



**Barker**  
College



**Barker Barang**  
2022 Annual Report





**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.*

# A Message from Key School Bodies



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.

Darkinjung 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 Darkinjung 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 Darkinjung 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 incredibly 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 Good 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 2022. 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 local Indigenous language into 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 Yolju 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.

Connections between campuses continue to be highly sought after initiatives. 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, eight children and community members visited the Hornsby campus and Sydney to participate in the VEXIQ National Championships giving many of the students their first experience leaving their community, and a wonderful trip visiting key Sydney landmarks. 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*

# Information about Darkinjung Barker



In 2016, Barker College entered into a new approach to Indigenous education with the establishment of the Darkinjung Barker School for K-6 Indigenous students at Yarramalong on the Central Coast.

The NSW Central Coast, North Coast and Wollongong account for almost a third of the entire Aboriginal and Torres Strait Islander population.

The establishment of this unique School was the result of the support of the Darkinjung Local Aboriginal Land Council, the local community and parents/guardians, and of the Barker Council, staff, students, parents/guardians and alumni.

Each community is very different, with nuanced contextual factors, and we strive to tailor our program to meet the particular needs of each community.

Both Local Aboriginal Land Council and Barker College recognise the importance of upholding Aboriginal cultural identities as we strive to close the gap educationally. There is a shared vision of creating a two-way partnership where we can learn from one another in an educational model that is unique in Australia.



# Information about 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.

'Ngarralingayil' means 'a place where learning happens' in the Wonnarua language.

The establishment of this campus in 2020 was the culmination of over a year of planning and discussions between the communities at Barker College, Wollombi and the Lower Hunter. We all share the vision of creating a two-way partnership where we can learn from one another using the educational model that has proven to be so successful at Darkinjung Barker.

A priority for Ngarralingayil Barker is the development of strong foundational skills in literacy and numeracy, and the celebration of Aboriginal and Torres Strait Islander culture and identity, which is essential to successful learning and will be the cornerstone of the educational programs.

# Information about Dhupuma Barker



Dhupuma Barker opened in April 2021 in the Gunyangara community of North East Arnhem Land.

The School offers 35 Yolŋu children from Kindergarten to Year 6 a bilingual education with a culturally relevant curriculum specifically designed in collaboration with community?

The Yothu Yindi Foundation (YYF) invited Barker College, Studio Schools Australia, and Melbourne University to partner on a whole-life education project that provides on-Country learning for Yolŋu people from early childhood education to university.

Students at Dhupuma Barker have access to quality primary education and are provided with educational opportunities without having to leave the community.

Blending the Australian Curriculum with traditional Yolŋu teachings, Dhupuma Barker will build students' English language skills with a foundation in Yolŋu Matha - empowering the 'yothu', young people to walk in two worlds with dignity and confidence.

Dhupuma Barker is well connected to Barker College in Sydney through regular visits by Senior Staff, robotics coaches, virtual Chapel services and video messages. This connection is an important one for the staff and students at Dhupuma Barker, Gunyngara. It also provides excellent learning opportunities for the staff and students at our three campuses in NSW.





# Student Outcomes

## Standardised National Literacy and Numeracy Testing

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, Yorlju educators and the broader community actively collaborated with classroom teachers to create a curriculum that embraced two-way learning in English and Yorlju 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

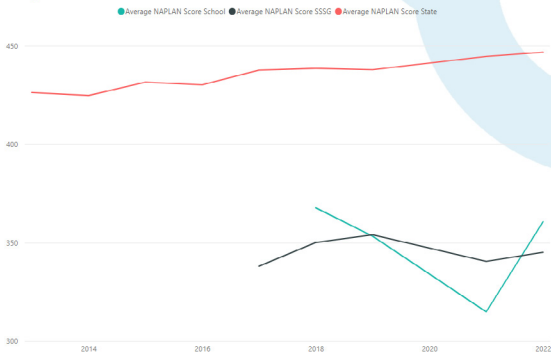
### Reading

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.

