



The John Berne School

Annual School Report to the Community 2016

School Contact Details:

The John Berne School

Thomas Street, Lewisham NSW 2049

Locked Bag 6, Petersham NSW 2049

office@johnberneschool.org

www.thejohnberneschool.org

02 9560 9260

Principal

Br Mark Paul fms

ABOUT THIS REPORT

The John Berne School, Lewisham, is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and managed by Marist Schools Australia, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual School Report to the Community* provides parents, carers and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's *Strategic Plan*.

This *Report* complements and is supplementary to school newsletters and other regular communications. The *Report* will be available on the school's website by 30 June 2017 following its submission to BOSTES.

Further information about the school or this *Report* may be obtained by contacting the school on 02 9560 9260 or by visiting the website at www.thejohnberneschool.org.

PRINCIPAL: Br Mark Paul fms

DATE: 23rd June, 2017

PRINCIPAL'S MESSAGE

2016 was another year in the process of assisting students who have found their way here having struggled in mainstream schools to find their place in our world by educating them as well as building their self-belief to make their own contribution to the world. This year, a significant number of our graduates gained a place in a school, a TAFE, an apprenticeship or full time work by the end of 2016.

This is the first year of a new three year strategic plan that has provided many opportunities for implementing improvements in teaching and learning. The refinement of Individual Education Plans (IEPs) to provide the necessary structure to identify student needs, increased focus on a more integrated delivery in the area of curriculum and the development of more holistic social skills programs is in place to address students' needs. This year we have begun a building renovation plan of the whole school that would bring the teaching and learning areas into greater alignment to better address the needs of the students in our care.

We provided an environment, characterised by a family spirit, which allows troubled young people to feel at home and create foundations for a brighter future. The relationships our students have with the adults in this community are at the heart of our work.

I pay tribute to and offer thanks to all our staff members, whether teachers, counsellors or support staff and our generous volunteers for their care of young people.

STUDENT BODY MESSAGE

At Berne we have been given opportunities to spend time together in camps and on Immersions to East Timor and Santa Teresa. These have been great learning experiences and have helped us all interact together and also with the people of other cultures. All of the Year 10 students are grateful for these opportunities which have helped us mature as people. We owe a special thanks to our parents and caregivers for caring about us and our problems enough to give us the opportunity to be students at The John Berne School. We are better able to deal with problems which may arise in the future because of the dedication of all our teachers here. They have taken the time to help us deal with issues as they arose and given us guidelines to help us in our lives after we leave Berne.

Year 10 student, 2016

SECTION TWO: SCHOOL FEATURES

The John Berne School educates vulnerable teenagers from the greater Sydney region who face a variety of academic, social, emotional and behavioural challenges and are at risk of or have been excluded from school. The School is a co-educational Congregational Special Catholic school in the Archdiocese of Sydney, owned and operated by the Marist Brothers and a member of Marist Schools Australia. The school offers students in Years 7 - 10 a safe and supportive environment where they have the opportunity to gain the literacy and numeracy, social and employment skills necessary to re-integrate into their communities to become contributing members of society.

In addition to a complete curriculum, a number of special programs for our students and their families are offered. These include:

Breakfast Program

At the end of a sometimes long journey to school from all parts of Sydney, students need a good breakfast. Our Breakfast Program not only meets the nutritional needs of students, but in sharing this meal together each day, with adult care and supervision, students have the opportunity to settle before classes begin and improve their social skills.

Job Ready Program

The John Berne School provides a range of vocational preparation courses to prepare students for the workplace. Teaching skills like writing a job application, interview techniques and telephone protocol, the program also instructs students on appropriate workplace behaviour and communication. In Years 9 and 10 students participate in up to nine weeks of work experience placements enabling them to have authentic experiences of the work environment and giving them opportunities to test a range of avenues which could help to determine their own personal employment pathways for the future.

Cracking the Code Literacy Program

Every student attending our school is assessed when they first arrive. They are placed in a small group for literacy skills lessons, which takes place four times a week. Some use a researched-based spelling program because spelling and decoding—the first part of the reading process—are so closely linked. Others follow a process to build on their vocabulary and comprehension, the highest reading skill. If needed, students are given one on one instruction to make their decoding of words more accurate and automatic. Teachers are made aware of the needs of individual students and carefully structure lessons in all subjects to help them cope with the curriculum and work together with the students to build up their reading skills.

Likewise with numeracy, each student is assessed so the teachers of Maths are able to tailor their lessons to

help each student participate yet build up their competencies. One-on-one instruction is also provided if needed.

Flexible Learning

Flexible learning classes are held three times a week. These lessons are specially tailored to the individual needs of the students and any areas of interest or talent that motivates them. Teachers negotiate a balance between what the school believes needs extra attention and what the student would like to do.

