Barker
College

Barker Annual Report
2025

Barker College

Honor Non Honores

Mission

An Anglican community inspiring
every learner
every experience
every day

Vision

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

Values

Commitment
Compassion
Courage
Integrity
Respect

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

About Barker College

Barker College is a Pre-K to Year 12 coeducational Anglican School located in Hornsby on Sydney's Upper North Shore. Boarding is offered from Years 10 - 12. More than 60% of current students live within 10km of the School.

Students from many faiths are enrolled at the School with an understanding that Barker's Christian values guide all aspects of the School's endeavours.

- **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.

In 2023, the Head of Barker College, Mr Phillip Heath AM, was named Australian School Principal of the Year at the 2023 Australian Education Awards. Barker College was also recognised as an Employer of Choice in the Australian Business Awards in 2023.

A Barker education is shaped by our focus on preparing students for a life beyond the school gates. We seek to expose our students to diverse opportunities and experiences, so that they are able to develop resilience and adaptability within a supportive environment. As a coeducational school, Barker College places a strong emphasis on providing a safe and inclusive culture for all.

In our Junior School, the Primary Years Programme of the International Baccalaureate, emphasises putting learning in a global context and making real world connections with learning. Curriculum in Pre-K to Year 6 is designed to support this aim, encompassing students' academic wellbeing, as well as their social, physical, emotional and cultural needs.

Barker's curriculum in the Secondary School is adaptive and flexible, allowing for student choice and catering for interest and ability. Our students are taught to think critically, apply knowledge in new situations and develop the skills needed to become lifelong learners. Our curriculum develops the knowledge and skills needed by our future leaders; it challenges students and prepares them for a future that is in many ways undefined. With the ability to offer such a broad curriculum, the School's students are enriched in their interest areas. Barker endeavours to meet the diverse needs of students with both support and extension programs.

There is an established and active pastoral care House structure for all students from Pre-K to Year 12. Students attend chapel once a week and Connect Groups twice a week.

Every Barker student enjoys the benefits of a broad, well-rounded co-curricular program that includes creative and performing arts, sport, STEAM, robotics, debating and service and leadership development. Students are involved in the Outdoor Education program, allowing opportunities for Extended Stay in Central Australia, trips to Barker's Outdoor Education property, The Grange, in Mt Victoria, along with camps and other outdoor opportunities. Students are also able to take part in our long-standing Cadets program.

In partnership with local Aboriginal communities, Barker College operates three Indigenous campuses for Aboriginal students from Kindergarten up to Year 8. Two regional campuses are in the NSW Central Coast and Lower Hunter Valley and one remote campus in the Gove Peninsula in North East Arnhem Land, NT. Our children in these three schools are achieving remarkable rates of attendance and strong growth in literacy and numeracy.

In its first full year, Barker's school for students from a refugee background, Marri Mittigar, has become a strong, connected and richly diverse community, with students representing countries including Afghanistan, Ukraine, Iran and Venezuela. Central to its model is the nurturing of first language and culture, with students spending part of each week immersed in their heritage languages, strengthening literacy and identity.

Barker College is a Round Square school, a global community of over 200 schools across 50 countries who share common ideals for character education based on deep experiential learning. Our approach to character education encourages young people to consider the contribution they will make to the world beyond their own postcode, with service and gratitude at the heart of our enterprise.

The School enjoys a global reputation of making significant contributions to the education of students, in particular in the area of STEAM and Robotics. In 2022, Barker College was admitted to the Robotics Hall of Fame, the only school outside the United States to achieve this recognition. Continuing the vision to inspire global hope, the Robotics team shares knowledge and understanding with teams around the world, supporting the development of Indigenous teams in remote Australia and students in third world countries.

Priority areas for improvement identified for 2026 include the following aimed at strengthening teaching and learning, enriching the student experience, and positioning the School for future growth:

- A whole-school Learning Paradigm (Pre-K—12) will be developed to establish a consistent approach to pedagogy and assessment, with a shared language and pilot programs preparing for full implementation. In the Secondary School, a renewed emphasis on inquiry-based learning will support academic rigour through strengthened curriculum design and data-informed practice.
- A comprehensive review of the Co-curricular Experience will audit current offerings and shape a long-term strategy to 2035, ensuring quality, balance and sustainability. Complementing this, continued investment in Robotics and Engineering will further expand opportunities in innovation and applied learning.
- A whole-school Communications Review, undertaken with external support, will streamline messaging, improve clarity, and strengthen engagement with families and stakeholders.
- Further strengthen the commitment to a psychologically safe work environment by reviewing the 2025 Staff Wellbeing Pulse Check feedback and channelling energy into the Staff Wellbeing Working Group, ensuring feedback translates into action where relevant and timely.
- Embedding the Parent Charter, a shared agreement for respectful partnerships with families, complementing our refreshed complaints and feedback processes.
- Implementing a Calendar of Wellbeing to make support visible with Staff Club activities, flu vaccinations and MHFA courses. These initiatives align with national priorities.
- Continued focus on improving academic connection and results across the School, providing academic efficiency, fluency, alignment and efficacy.
- Hosting the Round Square International Conference for 1200 delegates from across the globe in September 2026.
- Hosting the 2026 FRC Robotics "Downunder Championships", which will bring teams from throughout the Asia-Pacific region to Barker.
- Finally, development of the School's next Strategic Plan will provide a clear framework to guide Barker's continued growth and impact.

