12 <sup>th</sup> December	Starts 13 <sup>th</sup> December (Summer Holidays)

## SECONDARY LESSON (BELL) TIMES

Secondary (Monday-Wednesday)			Secondary (Thursday)			Secondary (Friday)		
Period	Duration	Bell Time	Period	Duration	Bell Time	Period	Duration	Bell Time
Period 0	45min	8.00 – 8.45	Period 0	45 min	8.00 – 8.45	Period 0	45min	8.00 – 8.45
Roll Call	15 min	8.45 – 9.00	Roll Call	10 min	8.45 – 8.55	Roll Call	15 min	8.45 – 9.00
Period 1	55 min	9.00 – 9.55	Period 1	45 min	8.55 – 9.40	Period 1	55 min	9.00 – 9.55
Period 2	50 min	9.55 - 10 .45	Period 2	45 min	9.40 - 10.25	Period 2	50 min	9.55 - 10 .45
<b>Recess</b>	<b>20 min</b>	<b>10.45 -11.05</b>	<b>Recess</b>	<b>20 min</b>	<b>11.10 - 11.30</b>	<b>Recess</b>	<b>20 min</b>	<b>10.45 -11.05</b>
Period 3	50 min	11.05 – 11.55	Period 4	45 min	11.30 - 12.15	Period 3	50 min	11.05 – 11.55
Period 4	50 min	11.55 – 12.45	Period 5	45 min	12:15 – 1.00	Period 4	50 min	11.55 – 12.45
<b>Lunch</b>	<b>30 min</b>	<b>12.45 - 1:15</b>	<b>Lunch</b>	<b>25 min</b>	<b>1.00 – 1.25</b>	<b>Lunch</b>	<b>20 min</b>	<b>12.45 – 1.05</b>
<b>Prayer</b>	<b>25 min</b>	<b>1.15 – 1.40</b>	<b>Prayer</b>	<b>25 min</b>	<b>1.25 – 1.50</b>	<b>Prayer</b>	<b>35 min</b>	<b>1.05 – 1.40</b>
Period 5	50 min	1.40 – 2.30	Period 6	45 min	1.50 – 2.35	Period 5	50 min	1.40 – 2.30
Period 6	50 min	2:30 – 3.20	Sports	50 min	2.35 - 3.25	Period 6	50 min	2:30 – 3.20



## CURRICULUM ORGANISATION

### YEARS 7 and 8 (STAGE 4)

**Years 7 and 8** students study the following courses:

- English
- Mathematics
- Science
- History
- Geography
- PDHPE
- Technology
- Creative Arts
- Language other than English (Turkish or Arabic)
- Technology Mandatory
- Co-curricular Sport

In addition to these subjects, all students in Year 7 and 8 will study one (1) lesson of Islamic Studies and two (2) lessons of Quran Studies.

### YEARS 9 and 10 (STAGE 5)

**Years 9 and 10** students study towards the award of RoSA. The Record of School Achievement (RoSA) is the credential awarded by NESAs for students who satisfactorily complete their education to the end of Year 10 and beyond.

#### Course Structure for Year 9 and 10

Subjects are divided into two groups:

- Compulsory Subjects
- Elective Subjects

In addition to these subjects, all students in Year 9 and 10 will study three (3) lessons of Islamic Studies and two (2) lessons of Quran Studies.

**Compulsory Subjects:** All students must study:

- English
- Mathematics
- Science
- History
- Geography
- PDHPE

**Elective Subjects:** All students must study two electives in year 9 and two electives in year 10 from the following choices:

**Years 9 and 10**

- Design & Technology or Commerce
- Arabic or Turkish

Key Learning Area	Number of Periods Per Week			
	Year 7	Year 8	Year 9	Year 10
English	5	5	5	5
Mathematics	5	5	5	5
Science	4	4	4	4
History / Geography	3	3	3	3
PDHPE + Sports	2	2	3	3
Technology (Mandatory)	3	3		
Creative Arts (Visual Arts & Music)	3	3		
Mandatory Language (Arabic / Turkish), Quran 2                      2	4	4		
<b>Elective:</b> Design & Technology / Commerce			3	3
<b>Elective:</b> (Arabic / Turkish), Quran 2                      2			4	4
Islamic Studies	1	1	3	3
<b>Total Periods Per Week</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

## YEARS 11 and 12 (STAGE 6)

In **Years 11 and 12** students study a mandated number of units. English is the only compulsory subject studied in accordance with the NSW Educational Standards Authority requirements. Students achieve the Higher School Certificate by completing an approved set of courses by the end of Year 12. For most students, this will include sitting for the HSC written examinations.

