



Barker

College



Barker Annual Report

2024



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.

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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.

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 2025 include the following:

- Continue with the internship program and introduce the AIS Education Trainee program to support career development for early career teachers and develop future skillsets that will be required for departments.
- Further strengthen the commitment to a psychologically safe work environment.
- Introduction of a Parent Charter, "Respectful Partnerships Charter for Barker Parents & Guardians".
- Focus on improving academic connection and results across the School, providing academic efficiency, fluency, alignment and efficacy.
- Align wellbeing strategies with key strategic drivers.
- Launch of the Academic Track and development of a Grade Point Average for each student in Year 9 and above.
- Launch of Veracross — student information system — to parents, staff and students.
- Launch of the new Parent Institute to support all families in the work of nurturing children.

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. It was a strong year in the School's academic program where we celebrated several achievements including:

- Barker registered to become a Cambridge course school with an IGCSE course being offered from 2025 to Stage 5 Barker students.
- A group of students attended a summer school at Oxford University having a taste of tertiary studies at one of the most celebrated universities in the world.
- As full coeducation impacts our culture, there was an 18% increase in female enrolment in Chemistry, double the number in Maths Ext 2 and 45% increase in Physics. The percentage of girls in the top quartile in Maths Extension doubled between 2023 and 2024.
- Our Year 10 DaVinci Decathlon topped the NSW competition in Mathematics. Our Year 8 Tournament of Minds team progressed to the State Finals at UNSW, this from a truly non-selective school. The success of all at their highest level achievable is what matters, irrespective of gender or age.

Our Sport and Co-curricular experiences have been plentiful once again. Barker achieved success in Rugby, Basketball, ISA Competitions, and in Gold Duke of Edinburgh Awards. We have developed the important "Extended Stay" experience in Central Australia. And we broke through in the CAS Cadets Drills Competition.

Dance reached new heights in 2024, thanks to the energetic leadership of staff and senior students and the School continued to marvel at our Robotics Program, which reached the Einstein Division and was placed 3rd in the FRC World Championships in Houston, TX.

2024 was the year when Marri Mittigar, a special assistance school began, for students from a refugee background. With scores of volunteer students, parents and staff from Barker helping to change the lives of those children and families seeking refuge in this country. Our Indigenous Campuses, especially our work in Gunyangara with the Dhupuma building progress, reveals more generous families assisting us to realise the dream of reconciliation without politics.

Finally, it was a year in which Character and Enterprise Education initiatives stepped into a new space focussing on students in Year 10 and Barker's work as a Round Square School took us global and was augmented by our invitation to become a member of the World Leading Schools Association.

A handwritten signature in black ink, appearing to read 'David Charles', with a long horizontal flourish extending to the right.

David Charles
Chair of the Barker College Council

Report from the Head of Barker College



Opportunities for greater collaboration with Deans and Heads of House, a sharper focus on using data to inform decisions and improvements in assessment and individual learning programs were some of the key highlights in 2024.

Across the School, we continued to prioritise the initiatives under the banner of Raising Respect. We want every student to feel valued, safe and able to exercise their own agency. We now have over 40% of our staff trained as Mental Health First Aiders. A significant project across the School this year has been the implementation of Veracross — transforming Barker's digital ecosystem, to focus on a stable, efficient, and user-friendly student information system (SIS) that aligns with the School's strategic goals and enhances educational delivery and operational efficiency. Considerable parent consultation has taken place this year prior to the planned rollout in 2025. We intend to launch the Academic Track for parent and student use during 2025 using the new SIS being implemented.

The commencement of Marri Mittygar Special Assistance School for refugee students in Term 2, 2024 was one of the highlights for the year. This initiative is the culmination of several years of imagining how a wonderful school like Barker College can make a contribution to an immensely important social issue within Australia and in our world. We are living through one of the most fractured periods of global relationships and we cannot console ourselves with the security that comes from distance. We are all part of this small, fragile planet and all shared a common humanity. With an initial enrolment of over 20 children and under the leadership of Julia West and several other colleagues, this school within a school provides a trauma informed education for children from Ukraine, Afghanistan, and Venezuela.