For more information about the School, please visit our website: www.barker.college

Report from the Chair of the Barker College Council

Barker College is a vibrant community which aspires to be a place of belonging for all. And the most important people in that community are Barker's current students.

Through the dedication and skill of its teaching and support staff, Barker's principal focus is, indeed always has been, on the students in their academic outcomes, in their participation in sports and other co-curricular activities, and in facilitating their pastoral care and wellbeing. All of this is guided and informed by the Christian framework within which the School has always operated since Barker's first Head, Rev. Henry Plume, founded the School in 1890 at Kurrajong Heights.

The year just passed has been another significant year in the life of the School.

In 2025, Barker College continued to strengthen its foundations through a series of strategic initiatives focused on innovation, partnership and governance. A significant milestone was the successful launch of the Veracross Student Information System, enhancing connectivity and transparency for students, staff and families, and supporting more effective engagement with teaching and learning.

The School also launched the new Parent Institute, equipping families with practical tools and shared understanding in the vital work of nurturing young people. Complementing this, the introduction of the *Respectful Partnerships Charter for Barker Parents & Guardians* has reinforced the importance of strong, respectful relationships between home and school.

Child safety remains a priority. In partnership with Halloran & Morrissey, a comprehensive audit commenced in Term 4 2025, reviewing policies, practices and environments across the School. This process, continuing into 2026, will guide further strengthening of safeguarding measures.

The School is also preparing for the NESA registration and accreditation cycle for Barker Hornsby and Darkinjung Barker in Term 1 2026. Staff are working diligently to ensure all compliance and curriculum standards are met, positioning Barker for continued excellence in the years ahead.

David Charles
Chair of the Barker College Council

Report from the Head of Barker College

The 2025 Jubilee year marked 50 years of coeducation at Barker, providing an opportunity to honour the School's heritage while rearticulating its purpose: forming students of character, equipped for leadership with humility.

This anniversary coincided with the first cohort of Barker to complete a fully coeducational Secondary School (2020-2025) in our 135th year.

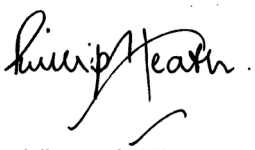
Academic outcomes were strengthened through the introduction of real-time academic tracking dashboards and a Grade Point Average system, alongside consistently strong student feedback reflecting high levels of engagement, challenge and support in the classroom.

A defining feature of the year was the breadth of opportunity across the School. Barker hosted the World Leading Schools Association Global Student Conference, welcoming over 180 students from 15 countries, reinforcing its position as a globally connected educational community. In 2026 Barker will host the Round Square Global Student Conference, bringing over 1000 students from 40 countries into Sydney.

Significant progress continued across key initiatives. Indigenous education expanded, including the opening of the new Dhupuma Barker school in North East Arnhem Land, while Marri Mittigar strengthened its unique model of education for students of refugee experience.

Student achievement was evident across academic, sporting, cultural and co-curricular domains, with outstanding performances in robotics (including a third-place global finish), creative and performing arts, and service learning programs that continue to shape socially responsible young people.

Community engagement remained a hallmark of Barker's identity, demonstrated through extensive service partnerships, a vibrant parent community, and the success of the inaugural Giving Day, which raised over $833,000 to support scholarships and families in need.



Phillip Heath AM
Head of Barker College

Report from the Chair of the Barker College Foundation

The past year has been one of remarkable generosity and shared purpose within the Barker community.

In the 2024—2025 financial year, the Foundation welcomed 258 new donors who each contributed $200 or more, joining a growing network committed to making a difference. Together, we raised more than $3 million, a testament to the strength of our shared vision.

A highlight of the year was the inaugural Barker Giving Day, which raised $833,500 from an extraordinary 973 donors. Beyond the impressive total, what stands out most is the breadth of participation - through donations and volunteering. This reflects one of the Foundation's key strategic priorities under our Culture of Giving pillar. In truth, Giving Day did not create a culture of giving at Barker; it revealed a culture of generosity that has always been here. This spirit aligns with the Foundation's values:

- Inspiring hope and providing care for the disadvantaged and vulnerable
- Being positive role models for our children
- Sharing with others out of the abundance we have received

The Foundation's presence at the Spring Fair in September was another highlight, where Board Directors and volunteers worked tirelessly selling dumplings, bubble tea and exquisite sugar paintings. This effort raised several thousand dollars and strengthened the Foundation's profile within the School community.

