



Barker
College



Barker Barang
2023 Annual Report

Ngarralingayil



Barker



Darkinjung Barker



Barker
College

Honor Non Honores

Mission

An Anglican community inspiring
every learner
every experience
every day

Vision

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

Values

Commitment
Compassion
Courage
Integrity
Respect



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

A Message from Key School Bodies



Darkinjung Barker and Ngarralingayil Barker have continued to be an important part of the Barker College school profile.

The two campuses are well established and are meeting the needs of their communities, each in unique ways. We continue to see the children grow as individuals, proud of who they are, their aboriginal heritage and identity and excited to come to school each day. The addition of Administration support in 2023 with an Indigenous Campuses' Operations Manager, has assisted staff in the day-to-day operation of the campus. In addition, the Year 13 internship program continues to provide valuable support to teaching and learning.

We are grateful to be working in partnership with key aboriginal communities, Darkinjung Local Aboriginal Land Council and Kiray Putjung Aboriginal Corporation. The wisdom, guidance and support of local community elders is essential in the success of the schools and the development of cultural

knowledge and understanding in the emerging generation of community leaders.

Student attendance is positive with both NSW campuses maintaining average rates overall around 80%, extremely positive for Indigenous communities across Australia. Enrolment numbers have been strong with 22 children at Darkinjung, and 14 children at Ngarralingayil. These numbers have fallen from figures in 2022. The remoteness of the campus and distance travelled each day have had an impact on enrolment numbers. At the end of 2023, one of the Year 6 children from Darkinjung transitioned to Year 7 at Barker College, Hornsby whilst one went to a Central Coast High School and another is boarding at another Independent School in Sydney following in the footsteps of an older brother.



Building opportunity to employ and develop aboriginal educators is seen as a prime objective of our schools. Across the campuses there are three Aboriginal teachers and an Aboriginal teachers' aide. This is such a benefit within the classroom. It has allowed for the building of the Indigenous language in the program. Two of the Aboriginal teachers have been studying a Masters in Indigenous Language Education from Sydney University, completing the course at the end of 2023 and graduating in early 2024.

Students continue to love coming to school and are happy in their school environment and importantly, they feel safe. This has a positive impact on their engagement and their learning progress.

The children are continuing to thrive, becoming more confident, developing socially and emotionally. In a small school environment, where connections and relationships are fostered, and where culture is celebrated, these children are making the most of their schooling.

Phillip Heath AM
*Head of Barker College
 Head of Darkinjung Barker
 Head of Ngarralingayil Barker*

A Message from Key School Bodies



The academic programs provide the children with the foundation skills necessary for successful learning and the children are all showing the appropriate levels of development and improvement.

The Schools continue to engage with Good to Great Schools literacy programs and they are progressing positively. The eight cycles of School practice provide a systematic way to drive continuous school improvement with a focus on professional development for teachers, data driven improvement for students, peer collegiality amongst teachers and community engagement. Support is provided through each stage of the program by the School Partnership Manager, School Partnership Coordinator and the Teaching Coach. There has been a greater focus on data collection and tracking performance. This has allowed us to more specifically identify areas for growth and plan strategies around individual student improvement.

The students at both campuses benefit from the Books in Homes program which provides them with nine new books each year that they choose from a selection of 48 books three times each year. The School library gets one copy of all 146 titles each year as well. This program has been sponsored by staff members from the Hornsby campus.

The students are also engaged in wonderful learning experiences beyond the classroom. Culture and heritage programs are central to the foundation for learning. The children regularly embark on excursions to broaden their experience and deepen their understanding. Culture and Heritage officers from the Darkinjung Land Council as well as a representative of Dhinewan Mentoring provided culture programs at the campus on a regular basis. In addition, traditional Wonnaruah language (Ngarralingayil Barker) and Darkinjung and Wiradjuri language (Darkinjung Barker) are being incorporated into teaching and learning programs. Children have represented the School at key community events including marching with veterans at Anzac Day, participating in cultural celebrations, dancing at NAIDOC week assemblies at the Hornsby campus and other significant Aboriginal organisation community events.



Robotics continues to be a wonderful addition to the programs at both NSW campuses. Both campuses have visits from Robotics staff from the Hornsby campus on a fortnightly basis. In addition, the Darkinjung children visit the Carden Ave Robotics Centre on their visit to the Hornsby campus on each alternate fortnight. The Darkinjung School hosted the VEX Robotics Regional Championships with teams from four schools attending. This event was a qualifying tournament for the State Championships held in Sydney.

