



Barker
College

Annual Report
2022



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



On 28 January 2022, we marked the first day of full coeducation at Barker.

The School's curriculum has broadened with new offerings such as Society and Culture, Dance, Food Technology and Accelerated Business Studies. Coeducation has brought the impetus for the Primary Years Programme (PYP) in the Junior School and also for Barker becoming a member of the Round Square group of world schools. With Junior and Middle School girls, we also have new sports on offer, such as Rowing.

In March 2022, members of the School Council and senior staff gathered for a Strategy Day meeting. Topics considered by the Council included:

- The future of the School's academic program
- Student wellbeing and supporting them in a changing world
- Maintaining and enhancing students' sporting and other co-curricular activities
- Changing demographics in Australia
- Attracting and retaining the best possible staff
- Master planning including the facilities required for a completed coeducational school
- Moving towards gender parity in our enrolments
- Nurturing and sustaining a beneficial culture for the School
- The future of independent school's education in Australia and the importance of a contribution by Barker to the 'Public Good'

In July, several members of the Barker College Council joined with the Head of Barker College, senior staff members and 16 student leaders from Year 11 and 12, to attend the 2022 Garma Festival. Our Barker delegation were able to witness firsthand the operation of the Dhupuma Barker school, where results have exceeded expectations — with attendance and engagement touching 90% for many students, an exceptional achievement for a remote school.

During 2022, the School Council and the Governance Risk & Compliance Committee have developed the School's Environmental Social and Governance (ESG) Statement of Commitment, which is outlined in the following graphic.



The Barker College Environmental, Social and Governance Program (ESG Program) is led by the Head of Barker College and our School Council and represents our commitment to the environment and the social issues that challenge our world today.

As an Anglican School community and a leader in Christian education, we are inspired by a global vision of sustainability for the generations to come.

By measuring our carbon footprint, establishing better waste management initiatives and evaluating our supply chains to be free from all forms of human slavery and servitude, we are taking measurable steps to create a sustainable future for all and knowing we have a role to play in being the change.

Through the dedication and skill of its teaching and support staff, Barker's principal focus continues to be on our current students, in academic outcomes, in sport and other co-curricular activities, and in pastoral care and wellbeing within the School's Christian framework.


David Charles
 Chair of the Barker College Council



2022 was another momentous year for Barker College. The coeducation program announced in 2016 and that began to be implemented in 2018 marked its final step in 2022 with every year group now welcoming both boys and girls.

Our vision of "Inspiring Global Hope" is being realised in our Robotics program. The Barker Redbacks induction into the FIRST Hall of Fame was recognised and honoured this year by Their Excellencies, The Governor-General and Mrs Hurley. In the 33-year history of the Competition, this is only the second time an Australian team has won the award and the first time for an Australian high school team.

Dhupuma Barker achieved its first anniversary in April with ever increasing levels of attendance and engagement. The opportunity for some of our Senior School students to attend the Youth Forum at this year's Garma Festival provided an incredible opportunity to engage and strengthen our relationship with the Ganyagara community. The students at Darkinjung Barker and Ngarralingayil Barker continued to thrive this year and their brave spirit and strong cultural pride shone through in all they achieved.

During 2022 we spent considerable time reviewing individual roles and calibrating them to the emerging needs of staff and students. We are excited about the possibilities for growth and development in the learning space with such a talented and diverse group.

In Term 3, the School launched Educator Impact, the Feedback and Development program for Support Staff. This initiative, amongst others, has been developed as a direct result of staff feedback gained through the Psychologically Healthy Strategic Reviews in 2018 and 2021. More than 70% of Support Staff voluntarily participated in the "Reflect" Stage of the cycle in Term 3 and the feedback was affirming and inspiring with very positive feedback in all competency areas. This initiative will enable more effective 1:1 discussions with supervisors, more strategic professional development and a heightened sense of existing strengths and opportunities.

This whole school feedback reinforces awareness of existing strengths and enables more strategic professional development for Support Staff.

As we neared the conclusion of another academic year, the outline of the new Maths and Senior Studies Hub become a lot more evident for visitors to our campus. We will begin operating in this new building mid-2023. Working closely with our award-winning Rosewood Centre, this precinct will serve our students and staff well, provide new spaces for hospitality and be a magnificent asset for generations to come.

The most significant achievements of 2022 included the following initiatives:

- Continued growth in Barker's Robotics program, including the introduction of robotics at the three Indigenous campuses. Induction into the FRC Robotics Hall of Fame.

- Embedding the Promoting Positive Relationships framework. This new framework codifies elements of best teaching practice and pastoral support that will give all Barker students the best chance to thrive, identifies routines and standards for staff and students that provide certainty and consistency; promotes a system to recognise exemplary student behaviour; and establishes procedures to enable appropriate restorative and disciplinary responses to unacceptable student behaviour and provisions for fairness.
- Re-establishing strong classroom learning routines following a disrupted 2021
- In alignment with the School's key value of compassion, a three-pronged program was planned:
 - 1. Humanitarian scholarships funded by the Barker College Foundation to students from a refugee background
 - 2. Welcoming educational support of a group of 50 refugee newly arrived in NSW
 - 3. An after-school homework help facility to work alongside Intensive English Centres in Sydney.

Priority Areas for 2023

- The Barker Strategic Plan — Inspiring Global Hope.
- Seeking excellence without arrogance in all that we do.
- Academic Focus and the development of Academic Grit — surpassing the Top 50 and better.
- The Lift Project at Barker (Lift@Barker), incorporating Raising Respect and Respect at work.
- Succession planning (Deputy Head Student Experience).
- The Refugee/Humanitarian Program.
- The Barker Master Plan, drawing our minds now to Visual Arts.
- Enhance the Cocurricular experience.
- Completion of the Mathematics and Senior School.
- The construction of Dhupuma Barker in Ganyagara.
- A new Curriculum Team structure in the secondary, especially giving attention to the Student Dashboard, Engage, MyBarker and the coordination of the academic program with the busy Barker experience.
- Implementation of Round Square across the School.

Phillip Heath AM
Head of Barker College

School Context

Inspiring Hope

Learning at Barker is about inspiring in students a hope for the future. Preparing them to become confident leaders in a changing world where complex problems will need creative solutions. Learning to collaborate and innovate in teams, to solve problems and to provide transformative experiences that engage and inspire is a growing priority at Barker College.

As a school founded on Christian principles, we focus on creativity, innovation, on relationship development/collaboration as well as on providing a transformative experience for students.

Thriving at Barker

The activities and events that we offer each term at Barker are a reflection of our mission to inspire students, teachers and families to thrive and through this thriving to bring hope to others around us. It is for this reason that Barker provides numerous outlets for our students to thrive. "Thriving at Barker" stands on four pillars: Inquiry, Rhetoric, Gratitude and Service. The first two pillars refer to our cognitive or intellectual growth. The second two refer to wellbeing and resilience. A human being fully alive will hold their intellectual and spiritual self in a harmonious whole and this harmony will make them strong all their days.

Co-curricular Program

Every Barker student enjoys the benefits of a broad, well-rounded co-curricular program that includes creative and performing arts, sport, STEAM, debating and service and leadership development.

The Barker program allows for greater student choice and opportunities for all our students. Our well established and regarded Performing Arts Program incorporates Music, Drama, Dance, Debating and Public Speaking. Barker's Robotics program continues to grow, attracting students across the Junior, Middle and Senior Schools. This rewarding and enriching program maximises the creative and intelligent capacity of students.

All Barker students are involved in the Outdoor Education program, allowing opportunities for Extended Stay at Alice Springs, various camps and involvement in Cadets and the Duke of Edinburgh Awards Scheme.

Outstanding Facilities

Sport is an integral and compulsory part of school life at Barker. Participation in team sports, from Year 3, allows healthy competition and skills development which are essential elements in the development of well-balanced young people. Barker students are offered a wide choice of sports and benefit from the excellent sporting facilities available to them.



