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
Mission
An Anglican community inspiring
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Vision
To be a leader in Christian education
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Values
Commitment
Compassion
Courage
Integrity
Respect
Honor Non Honores

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

In 2019, the School Council received a Strategic Planning Report on Student and Staff Wellbeing, assuring the Council that the School is committed to building a connected community where all people within the Barker community are known, valued, supported and equipped to thrive.

The School’s Director of Wellbeing and wellbeing leaders continued to consistently monitor, inform and report on student wellbeing. Further, the School’s teachers were encouraged to implement a best practice social and emotional learning program for Pre-Kindergarten to Year 12.

A staff training program to develop wellbeing practices across the School enhanced the capacity of wellbeing leaders and staff involved in the student wellbeing program. In addition, Heads of School, Deans, Heads of House and Support Staff completed the Youth Mental Health First Aid Training course in 2019.

Throughout 2019, the Council continued to work collaboratively with the Head and the School’s Executive to help carry into effect the School’s Mission, Vision and Values, in these key domains:

- Child safety and duty of care to students
- The sequence of building projects required to provide for additional facilities
- Teacher quality and training
- Student and staff wellbeing
- Academic outcomes
- Community satisfaction and engagement
- Experiential education
- Co-curricular experiences such as sport, music, drama, cadets and debating
- Indigenous education
- Sustained leadership in robotics and technology

David Charles
Chair of the Barker College Council
The candidacy phase for the application for our Junior School to officially become an International Baccalaureate World School was completed. A Head of Sport was appointed to oversee the direction and development of the School’s sports program from Pre-K – 12.

The most significant achievements of 2019 included the following initiatives:

- Commencement of girls into Year 3
- Appointment of Deans of Middle School
- Expansion of the House system from 8 – 16 Houses
- Introduction of new Wellbeing initiatives including Connect pastoral care groups
- Introduction of new Society & Culture elective for Year 11 students

Priority Areas for 2020

- Opening of the Rosewood Centre — providing five court spaces, gym and exercise spaces, rooms for dance, general purpose teaching areas, a café, viewing platform and parking for over 170 cars
- Continue to enhance and make more sustainable Barker co-curricular and Barker sports experience through the alignment and coordination of sports leadership and development. Enhance coaching quality
- Introduction of girls into Year 7
- Commencement of the Junior School classroom expansion to provide an additional ten classrooms
- Introduction of new Information Systems and new parent/student Portal
- Introduction of new Dharug Indigenous language classes for Year 7 students
- Development of Barker Global to further extend the School’s connections with some of the highest performing schools around the world
- Appointment of Director of Barker Global
- Expansion of the School’s world class Robotics program

2019 has once again given us much to be thankful for as a School community. The School celebrated many moments both in and outside of the classrooms. From the commencement of coeducation in Year 3, to sporting success and debating triumphs.
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.
Higher School Certificate

Four students topped the State: in Physics, Standard Mathematics 2, Agriculture and Swedish Continuers (studied externally). David Lu also recorded the highest possible ATAR of 99.95 - an exceptional result. Further, Barker had 32 All Rounders (achieving top Band results in 10 or more units), a record number. Of note are the 198 students who achieved a Band 6 — this is also a record number of students. This year more than 90% of students in the following subjects — Design and Technology, Drama, English Extension 1 and English Extension 2, Investigating Science, Mathematics Extension 1 and 2, History Extension, Music 1, 2 and Extension, Visual Arts and several of our languages subjects including Chinese, Japanese and Latin - achieved a result in one of the top 2 bands. There were 47 nominations for the various performing arts/practical work showcases.

