

SCHOOL CONTEXT STATEMENT

School Name: MOUNT BARKER HIGH SCHOOL

School Number: 0783

1. General Information

Part A

School Name :	MOUNT BARKER HIGH SCHOOL
School No. :	0783 Courier: Adelaide Hills
Principal :	Mr Warren Symonds
Postal Address :	PO Box 456, Mount Barker 5251
Location Address :	2 Wellington Road, Mount Barker 5251
Region :	Adelaide Hills
Distance from GPO :	34kms
Phone No. :	08 83911599
Fax No. :	08 83910631
Website:	www.mtbhs.sa.edu.au
Email:	dl.0783_admin@schools.sa.edu.au
Child Parent Centre (CPC):	No
Out of School Hours care (OSHC):	No

February FTE student enrolment:

	2016	2017	2018	2019	2020
Special Class	15	9	10	12	13
Disability Unit	11	17	14	14	11
Year 8	104	96	101	127	148
Year 9	106	105	104	105	130
Year 10	115	109	114	106	117.6
Year 11	136	172	130	179	169.6
Year 12	110	105	141	95	93.7
Year 12+	6	4	2	2	1
Total	604	617	616	616	682.9
Male FTE	328 (not including FLO)	329 (not including FLO)	327(not including FLO)	329(not including FLO)	382
Female FTE	273 (not including FLO)	286 (not including FLO)	290(not including FLO)	311(not including FLO)	321
School Card Approvals	152	187	205	135 (at Feb)	156 (at Feb)
NESB	16	13	24	24	24
Aboriginal FTE	25	26	22	27	28
Students with Disabilities	70	74	65	91	75
FLO	16	22	17	20	22

Staffing numbers (as at February census)

Principal:	1
Deputy Principal	1
Assistant Principals:	2
Senior Leaders	2
Coordinators:	11
Wellbeing Coach:	1
Librarian:	1
Teachers:	34
ACEO:	12hrs
AET:	0.5
Special Education:	3.4
SSO Hours:	676hrs

Enrolment trends

Enrolment trends over the past years have shown that the school has stabilised and is now showing a consistent growth in enrolments. With the trend in enrolments over the past years the school will experience increasing future enrolments.

Students (and their welfare)

General characteristics

Mount Barker High School is in the rapidly growing area of Mount Barker. Students are also drawn from rural settings as well as a number of satellite communities in the Mount Barker District. The diverse school population consists of families with varied backgrounds including rural interest, urban interests and those who commute to the city and suburbs. The school strives to cater for the needs of all its students in a caring, friendly, cooperative and success-oriented environment.

Pastoral Care programs

Students are currently organised in year level Care Groups which meet for 10 minutes every morning. The Middle School is supported by the Head of Middle School and the Senior School by the Head of Senior School. The students in their Care-Groups actively participate in a weekly 55 minute Positive Education every Wednesday. A range of extra programs are implemented to support our student's wellbeing across all year levels.

Support offered

Comprehensive course and career pathways counselling are offered as well as personal counselling by the Wellbeing Coach and Wellbeing Youth worker. Through Care Group all teachers are involved in personal and professional counselling of students. The school has a Pastoral Care Worker (PCW), 15 hrs/wk, supported by the local Ministers' Group.

Student Wellbeing

The school is actively involved with the Adelaide Thinkers in Residence Program and has been working with Professor Martin Seligman developing resilience and optimism using Positive Psychology approaches. Survey results indicate improved wellbeing and achievement within the school community. The school has a Behaviour Code which based on Positive Behaviour for Learning principles.

Uniform

Mount Barker High School has a uniform policy developed and supported by the Governing Council, students and staff. There is a clear expectation that all students wear the designed uniform in the school colours of blue, white and grey.

Student government

An active Student Representative Council is composed of representatives from each year level, including 2 students from the Harold Mitchell Centre (Disability Unit). The group meets weekly, representing and promoting student interests and opinions, and providing a communication link between the student body and staff. It influences decision making bodies within the school, makes recommendations concerning school policies and procedures, organises activities including fundraising for charity, and contributes to facilities for the benefit of students.