Parents can access information about the curriculum from the following website:

<http://educationstandards.nsw.edu.au>

**Compulsory Subjects:** All students must study:

- English Standard
- Islamic Studies

**Year 11 Elective Subjects (2024-2025):**

- Mathematics Standard
- Business Studies
- Studies of Religion II
- Modern History **or** Biology
- PDHPE **or** Visual Arts

**Year 12 Elective Subjects (2023-2024):**

- Mathematics Standard **or** Mathematics Advanced
- Biology **or** Business Studies
- Legal Studies **or** Studies of Religion II
- Modern History
- PDHPE

## ASSESSMENT AND REPORTING

### ASSESSMENT

Assessment is an integral part of teaching and learning. Effective assessment assists student learning and forms the basis for planning future learning activities. At Irfan College, effective assessment encourages, assists and enhances the learning of all students, and is inclusive of race, culture, class, gender, disability and enhances the relationship between teacher and student and the relationships among students. At Irfan College, effective assessment is ensured as it gives feedback to students on their progress, help students monitor and improve their learning, provide information for teachers about the student's strengths and weaknesses as well as provide information to parents.

Teachers use a variety of ways to assess the knowledge, skills and understanding of their students. Students will benefit from a wide range of formal and informal, internal and external assessment programs.

Students must comply with the assessment requirements for each of their subjects as outlined in the School Assessment Policy.

Separate School Assessment Policy Guidelines will be handed to students.

### REPORTING

Semester and Interim school reports are sent to Parents via our online Parent Portal.

YEAR	INTERIM REPORT	HALF YEARLY REPORT	INTERIM REPORT	YEARLY REPORT
7	Term 1	Term 2	Term 3	Term 4
8	Term 1	Term 2	Term 3	Term 4
9	Term 1	Term 2	Term 3	Term 4
10	Term 1	Term 2	Term 3	Term 4
11	Term 1	Term 2		Term 3
12		Term 1		Term 3

### REPORTING PROCEDURES

Two types of reports are issued to all students:

- (a) **REPORTS ON STUDENT PROGRESS** – Provide parents and students with information about how well a student has performed in each subject. It outlines student achievement in relation to outcomes and provides feedback on areas that require improvement.
- (b) **INTERIM REPORTS** – Provide parents and students with an idea as to how they are progressing towards meeting the outcomes for the Semester.

## PARENT – TEACHER MEETING

YEAR	TERM	
7	Term 1	Term 3
8	Term 1	Term 3
9	Term 1	Term 3
10	Term 1	Term 3
11	Term 1	Term 3
12	Term 1 (Term 2 of Year 12)	Term 3 (Term 4 of Year 12)

## SUBJECT INFORMATION

### ENGLISH

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

The English course gives students the opportunity to read critically and respond imaginatively and analytically to a range of texts. Students study a range of texts such as fiction, drama, poetry, film, multimedia and media. By investing time and energy into the study of English students will develop as confident and informed citizens. The study of English is central to the learning and development of all students.

Students engage in the close reading of texts and wide reading of a range of different types of texts. Students explore texts through a balance of listening, speaking, reading, writing, viewing and representing.

### MATHEMATICS

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

In the Mathematics module in this stage there is an emphasis on working mathematically.

The aim of Mathematics in K–10 is for students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens; develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and

Geometry, Statistics and Probability; recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

## SCIENCE

Science is a mandatory course that is studied in Years 7–10 with at least 400 hours to be completed by the end of Year 10.