The Barker Redbacks achieved an extraordinary 3rd place in the World Champs held in Houston, Texas, in May. The Barker Redbacks made history. This result far surpassed our previous years, reaching the Einstein Division Play off for the title is a rare honour with no Australian school ever reaching level in this international championship. Our students designed, constructed, programmed, and drove their robot into world prominence, with virtually no recognition from media or community leadership within Australia.

Students at each of our Indigenous campuses continued to thrive. The Dhupuma Barker Middle School commenced on January 15, 2024 and Barker took over the operation and management of the Families as First Teachers Program for 0 – 4 year olds in Gunyangara. Excitingly, construction of the Dhupuma Barker School at Gunyangara began.

Our Senior School Hub received numerous architectural citations including the prestigious Milo Dunphy Award for Sustainable Architecture, which is the top award for sustainability in NSW. The building has been a joy for Senior students and for the teaching of Mathematics.

During 2024, our highly regarded Head of Senior School, Mr David Giltrap, stood down from a role he has filled for more than two decades. His successor, Mr Nick Moss, has made a magnificent start in the new Senior School Hub space. Our Deputy Head Academic Care, Dr Julie Wilson Reynolds, took up the post of Principal of St Michael's Collegiate School in Hobart in fourth term.

2024 was once again a year of significant achievements. It was also a year of lasts and firsts with the School's last Year 10 intake of girls graduating from Year 12. In 2025, Barker will celebrate 135 years and 50 years of coeducation. There is much to look forward to in our Jubilee year.

A handwritten signature in black ink that reads "Phillip Heath".

Phillip Heath AM
Head of Barker College

Report from the Chair of the Barker College Foundation



As we entered a new strategic planning cycle, the Foundation Board commenced development of its next strategic plan, for 2025-2028.

The plan has as its focus, the following three pillars:

- Championing a Culture of Giving
- Strengthening the Future Fund
- Expanding our Impact

In May, the *Make Your Mark* campaign was launched and linked to the 10th Anniversary of Phillip Heath's headship at Barker. This ongoing campaign provides an opportunity for families who want to celebrate the Head's tenure at Barker and what has been achieved during his 10 years as Head of the School. The brass plaques on seating in the Rosewood Centre and Blackwell Stand will serve as a permanent reminder of Phillip Heath's legacy and the huge amount of community support for his vision.

The Foundation Travelling Fellowship continued to provide valuable professional development opportunities for both teaching and professional services staff throughout the year.

Community events such as the Indigenous Education Fundraising dinner, Moon Festival lunch and Donor Thankyou event held during the year, provided opportunities for the Barker community to learn more about the work of the Foundation.

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.

A handwritten signature in black ink that reads "Aaron Black". The script is fluid and cursive.

Aaron Black
Chair Barker Foundation

School Captains' Reflections



These past few weeks, waiting eagerly for the beginning of university, have truly given us ample time to appreciate the experiences that we were exposed to amidst our roles as School Captains of Barker College; memories that are stronger now in retrospect as we fondly reflect on our high school days.

Being captains of the school has undoubtedly been a highlight of our final year, forcing us to grow not only in our capacity as leaders, but also as young adults soon to embrace the broader world.

In August of 2023, when we were inducted, we endeavoured to be remembered as captains that sought to enthuse, to support all student interests and share our pride to be students at Barker College. United under the headline "Proud in Red. Together in Blue" and fully cognisant of the exceptional talents within our prefect body and Middle School/ Junior School leadership teams, we strove to forge lasting connections between these aspiring leaders of all ages, and remind the Barker community that regardless of what life has to offer, we are, in fact, stronger together. Along with Vice Captains Jodie Crisp and Tom Cuttle, this belief guided our routine attendance at Junior School events such as assemblies or morning chapels — a personal favourite of ours! Our habit of showing up to celebrate students' wide-ranging achievements, fist-bumping and hand shaking, was immensely rewarding for us to interact with students and staff that we otherwise would not visit during the day-to-day of Year 12.