We are grateful to the many donors who continued to support the work of the Foundation through donations made to the various funds including the Indigenous Education Fund and the Future Fund.

I recognise the efforts and assistance I have received from my fellow Directors who each individually add significantly to the role of the Foundation. They enthusiastically give their time and share their experience in a very genuine way.

Aaron Black
Chair Barker Foundation

School Captains' Reflections

Schooling here at Barker has been more than just lessons and exams. It has been where we have grown up, made friendships, found passions, and learnt about who we are and where we are going.

The years we have spent at Barker have been full of differences. Not one of us has walked the same journey. Not one of us can speak on behalf of all of us. However, this is what makes it all so special. Our year group, in a completely unbiased opinion, is the BEST. Throughout our time at Barker, we have shown a kindness and compassion for one another that cannot be faked.

When you walk around, our cohort gives off a feeling of genuine care and love for one another. That is one of the reasons why 2025 has been so memorable and amazing. It has been an utmost pleasure to have led the Class of 2025 this year. Thank you for putting up with my sometimes-horrible jokes (key word: sometimes) or my hybrid English speeches which aimed to motivate people but usually ended with groans. Honestly, I think some of you deserve awards for sitting through them. It has been a joy to get to know every single one of you over the past six years, and I am beyond excited to see where life takes us in the not-so-distant future.

Finishing school feels both like an ending and a beginning. It is the close of a chapter we have written together, but it is also the start of new journeys where we will take what we have learnt here into the wider world. No matter where we go, we will all be connected by a single thread. Some would even call it the red thread. So, with that, my final words to the Class of 2025 are simple: thank you for making these years unforgettable. It has been a privilege growing up alongside you.

Bea Meyer
2025 School Captain

Like I always say, I've figured out that the best of Barker is found in the little things. Over our years at the school, Barker has been more than a place of classes, recess, and lunch.

It's been a place infested with people making the little things count. It's not the big things, the exams or the timetables, or the HSC I'll remember most, but the way our group seemed to lift each other up without even trying, the happiness I get from looking into the stands on a Friday night against Knox, and the comfort knowing you have a whole school backing your every move.

I've come to realise this isn't a new idea. Dietrich Bonhoeffer once wrote that "it is not the great moments, but the small acts of service, that hold a community together." I think that's what I've seen most clearly in our year. It reminds me of Paul's words in 1 Thessalonians 5:11: "Therefore encourage one another and build each other up, just as in fact you are doing." Above anything, that's the legacy of our class, the Class of 2025. It's easy to say "school spirit" as if it's just house vs house at a carnival, but I think we've lived it in a bigger way: by showing up for each other. By showing up, not just in the big, but the small. That doesn't mean the small things were easy, though. But somehow, through all of that, we kept going. And not just going. We thrived, we encouraged, and we found joy in the middle of it. We, as a cohort, made it possible to bear the weight of the big things.

To me, that's what Barker has given us. Not just an education, but a group of people to walk through it with — people who made hard days lighter and good days even better. None of us know exactly what that will look like, but I urge you to remember to always remember the little things within the big things that made this Barker journey so, so special.

So, to the Class of 2025: Thank you. This is a year group worth being proud of. We've finished this chapter, but the best part is that the story doesn't stop here.

Huntley Stace
2025 School Captain

Literacy & Numeracy Assessments
2025 (NAPLAN) in Years 3, 5, 7, 9

In 2025, students in Years 3, 5, 7 and 9 participated in the national Numeracy and Literacy Assessments, known as NAPLAN. NAPLAN assesses individual student achievement in areas of literacy and numeracy. The overall literacy component of the NAPLAN includes areas of reading, writing, spelling and language conventions. The writing component of the NAPLAN is an assessment of a student's writing ability, encompassing aspects of text structuring, grammar, spelling and punctuation.

Students in Years 3, 5, 7 and 9 are tested in reading, writing, spelling, grammar and punctuation, and numeracy.

The School's average was well above or above when compared to results of 'All Australian students' in all year levels and components, and well above, above or close to when compared to results of 'Students with similar background'.

More information can be found on the My Schools website: www.myschool.edu.au including student results over time.

Year 3	Barker				State			
Component	Exceeding	Strong	Developing	Needs additional support	Exceeding	Strong	Developing	Needs additional support
Grammar & Punctuation	39.80%	46.94%	10.20%	3.06%	14.62%	43.14%	25.39%	14.94%
Numeracy	48.98%	45.92%	3.06%	2.04%	12.77%	53.55%	23.25%	8.61%
Reading	62.89%	31.96%	4.12%	1.03%	20.41%	47.73%	20.48%	9.49%
Spelling	35.71%	57.14%	6.12%	1.02%	20.32%	46.37%	22.47%	8.93%
Writing	24.49%	73.47%	2.04%	0.00%	9.74%	70.75%	13.59%	3.99%