The aim of Science in Years 7-10 is to develop students interest in and enthusiasm for Science, as well as an appreciation of its role in finding solutions to contemporary Science-related problems and issues; knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically; scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events; appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology.

## HISTORY

The History (Mandatory) course requires students to complete 100 hours of History in Stages 4 & 5.

In Years 7 & 8, students explore the nature of history, how historians investigate the past and the importance of conserving our Heritage, including the heritage of Aboriginal and Torres Strait Islander Peoples. Aspects of the ancient, medieval and early modern world are studied, including daily life, beliefs and values, law and religion. The nature of colonisation and contact history may also be investigated.

In Years 9 & 10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

## **GEOGRAPHY**

The Geography (Mandatory) course requires students to complete 100 hours of Global Geography in Stage 4.

In Years 7 & 8, students will have the opportunity to explore geographical processes that influence the features of places and environments across a range of scales. They investigate how places are valued differently and interconnections within environments and between people, places and environments. Students learn about geographical phenomena, the liveability of places, and management strategies.

In Years 9 & 10, students will have the opportunity to explain geographical processes that transform places and environments, and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

Geography offers students a range of extracurricular activities including subject specific competitions, excursion and fieldwork.

## **CREATIVE ARTS**

The stage 4, 100-hour mandatory course in Visual Arts is taught in year 7 and the stage 4 100-hour mandatory course in Music is taught in year 8.

In Visual Arts students are introduced to an awareness of cultural, social and historical contexts that are embodied in artwork which in turn allows them to link their own production to a given context. Students are introduced to a critical analysis framework to analyse artworks and use art terminology when responding.

Within the music learning area, students engage in a range of communication processes in general and specific areas of the arts. Music studies extend the students' understanding of historical, social and cultural influences of Music.

## TECHNOLOGY (MANDATORY)

The Technology (Mandatory) course is studied for 200 hours, typically in Stage 4 (Years 7 and 8).

Technology (Mandatory) introduces all students to a range of technologies through the completion of design projects. It is also the foundation course for a range of elective courses in the Technology learning area.

Students complete six units from different context areas over two years using different equipment, materials and technologies. Food technology, textile technology and computing technology are the primary focus areas for design projects undertaken by students.

All students will learn about the processes of designing through the development of design projects in the areas of:

- Design and production
- Agriculture and Food Technologies
- Digital Technologies
- Engineered Systems
- Material Technologies

They will learn about the properties and applications of a range of materials and the tools and equipment that are used to shape, form and join these materials. Students will gain an understanding of the factors that influence design including function and aesthetics. They will study the work of designers and the impact of technological advancement on society and the environment.

## PDHPE

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10.

PDHPE develops students' capacity to enhance personal health and wellbeing. It promotes their enjoyment of and commitment to an active lifestyle and helps them to achieve confidence and competence in a wide range of activities. Through PDHPE students develop



knowledge, understanding, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

## LANGUAGE

The Years 7–8 mandatory course in Languages is taught as a coherent study of 100 hours, spread over two years. Students then complete language in stage 5 as an elective subject.

Students have the opportunity to learn one or more languages other than English throughout their school life. The Languages offered at Irfan College are:

- Arabic
- Turkish

Each Language is supplemented by Quran Reading with students to extend their pronunciation, vocabulary and cultural understanding skills.

## ELECTIVE COURSES

### DESIGN & TECHNOLOGY

The Design & Technology elective course is studied for 200 hours in Stage 5. The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and

respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

## COMMERCE

The Commerce elective course is studied for 200 hours in Stage 5. The aim of Commerce is to enable young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem solving strategies and evaluate options to make informed and responsible decisions as individuals and as part of the community.

Central to the Commerce course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students engage in the learning process which promotes critical thinking, reflective learning, and the opportunity to participate in the community.

To function competently in our democratic and pluralistic society, students need to develop the ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework and acquire the necessary skills to become self-directed lifelong learners.