Contrasting our perspectives on captaincy at the beginning and the end truly has shown how comfortably we have settled into our roles. Looking up to the captains in each year of our schooling, it is often seen as a position of authority, a figurehead for students. However, throughout this year, we have come to understand that it is, more importantly, a position of service. We have had the privilege of working alongside our peers, listening to their thoughts, and striving to create an environment where everyone feels valued. Organizing events, speaking at assemblies, and representing our school in various capacities have not just been tasks but meaningful opportunities to foster a sense of unity.

Most notably, as we reflect, our captaincy proved to be a time of immense personal growth in character and understanding, teaching us more than we could have imagined before we venture into the professional world this year. By striving to encourage, notice and support the endeavours of Barker students, we, in turn, learnt many a valuable lesson in confidence, in perseverance, passion, persistence, positivity, patience, and the power of being apart of a team. And because of such, we are deeply indebted to the incredible students of Barker who showed us the most important lessons of leadership. Guided by the exceptional leadership of our Principal, our eyes were opened to the sheer difference that kindness makes within the lives of others. Mr Heath's smiling demeanour, and his ability to find time for anyone in his day despite his bustling schedule, left us in awe as we recognised the significance of patience and the impact that listening, remembering and recalling leaves on the hearts of others. Ultimately, our captaincy not only shaped our schooling journey, but also prepared us for future enterprises and relationships by instilling within us valuable life skills and attributes enhancing confidence, problem-solving abilities, adaptability, understanding and character, setting the foundation for success in both personal and professional settings as we move forth.

Our Barker Captaincy will, undoubtedly, be a time that is most treasured for us both, so we would like to thank all those who put their faith and trust in us. It was one incredible year.

With kindness and thanks,

Ruby Day and Broden McLaughlin
2024 School Captains

Literacy & Numeracy Assessments

2024 (NAPLAN) in Years 3, 5, 7, 9

In 2024, 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: <http://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	36.5%	51%	10.4%	0%	14.6%	43.5%	25.2%	15%
Numeracy	44.8%	50%	5.2%	0%	13.5%	52.9%	23.2%	8.7%
Reading	57.3%	36.5%	6.3%	0%	23.4%	45.6%	18.4%	10.9%
Spelling	39.6%	49%	11.5%	0%	19.9%	45.4%	23.6%	9.4%
Writing	38.5%	58.3%	3.1%	0%	13.5%	68.3%	11.6%	4.8%

Year 5	Barker				State			
Component	Exceeding	Strong	Developing	Needs additional support	Exceeding	Strong	Developing	Needs additional support
Grammar & Punctuation	40.5%	48.8%	8.9%	1.2%	18.1%	49%	21.9%	9.4%
Numeracy	39.9%	53%	7.1%	0%	16.3%	53.3%	21.1%	7.8%
Reading	47.6%	43.5%	7.1%	1.8%	24.7%	48.1%	16.8%	8.8%
Spelling	45.2%	42.9%	8.3%	3%	25.2%	46.3%	18.5%	8.4%
Writing	35.7%	54.8%	8.3%	1.2%	15.3%	57.4%	18.5%	7.3%

Year 7	Barker				State			
Component	Exceeding	Strong	Developing	Needs additional support	Exceeding	Strong	Developing	Needs additional support
Grammar & Punctuation	43.92%	48.07%	7.42%	0.59%	16.11	50.10%	22.62%	9.68%
Numeracy	44.67%	50.59%	4.73%	0.00%	15.83	54.26%	20.27%	8.15%
Reading	51.93%	40.65%	6.82%	0.59%	21.52	49.03%	19.86%	8.10%
Spelling	43.62%	46.29%	9.79%	0.30%	25.84	50.71%	15.91%	6.05%
Writing	28.49%	58.16%	12.17%	1.19%	16.52	49.62%	23.25%	9.12%