Year 5	Barker				State			
Component	Exceeding	Strong	Developing	Needs additional support	Exceeding	Strong	Developing	Needs additional support
Grammar & Punctuation	43.11%	44.91%	10.78%	1.20%	19.37%	47.16%	21.13%	10.76%
Numeracy	53.29%	40.12%	4.19%	2.40%	16.50%	54.51%	20.30%	7.17%
Reading	49.70%	44.91%	3.59%	1.80%	21.66%	52.97%	17.01%	6.80%
Spelling	43.71%	47.31%	8.38%	0.60%	23.78%	48.62%	18.55%	7.48%
Writing	31.74%	60.48%	7.19%	0.60%	11.28%	57.02%	22.44%	7.67%

Year 7	Barker				State			
Component	Exceeding	Strong	Developing	Needs additional support	Exceeding	Strong	Developing	Needs additional support
Grammar & Punctuation	46.65%	42.99%	8.54%	1.83%	20.52%	45.08%	21.08%	11.81%
Numeracy	53.96%	42.07%	3.35%	0.61%	19.46%	51.97%	18.91%	8.17%
Reading	56.10%	39.63%	3.66%	0.61%	23.11%	48.14%	19.46%	7.79%
Spelling	47.26%	44.51%	7.62%	0.61%	28.30%	47.89%	16.24%	6.06%
Writing	36.59%	54.27%	8.23%	0.91%	18.69%	48.25%	22.35%	9.21%

Literacy & Numeracy Assessments
2025 (NAPLAN) in Years 3, 5, 7, 9 *(Continued)*

Year 9	Barker				State			
Component	Exceeding	Strong	Developing	Needs additional support	Exceeding	Strong	Developing	Needs additional support
Grammar & Punctuation	45.93%	43.60%	9.30%	1.16%	18.27%	40.56%	27.12%	12.38%
Numeracy	41.69%	49.85%	7.58%	0.87%	14.72%	53.16%	21.47%	8.98%
Reading	42.57%	48.10%	7.58%	1.75%	19.36%	46.99%	22.76%	9.23%
Spelling	40.70%	51.16%	6.98%	1.16%	21.15%	53.94%	17.49%	5.74%
Writing	43.02%	44.48%	11.34%	1.16%	21.44%	41.02%	26.00%	9.88%

Secondary Student Outcomes

ATAR Results

Barker students achieved outstanding results in the 2025 Higher School Certificate, reflecting both academic excellence and sustained commitment across the cohort. These achievements were led by Hamish Hudson, Cyrus Leung and Leonard Tang who attained the maximum ATAR of 99.95, an exceptional accomplishment that places them among the highest-achieving students in the state.

Two students were awarded first-in-course honours; Simon Greager in Agriculture and Hamish Hudson in Software Engineering. Cyrus Leung achieved second place in the state in Modern History. In total, Barker students secured ten state placing results across a range of subjects.

Strong overall performance was further demonstrated by 26 All-Rounders - students who achieved a Band 6 or E4 in 10 units of study - reflecting consistently high achievement across multiple subjects. Additionally, 26 students received an ATAR above 99, and 137 students achieved an ATAR of 90 or above. This represents 38% of the cohort, underscoring the strength of outcomes not only at the very top but across a significant proportion of graduating students. We also have some outstanding 'most improved' results. These are students who took their Year 11 results from 2024 and worked hard to improve their projected ATARs, some by as many as 10 marks.

2 Unit Subject	No. of Students	State Band 5+6%	Barker Band 5+6%	State Band 6%	Barker Band 6%
Agriculture	92	35%	80%	11%	36%
Ancient History	31	35%	65%	9%	16%
Biology	87	36%	75%	7%	21%
Business Studies	112	38%	79%	12%	41%
Chemistry	90	38%	71%	11%	28%
Dance	5	70%	100%	22%	20%
Design and Technology	18	49%	78%	11%	39%
Drama	35	59%	94%	23%	51%
Earth and Environmental Science	25	38%	60%	8%	20%

Secondary Student Outcomes *(Continued)*

Top Band 2 Unit

2 Unit Subject	No. of Students	State Band 5+6%	Barker Band 5+6%	State Band 6%	Barker Band 6%
Economics	53	53%	85%	14%	32%
Engineering Studies	16	29%	56%	9%	0%
English Advanced	248	65%	88%	13%	19%
English EAL/D	1	23%	100%	5%	0%
English Standard	109	13%	26%	0%	0%
Enterprise Computing	8	30%	50%	5%	13%
French Continuers	3	63%	100%	28%	100%
Geography	61	42%	64%	12%	25%
Industrial Technology	19	23%	68%	8%	26%
Investigating Science	6	39%	83%	8%	0%
Japanese Continuers	9	56%	100%	23%	11%
Latin Continuers	5	81%	100%	57%	80%
Legal Studies	32	45%	81%	15%	41%
Mathematics Advanced	135	51%	76%	23%	33%
Mathematics Standard 1 Examination	10	19%	20%	3%	0%
Mathematics Standard 2	158	30%	57%	9%	16%
Modern History	75	36%	64%	10%	19%
Music 1	9	67%	89%	22%	44%
Music 2	11	86%	100%	40%	82%
Personal Development, Health and Physical Education	99	35%	65%	9%	12%
Physics	61	38%	66%	13%	36%
Society and Culture	19	47%	79%	12%	16%
Software Engineering	17	36%	71%	8%	35%
Studies of Religion II	4	49%	75%	13%	0%
Textiles and Design	13	49%	77%	16%	38%
Visual Arts	47	64%	100%	16%	26%

