



**MOUNT BARKER**  
HIGH SCHOOL

*Not for ourselves alone*

# Parent Handbook



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## Who's Who in Leadership?

All students are placed in one of four houses: Angas, Barker, Hindmarsh and School. These houses form the basis of our house groups, which comprise a small number of students from each year level who work together and support each other throughout the school year. Year 11 and 12 students are encouraged and supported to act as mentors for students in lower year levels. The house group teacher is usually the parents' first point of contact with the school.

### House group and subject teachers

Your key contact at the school will be your child's house group teacher. This teacher sees your child every day and will be your first port of call for any concerns. For subject-specific concerns, you should contact the subject teacher directly.



### House Leaders

House Leaders are responsible for the leadership of all students and staff in their house. They can be contacted for information about celebrating success, our wellbeing and resilience program, house mentor program, learning support, future pathways, student wellbeing, computer loans, uniform concerns, behaviour concerns, bullying and harassment concerns.

ANGAS	BARKER	HINDMARSH	SCHOOL
			
<a href="#">Aaron Roche</a>	<a href="#">Alek Berry</a>	<a href="#">Bradley Forkert</a>	<a href="#">Kubashni Pillay</a>

### Head of Houses

Heads of Houses have overall responsibility for the houses and house system. They also have responsibility for matters pertaining to particular year levels in the school.

Head of Houses: Middle School	Head of Houses: Senior School
	
<a href="#">Kerry Woods-Bellman</a>	<a href="#">Nick Sward</a>

## Wellbeing Team

The wellbeing team can be contacted for information about wellbeing support, referrals to outside agencies and wellbeing events. Students can make appointments with a member of the wellbeing team through the student hub.

Wellbeing Leader	Wellbeing Coach	Wellbeing Coach
		
<a href="#">Nicole Clarke</a>	<a href="#">Chloe Binder</a>	<a href="#">Alisha Fleming</a>

Pastoral Care Worker

<a href="#">Sam Hateley</a>

The wellbeing team supports students' mental, emotional and social wellbeing so they feel safe, supported and ready to learn.

The team works with students, families and staff to create a positive and inclusive school environment where every student can thrive.

## School Mental Health Service

Mount Barker High School hosts the School Mental Health Service, a free Department for Education service providing short-term support for students experiencing mild to moderate mental health concerns.

More information about this service can be found on the [Department for Education](#) website.

## First Nations Team

Our First Nations team are responsible for supporting our First Nations students and their families and providing support for including First Nations perspectives in the curriculum.

AET	ACEO
	
<a href="#">Josh Farmer</a>	<a href="#">Jono Stier</a>

Students at the Adelaide Hills Vocational College have their own wellbeing team to support them in a range of areas.

Wellbeing Coach	Wellbeing Coach	Wellbeing Coach
		
<a href="#">Melissa Perry</a>	<a href="#">Aiden Musolino</a>	<a href="#">Scott Humphrys</a>

## Learning Area Leaders

Learning Area Leaders can be contacted for specific curriculum concerns. Serious issues can be escalated to the assistant principal of curriculum.

Agriculture and Science	Creative Lifestyles	English, Literacy and Languages
		
<a href="#">David Jenkins</a>	<a href="#">Alex McFarlane</a>	<a href="#">Thomas Gilder</a>

HASS and Cross-Disciplinary Studies	Healthy Lifestyles and Sport	Mathematics and Numeracy
		
<a href="#">Heath Masters</a>	<a href="#">Matthew Honner</a>	<a href="#">Amanda Clark</a>

STEM, Technologies and Home Economics	Inclusion	Tailored Learning
		
<a href="#">Rebecca Ramm</a>	<a href="#">Trish Jones</a>	<a href="#">Yashti Paech</a>

## VET and Careers Pathway




The VET coordinator is responsible for VET pathways for students, including vocational education training opportunities, school-based traineeships and school-based apprenticeships. Students can make appointments with the VET coordinator through the student hub or via email: [dl.0783.vet@schools.sa.edu.au](mailto:dl.0783.vet@schools.sa.edu.au)



## Senior Leaders

For serious matters you may wish to contact the principal, deputy principal, assistant principals or business leader.