Percentage of Students in the Top 2 Bands

<table>
<thead>
<tr>
<th>Course</th>
<th>% in Bands 5,6 at Barker College (E3 &amp; E4 in Ext)</th>
<th>% in Bands 5,6 in NSW (E3 &amp; E4 in Ext)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>72</td>
<td>75</td>
</tr>
<tr>
<td>Ancient History</td>
<td>36</td>
<td>67</td>
</tr>
<tr>
<td>Biology</td>
<td>83</td>
<td>67</td>
</tr>
<tr>
<td>Business Studies</td>
<td>100</td>
<td>71</td>
</tr>
<tr>
<td>Chemistry</td>
<td>74</td>
<td>72</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>14</td>
<td>93</td>
</tr>
<tr>
<td>Drama</td>
<td>50</td>
<td>92</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>82</td>
<td>60</td>
</tr>
<tr>
<td>Economics</td>
<td>59</td>
<td>78</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>133</td>
<td>20</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>216</td>
<td>84</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>29</td>
<td>97</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>Geography</td>
<td>57</td>
<td>74</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Info Process &amp; Technology</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>Investigating Science</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Mathematics Standard 2</td>
<td>143</td>
<td>55</td>
</tr>
<tr>
<td>Mathematics</td>
<td>125</td>
<td>67</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>71</td>
<td>92</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>29</td>
<td>90</td>
</tr>
<tr>
<td>Modern History</td>
<td>112</td>
<td>63</td>
</tr>
<tr>
<td>History Extension</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>Music 1</td>
<td>27</td>
<td>100</td>
</tr>
<tr>
<td>Music 2</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Music Extension</td>
<td>13</td>
<td>100</td>
</tr>
<tr>
<td>PDHPE</td>
<td>76</td>
<td>80</td>
</tr>
<tr>
<td>Physics</td>
<td>61</td>
<td>62</td>
</tr>
<tr>
<td>Science Extension</td>
<td>15</td>
<td>87</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>9</td>
<td>89</td>
</tr>
<tr>
<td>Studies of Religion</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>14</td>
<td>79</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>33</td>
<td>94</td>
</tr>
<tr>
<td>Chinese Continuers</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Chinese Extension</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>French Continuers</td>
<td>7</td>
<td>57</td>
</tr>
<tr>
<td>French Extension</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>Japanese Continuers</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Japanese Extension</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Latin Continuers</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Latin Extension</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>
Performing/Practical Works

Outstanding Performances in Academic Subjects with a Practical Component

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

**ENCORE: Music**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Composition:</th>
<th>Musicology Vive Voce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nate Cross</td>
<td>Syrena Bayne</td>
<td>Sophie Jones</td>
</tr>
<tr>
<td>Thomas Hoyer</td>
<td>Buddy Lovett</td>
<td></td>
</tr>
<tr>
<td>Morgan Little</td>
<td>Sebastian Pini</td>
<td></td>
</tr>
<tr>
<td>William McLeod</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guy Nicol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sebastian Pini</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leanne Tay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tai Zhou</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guy Bradshaw Nicol work Essence was selected for inclusion in **ENCORE in 2020.**

**SHAPE 2019: Design and Technology**

<table>
<thead>
<tr>
<th>Industrial Technology</th>
<th>Design &amp; Technology</th>
<th>Textiles and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Baker</td>
<td>Eleanor Baigent</td>
<td>Freya Stevenson</td>
</tr>
<tr>
<td>Taylor Beale</td>
<td>Ainsley Eakins</td>
<td></td>
</tr>
<tr>
<td>Alexander Marlin</td>
<td>Fergus Hudson</td>
<td></td>
</tr>
<tr>
<td>Matthew Walker</td>
<td>Emma Leggett-Budden</td>
<td></td>
</tr>
</tbody>
</table>

Joshua Baker and Emma Leggett-Budden’s work was selected to be shown at the Powerhouse Museum in **Shape 2019.**

**OnStage: Drama**

*Individual Performance*

- Oliver Clisdell: *The Curious Incident*
- Lily Flynn: *Justice for Angela*
- Charles Harrop: *PTang Yang Kipperbang*
- Daniel Jongma: *Tell Tale Heart*
- Will Lancaster: *They mean well*
- Eugene Lee: *Something About Mary*
- Annabel Mance: *The Harp in the South*
- Grace Preston: *Cowboy Mouth*
- Emerald Slater: *Rhonda Explains*
- Elizabeth Travis: *Boot*

*Note:* The information above is from the HSC 2019 booklet.
In 2019, Year 3, 5, 7 and 9 students participated in the online National Assessment Program Literacy and Numeracy (NAPLAN) tests. As shown, most Barker students achieved well above the national minimum standard benchmarks.