In Athletics, the Darkinjung Barker small schools relay team participated at the NSW PSSA championships finishing 25th overall. One Year 6 girl also qualified for the IPSHA Championships in the 100m and 200m.

Connection across campus continues to be a highly sort initiative. The children from Darkinjung attend Hornsby each fortnight and the children from Ngarralingayil attend once or twice per term. The children join in the Junior School Cross Country Championships and Athletics Championships at Hornsby. Each of these campuses also join together as well a couple of times per term.

Students from the Hornsby campus travel to each of the campuses to participate in activities where they share knowledge and understanding as well as participate in buddy programs.

Additional opportunities were provided in 2023 to support local community events, particularly the Yarramalong Artisan Markets, as well as the Yarramalong Valley Spring Festival where the children provided art works, performed a dance and the staff and parents ran a community BBQ.

We are proud of all that our Indigenous schools are achieving and the benefits that are occurring for all of our school community.

Martin Lubrano
Head of Junior School

Information about Darkinjung Barker



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

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

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

Each community is very different, faces different issues, and our program is structured to this particular community.

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

Information about Ngarralingayil Barker



Ngarralingayil



Barker

Opened in 2020, Ngarralingayil Barker, is a campus of Darkinjung Barker, located at Wollombi on the site of the former Wollombi Public School, 45 minutes north of Yarramalong. It caters to students from the Cessnock, Maitland and Kurri Kurri area.

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

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

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

Student Outcomes

Standardised National Literacy and Numeracy Testing

In 2023, teachers worked diligently to create engaging lessons and stay connected as a school community. The academic program focused on aligning classroom work with learning on-country, enriching the cultural experience for all students. Darkinjung Barker and Ngarralingayil Barker collaborated closely with the Darkinjung Aboriginal Land Council and community groups to develop meaningful learning opportunities.

To foster lifelong achievement in literacy, the Books in Homes program continued for Darkinjung Barker and Ngarralingayil Barker students. With the support of Barker College staff sponsorship, this program specifically catered to students from regional and remote areas of Australia. The students thoroughly enjoyed receiving books throughout the year and engaging with ambassadors, nurturing their literacy skills.

In 2023, there continued to be a strong emphasis on student wellbeing and engagement amidst the challenges of learning. The URStrong Wellbeing framework continued to be implemented across all Junior School Campuses, and the Student Journal has played a vital role in connecting student wellbeing and learning. Teachers developed innovative wellbeing programs to promote physical activity and raise awareness about mental health.

The School Values at Darkinjung Barker and Ngarralingayil Barker played a significant role in creating a sense of belonging and fostering connections within and beyond the community. By relating the values to real-life examples, students were able to make meaningful connections and develop a positive mindset for making life choices.

The Schools' commitment to connecting with culture, heritage, and the community remained fundamental to the on-country learning experience at Darkinjung and Ngarralingayil Barker.

NAPLAN Results 2023

Darkinjung Barker

2023	Component	Exceeding	Strong	Developing	Needs additional support		
NAPLAN 3	Grammar & Punctuation	0	0	33.3	66.9		
NAPLAN 3	Numeracy	0	0	100	0		
NAPLAN 3	Reading	0	0	66.9	33.3		
NAPLAN 3	Spelling	0	0	33.3	66.9		
NAPLAN 3	Writing	Band 5	Band 4	Band 3	Band 2	Band 1	
NAPLAN 3	Writing	0	0	2	1	0	
		Exceeding	Strong	Developing	Needs additional support		
NAPLAN 5	Grammar & Punctuation	0	0	100	0		
NAPLAN 5	Numeracy	0	100	0	0		
NAPLAN 5	Reading	0	0	100	0		
NAPLAN 5	Spelling	0	100	0	0		
NAPLAN 5	Writing	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
NAPLAN 5	Writing	0	0	0	1	0	0

NAPLAN Results 2023

Ngarralingayil Barker

Three students in Year 3 and one Year 5 student from Ngarralingayil Barker sat the 2023 NAPLAN test. However, the School has been unable to obtain the School report for the 2023 test and therefore data is unavailable at the time of preparing this Annual Report.