Principal	Deputy Principal	Assistant Principal Operations	Assistant Principal Curriculum
			
<a href="#">David Garrett</a>	<a href="#">Cara Fiebig</a>	<a href="#">Kirsten Wissell</a>	<a href="#">Justin Saegenschmitter</a>

Assistant Principal Inclusion	Assistant Principal Adelaide Hills Vocational College	Business Leader
		
<a href="#">Nicki Hacquoil</a>	<a href="#">Karen Horvath</a>	<a href="#">Chris Stone</a>

## Supporting Your Child at Mount Barker High School

Your child learns every day and everywhere - at home, school and the community. Follow this link to find out more about supporting your child in secondary school.

<https://www.education.sa.gov.au/parents-and-families/parent-engagement/helping-children-learn-secondary-years>

### The difference you can make

How you support your child's learning matters. You have a key role in shaping their values, attitudes and approaches to learning at home and at school.

It is important that you continue to stay engaged with your child's learning in secondary school. There are simple things you can do to help your child thrive and become an independent learner.

### Why it matters

There are real benefits when you stay involved in your child's secondary school education. The benefits include:

- improved academic achievement
- higher completion rates as young people have stronger aspirations for post-school learning and employment
- positive student attitudes and behaviour at school
- increased self-esteem and healthy relationships
- reduced mental health issues
- improved attendance rates

### Why secondary school can be challenging for parents

Young people are more independent in secondary school. They are more active in their own education. This means the way you support your child's learning could change.

Secondary schools are different to primary schools. They have different structures. How they communicate student progress is different too. As your child grows older, being involved in their education may require additional planning.

### What matters most

Research shows that a young person's development in secondary school is strongly influenced by how a family values school and their education. This includes a family's expectations and aspirations for their child's future. If your home is a place that encourages and supports learning, it affects how your child learns. Research shows this has more influence than your direct involvement with the subjects your child is studying.

### What you can do?

#### Be sensitive and give structure

Be sensitive. Young people want to be more independent. Give them structure and support.

- think about your parenting style, be supportive, warm and responsive
- encourage your child to do their own or joint decision-making
- help your child make their own schedules to manage school and homework
- let your child solve their own problems
- maintain a consistent level of support and supervision

## **Discuss aspirations and expectations for your child's learning**

- talk about why and how you value education for your child's future
- set high but realistic educational goals for your child
- have aspirations for your child
- talk about post-school education options, courses and careers
- be positive, talk with your child about the things they are good at
- encourage your child to learn from their mistakes

## **Talk about learning**

- talk about school, learning and education, talk often and listen
- discuss big ideas around politics, society, science and culture, link these to schoolwork if you can
- talk about books, movies, documentaries, television and online media, talk about what your child is reading or watching
- ask questions in a way that encourages a discussion, try to avoid questions that only need a 'yes' or 'no' answer - use example open-ended questions.
  - What did you enjoy...?
  - What do you think about...?
  - Why did you like...?
- give encouragement
- develop influence through questioning, helping your child to develop their views and opinions by exploring different aspects of a topic





### **Keep connected**

Stay in contact with the school. Have discussions with teachers in formal and informal ways. It could be at a parent-teacher interview, through an email conversation or over the phone. Be present for conversations about your child's future. Together, talk with the school about your child's education and career opportunities. Attend course counselling sessions with your child.

Find out who the key contact person is for your child. Initially it will be their house group teacher. This teacher will have an overview of your child's wellbeing. They will keep track of their progress and achievements.

### **Give your child appropriate homework support**

Support your child with their homework. You can also help them to manage other activities like sport or work.

If you can, make sure your child has a quiet and organised space for doing their homework. Your local library might work if there is not enough space at home. Avoid direct involvement in doing your child's homework if they are struggling. Help them problem-solve the issue and work out what they will do next. This is more important as your child grows older.

Show interest in what your child is learning and doing at school. Ask about what homework they have. Follow your child's schedule through the school.

### **Opportunities to speak to staff**

Early in the year, we hold a 'meet the parents BBQ' and information session to allow parents/caregivers to meet their child's house teacher in a relaxed environment.

Learning conversations are held once per semester. Parents/caregivers are encouraged to use these opportunities to meet their child's house teacher and subject teachers.

## **The difference you can make**

When parents and schools work together children and young people are more likely to do better at school. You can help your child to be a confident and enthusiastic learner. You can encourage them to believe they will do well at school. You can let them know that trying hard and doing their best is what matters.

## **Get to know your child's teachers**

Teachers work hard to make sure you are kept up to date with what your child is learning. They can offer ways for you to connect with them, so you can get to know each other and create a shared vision for your child's learning success.

