



MOUNT BARKER
HIGH SCHOOL

Not for ourselves alone

Parent Handbook

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Principal's welcome

Established 115 years ago, Mount Barker High School was built to serve the local community, and this ethos has always stood at the heart of the school. Our motto, not for ourselves alone, reflects these close community links. We value our relationship with the local community and encourage our students in various community endeavours. This is reflected in our school vision - to inspire young people to become active citizens who can achieve their full potential and flourish, underpinned by our values of Perseverance, Respect, Resilience and Community.

While proud of our heritage, we are focused on preparing students for the future. On entering the school, you feel pride in our history and a focus on providing our students with the facilities and learning opportunities to prepare them for that future. We offer a broad range of programs for our students, recognising the diversity of our school community and allowing each student to actively and positively engage with the world around them.

Every member of Mount Barker High School's staff is committed to meeting each student's needs and constantly strives to ensure that the teaching-learning experience challenges and supports them in embracing a rapidly changing society. We encourage students to stretch themselves so that they can realise their potential and contribute as active, engaged citizens on a local and global level.

Our vision and values are supported by Positive Education. This is about building wellbeing, optimism and resilience in our students so that they have the skills to cope well with life's ups and downs. All staff members undertake formal training in Positive Education, and these skills are embedded into curriculum and practice across all learning areas to ensure that students learn the skills they need to flourish as individuals.

While this parent handbook provides an excellent introduction to what we offer, the best way to get a sense of a school is to view it in action. Therefore, I warmly invite you to join me on a tour during school hours to see classes in progress and experience the welcoming, supportive, and richly rewarding learning environment that Mount Barker High School provides.

David Garrett
Principal



Who's who?





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 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
			
Aaron Roche	Aleksander Berry	Peter Moss	Kubashni Pillay

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
	
Kerry Woods-Bellman	Nicholas Sward



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	Wellbeing Coach
			
Nicole Clarke	Kelsie Simmons	Chloe Berry	Rurik Symon

First Nations support

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	AET	ACEO
		TBA
Josh Farmer	Laura Duggan	

Opportunities to speak to staff




Early in the year, we hold a 'meet the parent 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.

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	HASS and Cross-Disciplinary Studies
			
<u>Lisa Dickson</u>	<u>Alex McFarlane</u>	<u>Kate Hynes</u>	<u>Heath Masters</u>

Healthy Lifestyles and Sport	Mathematics and Numeracy	STEM, Technologies and Home Economics
		
<u>Matthew Honner</u>	<u>Amanda Clark</u>	<u>Gerrard Doyle</u>

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




VET and Careers Pathway

<u>Keeley Gray</u>

Senior leadership

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

Principal	Deputy Principal	Assistant Principal School Operations	Assistant Principal Curriculum
			
David Garrett	Cara Fiebig	Kirsten Wissell	Justin Saegenschnitter

Senior Leader Inclusion	Senior Leader Adelaide Hills Vocational College	Business Leader
		
Nicki Hacquoil	Karen Horvath	Chris Stone



How do I enrol my child?

Year 6 students currently enrolled in government primary schools will apply for high school through the state-wide transition process, which commences in term 1 of year 6. Families will have the opportunity to nominate three high schools in order of preference. If your child is currently enrolled in a non-government primary school, and you wish to be included in the process for entry to government high schools, you will need to register your interest by contacting:

Phone: 8226 1000

Free call: 1800 088 158

Email: education.startingsecondaryschool@sa.gov.au

More information regarding these processes can be found here:

<https://www.education.sa.gov.au/parents-and-families/enrol-school-or-preschool/school-enrolment>

Enrolment at Mount Barker High School outside of the year 7 transition process is managed on site via [completing the application for enrolment](#) found on our website. Applications will be considered based on siblings at the school, the distance of the child's residence from the school, transportation/location convenience, social/family links and any other personal needs such as curriculum. Mount Barker High School accepts enrolments as capacity allows.

If you have any further questions regarding enrolment, please contact the school on 8391 1599 or email dl.0783.enrolments@schools.sa.edu.au



Inclusive education and learning support

HMIEC

The Harold Mitchell Inclusive Education Centre (HMIEC) provides high quality education for students in years 7 to 12 who have a verified disability and other additional needs. Entry to HMIEC is through a panel process managed by the Department for Education. We have classes led by experienced teachers and SSOs.