School Performance in National and State-wide Tests and Examinations

Higher School Certificate

Three students achieved an ATAR of 99.95 – Austin Lin, Joanna Kong and Roy Cai. They are amongst only 48 students in NSW who received the perfect ATAR and the School is incredibly proud of their hard work, commitment and this outstanding result. This is in addition to three students who achieved an ATAR of 99.90. Three students topped the state in Modern History, Legal Studies and Latin Extension and there were 14 other places that Barker students achieved in 2022. In addition, there were 25 All-Rounders.

Percentage of Students in the Top 2 Bands

Course	Barker Cohort	% Band 5+6 NSW	% Band 5+6 Barker College	% Band 6 NSW	% Band 6 Barker College
Agriculture 2021	91	33	76	10	47
Agriculture 2022	72	25.6	68.1	7.8	25.0
Ancient History 2021	20	34	80	9	45
Ancient History 2022	25	33.4	56.0	8.4	8.0
Biology 2021	80	31	64	7	11
Biology 2022	101	26.6	50.5	6.3	10.9
Business Studies 2021	98	36	77	9	31
Business Studies 2022	103	w34.5	65.0	10.4	29.1
Chemistry 2021	70	40	57	11	23
Chemistry 2022	82	33.0	50.0	9.1	17.1
Chinese Continuers 2021	2	71	100	43	100
Chinese Continuers 2022	2	75.4	100.0	41.1	50.0
Chinese Extension 2021	1	98.4	100.0	59.0	100.0
Chinese Extension	1	98.4	100.0	59.0	100.0
Design and Technology 2021	31	44	84	17	42
Design and Technology 2022	27	47.0	96.3	12.7	59.3
Drama 2021	43	45	86	18	58
Drama 2022	38	58.4	92.1	20.5	39.5
Earth and Environmental Science 2021	39	27	51	5	5
Earth and Environmental Science 2022	42	31.9	61.9	5.5	16.7
Economics 2021	69	50	65	15	13
Economics 2022	55	49.3	70.9	14.5	18.2
English EAL/D 2021	6	23	50	2	0
English EAL/D 2022	4	18.6	50.0	3.5	25.0
English Standard 2021	131	16	31	1	0
English Standard 2022	147	15.4	18.4	0.6	0.0
English Advanced 2021	210	69	88	16	28
English Advanced 2022	204	67.1	89.7	14.5	26.0
English Extension 1 2021	31	93	100	41	71
English Extension 1 2022	28	92.4	100.0	39.5	89.3
English Extension 2 2021	12	84	100	25	67
English Extension 2 2022	10	84.9	100.0	29.4	90.0
French Continuers 2021	6	63	83	33	0
French Continuers 2022	4	57.8	50.0	26.1	25.0
French Extension 2021	2	80	0	24	0
French Extension 2022	1	86.8	100.0	13.3	0.0
Geography 2021	39	44	79	9	23
Geography 2022	49	41.9	63.3	10.7	20.4
History Extension 2021	14	77	100	23	36
History Extension 2022	8	83.4	87.5	25.3	25.0
Industrial Technology 2021	15	25	60	7	33
Investigating Science 2022	6	24.9	50.0	4.3	50.0
Industrial Technology 2022	25	21.7	56.0	7.5	36.0
Information Processes and Technology 2022	9	32	55	8	22
Information Processes and Technology 2021	9	27.5	55.6	5.7	22.2
Japanese Continuers 2021	3	58	100	27	33
Japanese Continuers 2022	3	59.7	66.7	23.9	0.0

School Performance in National and State-wide Tests and Examinations

Percentage of Students in the Top 2 Bands *(continued)*

Course	Barker Cohort	% Band 5+6 NSW	% Band 5+6 Barker College	% Band 6 NSW	% Band 6 Barker College
Latin Continuers 2021	1	77	100	47	100
Latin Continuers 2022	2	74.5	50.0	38.3	50.0
Latin Extension 2021	1	95	100	78	100
Latin Extension 2022	1	95.2	100.0	78.3	100.0
Legal Studies 2021	92	42	79	15	29
Legal Studies 2022	60	40.6	83.3	14.5	53.3
Mathematics Standard 2 2021	166	24	50	6	8
Mathematics Standard 2 2022	160	28.8	59.4	7.3	20.0
Mathematics Advanced 2021	117	50	67	23	30
Mathematics Advanced 2022	142	48.9	57.7	22.5	31.7
Mathematics Extension 1 2021	79	74	80	37	37
Mathematics Extension 1 2022	85	73.4	83.5	34.7	47.1
Mathematics Extension 2 2021	33	86	82	43	52
Mathematics Extension 2 2022	30	85.0	100.0	39.5	63.3
Modern History 2021	97	38	55	11	15
Modern History 2022	93	34.2	48.4	9.8	14.0
Music 1 2021	10	64	90	20	60
Music 1 2022	9	69.0	100.0	21.5	22.2
Music 2 2021	9	88	100	45	100
Music 2 2022	11	86.1	81.8	33.9	45.5
Music Extension 2021	6	95	100	64	100
Music Extension 2022	7	97.4	100.0	76.2	100.0
PDHPE 2021	80	30	64	7	10
PDHPE 2022	92	25.9	44.6	5.2	15.2
Physics 2021	53	40	60	12	19
Physics 2022	66	41.3	63.6	12.3	15.2
Science Extension 2021	21	72	82	10	14
Science Extension 2022	18	78.7	83.3	8.2	22.2
Society and Culture 2021	24	45	74	13	21
Society and Culture 2022	29	43.5	51.7	11.1	3.4
Software Design and Development 2021	10	36	60	12	20
Software Design and Development 2022	11	37.7	72.7	13.7	27.3
Studies of Religion I 2021	9	42	67	13	11
Studies of Religion I 2022	9	40.7	55.6	10.4	33.3
Studies of Religion II 2021	15	46	60	13	33
Studies of Religion II 2022	10	46.3	60.0	10.1	10.0
Textiles and Design 2021	8	56	75	17	13
Textiles and Design 2022	10	54.2	100.0	17.0	30.0
Visual Arts 2021	33	63	82	17	21
Visual Arts 2022	40	65.6	90.0	16.4	22.5

School Performance in National and State-wide Tests and Examinations

Several students were nominated or selected for NESAs's showcases.

Encore

Nominated: Louisa Pang, Violin (Music 2 and Extension) and Aiden Smith (Music 2) for Composition

Design and Technology

Accepted and included in TEXstyle: Lucy Barden

ArtExpress

Nominated: Oliver Gregg

Drama - OnStage

Nominated for Group Performance: Samuel Byres, Oliver Gregg, William Hunt, James Ford, Zoe Milligan for "Blood, Sweat and Gardening". Ruva Chipato, Sami Cox, Nicholas Fazl, Lottie Lee, Jess O'Bryan for "The Great Escape".

