



IRFAN COLLEGE

2023 ANNUAL SCHOOL REPORT

2089-2109 Elizabeth Drive Cecil Park 2178

(02) 9826 2885

office@irfancollege.nsw.edu.au

www.irfancollege.nsw.edu.au

Principal: Mr Mustafa Ayvaz

TABLE OF CONTENTS

Theme 1: Context.....	3
Message from key school bodies	3
Principal’s Message	3
Contextual information	5
Theme 2: Outcomes & results	6
Standardised testing - NAPLAN	6
Post-school destinations.....	7
HSC results.....	7
Senior secondary outcomes	10
Theme 3: Staffing.....	11
Accreditation status of teaching staff	11
Workforce composition.....	11
Theme 4: Attendance	12
Student Attendance.....	12
Management of non-attendance	13
Theme 5: School Policies.....	15
Theme 6: Stakeholder Satisfaction	16
Parent Satisfaction.....	16
Student Satisfaction.....	17
Teacher Satisfaction	18
Theme 7: Financial Information.....	19
Summary Financial Information	19

Theme 1: Context

Message from key school bodies

Principal's Message

Assalamu alaykum wa rahmatullahi wa barakatuh,

Dear Students, Parents, and Staff,

It is with immense gratitude and satisfaction that I reflect on another successful year at Irfan College. Alhamdulillah, through the guidance of Allah (SWT) and the dedication of our entire school community, we have achieved numerous milestones and continued to uphold our commitment to an authentic Islamic education as we continue towards our vision of 'Raising thinkers & leaders who have confidence in their Australian-Muslim identity, with a deeply rooted motivation to actively do good in the world'.

This year, we have deepened our focus on integrating the Islamic worldview into every aspect of our curriculum, emphasising Islamic pedagogy as a cornerstone of our educational approach. Islamic pedagogy not only encompasses teaching methodologies aligned with Islamic principles but also fosters an environment where spiritual, moral, and intellectual growth are interconnected. By integrating the Islamic worldview into the Australian curriculum, we have woven Islamic thought, values, ethics, and perspectives into subjects such as science, mathematics, humanities, and arts. This holistic approach not only enriches their learning experience but also strengthens their identity as confident Australian Muslims in a diverse society.

I commend our students for their active engagement in exploring the Islamic worldview within their studies. Their curiosity and enthusiasm demonstrate a commitment to both academic excellence and spiritual growth that are fundamental to our school community.

Our dedicated staff members have enthusiastically embraced this initiative, demonstrating a commitment to personal growth and the enhancement of our students' educational experience. Through workshops, seminars, and collaborative discussions, they have gained insights into fostering a classroom environment that promotes critical thinking, empathy, and social responsibility rooted in Islamic teachings.

As we look ahead, we are committed to continuous improvement and innovation in our educational programs. We will continue to prioritise the holistic development of our students, ensuring they are well-prepared to face the challenges of the modern world while remaining steadfast in their faith and values.

I extend my heartfelt thanks to our supportive parents and guardians, whose partnership is invaluable to the success of our students. Your trust and involvement in your children's education are deeply appreciated and crucial to our collective achievements.

May Allah (SWT) bless each of you abundantly for your contributions to our school community. Together, let us continue to strive for excellence and uphold the principles of faith, knowledge, and service that define Irfan College.

Mr Mustafa Ayvaz

Principal

Contextual information

Irfan College is a single-stream K-12 co-educational independent Islamic school that was established in 2013. Irfan College aspires to 'Raise thinkers & leaders who have confidence in their Australian-Muslim identity, with a deeply rooted motivation to actively do good in the world'. Our College ethos is founded upon four guiding principles: Personalised Care, Spiritual Excellence, Community and Diversity.

Irfan College believes that every student brings to school a unique set of capabilities and strengths and that it is the duty of educators to identify and nurture the strengths of students, whilst diligently working to excel in areas that require improvement. Our strength as a school community is our passionate, devoted and spiritually grounded educators who perceive their duties as a service to their Creator, and fulfil their responsibilities consciously and conscientiously, with utmost integrity.