## YEARS 7-10 SUBJECT REQUIREMENTS

Textbooks + Digital textbooks Exercise Books	<b>These need to be purchased by referring to the 'Textbook Order for 2024' document.</b>
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A3 Visual Arts Portfolio Diary - (Year 7)	<b>Supplied by the school and is included in the school fees</b>
Geometry set - (Year 7)	
Casio Scientific Calculator – (Year 8 only)	

<b>All students are required to bring the following items in their pencil case to every class;</b>
Blue, black and red pens
1 x glue stick
1 x small set of coloured pencils
1 x ruler
1 x 2B soft lead pencil 1X HB Pencil
1 x eraser
1 x pencil sharpener
1 x paper scissors

## YEARS 11-12 SUBJECT REQUIREMENTS

Students in Years 11 & 12 purchase their textbooks according to their elective subject choices online or in person at Five Senses Education.

Exercise book A4 size (10 books per student) Years 11 & 12	<b>Students to purchase.</b>
Exercise Grid book A4 size (4 books per student) Years 11 & 12	

<b>All students are required to bring the following items in their pencil case to every class;</b>
Blue, black and red pens
1 x glue stick
1 x small set of coloured pencils
1 x ruler
1 x 2B soft lead pencil 1X HB Pencil
1 x eraser
1 x pencil sharpener
1 x paper scissors

## Uniform Policy

A school uniform plays an important role in any school. A school uniform contributes to a sense of belonging, identity and self-confidence. The school uniform is a visible sign of a student's membership of a school. Parents are expected to provide active support to the college's uniform policy. The uniform at Irfan College is one that adheres to the Islamic dress code. It is compulsory for every student to wear Irfan College's full school uniform. Uniforms are expected to be clean, neat and tidy in appearance at all times. Uniforms can be purchased from the school's uniform shop. These items are listed in the tables below as (IC), which refers to specific Irfan College apparel that can only be purchased from the uniform shop. All items brought to school should be clearly labelled with the student's name to avoid any loss of property.

Students out of uniform must bring a note from their parent or guardian clearly stating the reason for not wearing the full school uniform and the date they will be rectifying the issue. The parent or guardian note must be presented by the student to their roll call or class teachers during the marking of the student roll. Students will then be provided with a uniform slip. Uniform slips must be carried always when students are out of uniform and must be produced when requested by a teacher. The uniform slip must be taken home to be filled out by the parent and returned to school the following day.

Students are only allowed to attend excursions if in full school uniform. Students are expected to wear their full school uniform whilst on the school premises at all times. Parental cooperation is sought in ensuring that students leave home wearing clothes that meet the conditions stated in this policy.

- The following steps serve as a guide to show the procedures undertaken for students out of full school uniform:

1. Uniform slips to be handed out during roll call every morning. Teachers are to write the student's name, class and tick missing uniform on the slip.
2. Teachers are to record negative incident on Sentral under 'uniform'.
3. Students are to keep uniform slips with them throughout the day and provide it once asked by staff.

4. Students are to return signed slips with a clear reason and date they expect to rectify the matter to roll call/class teachers. Roll call/class teachers will keep uniform slips in the students file.

5. Once a student has brought the uniform slip, allow the allocated time as requested by parents (within reason).

6. After three uniform infringements, the roll call/class teacher will contact parents to provide further clarification on the matter.

7. If a student has continuously been out of uniform, students will be sent home and only allowed back on school grounds once the student is in full compliance of the Irfan College Uniform Policy.

- To summarise, the following steps are undertaken:
  - Step 1 → Issue uniform slip (x3)
  - Step2 → Roll call/class teachers contact parents (Phone or in-school meeting)
  - Step 3 → Escalated to the Wellbeing Team (Phone or in-school meeting)
  - Step 4 → Send home/Indefinite Suspension until uniform issue is resolved

## UNIFORM SHOP

### FAZ UNIFORM

Our Uniform Shop operator, FAZ Uniforms, stocks all our College Uniform requirements.

FAZ Uniform details can be found below.

