



**Barker**  
College



**Barker Barang**  
2022 Year in Review



Ngarralingayil



Barker



Darkinjung Barker



**Barker**  
College

# Honor Non Honores

## Mission

An Anglican community inspiring  
every learner  
every experience  
every day

## Vision

To be a leader in Christian education  
that is characterised by a global vision  
that inspires hope

## Values

Commitment  
Compassion  
Courage  
Integrity  
Respect



*We acknowledge the Dharug, Darkinjung, Wonnarua and Yolŋu peoples who are the traditional custodians of the land on which Barker College, Darkinjung Barker, Ngarralingayil Barker and Dhupuma Barker stand. We pay respect to the Elders past, present and emerging of the Dharug, Darkinjung, Wonnarua and Yolŋu nations and extend that respect to other Indigenous people within the Barker College community.*

# From the Head of Barker College



At the two NSW Indigenous Campuses, the appointment of Mandy Shaw as the Director of Aboriginal Campuses NSW at the beginning of 2022 has been a clear achievement in terms of a goal to provide Aboriginal leadership for Indigenous children.

Mandy is a proud Wiradjuri woman and our first Indigenous leader. Her ability to incorporate cultural learning into the day-to-day life of the School is a valuable asset.

Both NSW campuses have established routines and practices that have helped to maintain a positive school environment. Attendance patterns remain in the range of 70 - 80% with a large number of children attending at around 90%.

In its second year, Dhupuma Barker, in Northeast Arnhem Land, is thriving with increases in enrolments and extremely strong attendance patterns. A group of 15 children have attendance patterns above 90% and the overall average attendance is approaching 70%. These figures are outstanding for remote Indigenous communities and reflect positively on the culture and learning environment established at the School. The community is proud of their school and there is great support for the children to attend

school. This was evident at the School's 1st Anniversary in April 2022 with a huge celebration at the School with the entire community. Community members actively engage in the School with five community members working casually in the classrooms as co-teachers alongside the two classroom teachers.

Darbinjung Barker continued to receive funding through the COVID Intensive Learning Support Program to assist students who had been impacted by the learning conditions throughout 2020 and 2021. A part-time learning support teacher at Darbinjung Barker assisted in specific intervention programs to help to close learning gaps.

Robotics has been a wonderful addition to the programs at both NSW campuses. Initially, this was trialled with Darbinjung Barker on their fortnightly visits to Hornsby campus. It has now been increased to Ngarralingayil Barker with visits from Robotics



staff to the campus and began in August 2022 at Dhupuma Barker. The students have shown great skill in this area, and we were delighted that teams from both Ngarralingayil Barker and Darkinjung Barker qualified through regional events to compete at the National Championships in December in Sydney. Dhupuma Barker were also offered a spot at the Nationals through their own qualification event in Gungahara. At the Nationals, the three teams performed credibly with Dhupuma placing 4th overall and qualifying for the World VEXIQ Robotics Championships in Dallas, Texas. These Championships to be held in May 2023, will see a team of six students, a teacher and two community members attend the championships.

Culture and heritage programs continue to be the foundation and anchor to learning programs and student engagement and improvement. The support of key Aboriginal organisations around each of the school campuses, provides the opportunity for the children to explore and learn about Aboriginal culture and heritage and they regularly embark on excursions to broaden their experience and deepen their understanding, participation in traditional ceremonial occasions and dance programs add to the richness of the cultural engagement.

Phillip Heath AM  
Head of Barker College  
Head of Darkinjung Barker  
Head of Ngarralingayil Barker

# From the Head of Junior School



**The learning environment at each campus is positive. The children do love coming to school as they are well supported by a caring team of staff members.**

They are valued for who they are and there is genuine care for their development and wellbeing. The children are well known and cared for by their teachers. Students continue to grow in confidence as well as developing socially and emotionally. In a small school environment, where connections and relationships are fostered, and where culture is celebrated, these children are making the most of their schooling.

Each campus continues engagement with the funded Good to Great Schools program focussing on Literacy, Numeracy and Writing. The program is based on a strong explicit instruction development model. That model is informed by extensive consultation, research, testing and delivery with Indigenous communities and remote community schools over the past ten years. The eight cycles of school practice provide a systematic way to drive continuous school improvement with a focus on professional development for teachers, data driven improvement for students, peer collegiality amongst teachers and community engagement. Support is provided through each stage of the program by the School Partnership Manager, School Partnership Coordinator and the Teaching Coach.

