



**Marri
Mittigar**

Marri Mittigar
2024 Annual Report



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 Marri Mittigar



Marri Mittigar is Barker College's coeducational Special Assistance school for children and young people of refugee background and experience.

Meaning "Many Friends" in Darug, the language of First Nations Australians on whose lands the School stands, Marri Mittigar opened in May 2024. It is a response to the need to provide educational environments where refugee students feel safe, seen and supported.

Building on an after-school tutoring service for children of refugee background that has been running at Barker since early 2023, Marri Mittigar integrates therapeutic support with a trauma-informed approach to deliver the curriculum, to help students thrive while securely anchored in their own cultural heritage and identity. Marri Mittigar students participate in a range of co-curricular activities that sit beside what takes place in the classroom, enriching their Australian schooling experience.

At Marri Mittigar, teachers are culturally responsive. They integrate students' native languages alongside English as a language of instruction to enhance learning.

This inclusive approach breaks down language barriers, fostering deeper understanding and academic success for all students. The goal is to engage the students with the curriculum in a way that addresses their social and emotional needs and celebrates their strengths in linguistic diversity and cultural pride in the classroom.

The enrolment process is a clearly defined student entry process, where the student's and family's legal and refugee status is prioritised, including students who are in Out of Home Care or unaccompanied minors.

For more information about Marri Mittigar, please visit <https://www.barker.college/about-barker/marri-mittigar>

From the Head Barker College



Marri Mittigar began in Term 2, 2024 with 21 students and the number of enrolments has steadily increased in its first year of operation.

A unique educational environment designed to nourish each child has been created at Marri Mittigar, with a focus on providing a safe space for self-expression and cultural identity, as well as inspiring the students to reach their full potential.

The publicly funded, but privately resourced model, has worked well. A group of 80 Barker parents supply needs such as a food bank, second hand clothing, medical expertise, work experience opportunities, literacy and numeracy support.

Marri Mittigar students have found a place of sanctuary and are carving a pathway towards a future life and education in Australia, because each student feels valued and supported.

The dedicated team have created goals and a program, carefully crafted with the guidance of Macquarie University, to address the multifaceted needs of refugees and their families. Marri Mittigar has also provided learning opportunities for Barker College students, several of whom visit the School each lunch time to interact and run activities for the newly arrived children.

The countries represented at Marri Mittigar in its first months of operation, have included Afghanistan, Ukraine, Iran, Venezuela.

A handwritten signature in black ink, reading 'Phillip Heath'.

Phillip Heath AM
Head of Marri Mittigar
Head of Barker College

Report from Head of Campus



Marri Mittigar completed its first year of operation at the end of May 2025. It has had 32 students enrolled over the year and eight of those students have been placed into mainstream schools.

Marri Mittigar is a Special Assistance school that provides social and emotional support to students from a refugee background, and their families, where academic success and personal growth are goals in tandem. In line with this, the curriculum at Marri Mittigar includes first-language lessons so that the students can remain connected to their cultural identity.

At Marri Mittigar, all our students come with a refugee background and experience. This brings unique challenges that impact their learning in Australia. Our students and their families have fled the dangers of war or persecution, and our students come from an experience where they have been forcibly displaced from their home, family, and friends. This leaves indelible social-emotional challenges that impact their ability to achieve in an academic setting in a new country.

Many of them have failed to thrive in mainstream schools. Marri Mittigar seeks to provide an education for them in a safe, nurturing environment so that they can return to mainstream schooling and succeed in their education and in society.

Students are offered a range of co-curricular activities and sports as well as a rich curriculum. They have a vegetable garden that they cultivate and have the opportunity to enter robotics competitions.

The School has recently signed an agreement with Real Madrid to run a Social Sports Program focused on football.

Julia West
Head of Campus, Marri Mittigar

Student Outcomes

Marri Mittaggar's model of classroom care includes promoting healthy adaptive strategies in the classroom and in extracurricular activities. We partner closely with any health professionals involved in the student's care. The School assesses the factors or barriers that impact on each student's learning and promotes the journey to academic success and thriving in partnership with the parents, healthcare team and primary caregivers.

Marri Mittaggar staff spend considerable time getting to know each student and their family, and assess and document if a student is exhibiting evidence of a social/

emotional or cognitive need. Classroom adjustments are documented to build up an individual plan of academic care for each student in consultation with their parents and caregivers. Staff are continuously assessing the social, emotional and cognitive impact on a student's overall classroom and functional learning experience over time, adjusting their learning according to the needs of each student.

The Marri Mittaggar School psychologist conducts regularly the Strengths and Difficulties Questionnaire (SDQ) to monitor emotional growth. There has been great improvement over the year.



Term1	Term 2 - Early	Term 3	Term 4 - Mid
Kindy	Interview		Dibels SENA EALD Prog
Year 1	Dibels SENA Writing sample EALD Pro		Dibels PAT EY Reading PAT EY Maths EALD Prog
Year 2	Dibels PAT Reading -ad SENA Writing sample EALD Prog		Dibels PAT EY Reading PAT EY Maths Writing sample EALD Prog
Year 3	Dibels PAT Reading -ad PAT Maths — ad EALD Prog		Dibels PAT Reading -ad PAT Maths — ad EALD Pro
Year 4	Dibels PAT Reading -ad PAT Maths — ad EALD Prog		Dibels PAT Reading -ad PAT Maths — ad EALD Pro
Year 5	Dibels PAT Reading -ad PAT Maths — ad EALD Prog		Dibels PAT Reading -ad PAT Maths — ad PAT Vocab EALD Prog
Year 6	Dibels PAT Reading -ad PAT Maths — ad EALD Prog		Dibels PAT Reading -ad PAT Maths — ad PAT Vocab EALD Prog
Year 7	Dibels PAT Reading -ad PAT Maths — ad EALD Prog		Dibels PAT Reading -ad PAT Maths — ad PAT Vocab EALD Prog
Year 8	Dibels PAT Reading -ad PAT Maths — ad EALD Prog		Dibels PAT Reading -ad PAT Maths — ad PAT Vocab EALD Prog