Special programs

Special programs include VET and the Student Learning Support program. In Years 8, 9 and 10 students are selected to be part of the Connect program, which involves a literacy and numeracy intervention at Year 8 and 9 with 2 classes focused on English and Mathematics. Whilst the students in Year 10 complete Stage 1 Essential English and Essential Mathematics.

Positive Education

Mount Barker High School is regarded as the leading public school in South Australia for Positive Education and is the Department for Education: Specialist School in Positive Education. Our main focus is to embed Positive Education into the curriculum, using it as a catalyst to improve pedagogical approaches, and a lens through which to review policies and practices. Students are actively involved in a 55-minute weekly specialist Positive Education lesson, designed to build wellbeing and resilience. This curriculum is heavily underpinned by evidence-based approaches. Annual wellbeing surveys monitor improvement and determine areas needing attention. The school's curriculum is mapped against Martin Seligman's PERMA and there is a requirement for all staff to use a range of Positive Education approaches in their teaching. In addition to our approach, Mount Barker High School has trained over 300 teachers throughout South Australia and is focused on providing opportunities for all schools in South Australia to access the skills and knowledge to implement a Positive Education approach. Our approach has resulted in over 3500 students in the Adelaide Hills accessing Positive Education from Reception to Year 12.

As part of our school's specialist focus, we offer the only South Australian based 4-day Positive Education training program for teachers and community members. The school has actively trained over 300 teachers, training approximately 100 teachers annually. All teaching staff have undertaken a minimum of 4 days of formalised training in the area of Positive Education. The school support staff have also received training in embedding Positive Education into their work. Ongoing training and development in the field ensure that staff are kept up to date with research and strategies. There is an expectation that all staff undertake specialist training in the area of Positive Education, usually in the form of the school developed Teacher program.

Special Education

The Harold Mitchell Centre (HMC) at Mount Barker High School comprises of the regional Special Class and Disability Unit, caters for students with a complex range of special needs and intellectual disabilities including Down Syndrome and Autism Spectrum Disorder (ASD).

The HMC: Class 1 and 2 is comprised of two specially designed, self-contained classrooms that are connected to the mainstream school. Together, the classrooms accommodate around sixteen students, and provide 'special class' programs and support through a modified curriculum, smaller class sizes, additional School Support Officer's and other adjustments as required.

A dedicated yard area in the HMC has been created to assist the learning of students, and includes a fenced play area to allow some of our higher needs students to develop their skills of interaction, boundary recognition and personal space.

HMC Class 3 is a larger class of twelve students, which is also located within the HMC Centre.

Gifted & Talented

A range of strategies are in place to cater for Gifts and Talents including acceleration and opportunities to be involved in activities beyond the school, such as:

- Extension classes in Mathematics and English in year 10
- Public speaking
- History competitions
- Enrichment programs: including writing workshops with authors/poets
- The Science and Engineering Challenge at Flinders University
- The Australian Mathematics Competition
- Sport
- The Spring Poetry Festival, with 7 of our students having their winning entries published in the last three years
- Music and drama performances
- STEM activities
- The ALAS art exhibition etc.

Joint Programs

Adelaide Hills Vocational College (AHVC)

AHVC is an off-site campus of Mount Barker High School and was developed to engage young people from the Adelaide Hills, who are either at risk of disengaging from school or who have already disengaged. The College offers young people the chance to complete their South Australian Certificate of Education (SACE) using adult learning principles in a flexible learning environment. Wherever possible the learning has a direct correlation to career options or future pathways and ensures that young people develop a sense of belonging to their community. The college has a B2: Senior Leader, 4 teaching staff and a 1.0 youth worker to ensure that any barriers are addressed, and each student has an individual program that is suited to their needs.

The AHVC's capacity is enhanced through the coordinated involvement of a range of regional youth stakeholders working to address the educational, social and emotional needs of our student cohort. There are approximately 100 students annually enrolled at the AHVC.