**Address:**

15/364 Park Rd  
REGENTS PARK NSW 2143

**Telephone:**

02 9644 7999 / 0412 599826

**Website:**

<https://faz.com.au/uniformshop/>

## Lower & Middle Secondary (Year 7 – Year 10) Uniform Guide

(IC) = Irfan College apparel that is purchased from the uniform shop. Items must be labelled with student name.

Boys Uniform	Boys Sports Uniform
(IC) Navy Blazer ( <b><i>must be worn to school all year round</i></b> )	(IC) Sport track suit jacket ( <b><i>must be worn to school on sports day during Term 2 and 3</i></b> )
(IC) Navy Jumper	(IC) Sport track suit pants
(IC) Blue Shirt	(IC) Royal blue polo shirt
(IC) Grey trousers	(IC) Slouch Hat ( <b><i>must be worn whilst outdoors</i></b> )
(IC) Tie	(IC) Secondary school bag
(IC) Slouch Hat ( <b><i>must be worn whilst outdoors</i></b> )	Dark Navy or Black socks ( <b><i>business style</i></b> )
(IC) Secondary school bag	Runners ( <b><i>any colour</i></b> ) – <b><i>No casual shoes</i></b>
Black leather belt	
Dark Navy or Black socks ( <b><i>business style</i></b> )	
Black Leather School Shoes ( <b><i>business style only</i></b> )	

Girls Uniform	Girls' Sports Uniform
(IC) Navy Blazer ( <b><i>must be worn to school all year round</i></b> )	(IC) Sport track suit jacket ( <b><i>must be worn to school on sports day during Term 2 and 3</i></b> )
(IC) Navy Jumper	(IC) Sport track suit pants
(IC) Sky blue <b>long sleeve</b> shirt	(IC) Royal blue <b>long sleeve</b> polo shirt
(IC) Skirt ( <b><i>Ankle length</i></b> )	(IC) Sky blue chiffon hijab ( <b><i>untucked</i></b> )
(IC) Sky blue chiffon hijab ( <b><i>untucked</i></b> )	(IC) Navy full-coverage hijab under-cap
(IC) Navy full-coverage hijab under-cap	(IC) Visor hat ( <b><i>must be worn whilst outdoors</i></b> )
(IC) Visor hat ( <b><i>must be worn whilst outdoors</i></b> )	(IC) Secondary school bag
(IC) Secondary school bag	Dark Navy or Black socks ( <b><i>business style</i></b> )
Dark Navy or Black socks ( <b><i>business style</i></b> )	Runners ( <b><i>any colour</i></b> ) – <b><i>No casual shoes</i></b>
Black Leather School Shoes ( <b><i>business style only</i></b> )	

## Upper Secondary (Year 11 & Year 12) Uniform Guide

(IC) = Irfan College apparel that is purchased from the uniform shop. Items must be labelled with student name.

### Boys Uniform

(IC) Navy Blazer with trims on the sleeve and the pocket (must be worn to school all year round)

(IC) Navy Jumper

(IC) White Shirt with on the inside of the collar

(IC) Charcoal grey trousers

(IC) Tie (black)

(IC) Slouch Hat (***must be worn whilst outdoors***)

(IC) Secondary school bag

Black leather belt

Dark Navy or Black socks (***business style***)

Black Leather School Shoes (***business style only***)

### Girls Uniform

(IC) Navy Blazer with trims on the sleeve and pocket (***must be worn to school all year round***)

(IC) Navy Jumper

(IC) White double layered shirt **long sleeve** shirt

(IC) Charcoal grey skirt (***Ankle length***)

(IC) Light grey chiffon hijab (***untucked***)

(IC) Navy full-coverage hijab under-cap

(IC) Visor hat (***must be worn whilst outdoors***)

(IC) Secondary school bag

Dark Navy or Black socks (***business style***)



Black Leather School Shoes (***business style only***)