Individual Projects

Accepted: Jenny Hercus (for Costume Design) and William Hunziker (for Lighting Design)

Nominated: Nicholas Fazl (for Porfolio of Theatre Reviews); Ruby Fischer (for Costume Design); Ben James (for Director's Folio); William Talbot (for Director's Folio); Emily Whiting (for Applied Research Project)

Individual Performance

Nominated: Samuel Byres (for "How are you going to fix this?"); William Hunt (for "Boys Life")



Literacy & Numeracy Assessments

(NAPLAN) in Years 3, 5, 7, 9

Year 3 Minimum Standard = Band 2		Percentages in Bands			
Component	Band 1		Band 5 or above		
	Barker %	State %	Barker %	State %	
Reading 2021	0	2.6	83.0	57.7	
Reading 2022	0	2.7	77.1	57.90	
Writing 2021	0	1.9	85.9	61.8	
Writing 2022	0	1.7	81.4	59.6	
Spelling 2021	1.1	4.6	83.8	55.7	
Spelling 2022	0	6	77.2	54.4	
Grammar & Punctuation 2021	2.2	4.4	79.4	59.4	
Grammar and Punctuation 2022	0	4	81.4	56.3	
Numeracy 2021	1.1	2.7	74.4	41.6	
Numeracy 2022	0	3.3	62.8	39.9	

Year 5 Minimum Standard = Band 4		Percentages in Bands			
Component	Band 3		Band 7 or above		
	Barker %	State %	Barker %	State %	
Reading 2021	0	3.3	72.0	43.3	
Reading 2022	1.6	4.1	71.7	44	
Writing 2021	0.6	3.2	47.4	25.8	
Writing 2022	2.1	5.4	54.4	29.9	
Spelling 2021	0.6	3.8	67.1	45.6	
Spelling 2022	0	4.2	59.7	43.1	
Grammar & Punctuation 2021	1.9	4.5	65.9	38.6	
Grammar & Punctuation 2022	1.5	3.6	68	36.6	
Numeracy 2021	0	3.1	67.3	34.2	
Numeracy 2022	0.5	3.2	59.7	31.3	

Year 7 Minimum Standard = Band 5		Percentages in Bands			
Component	Band 4		Band 8 or above		
	Barker %	State %	Barker %	State %	
Reading 2021	0	4.6	65.5	31.6	
Reading 2022	0	4.9	65.7	30.9	
Writing 2021	0.9	4.3	48.6	25.9	
Writing 2022	0.3	6	61	29.8	
Spelling 2021	0.6	3.8	59.0	36.1	
Spelling 2022	0	5.2	59.4	39.8	
Grammar & Punctuation 2021	0.6	6.1	53.7	31.7	
Grammar & Punctuation 2022	0.9	6.9	59.4	29.1	
Numeracy 2021	0	4.5	76.6	37.3	
Numeracy 2022	0.9	6	75.7	37	

Year 9 Minimum Standard = Band 6		Percentages in Bands			
Component	Band 5		Band 9 & 10		
	Barker %	State %	Barker %	State %	
Reading 2021	0.9	7.1	52.4	25.0	
Reading 2022	0.6	8.9	49.2	25.5	
Writing 2021	2.2	8.6	30.1	15.3	
Writing 2022	1.2	11.4	38.5	19	
Spelling 2021	0.4	5.5	40.7	25.4	
Spelling 2022	0.9	6.5	35.8	22.2	
Grammar & Punctuation 2021	0.4	7.5	39.8	23.7	
Grammar & Punctuation 2022	0.9	10.8	49.1	26.7	
Numeracy 2021	0.4	2.9	63.4	26.4	
Grammar and Punctuation 2022	0.9	10.8	49.1	26.7	

Professional Learning and Teacher Standards

Teaching Standards

Numbers of teachers at Barker College are listed below for 2022:

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	359
Teachers accredited at Proficient Teacher in 2021	15
Teachers accredited at Experienced Teacher (AISNSW MEA) in 2021	6
Teachers accredited at Highly Accomplished at Barker College	5
Teachers accredited at Lead Teacher at Barker College	1

Teacher Participation in Professional Development

Leadership

Several professional development initiatives were sustained during the year including the Middle Leaders' Course offered in partnership with The Training Guys. A significant number of middle managers at the School completed this course and a number targeted to complete this in the next twelve months. Further professional leadership initiatives include staff in leadership positions who have engaged in the AISNSW Flagship Leadership programme. Heads of Department and leaders in the Junior School were also involved in a leadership course for middle managers that was specifically designed to respond to the School's context and middle leadership requirements as these relate to the implementation of the International Baccalaureate IB Primary Years Programme (PYP) for children aged 3 - 12.

Coaching

Staff new to the School continue to be provided with staff mentors and a teacher coach. All staff have access on request to trained teacher coaches. Coaching resorts under the College of Teachers. The College of Teachers brings together the skills and experiences of Barker teachers in coaching conversations guided by the Lead Coaches which is an important component of professional learning across the school.

Technology

In addition, the Digital Learning team continue to increase staff capacity in a range of teaching and learning and ICT professional learning opportunities. Teachers are provided upskilling in a range of IT platforms including Microsoft Teams, One Note, Canvas and SeeSaw.

Indigenous Education

The work in Indigenous education continued for staff, particularly those working at the three Indigenous Barker campuses in NSW and the North Territory. In addition, the iSTEAM pathway from K-12 ensures that students are prepared for future careers in these areas. The Robotics' program continues to develop student thinking and creating in this area, supported by staff. Our students continue successfully to participate in competitions where transfer of skills and knowledge developed in the classroom is applied to real-life contexts. Thus, professional learning made available for teachers in the iSTEAM program has focused on developing learning and skills in these important areas of student learning and understanding.

Mental Health First Aid

Staff continue to be trained in Mental First Aid as a part of an ongoing training process to upskill knowledge and skills around Mental Health.

Higher Education

The School actively encourages teachers to seek further qualifications in their subject domain or in the field of education. Teaching and support staff are engaged in post-graduate study in the areas of teaching and learning, pastoral care and educational management. Teachers are supported in developing their full professional potential through induction, mentoring and coaching programs for staff, particularly to extend professional capacity and ability.

HSC Marking

Teachers in a range of subject areas have continued to be involved in the Higher School Certificate marking operation either as examiners, judges, senior markers and markers. Teachers at Barker represented the School and the independent school sector at the AISNSW and NESAC committees and review groups.

New Staff to Barker Professional Learning Program

Beginning and new staff were supported to thrive within the Barker College in 2022 through a comprehensive professional learning program. This included:

- Mandatory online courses covering general processes and procedures, Child Protection, Digital Learning, introduction to PYP and the official IB recognised training course (Junior School).
- New Staff to Barker College Support Program with a subject or grade co-ordinator Mentor and an assigned Teacher Coach.
- Beginning teachers commencing at Barker were involved in a targeted professional learning program involving regular coaching conversations with a Lead Teacher Coach, class observations, and termly group meetings with other beginning teachers.

Professional Learning and Teacher Standards

Teacher staff Professional Growth

All Barker staff were involved in individual feedback and reflection processes, as well as participation in Barker designed professional learning as part of their professional learning journey. This included:

- Thrive at Barker Staff Reflection Form
- At the commencement of each year, staff complete a goal setting and reflection form that includes, strengths, challenges, focus areas for professional learning, career aspirations and goals for professional development. At the end of the year, staff complete the form with a reflection on the past year.
- Professional Conversations
- Each Semester, staff participated in a professional conversation with a direct leader to discuss teaching and learning growth and career development.
- Professional Learning Log
- A bespoke program of professional learning at Barker is provided where staff are offered a vast array of learning opportunities including live presentations, recording, online courses and more. Participation is logged in a Barker professional learning journal.
- Student Teaching and Learning Survey – teachers receive feedback from students about their ability to learn and grow in the specific class. Teachers can then use this feedback to work together with the student to improve learning outcomes.

Accredited Professional Development: NESAs Endorsed Provider

The School continues to be an accredited NESAs Endorsed Provider which enables accredited teaching staff at Barker College at the level of Proficient Teacher to complete NESAs accredited hours through professional learning at Barker College.