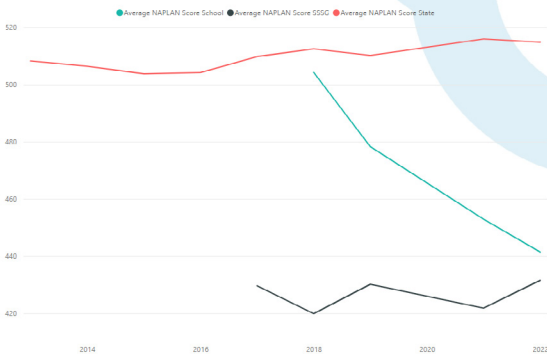
### Year 3 Reading

Average NAPLAN Score - School, SSSG and State



### Year 5 Reading

Average NAPLAN Score - School, SSSG and State



# NAPLAN Results 2022

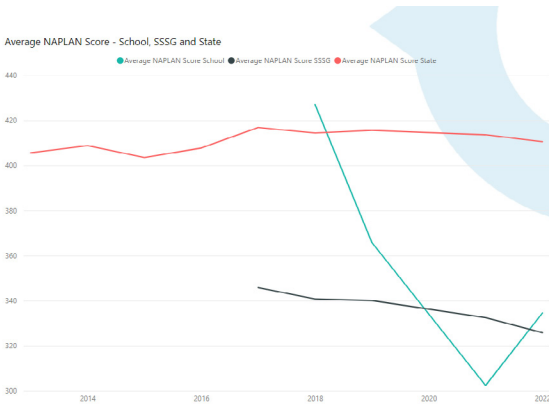
## Darkinjung Barker and Ngarralingayil Barker

### Numeracy

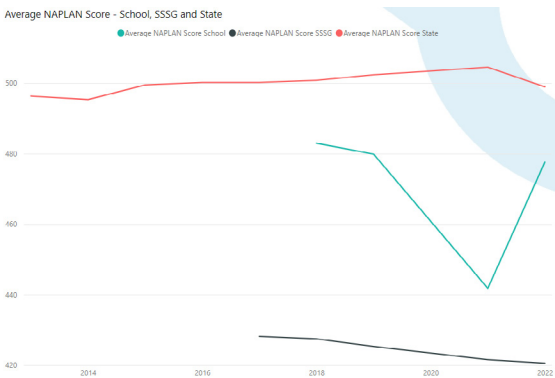
In Year 3 the NAPLAN Numeracy results for 2022 show that 25% of students received a Band 4 with Band 4 being the National average. 75% of students are in Band 1.

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.

### Year 3- Numeracy



### Year 5- Numeracy



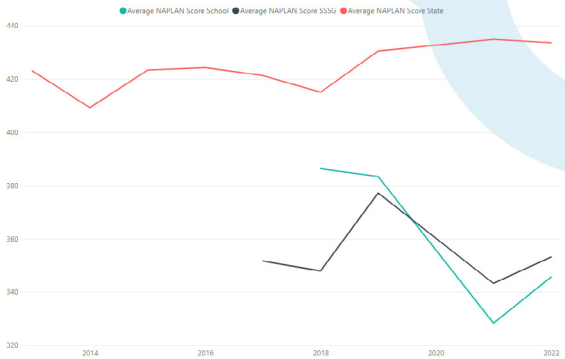
## Writing

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.

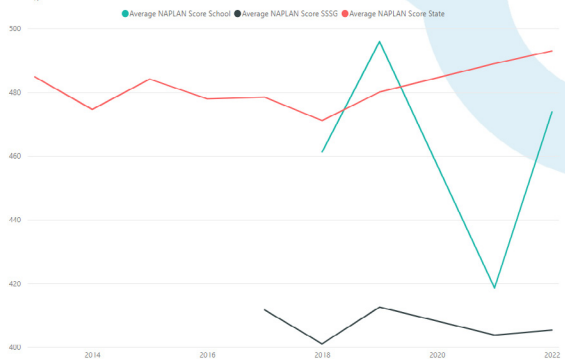
### Year 3 Writing

Average NAPLAN Score - School, SSSG and State



### Year 5 Writing

Average NAPLAN Score - School, SSSG and State



# NAPLAN Results 2022

## Darkinjung Barker and Ngarralingayil Barker

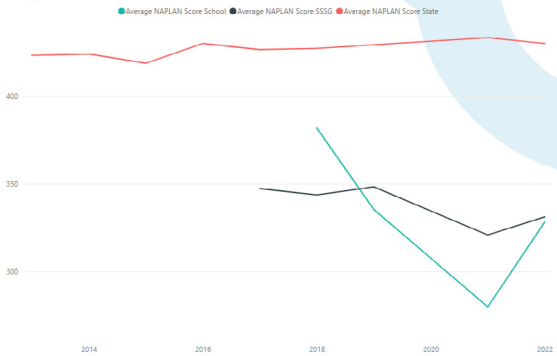
### Language Conventions- Spelling

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.