## Additional Uniform Requirements

<b>Blazer</b>	Must be worn to school all year round from Years 3 to 12.
<b>Jumper</b>	Jumper is optional for Years 3 to 12, but it is recommended to be worn during winter.
<b>Shoes/Socks</b>	School shoes must be suitable for business attire. Shoes should not be similar to casual, runners or ballerina type shoes. Runners are to be only worn on students' sports day. Only full-length black or dark navy business style socks to be worn. No ankle socks to be worn.
<b>Additional clothing</b>	Students wishing to wear additional clothing for extra warmth in winter must ensure this is not visible either above or below shirts. Optionally, a skivvy matching the shirt can be worn underneath the shirt during winter. Also, students have the option to wear a dark navy beany, scarf and/or gloves.
<b>Boys Hair</b>	Fringe should be above the eyebrow line and the rest of the hair should be even length throughout. Hair must be blended on the side. No slits or step haircuts.
<b>Hair Products &amp; Colour</b>	Students are not permitted to have hair colouring or any hair products, such as gel, mud/clay and mousse.
<b>Makeup/Nails</b>	Students are not allowed to wear makeup, fake nails or nail polish under any circumstances and will be requested to remove it whilst at school.
<b>Jewellery/Accessories</b>	Students should not wear jewellery other than watches (no smart watches). Jewellery will be confiscated by teachers and returned at the end of term. No coloured contacts allowed.

## Whole-school expectations and Classroom expectations

<b>Whole-school Expectations</b>	
<ol style="list-style-type: none"><li>1. Effort: We will strive for the best that we can do.</li><li>2. Foul language: We will speak good or remain silent.</li><li>3. Disrespect: We will show respect towards others, staff and the school environment.</li><li>4. Back chatting: We will follow the teacher's instructions without negotiation.</li><li>5. Uniform: We will always wear our full school uniform.</li></ol>	
<b>Classroom Expectations</b>	
<b>WE ALL HAVE A RIGHT TO LEARN</b>	
To learn well we will:	
<ol style="list-style-type: none"><li>(1) Get to class on time;</li><li>(2) Renew your intention;</li><li>(3) Settle/relax/prepare resources;</li><li>(4) Hands up: To talk or to move from your seat;</li><li>(5) Speak in a soft tone;</li><li>(6) Whilst waiting for teacher's help:</li></ol>	
Check first  Ask a friend  Go on with other work until teacher comes	

## Attendance

Attendance at school is compulsory, five days a week. Apart from the legal requirements for attendance, it is important that students gain continuity in their education in order to move ahead as they should. 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 both are being recorded and communicated to parents to improve the education of all students.

## Roles and Responsibilities

### Parents/Guardians

Parents are required to abide by the law as it pertains to school attendance in accordance with the *Education Act 1990*. As such parents are expected to:

- Ensure that their children attend school regularly.
- Explain the absences of their children promptly to the school by sending a letter, contacting the office or message the roll call/class teacher through the Sentral Parent Portal app.
- Provide medical certificate where applicable.
- Take effective measures to resolve attendance issues involving their children.
- The parents who use the College bus service are advised to contact the bus driver the night before, or before the morning run (as advised in bus policy) if their child will not be using the service that day and the reason for their absence.

### Student

- Attend school regularly and arrive at school on time.
- Provide a note for an unexplained absence.
- All students are to provide notes/letters written by parents to explain absence within seven school days.

## Unsatisfactory 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.

If a child is absent through illness or any other unforeseen reason, then the Sentral Parent Portal Attendance feature should be used to record the reason for absence, or a note should be produced on the first day back to school and presented to the Class/Roll Call teacher. In cases when parents know that an illness or injury will prevent attendance for two or more days, it is advisable to phone the school office and inform the office admin staff. All parents must update their home and emergency details as soon as there are changes to ensure communication is maintained.

## Student Extended Absence Request

The duration of a student extended absence comprises four weeks in total which includes the term break. If a long-term student absence is anticipated, then a 'Student Extended Absence Request Form' should be filled out **before** the absence and presented to the office admin staff, which is then passed onto the relevant Primary/Secondary Coordinator, and Principal for approval. The relevant coordinator will then contact the parents/guardians and inform them of the consequences surrounding the risks of not satisfying the educational requirements of their child. Once the relevant coordinators have reviewed the extended absence request, the forms will be presented to the Principal for his approval. Student extended absence forms can be obtained from the College office.