SAASTA

Mount Barker High School is the host school for the Hills Fleurieu SAASTA Academy. The Academy, known as the Sharks and Roos is based at the Adelaide Hills Vocation College and caters for students from Mount Barker High School, Victor Harbour High School, Oakbank Area School, Urrbrae High School, Yankalilla Area School, Heathfield High School and Easter Fleurieu School. It was established to build on the opportunities for Aboriginal and Torres Strait Islander students in the region to access quality learning opportunities and cultural experiences. There are presently 25 students attending the program with 2 teachers (one from AHVC and one from VHHS), ASETO support and is managed by the AHVC.

Flexible Learning Options

Our school offers a range of flexible learning options for students to complete VET competencies and qualifications. Through our new on-site facilities, we offer three VET courses: Electrotechnology, Cabinet Making and Music. Also, in collaboration with Mount Barker TAFE we offer Pathways to Nursing, Aged Care and Hair and Beauty.

As part of our membership in the Adelaide Hills Student Pathways (AHSP's), we are able to offer our students an extensive range of VET courses. This partnership provides VET and Industry Pathways Programs (IPP) students with the opportunity to access facilities and courses provided in the Adelaide Hills Trade Training Centre and the Lower Murray Trade Training Centre.

A number of programs have been developed to engage Year 8 to 11 students at risk. This has included a dance program, self-defence, community volunteering, girls' group, Tumblin, Operation Flinders and robotics.

2. Key School Policies

Contextual Influences

The main economic base for the community is horticulture, farming and small business. Tourism is an important supplementary activity. The town is also the service centre for surrounding farming areas. As a dormitory suburb for the metropolitan area, many parents commute to work. Hence there is a diverse school population, but the vast majority of these people strongly support the school and have high expectations for their children. Most students have attended one of the 9 local feeder primary schools in the region, though we also take students from at least 6 other primary schools.

The school is part of the Adelaide Hills cluster of secondary schools. Some 40% of students come to school on buses, which are shared with the primary schools and Independent and Catholic schools.

The School Community expects:

- effective decision-making structures for staff, students and parents - an excellent public school
- a positive and stimulating working environment that offers a broad and balanced curriculum
- quality relationships between students, teachers and parents that maximise learning
- programs that cater for the needs of all students
- encouragement for students to develop an understanding of self and respect for others and their environment
- clear and effective communication between staff, students and parents
- a provision of opportunities to participate in sports and other co-curricular activities
- a strong and consistent Behaviour Management Policy and highly effective procedures which are supported by the school community.

The school is located on 10 hectares with modern buildings including an agricultural section of some 6 hectares. The district is expanding rapidly due to extensive new housing being built in the Mount Barker and surrounding areas. The challenge for Mount Barker High School is to ensure that a significant number of the children attend our school.

In 2019 the school opened the new \$2.5 million STEM learning area on the second floor, and this incorporates a large second floor outdoor learning area. To complement the schools, focus on sustainable energies a \$250,000.00 solar panel and LED light upgrade has been incorporated into our new facility.

In 2020 the school will start a phased development approach to improve the majority of the teaching areas over the next twelve months, starting in mid-April using \$6 million dollars provided by the Capital Works Program. To supplement this improvement the school is funding additional work to improve our learning environment.

The school provides relevant programs for students with special needs to enhance their learning and optimise achievement of their potential through provision of appropriate physical and teaching support.

School Priorities

The school gathers input from staff, students and parents within the context of DECD to assist in determining school priorities.

The core business of Mount Barker High School is to provide the best quality teaching and learning in a secure and supportive environment. All students are able to achieve to their maximum potential in all areas including intellectual, physical, cultural, moral and emotional capabilities. The school is part of a vibrant educational community where staff, parents and other members of the community work positively together and support each other to achieve.

Site Improvement Plan

The Site Improvement Plan maps the school's priorities, which for 2020 are:

- Goal 1: Increase student's skills and achievement in literacy with a focus on writing
- Goal 2: Increase student understanding of and achievement in numeracy

Please refer to the 2020 Site Improvement Pan for more detailed information and these priorities are closely aligned to the DfE Coherence Framework.