The student body at Irfan College is characterised by its diversity and commitment to academic excellence and Islamic values. Our students come from various cultural and socioeconomic backgrounds, fostering a rich and inclusive learning environment. Students are predominantly born in Australia; however, the student body is made up of a diverse cultural population with student backgrounds from Turkiye, Lebanon, Syria, Afghanistan, Palestine, Iraq, Fiji, Bosnia, Egypt, Pakistan, USA, Saudi Arabia, UAE, Iran, China, Singapore and Somalia. Our college perceives 'diversity' as an essential element of the Islamic faith and is working towards developing students with a 'universal' perspective who share a mutual concern for humanity, irrespective of faith, race or culture.

These students demonstrate a strong sense of community and respect for one another, guided by principles of compassion, integrity, and service. Students actively participate in leadership roles, clubs, and cultural events, contributing to the vibrant life of our school.

Irfan College recognises and celebrates the value of community engagement as our students are prospective members of their respective communities and facilitates curricular and co-curricular activities that foster civic responsibility and engagement.

Theme 2: Outcomes & results

Standardised testing - NAPLAN

Irfan College performed well in the 2023 National Assessment Program – Literacy and Numeracy (NAPLAN). The NAPLAN testing assesses the literacy and numeracy skills of students in Years 3, 5, 7 and 9 across Australia. Our students performed above average when compared to students with a similar background in several performance areas. Below is a comparison of Irfan College’s results relative to students with similar backgrounds.

2023

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	405	438	442	433	405
Year 5	502	511	511	519	499
Year 7	539	542	573	568	539
Year 9	593	566	600	584	596

NAPLAN participation for this school is 99%
NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

You can view Irfan College’s NAPLAN results at:
<https://myschool.edu.au/school/50571/naplan/results>

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 12
University entry	13
TAFE/College entry	2
Employment	1
Other	0
Unknown	0

Most students who left school at the end of Year 12, following completion of their school education, enrolled at university, TAFE or college. 100% of students who completed the HSC were offered a place at university. All of the 2023 cohort have moved into the workforce and are also completing their tertiary studies in a variety of fields including Business, Education, Engineering, Health Science, Law, Psychology and other fields of study.

In 2023, 0% of the Year 12 cohort participated in vocational or trade training.

HSC results

In 2023, 16 students sat for the NSW Higher School Certificate in 15 courses. In total, 100% of candidates across all courses achieved Band 2 or higher, with 73% of these placed in Band 4 and above. Of the candidates who sat for a one-unit extension course, one student achieved band E1, one student achieved band E3, with the remaining two students receiving the top band E4 in English Extension 1 and Mathematics Extension 1 respectively.

Irfan College had a total of 8 subjects included on the NESA distinguished achievers list including Biology, Business Studies, English Extension 1, Mathematics Extension 1, Mathematics Advanced, Mathematics Standard II, Studies of Religion II, and Turkish Continuers. Overall, student achievement has been at or above the state level. This has been a consistent trend over the past three years.

The tables below show the results of the Year 12 Higher School Certificate examination by achievement bands in comparison to the state:

Subject	Year	No: of students	Performance band achievement by %			
			Bands 3-6		Bands 1-2	
			School	State	School	State
Ancient History	2023	0				
	2022	0				
	2021	3	100%	79.05%	0.00%	20.94%
Biology	2023	6	100%	89.39%	0.00%	10.61%
	2022	6	33.34%	79.75%	66.67%	20.25%
	2021	8	100%	91.26%	0.00%	8.74%
Business Studies	2023	6	100%	88.21%	0.00%	11.79%
	2022	8	75.00%	90.33%	25.00%	9.67%
	2021	6	83.33%	87.03%	16.67%	12.96%
English Advanced	2023	9	100%	99.44%	0.00%	0.56%
	2022	9	100%	99.13%	0.00%	0.86%
	2021	6	100%	99.28%	0.00%	0.71%
English Standard	2023	7	100%	89.70%	0.00%	10.30%
	2022	10	100%	87.99%	0.00%	12.01%
	2021	6	100%	90.55%	0.00%	9.46%
Legal Studies	2023	8	100%	90.28%	0.00%	9.71%
	2022	9	66.66%	84.82%	33.33%	15.17%
	2021	5	100%	86.37%	0.00%	13.64%
Mathematics Advanced	2023	6	100%	93.07%	0.00%	6.93%
	2022	4	100%	94.48%	0.00%	5.52%
	2021	4	100%	93.85%	0.00%	6.15%
Mathematics Standard II	2023	6	83.34%	82.32%	16.67%	17.69%
	2022	8	100%	81.79%	0.00%	18.20%
	2021	5	100%	78.63%	0.00%	21.37%
Modern History	2023	5	100%	84.42%	0.00%	15.58%
	2022	8	87.50%	88.81%	12.50%	11.19%
	2021	0				
	2023	11	90.91%	89.62%	9.09%	10.38%