## Students arriving late or leaving early

### Late arrival

- Report to the office immediately on arrival at school and receive a late slip.
- The late slip is to be signed by the office staff and the attendance roll is updated.
- The student will then report to the class teacher for that period. The student will give the late pass to the class teacher.
- The Deputy Principal will discuss with parents where there are ongoing concerns.

## Early Leave

- Parents must sign out at the front office and receive an early leave pass.
- The office staff will deliver the early leave pass to the class teacher at the time of leaving.

## Electronic Devices

Irfan College discourages bringing mobile phones to school or on supervised school activities (e.g. school excursions) by students. If mobile phones are brought to school, it must be handed in to the office before roll call and collected after school. In case of emergency students can make calls from the school office.

Use of mobile phones, cameras and any other recording devices, portable music and video players, portable gaming devices or any other electronic device with similar functionality is not allowed at school and on supervised school activities (e.g. school excursions). If students are found in possession of this equipment during school hours he/she will be subject to disciplinary action.

## Emergency Evacuation

Emergency situations can arise at any time. In the event of the emergency evacuation, the first consideration is the overall safety of the students and staff.

The signal to evacuate will be a continuous ring of the bell.

- Once the bell is ringing continuously students cease work immediately.
- Leave all books, practical work, personal possessions and bags
- At the direction of the teacher, students stand and move out of the room in a controlled and quiet manner
- Proceed to the designated area accompanied by the teacher
- Follow the escape route indicated on the Emergency Evacuation Map next to the room exit
- The door is to be closed after the last person exits - do not lock it
- Each year level is to go to their allocated assembly point.
- Sit in alphabetical order in roll classes and wait for the teacher to mark your roll. Do not leave the area until instructed to do so.

## Parking and Speed Zone

The safety of our students is our primary concern. Only students who use the College bus service will be dismissed at 3.20 pm and all other students at 3.30pm. Please do not park at the bus zone and ensure that speed is limited to 10km/hr in the school car park.

## Homework Policy

Irfan College encourages students to take responsibility for their learning, to be very active in their learning and to know the value of homework and study in order to achieve success.

It is therefore expected that teachers set homework as a means of consolidating what is learned in the classroom and as an extension/enrichment of what is taught. The number of homework tasks is consistent within Key Learning Areas at each level.

The College seeks the support of parents in ensuring that their children do homework on a regular basis. They should make sure that they check what homework has been set and ensure that it is completed. Secondary homework is uploaded onto the Google Classroom platform. Parents and students can access the homework for all subjects on this site. The class codes will be sent out in a separate form at the beginning of the academic year.

As a guide only, study/homework time for students in Years 7 & 8 usually means an average of 1-2 hours per school day and for students in Years 9 & 10 is 2-3 hours. When homework cannot be completed a note of explanation from parents/guardians is required. However, these stipulated times may vary because students work at different rates.

## Failure to complete homework

Failure to complete homework on a regular basis could result in at least one of the following:

- Letter to parent/carer
- Parent/student/teacher meeting
- Referral to Coordinator
- Completion during lunchtime (first time offence)

When setting assignments, projects, essays, other homework tasks and tests, teachers should allot a reasonable amount of time for completion and instruct the students to enter the deadline in their calendars. Students should not leave work to the last minute, rather begin the task as soon as it is set. Due dates must be adhered to.

When no specific homework is set, students should:

- Revise their work and prepare for tests.
- Read books in connection with wide reading programs.
- Complete long-term work in any subject.
- Practicing for mastery e.g. spelling words, grammar exercises
- Revising information about a current topic
- Practicing words or phrases learnt in a language other than English
- Reading for pleasure
- Background reading
- Researching topics for a class unit of work
- Collecting items e.g. newspaper articles for a media unit
- Working on solutions to mathematics questions
- Preparation of speeches and oral presentations based on research
- Spelling revision

## **Wellbeing and Behaviour Management**

Refer to Well-being & Behaviour Management Policy on our school website:

[www.irfancollege.nsw.edu.au](http://www.irfancollege.nsw.edu.au)