Curriculum

Students in HMIEC are immersed in the Australian curriculum which is used as a guide for teachers to create focused, individual one plan goals for each student in their class. These goals are developed within the general capabilities of the curriculum and include the literacy, numeracy, personal and social, and critical and creative thinking capabilities. One plan goals are developed collaboratively with parents and carers in term 1 of each school year and reviewed in term 3. As Mount Barker High School is a positive education school, the positive education program is explicitly taught and embedded throughout curriculum areas.

Our senior secondary students, with the inclusion of year 10 students, additionally complete the learning tasks required to gain their modified SACE (South Australian Certificate of Education), by the end of year 12. Modified SACE is part of the one plan discussion. In addition to the general capabilities and modified SACE, specialised subject areas from the Australian curriculum are taught.

Learning support for mainstream students

Mainstream students who receive support through the Inclusive Education Support Program, (IESP), will have a one plan developed in collaboration with staff and parents/caregivers to support their learning and may access SSO support in classes.

A new initiative in 2023 has been the creation of a learning hub space for students with additional learning needs to access SSO and teacher support where needed. This is a quiet inclusive space where students are able to complete work.

If you require any information about learning support or HMIEC please contact Nicki Hacquoil Senior Leader Inclusion via email or by phone on 8391 1599.

Lunchtime help desks and catch up sessions

Students can access additional support to complete assessment tasks through lunchtime help desks and catch up sessions. Students who have not met task check point expectations will attend one of these sessions to get extra support to complete work by the final deadline.

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>

This advice is also available as a download for printing.

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's 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. Help them develop their own schedules for doing 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 isn't 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.

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's happening in the classroom

At Mount Barker High School, a lot of information about your child's learning progression is accessible on Daymap.

- 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 procedures

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

How do I contact the school?

Daymap

Our school's student management system is called Daymap. It is one of the most widely used platforms across South Australia with a proven track-record of success.

Daymap holds your student's attendance, assessment, reports, and any other information recorded by staff. Daymap enables communication between the school and families, teachers and students, and teachers and parents/caregivers.

Communication can occur through the internal messaging service built within Daymap, or you may receive text messages from the school or staff. Text messages can be replied to, but in the case of urgent messages, please call the school directly.

Daymap can be accessed through the Daymap parent app or through the Daymap parent portal on an internet browser. All parents/caregivers will be provided a username and password to log on to Daymap. Please contact the school on 8391 1599 for help if you need it.

[Access the parent portal here](#)



Quick guide – who should I contact?

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

What do I do if my child is sick or can't attend school?

Late arrivals

If students arrive late to school, they must ensure they are marked present by signing in at the student hub. They will need to provide a reason for their lateness and this can be in the form of a Daymap absence message, phone call or a note from a parent.

Absences

When a student is absent from school, parents/caregivers are asked to contact the school via one of the following options:

- access your Daymap parent portal and select the 'absence notification' button on the homepage
- phone the school on 8391 1599 and select the student hub extension to report directly to a member of the student hub team

If an explanation has not been received by 11:30am a message will be sent, via SMS, to those parents who have registered their mobile phone number with the school. The absence will also require explanation from a parent and this can be via reply SMS, Daymap, [email](#), phone call or a written note.

Leaving the school grounds

If a student needs to leave the school grounds for an appointment, they must present a note to their subject teacher and then report to the student hub. Using their student ID card, a student hub team member will sign the student out using Daymap and the departure time is recorded. Students will also need to report back to the student hub when they return to school to sign back in. No student can leave without receipt of a note, Daymap message or an [email sent to the student hub](#) from a parent/caregiver.

Sickness

Students who feel unwell during the school day report to the student hub for attention. In the event of an accident or illness that requires medical attention, parents will be contacted. No student is sent home unless a parent or nominated emergency contact person has been contacted and has given consent in writing, a Daymap message or an [email sent to the student hub](#).



Absences

What are the requirements for homework?

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 completion including homework club on Wednesday afternoons and lunchtime catch up.

Middle school (years 7 to 9)