There are many ways for you to get to know and stay connected to your child's teachers. Here are some ideas of how you can get to know your child's teachers at Mount Barker High School:

- attend welcome nights and parent information nights
- come to learning conversations (parent-teacher interviews)
- ask about the best way to get in contact if you have questions and let them know how you prefer to be contacted
- stay in touch – read the Barker Chronicle, access our website and social media pages
- go to performances, concerts and sporting events your child is involved in

## **Find out what is happening in the classroom**

At Mount Barker High School, a lot of information about your child's learning progression is accessible on Daymap. To stay informed and involved you can:

- login to Daymap to view information regarding attendance, academic achievement and teacher feedback
- ask your child about their learning goals
- keep in contact, don't wait for a parent-teacher interview if you have a question or concern
- contact the house group teacher as they have an overview of your child's learning or contact the subject teacher for information specific to a learning area
- get to know our leadership structure – you might need to contact the house leaders or the head of houses

## **Be part of your school community**

Being part of your child's school community is one way to show your child you value their education. There are many other ways to contribute. Attending a couple of events at the school each year can mean a lot. It shows your child that you value their education and successes. Consider bringing along grandparents, aunts, uncles and other important family and friends to share in these events.





## Communication

At Mount Barker High School, we aim to create a thriving and inclusive learning community through developing positive partnerships between our school and our families.

These partnerships will be supported by highly effective communication channels between school and home that help support the presence, participation, and progress of students at Mount Barker High School.

### **Mount Barker High School will:**

- create a culture of open, kind, and respectful communication that promotes stronger collaboration
- foster close communication between parents and the teachers, we all work in partnership to support your child
- keep parents regularly informed about our expectations, and their child's activities and progress at school
- ensure there is well structured formal program of communication with parents, with both school and family responsible for ensuring there is effective communication outside these formal opportunities
- be inclusive in providing accessible information for all our families; we aim to provide materials in families first languages where possible and facilitate interpretation services when required
- uphold our obligations to consult with parents and students about learning adjustments and support

### **We expect our parents/caregivers will:**

- provide up to date contact details such as email address, phone, postal address and living/custody arrangements
- provide us with any information that is critical for us to know to best support their child, for example, student wellbeing issues, sickness, family concerns or bereavement; all information shared will be handled with sensitivity and confidentiality
- connect with the parent portal through Daymap
- read the barker chronicle and other communication from the school
- participate within our school community by attending events at school and connecting with teachers regularly
- work in partnership with the school to improve the progress of their children through open communication
- check the school website and social media pages for regular updates

## Quick Guide - Who Should I Contact?

Curriculum issues	Wellbeing issues
<p><b>Subject Teachers</b></p> <ul style="list-style-type: none"> <li>individual student issues occurring within a classroom</li> <li>clarification regarding assessment tasks</li> <li>due dates for work submission</li> </ul>	<p><b>Student Hub Staff</b></p> <ul style="list-style-type: none"> <li>illness, injury, family matters, courtesy - no follow up needed</li> </ul> <p><b>House Group Teacher</b></p> <ul style="list-style-type: none"> <li>attendance</li> <li>low-risk health and wellbeing issues               <ul style="list-style-type: none"> <li>friendships</li> <li>time management</li> <li>homework</li> <li>overwhelmed</li> <li>injury or illness</li> </ul> </li> </ul>
<p><b>Learning Area Leaders</b></p> <ul style="list-style-type: none"> <li>when an issue has been raised with a subject teacher and more support or further follow up is needed</li> <li>when there are multiple concerns or issues within a learning area subject</li> </ul>	<p><b>House Leaders</b></p> <ul style="list-style-type: none"> <li>bullying</li> <li>long term planned absences</li> <li>low level behaviour support</li> </ul> <p><b>Wellbeing Team</b></p> <ul style="list-style-type: none"> <li>student/family support</li> </ul>
<p><b>Assistant Principal Curriculum</b></p> <ul style="list-style-type: none"> <li>subject counselling</li> <li>when a parent may need support after an issue has been raised with a learning area leader</li> </ul>	<p><b>Head of Houses</b></p> <ul style="list-style-type: none"> <li>respond to serious behaviour incidents, including suspensions</li> <li>truancy</li> </ul> <p><b>Wellbeing Leader</b></p> <ul style="list-style-type: none"> <li>critical incidents</li> </ul>

## Homework Requirements

### What does the research say?

Homework has a positive impact on learning for secondary school students. It also helps students with developing routines and self-motivated work habits and promotes parental engagement (Evidence for Learning 2023).