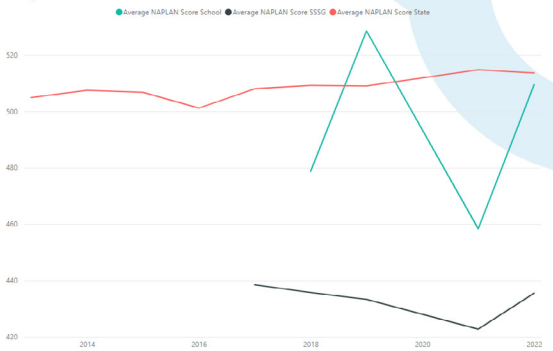
### Year 3 Language Conventions- Spelling

Average NAPLAN Score - School, SSSG and State



### Year 5 Language Conventions- Spelling

Average NAPLAN Score - School, SSSG and State



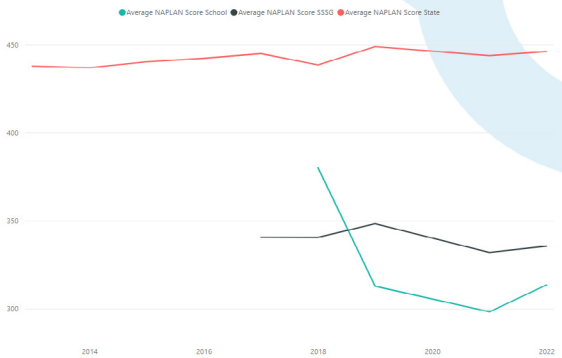
## Language Conventions- Grammar and Punctuation

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.

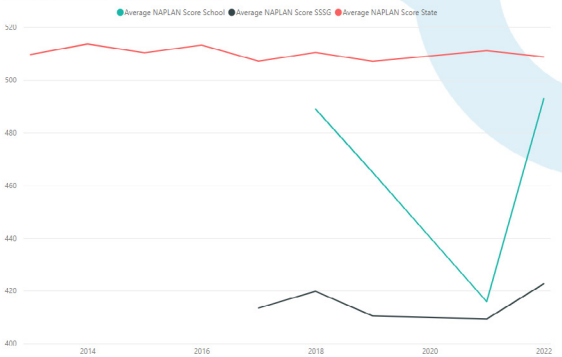
### Year 3 Language Conventions- Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State



### Year 5 Language Conventions- Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State



# Professional Learning and Teaching Standards

Throughout the year teaching staff have opportunities to participate in a range of NESA endorsed professional learning. There are whole school professional learning days at the beginning and end of each term. To support their teaching and learning accreditation, additional professional learning, workshops and conferences of choice are available to attend. Access to online platforms for professional learning is also available to all staff and has been successfully utilised. The curriculum is entwined with culture supported by the 8 Ways of Learning that all staff completed in 2022 along with a cultural partnership with Darkinjung Aboriginal Land Council and Kiray Putjung Aboriginal Corporation.

Darkinjung and Ngarralingayil campuses offer Direct Instruction through the Good to Great Program for literacy and numeracy. There has been significant improvement across all stages of learning. These distinctive programs have boosted individual learning and enriched group learning through which the students have gained pride and confidence. Both campuses have access to the Hornsby Learning Support Team and the counselling team and through consultation, information, training, and guidance are able to assist the students with appropriate curriculum and wellbeing support.

# Workforce Composition



**Barker Global**  
Support Staff 1  
Consultants 2



*Darkinjung Barker*

**Darkinjung Barker**  
Teaching Staff 2  
Support Staff 2



**Dhupuma Barker**  
Teaching Staff 3  
Casual Staff 9

Ngarralingayil



**Barker**

**Ngarralingayil Barker**  
Teacher Staff 3  
Support Staff 1



**NSW Aboriginal Campuses**  
Teaching Staff 1  
Casual Staff 6

## Student Attendance and Management of Non-Attendance

As part of the duty of care of Darkinjung Barker, Ngarralingayil Barker and Dhupuma Barker to its students, the Schools maintain processes to ensure it is aware of the daily attendance of each student. All students travel to and from the respective schools by bus. The dedicated student buses arrive at each of the schools by 8.15am and collect students at the end of the school day at 3pm.