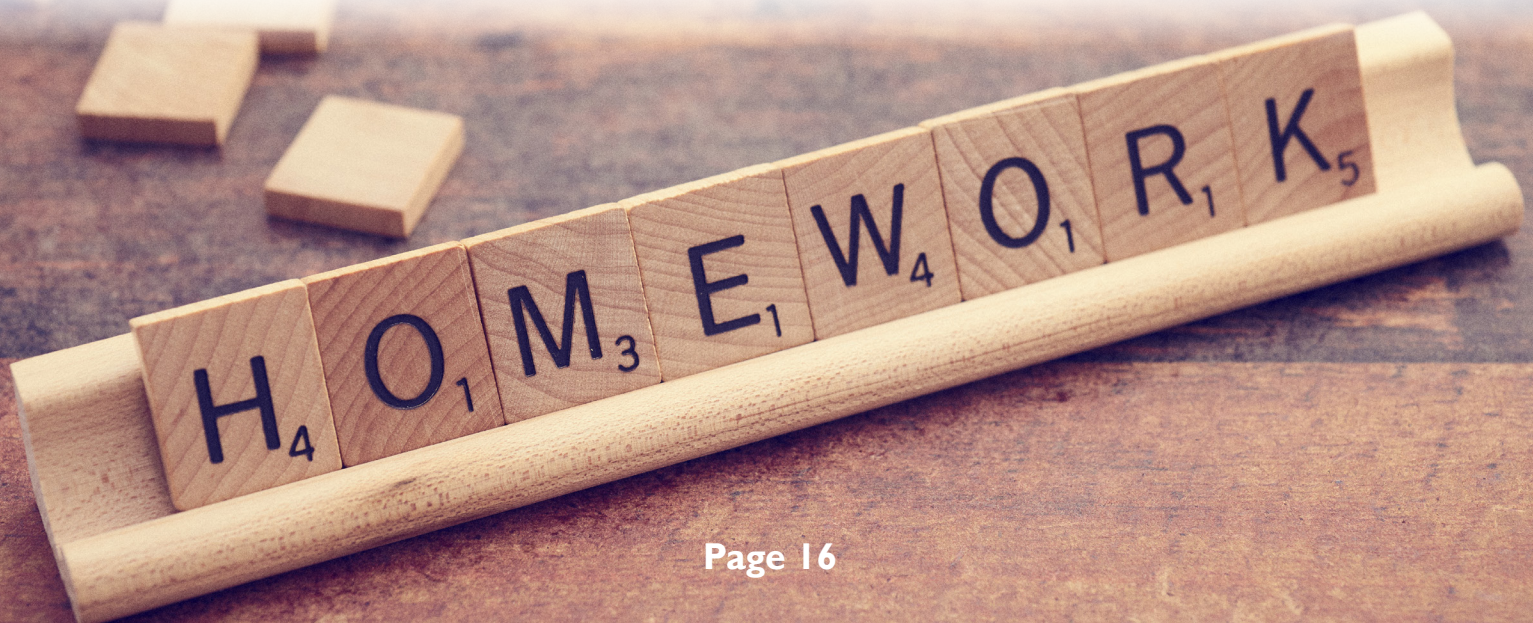
In the middle school students' homework may be used for preparatory learning such as watching videos or reading a short text, or for practice towards mastery of skills, and rehearsal. This is best achieved with short (~10 minute) but frequent practice and should not require the assistance of a teacher 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. In the middle school homework should not exceed 2.5 hours in total per week across all subjects.

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 2024 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
1	Line 1 8:40am - 10:25am (105 minutes)	Line 4 8:40am - 10:25am (105 minutes)	Line 7 8:40am - 10:25am (105 minutes)	Line 3 8:40am - 10:25am (105 minutes)	Line 5 8:40am - 10:25am (105 minutes)
	House Time 10:25am - 10:45am (20 minutes)	House Time 10:25am - 10:45am (20 minutes)	Recess 10:25am - 10:55am (30 minutes)	House Time 10:25am - 10:45am (20 minutes)	House Time 10:25am - 10:45am (20 minutes)
	Recess 10:45am - 11:15am (30 minutes)	Recess 10:45am - 11:15am (30 minutes)	Line 1 10:55am - 12:40pm (105 Minutes)	Recess 10:45am - 11:15am (30 minutes)	Recess 10:45am - 11:15am (30 minutes)
2	Line 2 11:15am - 1:00pm (105 Minutes)	Line 5 11:15am - 1:00pm (105 Minutes)		Lunch 12:40pm - 1:10pm (30 minutes)	Line 4 11:15am - 1:00pm (105 Minutes)
	Lunch 1:00pm - 1:30pm (30 minutes)	Lunch 1:00pm - 1:30pm (30 minutes)	House Time 1:10pm-2:00pm (50 minutes)	Lunch 1:00pm - 1:30pm (30 minutes)	Lunch 1:00pm - 1:30pm (30 minutes)
3	Line 3 1:30pm - 3:15pm (105 minutes)	Line 6 1:30pm - 3:15pm (105 minutes)	Early Dismissal	Line 2 1:30pm - 3:15pm (105 minutes)	Line 7 1:30pm - 3:15pm (105 minutes)

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.