At Mount Barker High School, the purpose of homework is to:

- complement and reinforce classroom learning so that students can work towards mastery of skills or deeper understanding of concepts
- foster good lifelong learning and study habits
- develop self-regulation processes such as goal setting, self-efficacy, self-reflection, and time management
- support partnerships with parents/carers by connecting families with the learning happening at school

There are structures in place at school to support homework and catch-up work including help desk support during recess and lunch on Tuesdays and Thursdays and Homework Club on Wednesday afternoons run in conjunction with Wednesday Club.

### Middle school (years 7 to 9)

In the middle school students' homework may be used for preparatory learning such as watching videos or reading a short text, or for practice towards mastery of skills, and rehearsal. This is best achieved with short (~10 minute) but frequent practice and should not require the assistance of a teacher or adult. Students who demonstrate good habits of practice will be demonstrating our school values in particular perseverance and resilience.

In some circumstances students in the middle school will work on assignments at home after being given clear instructions and exemplars of what is expected. Homework should not exceed 2.5 hours in total per week across all subjects in the middle school.

### Senior school (years 10 to 12)

In the senior school students' homework will more likely be used for revision, assignment completion and tasks designed to work towards mastery of skills. Students in the senior years should aim to complete at least 1 to 2 hours of study or homework each day/night. This may incorporate study lessons during the school day. It should be noted that to achieve mastery in some subjects, students at stage 1 (year 11) and stage 2 (year 12) may need to spend more time rehearsing and revising content and applying their skills.

Senior students who work and/or have a range of commitments after school should work to develop a regular routine at school and at home to utilise their time most effectively to maximise their learning. This may include seeking advice and support from their teachers during study periods.

## School Times and Timetable

Please note in the approved timetable for 2026 the school day begins at 8:40am and ends at 3:15pm (except for an early dismissal on Wednesdays at 2.00pm).

Wednesday Club is available for those students who are required to stay at school until 3.15pm. The club is run in our resource centre from 2.05pm under supervision of a teacher.

Monday	Tuesday	Wednesday	Thursday	Friday
House Group 8:40-9:00 (20)	House Group 8:40-9:00 (20)		House Group 8:40-9:00 (20)	House Group 8:40-9:00 (20)
Line 1 9:00-10:30 (90)	Line 6 9:00-10:30 (90)	Line 4 8:40-10:10 (90)	Line 5 9:00-10:30 (90)	Line 7 9:00-10:30 (90)
Recess 10:30-11:00	Recess 10:30-11:00	Recess 10:10-10:40	Recess 10:30-11:00	Recess 10:30-11:00
Line 2 11:00-12:10 (70)	Line 7 11:00-12:10 (70)	Line 3 10:40-11:50 (70)	Line 1 11:00-12:10 (70)	Line 4 11:00-12:10 (70)
Line 3 12:10-1:00 (50)	Line 5 12:10-1:15 (65)	House Time 11:50-12:40 (50)	Line 6 12:10-1:15 (65)	Line 2 12:10-1:00 (50)
Lunch 1:00-1:30	Lunch 1:15-1:45	Lunch 12:40-1:10	Lunch 1:15-1:45	Lunch 1:00-1:30
Line 4 1:30-2:20 (50)	Line 2 1:45-3:15 (90)	Line 7 1:10-2:00 (50)	Line 3 1:45-3:15 (90)	Line 1 1:30-2:20 (50)
Line 5 2:20-3:15 (55)		Finish 2:00		Line 6 2:20-3:15 (55)
Finish 3:15	Finish 3:15		Finish 3:15	Finish 3:15

Note: Students are dismissed at 2:15pm on the last day of each term if an early dismissal form has been completed by a parent/caregiver.

### Before and after school supervision

Staff will be on duty to supervise students from 8.25am until 3.35pm.

