



SCHOOL CONTEXT STATEMENT



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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 :	Mrs Jenni Cook
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:

	2018	2019	2020	2021 (July)	2022
Special Class	10	12	13	12	18
Disability Unit	14	14	11	10	11
Year 7	-	-	-	-	188
Year 8	101	127	148	155	183
Year 9	104	105	130	152	165
Year 10	114	106	117.6	141.6	157
Year 11	130	179	169.6	172.1	149.2
Year 12	141	95	93.7	107.9	84
Year 12+	2	2	1	1	2
Total	616	616	682.9	751.60	957.2
Male FTE	327(not including FLO)	329(not including FLO)	382(not including FLO)	401(not including FLO)	535
Female FTE	290(not including FLO)	311(not including FLO)	321(not including FLO)	318(not including FLO)	448.8
School Card Approvals	205	135 (at Feb)	156 (at Feb)	94 (at Feb)	149 (at April)
NESB	24	24	24	21	39
Aboriginal FTE	22	27	28	30	35
Students with Disabilities	65	91	75	86	221
FLO	17	20	22	17	28

Staffing numbers (as at February census)

Principal:	1
Deputy Principal	1
Assistant Principals:	2
Senior Leaders	4
Coordinators:	12
Wellbeing Coach:	1
Librarian:	
Teachers:	85.4
ACEO:	23hrs
AET:	0.5
Special Education:	4.4
SSO Hours:	789.75hrs

Mount Barker High School brings together a rare and exhilarating blend of academic excellence, social engagement, sporting prowess and cultural enrichment, where the students stand at the heart of everything we do. And while the school has taught Rhodes Scholars, captains of industry and civic leaders, we seek to bring out the best in every student, helping them to discover and build upon their unique talents as they prepare to take up their place in the community, putting into practice our vision statement : *To inspire young people to become active citizens who can achieve their full potential and flourish.*

In July 1908 Mount Barker High School, along with Adelaide High School, were the first two public secondary schools to be established in the Commonwealth of Australia.

Enrolment trends

Enrolment trends over the past ten years have shown that the school has undertaken a complete turnaround with enrolments. The school's enrolment is now showing a consistent growth and in 2023 the expected enrolment will be 1090, with the trend indicating a roughly 10% annual growth until 2027.

Students (and their welfare)

General characteristics

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

House

Students are organised in 4 Vertical House Groups from Years 7 to 12 that meet daily for 20 minutes except for Wednesday, where students are involved in a 50 minute House lesson. The House system is supported by a B1: House Leader for each House and an overall B3: Head of Houses. The Wednesday lesson is designed to support the school's Positive Education approach, Child Protection Curriculum, House meetings and a range of extra programs are implemented to support our student's wellbeing across all year levels and Houses.

Support offered

Comprehensive course and career pathways counselling is offered and personal counselling by the Wellbeing Coach and Wellbeing Youth Workers. Through House Group, all teachers are involved in personal and professional counselling of students. The school has a Pastoral Care Worker (PCW), 14 hrs/wk, supported by the local Ministers' Group.

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 blue, white, and black colours.

Student government

An active Student Representative Council is composed of representatives from each year level, including four students from the Harold Mitchell Inclusive Education Centre (HMIEC) (Disability Unit). Representatives for Years 11 and 12 are the elected Captains and Vice Captains of their Houses. Years 7 – 10 students elect four representatives for each year level. 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, promotes House culture and contributes to facilities for the benefit of students.

School Motto: Non nobis solum – Not for Ourselves Alone

The school motto was introduced in 1912 and is derived from Cicero's essay 'On Duties', in which he states, "We are not born, we do not live for ourselves alone; our country, our friends, have a share in us".

He explained that all humans have a natural kinship with all other humans and need to "contribute to the general good by exchanging acts of kindness, by giving and receiving".

The motto is woven into the life of the school, and we take our motto seriously. We believe in sharing our learning, resources, and experiences with others, and every Mount Barker High School student is encouraged to provide service to the broader community.