### Year 3 (Minimum Standard = Band 2)

<table>
<thead>
<tr>
<th>Component</th>
<th>Barker %</th>
<th>State %</th>
<th>Barker %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0</td>
<td>2.2</td>
<td>86.2</td>
<td>55.7</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>5.2</td>
<td>78.5</td>
<td>58.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>3.1</td>
<td>11.3</td>
<td>73.8</td>
<td>54.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>1.5</td>
<td>10.4</td>
<td>81.5</td>
<td>60.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1.5</td>
<td>12.3</td>
<td>78.8</td>
<td>43.2</td>
</tr>
</tbody>
</table>

### Year 5 (Minimum Standard = Band 4)

<table>
<thead>
<tr>
<th>Component</th>
<th>Barker %</th>
<th>State %</th>
<th>Barker %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0</td>
<td>3.8</td>
<td>78.0</td>
<td>40.1</td>
</tr>
<tr>
<td>Writing</td>
<td>0.8</td>
<td>4.4</td>
<td>35.9</td>
<td>19.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>0</td>
<td>3.5</td>
<td>57.3</td>
<td>40.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0</td>
<td>5.7</td>
<td>61.1</td>
<td>40.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0</td>
<td>2.7</td>
<td>69.7</td>
<td>32.3</td>
</tr>
</tbody>
</table>

### Year 7 (Minimum Standard = Band 5)

<table>
<thead>
<tr>
<th>Component</th>
<th>Barker %</th>
<th>State %</th>
<th>Barker %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0</td>
<td>4.0</td>
<td>63.8</td>
<td>32.1</td>
</tr>
<tr>
<td>Writing</td>
<td>0.9</td>
<td>6.2</td>
<td>40.6</td>
<td>19.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>0</td>
<td>3.7</td>
<td>51.8</td>
<td>35.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0.4</td>
<td>6.2</td>
<td>58.5</td>
<td>32.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0.4</td>
<td>3.6</td>
<td>73.7</td>
<td>37.6</td>
</tr>
</tbody>
</table>

### Year 9 (Minimum Standard = Band 6)

<table>
<thead>
<tr>
<th>Component</th>
<th>Barker %</th>
<th>State %</th>
<th>Barker %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>0</td>
<td>5.7</td>
<td>43.6</td>
<td>25.4</td>
</tr>
<tr>
<td>Writing</td>
<td>2.3</td>
<td>12.3</td>
<td>28.4</td>
<td>13.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>0</td>
<td>4.5</td>
<td>43.3</td>
<td>25.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>1.4</td>
<td>7.1</td>
<td>35.5</td>
<td>22.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0</td>
<td>1.3</td>
<td>57.3</td>
<td>28.7</td>
</tr>
</tbody>
</table>

A more detailed breakdown of statistics can be found on the MySchool website. This website also shows comparisons with students from similar backgrounds in Australia.
Professional Learning and Teacher Standards

Teaching Standards
Numbers of teachers at Barker College are listed below for 2019:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>290</td>
</tr>
</tbody>
</table>

Teacher Participation in Professional Development

Several professional development initiatives were sustained during the year including the National Emerging Leaders’ Program, a partnership between the AIS Leadership Centre and the School, that continued into its fourth year. Further projects include staff who are engaged in the Flagship Leadership program. 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.