The implementation of the Good to Great programs at the beginning of 2022 was slow. Because of the nature of multi-age classrooms, as well as changes in staffing it has been more challenging to implement the program with absolute fidelity in the initial stages. However, clear plans developed with the Goods to Great Schools support team has assisted in providing a pathway towards improvement and learning mastery. There was greater engagement throughout the second half of 2022 and the first half of 2023. Staff training has been effective and timetabled group sessions have been more consistent. Mastery levels are positive and feedback from the Teaching Coach is encouraging.

The School continues to look for opportunities to build capacity in community members. We actively seek to develop aboriginal educators, teachers and co-teachers. At all campuses we have sought to employ community members to teach or assist in classrooms. Across the campuses we now have three Aboriginal teachers and seven Aboriginal co-teachers. This is such a benefit to regular culture and heritage focus within the classroom. It also allows for the building of some Indigenous language in the programs.



At Ngarralingayil Barker, Wonnarua language is introduced by one of the Indigenous teachers, who is working on language with the Wonnarua Land Council. At Darkinjung Barker, some basic Darkinjung language is introduced with some Wiradjuri language also introduced by the Director of Aboriginal Campuses who is on the DLALC Language committee as well as the DLALC Cultural officer. At Dhupuma Barker, English is the second language, and the co-teachers are instrumental in assisting with translation, developing the Yolngu language skills of the 'balanda' (non-Indigenous) teachers and the building of reading and writing skills in the classroom. We have begun the process of introducing co-teachers to qualifications through Charles Darwin University.

Connection across campus continues to be a highly sought initiative. Visits continued for the Darkinjung Barker children on a fortnightly basis to the Hornsby campus of Barker College and Ngarralingayil Barker children visited once or twice per term. Obviously, the connection for children from Dhupuma Barker is a much more challenging proposition. In July 2022, sixteen Senior School students, key staff including Executive members and Barker Council members visited the Garma Festival in Gulkula. This was a rich cultural experience.

The Junior School Chaplain, Director of Primary Curriculum, Director of the Individual Learning Centre have all visited the Dhupuma Barker campus. In November and early December, seven children and community members visited the Hornsby campus and Sydney to participate in the VEXIQ National Championships. Groups of students from the Hornsby campus have also had excursion visits to Ngarralingayil Barker and Darkinjung Barker throughout the last 12 months.

In 2023 two Year 6 children from Darkinjung Barker will make the transition to Year 7 at the Hornsby campus. We are confident that they have the skills necessary to manage the work and travel to and from the campus each day. The four Year 6 students at Ngarralingayil Barker will make the transition to high school either in the Cessnock area or other regional high schools. One child from Dhupuma Barker has successfully transitioned into Year 7 at Nhulunbuy High School.

A handwritten signature in black ink, appearing to read 'Martin Lubrano', with a long horizontal line extending to the right.

**Martin Lubrano**  
*Head of Junior School*

# Highlights from Darkinjung Barker



The appointment of Mandy Shaw as the Director of Aboriginal Campuses NSW at the beginning of 2022 has been a clear achievement in terms of a goal to provide aboriginal leadership for Indigenous children.

- 35 students enrolled at the School in 2022.
- Barker Darkinjung Small Schools Relay placed 9th in the Final of the NSW Athletics Championships. This is Darkinjung's best ever result. Their fastest time of the day was 1:01.82 mins set in the Semi Final. Team members: Oliver Champley, Jai Pringle, Skylah Sargent, Ruby Wilkins and Kyarne Pringle (reserve).
- Skylah (Y6) and Ollie (Y5), after wonderful performances at the Junior School House Cross Country, were selected to compete at IPSHA Cross Country Championships at Kings.
- Darkinjung Barker students performed at Umina at the launch of Yerin's new Outreach Clinic.
- Darkinjung Barker hosted its first stall at the Yarralong Community Markets in August. They set up their colourful stall with the children's painted plant pots with succulents and their beautiful framed painted leaves along with some scrunchies, bracelets, cakes, biscuits and slices. Proceeds from the stall were used for the Year 6 farewell gifts.
- The Aboriginal Bike Safety program delivered by Bike and Fitness NSW was held at Darkinjung and Ngarralingayil in Term 3. The students participated in lessons on how to look after their bikes, fix minor issues and enjoyed a riding and learning some safety tips. They all received a bike helmet to take home.