School Determined Improvement Targets



- Work in conjunction with other schools/ organisations to replicate the model (or similar) that has been implemented at Barker's Indigenous schools.
- Close performance and achievement gaps in numeracy and literacy. Create a consistency with the implementation of the Good to Great Schools program in Literacy across the three campuses. Supplement Good to Great with other recognised phonemic awareness programs for early literacy development. ie Heggarty's, Mini-lit.
- Work towards the employment of a learning support teacher with specific focus across the recognition of children for NCCD support and then develop programs and strategies for implementation, consulting and working with classroom teachers.
- Continue to provide appropriate learning, behavioural and well-being support to students beyond the classroom. Engage specialists in learning support to work alongside classroom teachers. Further consolidate access to counselling services to work with students, families and external agencies.
- Continue to build on attendance rates of students aiming for consistency at 90% for all students.
- Further develop opportunities between Barker College, Darkinjung Barker and Ngarralingayil Barker to increase awareness of Indigenous culture.
- Establish opportunities for Indigenous educators to work within the programs at our schools. This could be through university partnerships providing practicum experience for trainee teachers, targeted employment programs for graduating teachers, training pathways for aboriginal community members to train as teacher assistants (co-teachers) or to upskill from a teacher assistant to a Primary school teacher.
- Build engagement of parents and community within the School.

Initiatives Promoting Respect and Responsibility

General Student Responsibilities

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

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

The School Prayer, in its simplicity, perfectly encapsulates the essence of everything our wellbeing policy represents. This prayer is spoken in Chapel and assemblies and students are reminded regularly that, by following its message, they will fulfil their responsibility in caring for and about each other. Our number one priority is 'Safety First'. This message seeks to keep every child aware of safety for self and others and is reinforced through assemblies. Our prayer provides a call to action where we as a community think, act and speak in a kind way.

Students at Darkinjung Barker and Ngarralingayil Barker feel a sense of ownership and belonging when they wear

their School uniform with pride. They are encouraged to check that their uniform is correct from the 'ground up', from their shoes to their hat. The uniform is a symbol of our learning community, our past, our present and our future and the red and blue BC insignia continues to be worn with pride by generations of students.

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

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

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

Initiatives Promoting Respect and Responsibility

The School has also developed a Fostering Positive Relationships framework that guides all of the wellbeing programs, guidelines and expectations.

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

The School Policy on Bullying and Harassment states that:

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

[Promoting Positive Relationships](#)



Professional Learning and Teaching Standards

Throughout the year teaching staff have opportunities to participate in a range of NESA endorsed professional learning. There are whole school professional learning days at the beginning and end of each term. To support their teaching and learning accreditation, additional professional learning, workshops and conferences of choice are available to attend. Access to online platforms for professional learning is also available to all staff and has been successfully utilised.

Darkinjung and Ngarralingayil campuses offer Direct Instruction through the Good to Great Program for literacy and numeracy. There has been significant improvement across all stages of learning. These distinctive programs

have boosted individual learning and enriched group learning through which the students have gained pride and confidence. Both campuses have access to the Hornsby Learning Support Team and the counselling team and through consultation, information, training, and guidance are able to assist the students with appropriate curriculum and wellbeing support.

Workforce Composition

Barker Global

Support Staff 1
Consultants 2

Darkinjung Barker

Teaching Staff 2
Support Staff 2

Ngarralingayil Barker

Teacher Staff 2
Support Staff 1

Student Attendance and Management of Non-Attendance

As part of the duty of care of Darkinjung Barker and Ngarralingayil Barker to its students, the Schools maintain processes to ensure it is aware of the daily attendance of each student.

All students travel to and from the respective schools by buses. The dedicated student buses arrive at each of the schools by 8.15am and collect students at the end of the school day at 3pm.

Darkinjung Barker

Year	Sem 1	Term 3	Avg 2023	Avg 2022
K	84%	73%	79%	85%
1	84%	91%	88%	90%
2	89%	89%	89%	77%
3	90%	85%	88%	76%
4	87%	88%	88%	82%
5	97%	71%	84%	89%
6	96%	93%	95%	75%

Ngarralingayil Barker

Year	Sem 1	Term 3	Avg 2023	Avg 2022
K	-	-	-	78%
1	88%	91%	90%	67%
2	62%	71%	67%	80%
3	88%	85%	87%	85%
4	74%	83%	79%	67%
5	82%	91%	N/A	N/A
6	-	-	-	61%

** No Kindergarten students in 2023
No Year 6 students in 2023*

Annual Report Attendance 2023 - uses average of S1 and T3 Attendance report in Schools Hub.