In addition, external provisions were made to increase staff capacity in enrichment and extension with several staff completing a range of courses in this area. Further harnessing staff capacity in professional learning saw online courses developed around ICT learning platforms including Canvas and SeeSaw. This has strengthened and extended teachers’ ability to deliver online learning not only in the classroom, but also remotely.

Work among Indigenous communities in NSW and in Central Australia has fostered deeper relationships with Aboriginal history and culture and extended learning and teaching opportunities within and beyond the School.

Barker College has developed an iSTEAM pathway from K-12 to ensure that our students are poised to become the innovators and problem-solvers of the future. In addition, our Robotics’ program introduces many exciting and new opportunities in this field. Students participate in interactive activities including coding to develop computational thinking and problem-solving skills. Deeper understanding of scientific and mathematical concepts in these areas of the curriculum are developed and fostered. Our students have competed successfully in many external 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.

A large number of the teaching staff are engaged in post-graduate study in the areas of teaching and learning, pastoral care and educational management. The School actively encourages teachers to seek further qualifications in their subject domain or in the field of education.

Teachers are supported in developing their full professional potential through induction, mentoring and coaching programs for staff, particularly to extend professional capacity and ability. The School’s College of Teachers supports developing teacher capacity through peer coaching. Our two externally accredited Lead Coaches support teacher coaching to develop individual capacity. Teacher accreditation again enabled our staff to access the higher salary bands or achieve professional accreditation at the higher levels. While Barker College has five Highly Accomplished teachers, two members of staff were accredited at Lead Teacher level in 2019.

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 NESA committees and review groups. The following professional development activities were undertaken by staff in 2019:

### Description of Professional Learning Activity | No. of staff participating
--- | ---
Senior staff: leading and managing professional development | 61
Subject-related professional development across Junior and Secondary School teaching staff that covered a wide range of approaches to teaching and learning including:
- School strategic teaching and learning initiatives | 290
- Subject-related teaching and learning
- Primary Years’ Program
- Information Communication Technology
Pastoral care programs | 69
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 | 52
Staff engaged in higher degrees | 19
Workforce Composition

Number of Teaching Staff

<table>
<thead>
<tr>
<th>The breakdown of staffing at Barker in 2019:</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>244.86</td>
</tr>
<tr>
<td>Part-Time</td>
<td>39.57</td>
</tr>
<tr>
<td>Total Full Time Equivalent</td>
<td>269.78</td>
</tr>
</tbody>
</table>

Indigenous Staff

We currently have eight staff members who have declared themselves Aboriginal or Torres Strait Islanders:

- Teacher, 6 support staff and 1 casual coach
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.

<table>
<thead>
<tr>
<th></th>
<th>Attendance Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K0-KG</td>
<td>94.07%</td>
</tr>
<tr>
<td>1</td>
<td>96.40%</td>
</tr>
<tr>
<td>2</td>
<td>94.70%</td>
</tr>
<tr>
<td>3</td>
<td>97.30%</td>
</tr>
<tr>
<td>4</td>
<td>96.00%</td>
</tr>
<tr>
<td>5</td>
<td>95.20%</td>
</tr>
<tr>
<td>6</td>
<td>94.80%</td>
</tr>
<tr>
<td>7</td>
<td>96.60%</td>
</tr>
<tr>
<td>8</td>
<td>95.10%</td>
</tr>
<tr>
<td>9</td>
<td>94.80%</td>
</tr>
<tr>
<td>10</td>
<td>95.60%</td>
</tr>
<tr>
<td>11</td>
<td>95.70%</td>
</tr>
<tr>
<td>12</td>
<td>95.70%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Years Compared</th>
<th>Yr 10 enrolment on Census Date</th>
<th>Yr 12 enrolment on Census Date</th>
<th>Yr 10 enrolment on Census Date remaining in Yr 12 on census date</th>
<th>Apparent Retention Rate</th>
<th>Actual Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 / 2015</td>
<td>354</td>
<td>338</td>
<td>327</td>
<td>95.5%</td>
<td>92.4%</td>
</tr>
<tr>
<td>2014 / 2016</td>
<td>328</td>
<td>323</td>
<td>318</td>
<td>98.5%</td>
<td>97.0%</td>
</tr>
<tr>
<td>2015 / 2017</td>
<td>351</td>
<td>345</td>
<td>333</td>
<td>98.3%</td>
<td>94.9%</td>
</tr>
<tr>
<td>2016 / 2018</td>
<td>351</td>
<td>344</td>
<td>336</td>
<td>98.0%</td>
<td>95.7%</td>
</tr>
<tr>
<td>2017 / 2019</td>
<td>363</td>
<td>354</td>
<td>349</td>
<td>97.5%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