## 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%







# Enrolment Policies

## Enrolment Details

Parents applying for a place for their child to enter the School will be offered a position on the waiting list by payment of the \$50 application fee by date of application.

Prior to attending the pre-entry or school readiness interview with Director of Indigenous Campuses, students are required to complete a questionnaire provided by the School which, among other things, seeks details of any specific needs a student may have. The School requests copies of the student's two most recent school reports; their most recent NAPLAN results and any other supporting documents demonstrating attainment in both academic and co-curricular activities. This information provides a complete all-round view of the student's attainments and interests.

The pre-entry interview covers the following:

- academic performance in relation to the School's program
- assessment of personal characteristics and approach to academic work as set out in school reports
- the capacity of the School to support the interests of the student
- the student's and the family's willingness to support the School's code of conduct and its Christian faith and practice, and
- overall impression of the student's capacity to benefit from the opportunity of sharing in a Darkinjung or Ngarralingayil Barker education

## Siblings of Past Students

The School reserves the right to offer preferred placement to siblings of students already attending the School, and to students whose families can demonstrate an active involvement in a Christian congregation.

Please note that sibling priority in the enrolment process only exists while a sibling is a current student, and ensures only that the sibling will be granted an interview.

## Declining an Offer of a Place

If any student, including siblings undertakes the entry procedure, i.e. returns the questionnaire and attends the interview, then declines an offered place, the application is cancelled. In these cases a fresh application and application fee is required should the student wish to apply for another intake year group. Any priority for a child with sibling status is lost with the second application.

## Documentation

Registration for Enrolment and Questionnaires to proceed with an Application will only be processed when all the documentation that is requested on each of the forms has been submitted.

## Changing Details for Your Child

All correspondence regarding the enrolment of a student should be addressed to the Director of Enrolments.

If you wish to change the intake year your child is waitlisted for, please send written details including your child's full name, address, Year Level and Calendar Year currently applied for, and New Year Level and Calendar Year you wish to change to.

# Enrolment Policies

In order to have the correct address details for prospective students all changes of address must be communicated to the Enrolments Office in writing, or via email at [enrolments@barker.nsw.edu.au](mailto:enrolments@barker.nsw.edu.au) clearly stating student's full name, and previous address details as well as new address details.

## Standard Data Collection Notice

The School collects personal information, including health information, about students and parents (which expression includes guardians) before and during the course of a student's enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for its students, including fulfilling its duty of care to them.

The School also collects information for secondary purposes (related to the primary purpose) including: keeping parents informed about matters related to their child's schooling through correspondence, reports, emails, newsletters, magazines and the internet; day to day administration; looking after the students' educational, social, spiritual and medical wellbeing; seeking donations and marketing for the School; satisfying the School's legal obligations; for example, in relation to child protection legislation.

The School also uses personal information including images it collects for purposes for which it has obtained consent.

Some laws relating to the operation of schools require that particular information is collected. These include public health and child protection laws. The School collects health information, including medical reports, about students to enable it to fulfil its duty of care to its students.

The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other schools, government departments, medical practitioners, and people providing services to the School, including specialist visiting teachers, coaches and volunteers.

If the School does not obtain the information referred to in this Notice, the School may not be able to enrol or continue the enrolment of a student.

Personal information collected from students is regularly disclosed to their parents. On occasions, personal information including images, academic and sporting achievements, student activities and other news, is published in School publications, its website, and its social media sites.

Parents may seek access to personal information collected about them and their students by contacting the School. Students may also seek access to personal information about themselves. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the student, or where students have provided information in confidence.

The School will not disclose personal information to external organisations for their own marketing purposes without consent.

The School makes parents' contact details available to parent organisations within the School unless a parent requests the School not do this.

If a person provides the School with personal information of other people, such as doctors or emergency contacts, the School encourages that person to inform the other people that the person is disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose the information to third parties.

