



2023 annual report to the community

# Mount Barker High School

Mount Barker High School number: 0783

Partnership: Heysen

School principal:

David Garrett

Signature

Date of endorsement:

25/02/2024



Government  
of South Australia  
Department for Education

# Context Statement

Mount Barker High School caters for students from 7 to 12. At the time of this report, the enrolment in 2023 is 1051. Mount Barker High School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 3% Aboriginal students, 21% students with disabilities, 2% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

## Principal's Report

Since arriving at Mount High School in mid-2022, my goal has been to lead our school to raise the bar. I want our students, staff, and school community to be the best versions of ourselves. This is a challenge that is not met overnight. It has meant examining our priorities and systems, building on our best, introducing strategic ideas and dropping off what isn't essential. The school has grown very quickly, and in 2022 and 2023, we understood that a school of over 1,000 students needs to operate differently from the school of 700 that had been very successful for a number of years.

One key initiative was implementing the house system to preserve the strong sense of community that characterised our school. Designed to group students and staff into four houses, this system fosters continuity and relationships throughout students' high school journey. Significant efforts were invested in structuring programs and activities to nurture house and school culture, resulting in a flourishing array of enriching activities.

Our school is strongly committed to positive education, providing students with understanding, skills, and tools to improve their well-being. However, we understood that while this provides a solid foundation, we needed to introduce new approaches, so we commenced Positive Behaviour for Learning (PB4L) and Restorative Practices. PB4L clarifies and then teaches the behaviours we agree demonstrate our school values of Respect, Resilience, Persistence, and Community. Restorative Practices assist teachers, students, and parents in building, maintaining, and restoring relationships.

In addition to our mainstream curriculum, we offer specialised support through the Harold Mitchell Inclusive Education Centre for students with disabilities and additional needs and the Adelaide Hills Vocational College for older students seeking educational opportunities. Recognising a gap in support for younger students facing barriers to learning, we launched the Voc On program in 2023 to address this need.

Our School Improvement Plan included three goals:

Goal 1: Increase student growth in numeracy with a focus on years 7 and 8.

Goal 2: Increase student growth in reading with a focus on year 7.

Goal 3: Increase the percentage of students reporting high levels of resilience.

Like any organisation, it is important for us to know if our efforts are succeeding. One way we do this is to use data to measure key initiatives we put in place. One of these measures is to track student growth using PAT M and R. We also used the Department for Education Wellbeing Engagement Collection to learn about resilience growth.

- 31% in years 7 and 8 showed greater than or equal to one year's growth in PATM (88/285).
- 23% in year 7 showed greater than or equal to one year's growth in PATR (28/124).
- Students showed 3% growth in resilience from year 10, 2022, to year 11, 2023.

While these numbers do not appear to be large, they are comparable to or better than similar schools. We intend to continue the strategies used in 2024 and ensure they are used correctly and often, as building literacy, numeracy, and resilience are important capabilities students need to be successful in senior school.

We also commenced SACE improvement by introducing a new work completion policy that supports and holds students accountable for preparing for and submitting assessment tasks on time rather than holding students accountable after missing deadlines.

A great deal of work that is behind a school's success is not obvious to outside observers. Effective school leadership and staffing are vital. In 2023, significant work was put into developing an effective school leadership team. We tested the structure that had previously been developed for a school of our size and developed a fantastic blend of experienced and new leaders. They worked hard and are absolutely committed to taking our school forward. We also have employed a

blend of highly capable and enthusiastic, experienced, and early career teachers who want to be at Mount Barker High School for the long term. Our staff are the lifeblood of our school, and I cannot thank them enough for the effort, skill and creativity they put into guiding our students' learning journeys.

I also want to recognise the staff who have given so much to our school over many years. Firstly, Deputy Principal Jenni Cook. Jenni was in various roles at Mount Barker High School for over twenty years. She was one of the originators of our very successful Adelaide Hills Vocational College, teacher, Arts Coordinator, Middle School Assistant Principal, Deputy Principal and Principal. Thank you Jenni. Andrew Dunn was another long-standing school leader who moved on. Andy Amberg retired, and Nathan Doble has moved to other endeavours. Several other staff also moved on. I thank them all for their contributions.

Finally, I thank the 2023 governing council, especially chair Tabitha Eades. Tabitha has long been a strong voice for parents and a strong supporter of the school. I greatly appreciate her positivity, support, and commitment to representing parent perspectives. I also appreciate the contribution of all governing council members. Meetings always provide a lively forum where thoughts and opinions are respectfully discussed. I encourage the parent community to contact governing council members if issues need to be raised.

David Garrett  
Principal

## Governing Council Chair Report

For many of our senior students, school leaders and staff, 2023 was the first school year since the start of the Covid pandemic that they experienced a normal school year. Over previous years, our school has faced the challenges of modified timetables, a shift to online learning at home, Covid health restrictions, and interruptions around the school campus as significant building upgrades were undertaken. I would like to take the time to acknowledge just how well everyone adapted to make the best of this time, in particular how well our year 12 cohort managed throughout their school career, with 97.78% completing SACE (88 students out of a possible 90).

Though our SACE results were not quite as high as the previous year, 61% of our year 12s achieved grades in the A and B Bands, with 2 students receiving A+ Grades and 51 achieving an ATAR. I would like to congratulate Kye McDonald for being the very worthy recipient of the Governor of South Australia Commendation Excellence Award and our Dux of School for 2023, both incredible accomplishments. We also congratulate Harry Eades for being awarded an A+ with Merit from the SACE board for his Research Project, completed in year 11. Both wonderful students were invited to attend ceremonies at Government House in February this year to receive their awards.

On November 6, Ella Frost was awarded a 2023 Premier's Anzac Spirit School Prize, which enabled her to travel to Vietnam. This is a huge achievement, as only 20 students out of 600 are awarded scholarships, and Ella is only the third recipient in 26 years from Mount Barker High to be awarded this prize. Congratulations, Ella!

2023 was the third year of our tiered house system, with teachers reporting that they have observed a greater acceptance and connection between year levels. Older students watch out for and mentor students in younger year levels. The system has also fostered greater and longer-lasting communication between families and house leaders, a connection that we hope continues to develop and strengthen our school community.

I take a huge amount of pride in our school and am constantly impressed by its proactive approach to introducing positive strategies to elevate the well-being of our students and staff. This year, programs such as Positive Behaviour for Learning and Restorative Practices were implemented to provide a strong scaffold upon which to build a healthy and positive school culture and to provide students and teachers with the tools needed to communicate their issues in safe and constructive ways. There was also the intention of activating our local community and parents to become involved in the Restorative Practices program, with our school extending the invitation for them to participate in a wonderful workshop presented by Kerrie Sellen, which was incredibly well received, so much so that another workshop will be run for families and the community again in 2024.