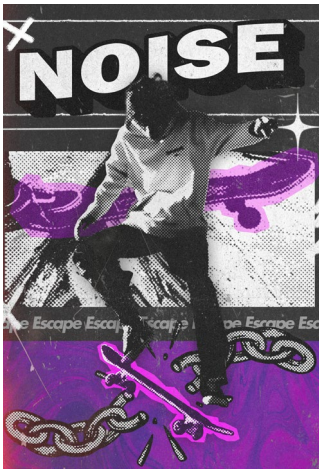
BAM-STEAM05
Bambu Lab
P1S
BAM-STEAM05

School Performance in National and State-wide Tests and Examinations

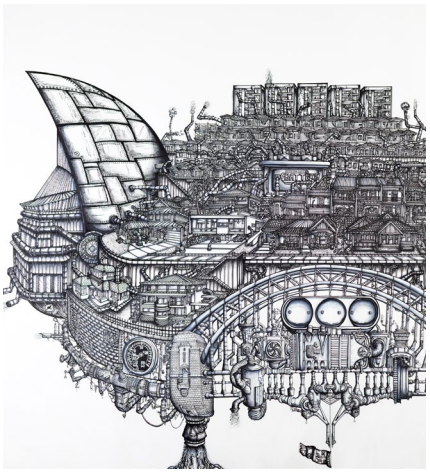
ARTEXPRESS

The following student(s) Body of Work have been selected to be included in **ARTEXPRESS** and will be exhibited at various galleries around NSW throughout 2026.

Scarlett Nelson
Her Time is Now



Lucas Schreiber
The City is My Playground



Nicholas Skraem
Unobtanium: The Illusion of the Australian Dream

ENCORE

ENCORE presents a selection of outstanding major works by HSC Music students in NSW including performance, composition and musicology.

ENCORE was held at the Sydney Opera House on Monday 2 March 2026.

Performance Nominations:

Brianna Chen
Violin

Leo Chin
Piano

Amelia Diacopoulos
Saxophone

Osin Du
Flute

Stephanie Gu
Piano

Elyssa Koh
Basson

Leonard Tang
Violin

Composition Nominations:

Amelia Diacopoulos

Elyssa Koh

Kevin Sun

Joseph Whittaker

SHAPE Industrial Technology

SHAPE is a selection of outstanding works from HSC Design and Technology, Industrial Technology and Textiles and Design students.

SHAPE was held at the University of Technology, Sydney from Monday 16 March 2026 to Saturday 11 April 2026.

The following students were nominated.

Frederick Bown
Butcher's Block

Thomas Boyes
Bespoke Writing Desk

Noah Evans
Golf Storage Cabinet

Max Fitzgerald
Matching Bedside Tables

Oliver Isemonger
Floating Walnut Coffee Table

William Kings
Jarrah Live Edge Coffee Table

Spencer Kissick
Trapezoidal Desk

Hugh Lucas
Japanese Inspired Outdoor Dining Table

Georgie Phipson
Butcher's Block

Madeleine Treatt
Japanese Inspired Craft Cabinet

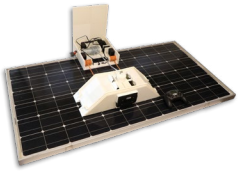
School Performance in National and State-wide Tests and Examinations

SHAPE Design & Technology

SHAPE is a selection of outstanding works from HSC Design and Technology, Industrial Technology and Textiles and Design students.

SHAPE was held at the University of Technology, Sydney from Monday 16 March 2026 to Saturday 11 April 2026.

The following students were nominated.



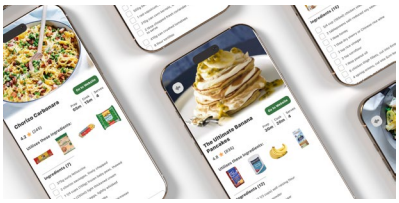
Tanner Allen
Solar Panel Auto-Cleaner

Yue Leon Chia
Aid to Help Elderly to Stand Up

Samuel De Villiers
Sustainable Hair Jewellery

Marie Johnston
Beach locker for surf boards

Felix Larkin
Beach Cleaning Device



Samuel Reso
Plates - Household Food Waste App

Jack Jones
Trail Link -
Bush Walking Location System

OnSTAGE Group Performance

OnSTAGE is an annual showcase of HSC Drama performances and individual projects that was held at the Seymour Centre from Saturday 7 February to Friday 13 February 2026.