Students participate in activities such as:

- Cooking classes
- Handwriting lessons
- Woodwork projects
- Outdoor education activities
- Gardening
- Extra reading classes
- Learning to ride a bike
- Learning a musical instrument

One of the strengths of this program is that students have the opportunity to have some control over what they do and this increases motivation and positive behaviour patterns.

Outdoor Education Program

Berne's outdoor education program aims to challenge students by taking them outside of the familiarities of the city and their home areas to experience life beyond their immediate horizons. Each term, a wide range of activities including day outings and longer camps are provided which take into consideration the ability levels of students and are structured to extend them. The outdoor education program also involves the development of teamwork and social skills where staff and students work together to achieve these outcomes.

Some activities include:

- Horse riding
- Bushwalks
- Ropes courses
- Snow sports
- Bike riding
- Canoeing
- Rock climbing

Counselling Services

The John Berne School counselling program is a very important and integral part of the whole school program. Each student is allocated a counsellor who works with them during their time at our school. This supportive partnership allows the student to work on the issues that have affected their ability to cope in the mainstream educational environment and to resolve them.

The school counsellor assesses each student's specific needs and develops a program to support their educational, behavioural, social and emotional needs. Our ultimate objective is that they leave The John Berne School as well adjusted young men and women who will make a positive contribution to our society.

The school counsellors can provide the following support:

- psychological and psycho-educational assessments (cognitive, emotional, behavioural and social testing)
- counselling (individual and group)
- behavioural interventions and mentoring to support the cognitive, social, emotional and behavioural wellbeing of our students
- promote resilience and wellbeing by helping the students develop social and communication skills, coping strategies, problem-solving and self-regulation techniques, so they are better able to achieve their identified goals
- referrals to and liaison with other professionals and community agencies, as required
- proactive support to teaching staff to assist more effective learning and management of behaviour.

Changing Lanes Program

Our Changing Lanes Program is for Berne students who continue to need help moving on with the next stage of their lives after leaving Berne. Students are welcome and encouraged to visit school to consult with staff if they need extra help with their post-school education or in finding a job or starting an apprenticeship or other training course. Students are also welcome to return for counselling support.

Programs for Families

Staff regularly engage and collaborate with parents and carers about their child's educational needs. Parents and carers are supported to best assist their child educationally, socially, emotionally and behaviourally. This includes:

- Ongoing collaboration of school staff, with parents and carers to implement the strategies to best support the individual student.
- Helping parents to understand their child's learning needs and how they can best support them.
- Assisting parents in the management of their child's mental and emotional needs.

- Help and support to both students and parents in transitioning back to their mainstream schools.

Parents and carers also have the opportunity to engage in a five week parenting program conducted at the school called *Tuning in to Teens*. This program is evidence-based and teaches parents ways they can help their child to develop emotional intelligence. The program subject matter includes the following:

- Improve communication with their child
- Better understanding of their child's mental and emotional needs
- Helping their child to manage their emotions
- Helping their child to prevent behavioural problems and to manage conflict.

SECTION THREE: STUDENT PROFILE

STUDENT ENROLMENT

The School caters for students in Years 7 – 10. Students attending this School come from a variety of backgrounds and nationalities from all over the greater Sydney region. The following information describes the student profile for The John Berne School for 2016:

Girls	Boys	LBOTE*	Indigenous	Total Students
0	37	32%	19%	37

*Language Background Other than English

ENROLMENT PROCESS

The John Berne School is a Congregational Special Catholic School in the Archdiocese of Sydney. Students from families who are prepared to support the ethos of the Catholic school and Marist tradition may be considered for enrolment. Priority is given to referrals from other Catholic schools, however special consideration can be given to students from other school systems.

Our enrolment application process is consultative, and information about prospective enrolments is gathered from a number of sources including previous schools and family with the completion of an Enrolment Enquiry Form. A psychological assessment may also be required. The School endeavours to assess a student's suitability to achieve positive outcomes from the programs we offer at The John Berne School before an invitation to attend an enrolment interview is made.

Documentation required at the interview includes the student's Birth Certificate and immunisation records, recent school reports, NAPLAN reports, psychometric assessments and medical information. A passport, with documents validating current visa status, is also necessary if the student does not hold Australian citizenship.

Enrolment enquiries for The John Berne School can be made to The Enrolment Counsellor at any time throughout the school year.

This enrolment process is consistent with the enrolment policy and philosophy of Marist Schools Australia.

STUDENT ATTENDANCE RATES

The average student attendance rate for 2016 was 84%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	83%
Year 8	77%
Year 9	88%
Year 10	85%

MANAGING STUDENT NON-ATTENDANCE

The John Berne School is a Special school for students who struggle to cope in a mainstream school setting and a number of our student population have a history of school refusal or have had poor attendance records at previous schools. Attendance rates fluctuate annually reflecting the personal situations of the student cohort at the time. If a student is not at school by 9.30 am the office staff make a telephone call or send an email to the parents or caregivers if no contact has been made by them to explain their child's absence.

