



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, Guringai and Darkinjung people who are the traditional custodians of the land on which Barker College and Darkinjung Barker stands. We pay respect to the elders past and present of the Dharug, Guringai and Darkinjung nations and extend that respect to other Aboriginal people within the Barker College community.

1 Messages from Key School Bodies

1.1 A Message from the Chair of the Barker College Council



During 2016, the School Council reached the momentous decision of providing places for girls from Pre-K to Year 12 commencing in 2018. This significant policy change issued from many months of research and quiet consultation. The School Council is confident that making Barker College fully coeducational will enable us to fulfil our Vision better of being known as a global leader in Christian education in a manner that inspires hope. The announcement of this

decision was made in November 2016 and was exceptionally well received. The School Council worked hard to ensure that all details were considered and this decision has informed our governance and planning for 2017.

In developing the School's mission and vision over the past three years, along with a Facilities Master Plan, the School Council has been again challenged by the question: What are the key aspects of the life of Barker College which must be maintained in our ever-changing educational environment?

Clearly, the fundamental reason for our being is to ensure that each of our students is challenged each day at Barker College in whatever they undertake, both within the classroom and outside it. Our objective is also to ensure that each of our students leave Barker College with the confidence that they can contribute to our community and the wider world, using the gifts and skills they have been able to develop while here.

We see that our Christian basis, together with our individualised pastoral care and commitment to academic excellence, is fundamental to achieving these outcomes. It gives each student the confidence to enjoy the academic program (and to be encouraged through personal challenges), and to be involved in the various co-curricular programs. Academic performance is an area the School Council monitors regularly and through the work of Mr Jeremy von Einem, our Director of Academic Performance, the Council is devoting significant resources to this. Additional focus on academic performance and enrichment has been enabled by the appointment of new staff who have that specific focus.

Within this range of activities, we seek to foster each student's enjoyment of healthy competition in all aspects of learning, whether inside the classroom or on the field. At the same time, this competitive spirit should not detract from the support and care each student should have for the needs of others within the school community, so that we all develop a sense of working for the common good. This spirit of support is also manifest among our staff and parents, who contribute so greatly to the life of the Barker community.

In reviewing our fundamental commitments to education, the School Council sees the continuing need for change in content, delivery and expectation, to ensure we are meeting the expectations of students and parents. For this we have commissioned a series of studies into various aspects of the life of the school.

In 2016 the School also completed its five-year accreditation program with the NSW Board of Studies. The results were outstanding, with positive comments in relation to the range of programs offered here and the manner of delivery. Our NAPLAN results also show the strength of our programs.

As I attended various events through the school and worked with the Head of Barker College, Mr Phillip Heath, and our senior staff, I saw our spirit of caring and support evident across the school community, along with a commitment to upholding our fundamental principles.

Barker provides an exciting, challenging and always inspiring community in which we all play a vital role. Paul writes in his letter to the Philippians:

"I thank my God every time I mention you in my prayers. I'm thankful for all of you every time I pray, and it's always a prayer full of joy. I'm glad because of the way you have been my partners in the Ministry of the Gospel." (Philippians 1:3-5).

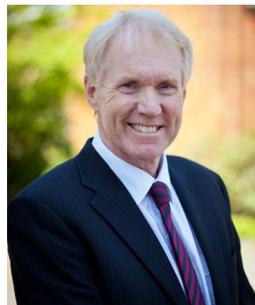
Similarly, I am very joyful and thankful for the support and partnerships we have enjoyed in all that we strive to accomplish at Barker College under God. I conclude my time as Chair of the Barker College Council and wish the Chair Elect, Mr Peter Berkley, every success as he serves this marvellous school.

Mr I C Miller

Chair of the Barker College Council

1.2 A Message from the Head of Barker College

The past year at Barker College witnessed the commencement of several important initiatives, each of which was the subject of considerable community consultation.



The School's new Strategic Plan entitled Inspiring Global Hope was implemented to strong effect. Each of the five domains for School focus carried up to five targets for implementation, all of which are consistent with the School's Mission, Vision and Values. The five domains are: Mission and Service; Education and Care; Community, Staff and Students; Innovation, Transformation

and Leadership; Planning and Resourcing. At the conclusion of 2016, we published a Strategic Plan Review, which measured our achievements against the Plan. Using a "traffic light" symbolism where green lights denote good or completed progress, amber denoting commencement but not concluded and red denoting no action to date, it has been pleasing to see the progress we have made.

The most significant achievements of 2016 included the following initiatives:

- i. The announcement of full coeducation at Barker College, commencing with Pre-Kindergarten and Kindy children in 2018.
- ii. The completion of a complex Master Planning exercise,

which imagined the utility of the whole site for the coming decades.

iii. The establishment of the Darkinjung Barker Campus for Aboriginal children (K to 6) located at Yarramalong on the Central Coast. This was accomplished in partnership with the Darkinjung Local Aboriginal Land Council and is a brilliant example of shared leadership and passionate empowerment of local communities.

iv. The completion of a whole of School survey. This survey provided an opportunity for parents, students and staff to consider aspects of the School's effectiveness. Findings from this research have informed proposed work for 2016 and beyond.

v. The fostering of a number of staff working groups, who created review plans for our Strategic Plan called Inspiring Global Hope.

vi. The establishment of several initiatives in the academic program including the formation of an Enrichment and Extension department and investigation of the Primary Years Program within the International Baccalaureate organisation.

All of these initiatives bring long term implications for the future of the School.

The School continues to value a holistic educational offering, one that emphasises the rich experiences provided by a broad and dynamic curriculum. A renewed emphasis on individual academic tracking from Kindergarten to Year 12 will assist the School to ensure the efficacy of the classroom experience for every student every day. Work is continuing on the methodology of providing a statistically valid tracking system from K to 12. The introduction of coeducation will ease the impact of an additional one hundred students who enter the School at Year 10.

At the centre of our task is to uphold the importance of quality teaching and learning. To that end, the School has commenced an extensive review of assessment, reporting and the integration of ICT in the classroom experience. The School established an extensive professional learning schema to support strong teaching from K to 12 and to ensure that decision making is supported by timely access to relevant data. The establishment of the Barker Institute for Professional Learning and Action Research will be an important strategy in ensuring that the School meets its educational objectives. We also created a College of Teachers as a means of creating strong, mutually supportive critical friends. Using the data set from the 2016 survey, the College of Teachers intends to form a network of peers who will observe classroom teaching practices and provide feedback. It is also our intention to develop a Quality in Learning and Teaching (QILT) model to enhance student feedback to teachers regarding the efficacy of the classroom experience.

The engagement of our students in the life of the School continues to be a highlight. The School is characterised by a strong learning culture, one that enables each student to thrive according to their own interests and their own capacity.

Priority Areas for 2017

In the coming year, the School intends to focus on the following strategies:

i. Enhanced use of one-to-one technology in a socially adept setting.

ii. Progress towards inquiry-based education in the Junior School and the development of the School's Writing Across the School (WATS) program.

iii. Complete the design phase for our major capital projects such as the permanent site for our Preparatory School and a new Sports Hall. Commence construction of these facilities as soon as the approvals are received.

iv. Expand the Robotics program to embrace Middle School and Junior School students. Increase the School's participation in STEM and related activities.

v. Establish Indigenous Education strategies, chiefly through Darkinjung Barker but also through a fostering of relationships with Central Australia and other parts of the country.

vi. Develop a mindset that looks beyond our own boundaries and into the global community.

vii. Continue to develop academic strategies that enhance potential, encouraging students to lift their sights to what might be possible. Enhance the numbers of higher performing students through a meaningful approach to enrichment and extension education across the School. Focus on developing students' confidence so that they can progress from Band 5 to Band 6 performance where achievable. Improve the performance of the School in NAPLAN and related measures by focusing on core skills and increased levels of self-confidence.

viii. Increase access to information, especially through technology.

Mr Phillip Heath
Head of Barker College

1.3 A Message from the Co-Presidents of the BCMA

Barker enjoys the consistent and whole-hearted support of an incredibly welcoming and supportive community of parents, former parents and former students. The Barker College Mothers' Association is the oldest of the School's many parent support groups. While most of the parent groups are centred on sports or other co-curricular activities, the BCMA brings parents together from across all grades within the school, and organises entertaining and extremely well-supported parent social functions alongside its many fundraising activities.