The following students were nominated.

Mitchell Armstrong, Hollie Humphris, Emily Kunce, Skye Turner
Who brought the Mallet?

James Arrowsmith, Will Evans, Zara Kellahan, Oscar Soames
Kamp

Marcus Braxto-Boal, Zac Cuss, Indigo Fenson, Beatrice Meyer, Finlay Parker
The Space Race

Keira Dostine, Ada Fettahlioglu, Claire Slawski, Zara Wilson
For Our Sisters!

Luca Grace, Oliver Horan, Finley Pridmore, Rafael Teggins
Something Wicked this way Comes

April Hatcher, Maria Kulish, Will Streeter, Annabel Cameron
Rumspringa

School Performance in National and State-wide Tests and Examinations

OnSTAGE Individual Project

OnSTAGE is a showcase of HSC Drama performances and individual projects that was held at the Seymour Centre from Saturday 7 February to Friday 13 February 2026.

The following students were nominated.

Individual Performance:

James Arrowsmith
Let It Rip

Annabel Cameron
Patsy's CATastrophy

Zachary Cuss
To kill a mocking bird

Keira Dostine
Avenue Q

William Evans
Telephone Terrorists

Indigo Fenson
The Letter

Ada Fettahlioglu
Songs for nobodies

Luca Grace
Richard III

Scarlett Jones
Olenna

Zara Kellahan
Raquel

Maria Kulish
Dear Lorrie

Emily Kunce
All the world's a stage we're going through

Beatrice Meyer
I am not OK

Michael Papapantos
The speech

Tilly Rickward
The age of consent

Oscar Soames
Tell-Tale Heart

Rafael Teggins
The outsiders

Skye Turner
Tell tale heart

Individual Project:

April Hatcher
Director's Folio: Antigone

Cici Shen
Portfolio of Theatre Criticism

Zara Wilson
Portfolio of Theatre Criticism

Teacher Accreditation

Teaching Standards

Numbers of teachers at Barker College are listed below for 2025:

Category	Number of Teachers
Teacher qualifications	350
Teachers Accredited at Proficient Teacher	9
Teachers Accredited at Experienced Teacher (ISNSW CMEA) in 2025	14
Teachers Accredited at Highly Accomplished at Barker College	5

Accredited Professional Development: NESA Endorsed Provider

The School continues to be an accredited NESA Endorsed Provider which enables accredited teaching staff at Barker College at the level of Proficient Teacher to complete NESA accredited hours through professional learning at Barker College. The following professional development activities were undertaken by staff in 2025:

Description of Professional Learning Activity	No. of Staff Participating
Senior staff: Skills and strategies in leadership to support staff development, faculty management, and student learning outcomes	80
• Teaching staff across the Junior and Senior school undertook professional learning that fulfilled the requirements of the NESA Priority areas and aligned with Barker's Strategic Plan and the Teaching and Learning Framework. This included: • Subject-related knowledge and skills • Educating students with identified and specific learning needs • Aboriginal education and supporting Aboriginal students • Student well-being and mental health • Primary Years' Programme • Information Communication Technology • School strategic teaching and learning initiatives	378
Pastoral care programmes	50
Teacher accreditation — induction, management of and provision of professional learning for teachers seeking and maintaining accreditation at the levels of Proficient, Experienced Teacher (AISNSW ISTAA)	17
Staff undertaking postgraduate research	5

Workforce Composition

Number of Permanent and Temporary Staff

(Averaged across 2025)

- Headcount 530
- Total Full Time Equivalent (FTE) 473.43**

Number of Permanent and Temporary Teaching Staff

(Averaged across 2025)

- Headcount 315
- Total Full Time Equivalent (FTE) 297.46**

*** excluding staff on leave with replacement*

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

- Cocurricular Staff, Casual: 4
- Professional Services Support Staff, Casual: 3
- Teachers Permanent Staff: 2
- Teachers Aide Permanent Staff: 2
- Director Operations - Indigenous Program, Permanent Staff: 1
- Music Tutor Contractor: 1
- Male: 4, Female: 15

Student Attendance

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.

	2025 Attendance Rate (%)	2024 Attendance Rate (%)	2023 Attendance Rate (%)	2022 Attendance Rate (%)
Pre-K	92.29%	93.45% (K0 - KG)	94.68% (K0 - KG)	90.60% (K0 - KG)
K	95.60%			
1	97.21%	95.26%	93.68%	91.03%
2	95.75%	94.57%	94.47%	92.30%
3	95.46%	93.97%	95.34%	92.44%
4	96.23%	94.79%	95.98%	92.44%
5	96.16%	95.20%	94.53%	92.01%
6	95.31%	94.25%	94.76%	91.04%
7	95.62%	93.46%	94.00%	90.99%
8	93.14%	93.04%	93.64%	90.73%
9	93.77%	91.88%	92.52%	88.04%
10	92.21%	90.75%	91.24%	88.92%
11	93.45%	90.03%	91.01%	86.56%
12	95.78%	91.43%	90.34%	87.25%
Overall	94.44%	92.28%	92.65%	89.34%

Management of Non-Attendance

Attendance each day of school, and at compulsory events, sport, and co-curricular activities that a student has elected to join, unless ill or granted leave in advance, is a condition of enrolment.