Special programs

Special programs include VET and the Student Learning Support program. In Years 7, 8, 9 and 10, students are selected to be part of the Connect program, which involves a literacy and numeracy intervention at Years 7, 8 and 9 with two 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 primary 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 also actively involved in a 50-minute specialist Positive Education lesson designed to build wellbeing and resilience. Evidence-based approaches heavily underpin this curriculum. Annual wellbeing surveys monitor improvement and determine areas needing attention. The school's curriculum is mapped against Martin Seligman's PERMA framework, 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 regularly trains teachers throughout South Australia and focuses 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 500 teachers, training approximately 100 teachers annually. All teaching staff have undertaken a minimum of 4 days of formalised training in 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 Positive Education, usually in the form of the school developed Teacher program.

Special Education

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

The HMIEC: At the beginning of 2022 classes 1 and 2 moved into two purpose build Special Education Classrooms. Each class comprises 6 students and is supported by a trained Special Needs teacher and support officers.

A dedicated yard area in the HMIEC 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.

HMIEC Classes 3 and 4 are larger classes of 10 students, and are located in two specially designed classrooms connected to the mainstream school. These classes have a more specialist focus on the Middle Years and Senior Years (with a robust transition approach for post-school options)

Gifted & Talented

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

- Extension classes in Mathematics and English
- 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 numerous students having their winning entries published
- 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 directly correlates 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, four teaching staff and a 1.0 youth worker to ensure that any barriers are addressed, and each student has an individual program suited to their needs.

The AHVC's capacity is enhanced through the coordinated involvement of a range of regional youth stakeholders working to address our student cohort's educational, social and emotional needs. There are approximately 80 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 Vocational College and caters to students from Mount Barker High School, Victor Harbor High School, Oakbank Area School, Urrbrae Agricultural High School, Yankalilla Area School, Heathfield High School and Eastern Fleurieu School. It was established to build Aboriginal and Torres Strait Islander students' opportunities to access quality learning opportunities and cultural experiences. There are presently 25 students attending the program with two teachers (one from AHVC and one from VHHS), ASETO support and is managed by the AHVC. In 2021 the school introduced SAASTA connect for the ATSI students enrolled at Mount Barker High School and this program is delivered during the schools House Program for students from year 7 – 12.

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 two VET courses: Electrotechnology and Music.

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

Several proactive programs have been developed to engage Years 7 to 11 students at risk. This has included but is not limited to a dance program, self-defence, community volunteering, girls' group, Choices, Tumblin, Operation Flinders, Drumbeat, Monarto Zoo project and CounterPunch.

2. Key School Policies

Contextual Influences

The main economic base for the community is horticulture, farming and small business. Tourism is an essential supplementary activity. The town is 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 most of these people strongly support the school and have high expectations for their children. Most students have attended one of the nine local feeder primary schools in the region, though we also take students from at least six other primary schools. The district is expanding rapidly due to extensive new housing being built in Mount Barker and surrounding areas.

The school is part of the Adelaide Hills cluster of secondary schools. Some 40% of students come to school on buses, 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 solid and consistent Behaviour Management Policy and highly effective procedures which are supported by the school community.

The school is located on 10 hectares comprising modern buildings, two sports fields, tennis courts and an agricultural section of some 6 hectares.

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 school's focus on sustainable energies, a \$250,000.00 solar panel and LED light upgrade have been incorporated into our new facility.

In 2021 the school finished the DfE \$6 million Capital Works Program involving the construction of a multipurpose building accommodating a flexible learning space (3 classrooms) for Performing Arts and a formal teaching area for Healthy Lifestyles attached to the existing gym, the refurbishment of 12 flexible classrooms including two science laboratories, a new modular Disability Unit with two classrooms and three new modular buildings (6 classrooms). Early 2022 will see the relocation of the front office to the original school building. 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 their potential by providing appropriate physical and teaching support.

School Priorities

The school gathers input from staff, students and parents within the context of DfE 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 can 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 community members work positively together and support each other to achieve.