Over the past year it has been our privilege to be involved in the welcoming activities throughout the School for our new and existing parents. We have been delighted to contribute, through our fundraising efforts, to the additional needs of our students and also provided funds for the refurbishment of the Leslie Hall. The Spring Fair held in September 2016 was a hugely successful event, raising \$100,000. This event could not be run so well without the support of the parents and staff.

The strength and support Barker receives from its parent community testifies to the level of satisfaction parents have with Barker as a school. Parents are confident that the School is well led, that teachers are well-resourced and well-supported by the School Council and the School's administration; and that students and their needs are at the centre of all that the School does.

The BCMA is proud to be a part of the Barker ethos and will continue to support its students and community well into the future.

Mrs Ali Finnegan and Mrs Yvonne Goldman
Co-Presidents of the BCMA

1.4 A Message from the 2016 School Captains

There is much to celebrate about the year of 2016 in the life of Barker College. As a community shaped by our values of courage, commitment, compassion, integrity and respect, everyone has an important part to play in the Barker story, from the youngest child in Pre-Kindergarten to the longest-serving member of staff.

We pay tribute to the Class of 2016, not just for their celebrated academic success in the HSC, but for their camaraderie and generosity of spirit that will stay with us for the rest of our lives. Our teachers and our parents have given us tremendous support, and we express our heartfelt thanks to them for the sacrifices they have made and the guidance and example they have given us, as we embark on the next stage of life.

Of course, it has not just been the Class of 2016 but the whole student body that we have been privileged to lead. We have enjoyed every moment, whether it is the passion of the red army in the sporting field, the incredible music and drama performances, the enthusiasm for so many diverse school activities and the always well-supported service and community initiatives. Barker is a school that offers so much to each of its students, and it challenges us to get involved and do our best.

Led by the inspiring Mr Heath, the Head of Barker College, we continue to be excited about what the future holds for Barker. In particular, we were thrilled to learn that the school will be transitioning to full coeducation in the coming years, inviting even more people in the future to enjoy the excellent education and rich experiences that Barker has to offer.

On behalf of all of the students of the school, we offer our thanks to the school community for making 2016 such a successful and memorable year.

Fisher Day and Natasha Salisbury
School Captains, 2016

2 School Context

For 125 years Barker College has been a dynamic and forward-thinking, inclusive Anglican day and boarding school. It provides broadly-based education for boys from Pre-Kindergarten to Year 9, and our coeducational Senior School (Years 10 – 12, including boarding) provides a bridge between school and university learning. Although Barker College is an Anglican School, we enrol students from many faiths with an understanding that Barker's Christian values guide all aspects of the School's endeavours. In 2016 the Council of Barker College announced that it was to transition to a fully coeducational school by 2022, commencing with the enrolment of girls into Pre-Kindergarten and Kindergarten in 2018, Year 3 in 2019 and Year 7 in 2020.

- 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, Respect and Integrity.

The teaching staff at Barker College are committed to a whole-school approach to curriculum development and delivery, the material of the curriculum being flexible enough to cater to the needs of every student. Barker has prioritised a curriculum that values thinking and understanding. Classroom programs offer research-based best practice in teaching and learning. Harvard University's Teaching for Understanding philosophy frames and underpins all teaching practice. While strong academic teaching and learning is our focus, Barker prides itself on producing young men and women who are active learners and intelligent, clear thinkers, with interests in sport, music and other co-curricular pursuits, while being aware of the needs of and respecting others.

In Barker's Prep School, classroom programs are based on current educational research and on demonstrated best practice for students of this age, drawing on inspiration from the early childhood education pioneered by Reggio Emilia, providing a solid foundation both for future years of school and a lifetime of learning. The whole Pre-Kindergarten to Year 6 program encourages independent and creative thinking, using a variety of teaching strategies to develop and expand student's focus and concentration, and each day's learning includes activities that engage the energy and curiosity of young people. Specialist teachers provide extension and enrichment activities for all students from Pre-Kindergarten to Year 6, as well programs in Art and Craft, Music, Physical and Health Education, and Christian Studies. The Barker College Junior School also pursues the International Baccalaureate Primary Years Program as a candidate school.

In Years 7 - 9, Barker lays secure foundations for success in the senior years. The strong traditional commitment to English, Maths, Science, History, Geography, PDHPE and Christian Studies is continued. Barker also provides an increased opportunity for students to explore their interests and abilities in technological-based learning, as well as the creative and performing arts. There is a strong emphasis on experiential education, which involves using The Grange located in the beautiful Blue Mountains, as well as an optional three-week extended residential program in Year 9.

Currently boys enter Barker in Pre-Kindergarten, Kindergarten and in Years 3, 5 and 7. Our standardised test results and analysis of the academic tracking of each student show outstanding improvements in numeracy and literacy levels. The results at Barker in the Junior School reflect a diverse group of students. As a non-selective comprehensive school, Barker encourages each child to work to the best of their ability. Students are encouraged in their learning journey and supported as appropriate by their teachers.

In the coeducational Senior School, self-development, self-motivation and self-discipline are encouraged. Our approach to teaching and learning has been deliberately and consciously developed to recognise and meet the educational needs of older adolescents. This prepares them for university study by nurturing a strong sense of personal responsibility for their own academic progress. Typically, more than a third of our HSC students achieve an ATAR score higher than 90, with a large number of students gaining university scholarships and corporate cadetships upon completion of Year 12. Four former Barker students have been awarded Rhodes Scholarships, in 1979, 2009, 2011 and most recently in 2016 (Thomas Williamson).

Barker College has been a leading school in the development of the Australian Curriculum. The learning and teaching programs, resources and work samples that were developed at Barker during the new curriculum implementation phase set the standard for teachers around the nation. Barker's teaching staff and learning support team are also involved in the Australian Institute of Teaching and School Leadership's Professional Learning Flagship Program: Leading Curriculum Change.

Further information about Barker can be found on Barker's website at www.barker.nsw.edu.au or visiting the myschool website, www.myschool.edu.au

3 School Performance in National and State-wide Tests and Examinations

3.1 Higher School Certificate

Barker was ranked 6th in the State for the number of mentions on the Honour Roll (90% or above for a course) by its students. 45% of Barker students achieved ATARs of 90 or more, with 96% achieving an ATAR greater than 50. A most pleasing statistic was the strength of the middle of the cohort, where more than 80% received ATARs greater than 70.

Barker was placed at 33rd on the Sydney Morning Herald's League Table.

Edward Koorey achieved the highest ATAR in 2016. He scored a perfect 99.95 ATAR. This is the sixth consecutive year that a Barker student has scored the highest possible ATAR.