Year 9	Barker				State			
Component	Exceeding	Strong	Developing	Needs additional support	Exceeding	Strong	Developing	Needs additional support
Grammar & Punctuation	40.94%	45.91%	10.82%	2.34%	15.3%	39.5%	28.7%	14.6%
Numeracy	33.14%	59.53%	6.74%	0.59%	8.9%	54.5%	24.4%	10.4%
Reading	40.94%	47.08%	9.94%	2.05%	18.0%	45.0%	24.1%	11.1%
Spelling	35.67%	55.85%	7.89%	0.58%	15.8%	56.2%	19.3%	6.9%
Writing	44.87%	44.57%	9.38%	1.17%	21.1%	39.9%	25.7%	11.6%

Secondary Student Outcomes

ATAR Results

The Class of 2024 led the School exceptionally well. They set the tone of our community, modelling focussed commitment, kindness and capacity. In 2024 we were delighted with a record number of 39 All-Rounders (achieving top Band results in 10 or more units), 13 placegetters and 80 students who received an ATAR of 95 and above. It is inspirational to note that these students contributed to the broader Barker community through an extensive range of co-curricular and service activities.

Subject	Barker Cohort	% Top Two Bands State	% Top Two Bands Barker College	% Top Band State	% Top Band Barker
Agriculture	96	31%	63%	11%	29%
Ancient History	28	37%	61%	10%	14%
Biology	86	36%	69%	7%	9%
Business Studies	102	37%	74%	11%	28%
Chemistry	61	39%	69%	11%	26%
Design and Technology	25	48%	88%	12%	48%
Drama	39	62%	90%	23%	41%
Earth and Environmental Science	27	33%	48%	6%	4%
Economics	65	52%	71%	14%	32%
English Advanced	221	68%	86%	15%	31%
English Extension 1	36	96%	97%	42%	64%
English Extension 2	12	87%	100%	34%	92%
French Continuers	3	63%	67%	25%	33%
Geography	49	38%	65%	10%	16%
History Extension	22	86%	100%	28%	59%
Industrial Technology	13	23%	54%	7%	31%
Japanese Continuers	5	60%	100%	23%	80%
Latin Continuers	4	91%	100%	55%	25%
Latin Extension	4	100%	100%	79%	75%
Legal Studies	43	44%	88%	15%	44%
Mathematics Advanced	127	50%	65%	22%	28%
Mathematics Extension 1	79	80%	94%	35%	47%
Mathematics Extension 2	37	86%	97%	40%	65%
Mathematics Standard 2	150	29%	45%	9%	19%
Modern History	96	39%	56%	10%	22%
Music 1	10	68%	100%	20%	30%
Music 2	12	84%	100%	36%	75%
Music Extension	11	97%	100%	70%	100%
Personal Development Health and Physical Education	111	35%	66%	9%	24%
Physics	68	38%	66%	12%	25%
Science Extension	13	82%	85%	9%	15%
Society and Culture	17	45%	59%	12%	18%
Software Design and Development	9	38%	89%	13%	67%
Studies of Religion I	7	44%	100%	14%	86%
Textiles and Design	14	50%	86%	16%	7%
Visual Arts	46	67%	89%	17%	22%

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 2025.



Frankie Small
Loved. Left. Forgotten. Forever.
Mudgee Arts Precinct



Min You
Orbit of One
Mudgee Arts Precinct

The following student was nominated.
Izzy McBurnie - *Sonder (Sohn-der-(n))*

ENCORE

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

Peter Corniola	<i>Saxophone</i>
Oliver French	<i>Bassoon and Composition</i>
Alana Gao	<i>Violin</i>
Jeffrey Lu	<i>Cello and Oboe</i>
Kerry Mo	<i>Piano</i>
Liam Nicholls	<i>Violin</i>
Benjamin Weatherall	<i>Percussion, Guitar and Composition</i>
Timothy Wilson	<i>Euphonium</i>
Deron Yip	<i>Cello</i>

SHAPE Industrial Technology

SHAPE is a selection of outstanding works from HSC Design and Technology, Industrial Technology and Textiles and Design students and will be held at the Walsh Bay Arts Precinct from March 2025 and around NSW throughout 2025.