2024 term dates

Term 1

Monday 29 January to Friday 12 April

Term 2

Monday 29 April to Friday 5 July

Term 3

Monday 22 July to Friday 27 September

Term 4

Monday 14 October to Friday 13 December

How much are school fees?

Materials and services

The approved in principle materials and services charge for 2024 is \$485.00.

Families of all known 2024 students are polled in accordance with Education Act 2019 (section 129) and the Materials and Services Charges Administrative Instructions and Guidelines.

If you have a payment query or wish to notify us of payment details, email the finance office at dl.0783.finance@schools.sa.edu.au.

Other costs

Parents are required to pay for stationery, some student workbooks, camps and excursions. Some subjects may include additional costs that are not covered by the material and services charge. This information is available in the curriculum section of our website. Payment by instalment plans are available. Contact the finance office on 8391 1599 for more information.

School card

The school card allowance for 2024 is \$379.00 for secondary students. Government eligibility criteria is available online at www.sa.gov.au.

If you are eligible for school card there are no materials and services charges payable. However, the school encourages parents to pay the prescribed balance of \$106.00 if they are able to do so. All parents/caregivers wishing to be considered for school card assistance must apply each year to receive the allowance. The Department for Education has made the application process easier by having all school card applications online at www.sa.gov.au.

School card online applications

All students from the same family, reception to year 12 who attend any government school should be included on one application. You can do this by listing individual students and schools attended.

Please visit the Department for Education website, www.education.sa.gov.au to lodge your application. The Department for Education automatically informs the school of your application and will inform you of your eligibility. Finance and administration staff can help you apply for school card if you need assistance.

Abstudy

Aboriginal parents of secondary students may apply for Abstudy plus school card every year. Abstudy is applied for through Centrelink only. For more information visit www.servicesaustralia.gov.au/abstudy.

How can I pay?

Payment can be made in the following ways:

- cash or cheques made out to Mount Barker High School credit card in person or over the phone
- using the [Qkr! website](#) or mobile phone app (a secure way to pay after registering)



When can I pay?

Parents and caregivers can make payments in person at the administration office during office hours 8.00am to 4.00pm, and students can make payments at the student hub at recess. Phone payments can be made during office hours by contacting the finance office on 8391 1599.



Positive education

Positive education is embedded in our house program and subject teaching. Positive education aims to provide students with skills and knowledge to increase resilience and wellbeing. Based on wellbeing science and other research from the field of positive psychology, 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 positive education 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 term assemblies, we recognise academic success, as well as students who are nominated by staff for following our school values during the term.



Australian curriculum

The Australian curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It outlines what all young Australians should learn as they progress through schooling. It is the foundation for high-quality teaching to meet the needs of all Australian students.

The Australian curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through achievement standards.

Each learning area or subject includes:

- a rationale statement and a set of aims
- an overview of how the learning area is organised
- year level descriptions
- content descriptions (knowledge, understanding and skills) specifying what teachers are expected to teach
- achievement standards that describe the quality of learning (the depth of understanding, the extent of knowledge and sophistication of skill) expected of students at points in their schooling

For more information on the Australian curriculum visit www.australiancurriculum.edu.au

SACE

The South Australian Certificate of Education (SACE) is an internationally recognised qualification for life. The SACE is designed to help your child develop capabilities and provide skills and knowledge to live, work, and participate successfully in an ever-changing society. It will offer your child the flexibility to choose their subjects and complete the qualification in a timeframe that suits them and their lifestyle. Your child will become a successful learner, a confident and creative individual who is an active and informed citizen ready to succeed in further education, training, or the workforce. www.sace.sa.edu.au

Child protection curriculum

The Keeping Safe: Child Protection curriculum (KS:CPC) has been developed by child protection experts and experienced educators from South Australian schools and preschools.

Aims

The KS:CPC teaches all children from a young age, in an age appropriate way to:

- recognise abuse and tell a trusted adult about it; understand what appropriate and inappropriate touching is; understand ways of keeping themselves safe.

Themes

It is predicated on two main themes which are presented through topics and activities of increasing complexity:

- we all have the right to be safe
- we can help ourselves to be safe by talking to people we trust.

Focus areas

These two themes are explored through four focus areas, which are examined in growing complexity in accordance with the age of the learners.

- right to be safe
- relationships
- recognising and reporting abuse
- protective strategies.

Educator's responsibilities

All children and young people in Department for Education preschools and schools will access the approved child protection curriculum each year. The approved child protection curriculum will be taught by staff who have received training and is often included in curriculum areas.