Vision:

‘To inspire young people to become active citizens who can achieve their full potential and flourish’

Our purpose is to develop the physical, intellectual and social capacities of our students to the greatest extent possible. We seek to do this in collaboration with parents and the community organisations to which they belong. We have a passion for teaching and learning and set high standards of excellence for ourselves in pursuing our purpose. We exercise fairness in our decisions and actions, set goals and strive to achieve them and support imaginative problem solving.

Mount Barker High School provides a safe, supportive, caring environment that optimises learning and self-development opportunities for our students.

3. Co-Curricular Activities

School Productions

The Arts staff organise a variety of productions and presentations at different year levels during the year, including Winter Arts Night.

Music

Music is a significant feature of the school curriculum. Our school bands are highly skilled, and ensembles are formed according to the interest and skills of students and teachers. Instrumental tuition is provided by DfE instrumental music teachers and a number of private providers.

Camps and Excursions

Special camps and excursions are held at each year level: Year 8 camp (Term1), Year 9 Camp, Year 8-12 Ski Tour and every two years the school participates in the World Challenge (2019 World Challenge Borneo).

Specific excursions relevant to particular subjects in each year level are also organised.

Sport

Sport has a significant place in the school. The school participates in two athletic carnivals in the first term of each year.

The school enters Knock-out Sporting competitions state-wide achieving significant success in a range of sports including the Pedal Prix. Many community sports clubs offer excellent opportunities for participation in a wide range of sports.

Clubs

The school offers a range of clubs for students and is dependant on staff interested. Our current clubs are: Drone’s, Programming, Craft, Board Games and Online Games.

4. Staff (and their welfare)

Staff profile

The teaching staff is comprised of a majority of experienced teachers, leaders and SSOs.

Leadership structure

Executive Team

The Executive team consists of the Principal, Deputy Principal, Assistant Principals, Senior Leader and the school’s Business Manager.

Leadership Team

The Leadership team is comprised of all coordinators and the Executive team. Weekly meetings are open to all staff.

Staff support systems

Teaching staff are assigned to learning areas under the leadership and management of a Coordinator who is responsible for providing guidance, support and feedback to each member of the learning area. In addition, a comprehensive induction program is provided for staff new to the school, which is managed by an Assistant Principal, with input from other staff. To support the schools, focus on improvement all staff undertake professional learning every Wednesday from 2.30pm to 5.00pm. All training is linked to the 2 site goals and is strongly connected to our teaching programs.

Professional Conversations

All staff select a member of the school's leadership team to be a mentor. Mentors are responsible for facilitating these professional conversations and for supporting staff. The school uses the Australian Professional Standards for Teachers as part of our professional conversations and are conducted in accordance with Growth Coaching principles. There is a requirement for the mentor to observe 3 lessons throughout the year. As part of our individual professional development all staff undertake twice a year a full 360degree feedback process using a product call Educator Impact.

Staff utilisation policies

Staff are encouraged and supported to extend the scope of their teaching expertise so that they can offer additional subjects or take classes at higher year levels to expand professional knowledge.

5. School Facilities

Buildings and grounds

The school was re-built in 1973. Most of the buildings are of brick construction and in excellent condition, having recently undergone a complete soft refurbishment including painting, carpeting and classroom furniture. The extensive grounds contain spacious grassed areas surrounded by trees, providing a pleasant working environment together with good provision for sports activities. The Science laboratories were upgraded in 2005. Over the past years significant improvements in facilities have occurred including the development of an outdoor multi-purpose facility adjacent to the canteen, construction of an electro-technology facility and Technology Studies redevelopment, whole school refurbishment, Home economics upgrade, front office redevelopment, staffroom upgrade, hall upgrade, gym redevelopment and grounds redevelopment. Over the past 3 years the school has also undertaken significant physical improvement that includes external/internal painting, internal carpets and replacement of student lockers.

Heating and Cooling

The school is air conditioned and heated with the exception of the gym, although there are plans to complete this by the end of 2023.

Specialist facilities

Specialist facilities include five Science laboratories, Gymnasium, Music suite, Drama suite, Art, Home Economics and Technology Studies areas, Mathematics, English, two Computing rooms, Agriculture (including 6 hectares of grounds) and an excellent Resource Centre. In addition, a number of rooms and hubs are equipped with computers providing information communication technology and a whole school wireless network. The school Canteen provides a wide range of products.