# Highlights from Ngarralingayil Barker



Opened in 2020, Ngarralingayil Barker, is a campus of Darkinjung Barker, located at Wollombi on the site of the former Wollombi Public School, 45 minutes north of Yarramalong. It caters to students from the Cessnock, Maitland and Kurri Kurri area.

- 22 students enrolled at the School in 2022.
- The children at Ngarralingayil Barker commenced a music program with a guitar teacher online instructing small groups. 22 Ukuleles were donated by a generous benefactor.
- The Robotics program commenced at Wollombi in Term 3 with Robotics staff, Jeser and Daiane, attending fortnightly to provide instruction and guidance to the children.
- Ngarralingayil performed at St Phillip's Christian College for a NAIDOC week assembly.
- Students in Years 3 – 6 from both Darkinjung and Ngarralingayil enjoyed an outdoor Education camp at Lake Mac Crusaders campsite in Term 4. This was our first Indigenous schools' camp.

# Highlights from Dhupuma Barker



Dhupuma Barker celebrated its first anniversary in April 2022 with a huge celebration with the entire community.

34 students attended Dhupuma Barker in 2022 and in April, the School community celebrated its first anniversary. The success of the school is being realised in any number of areas; student attendance and confidence, skill in English language and curriculum learning, staff teaching practice, community engagement and two-way learning both in class and on-country. Community support is incredible and there is a shared responsibility as well as pride in their own school.

The new school bus delivered from our NSW campuses to Dhupuma undertook a “face-lift” on arrival and now features a unique bus wrap designed by the students and community.

- The Good to Great Schools Literacy and Numeracy programs commenced in 2022. This program assists in building student capacity and confidence in English and Numeracy.
- Drumcorp (bucket drumming), which involves fitness, rhythm, dance was enjoyed by the students.
- Typing.com - one afternoon a week the older students learnt the correct way to use a keyboard.
- Miwatj (pronounced MeWatch) Health provided health lessons once a week. Students learnt about the importance of washing hands and general hygiene tips.



- Three students, Cyrus, Witney and Justin, were selected in the North East Arnhem Land regional touch Football Team and participated in their Territory Carnival in Darwin in August.
- The students undertook a swimming program in Term 1 at the Council Pool in Nhulunbuy, with their skill level increasing significantly.
- Guitar lessons continued once a week, with around 10-12 students receiving a one-on-one or small group session with Nigel a local music teacher.
- Learning on Country activities continued to be a highlight of the program.
- An Indigenous Hip Hop program started in early June at the School providing one week of intensive sessions.
- Jeser and Daiane, Barker Robotics coaches, visited Dhupuma in late July. Several of the children participated in the National Championships in November in Sydney, as a member of the Djirikitj Firebirds Robotics team from Dhupuma Barker.

# Student Outcomes

In 2022, teachers worked diligently to create engaging lessons and stay connected as a school community. The academic program focused on aligning classroom work with learning on country, enriching the cultural experience for all students. Darkinjung Barker and Ngarralingayil Barker collaborated closely with the Darkinjung Aboriginal Land Council and community groups to develop meaningful learning opportunities.

At Dhupuma Barker, Yolŋu educators and the broader community actively collaborated with classroom teachers to create a curriculum that embraced two-way learning in English and Yolŋu Matha. Teachers from Darkinjung and Ngarralingayil Barker continue to implement the Good to Great programs. Darkinjung Barker and Ngarralingayil Barker schools have had the opportunity to work on Mathematics with support from the dedicated Junior School Mathematics Specialist. Additionally, the Gifted and Talented Coordinator has worked closely with the staff to help students with understanding diverse learners. The Individual Learning Team at Hornsby has continued to support Darkinjung Barker and Ngarralingayil Barker through on-campus visits and collaborative discussions with the staff, ensuring effective support for student learning.

To foster lifelong achievement in literacy, the Books in Homes program has continued for Dhupuma Barker, Darkinjung Barker and Ngarralingayil Barker students. With the support of Barker College staff sponsorship, this program specifically catered to students from regional and remote areas of Australia.

The students thoroughly enjoyed receiving books throughout the year and engaging with ambassadors, nurturing their literacy skills.

In 2022, there was a strong emphasis on student wellbeing and engagement amidst the challenges of learning. The URStrong Wellbeing framework continued to be implemented across all Junior School Campuses, and the Student Journal has played a vital role in connecting student wellbeing and learning. Teachers developed innovative wellbeing programs to promote physical activity and raise awareness about mental health.