Site Improvement Plan

The Site Improvement Plan maps the school's priorities, which for 2022 are:

Goal 1: Increase high band numeracy achievement in years 7-12

Target: Students will achieve 20% improvement in the "A" bands (7-10) relative to 2021 data.

Goal 2: Increase student achievement in the higher bands in reading in years 7-12

Target: 40% Increase in the number of students (7-10) achieving in the high bands in PATR and 30% increase of students in years 11/12 achieving an "A" grade.

For more detailed information, download Mount Barker High School's 2022 Site Improvement Plan.

Vision:

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

Our purpose is to develop our students' physical, intellectual and social capacities 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, strive to achieve them, and support creative problem-solving.

Our vision is underpinned by the values of Respect, Community, Resilience and Perseverance, which together lead to the growth of our students.

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

3. Co-Curricular Activities

School Productions

The Arts staff organise various productions and presentations at different year levels during the year, including Winter Arts Night, Drama, Dance and Music performances.

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 several private providers.

Camps and Excursions

Special camps and excursions are held at each year level: Year 7 Camp (Term 1), Year 8-12 Ski Tour and every two years, the school participates in the World Challenge.

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

Sport

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

The school enters Come and Try, Knock-out and other state-based sporting competitions in many fields and has achieved significant success in various sports, including the Pedal Prix (Undefeated: Australian Champions).

Sports are strongly supported in the community, and students can access and participate in a wide range of community-based sports.

Clubs

The school offers a range of clubs for students and is dependent on staff interested. Our current clubs are Drone's, Programming, Craft, Board Games, Chess, Agriculture Club and Online Games.

4. Staff (and their welfare)

Staff profile

The teaching staff 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 Leaders 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 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 school's focus on improving, all staff undertake professional learning every Wednesday from 2.15 pm to 4.45 pm. All training is linked to the two 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 professional conversations and for supporting staff. The school uses the Australian Professional Standards for Teachers as part of our professional conversations and they are conducted according to 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 a whole 360degree feedback process using a product called Mount Barker High School Feedback Tool.

Staff utilisation policies

Staff are encouraged and supported to extend the scope of their teaching expertise to 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 and practical sports facilities. Over the past years significant improvements in facilities have occurred including the development of an outdoor multipurpose facility adjacent to the canteen, construction of an electrotechnology 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 three 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 except the gym, although there are plans to complete this by the end of 2023.

Specialist facilities

Specialist facilities include Four Science laboratories and two Investigation Science Laboratories, a Gymnasium, Music suite, Drama suite, Art, Home Economics and Design and Technology areas, Mathematics, English, two Computing rooms, Agriculture (including 6 hectares of grounds) and an excellent Resource Centre. In addition, several rooms and hubs are equipped with computers providing information communication technology and a whole school wireless network.

The school Canteen has an extensive range of meals and other products that can be pre-ordered or a selective range of goods available to be purchased on the day.

Staff facilities

Each learning area has a staff workroom in which every teaching staff member 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 LinkSA - 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 twice a 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 to a summit; it is aspirational, reaching and aiming for excellence.

As part of the school tradition, 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 an excellent financial position and charges only modest fees. School finances are managed by the Finance Committee of the Governing 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 Mount 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. Mount Barker is the service centre for surrounding areas. Approximately half of the workers work outside of the Hills region, and roughly half are white-collar workers. There is a high proportion of businesses with no employees (ie self-employed) and over half with one to four employees. The school is considered one of the largest employers in the local community, with approximately 140 staff.

Parent and community involvement

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

Feeder schools

Mount Barker High School enrolls students from several 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 Mark's Lutheran School, St Frances De Sales College and St Michael's Lutheran 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

Morphett Street is a central transport corridor within the town, attracting retail users, restaurants, and fast food. The main street, Gawler Street, has a wide range of shops for residents, and several supermarkets incorporate specialty shopping. A cinema and restaurant complex is centrally located in the town, and new retail outlets are being built 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 to 40 minutes to travel from Mount Barker to Adelaide City Centre when traffic conditions are good. Bus transport to the city is regularly available.