*OR ON ENTRY: After 2 weeks — Dibels, Writing sample/ Oral language interview

*Minilit/Macqlit Placement tests as required

*2-4 × weekly Anecdotal notes- guided reading

*PAT Adaptive levels starting at 2 years below grade level

Assessment Overview

As recently arrived students experiencing trauma, students will work towards syllabus outcomes relevant for their stage of learning. These will be identified at commencement of their enrollment and on an ongoing basis through collaborative curriculum planning by their teachers. All tasks will be made accessible to students depending on their proficiency in English using valid and reliable assessment strategies. Advice from the EAL/D learning progression and ESL scales will assist teachers to plan appropriate support, including differentiated instruction and assessment. A range of low-stakes opportunities will be given in the form of checkpoints to demonstrate achievement of outcomes. Alternative assessment strategies may be needed and additional assessment judgements during teaching and learning.

The assessment guides and informs the ongoing teaching and learning so that student progress is closely monitored and evaluated and any adjustments to the program made.

Adjustments to assessments may be needed for some students. For example:

- Extra time in tasks
- Rescheduled tasks or individual supervision for some assessment tasks
- Scaffolded instructions
- Use of a L1 speaking aid to explain some questions
- Key words or phrases highlighted
- Simplified questions
- Some answers given orally rather than in written form
- Scaffolded structured responses for an extended response
- Dictionaries in L1
- Being able to do a visual representation

** With the commencement of Marri Mittigar in Term 2 2024, no NAPLAN data is available for the School's first Annual Report.

Workforce Composition

Teaching Staff	Professional Services Staff
Headcount: 2	Headcount: 1.5
Actual FTE: 1.4	Actual FTE: 1.09

Student Attendance and Management of Non-Attendance

Attendance since the School commenced has averaged at 87%. This includes two students who arrived in Australia from Afghanistan without parents or a primary caregiver, who had a history of school refusal and had a partial attendance plan. Mostly the attendance is excellent as many of our students have missed out on foundational and/or continuous schooling and realise the value of it. Many students have a learning goal to accelerate their learning in our flexible school environment and accelerated learning support is also available alongside paced learning according to their social and emotional needs and individual capabilities.

There have never been more than 30 children in the school at any one time. If a child is absent, the parent/carer texts the Head of Campus with a reason before 9am. The Head of Campus takes the roll every day and enters the reason for absence.

If a parent/carer does not text or email, the Head of Campus follows up with a text or phone call to ascertain the reason for absence.

Two students are on partial attendance plans. The plans thoroughly document the procedure and working with their primary care givers in out of home care, a daily check-in and an estimated time of arrival is reported each day via text. The improvement in attendance is documented and tracked, showing attendance on most days from 11 am onwards. Then they stay for the rest of the day. Normally they arrive at 11am.

Measures have been put in place to improve attendance and there has been gradual improvement and ensure academic work is being completed.

Marri Mittigar Policies

[Anti-Bullying Policy](#)

[Enrolment Policy](#)

[Child Protection Policy](#)

[Complaint \(Students & Parents\) Policy](#)

[Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct](#)

[Discipline Policy](#)

[MM Student Charter](#)

[Privacy Policy](#)

[Promoting Positive Behaviours Framework](#)

These policies are also made available to parents and carers upon enrolment in electronic or hard copy form on request.

Stakeholder Satisfaction

Marri Mittigar is committed to listening to the views and expectations from key stakeholders to continually improve the educational experience offered to the students.

Various communications and presentations for the parent community throughout 2024 provided opportunities for parents to respond to the School. Each term there is a morning tea with the Headmaster, in which the parents are able to raise any concerns or offer feedback, negative or positive.

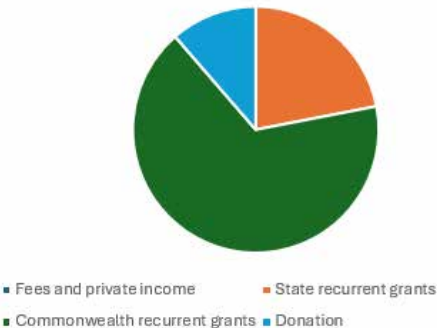
Parent and teacher interviews occur at the end of each term and parents are in constant communication with the staff of the School. Most come each day to drop off and pick up students and staff are readily available.

Staff meet regularly each week with an agenda that they can add to, and the psychologist runs a session each term on staff wellbeing and self-care.

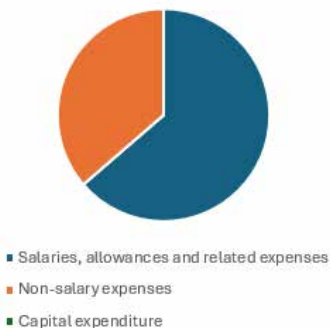
Overall satisfaction with teachers averaged at 4 out of 5 in a survey conducted with students.

Financial Information

2024 Recurrent/Capital Income



2024 Recurrent/Capital Expenditure





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