The School Values at Darkinjung Barker and Ngarralingayil Barker played a significant role in creating a sense of belonging and fostering connections within and beyond the community. By relating the values to real-life examples, students were able to make meaningful connections and develop a positive mindset for making life choices.

The Schools' commitment to connecting with culture, heritage, and the community remained fundamental to the on-country learning experience at Dhupuma, Darkinjung, and Ngarralingayil Barker.

# NAPLAN Results 2022

## Darkinjung Barker and Ngarralingayil Barker

### Reading

In Year 3 the NAPLAN Reading results for 2022 show that all students were in Band 1-4 with a Band 4 being the National average. 50% of students are in Band 1.

In Year 5 the NAPLAN Reading results for 2022 show that 80% of students received Band 5 or above with Band 6 being the National average.

### Numeracy

In Year 3 the NAPLAN Numeracy results for 2022 show that 25% of students received a Band 4 with Band 4 being the National average. 75% of students are in Band 1.

In Year 5 the NAPLAN Numeracy results for 2022 show that 66% of students received a Band 5 or above with Band 6 the National average.

### Writing

In Year 3 Writing the NAPLAN results showed that 20% of students received a Band 4 with Band 4 being the National average. 80% of students were in Band 2 and 3.

In Year 5 Writing the NAPLAN results showed that 100% of students received a Band 6 with Band 5 being the National average.

### Language Conventions- Spelling

In Year 3 25% of students received a Band 6 in Spelling with Band 4 being the National average. 75% of students received a Band 1.

In Year 5 Spelling 30% of students received a Band 7 with Band 6 being the National average.

### Language Conventions- Grammar and Punctuation

In Year 3 Grammar and Punctuation 100% of students received a Band 1 or Band 3 with Band 4 being the National average.

In Year 5 Grammar and Punctuation 40% of students received a Band 5 or above with 10% receiving a Band 6 where Band 6 was the National average.

# Student Attendance



## Darkinjung Barker

Year	Sem 1	Term 3	Avg 2022	Avg 2021
K	83%	86%	85%	84%
1	88%	91%	90%	83%
2	80%	74%	77%	83%
3	67%	84%	76%	85%
4	79%	85%	82%	68%
5	89%	88%	89%	92%
6	75%	75%	75%	79%

## Ngarralingayil Barker

*No students in Year 5 2022*

Year	Sem 1	Term 3	Avg 2022	Avg 2021
K	77%	79%	78%	60%
1	66%	67%	67%	79%
2	79%	81%	80%	79%
3	79%	91%	85%	68%
4	67%	67%	67%	56%
5	N/A	N/A	N/A	67%
6	67%	55%	61%	66%

## Dhupuma Barker

*No students in Year 1 2022*

Year	Term 1	Term 2	Term 3	Avg 2022	Avg 2021
1	N/A	N/A	N/A	N/A	49%
2	64%	63%	60%	62%	55%
3	71%	78%	69%	73%	63%
4	73%	86%	95%	85%	49%
5	61%	70%	68%	66%	58%
6	67%	67%	69%	68%	62%





# Improvement Targets

- Work in conjunction with other Schools/ organisations to replicate the model (or similar) that has been implemented at Darkinjung Barker, Ngarralingayil Barker and Dhupuma Barker
- Close performance and achievement gaps in numeracy and literacy. Create a consistency with the implement the Good to Great Schools program in Literacy and Numeracy across the three campuses.
- Embed a process for coaching, observations and feedback regarding delivery of the direct instruction teaching model through the Good to Great Schools.
- Continue to provide appropriate learning, behavioural and wellbeing support to students beyond the classroom. Engage specialists in learning support on a permanent basis to work alongside classroom teachers. Further consolidate access to counselling services to work with students, families and external agencies.
- Continue to build on attendance rates of students aiming for consistency at 90% for all students.
- Further develop opportunities between Barker College, Darkinjung Barker, Ngarralingayil Barker and Dhupuma Barker to increase awareness of Indigenous culture.
- Establish opportunities for Indigenous educators to work within the programs at our schools. This could be through university partnerships providing practicum experience for trainee teachers, targeted employment programs for graduating teachers, training pathways for aboriginal community members to train as teacher assistants (co-teachers) or to upskill from a teacher assistant to a Primary school teacher.
- Build engagement of parents and community within the School.









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