Percentage of Barker students in top 10%, 30% and 50% of the state 2010–2015

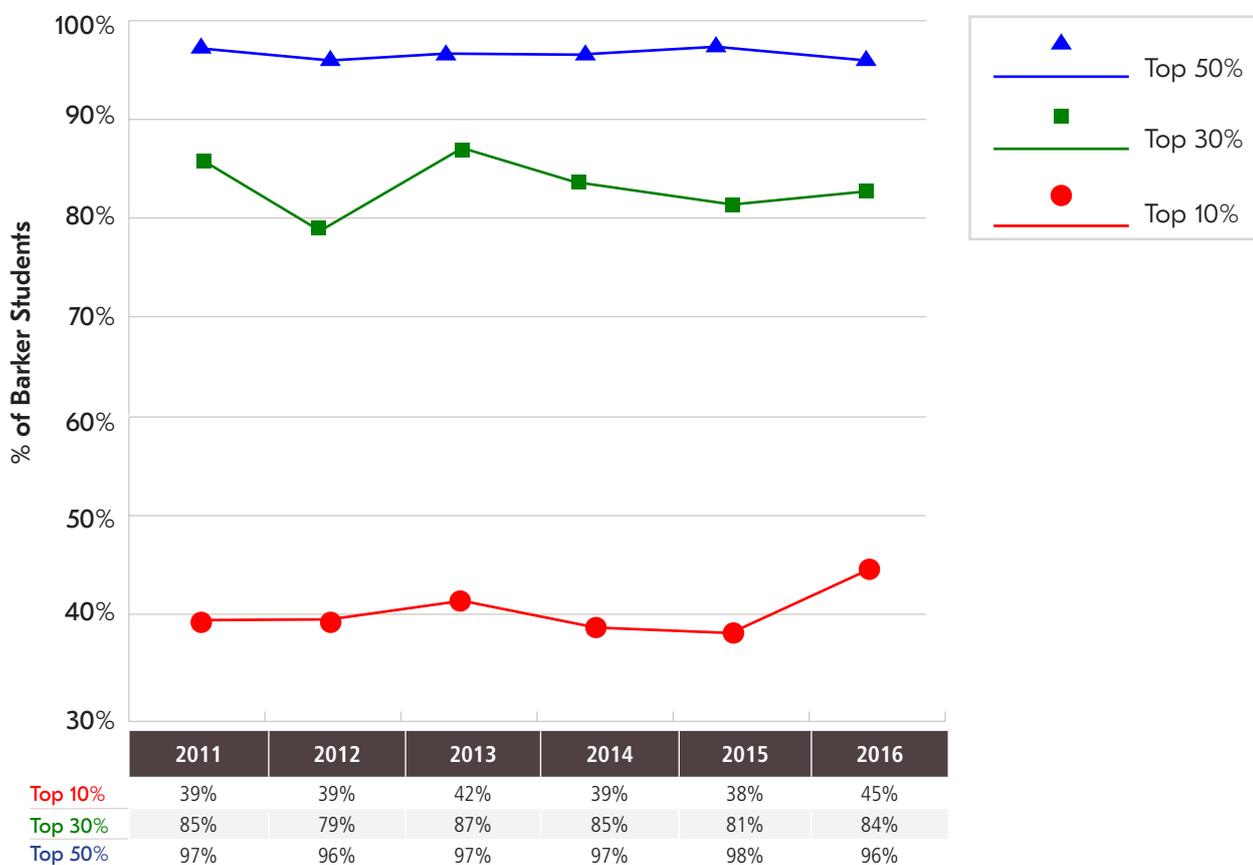


Figure 1. Percentage of Barker students achieving different ranges of ATAR.

Note 1. While students' ATARs are confidential only to the student, we are able to calculate ATARs for students based on HSC data sent to Barker in mid-December. The calculated ATARs are then compared to those sent in to the school and are shown to be very accurate. This process allowed the determination of the ATAR data for 2016 used in Figure 1 above.

Note 2. The maximum ATAR is 99.95 and ATARs were determined against the number of students that started Year 7 six years earlier.

Performances in Subjects compared to those in the State

Course	Students	% in Bands 5,6 at Barker College (E3 & E4 in Ext)	% in Bands 5, 6 in NSW (E3 & E4 in Ext)
Agriculture	30	77%	31%
Ancient History	50	60%	31%
Biology	91	70%	35%
Business Studies	87	78%	34%
Chemistry	83	76%	41%
Design and Technology	13	85%	41%
Drama	49	76%	43%
Earth & Environmental Science	67	72%	34%
Economics	52	73%	45%
English (Standard)	93	32%	13%
English (Advanced)	227	84%	62%
English Extension 1	50	100%	95%
English Extension 2	25	100%	79%
Geography	57	74%	41%
Industrial Technology	9	78%	26%
Info Process & Technology	7	43%	28%
Legal Studies	74	70%	42%
Mathematics General 2 BDC	128	75%	26%
Mathematics	102	65%	53%
Mathematics Extension 1	83	89%	79%
Mathematics Extension 2	41	93%	85%
Modern History	89	63%	41%
History Extension	12	100%	81%
Music 1	21	95%	63%
Music 2	16	100%	90%
Music Extension	11	100%	94%
PDHPE	60	77%	34%
Physics	66	61%	30%
Software Design & Develop	9	56%	33%
Studies of Religion I	26	81%	50%
Textiles and Design	9	89%	47%
Visual Arts	33	97%	54%
Chinese Continuers	3	100%	83%
Chinese Extension	2	100%	100%
French Continuers	9	67%	65%
French Extension	5	80%	89%
Japanese Continuers	2	100%	56%
Japanese Extension	2	100%	89%

Outstanding Student Performances in Individual Subjects

The Distinguished Achievers' List supplied by the Board of Studies detailed the names of students who achieved the highest standard established for a course (for 2 Unit courses, this means a mark of 90 or more, and for 1 Unit Extension courses, this means that the student achieved a mark of 45 or more).

Highlights from the Distinguished Achievers' List included:

- 553 mentions for 190 Barker students in 35 out of 36 HSC courses studied at the school. Over half of the Barker cohort was mentioned on the Board of Studies Distinguished Achievers' List for at least one subject.
- All-round Achievers Awards for 30 students, as they appeared on the Distinguished Achievers' List in at least 10 of their units.
- Liam Burke: 19th Ancient History, Emma Cowdery: 19th English (Standard), Hugo Fahey: 10th Earth and Environmental Science, Evan Lee: 9th Ancient History, Rachel Liang: 4th Industrial Technology, Morgan Overmass: 3rd Design and Technology, Frederick Pryce: 4th Mathematics General 2, Anna Stewart-Yates: 10th English Extension 1 all achieved places in individual courses.

Outstanding Performances in Practical Subjects

There were 45 nominations of students' work for inclusion in practical subject presentations and performances.

The following students had their HSC major works nominated for inclusion in one of the Board of Studies Showcases.

ENCORE: Music

Music Course 1

Cameron Armour - Guitar
Lachlan Cook - Drums
Tom Henderson - Drums
Sophie Maurice - Voice
Daisy Sibtain - Voice
Dom Westwood - Voice

Music Course 2 and Extension

Lachlan Day - Voice
Matthew Lee - Flute
Natasha Salisbury - Musicology
Katy Magee - Musicology

DesignTECH: Design and Technology

Sam Darwell - Improved Asthma Inhaler
Michael Fletcher - Fidgeting Chair
Claire Metcalfe - Connected peak flow meter and App
Morgan Overmass - Commemorative Jewellery

InTech: Industrial Technology

Rachel Liang - Traditional Violin
Alec Munro - Buffet Unit with glass doors
Hamish Shaw - Contemporary Beech Desk using Kerfing
Thomas Stevens - Shaker Inspired Cherry Desk
Matthew Watts - Entertainment Unit with Contrasting Pattern

OnStage: Drama

Individual Performances:

Fred Pryce - A Message for Lenny
Nick Davis - Richard's Lament
Eva-Rose Yates - To Be a Fella
Izzy Marriott - Lindt Dark Chocolate

Group Performances:

Border Force Fred Pryce, Sophie Aitken, Sarah Ballantyne, Kate Mildren
From Zero to Nero Nick Greenberg, Ashleigh Lewis, Lucy O'Brien, Oscar Samios
Singer Sophie Heath, Sean Landis, Lachlan Day
Turn the Page Izzy Marriott, Charlotte Menhinick, Jodi Rabinowitz, Eva-Rose Yates

PROJECTS:

Hugo Hyde - "L'interview"
Sophie Aitken - "Larry Rising"

ARTEXPRESS: Visual Arts

Liam Bell - To be furious in religion is to be irreligiously religious
James Hodgeman - Biotic Landscape - Syria
Jack Newman - Mind Fight
Anna Stewart-Yates - Every Witch way, you're only seeing half the picture
Kelly Van Homrigh - Gajjin (foreigner)

3.2 Stage 5

The following table shows a comparison between the percentage of Barker students who scored the lowest grade (E) and the highest two grades (A, B) in Stage 5.