George Gow
Workbench



Jake Hanley
Parquet Coffee Table



Joe Kerdic
*Coffee Table
Parquet Pattern*



James Wood
*Farmhouse Outdoor
Dining Table*



Talesin Young
*Mid Century Dressing Table
with Wall-Hanging Mirror*



Kristjan Quinn
*Modernised Gibson
Explorer Electric Guitar
with stand*



Elliot Weir
*Gibson Styled Semi
Acoustic Guitar*

School Performance in National and State-wide Tests and Examinations

The following student is selected.



Timothy Wilson
Cuddle & Comfort Chimp: Innovative robotic sleep device

The following students were nominated.



Henry Balzer
Norwest Athletics Academy



Arne Barwell
Urban Agriculture Research, Health and Education Centre



Oliver Chandler-Sullivan
Hydro Hero



Jade Dunne
E- bud Automatic Composter

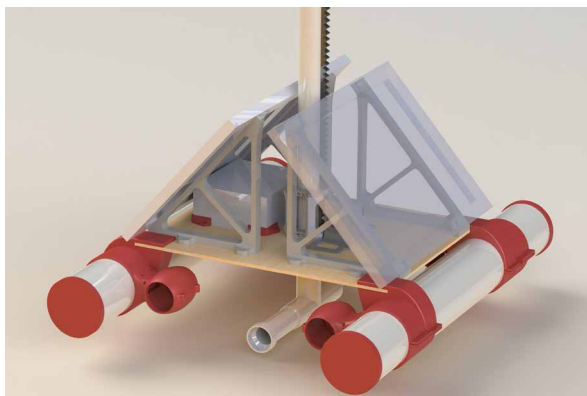
The following students were nominated (*continued*).



Charles Milson
CerviGuard: Motorcyclist Whiplash Protection



Ying Him Tang
McCaskill Performing Arts Centre



Matthew Young
Automated Venturi Aerator

School Performance in National and State-wide Tests and Examinations

OnSTAGE Group Performance

OnSTAGE is a showcase of HSC Drama performances and individual projects presented in February 2025 at the Seymour Centre.

Operation Australia

Ryder Alley
Rosie Fairbairn
Thomas Fearnside

Camp Helpful

Aidan Bakker
Eleanor Bock
Lachlan Carley
Leah Wang

Emerald City

Henry Eagleton
Charlotte Ellis
Hallie Graham
Ryan Thrum

RasPUTIN

Amelie Hansen
Bianca Hoare
Anika Pincott
Elin Wood



OnSTAGE Individual Project

OnSTAGE is a showcase of HSC Drama performances and individual projects presented in February 2025 at the Seymour Centre.

Ryder Alley	<i>Love or sex</i>	Anika Pincott	<i>Decadence</i>
Phoebe Ballantyne	<i>Janet's Story</i>	Samuel Piper	<i>Accidental Death of an Anachist</i>
Mia Buchan	<i>Little Women</i>	Leah Wang	<i>Elizabeth</i>
Lachlan Carley	<i>Kvetch</i>	Jesse Jean Withford-Cave	<i>Kinky Boots</i>
Charlotte Ellis	<i>Fleabag</i>	Izzy Stack	Costume Design, <i>The Visit</i>
Thomas Fearnside	<i>Blowing it</i>	Key Vasiliev	Director's Folio, <i>The Taming of the Shrew</i>
Hallie Graham	<i>Prima Facie</i>		
Amelie Hansen	<i>Grand High Witch</i>		
Bianca Hoare	<i>August Osage</i>		
Beldon Kwok	<i>Chorus Line</i>		



OnSTAGE Selection

Eleanor Bock's Individual project, *Director's Folio*.