### 2026 term dates

#### Term 1

Tuesday 27 January to Friday 10 April

#### Term 2

Monday 27 April to Friday 3 July

#### Term 3

Monday 20 July to Friday 25 September

#### Term 4

Monday 12 October to Friday 11 December

## Wellbeing Science

Wellbeing Science is embedded in our house program and subject teaching and aims to provide students with skills and knowledge to increase resilience and wellbeing. It aims to build students' PERMA, positive emotion, engagement, relationships, meaning and achievement/accomplishment; positive psychology Professor Martin Seligman's definition of wellbeing. The goal is to build upon and strengthen their understandings of wellbeing through a range of activities woven through the house program.

In the house program, we follow themes based on research from the field of positive psychology.

## Celebrating Success

As a school we believe in celebrating success in many forms. Each house and house group has its own ways of recognising and celebrating the successes of its members.

At our end of semester assemblies, students are recognised for their academic successes. Students are acknowledged at our mid-semester assemblies for demonstrating our school values. At the end of each term, students who have received house points go in a draw for a pizza lunch to acknowledge their achievements. Middle school students are recognised throughout the year by their teachers for middle school gold star awards. Staff also recognise students for demonstrating the school values by handing out house post cards and writing messages to students to acknowledging their achievement.



## Student Reports

### Mid-term progress report

Academic excellence/improvement is our aim for all students. To assist in this goal, predicted mid-term grades are collected, analysed and published to parents/caregivers on Daymap in terms 1 and 3. This process provides early identification of students 'at risk' of underachievement and allows parents/caregivers and staff to arrange a meeting to identify strategies for improvement.

### Semester reports

Student reports are published on Daymap at the end of each semester. Reports include a grade for each subject (A+ to E-), information about aptitude to learning in class, and information about house group involvement. Written feedback is provided on one key assessment task each term through Daymap.

Students' overall progress is tracked by collating their grade point average (GPA) each semester. The GPA is included on each report. This information is used to analyse individual student growth and identify academic achievement and academic improvement award winners.



# 2026 Semester I

## Year 9 Report

### Example Student

SUBJECT	RESPECT	PERSEVERANCE	RESILIENCE	COMMUNITY	GRADE
<b>9 AGRICULTURE</b> RICHARD DAY	Excellent	Excellent	Excellent	Excellent	<b>A</b>
<b>9 ENGLISH</b> AMY JOHNSON	Excellent	Good	Excellent	Good	<b>B+</b>
<b>9 HEALTH AND PHYSICAL EDUCATION</b> JEFF MANNING	Good	Good	Good	Good	<b>C+</b>
<b>9 HISTORY</b> JACK SEPPELT	Excellent	Good	Good	Excellent	<b>B</b>
<b>9 MATHEMATICS</b> DAVID JONES	Excellent	Excellent	Excellent	Excellent	<b>B</b>
<b>9 PHYSICAL EDUCATION - SPORTS ACADEMY</b> JEFF RICHTER	Good	Good	Satisfactory	Good	<b>B</b>
<b>9 SCIENCE</b> ALEX REED	Good	Satisfactory	Good	Excellent	<b>B-</b>
<b>ANGAS HOUSE</b> FREDRICK DOYLE	Good	Good	Good	Good	

## Lockers

All students will be assigned a locker and given a Mount Barker High School combination lock on the first day of school. Students are not permitted to carry their bags or personal devices with them during the school day. Times for students to visit lockers to collect books and other items needed for the school day are at the start of the day, at the beginning and end of recess, the beginning and end of lunch and the end of the day. Students are not permitted to visit lockers at other times.

If a student loses or damages their lock replacements are available from the student hub for \$15, alternatively students may provide their own lock that they have purchased themselves.

## Student ID Cards

ID cards can be used in the student hub, the resource centre, and on public transport and as a general proof of identification to obtain student concession. The initial cost of ID cards is covered in the materials and services charge, but replacement cards will cost \$5.00 each.

ID cards are arranged by the school and the 2026 student ID photos is scheduled for Thursday 29 January. For students who are not present for photo day or who start school later in the year ID photos are arranged through the resource centre.

## School Photos

'The School Photographer' is the professional photographers engaged by the school. Photos will be taken of all students and parents have the option to purchase photographs.

Payment of school photographs will be via a payment envelope on the day the photographs are taken or directly from their website. The payment envelopes will be issued to students in the weeks leading up to the scheduled photo day.

The school does not handle any money. All arrangements are between families and 'The School Photographer'.