Student facilities

The school has a Year 12 study room (Head Way).

Staff facilities

Each learning area has a staff workroom in which every member of the teaching staff has a 'base'. The staffroom in the administration building is spacious. Staff have access to EDSAS, DayMap and the Internet, and all staff members are provided with a laptop for school use.

Access for students and staff with disabilities

Disabled access is available to most of the school including ramps and an internal lift.

Access to bus transport

Apart from the school buses, public transport is provided by Transit SA and Murray Bridge Bus Services.

6. School Operations

Decision making structures

Day to day administration and decisions are made by the Executive team which meets regularly. Regular Learning area meetings facilitate information sharing and all staff have the opportunity to raise issues and concerns. Key decision-making groups include the Leadership team, Finance Committee, Work Health and Safety Committee, PAC, Uniform Committee, Canteen Committee and the Student Representative Council. Both the Executive and Leadership teams meet weekly. The PAC meets as required.

Regular publications

The *Barker Chronicle*, our newsletter, is published two to three times each term.

Staff and Student Notes are published daily through DayMap. A School Information Booklet and Curriculum Guide are posted on the school website.

Information is provided regularly to parents about attendance and other relevant information which supports student learning.

School Logo

Mount Barker High school released its new logo in September 2014. The colours of the Logo are inspired by the striking gums of the Adelaide Hills. The tree conveys growth, stability, responsibility and curiosity. Its branches are wide and expansive, and the silvery tones are interwoven with the traditional school tone of blue.



The shape of an 'M' denotes our heart and home, from which we grow and lend support and rises up to a summit; it is aspirational, reaching and aiming for excellence.

As part of the tradition of the school we have maintained our original school motto *Non nobis solum*, now written in English, *Not for ourselves alone*. The motto was introduced to the school in 1909 and is interconnected with everything we do at Mount Barker High School.

School financial position

The school is in a sound financial position and charges only modest fees. School Finances are managed by the Finance Committee of the Council, including the Principal and the School Business Manager.

7. Local Community

General characteristics

Population growth in the area has increased significantly in recent years. Areas of rapid expansion include Mt Barker, Littlehampton and Nairne. There is a high proportion of Australian-born residents and hence low levels of non-English speaking people. A high proportion of self-employed workers and employers is indicative of small business and agriculture employment. Major agricultural activities include cropping, dairying and grazing. Horticulture is a growing industry.

Tourism is also a growing industry. Mt Barker is the service centre for surrounding areas. Approximately half of the workers work outside of the Hills region and of these approximately half are white collar workers. There is a high proportion of business with no employees (ie self employed) and over half with one to four employees.

Parent and community involvement

The school has a strong Governing Council. Parent involvement is mainly through the activity of the Governing Council and its sub committees. The community has provided support for a range of school-based activities including Music Night, the Senior School Formal and Pedal Prix. Several school-based programs operate through partnership with both government and non-government agencies located in Mount Barker.

Feeder schools

Mount Barker High School enrolls students from a number of schools including Mount Barker Primary School, Mount Barker South Primary School, Littlehampton Primary School, Hahndorf Primary School, Nairne Primary School, Macclesfield Primary School, Echunga Primary School, Meadows Primary School, Callington Primary School, St Marks Lutheran, St Frances De Sales and St Michael's Lutheran Primary School.

Other local care and educational facilities

Child Care Centres and a range of out of hours care facilities are available in Mount Barker. The local TAFE SA Campus includes a well-stocked public library.

Commercial/industrial and shopping facilities

The main street, Gawler Street, has a wide range of shops for residents, and a number of supermarkets incorporate specialty shopping. Morphett Street is a major transport corridor within the town, attracting retail users, restaurants and fast food. A cinema and restaurant complex has been constructed and new retail outlets are being constructed as the area expands.

Other local facilities

Mount Barker provides a wide range of social, art and sports activities and organisations. Good medical, dental and hospital facilities are available in the town.

Accessibility

It only takes about 30 minutes to travel from Mount Barker to Adelaide City Centre when traffic conditions are good. Bus transport to the city is available on a regular basis.