Course	School Total	School E (%)	State E (%)	School A-B (%)	State A-B (%)
English 200 hours	347		5.16	93.66	40.26
Mathematics 200 hours	343	2.04	6.75	73.17	37.87
Science 200 hours	347	0.58	6.36	69.16	37.8
Australian Geography 100 hours	333	0.6	6.38	74.78	39.25
Commerce 100 hours	94		4.14	58.51	49.28
Commerce 200 hours	99		2.55	77.77	60.59
Geography Elective 100 hours	45		1.64	60	62.19
History Elective 100 hours	211		3.54	81.05	58.75
History 100 hours	332	0.3	6.27	77.11	41.01
Chinese 100 hours	5		1.4	40	70.09
Chinese 200 hours	13		0.8	84.61	82
French 100 hours	16		3.25	62.5	53.59
French 200 hours	16		1.21	62.5	66.47
Japanese 100 hours	13		7.73	53.84	48.24
Japanese 200 hours	16		4.25	75	64.78
Latin 100 hours	3		4.65	33.33	58.14
Latin 200 hours	13		1.14	76.92	78.49
Agricultural Technology 100 hours	59		10.9	67.79	32.57
Agricultural Technology 200 hours	33		6.72	90.9	43.67
Design and Technology 100 hours	52		3.3	71.15	52.26
Design and Technology 200 hours	34		2.24	70.59	61.13
Industrial Technology (Timber) 100 hours	42		7.14	59.52	37.99
Industrial Technology (Timber) 200 hours	17		6.09	76.47	39.86
Information & Software Technology 100 hours	34		6.48	79.41	44.38
Information & Software Technology 200 hours	18		3.86	50	51.47
Textiles Technology 100 hours	6		4.26	83.33	51.42
Textiles Technology 200 hours	3		2.93	33.33	60.26
Drama 100 hours	41		4.38	60.97	53.65
Drama 200 hours	55		2.25	69.09	62.7
Music 100 hours	18		8.04	44.44	41.13
Music 200 hours	31		4.06	80.65	59.38
Visual Arts 100 hours	31		4.8	80.64	49.52
Visual Arts 200 hours	25		3.47	84	58.62
Personal Development, Health and P.E. 100 hours	345	0.58	3.27	76.81	51.48

HSC Preliminary

The following table shows a comparison between the percentage of Barker students who scored the lowest grade (E) and the highest two grades (A, B) in the HSC Preliminary courses.

Course	School Total	School E(%)	State E(%)	School A-B(%)	State A-B(%)
English (Advanced) 2 unit	260		0.76	80.38	60.2
English (Standard) 2 unit	88		6.67	47.73	21.69
English Extension 1 unit	58		0.8	79.31	78.22
Fundamentals of English (Part 1) 1 unit	3		4.02	33.33	33.73
Fundamentals of English (Part 2) 1 unit	3		2.06	66.67	51.85
Mathematics Extension 1 unit	106	3.77	4.33	70.75	52.83
Mathematics General 2 unit	159	5.03	11.71	70.44	27.00
Mathematics 2 unit	164	1.83	4.29	77.44	50.77
Biology 2 unit	114		4.85	70.17	40.57
Chemistry 2 unit	119		4.46	73.95	44.49
Earth and Environmental Science 2 unit	123		7.35	73.17	36.68
Physics 2 unit	72		3.93	69.44	45.49
Ancient History 2 unit	51		5.75	72.55	44.39
Business Studies 2 unit	152		5.82	73.02	42.17
Economics 2 unit	73		2.7	78.09	55.72
Geography 2 unit	75	2.67	3.64	65.34	47.79
Legal Studies 2 unit	101		5.86	71.28	43.21
Modern History 2 unit	97		5.02	74.23	47.60
Studies of Religion 1 1 unit	27	3.7	2.79	81.48	41.29
Chinese Continuers 2 unit	5		1.66	100	62.98
French Continuers 2 unit	10		0.92	90.00	71.35
Japanese Continuers 2 unit	7		1.53	57.14	66.19
Latin Continuers 2 unit	2		0.5	100	87.63
Agriculture 2 unit	74		9.53	72.97	40.93
Design and Technology 2 unit	22		6.34	68.18	45.26
Industrial Technology 2 unit	24	4.17	8.85	70.83	34.57
Information Processes and Technology 2 unit	17		6.7	76.47	42.34
Software Design and Development 2 unit	15		8.2	60.00	40.98
Textiles and Design 2 unit	13		5.12	76.92	49.90
Drama 2 unit	53		2.59	79.25	61.33
Music 1 2 unit	26		4.02	80.77	53.95
Music 2 2 unit	22		0.29	81.82	84.20
Visual Arts 2 unit	32		4.19	71.88	52.42
Personal Development, Health & Physical Education 2 unit	82		5.63	67.07	39.69

3.3 Literacy & Numeracy Assessments (NAPLAN) in Years 3, 5, 7, 9

In 2016 all Year 3, 5, 7 and 9 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN) tests. As shown in the table below, most students achieved above the benchmarks in all aspects of the test.

Year 3	Percentages in Bands			
	Band 1		Band 5 & 6	
Component	Barker %	State %	Barker %	State %
Reading	2.4	3.1	77.5	44.7
Writing	2.4	1.2	71.4	44
Spelling	0	3.1	97.6	62
Grammar & Punctuation	4.8	3	93.9	54.3
Numeracy	2.4	3.1	73.2	34.7

Year 5	Percentages in Bands			
	Band 3		Band 7 & 8	
Component	Barker %	State %	Barker %	State %
Reading	0	6	50	20.6
Writing	1.1	5.3	33	20.7
Spelling	0	5.4	58.5	36.4
Grammar & Punctuation	0	4	68.1	36.4
Numeracy	0	4.3	63.9	30.1

Year 7	Percentages in Bands			
	Band 4		Band 8 & 9	
Component	Barker %	State %	Barker %	State %
Reading	0	4.8	39.7	16.5
Writing	0.5	8.1	27.2	16.8
Spelling	1	5.4	41.7	27.5
Grammar & Punctuation	0	5.2	62.2	28.9
Numeracy	0	3	73.6	29.9

Year 9	Percentages in Bands			
	Band 5		Band 9 & 10	
Component	Barker %	State %	Barker %	State %
Reading	0.5	5.6	34.4	12.1
Writing	2.9	16.3	24.9	12.6
Spelling	1.9	8.5	35.7	17.2
Grammar & Punctuation	1.9	10	61.2	20.3
Numeracy	0.5	2.3	78.7	24.4

A more detailed breakdown of statistics can be found on the [MySchool](#) website. This also shows comparisons with some other schools in Australia.

4 Senior Secondary Outcomes

4.1 Students Undertaking VET Courses in 2016

In 2016, 1 student completed a TVET course for their HSC studies.

In 2016, 6 students completed a TVET course for their Preliminary course studies.

TVET courses are conducted at Hornsby TAFE.

4.2 Higher School Certificate

325 students received their Higher School Certificate in 2016, representing 100% of the Year 12 cohort who presented for the final HSC examinations.

5 Professional Learning and Teacher Standards

5.1 Teaching Standards

Numbers of teachers at Barker College are listed below for 2016:

Category	Number of Teachers
Staff 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	271
Staff actively working towards an approved qualification	2

is offered to professional development across a range of areas including subject-specific learning, mentoring, school leadership, pastoral care, critical incident management, teacher accreditation and educational governance are included as further professional learning.

A number of teaching staff are involved in the development of curriculum materials which, in turn, are incorporated into the programming and assessment regimes at the School. The emphasis is on high-quality curriculum development, teaching, student engagement and authentic assessment. The focus is to encourage and sustain a culture of high performing teaching and learning. In this way, feedback on learning, quality of program design and student engagement are all consequences of an intentional approach to pedagogy, planning and evaluation.

Induction and mentoring of staff new to the School are also important facets of professional development. In addition, teacher coaches have been trained to engage in professional conversations with colleagues. Teachers are supported through accreditation at the level of Proficient Teacher. Furthermore, staff are also encouraged to pursue the higher levels of accreditation. Accreditation processes, apart from those mandated by BOSTES for professional registration, are completed through the Association of Independent Schools' Accreditation Authority (ISTAA) for salary progression. While this is a separate process, it further instils reflection and engagement with high quality delivery of the curriculum and interaction with members of the teaching staff and the broader School community.

Barker College as a learning organisation is further witnessed in the number of teachers who are engaged in postgraduate study in subject or broader educational areas including leadership. A significant number of teaching staff hold postgraduate degrees and a number of teachers are currently enrolled as doctoral candidates.

5.2 Teacher Participation in Professional Development

A number of strategic initiatives at Barker College have advanced the alignment of professional development with these. In 2016, the School was deemed compliant in the Board of Studies, Teaching and Educational Standards (BOSTES) registration and accreditation process. At the same time, Barker College's Teacher Accreditation Authority status was confirmed. These statutory and regulatory processes further enabled the School to advance a targeted approach at a compliance and professional development level.