In term 3 the mobile phone policy came into effect after the Government of South Australia made it mandatory for the ban of mobile phones in all public schools. While some schools put this into place at the beginning of the school year, the decision was made by our school leaders that we would take the time to discuss the methods with which our school would implement this policy. This was to ensure that we could comprehensively address any issues that this would present for families with students requiring access to phones for health and wellbeing issues, as well as approaching it with a focus on

the positives that the new policy would create rather than it being punitive. As a result, we have seen it as something that has been embraced successfully, and in terms 3 and 4, our students and staff were very creative with lunchtime games and clubs being run to provide a selection of activities for students to engage in.

Once again, our school has led the way in taking a proactive approach to assisting students with difficulties adapting to structure and the challenges that school life can present. The Voc On program came into being to offer our younger students facing these challenges a safe space to undertake their schooling; this has been made possible by the incredible efforts of our Adelaide Hills Vocational College (AHVC) team and some teachers from our school. We have had the privilege of hearing updates about the Voc On program and the AHVC from Glen Mears. I would like to express my genuine appreciation for the extraordinary effort Karen, Glen, and their incredible team put into providing such important opportunities for the students in their care.

2023 also saw the reintroduction of the year 7 camp, an activity that was greatly missed during the Covid pandemic and was much enjoyed by all who participated. In July, we welcomed international students and staff from the Funabashi Municipal High School into our school for the international exchange program. Other activities of note that were held throughout the year were the year 12 formal, the Quiz night, which was very successful, the ski trip and the year 12 graduation dinner. A huge shout out to Josh Guttilla for his support and enthusiasm for helping the year 12s create a yearbook as a keepsake of their time at Mount Barker High. The governing council members were shown a copy of the yearbook, and we were all incredibly impressed. We look forward to seeing how this year's book turns out, as we know it was already in the planning stages at the end of 2023.

Lastly, I want to acknowledge and thank some members of staff that we have said goodbye to in 2023: Andrew Dunn has taken up the position of Principal of Spring Bank College, congratulations Andrew. Nathan Doble has moved on to try his hand at various things, though we hope he will still be around, and we have two retirees, Andy Amberg and Deputy Principal Jenni Cook. Though, as a school community, we are very sad to see you go, we wish you all the very best for your happiness and future endeavours, and we are extremely grateful to have had the benefit of your passion, skills, and dedication during your time at Mount Barker High School. I also wish to express my heartfelt thanks to David Garrett, our wonderful Principal, for the leadership, wisdom and sheer hard work he puts in every day to support our school community and to continually improve our positive school culture. It has been a privilege to have your support throughout the year during my role as chairperson, and I thank you for your guidance and common-sense advice, not only for myself but for the governing council as a collective.