All staff at Mount Barker High School have undertaken the Keeping Safe: Child Protection curriculum training.

When do parents/caregivers receive school 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.



2024 Semester I Year 9 Report Example Student

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

ICT and student laptops

Mount Barker High School recognises that digital literacy skills are required as essential knowledge for students, and as future employees. Laptops are used to access information immediately and from any location as well as create, interact, and experience.

Technology is also changing teaching and learning; use of technology allows students to:

- share ideas, work collaboratively and interact with their peers, both at home and at school
- develop and improve their research skills
- become independent learners
- access their curriculum, online, 24 hours a day

We require all students to bring a device to school, which has the capacity to access the digital content and learning programs provided by their teachers. To support this, we have a set of minimum requirements a device must meet and provide several recommended student laptops.

How to order a laptop

In 2024 we continue the partnership with Learning with Technologies (LWT) to offer a SRD (student recommended device) solution for parents and students. A few options at varying price points will be offered for purchase through a simple to use online portal.

Feedback from current parents highly recommend purchasing a laptop through the school as all warranty repairs and maintenance will be managed by our school ICT team and there is minimal involvement from the parent. We also recommend purchasing the additional accidental damage protection as accidental damage repairs will also be managed by our team and ensure students learning is again not interrupted. With 36-month payment plans, ongoing support, and onsite servicing, we believe it will be a great way to supply/maintain the devices students need to excel in their studies.

More information about LWT and the laptops available for purchase can be found at the following website: mtbhs.orderportal.com.au

Laptop minimum requirements

If you choose to provide your own device, please see the below minimum device specifications and be aware that the school will be unable to support repairs and maintenance. The school network **does not support android devices or chromebooks.**



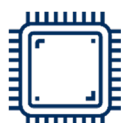
Operating System
Windows 10/11 (**Not Windows S mode**)



Wi-fi 4 or above.
2.4 or 5 GHz



8GB of RAM and 120GB storage



Dual-core minimum
(Quad-core preferred)



Battery life
minimum of 6 hours



MacBook's will have limited support (OSX 10.14 Mojave or higher)

Frequently asked questions

Will the device purchased from LWT be configured by the company ready for use by our child?

No, the company who provides the device will deliver it to your chosen address. You are encouraged to turn it on once received and go through the initial set-up. New students will be invited to a connection day prior to the start of term 1 and staff will be working with classes in the first week of term 1 to help student get connected to the internet, install Office 365 and printing.

Will there be an option to pay upfront or over a period of time?

Families may pay upfront via debit or credit card. LWT offers a number of payment options that include lay-by and payment plans (through Latitude Financial Services). Please visit the portal for more information.

How long will the students be able to use the same device?

It is anticipated that the device will be appropriate for school use for a minimum of three years. Depending on subjects chosen by your student in senior school, the student may require a higher specification device. Please talk to ICT support before purchasing a new device in the future.

Will our child be able to access personal email accounts?

Students are provided with a school email account which they can access from school and from home. Private email accounts may be blocked by the Department for Education when at school depending on filtering settings.

Will our child be able to access the internet wirelessly outside the school with a device purchased from LWT?

Yes, students will be able to search for other wireless networks and connect to them if access is allowed. This includes home internet connections.

Can a device purchased from LWT be used by us/our child to download other software, music, movies, etc.?

Yes, the device belongs to you and not the school. However, these downloads may be lost if the device requires re-formatting to fix any errors. You must ensure that any downloads do not infringe copyright. Good backup practices are also recommended.

Will our child be able to print while at school?

Yes, students with a device will have access to the network and its printers. Students may also print from any school owned device.

What happens if my child's device purchased from LWT needs repairing?

The devices have a 3-year warranty. The ICT help desk will be able to assess the device. Minor faults will be managed by the school's ICT support. The manufacturer is responsible for all major faults. The school will manage this process.

What happens if the device is damaged as a result of an accident, dropped or loss?

You own the computer, not the school. The warranty does not cover accidental damage or loss. We strongly recommend that parents insure the device, either through an existing policy that will cover the device at home and school, or by taking out insurance at the time of purchase with LWT.

Mobile phones and personal devices

The policy

As per the Department for Education's student use of mobile phones and personal device policy students at Mount Barker High School need to keep their personal devices off and away between the start and end of each school day and while attending other school activities.