Barker College continues to be a QTC-registered provider of professional development with BOSTES. Proficient and Highly Accomplished teachers maintaining accreditation are supported during their maintenance cycles through the provision of School-based professional learning. Similarly, all teaching staff participated in professional development either through QTC-registered School-based or external providers. Year-long access

The professional learning partnership between Barker and the University of Sydney English Department in the “Better Strangers” project continues. A number of teachers continue to be involved in education faculties in several universities in Sydney, teaching subject method courses to education students.

The School also actively supports practicum teachers across a range of subject areas and from a number of universities in Sydney and across Australia. In 2016, Barker College was involved with Macquarie University in the pilot program with the Teachers’ TV Channel.

Aspiring leaders continued to be engaged in leadership programs through the AIS Leadership Centre, through the Australian Council for Educational Leaders and through the Arrow Leadership programs. A number of other professional development service providers have also supported ongoing staff learning.

A significant number of teachers at Barker College continue to be associated with professional and statutory bodies in NSW and nationally, including professional leadership and subject bodies and BOSTES, where several teachers have been involved in consultation groups and the Higher School Certificate marking operation either as examiners, judges, markers or senior markers. In addition, teachers at Barker continue to represent the School and the Independent Schools’ Sector on committees at the AISNSW and BOSTES. The following professional development activities were undertaken by staff in 2016:

Description of Professional Learning Activity	No. of staff participating
Senior staff: leading and managing professional development	35
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"> • Teaching for Understanding courses • Subject-related teaching and learning • Information Communication Technology 	273
Pastoral care programs	42
Teacher accreditation – induction, management of and provision of professional learning for teachers seeking and maintaining accreditation at the levels of Proficient and Highly Accomplished	31
Staff engaged in higher degrees at masters and doctoral level	15

6 Workforce Composition

6.1 Numbers of Staff

The breakdown of staffing at Barker in 2016:	Staff
Teaching staff	269 (234 Full-Time & 35 Part-Time)
Full-time equivalent teaching staff	254.31
Non-teaching staff	158 (100 Full-Time & 58 Part-Time)
Full-time equivalent non-teaching staff	138.48

6.2 Indigenous Staff

We currently have 7 staff of indigenous backgrounds which includes 4 support staff and 3 casual staff.

7 Student Attendance and Retention Rates

7.1 Student Attendance Rates

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.

Year Group	Attendance Rate (%)
Pre-Kindergarten	88.6
Kindergarten	96.4
Year 1	96.7
Year 2	95.6
Year 3	97.1
Year 4	96.7
Year 5	96.4
Year 6	95.4
Year 7	96.4
Year 8	94.3
Year 9	95.0
Year 10	94.9
Year 11	95.8
Year 12	96.1
School Attendance Rate	95.5

7.2 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
2007/2009	335	331	318	98.8%	94.9%
2008/2010	343	337	325	98.2%	96.4%
2009/2011	324	313	295	96.6%	94.2%
2010/2012	340	338	320	99.4%	94.6%
2011/2013	345	354	331	100.2%	96%
2012/2014	337	327	310	97%	92%
2013/2015	354	338	327	95.4%	96.7%
2014/2016	328	323	318	98.4%	95.5%

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

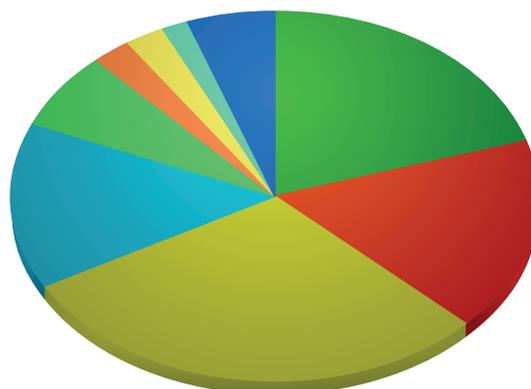
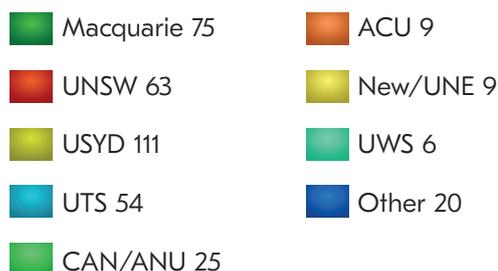
² Yr 12 Students who were enrolled on the Census Date in Year 10

8 Post School Destinations

In 2016 no students left before the completion of Year 12 to go into the workforce. 372 students of the Class of 2016 received offers from UAC for places in NSW Universities (77 were offered a place in a double degree course). This represents 91% of the total Year 12 cohort. A number of students did not apply for a university place (e.g. applied for TAFE, Private Colleges or went into the workforce), while the remainder went to unknown post-school destinations.

2016 HSC students who received a university offer (UAC) by Institution*

*Includes the addition of 77 'double degree' offers.



University Selection at Barker College: 2012-2016

University	Class of 2012		Class of 2013		Class of 2014		Class of 2015		Class of 2016	
	No.	%	No.	%	No.	%	No.	%	No.	%
Macquarie	75	26.32%	106	29.7%	120	32.0%	107	27.1%	75	20.2%
UNSW	26	9.12%	48	13.4%	42	11.2%	56	14.2%	63	16.9%
USYD	93	32.63%	79	22.1%	97	25.9%	112	28.4%	111	29.8%
UTS	45	15.79%	46	12.9%	60	16.0%	56	14.2%	54	14.5%
Canberra			2	0.6%	5	1.3%	6	1.5%	3	0.8%
Newcastle	9	3.16%	7	2.0%	3	0.8%	10	2.5%	4	1.1%
ACU	5	1.75%	10	2.8%	10	2.7%	12	3.0%	9	2.4%
Southern Cross	1	0.35%	1	0.3%	1	0.3%				
UNE	1	0.35%	2	0.6%	6	1.6%	3	0.8%	5	1.3%
ANU	1	0.35%	12	3.4%	5	1.3%	6	1.5%	22	5.9%
Wollongong	2	0.70%	3	0.8%	1	0.3%	6	1.5%	5	1.3%
Latrobe										
UWS / WSU	15	5.26%	25	7.0%	8	2.1%	7	1.8%	6	1.6%
CSU	10	3.51%	12	3.36%	2	0.5%	4	1.0%	5	1.3%
Griffith	2	0.70%			1	0.3%			1	0.27%
Australian Maritime			1	0.3%					1	0.27%
THINK			2	0.6%	5	1.3%	1	0.3%		
ICMS			1	0.3%	8	2.1%	7	1.8%	6	1.61%
ACAP					1	0.3%				
NAS							1	0.3%		
SAE							1	0.3%		
MIT Sydney									2	0.54%
TOTAL	285	100.00%	357	100.0%	375	100.00%	395	100.0%	372	100.0%

Notes - Criteria when more than 1 offer made: Final offer over Main offer (late/final offers only made if main offer is not student's first preference) These statistics represent offers from UAC, not enrolments, and does not include offers made to students who asked that their offers be withheld

9 Enrolment Policies

Barker College is an Anglican Independent School providing broadly-based education within a caring, ordered Christian environment and operating within the policies of the NSW Board of Studies, Teaching and Educational Standards.

Student Population

Barker College has 2045 students from Pre-Kindergarten to Year 12. There are 1700 boys and 345 girls. Girls do not currently enter Barker until Year 10. In 2016, for the first time Barker introduced a Pre-Kindergarten class of 18 male students, and it was announced that the School will transition to be fully coeducational by 2022, commencing in 2018 with coeducational Pre-Kindergarten and Kindergarten classes. The majority of students are of English/European background. However, we have an increasing number of students from diverse cultural backgrounds and Barker is well placed to support and accommodate those students.

Enrolment Policy

Barker College seeks to enrol children who will be able to benefit from the academic program we offer, who are willing to participate enthusiastically in the full range of co-curricular activities available, and whose families understand and are supportive of the Christian aims and objectives of the School.

Compliance with the Disability Discrimination Act is embedded within the terms of the enrolment policy. The Barker College Enrolment Policy can be found on the School website at www.barker.nsw.edu.au under 'Enrolments'.

Specific Aspects of the Enrolment Policy

(a) Barker's Educational Program

Barker College offers a predominantly academically-orientated program and a range of co-curricular activities which complement the academic program. The vast majority of Barker's Senior School students proceed to university or other tertiary study on graduation.