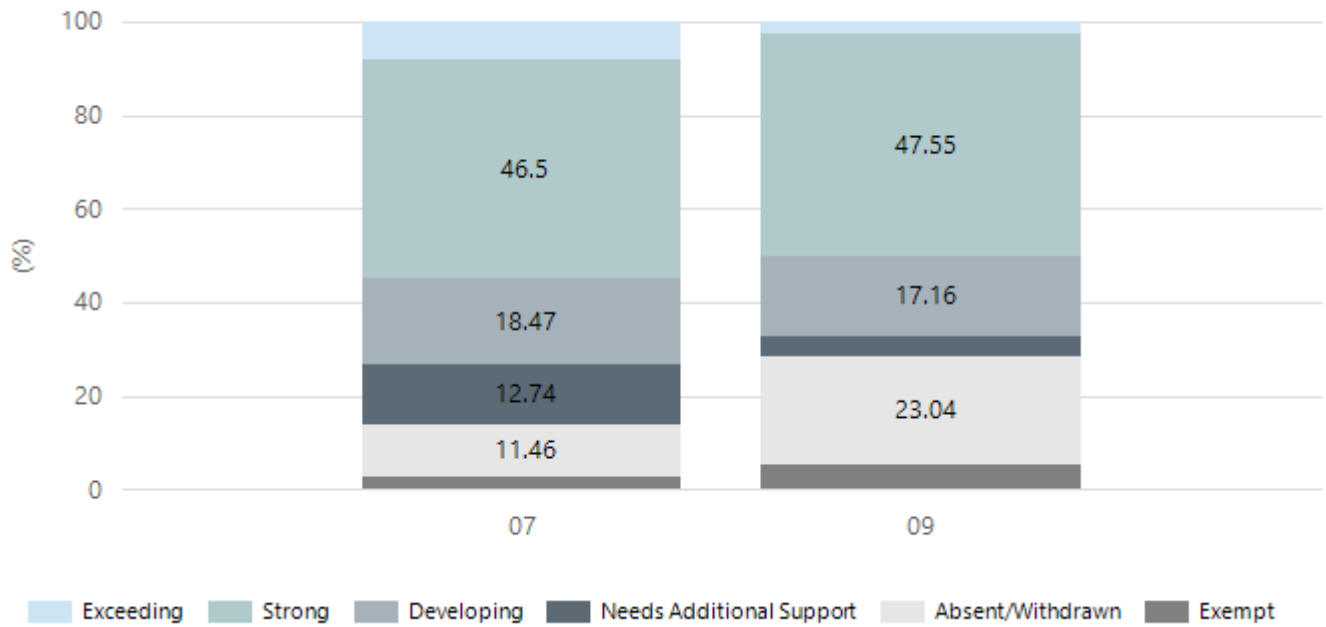
Tabitha Eades  
Governing Council chair

## **Performance Summary**

### **NAPLAN Proficiency**

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

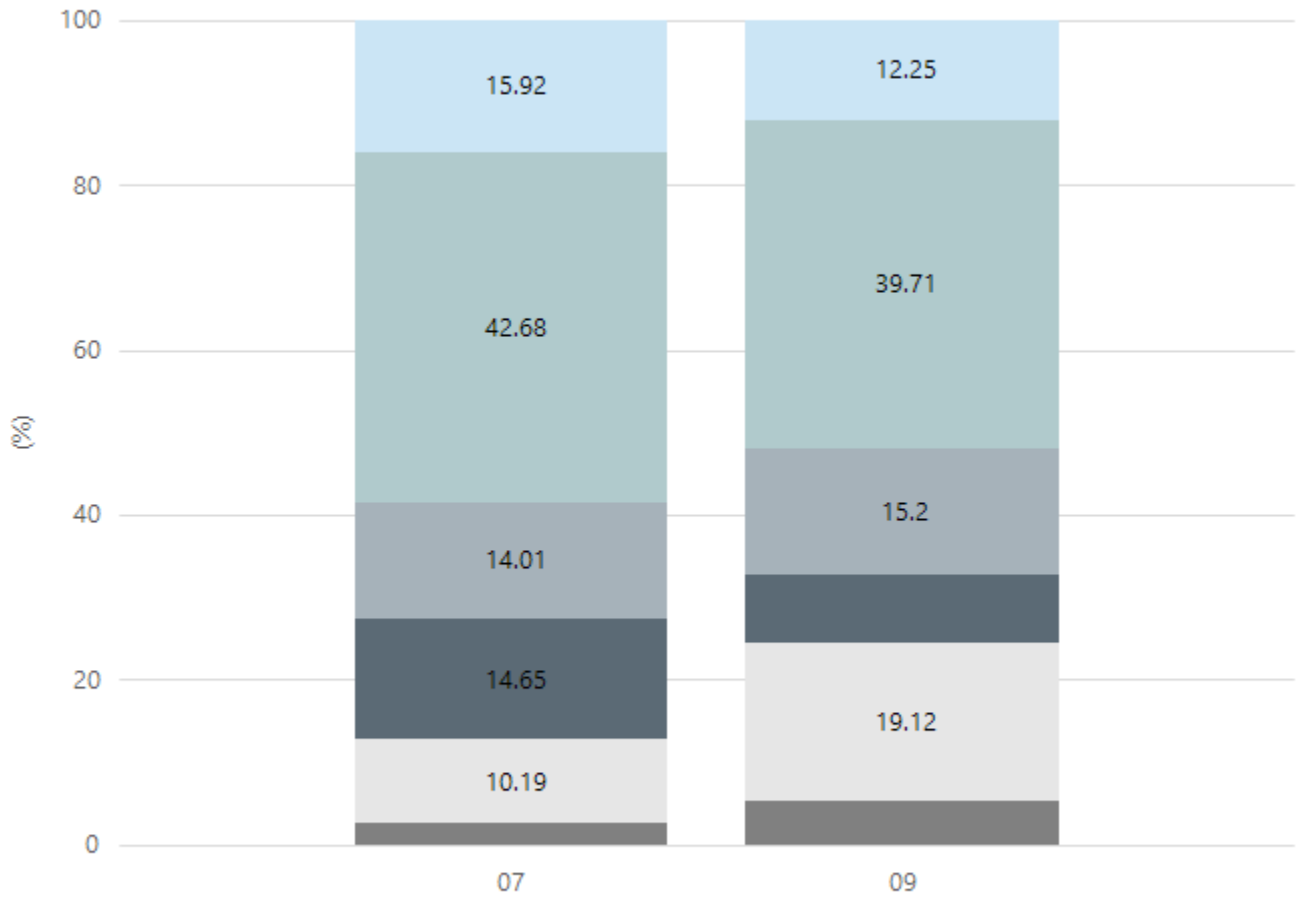
## Numeracy



Year Level	07	09
Exceeding	13	5
Strong	73	97
Developing	29	35
Needs Additional Support	20	9
Absent/Withdrawn	18	47
Exempt	4	11
Total	157	204

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

# Reading

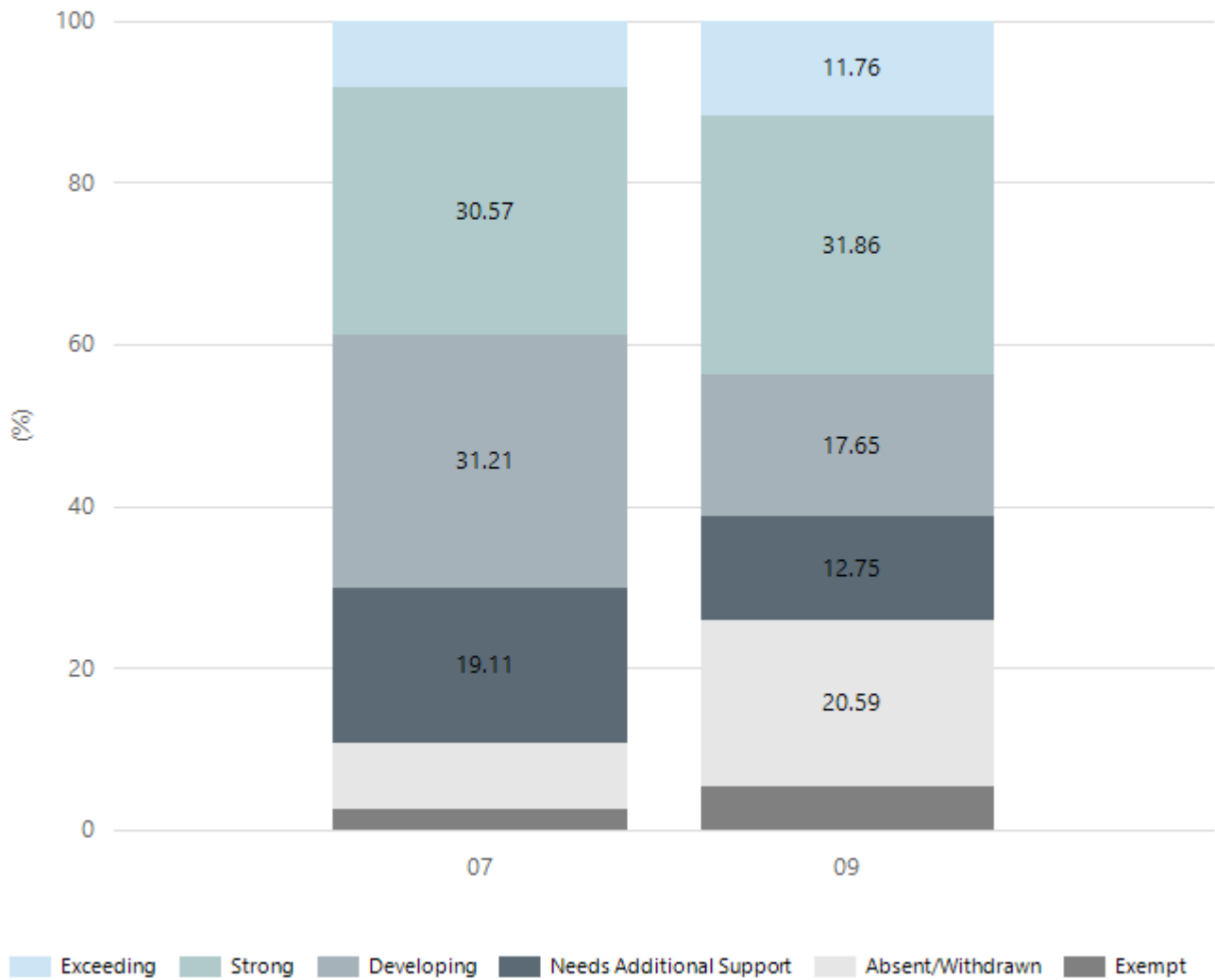


Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	07	09
Exceeding	25	25
Strong	67	81
Developing	22	31
Needs Additional Support	23	17
Absent/Withdrawn	16	39
Exempt	4	11
Total	157	204