In accordance with the Enrolment Policy and the Attendance Policy, the Student Attendance, Lateness and Absence Procedure assists in the management of non-attendance.

This includes:

- A register of student attendance is taken daily. Parents are responsible for personally notifying the School as early as possible (and prior to the start of the school day if possible), via the online system when their child is absent from school.
- Identifying and recording absences from classes and lateness.
- Monitoring the daily attendance and identifying patterns of unexplained absence.

Absences are regularly monitored by Class Teachers (Junior School) and Heads of House (Secondary School). If absences reach certain thresholds concerns must be escalated to the Head of Junior / Middle / Senior School to investigate the absences and take further steps as are considered necessary. Unexplained absences from classes or school are followed up with the student and, where a pattern or concern arises, with parents. Appropriate pastoral action using a restorative approach in keeping with the Promoting Positive Relationships approach is taken to address the issue. The School notifies parents where a student has a poor record of school or class attendance.

Applications for leave during term time must be made in advance, and in writing to the relevant staff member who has the authority to approve an absence of that type and duration. The School does not generally approve the taking of leave for travel during term time. Travel should be organised wholly within published holidays. Parents whose child is absent without approved leave are advised that they and their child are jeopardising their place in the School. Extended Leave must be requested in writing and requests will be considered in the light of individual circumstances.

At any time when a student's absences are considered likely to interfere with their educational progress, several steps will be taken to help address the issue, including involving the student, their parents, and other internal and external support bodies where appropriate. The aim is to:

- Arrive at an understanding of the student's circumstances;
- Facilitate the student's return to school;
- Co-ordinate the services and strategies to support student's continuing studies;
- Seek to ameliorate the effect of the absence on the student's educational progress; and
- Explore appropriate strategies to address the absence issue and support the student.

Students are expected to attend certain compulsory events, which may occur outside of class times and on weekends. Absence from compulsory events requires written request and, where appropriate, a medical certificate may be required. Unexplained absences from compulsory events are followed up by relevant staff, requesting an explanation for the absence and may also result in disciplinary actions. Participation in school sport is compulsory for every student from Year 3 onwards. This participation involves attendance at training sessions and, in most cases, a Saturday commitment. Unexplained absences from sporting commitments usually result in disciplinary actions.

Where a student has committed to a co-curricular activity, the student is expected to attend all classes, practice sessions and events in relation to that co-curricular activity. Unexplained absences from co-curricular commitments usually result in disciplinary actions.

Post School Destinations

303 students from the Class of 2025 received offers from UAC for places in NSW/ACT universities. 219 of these offers were made for double degree courses. This data does not reflect early entry offers or offers from overseas or interstate universities. A number of students did not apply for a university place. Based on our destination survey, 7 students pursued courses with TAFE or other training providers or they entered the workplace.

The most popular career related choice of university study was commerce and economics, followed by engineering and technology and then health related degrees.

Early Entry Offers

UTS 196

Macquarie 114

UNE 43

CSU 23

ACU 26

Please note that not all universities report this data to schools.

University	Class of 2025	Class of 2024	Class of 2023
	No.	No.	No.
Macquarie	92	101	101
UNSW	66	56	56
USYD	118	102	102
UTS	68	92	92
Canberra	3	5	5
Newcastle	12	25	25
ACU	11	18	18
Southern Cross	2	0	0
UNE	12	6	6
ANU	7	3	3
Wollongong	4	2	2
Latrobe	1	0	0
WSU	18	7	7
CSU	7	2	2
Griffith	2	1	1
Australian Maritime	0	0	0
Think / Torrrens University	1	0	0
ICMS	5	2	2
ACAP	1	0	0
NAS	1	0	0
SAE	2	1	1
MIT Sydney	1	1	1
Notre Dame	3	3	3
TOTAL	437	427	427

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

School Policies

The following school policies are publicly available on the School's website here www.barker.college/school-policy

- Anti-Bullying Policy Barker
- Complaint Policy
- Discipline Policy Barker
- Child Protection Policy
- Enrolment Policy Barker
- Privacy Policy

These policies are also made available in electronic or hard copy form on request.

Student, Teacher and Parent Satisfaction

Parent Satisfaction

Barker College is committed to listening to the views and expectations of 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 2025, 518 parents from Years 3, 5, 7, 10 & 12 participated in surveys and provided views on areas such as academic performance, pastoral care, Christian studies, co-curricular, 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 children.