The School thus seeks to enrol young people who, in the opinion of the School's senior staff, will gain maximum benefit from the academic program Barker offers, are willing to contribute to the life of the School by participating as fully as possible in the range of activities available, and whose families both understand and are supportive of the Christian aims of the School. It is crucial to a student's successful participation in the life of the School that the values fostered and expressed by the School across all areas of endeavour closely match the values fostered and inculcated in his or her home. Parents should study the Prospectus carefully to understand what our School is like, and to assess whether we can offer what they are seeking.

(b) Participation in School Sport

The School also requires all students to participate in team sport. Participation in team sport fosters aspects of character and personal development, which complement the School's academic and pastoral care programs. In Years 3 to 6 all students are expected to participate in a team sport, playing each Saturday morning for both summer and winter seasons. A full Athletics program is also available.

In the secondary school, all students are expected to participate in the compulsory sporting program to Year 12. The School conducts a short and intensive season in Track and Field Athletics from mid-August to the end of September culminating in the CAS and ISA competitions. Students in the Middle School in particular are required

to be available to participate in the sporting program on Saturdays during this time, and thus will be unable to participate in local club sporting competitions. Parents need to note this requirement in considering taking up a place in the School. Barker requires that boys and girls meet their School sporting obligation ahead of ALL other sporting and other commitments outside the School.

(c) Siblings and Children of Former Students

The College reserves the right to offer preferred placement to siblings of students already attending the School, to children whose fathers, mothers and grandfathers have attended the School, and to children whose families can demonstrate an active involvement in a Christian congregation. The School Council's Policy requires children of former students to complete all the normal enrolment formalities. They complete the Student Questionnaire and attend an interview at the School with their parents.

Children of former students for whom an application for admission is received prior to their second birthday will be offered a place in priority to other applicants if places are available in that year. If children of former students are not registered before their second birthday, they will not automatically be granted an interview, unless a vacancy is available in the year in which placement is being sought. Clearly, it is a real advantage to enrol your child before he or she turns two years of age.

If a child with ex-student or sibling priority completes the entry selection procedure, i.e. submits a Questionnaire and attends an interview, and is subsequently offered a place, then the offer and priority status applies only to this year of entry. If entry is delayed, priority status is lost and a waitlist place commences from the date of decline. This means the student will not necessarily be guaranteed an interview or place, even if siblings are currently in the School.

Entry

Boys are normally enrolled to enter Barker College in Pre-Kindergarten, Kindergarten, Year 3, Year 5 or Year 7. Girls are currently accepted into Year 10, but at that level, entry for boys is subject to availability of places. It was announced during 2016 that Barker will now offer confirmed places to girls applying to enter Pre-Kindergarten and Kindergarten from 2018, Year 3 from 2019, Year 5 2021 and Year 7 2020, with the intention of being fully coeducational by 2022. The College is willing to consider applications for entry to other years, but only if places are available. Only rarely do vacancies occur in other years. Parents are advised to make an application well in advance of the desired year of entry. Demand for entry to the School is extremely heavy at all major points of entry, and late applications are usually unable to be considered. Where possible, consideration is given to families transferring from interstate.

Selection of Students for Enrolment

Pre-Kindergarten, Kindergarten, Year 3, Year 5 and Year 7 Entry

Places are offered by Date of Application immediately after applications are received.

Barker now offers confirmed places to girls applying to enter Pre-Kindergarten and Kindergarten from 2018, Year 3 from 2019, Year 5 2021 and Year 7 2020 in strict order of date of application. Barker offers confirmed places to boys applying to enter Pre-Kindergarten, Kindergarten, Year 3, Year 5 and Year 7 in strict order of date of application.

To hold the place once offered, a Confirmation Fee is payable within 14 days of the offer being made. The non-refundable Confirmation Fee, which at the time of writing is \$2100, represents the first half (50%) of the Barker College Admission Fee, the balance of which is then payable prior to the student's entry to the School following their interview.

A student commencing at Barker is expected to be turning the appropriate age for that school grade by 31 March of that year e.g. a student entering Kindergarten is expected to be turning 5 by 31 March in the year in which they enter Kindergarten.

All students holding confirmed places in Pre-Kindergarten and Kindergarten will have a pre-entry 'school readiness' interview with the Head of Early Learning during Term 2 of the year prior to entry. Following that interview, the balance of the Admission Fee (currently \$2100) will be due to be paid.

All students holding confirmed places in Year 3 and Year 5 will have a pre-entry interview with the Head of Junior School eighteen months prior to their entry to the School. Following that interview, the balance of the Admission Fee (currently \$2100) will be due to be paid.

All students holding confirmed places in Year 7 will have a pre-entry interview with the Head of Middle School eighteen months prior to entry. Following that interview, the balance of the Admission Fee (currently \$2100) will be due to be paid.

Pre- Entry Interviews for Students entering Pre-Kindergarten, Kindergarten, Year 3, Year 5 and Year 7

In a manner which is appropriate to the student's age, the pre-entry interview covers the following:

- the student's academic performance and development to date, and the student's apparent readiness and preparedness to take part in the Barker academic program, together with our assessment of the suitability of the academic program to the student's needs
- our assessment of the student's personal characteristics and, for entry to Years 3, 5 and 7, their approach to academic work as set out in school reports
- our assessment of the capacity of the School to nurture and support the further development and interests of the student
- our assessment of the student and their family's willingness to support the School's code of student conduct and its Christian faith and practice
- our assessment of the student's willingness to participate fully in and contribute to the life of the College, including participation in compulsory Saturday sport until Year 12
- our overall impression of the student's capacity to benefit from the opportunity of sharing in a Barker education

Prior to attending the interview, parents will be sent and asked to complete a personal information data sheet which provides the School with current contact details and other essential information. This information is collected in accordance with the school's Privacy Policy. The School requests that parents also provide two written family references from people who know their family well. If possible, the School prefers that one of these references be provided by a member of the clergy.

In addition, students (with their parents' assistance where appropriate) will be asked to fill out an information questionnaire about their interests and activities both in and out of school, and other information. Where appropriate, copies of the student's latest two school reports, and most recent NAPLAN results, and any other supporting documents demonstrating the student's attainments in both academic and co-curricular activities are also required to be submitted to the School a minimum of two weeks prior to the interview. This information provides a complete all-round view of the student's attainments and interests.

At the discretion of the Head of School, students entering Year 5 and Year 7 may undertake academic assessment at Barker in the term prior to their entry to the School, so that the School may ensure that each student is placed within the grade with a group of students whose academic development is similar to their own.

Barker College aims to provide equal access to the College's selection process. Students who may require specific accommodation or adjustment to enable them to participate effectively and equitably in the selection process should consult with the Director of Enrolments in advance.

All parents are informed whether an offer is being given, placement on a short waiting list is being offered, or that the School will not be able to further consider the student for placement. In the latter case applicants may be given the opportunity to transfer desired entry to the waitlist of another entry year.

Request for a change of entry point and entry year must be given to the Enrolments Office **in writing**. It should especially be noted that if a student is offered a definite place in a year and either declines the offer or later the parent desires to postpone entry to a later date, the application is cancelled and a further payment is required to reinstate the applicant's name on the waiting list. Any former priority is lost.

(b) Entry into the Senior School

All female applicants for entry into Year 10 will be invited to complete a questionnaire and to send copies of their two most recent reports. They will be invited to attend an interview. This usually happens during Term 1 or Term 2 for girls who are in Year 9 at their current school. No decision regarding their enrolment will be made until all girls have been interviewed, but the offer of a place is usually made by the end of June, in the year prior to entry.

Because very few places are available to boys seeking entry to Year 10, boys will be selected for interview based on the information provided in the questionnaire and on school reports. New places for boys are very limited in Year 10.

Boarding commences in Year 10 for both boys and girls with 10 boys and 10 girls places available.

(c) Right to Alter Enrolment Policy

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

10 School Policies and Procedures

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 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.

10.1 Policies and Procedures

Barker College has a number of School Policies, eg.:

- Allergy Awareness
- Drug & Alcohol
- 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
- Preparation and Consolidation Routine
- Internet Portal and Computer Help Desk
- Glossary of Key Words
- Referencing Guide
- Support Organisations and Services

10.2 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/Tutor System in the Secondary School

Each student in the Middle School is a member of a House, a community of students from Years 7 to 9, 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 in the Senior School (Years 10 to 12) is monitored by a Tutor, who provides a link between home and School and monitors academic progress as well as individual student welfare.