The following professional development activities were undertaken by staff in 2022:

Description of Professional Learning Activity	No. of Staff Participating
Senior staff: leading and managing professional development	85
Subject-related professional development across Junior and Secondary School teaching staff that covered a wide range of approaches to teaching and learning including: <ul style="list-style-type: none"> • Subject-related teaching and learning • Information Communication Technology • Primary Years' Programme • School strategic teaching and learning initiatives 	359
Pastoral care programmes	32
Teacher accreditation – induction, management of and provision of professional learning for teachers seeking and maintaining accreditation at the levels of Proficient, Highly Accomplished and Lead levels	77
Staff engaged in higher degrees	17

Workforce Composition

Number of ALL Permanent Staff across ALL Campuses

(Averaged across 2022)

- Headcount: 523.17
- Total Full Time Equivalent (FTE): 471.79

Number of Permanent Teaching Staff across ALL Campuses

(Averaged across 2022)

- Headcount: 339.00
- Total Full Time Equivalent (FTE): 321.87

Number of ALL Staff who have declared themselves as Aboriginal or Torres Strait Islanders:

19 Staff (5 Male & 14 Female)

- 4 Teachers (Permanent Staff)
- 4 Teachers Aides (Permanent Staff)
- 5 Teachers Aides (Casual Staff)
- 1 Operations Manager (Permanent Staff)
- 1 Project Manager (Contractor)
- 4 Cocurricular Staff (Casual Staff)

Student Attendance and Retention Rates

Student Attendance Rate

The attendance rate percentage has been calculated for each year group by taking the total number of days absent and dividing it by the total number of school days students were expected to attend.

As part of the duty of care of Barker College to its students, the School maintains processes to ensure it is aware of the daily attendance of each student and promptly notifies parents of unexplained absences from School. It is a requirement that records be kept by each teacher of their class absences and pastoral carers regularly receive reports on these records so that they can monitor non-attendance.

	2021 Attendance Rate (%)	2022 Attendance Rate (%)
K0-KG	95.53%	90.60%
1	96.68%	91.03%
2	97.18%	92.30%
3	98.14%	92.44%
4	97.54%	92.44%
5	98.02%	92.01%
6	97.78%	91.04%
7	95.04%	90.99%
8	94.50%	90.73%
9	94.43%	88.04%
10	92.38%	88.92%
11	93.59%	86.56%
12	92.22%	87.25%
Overall		89.34%

Overall

Student Retention Rates

The actual retention rate has been calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year. For example, this would identify the number of students who were enrolled in Year 10 who have continued to Year 12 at the same school. The apparent retention rate is a comparison of total enrolments in each year level in any one year.

Years Compared	Yr 10 enrolment on Census Date ¹	Yr 12 enrolment on Census Date	Yr 10 enrolment on Census Date remaining in Yr 12 on census date ²	Apparent Retention Rate	Actual Retention Rate
2013 / 2015	354	338	327	95.5%	92.4%
2014 / 2016	328	323	318	98.5%	97.0%
2015 / 2017	351	345	333	98.3%	94.9%
2016 / 2018	351	344	336	98.0%	95.7%
2017 / 2019	363	354	349	97.5%	96.1%
2018 / 2020	356	350	336	98.3%	94.4%
2019 / 2021	355	348	337	98.0%	94.9%
2020/2022	358	358	345	100.0%	96.4%

While the actual retention rate is usually fairly constant the Apparent Retention Rate fluctuates from year to year. When students leave from Years 10 or 11, the School tries to offer their place to a new student, sometimes resulting in a retention rate of more than 100%. Sometimes, during the course of the three years, the School has taken in more students overall than were initially enrolled. The majority of students who leave do so because of a change in family circumstances (e.g. have relocated to another state or country) or they have left to pursue TAFE or vocational training.

¹ Enrolment Numbers are taken on the Commonwealth Census Date each year

² Y12 Students who were enrolled on the Census Date in Year 10

Post School Destinations

In 2022 two students left before the completion of Year 12 to go into the workforce. 318 students of the class of 2022 received offers from UAC for places in NSW universities. 131 of these offers were made for double degree courses. This represents 91% of the total Year 12 cohort. This data does not reflect students who accepted offers for interstate universities. A number of students did not apply for a university place. Instead, they applied for TAFE, Private Colleges or Overseas Universities) while the remainder went to unknown post-school destinations.

2022 HSC students who received a university offer (UAC) by Institution*

 MU 100	 CAN/ANU 8	 UNE 28
 UNSW 74	 ACU 23	
 USYD 84	 UON 12	
 UTS 98	 WSU 7	

University	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
	No.	No.	No.	No.	No.	No.
Macquarie	81	100	96	128	132	100
UNSW	52	66	26	44	51	74
USYD	94	103	62	91	91	84
UTS	71	68	65	94	79	98
Canberra	1	2	4	5	2	8
Newcastle	11	5	15	20	37	12
ACU	8	12	7	15	16	23
Southern Cross					2	2
UNE	8	14	13	14	13	28
ANU	8	8	6	6	3	11
Wollongong	3		3	5	8	5
Latrobe					0	0
WSU	9	9	7	9	18	7
CSU	3	10	8	10	5	3
Griffith	2	2		2	1	1
Australian Maritime					0	0
Think / Torrens University	4	2	3	4	3	3
ICMS	6	5	4	5	5	2
ACAP					0	0
NAS	1		2	2	1	0
SAE					1	1
MIT Sydney					1	0
Notre Dame	1				8	9
TOTAL	363	406	321	454	477	471

Notes

- These statistics represent offers from UAC, not enrolments, and does not include offers made to students who asked that their offers be withheld
- These statistics do not include offers made directly through early entry programs.

Enrolment Policy

The Enrolment terms are set out as below, as a way to inform parents and prospective applicants regarding our process and procedures for enrolling their child at Barker College.

1. Enrolment Information

Entrance to the School is normally in Pre-Kindergarten, Kindergarten, Year 3, 5 and 7. Entrance at other year levels is limited to vacancies which may occur from time to time.

Barker is not registered as an education provider for students holding student visas. Parents/guardians who are permanent residents of Australia or who hold a visa which allows their child to undertake education while in Australia are welcome to apply to go on the Registration List.

2. Application to go on Registration List

Parents/guardians wishing to enrol their child at the School must complete an Enrolment Registration Form, submit it with the documents listed on the Registration Form and pay the Application Fee of \$330 (incl. GST). The School will then place the child on the Registration List. A child will not be placed on the Registration List unless all requested documents are provided and the Application Fee paid. Being on the Registration List does not guarantee a place for the child.

The Council of Barker College sets the Application Fee and the other fees payable during the enrolment process and reviews these from time to time.

3. School's Considerations

When considering making offers of a place at the School, the School may give preference to:

- siblings of students attending the School;
- children who are descendants of a former student of the School;
- children whose families can demonstrate an active involvement in a Christian congregation; and/or
- children whose families are transferring from interstate or overseas.

4. Selection of Students

At some time decided by the School after a child has been placed on the Registration List, the School will undertake an assessment process. As part of the assessment process, the School may:

- ask the parents/guardians to provide more information about the child;
- invite the parents/guardians to bring the child to the School for an interview.

5. School not obliged to make offer of place

The School reserves the right not to offer any child a place at the School or to defer the offer of a place to any child at its discretion but particularly when the parents/guardians, having been aware of their child's specific educational needs, decline to declare those needs, or withhold relevant information pertaining to their child.

6. Offer of a place

At the satisfactory conclusion of the assessment process, the School may make an offer to the parents/guardians to enrol the child. To accept the offer, the parents/guardians must, within 14 days of receiving it, deliver to the School:

- a. the Acceptance Form which includes acceptance by the parents/guardians of the then current Conditions of Enrolment;
- b. the non-refundable Admission Fee

For entry into Year 10, the Admission Fee is \$2,800. For Junior and Middle School entry, the Admission Fee is \$4,500.

Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the School.

The School may terminate an enrolment, before or after the child commences at the School, where there are insufficient resources to deal with a child's needs and where the parents/guardians have not declared or have withheld known information pertaining to their child's needs.

If an offer of a place is declined or not accepted, the parents/guardians, should they wish to reapply, must complete an Enrolment Registration Form and otherwise comply with all the usual requirements, including payment of relevant fees.