Young Writers Showcase 24

Presents a selection of outstanding major works by HSC English Extension 2 students in NSW across a range of literary genres including short fiction, creative non-fiction, poetry, critical response, scripts, podcasts and multimedia, with the selected works published in Young Writers Showcase 24.

Phoebe Ballantyne	<i>The Motif of a Wasp</i>
Broden McLaughlin	<i>In Search of Cocteau</i>
Justin Qin	<i>Elegia a Neruda</i>
Owen Steele	<i>A polyphonic, dadirric reading of Debra Dank's We Come with this Place: contesting Western epistemologies with Indigenous perspectives.</i>

Teacher Accreditation

Teaching Standards

Numbers of teachers at Barker College are listed below for 2024:

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	361
Teachers accredited at Proficient Teacher in 2023	8
Teachers accredited at Experienced Teacher (AISNSW MEA) in 2023	12
Teachers accredited at Highly Accomplished at Barker College	5

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	85
<ul style="list-style-type: none">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 skillsEducating students with identified and specific learning needsAboriginal education and supporting Aboriginal studentsStudent well-being and mental healthPrimary Years' ProgrammeInformation Communication TechnologySchool strategic teaching and learning initiatives	328
Pastoral care programmes	50
Staff engaged in postgraduate coursework 3 staff undertaking postgraduate research	17

Workforce Composition

Number of Permanent and Temporary Staff

(Averaged across 2024)

- Headcount 537
- Total Full Time Equivalent (FTE) 482.87 **

Number of Permanent and Temporary Teaching Staff

(Averaged across 2024)

- Headcount 328.86
- Total Full Time Equivalent (FTE) 312.89 **

** includes staff on leave

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

19 Staff (4 Male & 15 Female)

- 5 Teachers (Permanent Staff)
- 4 Teachers Aides (Permanent Staff)
- 5 Teachers Aides (Casual Staff)
- 1 Operations Manager (Permanent Staff)
- 1 Project Manager (Contractor)
- 3 Cocurricular Staff (Casual Staff)

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.

	2024 Attendance Rate (%)	2023 Attendance Rate (%)	2022 Attendance Rate (%)	2021 Attendance Rate (%)
KO-KG	93.45%	94.68%	90.60%	95.53%
1	95.26%	93.68%	91.03%	96.68%
2	94.57%	94.47%	92.30%	97.18%
3	93.97%	95.34%	92.44%	98.14%
4	94.79%	95.98%	92.44%	97.54%
5	95.20%	94.53%	92.01%	98.02%
6	94.25%	94.76%	91.04%	97.78%
7	93.46%	94.00%	90.99%	95.04%
8	93.04%	93.64%	90.73%	94.50%
9	91.88%	92.52%	88.04%	94.43%
10	90.75%	91.24%	88.92%	92.38%
11	90.03%	91.01%	86.56%	93.59%
12	91.43%	90.34%	87.25%	92.22%
Overall	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. The Enrolment Policy is available on our public website.

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 in accordance with the Minister Approved common codes.
- 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, a number of steps will be taken to help address the issue, including involving the student, their parents, and other internal and external support bodies where appropriate. Attendance improvement strategies are individual to each student and aim to promote re-engagement, including 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.

Management of Non-Attendance (Continued)

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

In 2024, two students left before the completion of Year 12 to go into the workforce. 292 students of the Class of 2024 received offers from UAC for places in NSW/ACT universities. 127 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. Instead they applied for TAFE or other training providers or they entered the workplace.