All matters concerning the discipline and welfare of a student are reported to, or discussed with, the Head of House or Tutor 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 Tutor/Head of House is consulted as soon as possible.

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

(c) Pastoral Care & Social Education

The Pastoral Care Associate meets with their pastoral class once a week. During this 30 minute period the Associate follows a program coordinated by the Director of Pastoral Care and Social Education. 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

Four School Counsellors (three full-time and one 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.

The purpose of the Barker College Child Protection Policy is to summarise the obligations of the School and on staff members, contractors 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, or becomes aware of any allegation of misconduct that may involve abuse or neglect, must immediately report that information to the Head of Barker College.

Further information and advice may be sought from the School's Senior Counsellor or the Director of Personnel Services.

(f) Anti-Bullying

At Barker College it is everyone's right to feel safe and valued. Barker College actively promotes respect for and tolerance of individual differences. Staff, students and parents 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.

Students are encouraged to seek help from people that they trust - a parent, a teacher, Head of House, Tutor, the Chaplains or Counsellors. Each year, students are given the opportunity to complete an anonymous survey where they may raise their concerns. The school website also contains a Bullying Complaints email address which is regularly monitored.

10.3 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.

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 Tutor 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 Tutor, Head of House or Class Teacher, is encouraged to speak to one of the School Counsellors, or to another teacher they know well.

10.4 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.

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

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 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.

11 School Improvement Targets

The following table details some of the priority areas for future improvement, as well as the achievement of priorities in 2016. These items have been organised into five domains, representing a selection of items from the School's Strategic Plan, "Inspiring Global Hope".

Area	Achievement in 2016
Mission and Service	<p>Achieved in 2016</p> <ul style="list-style-type: none"> • Strengthening voluntary Christian activities, e.g. staff prayer group • Developing more links with indigenous communities in Central Australia via the Year 9 Residential program <p>Priority Areas for the future:</p> <ul style="list-style-type: none"> • Support Year 12, 2017 who have made 2017 the "Year of Inclusion" • Continue to work with Year coordinators and Heads of Departments to integrate Christian principles and practices into the classroom and with Tutors/Heads of House in pastoral care
Education and Care	<p>Achieved in 2016</p> <ul style="list-style-type: none"> • Conducted review of IT at Barker College • Conducted review of coeducation at Barker College • Registration and accreditation of Barker College in 2016 • Implementation of inquiry-based education in the Junior School <p>Priority Areas for the future:</p> <ul style="list-style-type: none"> • Review academic reporting procedures • Review of eLearning across the whole school • Embed formative assessment strategies in Stage 4 • Introduce academic tracking system • Further development of Writing Across The School (WATS) program
Community, Staff and Students	<p>Achieved in 2016</p> <ul style="list-style-type: none"> • Widened the scope of the Barker Institute • Reviewed communication strategies • Reviewed, and subsequently determined to implement full coeducation <p>Priority Areas for the future:</p> <ul style="list-style-type: none"> • Review of co-curricular program • Examine Barker milestones, rites of passage
Innovation, Transformation and Leadership	<p>Achieved in 2016</p> <ul style="list-style-type: none"> • Student leaders working with Darkinjung Barker students • Development of College of Teachers for staff coaching <p>Priority Areas for the future:</p> <ul style="list-style-type: none"> • Continuation of National Emerging Leaders Program with AIS • Trial the Quality in Learning and Teaching (QILT) feedback tool through the College of Teachers • Continue to support student leadership development
Planning and Resourcing	<p>Achieved in 2016</p> <ul style="list-style-type: none"> • Refurbishment of C-block classrooms • Re-use/redesign of Leslie Hall • Progress plans for Preparatory School and Sports Hall <p>Priority Areas for the future:</p> <ul style="list-style-type: none"> • Information systems review • Investigate adaptive reuse of existing spaces • Continue to implement the Master Plan (e.g. Preparatory School and Sports Hall) • Review the shape of the day, facilities and resources in light of future full coeducation • Continue to drive sustainability initiatives

12 Initiatives Promoting Respect and Responsibility

12.1 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) outlines regulations and practices that Barker students expect to uphold on becoming a member of the school. 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. In the classroom, students are not to 'put others down'. Staff are particularly vigilant about this and students are reminded of this responsibility from time to time. Students are actively encouraged to support one another to be themselves. To this end, all Barker activities, whether of an academic or non-academic nature, are well supported and enjoyed.

12.2 Junior School Initiatives

Junior School students learn in an environment where respect and responsibility are core values and developed predominantly through the Christian Studies and pastoral care programs.

The appointment of a full time Chaplain for the Junior School several years ago was an endorsement by School Council that this area had become much more prominent in the curriculum. All students attend Chapel each week and receive a formal lesson in Christian Studies. The Chaplain is also very prominent in his accessibility to students including informal visits.

The Junior School prayer, which in its simple message conveys kindness in thought, work and action is regularly spoken in Chapel and assemblies. It is a powerful statement for teaching students to have respect for all other members of the community.

The Head of the Junior School promotes respect and responsibility during weekly assemblies, particularly through the use of stories and lessons which model such positive behavioural attributes and the key Barker values. Stories of prominent citizens and their contributions are used, and on occasions guest speakers are invited to address the students.

The Junior School has a clearly developed pastoral care program. The key figure is the classroom teacher who has primary duty of care for all students in their classroom. The pastoral, social and emotional needs of students are the initial responsibility of the classroom teacher. By formal instruction, as well as incidentally, the teacher provides an environment that promotes respect and responsibility. The classes are parallel, which provides a realistic spread of abilities and by its nature promotes diversity and nurtures tolerance and empathy.

A Student Well-Being/Pastoral care session is timetabled for each class each week. This program is organised either through the House system or the classroom. The Director of Students (3-6) and the Director of Early Learning (Pre-K to Year 2) develop 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 program. Each year approximately one hundred and fifty new students join the Junior School from a diverse range of surrounding schools. The orientation and peer support program 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 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.

A Handbook for incoming new students is published online annually. This Handbook outlines a number of the core and distinguishing features of the Junior School, including the vision, values and attitudes we are trying to impart upon the students.

Parent Information and Forum sessions are held regularly throughout the year. At these sessions, a guest speaker or a senior member of staff is invited to share their area of expertise. Forums have included leadership, behaviour management, peer relations, safe technology use, student well-being and anxiety. These have been very successful in communicating with the parent body both through providing information and gaining feedback.

12.3 Secondary School Initiatives

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

Chapel

While 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, musical items, items presented by various student bodies (Prefects, Sporting Representatives, students participating in theatrical productions etc.) and any other items that concern students. For many items, it is the students' responsibility to organise and present information to their peers.

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 coordinated by the Director of Pastoral Care and delivered by House and Tutor Associates.

12.4 Guest Speakers

The following is not an exhaustive list, but provides a snapshot of the guest speakers and presentations to various year groups that have promoted respect and responsibility:

- Dr Prue Salter – Enhanced Learning Educational Services
- Teresa Tree – Youth Off the Streets
- Brent Sanders – Winning Edge Strategies
- Trent Southworth – Teen Strategies
- BATYR – Mental Health and Well-Being
- Glenn Gerreyn – The Hour of Power
- Red Frogs – Schoolies Week
- Antipodeans Abroad
- Police Liaison Officers – Train Safety
- Other Year 10 Pastoral Presentations (Dr Garagounis, Jonny Shannon, Sam Bailey)

12.5 Student Servant Leadership

The development of the Student Leadership Program continued in 2016. Under the overarching theme of Learning – Serving – Leading a number of initiatives were further developed:

- Middle School Seniors Leadership Day – presented by Grip Leadership, this day provided an opportunity for the 2016 Middle School Seniors and House Captains to meet and undergo some training in leadership skills and be provided the opportunity to develop a vision for the year ahead.
- The School Student Leaders Weekend was also presented by Grip Leadership, and focused on teamwork, character development and leadership skills.
- Our Middle School Seniors developed their leadership skills by promoting a community service partnership each Term. This allowed them to develop their leadership skills within the framework of service. The projects supported were Clean Up Australia Day, Hampers for Hornsby and the Red Shield Appeal.
- Having worked together throughout Semester 1, the Middle School Seniors nominated a Head Senior to lead the group throughout Semester 2.
- The Middle School Seniors developed a Year 7 Ultimate Frisbee lunchtime program with the aim to build stronger connections amongst Year 7 students and across the year groups.
- The Prefect leaders planned and taught two leadership days to the Year 6 students in the Junior School.
- Prefects hosted an afternoon tea for student leaders across Sydney. Mr Heath was invited to give an address to students on the development of Darkinjung Barker.
- In the Year 10 Pastoral Care Program an 8 week leadership Course was presented to all Year 10 students. In addition to this they were involved in a 3 day leadership training course (SEAL) that culminated in the students presenting a 1 hour lesson to the Junior School.
- A Student Leaders Forum has continued for the captains of each area of the school. Once a term they met to discuss the progress of their area of responsibility and inform others of what is being done.