2026 photo dates

ID photo day: Thursday, 29 January

Whole school photo day: Thursday, 25 June



## Instrumental Music Lessons

All students undertake one term of classroom music in year 7. In addition, there is also an opportunity for students to be taking instrumental music lessons. The Department for Education Instrumental Music (IM) teachers provide lessons during school hours at no cost. Instruments currently offered by our IM teachers include: flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar and percussion (including drum kit, tuned and untuned percussion). Students enrolled in the IM music program will have the opportunity to reinforce their skills in school ensembles such as, beginner concert band or advanced stage band, depending on their instrument choice and skill level.

Other instruments can be studied through private music instructors during school hours at a cost of \$30.00 per one half hour lesson, per week. Mount Barker High School currently offers private instrumental music lessons in piano, violin and voice. Other instruments may be available upon request. Students learning from private music instructors (both inside and outside of school) are also encouraged to join a school ensemble, if appropriate.

Students taking lessons must either own or have access to an instrument for personal practice. The school has a number of high quality woodwind, brass and string instruments available for a very low hire fee (\$100.00 per semester), which includes maintenance. Guitarists (including bass) must have their own instrument, and percussionists must have their own drumsticks and a practice pad.

If you have any queries about lessons or instrument hire, please contact Alex McFarlane at the school on 8391 1599 or by email: [alex.mcfarlane784@schools.sa.edu.au](mailto:alex.mcfarlane784@schools.sa.edu.au).



## Uniform

Our school dress code has been approved by the governing council. It is the documented standard of acceptable clothing worn by students while attending school, travelling to and from school, on excursions and when representing the school at events. The uniform meets the needs of our students to year 12, and is inclusive, comfortable, high quality, affordable and similarly priced to other schools.



**unisex polo \$39.50**



**long sleeve polo \$42.50**



**black track pants \$42.50**



**hooded zip jacket \$72.50**



**hoodie \$69.50**



**winter skirt \$75.00**



**summer dress \$75.00**

### Also available

navy puffer jacket  
\$75.00

grey woollen jumper  
\$77.50 to \$82.50  
depending on size

unisex black shorts  
\$40.00

girls black shorts  
\$49.50

grey blazer  
\$160.00

school tie  
\$25.00

black pants  
various styles and prices

House colour shirts are for use when playing sport and Fridays only



**Angas house polo \$49.00**



**Barker house polo \$49.00**



**Hindmarsh house polo \$49.00**



**School house polo \$49.00**

The above prices and uniform is subject to change.

The Uniform Policy can be found on our website

## Uniform Supplier

The school uniform is available from our uniform supplier, Hills Schoolwear. You can visit their store without a booking or order uniforms online at <https://hillsschoolwear.com.au/collections/mt-barker-high-school>

Hills Schoolwear  
Homemaker Centre  
6 Dutton Road  
Mount Barker 5251  
Phone 8323 6150  
Monday to Friday 9:00am to 5:00pm  
Saturday 9:00am to 12:00noon

Limited second-hand uniforms may also be available from the student hub. Please phone 8391 1599.

## Professional Learning Days and School Closure Dates

The Department for Education recommends four professional learning days and one school closure day each year. The school's governing council approves the date of these days in term 4 or early term 1 of each school year.

### 2026 professional learning days and school closure

Term 1: Tuesday, March 10

Term 2: Friday, June 5

Term 3: Thursday, September 11 and school closure day Friday, September 12

Term 4: Wednesday, December 9

At the end of each school term, students will be dismissed from school at 2.15pm. Bus times change accordingly, and supervision is provided in the resource centre for students that need to remain until the usual departure time.

## Emergency Procedures and Bushfire Information

### Evacuation, lockdown and shelter in place

All incidents are managed by the school and regular practice drills will occur. In the event of an incident or emergency, staff and students will be alerted by the school's occupant warning system and receive directions from emergency wardens. The school community will be advised about any necessary actions in the case of an emergency.

### Bushfire

Mount Barker High School's bushfire risk rating has been classified as 'NR' (negligible risk). The school will remain open if a catastrophic fire danger day is declared. Whilst the school will remain open to students' school transport will be affected. In accordance with the emergency management framework, if a catastrophic fire danger day is forecast for the next day, all bus and taxi services will be cancelled on that day where schools on those bus routes have risk rating of R1 or R2 in the relevant fire ban district. Communications will be sent to families via email, SMS and social media if this is the case.