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

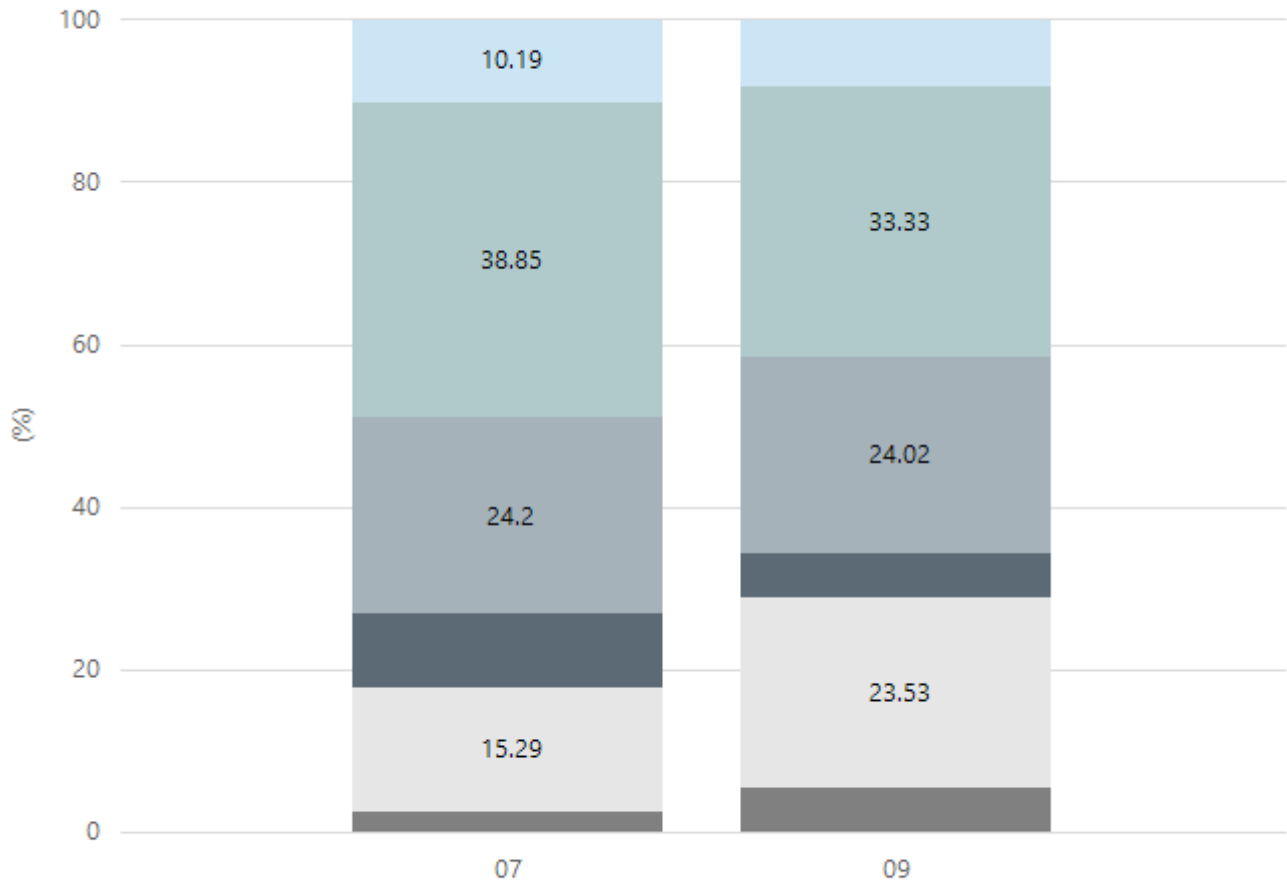
## Writing



Year Level	07	09
Exceeding	13	24
Strong	48	65
Developing	49	36
Needs Additional Support	30	26
Absent/Withdrawn	13	42
Exempt	4	11
Total	157	204

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

## Grammar



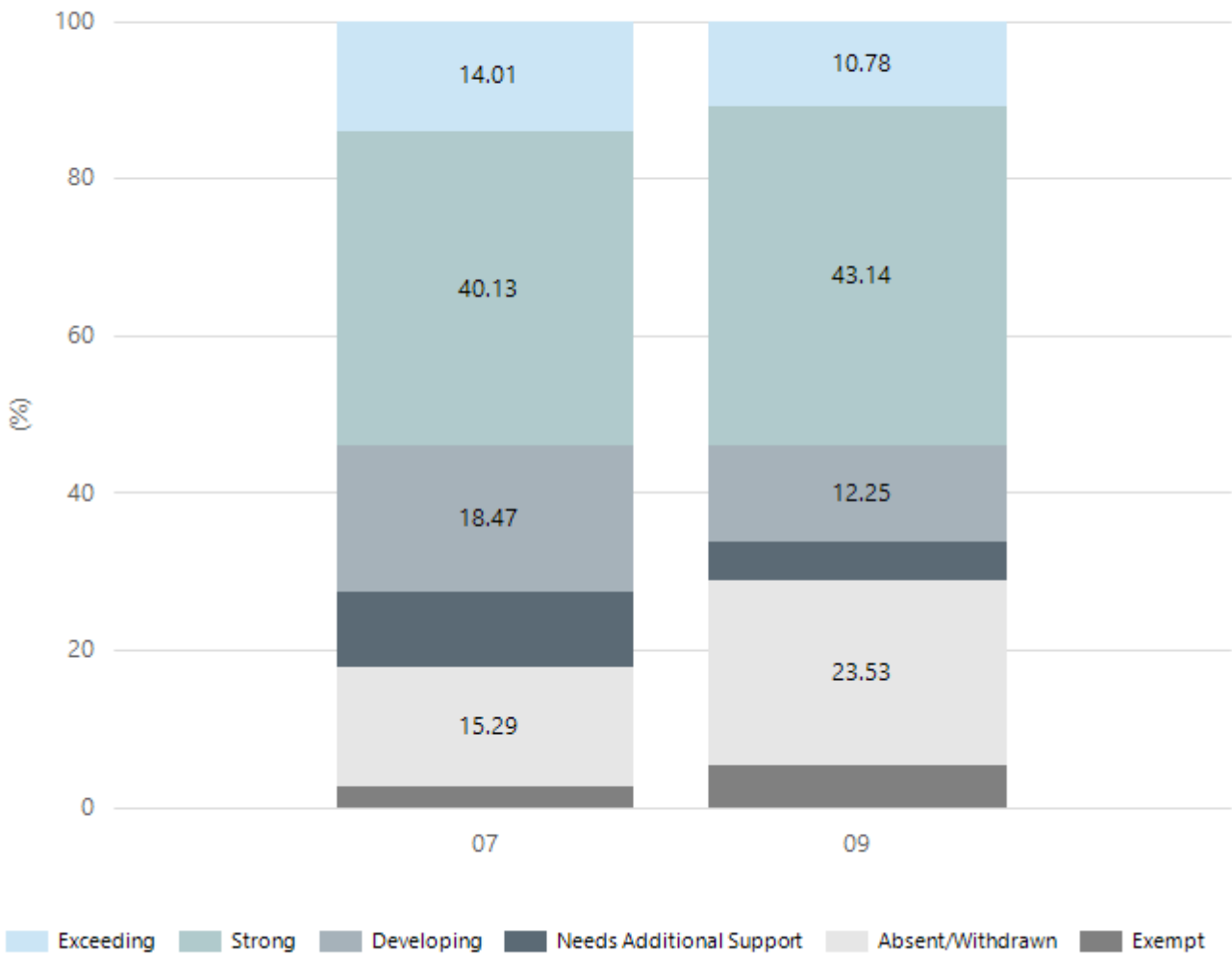
Exceeding Strong Developing Needs Additional Support Absent/Withdrawn Exempt