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
In 2019 no students left before the completion of Year 12 to go into the workforce. 321 students of the Class of 2019 received offers from UAC for places in NSW Universities (98 were offered a place in a double degree course). This represents 90% 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.

### 2019 HSC students who received a university offer (UAC) by Institution*

<table>
<thead>
<tr>
<th>University</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
<th>Class of 2017</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Macquarie</td>
<td>107</td>
<td>27.1%</td>
<td>75</td>
<td>20.2%</td>
<td>81</td>
</tr>
<tr>
<td>UNSW</td>
<td>56</td>
<td>14.2%</td>
<td>63</td>
<td>16.9%</td>
<td>52</td>
</tr>
<tr>
<td>USYD</td>
<td>112</td>
<td>28.4%</td>
<td>111</td>
<td>29.8%</td>
<td>94</td>
</tr>
<tr>
<td>UTS</td>
<td>56</td>
<td>14.2%</td>
<td>54</td>
<td>14.5%</td>
<td>71</td>
</tr>
<tr>
<td>Canberra</td>
<td>6</td>
<td>1.5%</td>
<td>3</td>
<td>0.8%</td>
<td>1</td>
</tr>
<tr>
<td>Newcastle</td>
<td>10</td>
<td>2.5%</td>
<td>4</td>
<td>1.1%</td>
<td>11</td>
</tr>
<tr>
<td>ACU</td>
<td>12</td>
<td>3.0%</td>
<td>9</td>
<td>2.4%</td>
<td>8</td>
</tr>
<tr>
<td>Southern Cross</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNE</td>
<td>3</td>
<td>0.8%</td>
<td>5</td>
<td>1.3%</td>
<td>8</td>
</tr>
<tr>
<td>ANU</td>
<td>6</td>
<td>1.5%</td>
<td>22</td>
<td>5.9%</td>
<td>8</td>
</tr>
<tr>
<td>Wollongong</td>
<td>6</td>
<td>1.5%</td>
<td>5</td>
<td>1.3%</td>
<td>3</td>
</tr>
<tr>
<td>Latrobe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWS / WSU</td>
<td>7</td>
<td>1.8%</td>
<td>6</td>
<td>1.6%</td>
<td>9</td>
</tr>
<tr>
<td>CSU</td>
<td>4</td>
<td>1.0%</td>
<td>5</td>
<td>1.3%</td>
<td>3</td>
</tr>
<tr>
<td>Griffith</td>
<td>1</td>
<td>0.27%</td>
<td>2</td>
<td>0.6%</td>
<td>2</td>
</tr>
<tr>
<td>Australian Maritime</td>
<td>1</td>
<td>0.27%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think/Torrens University</td>
<td>1</td>
<td>0.3%</td>
<td>4</td>
<td>1.10%</td>
<td>2</td>
</tr>
<tr>
<td>ICMS</td>
<td>7</td>
<td>1.8%</td>
<td>6</td>
<td>1.61%</td>
<td>6</td>
</tr>
<tr>
<td>ACAP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAS</td>
<td>1</td>
<td>0.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAE</td>
<td>1</td>
<td>0.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIT Sydney</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macleay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>395</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>372</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>363</strong></td>
</tr>
</tbody>
</table>

**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)
- 2019 includes 98 “double” degrees
- These statistics represent offers from UAC, not enrolments, and does not include offers made to students who asked that their offers be withheld.
Enrolment Policy

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.
All changes of address must be communicated to the Enrolments Office in writing, or via email at enrolments@barker.nsw.edu.au, clearly stating the student’s full name, previous address details and new address details.