- The Triangle Effect, a peer mentoring program involving students from the Junior, Senior and Darkinjung schools was implemented. This program involved fortnightly reading programs and student-led games, aimed at building connections across years groups.

In addition to these events, the ongoing coordination and management of leadership across a range of school activities has continued. Year 10 Grange Camp leaders were selected, trained and attended week-long camps. Year 11 Monitors have been working at serving the school through volunteering and acting to supervise school events. Year 12 Prefects have been selected and coached in their roles of developing school spirit and leading the Year 12 cohort through to their final term. The Cadets continue to run both a Junior and Senior Leadership course and provide excellent opportunities for leadership skills. In both the sporting and musical arenas, there continue to be many opportunities for leaders and captains to demonstrate and develop their skills in leadership.

12.6 Barker Service Partnerships

In 2016 several 'Barker Service Partnerships' continued with the aim to develop each student's 'head', 'heart' and 'hands' so that they will graduate from Barker with a reason, a will and a set of experiences that are transformative for them and others. Some of the initiatives that were undertaken include:

Time Out Basketball - Middle and Senior School students have played a fortnightly game of modified basketball with about 15 students with disabilities from our local community.

Hampers for Hornsby - Year 9 Middle School Seniors have begun a strong partnership with St Peters Anglican Church Hornsby. Our school community prepared 100 hampers (approximately \$10 000 worth of groceries and household items) for distribution in the local area.

Clarke Rd School visits - Thanks to Ms Graham's continuing organisation, our Year 11 students had the enriching experience of working with the students from our partner school - Clarke Road School.

Winter Sleepout - Year 10 Geography students and staff applied their minds to the issue of spatial inequality and experienced a taste of it first-hand. A guest speaker from the Hornsby Women's Shelter was invited to speak with the students during this event. The partnership with Wayside Chapel has meant soap and other essentials have been collected for some of our city residents that sleep rough.

St Edmunds School - Our Music Captains and leaders, under the guidance of Mr Smith, raised funds for St Edmunds School and built further relationships with their recent visit to the Year 12 assembly.

Tree House Theatre - Drama Captains and leaders, along with the support of Ms Midgley, have forged a link with Miller Technology High and the Tree House Theatre Company.

40 Hour Famine - Under the guidance of our Chaplaincy Department, our CRU leaders have maintained our strong links with World Vision and extended this to include relationships with students from neighbouring schools.

Year 9 Residential - Year 9 students attending the pilot residential program, led by Mr Rheinberger, served with the DARE disabilities group as well as the National Parks and Wildlife Service.

Crossroads - A group of enthusiastic Year 11 students, led by the Chaplaincy Department, headed out to Hong Kong to build upon our ongoing partnership with the Crossroads organisation, to witness and participate in tangible action that provides hope to many critical situations around the globe.

Serve and Survive - Year 9 students partnered with Christian Patterson and the Great Lakes Shire Council in restoring natural ecosystems in the Myall Lakes area.

Adventure Camp - Year 10 served members of the Jindabyne and Berridale communities in service by completing various tasks including home maintenance, cleaning and gardening.

Lithgow Music Strand - Year 11 students served the aged community of Bathurst and Lithgow with music performances.

Lithgow Project Strand - Year 11 students served the aged community by completing general maintenance, small construction projects and interacted with the residents of Cooina Aged Care and Tanderra Aged care facilities.

Lizard Island Partnership - Year 11 Biology students strengthened our partnership with the Lizard Island research community by cleaning up plastic off the beaches of the Island, an initiative led by the Science staff team.

Boots for Africa Partnership - Boyce House students, under the guidance of Mr Clezy, collected and delivered football boots for African communities.

Tear Fund Australia - Andrew House students, under the leadership of Mr Arnot, have continued to develop their partnership with the Tear Fund by promoting the needs of remote African communities in chapel and assembly and selling Tear Fund products at a lunchtime stall.

13 Student, Parent and Teacher Satisfaction

13.1 Student and Parent Satisfaction

Students and parents are very satisfied by their experience at Barker College judging by the patronage and high participation in experiences provided by the School.

- Co-curricular program: Student involvement in the cocurricular program is very high. While all students are required to participate in compulsory sport, their participation in voluntary cocurricular programs in music, debating, drama, etc is exceptional and these are well-supported by the parent body.
- Parent-Teacher nights and Barker Institute forums for students and parents are always very well-attended.
- Voluntary camps (e.g. Year 9 Extended Stay) and overseas school tours are usually oversubscribed.
- The School experiences a high retention rate of students.
- The School has high demand for enrolments and has a substantial waitlist.
- Activities of the alumni body, the Old Barker Association (OBA), are well-attended and demonstrate ongoing support and satisfaction with the School.

A significant factor contributing to student and parent satisfaction is Barker College's emphasis on a student-driven timetable for the academic program in the senior years. Students have the choice of picking any combination of electives that they wish and the School will do their best to accommodate their chosen subject package. Typically almost all students (>99% in 2016) receive their first choice of subject package. In this way, the School caters for the individual interests of each student and this contributes to student and parent satisfaction.

13.2 Teacher Satisfaction

An indication of teacher satisfaction is the high retention rate of staff at Barker College. Staff participation in professional development and education-related postgraduate study is also significant (see 5.2 Teacher Participation in Professional Development).

In addition to these, several staff are involved in the professional development of teachers from other schools and many staff willingly participate in providing development opportunities for their colleagues within Barker. Staff are surveyed in August each year to seek their preference for classes in the following academic year. Most staff have their requests accommodated.

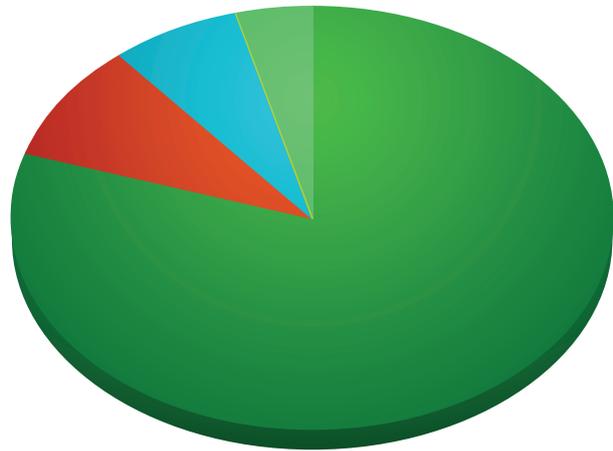
The Barker Staff Association has three individual chapters for the Junior School, Secondary School and Support Staff, and contributes to the good morale and social well-being of the staff body. Staff Association functions were very well patronised in 2016. From time to time the elected officers of the Staff Association meet with the Head of Barker College to discuss matters raised by its members.

Staff have extensive opportunities to provide opinions and advice into policy development within the School, as evidenced by consultative forums and committees convened throughout the year.

14 Summary Financial Information

Reporting area 9: Summary financial information 2016 Recurrent/Capital Income

- Fees and Private Income **80%**
- Commonwealth Capital Grant **0%**
- Commonwealth Recurrent Grants **7%**
- State Recurrent Grants **4%**
- Other Capital Income **9%**



Reporting area 9: Summary financial information 2016 Recurrent/Capital Expenditure

- Salaries, Allowances and Related Expenses **68%**
- Capital Expenditure **7%**
- Non-Salary Expenses **25%**

Note: Depreciation excluded: Non-cash item