Where places are not available in the desired year of entry, the School may offer to put the child's name on a short registration list for entry to that Year group. When places become available, children on the short registration list may be offered a place in order of date of application.

7. Other Aspects of Enrolment

Parents/guardians applying for a place for their child to enter Pre-Kindergarten, Kindergarten, Year 3, Year 5 or Year 7 will be offered a Confirmed Place on date of application. A Confirmation Fee of 50% of the current Admission Fee is required to hold the place until the child commences in the grade offered. Payment of this Confirmation Fee holds a place for these entry points only and is not refundable or transferable.

Once all Confirmed Places are filled, applicants will be placed on a waitlist.

8. School Fees

Fee invoices are issued prior to the commencement of each Term and are payable within the first ten days of the Term, unless an arrangement has been made to pay fees in full at the commencement of the year, or by direct debit either fortnightly or monthly across a prescribed period. All School fees and

charges are reviewed on an annual basis.

9. Changing Details for Your Child

All correspondence regarding the enrolment of a student should be addressed to the Director of Enrolments or email enrolments@barker.nsw.edu.au

If you wish to change the year your child is due to start at the School, please send written details including your child's full name, address, current starting date and school Year Level and the proposed new starting date and school Year Level.

10. Standard Data Collection Notice

10.1 The School collects personal information, including sensitive information about students and parents/guardians before and during the course of a student's enrolment at the School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable the School to provide schooling to students enrolled at the School, exercise its duty of care, and perform necessary associated administrative activities, which will enable students to take part in all the activities of the School.

10.2 Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.

10.3 Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts, and Public Health and Child Protection laws.

10.4 Health information about students is sensitive information within the terms of the Australian Privacy Principles (APPs) under the Privacy Act 1988. We may ask you to provide medical reports about students from time to time.

10.5 The School may disclose personal and sensitive information for educational, administrative and support purposes. This may include to:

- other schools and teachers at those schools;
- government departments;
- medical practitioners;
- people providing educational, support and health services to the School, including specialist visiting teachers, coaches, volunteers, counsellors and providers of learning and assessment tools;
- assessment and educational authorities, including the Australian Curriculum, Assessment and Reporting Authority;
- people providing administrative and financial services to the School;
- anyone you authorise the School to disclose information to; and
- anyone to whom the School is required or authorised to disclose the information to by law, including child protection laws.

10.6 Personal information collected from students is regularly disclosed to their parents/guardians.

10.7 The School may use online or 'cloud' service providers to store personal information and to provide services to the

School that involve the use of personal information, such as services relating to email, instant messaging and education and assessment applications. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. This personal information may reside on a cloud service provider's servers which may be situated outside Australia.

10.8 The [School's Privacy Policy](#), accessible on the School's website, sets out how parents/guardians or students may seek access to and correction of their personal information which the School has collected and holds. However, access may be refused in certain circumstances such as 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. Any refusal will be notified in writing with reasons if appropriate.

10.9 The School's Privacy Policy also sets out how parents/guardians and students can make a complaint about a breach of the APPs and how the complaint will be handled.

10.10 The School may engage in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.

10.11 On occasions information such as academic and sporting achievements, student activities and similar news is published in School newsletters and magazines, on our intranet and on our website. This may include photographs and videos of student activities such as sporting events, school camps and school excursions.

10.12 If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why.

If you have any question or require further information, please initially contact the School's Privacy Officer by email at privacy@barker.nsw.edu.au

11. Enrolment Conditions

If the School offers parents/guardians a place at the School for their child, they will be asked to agree to the School's then current Enrolment Conditions. These are the current Conditions but they may change before an offer of a place is made.

Fees

11.1 We agree to pay to the School all fees for tuition, extra subjects, educational and school related activities (including excursions and camps) and the supply of goods and services to our child as determined by the Council of Barker College and as published in the Fee Schedule from time to time.

11.2 We understand that all fees are payable on or before the expiry of ten days after the commencement of each Term. If we fail to pay an account for fees and/or charges by its due date, we agree to pay an Administration Fee. The Administration Fee is currently \$330 (inc. GST) per occurrence and reflects the administrative costs to the School in collecting outstanding fees.

11.3 If an account for fees and/or charges is not paid in full by

the end of the Term to which those fees and/or charges relate, we understand that our child's enrolment may be suspended and the School may subsequently, without further notice, refuse entry to our child or terminate the enrolment.

11.4 We agree that a full Term's notice in writing must be given to the Head of Barker College if we intend to remove our child from the School. This means that we should give the notice before the commencement of the School Term at the end of which our child is to leave. As an act of grace, the School will accept the notice up until the end of the first week of the Term. We accept that, if the notice is not given within this time, we will be required to pay a Term's fees plus GST to compensate the School for the loss it will suffer because we have not given the required notice.

11.5 We understand that no remission of fees, either in whole or in part, will be made if our child is absent due to illness, leave or suspension.

12. Expectations

12.1 We authorise the School to incur expenditure on our behalf such as the purchases of books, software, stationery and equipment, and to charge the appropriate cost, in relation to our child, to our Family Account in the School's Debtors Ledger.

12.2 We understand that the School may consider that for our child to continue from Middle School to Senior School is not in our child's best interest or in the interests of the School. We understand that student entry to each of Years 10 and 11 is not automatic and that our child will only be able to enter these Years at the School by being selected by the School on the basis of the child's:

- a. general academic performance,
- b. continued satisfactory application and participation across the School's program, and
- c. attitude and behaviour.

We understand that the School will give us reasonable notice if the School is not offering our child a place in Year 10 or Year 11. We understand that the Head of Barker College will make this decision after consultation with us.

12.3 We acknowledge that Barker College is a Christian community and that behaviours and attitudes based on Christian values and teachings are encouraged. We agree that all communication between students, staff members, parents/guardians and visitors should be conducted in a courteous and respectful manner. We agree to avoid confrontation and criticism in public and accept that there is no place in the School community for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.

12.4 We agree to support the values and to abide by the rules of the School as set out in the appropriate publication such as the School Diary, relevant Student Handbook, Barker Bulletin, Barker website and other brochures or communications from time to time. We note that our child must do the same and we agree to encourage our child to support the School's values and abide by its rules. We have noted the School's requirements in relation to behaviour management, home study, uniform, attendance and leave. We will ensure that our child is always neatly dressed and well-groomed as required by the School and that uniforms and other clothing are always kept in a state of good repair.

12.5 We accept that the School may determine which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. We accept that the School may at all times determine to which Classes, Houses and Tutor Groups our child will belong.

12.6 We understand that all students must attend and participate in the following activities, as determined by the School from time to time;

- a. Chapel Services, Assemblies and other designated Corporate Activities;
- b. the School's sporting program including inter-school sporting occasions which commonly include Saturdays;
- c. important School events such as Celebration and other events as required by the Head of Barker College, from time to time;
- d. various camps and excursions that occur from time to time as an integral part of the School curriculum; and
- e. co-curricular activities in which our child may be involved.

12.7 We understand that requests for leave from School activities, including academic and co-curricular activities, and for early departure at the end of term and/or late return from breaks, are considered only in the most extreme cases and must be applied for in writing to the Deputy Head - Operations.

12.8 We accept the School's Behaviour Management Procedure, an excerpt of which is contained within the School Diary, and the Student Code of Conduct. We agree to support the administration of the School's Behaviour Management Procedure. In particular, we accept that the Head of Barker College may in his absolute discretion, but subject to affording procedural fairness, suspend or dismiss our child for breaches of School rules or unacceptable behaviour or where we have failed to comply with these conditions of enrolment.

12.9 We understand that the School expects all parents/guardians to be actively involved in the School through attendance at parent-teacher interviews and parent forums, participation in courses offered by the School relevant to our child's education and assistance to the School in a voluntary capacity from time to time.