The school constantly checks updates on ABC radio AM 891 and the CFS website. The risk for all excursions will be assessed. It is highly likely they will be cancelled if in a high fire risk area. If the bushfire information and warning messages issued by the police and emergency services advise of a potential threat to safety for students, the principal will enact emergency evacuation procedures. The principal will endeavour to keep parents informed of school procedures via the official fire information radio station ABC AM 891 and the school's social media pages. The principal is responsible for decision-making regarding the safety and movement of students and staff and all persons on the school site, unless police and emergency services intervene directly, or through an authorised officer whose authority to act has been established beyond reasonable doubt.

## School Drop Off and Pick Up

### Parking for drop off and pick up

Car parking at school is limited to a small number of visitor parking places. Additional parking is available at the Mount Barker Council owned car park adjacent to Keith Stephenson Park on Flaxley Road. Some parking is available in the roads surrounding the school, but we would ask that drivers are mindful of our neighbours, park legally and maintain clear access to driveways.

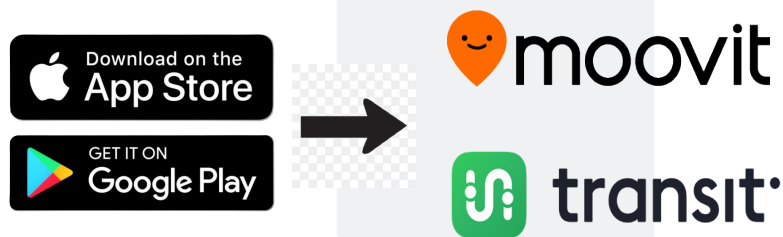
### Bus information

School buses provide a service to many of the outlying towns and districts. Details of these services can be found on the school website at [www.mtbhs.sa.edu.au/enrolments/bus\\_service](http://www.mtbhs.sa.edu.au/enrolments/bus_service).

As well as these special services, many students come to Mount Barker High on public transport. For further information on regular bus routes and the Keoride on demand service, please refer to the Adelaide metro website at [www.adelaidemetro.com.au/](http://www.adelaidemetro.com.au/).

Adelaide Metro have a SouthLink depot at Mount Barker on Dutton Road which can be contacted on 8339 7544 Monday to Friday between 8.30am and 5.00pm. For assistance in understanding the available routes, or for any other enquiries, please call the Adelaide Metro info line on 1800 182 160.

### Metro recommended transport apps



### Bikes

Students who wish to ride their bikes/scooters to school will need to leave them in the bike shed. This is locked when lessons begin at the start of the day and unlocked at the end of the school day.



## Visitors

All visitors must report to reception in the administration office, access via Wellington Road and sign in on the school's visitor management system.

## Administration Office Hours

The usual term time administration office hours are:

Day	Time
Monday	8:00am to 4:00pm
Tuesday	8:00am to 4:00pm
Wednesday	8:00am to 4:00pm
Thursday	8:00am to 4:00pm
Friday	8:00am to 4:00pm

Administration office hours prior to school starting in 2026 are:

Day	Date	Time
Thursday	15 January 2026	8:30am to 3:30pm
Friday	16 January 2026	8:30am to 3:30pm
Monday	19 January 2026	8:00am to 4:00pm
Tuesday	20 January 2026	8:00am to 4:00pm
Wednesday	21 January 2026	8:00am to 4:00pm
Thursday	22 January 2026	8:00am to 4:00pm
Friday	23 January 2026	8:00am to 4:00pm
Monday	26 January 2026	CLOSED Australia Day
Tuesday	27 January 2026	8:00am to 4:00pm

Administration staff will be available between the above times to assist families with enquiries and payments. All families and visitors must report to the administration office on arrival. Messages can be left outside these hours, or school staff can be contacted via email on [dl.0783.admin@schools.sa.edu.au](mailto:dl.0783.admin@schools.sa.edu.au).

## Contact Details

Address: 2 Wellington Road, Mount Barker, SA, 5251

Postal address: PO Box 456, Mount Barker, SA, 5251

Phone: 8391 1599

Email: [dl.0783.admin@schools.sa.edu.au](mailto:dl.0783.admin@schools.sa.edu.au)

Website: [www.mtbhs.sa.edu.au](http://www.mtbhs.sa.edu.au)

Facebook: [www.facebook.com/MtBarkerHS/](https://www.facebook.com/MtBarkerHS/)

Instagram: [www.instagram.com/mountbarkerhighschool/](https://www.instagram.com/mountbarkerhighschool/)