Early Entry Offers

 UTS 202

 UNE 50

 ACU 20

 UON 23

 91

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

University	Class of 2024	Class of 2023	Class of 2022
	No.	No.	No.
Macquarie	101	101	100
UNSW	56	56	74
USYD	102	102	84
UTS	92	92	98
Canberra	5	5	8
Newcastle	25	25	12
ACU	18	18	23
Southern Cross	0	0	2
UNE	6	6	28
ANU	3	3	11
Wollongong	2	2	5
Latrobe	0	0	0
WSU	7	7	7
CSU	2	2	3
Griffith	1	1	1
Australian Maritime	0	0	0
Think / Torrens University	0	0	3
ICMS	2	2	2
ACAP	0	0	0
NAS	0	0	0
SAE	1	1	1
MIT Sydney	1	1	0
Notre Dame	3	3	9
TOTAL	427	427	471

- 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 <https://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 College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2024, 588 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:

- 90% of parents noted their expectations were met or exceeded in relation to the Quality of teaching
- 92% of parents noted their expectations were met or exceeded in relation to the Focus on student wellbeing, providing a safe and caring environment
- 97% of parents noted their expectations were met or exceeded in relation to a Balanced education
- 97% of parents noted their expectations were met or exceeded in relation to The Head of Barker College’s leadership
- 98% of parents noted their expectations were met or exceeded in relation to The College’s reputation

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)
The College community
Safe, caring & supportive environment
The College culture & values
Quality of teachers & staff
Child’s personal growth, development & achievements

Student Satisfaction

While all students are required to participate in compulsory sport, their participation in voluntary co-curricular programs, such as music, drama, cadets etc. highlights their satisfaction and enjoyment of these programs. Approximately 50% of all students in the School are involved in the Music program, an increasing number of students are involved in the developing and expanding Dance program and more than 300 students participate in the co-curricular Robotics program, for example.

There is a high retention rate of students and the significant support by students of School events. For example, sporting and drama events highlight the level of School spirit displayed by Barker students.

Student, Teacher and Parent Satisfaction (Continued)

Teacher Satisfaction

Leadership: 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 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 will create and implement the Aspiring Pastoral Leaders Program to invite future leaders into a professional development program for readiness for Head of House positions.

Joining 200 organisations across Australia, Barker College is committed to building a mentally healthy and supportive workplace culture. With 9 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 also implemented the Teen MHFA Program in Year 7 and for boarding in 2024.

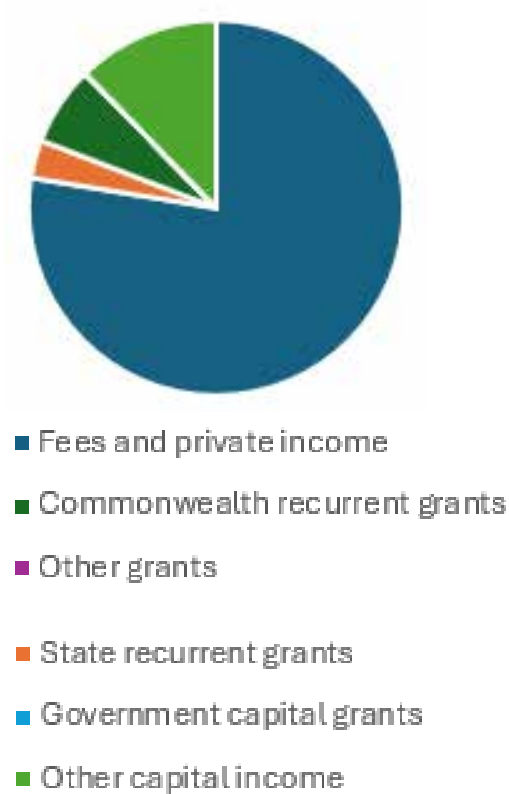
The Barker Common Room Staff Association has three individual chapters for the Junior School, Secondary School and Support Staff and contributes to the positive morale and social wellbeing of the staff. The respective elected officers meet once a term with the Head of Barker College and Deputy Head People & Culture, to discuss matters raised by its members.

Teaching Staff are surveyed in August 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 2024.

Summary Financial Information 2024

Recurrent/Capital Income



Recurrent/Capital Expenditure