Personal development, Health and Physical education	2022	5	60.00%	79.91%	40.00%	20.08%
	2021	5	100%	86.48%	0.00%	13.54%
Studies of Religion II	2023	6	100%	95.01%	0.00%	4.99%
	2022	8	87.50%	93.25%	12.50%	6.77%
	2021	6	100%	90.73%	0.00%	9.26%
Turkish Continuers	2023	3	100%	100%	0.00%	0.00%
	2022	4	100%	100%	0.00%	0.00%
	2021	1	100%	100%	0.00%	0.00%
Visual Arts	2023	7	100%	100%	0.00%	0.00%
	2022	12	100%	98.58%	0.00%	1.42%
	2021	3	100%	98.42%	0.00%	1.57%

Subject	Year	No: of students	Performance band achievement by %			
			Bands E3-E4		Bands E1-E2	
			School	State	School	State
English Extension 1	2023	2	100%	94.92%	0.00%	5.59%
	2022	4	100%	92.56%	0.00%	7.44%
	2021	2	100%	93.94%	0.00%	6.06%
English Extension 2	2023	0				
	2022	4	50.00%	85.03%	50.00%	14.98%
	2021	2	50.00%	84.32%	50.00%	15.68%
Mathematics Extension 1	2023	2	50.00%	71.93%	50.00%	28.07%
	2022	1	100%	73.57%	0.00%	26.43%
	2021	1	0.00%	74.26%	100%	25.74%

Senior secondary outcomes

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

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

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

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

Year 10	Qualification/Certificate	Percentage of Students
2023	RoSA	100

Year 12	Qualification/Certificate	Percentage of Students
2023	RoSA /HSC Certificate	100

Theme 3: Staffing

Accreditation status of teaching staff

Level of accreditation	Number of Teaching Staff
Conditional	10
Provisional	2
Proficient Teacher	24
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

Workforce composition

At Irfan College, the workforce composition in 2023 was as follows:

School staff 2023	Number
Teaching Staff	33
Full-time equivalent teaching staff	21.5
Non-teaching staff	3.5
Full-time equivalent non-teaching staff	5

There is nil Indigenous staff at this College.

Theme 4: Attendance

Student Attendance

School attendance is compulsory five days a week. Apart from the legal requirements for attendance, it is important that students consistently attend school to ensure that they are engaged in ongoing learning. Irfan College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as a part of their duty of care, monitor part or whole-day absences. Staff ensure that lateness and absence are being recorded and communicated to parents on a daily basis. Furthermore, the student attendance data collected prompts relevant staff to provide necessary interventions to take place.

Below is a list of student attendance rates for each year level and the whole school in 2023:

Kindergarten	88%
Year 1	87%
Year 2	90%
Year 3	90%
Year 4	90%
Year 5	90%
Year 6	89%
Year 7	88%
Year 8	90%
Year 9	88%
Year 10	85%
Year 11	92%
Year 12	94%
Whole school	89%

In 2023, 89% of students attended school each day on average. This was a small decrease from the attendance reported in 2022.

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 recognises, however, that for a variety of sound reasons – such as illness, dental appointments, family emergencies etc. – 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.