12.10 We agree that the Head of Barker College may terminate our child's enrolment if the Head considers that a mutually beneficial relationship of trust and cooperation between us and the School has broken down to the extent that it adversely impacts on that relationship.

12.11 We acknowledge that the Head of Barker College may, by giving us reasonable notice, ask us to remove our child from the School at the end of a school year where our child has, in the Head of Barker College's opinion, failed to meet the requirements of NESA or has otherwise failed to make satisfactory progress in academic work.

13. Health and Wellbeing

13.1 We acknowledge that we have fully disclosed any special needs (including, but not limited to, any medical, physical, learning or psychological needs) which our child has. Where any disclosed special needs change or where any special needs arise, we agree to notify the School immediately.

13.2 We understand that we are required, prior to our child commencing at the School, to complete the School's Medical

Form and, if required, provide a Health Management Plan completed by our child's General Medical Practitioner (or other Medical Specialist as may be required) to be kept by the School.

13.3 We undertake to provide and keep updated:

- a. accurate and complete information regarding the physical and psychological health of our child on a regular basis; and
- b. any Health Management Plan on an annual basis.

We will also provide an updated School Medical Form for our child when requested by the School, particularly in connection with any School camp, excursion or other activity.

13.4 We agree to pay all medical and ambulance expenses incurred on behalf of our child. We also agree to pay a fee for Medical Insurance for our child and note that this fee is included as part of the Activity Charges.

13.5 If our child is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery), and if we are not readily available to authorise such treatment, we authorise the Head of Barker College or, in his absence, a responsible member of the School Senior Executive to give the necessary authority for such treatment.

13.6 We acknowledge that the School seeks to maintain an environment that is safe for all students and in which learning can successfully and effectively take place. We agree to support the School in this regard. We also acknowledge that, to this end, the Head of Barker College or his delegated representative may search our child's bag, locker or other possessions or electronic devices (such as tablets and mobile telephones) where there are reasonable grounds to do so. The Head of Barker College or his delegated representative may also carry out computer surveillance which includes using software or equipment to monitor use of computers and other electronic devices, the sending or receiving of emails, the accessing of websites and the use of social media.

13.7 We understand that the School requires parents/guardians to observe the School's security procedures for the protection of students from direct contact with those outside the School during School hours or on School activities outside those hours and that we are only to make contact through the relevant School Reception or as otherwise advised by the School from time to time.

13.8 We acknowledge that our child's personal property is not insured by the School and therefore the School does not accept any responsibility for any loss or damage incurred.

14. Privacy

14.1 We acknowledge that the School may, from time to time, collect personal information about parents and students which may be necessary for the School's function or activities.

14.2 We authorise the School to use and disclose information in such a manner as the Head of Barker College may deem appropriate for the purposes of our child's education, health, care, welfare or development. We acknowledge that we have read the School's Standard Collection Notice as published on the School website.

14.3 We give permission to Barker College for our child's name and for photographs and videos of our child to be placed in

the School's records, to be displayed from time to time around the School, and to be published in School publications, on its website and in other marketing and promotional material and on social media.

14.4 We agree to advise the Head of Barker College immediately of any changed family circumstance that may affect the emotional, physical or social well-being of our child and to provide to the Head of Barker College any current or future Family Court Orders or other Court Orders relating to us and our child. We note that the School's Privacy Policy deals with the confidentiality of such information.

15. General

15.1 We agree that the School may change these conditions provided it gives us at least two term's notice and that the new conditions take effect from the beginning of a calendar year.

15.2 We agree to give the School immediate notice of any change in our contact details.

Glossary

Registration List - A parent/guardian has submitted the Enrolment Registration Form and their child's name has been placed on the Registration List. This does not guarantee a place for the child. If a parent/guardian wishes for their child to remain on a Registration List only, or there are no confirmed places available, the applicant is selected for an interview based on their priority on the Registration List.

Waitlist - If all places in a year group have been offered, then a child is placed on a Waiting List for entry to the School, in the event that a place becomes available.

Confirmed Place - A confirmed place is when the child can be offered a place which is confirmed through the payment of half the admission fee. This confirmed place is not transferable and non-refundable. Confirmed places are only available in the School's entry years of Pre-K, Kindergarten, Year 3, Year 5 and Year 7. Parents/guardians are required to disclose any learning or physical difficulties in advance of a confirmed offer being made. 80% of available places in any entry year are offered as confirmed places.

School Policies and Procedures

School Policies

Barker College provides education within a caring, ordered Christian family environment:

- where the Christian values of the College are maintained in an Anglican context;
- where each member of the College community is affirmed, valued and challenged;
- where students and staff members are encouraged to strive for excellence in all areas of endeavour to the best of their ability; and
- where young people are prepared for active and responsible participation in the community.

Policies and Procedures

Barker College has a number of School Policies which are located in the School Diary, Student Assessment Manuals and/or on the online Portal, MyBarker:

- Allergy Awareness
- Child Protection
- Data Breach
- Enrolment
- Privacy
- Risk Management
- Social Media
- Surveillance
- Work, Health and Safety, and
- Workplace Gender Equality

Additionally, the student School Diary contains important information on:

- School Code of Behaviour
- Expectations of Students (including sickness, absence, property, uniform, bullying and harassment etc.)
- Acceptable Use of Information Technology
- Academic Integrity
- Assessment rules and conduct
- Preparation and Consolidation Routine
- Internet Portal and Computer Help Desk
- Glossary of Key Words
- Referencing Guide
- Support Organisations and Services

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
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

(a) A Christian Environment

Barker College is an Anglican School which welcomes students from a variety of Christian denominations and other faith traditions.

Barker's educational philosophy is grounded in the precepts of the Christian gospel and in Christian teaching, and Christian values which reinforce all that we do. The School strives to offer each student the opportunity to come to a closer understanding of the Christian faith, and the teaching staff draw upon their personal and professional qualities in ways which provide our young people with a constant example of Christian living.

(b) The House System in the Secondary School

Each student in the Secondary School is a member of a House, a community of students from Years 7 to 12, directed by a Head of House, who is responsible for the welfare and good conduct of the students in the House, and who is the first point of communication with parents/guardians. The progress of each student is also monitored by a Head of House.

All matters concerning the discipline and welfare of a student are reported to, or discussed with, the Head of House concerned. If a student is causing any sort of concern in class, whether in relation to their own progress or in matters of behaviour, the Head of House is consulted as soon as possible.

Most full-time teaching staff are attached to a House. They attend activities with their House Group and are responsible for the structured Pastoral Care Program and for supporting the Head of House when required.

(c) Pastoral Care & Social Education

The Connect Group Leader meets with their Connect group once a week. During this 30 minute period they follow a program coordinated by the Director of Wellbeing. The aim of the program is to ensure that each student in the School is given the necessary help, guidance and care enabling them to grow spiritually, emotionally, and socially so that the appropriate skills are developed to embrace life and its challenges. To achieve this, the program incorporates interactive class activities, multimedia presentations, workshops and speakers.

(d) Counselling

Six School Counsellors (three full-time and three part-time) are available to consult with students and families over problems ranging from learning, behavioural, and social difficulties to complex emotional disturbances. They are also available to consult with staff members who may have their own concerns. The Counsellors are independent of the teaching hierarchy and other School structures so students, families and staff members may be assured of impartiality and confidentiality.

(e) Child Protection Policy

The safety, protection and well-being of all students is of fundamental importance to the School.

Child protection legislation covers a range of different obligations relating to the safety, protection and welfare of students including:

- a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- obligations under child protection legislation; and
- obligations under work health and safety legislation.

The purpose of the Barker College Child Protection Policy is 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. The Policy is amended from time to time to take into account amendments to legislation and regulations.

It is a condition of employment at Barker College 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 Barker College.