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:

- 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_officer@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:

• 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 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 Head of House, 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 Head of House is consulted as soon as possible.

Most full-time teaching staff are attached to House Groups as Associates. 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

Connect groups meet once a week. The Pastoral Care Associate meets with their pastoral class once a week. During this 30 minute period, the Connect Leader follows 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 Safe Organisation

The safety, protection and well-being of all students is paramount. As such, Barker College is committed to create a culture, adopt strategies and take action to promote child wellbeing and prevent harm to children and young people. The purpose of the School’s Child Safe Organisation Policy and the Child Protection Policy is to ensure Barker College consciously and systematically works to create an environment where children’s safety and wellbeing
is the centre of thoughts, values and actions, to summarise the obligations of child protection legislation on the School and on staff members, contractors, external providers and volunteers at the School and to provide guidelines as to how the School will deal with certain matters. These Policies are updated from time to time to take into account amendments to legislation and regulations and to ensure best practice in the commitment to a child safe organisation.

It is a condition of employment at 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.
School Improvement Targets

The following table details some of the priority areas for future improvement, as well as the achievement of priorities in 2019. These items have been organised into ten areas, representing a selection of items from the School’s Strategic Plan. From 2019, the strategic plan takes its lead from the transition to full coeducation, which will be achieved in 2022. It provides Barker with a framework for success and a clearly defined narrative around the future of the School.