Theme 5: School Policies

The following school policies are publicly available on the Irfan College website using the following link: <https://www.irfancollege.nsw.edu.au/policies>

- Enrolment Policy and Procedure
- Child Protection Policy
- Anti-bullying Policy and Plan
- Wellbeing and Behaviour Management Policy
- Parent, Student, Staff Complaint and Grievance Policy and Procedure

Theme 6: Stakeholder Satisfaction

Parent Satisfaction

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

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

- New parent Orientation programs
- Continuation of the Young Scholars Program
- The continuation of the Islamic Worldview Integration Project to ensure our students receive a holistic education
- The continuation of the School Permaculture Project in conjunction with our school sustainability program
- Regular feedback through Parent-Teacher interviews
- Continuous feedback through communication via Parent Portal and email
- School Readiness Program for new Kindergarten students and Year 7 Orientation programs are delivered for a smooth transition into their new school year
- Class assemblies where all parents are welcome to attend
- Change of Stage 5 and 6 elective subjects based on student survey results and parent requests
- Opportunities for parents to be involved in school activities such as excursions, cake stalls, decorating the school for various events and assisting in the canteen.
- Significant resource procurement to improve the quality of teaching standards
- Additional inter-school extra-curricular activities
- Additional Co-Curricular activities such as our debating competition
- Continuation of offering free health services onsite
- Active involvement of the Parents and Citizens Committee in school decision making and support in running activities and events
- Iftar with staff, students and families
- Parent workshops focusing on holistic health and wellbeing
- Parent workshops focusing on how best to support their children during senior schooling

- Breakfast with the Principal
- Eid breaks

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

Student Satisfaction

At Irfan College, we value all our students, and their overall satisfaction is important to us. We aim to maintain high student attendance and retention rates as these are indicators that students enjoy their learning environment and that parents are satisfied with the educational offerings at the school. Some of the activities that took place in 2023 to promote student satisfaction are as follows:

- Significant investment in sporting competitions and activities
- External sporting providers facilitating primary skill acquisition
- Inter-school debating competitions
- Significant investments in onsite sporting facilities
- Whole-school Athletics Carnival
- Lunch clubs such as skipping, knitting, creative arts, chess, veggie patch, drama, handball, etc.
- Provision of School Counsellor
- Leadership development excursions
- Career development pathway excursions
- International Guest speakers for spiritual development
- Daff lessons
- Weekly merit awards
- Fortnightly class assemblies where students showcase their wonderful performances
- Principal's morning tea with the SRC members
- School Psychologist led Study skills sessions
- Optus Digital Thumbprint Cyber security sessions
- Introduction to Sunnah Sports
- Hijab Workshops
- Tahara workshops (hygiene)
- Brothers and Sister sohjets (discussion groups)
- Mufti days
- Eid breaks
- End-of-year presentation ceremony to recognise exceptional achievements and showcase student talent
- Year 12 Study workshops facilitated by external professionals
- Year 6 Farewell lunch and fun day out

- Year 6 Graduation ceremony and formal dinner
- Year 12 Farewell lunch
- Year 12 Graduation ceremony and formal dinner

Teacher Satisfaction

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

The school takes every opportunity to maintain teacher satisfaction at Irfan College. Some of the activities that took place in 2023 to promote teacher satisfaction are as follows:

- Staff continue to be supported to optimise the development and compilation of successful accreditation submissions.
- Staff opinions were sought in the development of the College's Strategic Plan and anonymity was respected
- Wider opportunities for external and internal PDs
- Upgraded IT facilities in the classrooms
- Whole School Wellbeing PL program
- Ongoing professional development programs for all staff to support the school's strategic direction
- Additional teacher resource procurement for a range of KLA's
- Additional staff promotion opportunities
- Home visits for special occasions
- School break during Eid, Eid breakfast and Eid celebrations
- Staff breakfast and morning teas
- Iftar with staff, parents, students, and alumni
- Monthly birthday cakes
- Social gatherings outside of school hours

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

Theme 7: Financial Information

Summary Financial Information

The graphs below represent the 2023 income and expenditure summary using percentages.