(f) Anti-Bullying

At Barker College, it is everyone's right to feel safe and valued. Barker actively promotes respect for and tolerance of individual differences. Staff, 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 recognises that bullying can occur face-to-face, through written means, by mobile phones, text messages and online. It can also include being ignored and excluded.

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, 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.

Barker College 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.

Barker College encourages student comments regarding any aspect of their experience at School or in a School-related activity. Barker College 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.

Students are encouraged to speak to their Head of House in the Senior School, Head of House in Middle School, or Head of Junior School to raise their concern. These staff members have a special responsibility for the welfare and well-being of students and will know how best to help and, where necessary, to suggest the best person to whom the student should speak. 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 their Head of House or Class Teacher, is encouraged to speak to one of the School Counsellors, or to another teacher they know well.

Students, if they prefer, can write a letter or send an email to their Head of House, or Class Teacher who will be able to direct their letter or email to the right person.

Procedure for Discipline and Behaviour Management

Barker College complies fully with the requirements of the Education Reform Amendment (Corporal Punishment) Act 1995. Pastoral care at Barker College involves a comprehensive and diverse range of activities. The processes set down in the Behaviour Management Procedure are only one part of a pastoral care system that also recognises appropriate behaviour, and rewards effort and excellence.

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

Senior staff members, in consultation with the Head of Barker College where relevant, have the discretion to take any disciplinary action which they feel is fair, consistent and appropriate for the individual student and to the circumstances.

For this Behaviour Management Procedure to be successful, it is expected that staff members will communicate effectively with students, pastoral carers and among themselves. Each staff member must take personal responsibility for ensuring that the procedures are implemented consistently and fairly.

Barker College is committed to discipline and behaviour management procedures which are based on procedural fairness.

Barker College 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.

Aspects of the School's Behaviour Management Procedure relating to the expectations of students can be found in the Student Diary and on the School portal MyBarker via the [Promoting Positive Relationships](#) booklet.

In 2022 a review of the behaviour management framework was undertaken. Led by one of the Deans of the Middle School, the new approach to behaviour management was entitled Promoting Positive Relationships. This new framework codifies elements of best teaching practice and pastoral support that will give all Barker students the best chance to thrive, identifies routines and standards for staff and students that provide certainty and consistency; promotes a system to recognise exemplary student behaviour so that students are rewarded for laudable character traits alongside academic merit; and established procedures to enable appropriate restorative and disciplinary responses to unacceptable student behaviour, and provisions for fairness.

School Improvement Targets

The following table details some of the achievements of 2022 as well as priority areas for School future improvement. The Look Up, Look Beyond Strategic Plan sets out the long-term vision for the School and centres around four Strategic Domains which provide the framework for both current and future initiatives within our School.

Area	Achieved in 2022
Academic Care	<ul style="list-style-type: none"> Continuation of work with the University of Melbourne's New Metrics for Success program, including the expansion of the team working on it and completion of the Phase 2 Trial Evaluation of progressive reporting from Years 7-9 and refinement of communication to parents regarding reporting Established and further developed a targeted professional learning program to support PYP in the Junior School and the Teaching and Learning Framework in the Secondary School Priority areas for the future Development of data analysis team to improve the collection and analysis of student data to allow for meaningful measurement and evaluation of student growth, performance and wellbeing Review of learning culture across the school regarding enrichment and extension, including ability grouping and acceleration Develop strategies to maximise student performance in external measures eg NAPLAN, ICAS, HSC
Student Experience	<ul style="list-style-type: none"> Development of stand alone Robotics facility to support the continued growth and expansion of the program Provide opportunities for students to participate in Round Square activities to further their engagement in service learning and promote inter-school relationships Expansion and development of co-curricular options including rowing, dance and AFL to cater for diverse interest and increased participation rates Priority areas for the future Begin to scope a character and enterprise approach to learning for Year 10 and conduct a pilot program in 2024 Map and measure the Thrive Framework and the Positive Behaviours for Learning Framework against School values and assess for efficacy. Review the feasibility of the placement of sports training for Middle School within the School day
Communities	<ul style="list-style-type: none"> Establishment of a humanitarian program for refugees that includes an outreach program for academic mentoring, support for service learning and engagement with the Barker community Review Enrolment process to include an online registration system to make it easier for prospective and current families to register children Appointment of Community Liaison Co-ordinator to further engage with parent/guardian community Priority areas for the future Continuation of review of scholarship policy in line with changing needs and demographics, including the inclusion of Named Scholarships in honour of the OBA community Development of an online version of the major objectives of the Strategic Plan Continue to work on procedures for Barker to achieve net zero emissions, provision of more solar panels and sustainable rainwater harvesting
People and Culture	<ul style="list-style-type: none"> Expansion of Mental Health First Aid training to more staff and the parent/guardian community Implementation of the Lift @ Barker program, a wellbeing initiative for staff and students Recognition as a 5 Star Employer of Choice by the Educator Priority areas for the future Improve efficacy of staff onboarding process to streamline entry of new staff, particularly those who join mid-way through the year Enhance opportunities for the Barker Institute as a link for parents and the community into the experience of students Explore flexible work opportunities appropriate to role and strategy

Promotion of Respect and Responsibility

General Student Responsibilities

All students are expected to conduct themselves with appropriate respect for others, themselves and their peers. The School Code of Behaviour (found in the School Diary) and [Promoting Positive Relationships](#) found in the School Portal for parents, students and staff, outlines regulations and practices that Barker students are expected to uphold. The practices and regulations listed hold at their core a respect for the student themselves as well as a respect for others (peers, staff and members of the wider community). Students are expected to be honest in their dealing with one another and with staff, and are expected to take responsibility for their actions.

The five Barker Values of commitment, compassion, courage, integrity and respect are consistently referred to as a model for students to follow.

Junior School

The Junior School aims to provide a safe and supportive environment where each student who attends the Junior School exercises their human right to be a part of a social community where they are free from physical and psychological harm.

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.

The wellbeing program functions in partnership with the School community through a system of relationships, rules, 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.

Teachers adopt a constructive approach to discipline. They strive to foster self-esteem through positive reinforcements, rewards and opportunities for success. Praise is an important element.

A student wellbeing session is timetabled for each class each week. This program is organised through the House system or the classroom. The Director of Students develops a program that is administered during these sessions. The focus for these programs is developing positive peer group relationships and the use of many strategies including role playing and group discussion to enhance respect and responsibility.

One aspect of the House program is the student Buddy system. Each year, all new students who join the Junior School participate in an orientation and peer support program that plays an important role in communicating the expectations of the School and in assisting new students to settle into the Barker environment. New students are linked with a Year 6 Buddy who assists them during the orientation stage and the first few weeks of the new school year. To facilitate this program all current Year 5 students undertake a leadership

training program in Term 4 in preparation for taking on their role as a House Buddy. At Orientation Day in November, all new students are involved in a number of activities to assist the integration of the new students. This program provides a strong leadership opportunity for students entering Year 6 the following year.

Secondary School Initiatives

Many day-to-day activities promote respect and responsibility at Barker. During each school week, all students attend the following:

Chapel

The Christian ethos permeates throughout all aspects of student life at Barker. At Chapel students hear of the Christian gospel, teachings and values that underpin all that we do. The School strives to offer each student the opportunity to come to a closer understanding of the Christian faith, and the teaching staff draw upon their personal and professional qualities in ways which provide our young people with an example of Christian living.

Assembly

Once per week, students attend Assembly where they listen to guest speakers, general notices about the day-to-day running of the School, music performances and items presented by various student bodies (Prefects, Sporting representatives, students participating in Debating or Drama productions).

Pastoral Care and Social Education

Pastoral Care of all students is vital to the development of each individual student and is a primary concern of every member of staff at Barker. In the Secondary School for 30 minutes each week, students explore a program delivered through Connect Groups.