Year Level	07	09
Exceeding	16	17
Strong	61	68
Developing	38	49
Needs Additional Support	14	11
Absent/Withdrawn	24	48
Exempt	4	11
Total	157	204

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.



## Spelling

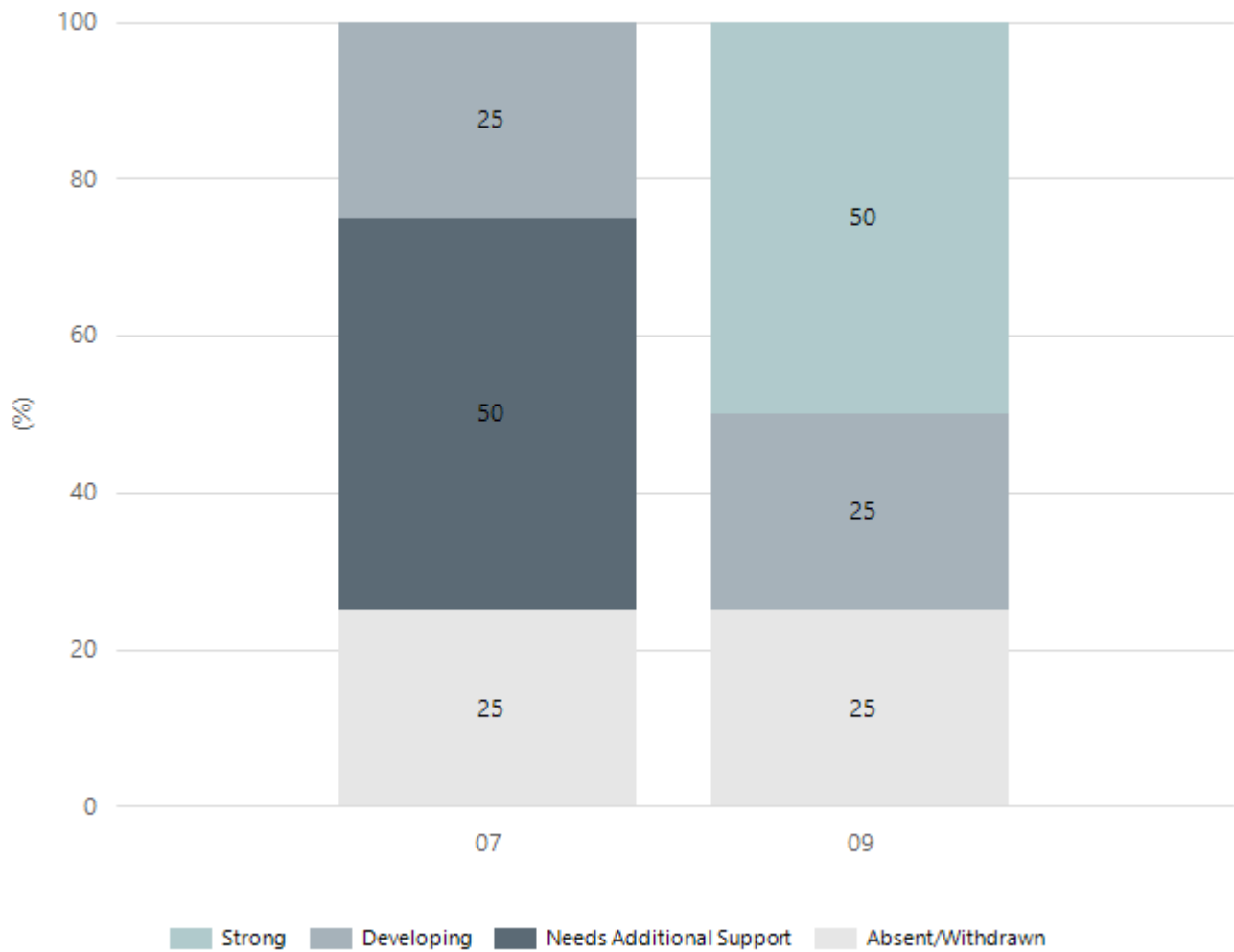


Year Level	07	09
Exceeding	22	22
Strong	63	88
Developing	29	25
Needs Additional Support	15	10
Absent/Withdrawn	24	48
Exempt	4	11
Total	157	204