If anyone has any questions or wishes to access information held by the School, please contact [privacy\\_officer@barker.nsw.edu.au](mailto:privacy_officer@barker.nsw.edu.au)

## **Enrolment Charges**

### **Registration Fee**

On application you will be required to pay a non-refundable registration fee of \$50. The student's name will be registered on a waiting list.

### **School Fees**

Fee invoices are issued prior to the commencement of each term and are payable within the first 10 days of term. All fees and charges are reviewed annually. Fees for 2020 were \$100 per term per child.

### **Leave**

Enrolled students may be granted leave, at the discretion of the Campus Coordinator.

### **Withdrawal of a Student**

The School requires at least one full term's notice of withdrawal for an enrolled student regardless of whether or not he or she has commenced at the School. Fees in lieu of notice are applicable if sufficient notice is not received.

### **Policy Changes**

All organisations, from time to time, initiate policy changes reflecting the needs of the organisations and their clientele at the particular time. Policy changes are implemented by the Council of Barker College and Darkinjung or Ngarralingayil Barker Council. At any time, parents are invited to phone our Enrolments Office to ask if policy has changed. The Council of Barker College reserves the right to alter its enrolment policy to suit prevailing circumstances.

# School Policies

The School provides education within a caring, ordered Christian family environment and where students and staff members are encouraged to strive for excellence in all areas of endeavour to the best of their ability.

## Policies and Procedures

In addition to the Enrolment Policy, the School has a number of School Policies and procedures including

- Child Protection
- Enrolment, and
- Privacy

Additionally, and where relevant, the School aligns its procedures to those in place at Barker College.

## Guidelines for Student Welfare and Anti-Bullying

The School seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure,
- supports the physical, social, academic, spiritual and emotional development of students, and
- provides student welfare programs that develop a sense of self-worth and foster personal development.

## (a) Counselling

Barker College Senior School Counsellor (The Counsellor) is available to consult with students and families over problems ranging from learning, behavioural, and social difficulties to complex emotional disturbances. The Counsellor visits the School on a weekly basis and is also available to consult with staff members who may have their own concerns. The Counsellor is independent of the teaching hierarchy and other School structures so students, families and staff members may be assured of impartiality and confidentiality.

## (b) Child Safe Organisation

The safety, protection and wellbeing of all students is paramount. As such, the School is committed to create a culture, adopt strategies and take action to promote child wellbeing and prevent harm to children and young people.

The purpose of the School's Child Safe Organisation Policy and the Child Protection Policy is to ensure the School consciously and systematically works to create an environment where children's safety and wellbeing is the centre of thoughts, values and actions, to summarise the obligations of child protection legislation on the School and on staff members, contractors, external providers and volunteers at the School and to provide guidelines as to how the School will deal with certain matters.

These Policies are updated from time to time to take into account amendments to legislation and regulations and to ensure best practice in the commitment to a child safe organisation.

It is a condition of employment at the School, that any staff member who becomes aware of any allegation of abuse or neglect of a child by a staff member, contractor, external provider or volunteer, or becomes aware of any allegation of misconduct by a staff member, contractor external provider or volunteer that may involve abuse or neglect, must immediately report that information to the Head of the School.

### **(c) Anti-Bullying**

At the School, it is everyone's right to feel safe and valued. The School actively promotes respect for and tolerance of individual differences. Staff members, students and parents/guardians support a climate of respect and care for others.

Bullying in all its forms - physical, emotional and verbal - is totally unacceptable.

The School is committed to minimising all forms of bullying and harassment, and has systems of pastoral care, reporting and discipline which respond immediately to cases of bullying when they arise. While recognising the School's first priority is to support victims of bullying, the School will also provide support and guidance for the bully.

## **Policies for Complaints and Grievances**

The School has procedures for dealing with complaints and grievances which include processes for raising and responding to matters of concern identified by parents/guardians and/or students. These procedures incorporate, as appropriate, principles of procedural fairness. All complaints and grievances are treated seriously, and, as far as is possible and appropriate in each individual case, will be dealt with in accordance with the following:

The complaint will be investigated. This will involve speaking to the person about whom the complaint is made and perhaps to other relevant staff members, to parents/guardians, or in particular situations, to students, where a student has made a formal complaint against a teacher, or a teacher has made a formal complaint against a student. In every circumstance, the School will keep the matter confidential as far as is reasonably practicable.