The policy includes personal devices such as phones and any other digital devices with the capability of connecting to telecommunications and/or internet networks:

- mobile phones and smart phones
- smart watches and other wearable devices that can send and/or receive calls and messages and/or connect to an internet network
- laptops, iPads, tablets that are not owned by the school, and were not brought to school by the student under a separate BYOD agreement
- any other digital devices with capability of connecting to a cellular communication network, the internet, or both

Storage of mobile devices

The Mount Barker High policy states that students are required to keep all personal devices, along with their school bags and any other belongings not required for class, in their individual lockers at all times during the school day. Students have been reminded to ensure they lock their lockers securely. The school provides all students with a combination lock for this purpose or they may choose to bring their own lock from home.

Follow up if students have their personal devices with them

Students without exemptions who have mobile devices during school hours will take them to the student hub to be securely stored. They will be able to collect them when school finishes. Parents will be informed if there is a second occasion. Further follow up will happen on third or subsequent occasions, with escalating consequences. Details are available on our school website.

How parents/carers can communicate with students during a school day

Whilst this policy is new, limitations on parents contacting students when they are at school is not. The department has pre-existing expectations that parents should not contact their children during the school day. Having said that, mobile phones have made it easy for some parents to contact children during the day to organise family matters, appointments or transport.

To support students and families we have put measures in place:

- a phone is available for students to contact families in the student hub
- if a parent needs to urgently talk to a child, we can organise for the student to come to the student hub to make/take a private call
- if parents need information urgently passed on to students they will be able to call the student hub and we will ensure the information is passed on to the students concerned

Applying for exemptions

Exemptions are available in limited circumstances. An exemption request form is available from the school. The completed form, together with supporting documentation, may be emailed to the school at dl.0783.info@schools.sa.edu.au or delivered in person to the administration office. It is important that exemption requests include the documentation requested on the form. If the exemption is health related the form outlines information needed from a health professional. This information will enable us to manage these exemptions. For example, we can inform teachers of students who use devices to manage a health condition about when and how students will use the device.

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.

What stationery does my child need?

The school will provide textbooks where applicable on loan as part of the material and services charge. At the start of each year, students will also have access to our ICT infrastructure that allows them to access internet, email and printing facilities. Supplementary printing access can be purchased, as required, from the finance office.

Booklists

We use Lighthouse Books as our supplier. You may use the booklists found on our website as a guide to purchase from a store of your choice or follow the instructions on the online ordering fact sheet to order from Lighthouse Books.

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 2024 student ID photos is scheduled for Wednesday, 31 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'.

2024 photo dates

ID photo day: Wednesday 31 January
Whole school photo day: Thursday 6 June



Music - can my child learn an instrument?

All students undertake one term of music in year 7. Whilst it is not compulsory for these students to be taking instrumental lessons, the option is available. Students taking instrumental lessons are expected to join the school stage band or other ensembles.

The Department for Education Instrumental Music (IM) provides 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 and tuned percussion).

Students taking lessons must either own or have access to an instrument for personal practice. The school has a number of good quality woodwind, brass and string instruments available for a very low hire fee (\$100 per semester), which includes maintenance. Guitarists (including bass) must have their own instrument, and percussionists must have their own drumsticks and a practice pad.

The IM does not currently offer string, piano or voice lessons however we are able to offer singing lessons through an external provider, Taasha Coates, at a cost of \$30 per half hour per week.

Students wishing to learn piano or string may take lessons privately outside of school hours or with the private providers' teaching during school hours at Mount Barker High School. Fees for these private lessons are currently in the vicinity of \$30 per half hour lesson.

If you would like your child to take instrumental lessons at school, please complete the [expression of interest](#) and return it to Mount Barker High School by Friday, 20 October 2024. Please note that whilst every effort will be made to allocate students to their preferred instrument, this will be dependent on availability of instruments and class sizes.

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



How much will the uniform cost?

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 \$39.50



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
\$45.00

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 \$45.00



Barker house polo \$45.00



Hindmarsh house polo \$45.00



School house polo \$45.00

How do I get a uniform for my child?

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 8.30am 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.

Uniform policy

Our students demonstrate respect for our school by wearing their school uniform

Students enrolling at Mount Barker High School are required to wear the school uniform, and we find that our students do so with pride. Wearing the uniform helps promote a positive school image, and with identification of the school community and ethos. Mount Barker High School is committed to our students' wellbeing, and we believe that all students have a right to access a range of uniform options. Supporting all students to wear the uniform options that are most comfortable for them assists in student wellbeing and engagement, which may be especially important for transgender and gender diverse students.

Our uniform is cost-effective, durable, and convenient and is available in a range of options to suit all body types and student ages.