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

# NAPLAN Proficiency - Aboriginal Learners

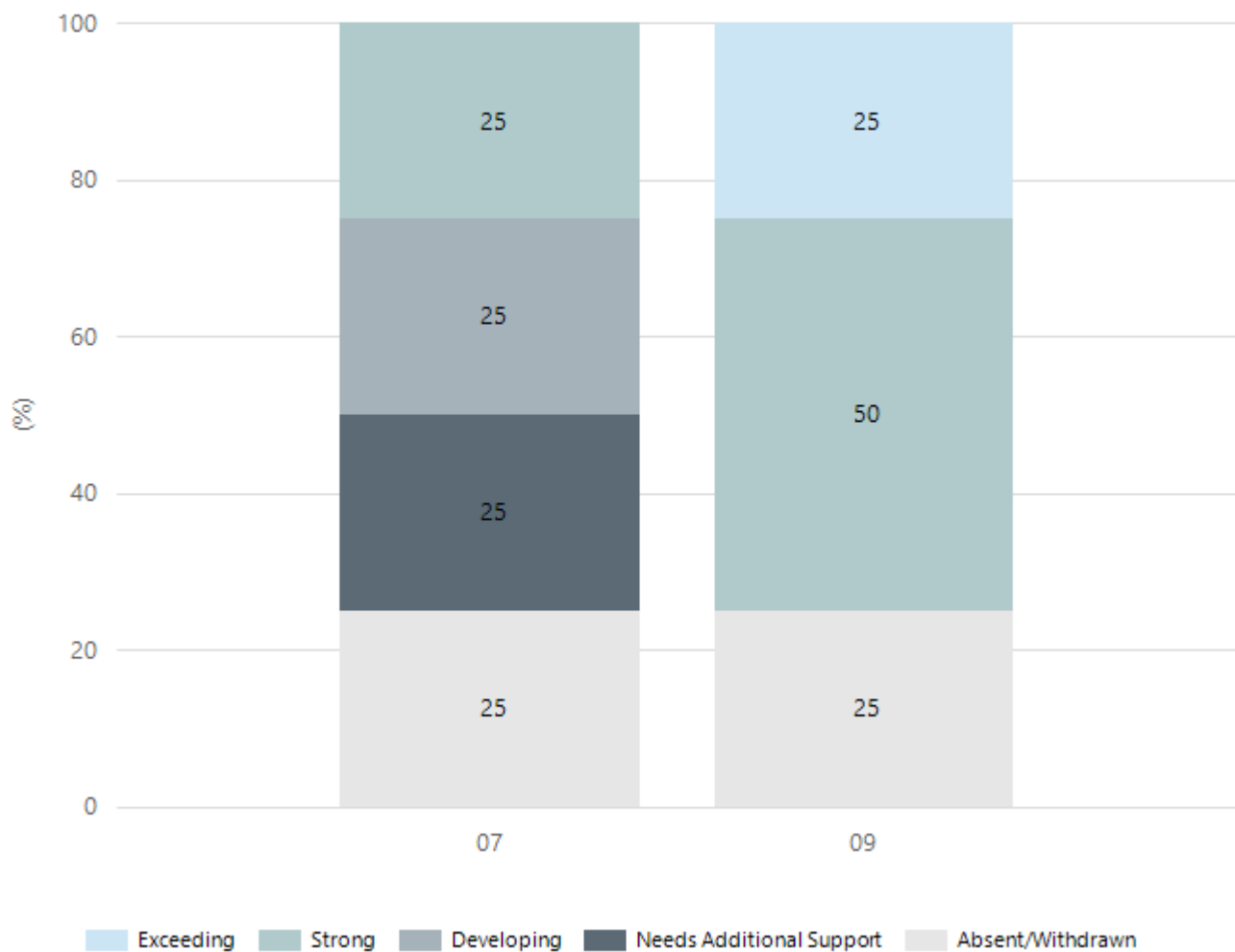
## Numeracy



Year Level	07	09
Strong		2
Developing	1	1
Needs Additional Support	2	
Absent/Withdrawn	1	1
Total	4	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

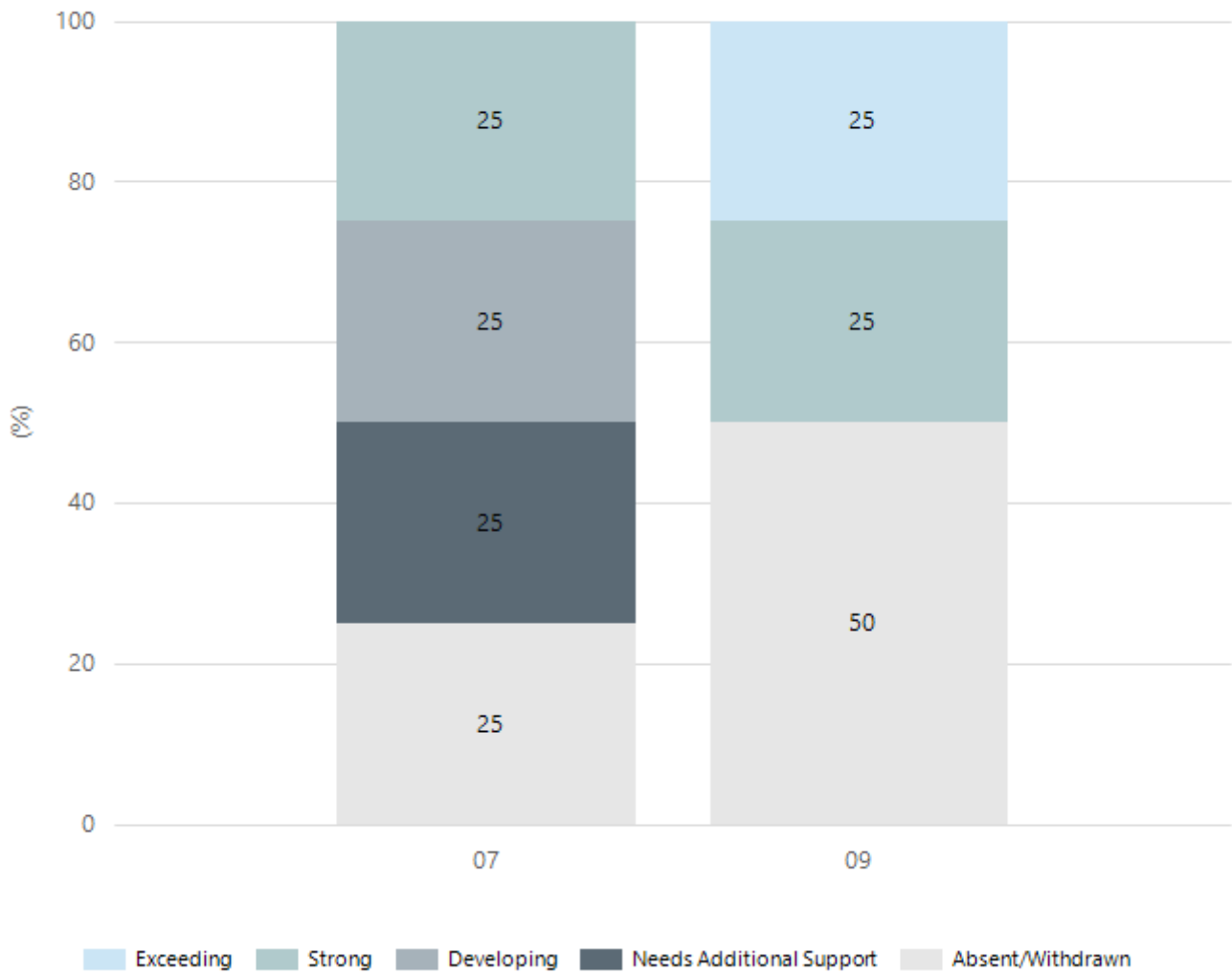
## Reading



Year Level	07	09
Exceeding		1
Strong	1	2
Developing	1	
Needs Additional Support	1	
Absent/Withdrawn	1	1
Total	4	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