The School prefers to resolve grievances from within the School. However, in some circumstances, it may be appropriate for the member of staff or the School to involve relevant authorities outside the School.

The School encourages student comments regarding any aspect of their experience at School or in a School-related activity. The School especially appreciates a student's willingness to take the time to bring us any complaint they may have as it gives the School the opportunity to resolve any concern and to improve the School's performance.

# School Policies

Students are encouraged to speak to the School's Lead Teacher or Head of the School to raise their concern. These staff members have a special responsibility for the welfare and wellbeing of students and will know how best to help. It is considered that an initial conversation may help the student to clarify some of the issues, and will help the School to understand how best to assist.

Any student who would prefer not to speak to the Lead Teacher is encouraged to speak to the Senior School Counsellor, another teacher or Teachers' Aide they know well.

## Procedure for Discipline and Behaviour Management

The School complies fully with the requirements of the Education Reform Amendment (Corporal Punishment) Act 1995. Pastoral care at the School involves a comprehensive range of activities.

Pastoral care and Behaviour Management are based on:

- Self-respect
- Respect for others
- Respect for the School

This recognises the right of individuals to learn and develop to their full potential in a safe, positive and supportive School environment. All procedures in relation to pastoral care and behaviour management recognise that:

- There are times when individual circumstances may need to be taken into account
- The procedures must remain flexible
- The School is committed to discipline and behaviour management procedures which are based on procedural fairness.

**The School will ensure that the use of Corporal Punishment in any form is prohibited and will not allow Corporal Punishment to be carried out by a third party as a response to a discipline issue.**



# School Determined 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 consistency with the implementation 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.



# Initiatives Promoting Respect and Responsibility

## General Student Responsibilities

Our Indigenous campuses aim, through policy development and implementation, to provide a safe and supportive environment where each student who attends exercises their human right to be a part of a social community where they are free from physical and psychological harm. It is of the highest priority to develop an environment where each student can attend each day and be happy, fulfilled, cared for and valued.

At the core of the Barker College model of wellbeing is the Christian and spiritual framework upon which all aspects of an individual student's welfare rests. Wellbeing at the Indigenous campuses is encapsulated by the Barker values: Compassion, Commitment, Courage, Integrity and Respect. Wellbeing programs run through the classrooms providing the opportunity to explore the values, what they mean to us and how we can live them out in our lives. All students are expected to conduct themselves with appropriate respect for others and themselves.

The School Prayer, in its simplicity, perfectly encapsulates the essence of everything our wellbeing policy represents. This prayer is spoken in Chapel and assemblies and students are reminded regularly that, by following its message, they will fulfil their responsibility in caring for and about each other. At Dhupuma Barker, it is said each day to start and end school, in Yolŋu language followed by English. Our number one priority is 'Safety First'.

This message seeks to keep every child aware of safety for self and others and is reinforced through assemblies. Our prayer provides a call to action where we as a community think, act and speak in a kind way.

Students at Darkinjung Barker and Ngarralingayil Barker feel a sense of ownership and belonging when they wear their School uniform with pride. They are encouraged to check that their uniform is correct from the 'ground up', from their shoes to their hat. The uniform is a symbol of our learning community, our past, our present and our future and the red and blue BC insignia continues to be worn with pride by generations of students. At Dhupuma Barker, a uniform was designed to meet the needs of the environment. Students dress each day in their school shirt on arrival. It is a sign that they are ready for school.

The schools aim to provide a safe and supportive environment where each student who attends these schools exercises their human right to be a part of a social community where they are free from physical and psychological harm. Teachers adopt a constructive and restorative approach to behaviour and wellbeing. They strive to foster self-esteem through positive reinforcements, rewards and opportunities for success. Praise is an important element.

The immediate physical and personal safety of all students is maintained by a clearly defined set of expectations and procedures that the children are aware of and discuss with their teachers regularly.

Our Wellbeing program functions in partnership with the School community through a system of relationships, expectations, rewards and sanctions designed to develop self-discipline. A student is encouraged to learn to relate to others in a Christian way with a caring approach. They need to develop respect for themselves and others through appropriate social behaviours and attitudes. They should be self-reliant and respect the feelings and rights of others. An atmosphere of acceptance and tolerance is fundamental.