Guest Speakers

The following provides a snapshot of some of the guest speakers and presentations made to various year groups that have promoted respect and responsibility to students in 2022:

- Brent Sanders
- The Butterfly Foundation
- Batyr
- Ysafe
- Enlighten Education
- Yourchoicez
- Beautiful Minds
- Burn Bright
- Red Frogs
- The Sleep Connection

Student Service Leadership

This year in Service Learning, we brought together all our programs under a theme for each year group. There were plenty of opportunities across the School to serve our community.

In Year 7, we focused on the theme of the Environment and continued with our recycling program, whereby students collect the recycling boxes from our classrooms and staff rooms across the School.

Year 8 focused on the theme of Care. Year 8 led the Junior School students in a fundraising activity for The North Foundation: "Costumes for Cancer" whereby they dressed up in healthcare hero outfits. Year 8 also participated in their first ever Service Learning day: "A Heart for Service". This saw all of Year 8s choosing to participate in various Service Learning activities throughout the day ranging from writing their own stories specifically tailored to students at the Darkinjung campus, creating sanitary kits for the charity, Days for Girls, and even Surf Life Saving in an inflatable boat in the School pool.

Year 9 students focused on the theme of Community and thus renewed the School's relationship with local charity Hornsby Connect Year 9 House groups volunteered every week this year at the centre, organising stock and handing out groceries to members of the community in need. Year 9 Duke of Edinburgh students have also cooked meals for the charity, Dignity Dishes, who distribute home cooked meals to people in need. Finally, Year 9 collected toiletries for Mission Australia and supported families who would otherwise have no access to sanitary items.

Year 10 focused on the theme of Education. Year 10 students were thoroughly excited to return to our neighbouring school for additional needs: Clarke Road. Each term, a different group of 20 students attended Clarke Road weekly and assisted in their classes with a range of activities from arts and crafts, to cooking. We were also honoured to start visiting the Wollombi campus twice per term and working as teacher's aids, as well as helping to mentor the Darkinjung students on their fortnightly visits to Hornsby campus.

Year 11 and 12 focused on the theme of Leadership. Students led drills and games fortnightly at Time Out Basketball, a session where members of the community with disabilities can join us playing basketball. They have enjoyed many successes throughout the year with this committed group of participants and volunteers. Our Senior School students also hosted the Hornsby Ku-ring-gai Women's' Shelter annual cocktail party book launch where we welcomed guests and raised money for the Shelter. Year 11 and 12 participated in the Red Shield Appeal for the Salvation Army, wearing their Barker uniforms with pride and giving up their weekend to collect money in the centre of Hornsby. Finally, our Seniors also volunteered at the Lifeline Bobbin Head cycle, where cyclists raised money for suicide prevention. Students also hosted and volunteered at the Lifeline Book Fair in the Rosewood Centre at the end of the year.

All students had the opportunity to engage in Service Learning by joining the following lunch time clubs: Footprint & Create for a Cause. Staff and students were involved in donating their time and money at the annual House Fair that raises funds for the 16 House Charities. Families also generously donated toys and food in the annual Anglicare Toys n Tucker campaign that shared the joy with families in need at Christmas and sponsored us in the school-wide Drop Everything and Read activity for Room to Read in November.



Student, Teacher and Parent Satisfaction

Parent Satisfaction

Barker College is committed to listening to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

Various communications and workshops/presentations for the parent community throughout 2022 provided opportunities for parents to respond to the School. In addition the MMG Education survey to various intake year groups, provided valuable feedback and identified several areas for ongoing focus and continual improvement:

- Increased emphasis on academic achievement
- Feedback on child's progress
- Homework aspects
- Awareness of Individual Learning Centre
- Communications
- Enrichment and Extension programs
- Boarding

Student Satisfaction

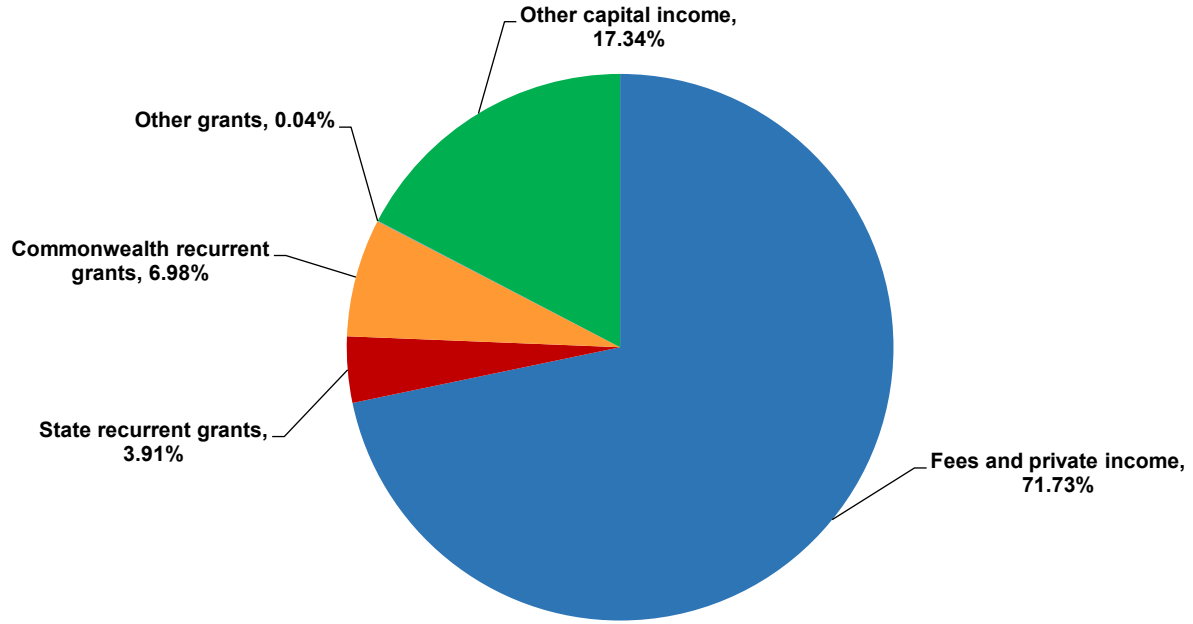
- While all students are required to participate in compulsory sport, their participation in voluntary co-curricular programs, such as music, drama, cadets etc. highlights their satisfaction and enjoyment of these programs. Approximately 50% of all students in the School are involved in the Music program, for example.
- There is a high retention rate of students and the significant support by students of School events. For example, sporting and drama events highlight the level of School spirit displayed by Barker students.

Teacher Satisfaction

- Leadership: Several professional development initiatives were sustained during the year including the Middle Leaders' Course offered in partnership with The Training Guys. A significant number of middle managers and assistant managers at the School completed this course which was also offered to aspiring leaders.
- Further professional leadership initiatives include staff in leadership positions who have engaged in the AISNSW Flagship Leadership programme. Heads of Department and leaders in the Junior School were also involved in a leadership course for middle managers that was specifically designed to respond to the School's context and middle leadership requirements as these relate to the implementation of the International Baccalaureate IB Primary Years Programme (PYP) for children aged 3 – 12. In 2022, the School established the external coach panel, with a number of leaders across the School benefitting from external coaching. We also re engaged with our network of independent schools across Australia with leaders in like roles collaborating on topical issues.
- The Barker Common Room Staff Association has three individual chapters for the Junior School, Secondary School and Support Staff and contributes to the positive morale and social wellbeing of the staff. The respective elected officers meet once a term with the Head of Barker College to discuss matters raised by its members.
- Teaching Staff are surveyed in August each year to seek their preference for classes in the following academic year. Most teaching staff have their requests accommodated.

Barker College

Summary financial information 2022 Recurrent/Capital Income



Barker College

Summary financial information 2022 Recurrent/Capital Expenditure