<table>
<thead>
<tr>
<th>Area</th>
<th>Achieved in 2019</th>
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| **Child safety and duty of care to students** | • Review of organisational structure  
• Prepared organisational flow chart for Reporting Child at Risk of Significant Harm (RoSH) and Allegation of Reportable Conduct (ARC)  
• All year groups Pre-K to Year 12 undertook formal online safety programs through PDHPE and Wellbeing Programs.  
**Priority Areas for the future**  
• Work with the Barker Institute to bring speakers and key organisations into the School  
• Maintain a database for allegation matters, risk of significant harm (ROSH) concerns and report annually on emerging trends |
| **Enrolments**                             | • Graph data on number of hard and soft copy prospectuses received, tour attendance numbers, number of applications  
**Priority Areas for the future**  
• Reporting & Tracking Actual & Predicted Enrolments. The implementation of software or reports that enable any Senior Staff to access up to date accurate enrolment current and predicted numbers  
• Review Barker enrolment policy |
| **Teacher quality and training**          | • Design of the review process proposed for the senior leadership team and Department Heads. This included formal 360 reviews on a 3-yearly basis (or towards the end of the contract period)  
• Created a training and induction program to develop the skills of new leaders and managers  
**Priority Areas for the future**  
• Communication of the THRIVE program as it relates to staff along with the findings of the mentally healthy workplace assessment with an introduction of the need for formal reviews by all senior staff including Heads of Department  
• Create a central repository for a teacher’s professional learning plan and a record of courses and other learning they have been undertaken that also meets NESA teacher accreditation requirements |
| **Student and staff wellbeing**           | • Engaged Communicorp to undertake a Psychosocial assessment of the organisation  
• Established a Staff Wellbeing reference group to determine the vision for staff wellbeing at Barker  
**Priority Areas for the future**  
• A scope and sequence of the SEL program for Pre-K-6 and 7-12 will be developed in alignment with CASEL’s SEL capabilities and the PYP Learner profile in K-6  
• Development of a parent engagement program in conjunction with the BCPA that not only focuses on the Barker community, but also has outreach to the local community |
| **Academic outcomes**                     | • Continued to develop inquiry units in the Junior School (IB PYP) and guided inquiry units 7-10  
• Established a systematic process for tracking the progress of each student in terms of collecting appropriate data from NAPLAN, school assessments and other formative assessment processes.  
**Priority Areas for the future**  
• Continue the review of the process of transition between Junior School and Middle School in terms of academic performance and how we ‘know’ students as they progress through the school.  
• Establish guidelines for gifted and talented students and academic acceleration. This reflects an increased community interest in what schools can do for gifted students. |
| **Community satisfaction and engagement** | • Reviewed the current detailed surveys to consider their effectiveness and review exit surveys at the end of Prep, Junior, Middle and Senior Schools.  
**Priority Areas for the future**  
• Upskill key internal stakeholders on best practice for developing and interpreting customer satisfaction surveys |
<table>
<thead>
<tr>
<th>Area</th>
<th>Achieved in 2019</th>
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| **Experiential education, including outdoor education** | • Conducted an external review of all outdoor education programs  
**Priority Areas for the future**  
• Review and enact findings of external review  
• Review School calendar and timeline of outdoor education experiences |
| **Co-curricular experiences** | • Mapped co-curricular experiences of students at each key point in the School  
**Priority Areas for the future**  
• Develop a Canon and formal recording system that maps, tracks and celebrates the co-curricular targets for students at stages during  
• Review student co-curricular commitments  
• Review Barker’s suite of co-curricular offerings |
| **Indigenous education** | • Appointed an Indigenous Education Officer to oversee Barker’s Indigenous Education offerings and students  
**Priority Areas for the future**  
• Established a second partnership with an Indigenous community with a view to establishing a school  
• Continued expansion of the Barker Indigenous Education model  
• Develop “the Barker Experience” of Indigenous education - for Indigenous students; staff PD; ATSI cross-curriculum priority  
• Develop clear transition pathways for students to continue at Barker or at another High School |
| **Sustained leadership in robotics and technology** | • Reviewed pathways for STEAM in Stage 6 with a focus upon existing offerings (Design & Technology, IPT and SDD) and potential additional subjects (Engineering Studies)  
**Priority Areas for the future**  
• Tracking of female participation in STEAM courses in 2018 and 2019  
• Determine minimum Barker STEAM standards all for all students to meet regardless of elective choices in Stage 5 and beyond  
• Review and determine comprehensive pathways are available to students electing to focus upon STEAM related studies within Barker College and beyond into tertiary studies and industry |
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) 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.

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 by House and Tutor Associates.

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 2019:

- Glenn Gerreyn - The Hour of Power
- BATYR - Youth Mental Wellbeing
- Kate Fitzsimons - The Nicole Fitzsimons Foundation
- Red Frogs - Schoolies
- Sam Bailey - You don’t need wings to fly
- Butterfly Foundation — eating disorders
- Elevate Education — study skills
- Kirra Pendergast — Safe on Social
- Enlighten Education — Danni Miller
- GP in Schools — James Carrington

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 (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 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.
Student Service Leadership

The development of the Student Leadership program continued in 2019. Under the overarching theme of Learning — Serving — Leading, and included the following initiatives:

• Middle School Seniors participated in a leadership training course with Grip Leadership, which provided them with an opportunity to undergo training in leadership skills. They also attended the ‘Stand Tall’ event which encouraged high school students to stand tall and make positive choices.

• The School Student Leaders’ weekend was also presented by Grip Leadership, and focused on teamwork, character development and leadership skills.

• Having worked together through Term 1, the Middle School Seniors nominated a Head Senior to lead the group throughout Semester 2.

• Prefect Leadership Day - a leadership training day for Year 6 students focused on servant leadership and leadership skills.