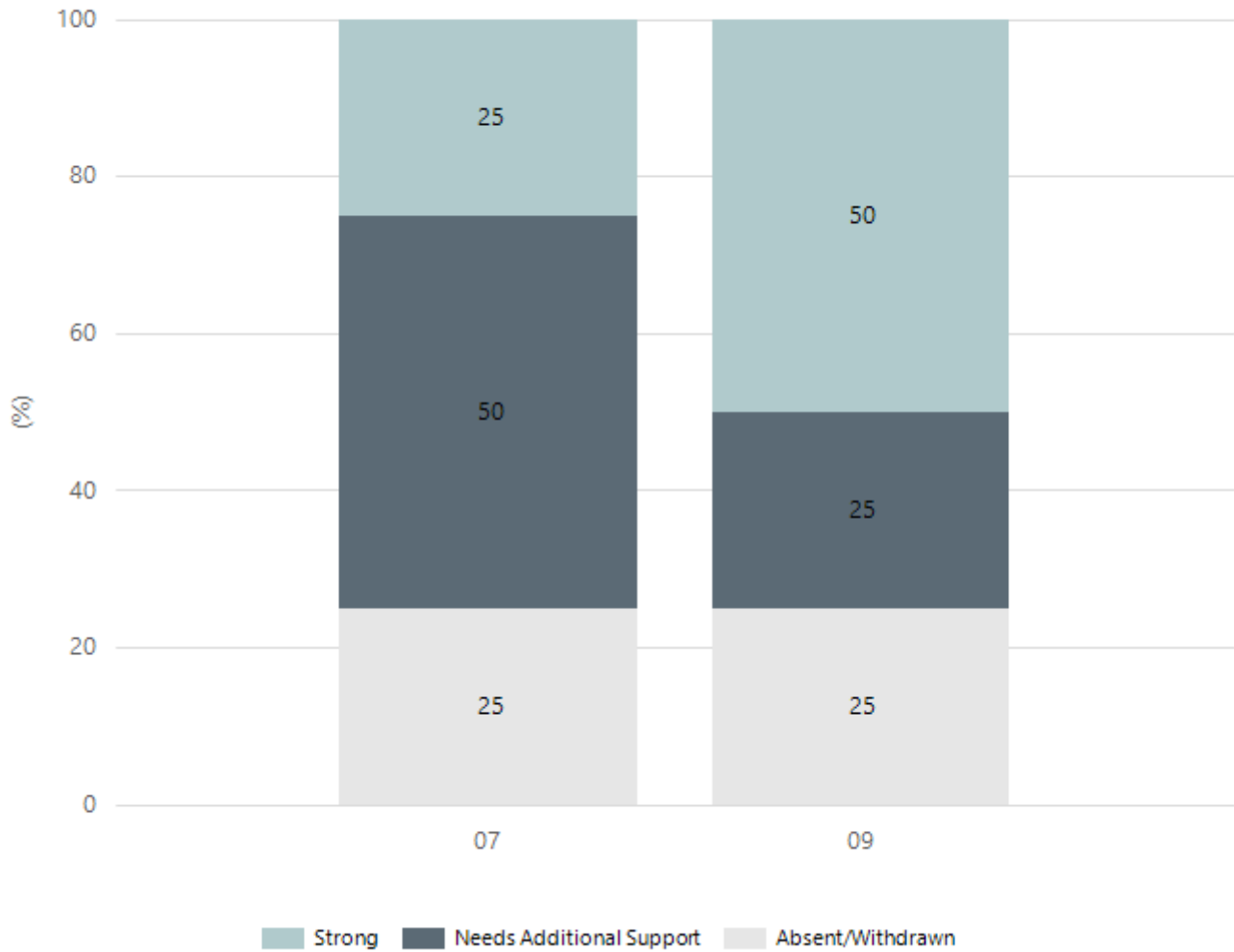
## Writing



Year Level	07	09
Exceeding		1
Strong	1	1
Developing	1	
Needs Additional Support	1	
Absent/Withdrawn	1	2
Total	4	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

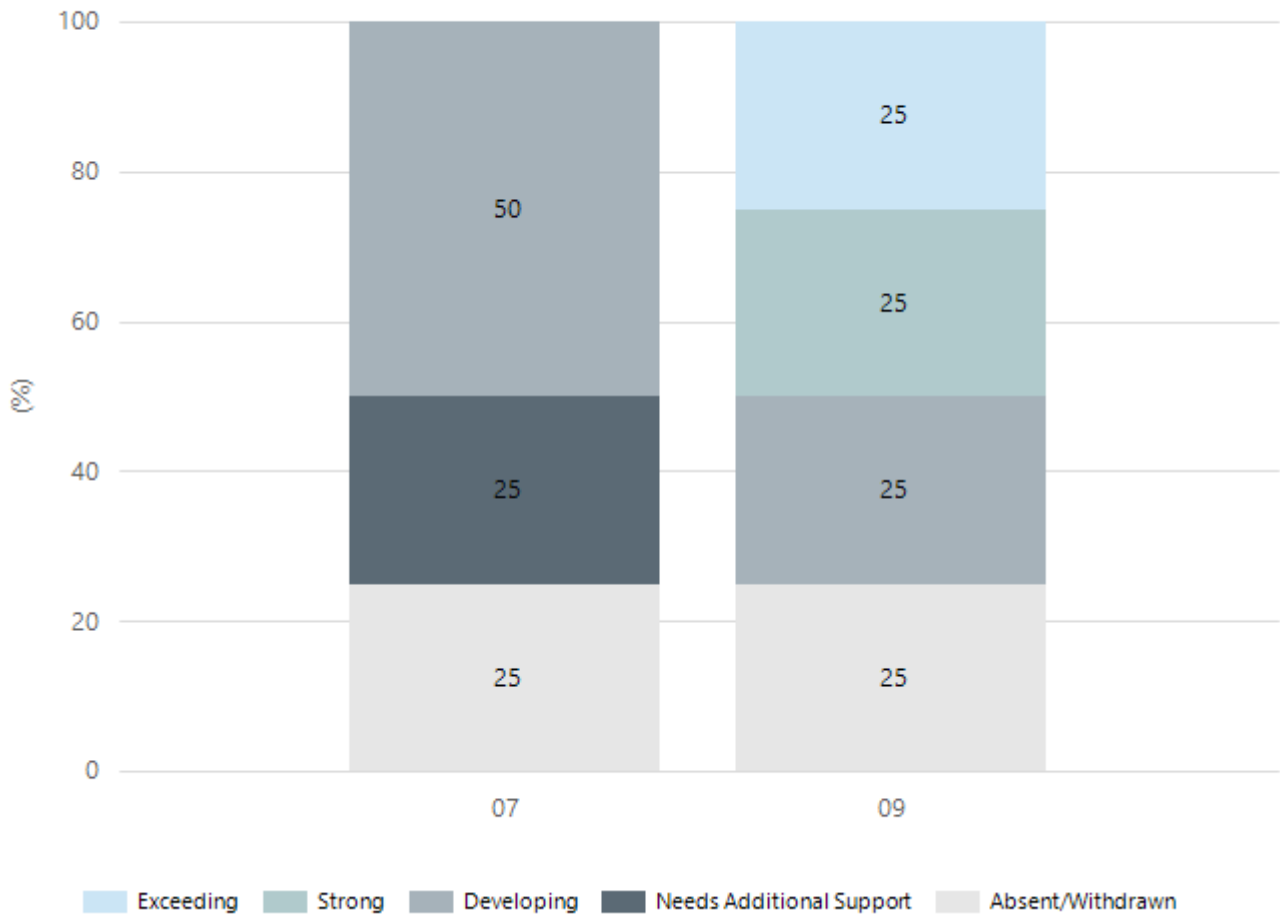
## Grammar



Year Level	07	09
Strong	1	2
Needs Additional Support	2	1
Absent/Withdrawn	1	1
Total	4	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