Wearing of uniform is essential for many reasons and these include a:

- positive school image and identification with the school
- sense of pride and responsibility in belonging to this school
- safe environment, as any strangers or visitors to the school, can be easily identified
- sense of equity, since students do not feel that they have to dress competitively
- lower cost to families in the long term by providing economical, serviceable and safe clothing

It is an expectation that all students will wear school uniform, except for religious and medical reasons. By enrolling at Mount Barker High School, you are signing an agreement to abide by the school uniform policy and other Department for Education uniform policies.

Our uniform policy has been developed using a consultative process involving parents, student representative council, governing council, students and staff.

Dress

- blue school check, with a zip concealed behind the button placket front, action back, no pleats in the skirt, and knee-length.

Tops

- shirt: white or blue polo knit, short-sleeved shirt with school monogrammed collar or white business shirt
- blue or white long-sleeved polo top for winter, with school monogrammed collar
- long-sleeved t-shirt: plain white or blue, no collar (to wear under the polo top only)
- hooded jumper: two styles
 - dark blue zip-up with kangaroo pockets, school logo
 - dark blue, no zip, a drawstring at the hood, school logo
- jumper: grey wool, v-neck with an embroidered monogram
- jacket: blue puffy style jacket without hood with school logo
- blazer: optional, grey with school logo

Bottoms

- shorts: black, not knit fabric (the same shorts worn for sport)
- mid-length shorts only with no stripes or logos
- trousers: long plain black trousers/solid black jeans/black chinos not faded, frayed or torn, not jeggings or leggings
- skirt: McDonald tartan, pleated, knee-length
- track pants: plain black, with school logo

Physical education and sport

- sports polo top: same as the school polo shirt
- house sports: sports tops in house colours with logo and house name **to be worn for PE, sporting events and Fridays only**
- sports short: plain black, not knit fabric and no stripes or logos

Additional items

- tie: optional: blue and grey stripes
- accessories: navy or white accessories such as scarves and gloves, are acceptable
- shoes: black lace-up shoes or other black covered shoes (no open-toed shoes, thongs, flimsy shoes or ugg boots)
- socks: white or black
- stockings or tights: black, may be worn under the skirt for extra warmth.



Professional learning days

The Department for Education recommends three 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.

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/bushfires

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 pickup

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.

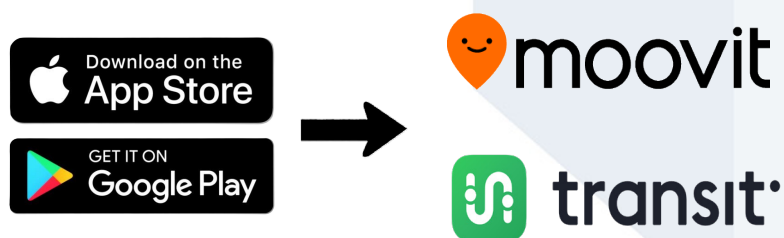
Bus information

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.

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/.

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.



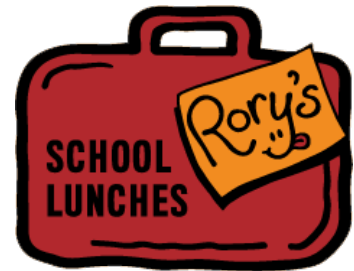
Breakfast club

Breakfast club is run by the pastoral care worker (PCW) on Thursday and Friday mornings from 8.00am in the home economics area.

Canteen

Rory's School Lunches is Mount Barker High School's canteen supplier. Lunch purchases can be made in two ways - online via the Qkr! app or by students dropping into the canteen before school to place an order.

EFTPOS facilities are available using a physical debit or credit card and cash is accepted.



Parent participation/volunteers

Mount Barker High School encourages parents to be actively involved in their child's education. Opportunities for parent volunteers are often available in our resource centre and sports activities to name a few.

For more information please contact Chris Stone on 8391 1599 or email chris.stone283@schools.sa.edu.au

Premier's reading challenge

The premier's reading challenge (PRC) encourages children and students to read a set number of books over the year and record their efforts online.

The benefits of the PRC are:

- raises the profile of reading and literacy in schools
- gives students a focus for their reading
- encourages students to enjoy reading and read more books
- encourages students to participate by being challenged
- offers incentives for reluctant readers
- builds self-esteem, pride, school unity and a sense of achievement among students
- increases the involvement of parents in their child's reading
- increases the number of library books borrowed
- contributes to increased literacy level.