Concern and consideration for the wellbeing of all people who work and play in our School is a key expectation of our students. Students are to be courteous and polite when speaking to staff and to others. Students are expected to refrain from engaging in bullying or harassment of other students at all times.

### The School Policy on Bullying and Harassment states that:

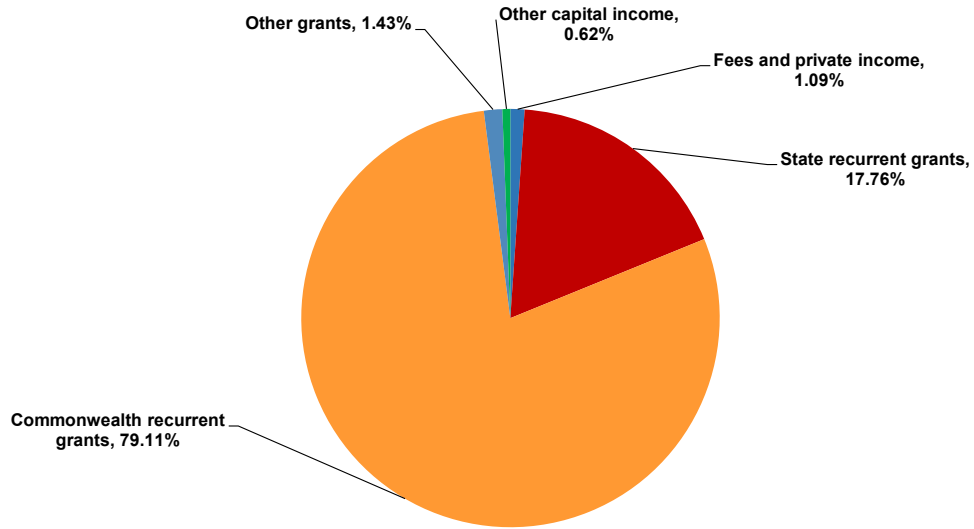
1. Staff and students support a climate of respect and care for others. The School actively promotes respect for and tolerance of individual differences.
2. Bullying in all its forms – physical, emotional, verbal and cyber – is totally unacceptable.
3. The School is committed to minimising all forms of harassment.
4. The School is committed to supporting the wellbeing and safety of all students, with staff and processes in place to support and respond to any concerns.
5. While recognising that the School's first priority is to support victims of bullying, the School will also provide support for the student engaging in inappropriate behaviour towards others.

Click [here](#) to download the **Promoting Positive Relationships Handbook**.



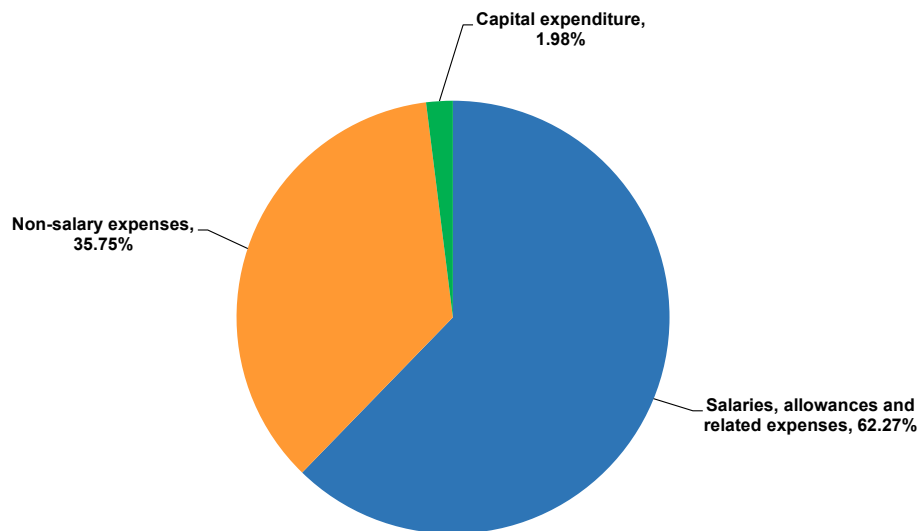
## Barker Indigenous Campuses

### Summary financial information 2022 Recurrent/Capital Income



## Barker Indigenous Campuses

### Summary financial information 2022 Recurrent/Capital Expenditure



This financial information relates to the Indigenous Campuses and from 2022 does not include the Barang DGR entity.











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