Enrolment Policies

Enrolment Details

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

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

The pre-entry interview covers the following:

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

Siblings of Past Students

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

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

Declining an Offer of a Place

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

Documentation

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

Changing Details for Your Child

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

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

Enrolment Policies

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

Standard Data Collection Notice

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

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

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

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

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

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

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

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

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

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

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

If anyone has any questions or wishes to access information held by the School, please contact privacy_officer@barker.nsw.edu.au

Enrolment Charges

Registration Fee

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

School Fees

Fee invoices are issued prior to the commencement of each term and are payable within the first 10 days of term. All fees and charges are reviewed annually. Fees for 2023 were \$100 per term per child.

Leave

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

Withdrawal of a Student

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

Policy Changes

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

School Policies

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

Policies and Procedures

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

- Child Protection
- Enrolment, and
- Privacy

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

Guidelines for Student Welfare and Anti-Bullying

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

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

(a) Counselling

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

(b) Child Safe Organisation

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

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

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

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

(c) Anti-Bullying

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

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

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

Policies for Complaints and Grievances

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

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

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

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

School Policies

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

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

Procedure for Discipline and Behaviour Management

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

Pastoral care and Behaviour Management are based on:

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

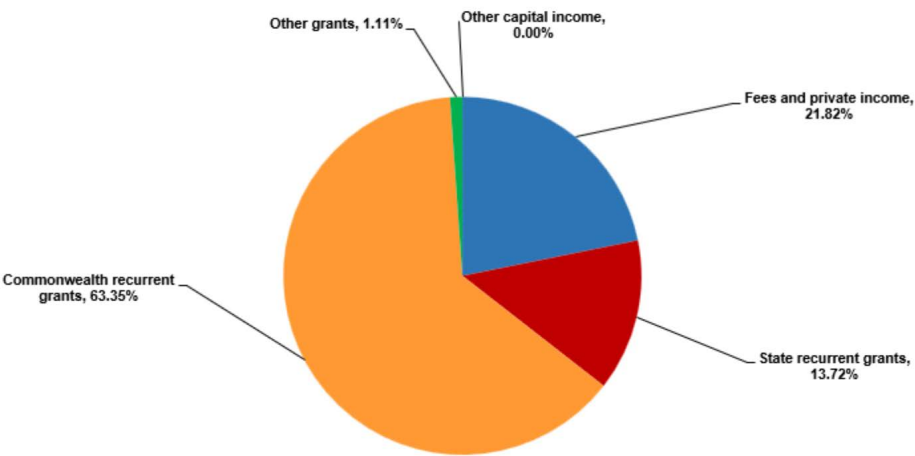
This recognises the right of individuals to learn and develop to their full potential in a safe, positive and supportive School environment. All procedures in relation to pastoral care and behaviour management recognise that:

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

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

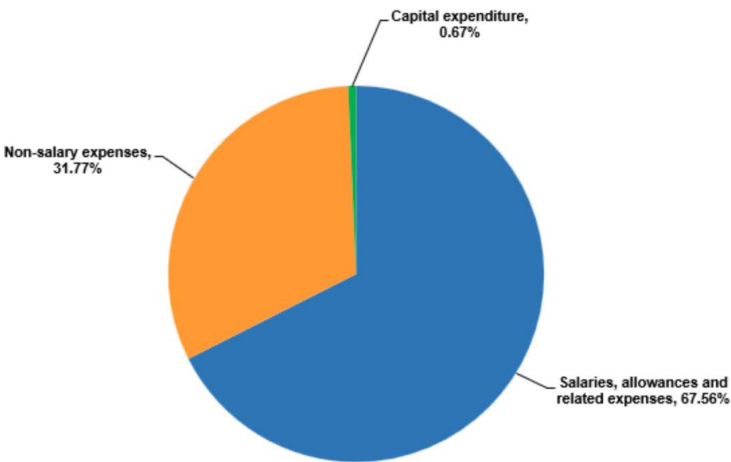
Financial Information

Recurrent/Capital Income



Financial Information

Recurrent/Capital Income





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June 2024