Contact our resource centre staff for more information or visit <https://premierreadingchallenge.sa.edu.au/>

Resource centre

The resource centre has a comprehensive range of books with new editions being added regularly. We stock picture books, graphic novels and have a large collection of non-fiction and reference books. Students can also use the borrow box platform to access eBooks and resources.



During lessons the resource centre hosts the year 11 students in their study lessons and classes can come and borrow books with their teacher.

The resource centre is open every day at recess and lunch and is a vibrant hub where students can meet with their friends, play games, borrow books and resources, meet with different groups and participate in regular events.

There are many clubs that run over the full school year, like crafter-noon and games clubs. There are also special interest clubs such as pokémon club and dungeons and dragons groups.

There are competitions happening throughout the year like the chess tournament and the uno championship where students compete for prizes and house points. Different events and special occasions happen throughout the year such as book week and the premiers reading challenge and are usually celebrated with activities or displays.

Sport

In term 1 we hold our annual sports day. This event provides all students with the opportunity to participate in athletic and novelty events. It is also a great opportunity for students to build team spirit and support their house. High achieving students in athletic events are then chosen to represent the school at the annual interschool athletics competition.

School sport

Mount Barker High School, through its association with School Sport SA, also offers a wide range of other interschool sporting opportunities, both team and individual, throughout the year. These include zone sports which includes many 'come-n-try' events, as well as the state-wide knockout sports, where schools across the state compete to win in formal knockout competitions.



Governing council

The governing council is the peak decision and policy-making organisation for all matters particular to Mount Barker High School.

It is the forum where parent, staff, student and community representatives engage in a number of important functions including:

- planning the school's strategic directions and priorities
- reviewing policies
- ensuring school resources support the priorities of the school to improve learning outcomes
- supporting the school's initiatives and activities
- identifying ways to consult with the school community on the priorities of the school

Involvement in the governing council includes attendance at meetings twice each term, and the opportunity to serve on various sub-committees.

Currently, meetings for the governing council are on Monday evenings at 7.00pm twice per term.

2024 governing council members

Chairperson
Vice-chairperson
Secretary
Treasurer
Parent members

Tabitha Eades
Fiona van der Zwaag
Georgette Neal
Jason Russell
Fiona Henning
Michelle Muller
Rebecca Douglass
Val Bubner
David Garrett
Josh Guttilla
Chris Stone
Amielle Pomery
Harry Eades
Ian Grosser

Principal
Staff representatives

Student representatives

Local council representative

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.

What are the 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 3.00pm
Thursday	8.00am to 4.00pm
Friday	8.00am to 4.00pm

Administration office hours prior to school starting in 2024 are:

Day	Date	Time
Thursday	18 January 2024	8.30am to 3.00pm
Friday	19 January 2024	8.30am to 3.00pm
Monday	22 January 2024	8.30am to 3.00pm
Tuesday	23 January 2024	8.30am to 3.00pm
Wednesday	24 January 2024	CLOSED staff professional development
Thursday	25 January 2024	8.30am to 3.00pm
Friday	26 January 2024	CLOSED Australia Day
Monday	29 January 2024	Usual office hours resume

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.

School contact details

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

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

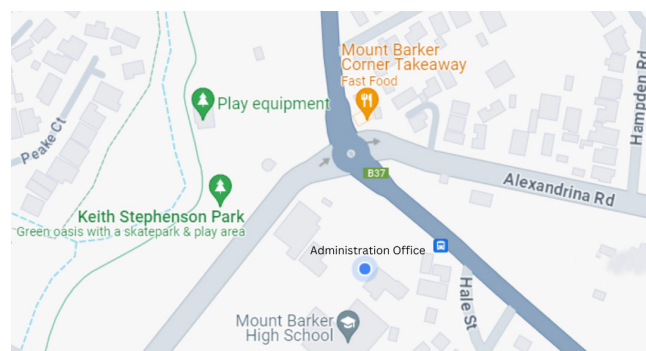
Phone: 8391 1599

Email: dl.0783.admin@schools.sa.edu.au

Website: www.mtbhs.sa.edu.au

Facebook: www.facebook.com/MtBarkerHS/

Instagram: www.instagram.com/mountbarkerhighschool/



Starting school checklist

- complete and return 2024 starter pack (permission forms, year 7 camp form, applications etc.)
- purchase uniform
- purchase school bag
- purchase laptop
- purchase stationery
- set up Qkr! account for school payments
- check travel arrangements/make bus application
- medications – contact the school and provide health care plan
- set up Daymap parent portal from term 1 2024
- pay school and camp fees
arrange payment plan/apply for school card and Abstudy (if applicable)
- register interest for instrumental music