The top five areas are noted below:

- 87% of parents noted their expectations were met or exceeded in relation to the Quality of teaching
- 97% of parents noted their expectations were met or exceeded in relation to a Balanced education
- 92% of parents noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
- 98% of parents noted their expectations were met or exceeded in relation to The Head of Barker College's leadership
- 97% of parents noted their expectations were met or exceeded in relation to facilities and resources.

Parents were asked to provide open responses to the most valued aspects of Barker College. The most frequently nominated aspects were:

2024 Barker College Yrs 3/5/7/10/12 Parents - What do you value most about your association with the College? (Top 5)

- Community & Belonging
- Well-Rounded Education
- Caring Staff & Pastoral Support
- College Leadership
- Opportunities for Students

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. Examples which have high participation include the expansive Music program, a growing Dance program, and a well-renowned Robotics program. There is a high retention rate of students and the significant support by students of School events. For example, supporters attending sporting and drama events highlight the level of School spirit displayed by Barker students.

Student, Teacher and Parent Satisfaction *(Continued)*

Teacher Satisfaction

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

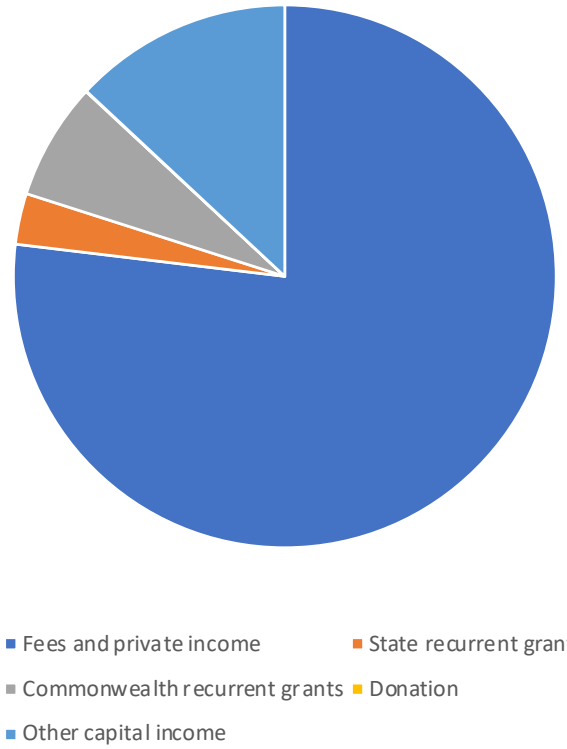
In 2025 the school created and implement the Aspiring Pastoral Leaders Program to invite future leaders into a professional development program for readiness for Head of House positions.

Barker College is committed to building a mentally healthy and supportive workplace culture. With 8 accredited Instructors, over 350 staff trained as Mental Health First Aiders, and regular courses offered in Youth Mental Health First Aid to staff and families, the School continues to run Teen MHFA Program in Year 7 and for boarding students. As this was started in 2024, a third of Secondary students have now been trained in Teen MHFA and by the end of 2029 all secondary students will have been trained.

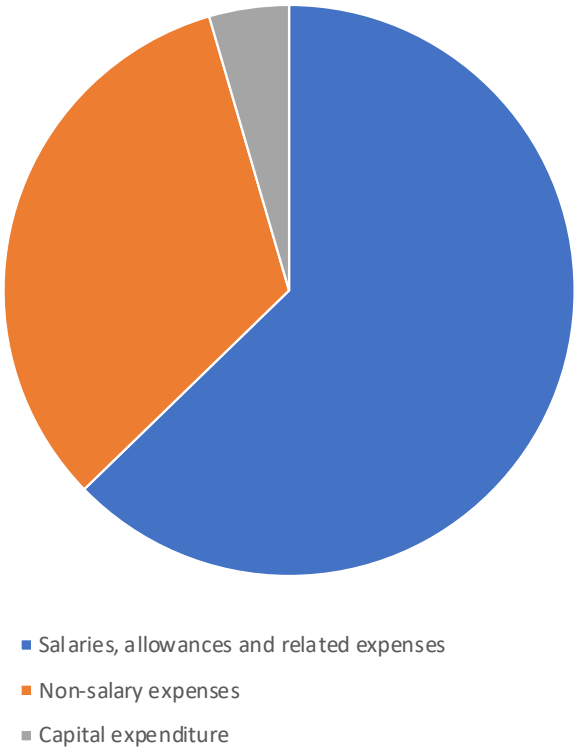
The Barker Common Room Staff Association has three individual chapters for the Junior School, Secondary School and Support Staff and contributes to the positive morale and social wellbeing of the staff. The respective elected officers meet once a term with the Head of Barker College and Deputy Head People & Culture, to discuss matters raised by its members. Teaching Staff are surveyed in June each year to seek their preference for classes in the following academic year. Most teaching staff have their requests accommodated. Staff Wellbeing Pulse Checks also continued twice yearly throughout 2025.

Summary Financial Information 2025

Recurrent/Capital Income



Recurrent/Capital Expenditure



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June 2026