## Spelling



Year Level	07	09
Exceeding		1
Strong		1
Developing	2	1
Needs Additional Support	1	
Absent/Withdrawn	1	1
Total	4	4

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

# South Australian Certificate of Education - SACE

## SACE Stage 2 Grades - Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2020	2021	2022	2023
99%	97%	99%	97%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## SACE Stage 2 Grade Distribution

Grade	2020	2021	2022	2023
A+	0%	1%	0%	1%
A	6%	6%	7%	5%
A-	11%	8%	13%	12%
B+	14%	9%	15%	14%
B	20%	16%	18%	15%
B-	13%	17%	15%	14%
C+	12%	18%	13%	15%
C	19%	17%	14%	16%
C-	4%	7%	2%	5%
D+		1%	1%	1%
D	1%	1%	0%	1%
D-	0%	0%	0%	1%
E+			0%	0%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2020	2021	2022	2023
100%	96%	100%	98%

Data Source: SACE School Data Reports, as of February 2023 for 2020-2022. 2023 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## Year 12 Students undertaking Vocational or Trade Training (VET)

	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training	37%	37%	28%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	96%	100%	98%

Data Source: School supplied data



## School Attendance

Year Level	2021	2022	2023
Year 07		85.3%	85.9%
Year 08	88.2%	83.8%	84.2%
Year 09	82.5%	82.5%	82.5%
Year 10	80.9%	77.3%	82.9%
Year 11	76.7%	73.6%	80.7%
Year 12	83.7%	75.1%	79.3%
Secondary Other	91.5%	86.2%	83.5%
Total	82.5%	80.2%	82.7%

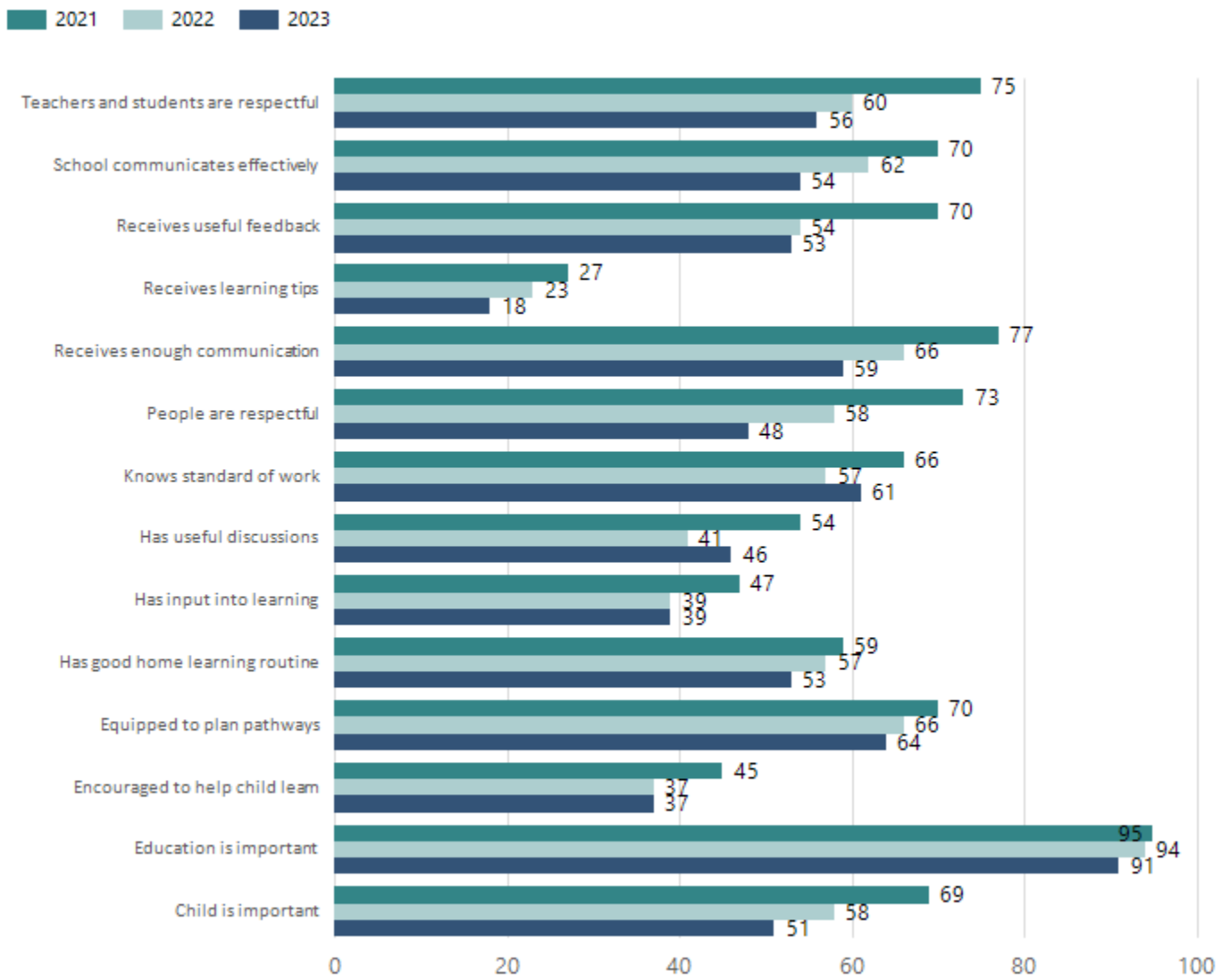
Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

## Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

# Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

## Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	11	11.0%
OV - LEFT SA FOR OVERSEAS	16	16.0%
PE - PAID EMPLOYMENT IN SA	9	9.0%
SM - SEEKING EMPLOYMENT IN SA	15	15.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	27	27.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	7	7.0%
VI - LEFT SA FOR VIC	5	5.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

## Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	47
Postgraduate Qualifications	34

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

### Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalent	1.0	74.8	0.3	30.7
Persons	1.0	80.0	1.0	39.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

## Financial Statement

Funding Source	Amount
Grants: State	\$13326418
Grants: Commonwealth	\$203411
Parent Contributions	\$444042
Fund Raising	\$0
Other	\$19595

Data Source: School supplied data.