Further, the ongoing coordination and management of leadership across a range of school activities continued. Year 10 Grange Camp leaders were selected, trained and attended week-long camps. Year 11 Monitors worked at serving the School through volunteering and acting to supervise School events. Year 12 Prefects were selected and coached in their roles of developing School spirit and leading the Year 12 cohort through to their final term. The Cadets continued to run both a Junior and Senior Leadership course and provided excellent opportunities for leadership skills. In both the sporting and creative arts, there continued to be many opportunities for Leaders and Captains to demonstrate and develop their skills in leadership.

Barker Service Partnerships

In 2019 a number of Barker Service Partnerships continued with the aim of developing each student’s ‘head’, ‘heart’ and ‘mind’, 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 included:

• Time Out Basketball – Continued to run fortnightly with Middle and Senior School students running the basketball program for students from the Hornsby area with a disability.

• Reconciliation Week — A small group of students from the Senior, Middle and Junior Schools visited Darkinjung Barker in the lead up to National Reconciliation Week. Students from both school campuses participated in a range of activities focused on Aboriginal culture and heritage.

• Red Week — Prefects, Co-curricular Captains and Middle School Seniors ran a week long fundraising initiative aimed at fostering inclusion and enhancing School spirit across the High School.

• Year 10 students participated in the ‘Walk the Talk’ program, through Enlighten Education which centres on respectful relationships. The program builds high school student’s awareness of domestic violence and women’s homelessness and has seen the School partner with a local shelter, the Hornsby Ku-ring-gai Women’s Shelter.

• The Barker community in partnership with Hornsby Connect and St Peters Anglican Church, Hornsby distributed hampers to people in need around the local community

• St Edmund’s College visit to Year 12 Assembly - A cheque was presented to St Edmund’s which caters for teenagers with a wide range of disabilities. This money was raised by students through Coffee House.

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

• Lizard Island Partnership — Year 11 Biology students strengthened the School’s partnership with the Lizard Island research community by cleaning up plastic off the beaches of the island, an initiative led by the Science department.
Student, Parent and Teacher 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.

In 2019, 573 Years 1, 5, 7, 10 and 12 parents, participated in surveys and provided views on such areas as academic performance, student welfare, Christian studies, co-curricular non-sport, sport, boarding, communications, reputation and facilities.

A selection of the parents’ top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their child:

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 97% of parents’ expectations were met or exceeded in relation to balanced education
- 90% of parents’ expectations were met or exceeded in relation to the quality of teaching
- 92% of parents’ expectations were met or exceeded in relation to the focus on student welfare and wellbeing
- 97% of parents’ expectations were met or exceeded in relation to the College’s reputation
- 88% of parents’ expectations were met or exceeded in relation to the academic standards

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.

The AWE survey assesses individuals’ subjective wellbeing: experiences, feelings, functioning and perceptions about how their lives are going – both what is going right and what is going wrong. The main focus of AWE is to track changes in wellbeing overtime to enable schools to determine how effective wellbeing practices are within the school.

The core assessment topics are:

- A global assessment of wellbeing
- An assessment of the life domain importance and satisfaction
- An assessment of school wellbeing for students
- An assessment of wellbeing component factors (resilience, health, lifestyle, wellbeing enablement)
- Qualitative feedback about the school

During the assessment in 2019, a total of 1750 students completed the survey from Year 3-12.

Teacher Satisfaction

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.
Summary Financial Information

**Reporting area 9:**
Summary financial information 2019
Recurrent/Capital Income

- Fees and Private Income 76%
- Commonwealth Capital Grant 4%
- Commonwealth Recurrent Grants 7%
- State Recurrent Grants 0%
- Other Capital Income 13%

**Reporting area 9:**
Summary financial information 2019
Recurrent/Capital Expenditure

- Salaries, Allowances and Related Expenses 50%
- Capital Expenditure 19%
- Non-Salary Expenses 31%

Note: Depreciation excluded: Non-cash item