Staff at The John Berne School are committed to establishing good working relationships with parents and carers to help better manage students with poor school attendance due to mental health or other issues impacting on their school attendance. Parents and carers are actively encouraged to attend our school-run *Tuning into Teens* Parenting Course to help build relationships and encourage positive school attendance. They also are offered support by school counsellors, pastoral care team and teachers.

In situations where school attendance is a significant issue, the Principal or member of the school staff accompanied by a counsellor or school Chaplain will visit the student and their family at home to further help resolve problems with attendance.

STUDENT POST SCHOOL DESTINATIONS

Each year the School collects destination data relating to the Year 10 student cohort. Twelve students successfully completed Year 10 in 2016 at The John Berne School.

The school's Job Ready Program is aimed at the development of employability skills through participation in a range of activities including resume writing, job seeking and interview skills training and Work Experience placements each term for students in Years 9 and 10. Other activities conducted in 2016 include:

- A Careers Expo was held for Year 10 students and their families and representatives from industries identified by students as being of interest to them.
- Students sought assistance in getting their tax file numbers, opening bank accounts and finding part time work while still at school.
- Students in Years 9 and 10 completed the training course: Construction Induction Training (White Card) Work Safety in the Construction Industry.
- More than 100 employers provided work experience opportunities for students in Years 9 and 10.
- Parents attended meetings and events at school specifically designed to help them assist their children in making career and educational choices after leaving The John Berne School.
- Our Changing Lanes program continued to assist students after they left school.

At the end of May 2017, graduating students from 2016 (who completed the full range of programs at school) are represented as follows:

34% engaged in full time study of Year 11 at school

25% engaged in full time apprenticeship and TAFE

8% engaged in full time employment

17% engaged in part time employment

8% job seeking

8% unable to be contacted

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	8	23

* This number includes 13 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	0%
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PROFESSIONAL LEARNING

The ongoing professional development of each staff member is highly valued at The John Berne School with each attending 5 - 10 hours of external professional development per year. Professional learning can take many forms including whole school staff days, webinars, subject specific inservices, meetings and conferences and a range of professional learning programs provided by the Australian Independent Schools (AIS) and independent organisations. All teachers have been involved in professional learning opportunities during the year related to improving student and staff outcomes including:

- Senior First Aid and CPR
- Tuning into Teens - parenting program
- Youth Mental Health First Aid
- School Refusal
- Universal Design
- BOSTES Consistent Teacher Judgement
- BOSTES Differentiation
- Family Law
- Engaging lesson starters in Mathematics
- Classroom in the Cloud
- Mindfulness in PDHPE
- Staying connected to learning
- Geography conference
- Aboriginal and Torres Strait Islander Conference
- PDHPE webinar
- Marist Leaders Next Generation
- Footsteps 1 and 2: Making Jesus Christ Known and Loved
- In the Marist Way: New Staff Induction

- Creative Writing on 7 - 10 English
- Work Health and Safety
- Flipped Classroom
- Mental Health in school conference
- Anxiety and Depression and Self Harm

TEACHER STANDARDS

The following table sets out the number of teachers who are responsible for delivering the curriculum at The John Berne School who fall into each of the two categories defined by the *Teacher Accreditation Act 2004*:

Teacher Qualifications	Number of Teachers
1. Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	15
2. Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

SECTION FIVE: CURRICULUM

The John Berne School adheres to the NSW Board of Studies, Teaching and Educational Standards NSW (BOSTES) syllabus for each of the courses offered as required for Registration and Accreditation under the Education Act 1990 (NSW). The School has been granted registration until 2019. Subject Coordinators ensure that all programs include outcomes, teaching and learning activities and assessment tasks which are accessible by students at all academic levels. Classes are small in size making the learning environment conducive to:

- student-centred teaching and learning methods
- one-on-one attention
- a positive and collaborative relationship between student and teacher
- differentiating learning to cater to low, medium and high abilities
- interactive, innovative and interesting teaching and learning strategies are employed which support the principles of Authentic Learning
- enhanced student agency allowing greater ownership of their own learning
- students building relevant skills and a greater knowledge of key information becoming better prepared for success in the future

The John Berne School offers the five core BOSTES courses: English, Mathematics, Science, Humanities (Geography and History) and Personal Development Health Physical Education (PDHPE). The following additional subjects are also offered:

Stage Four: Visual Arts, Music, Technology (mandatory), Languages Other Than English (Italian), Religious Education, Computer Studies.

Stage Five: Religious Education, Work Education, Flexible Learning.

SECTION SIX: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	0%	21%	59%	22%
	Writing	0%	12%	85%	38%
	Spelling	0%	22%	54%	23%
	Grammar & Punctuation	0%	17%	77%	27%
	Numeracy	0%	23%	50%	18%

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link My School <https://www.myschool.edu.au/> and insert the school name in the *Find a school* tab and select *GO* to access complete NAPLAN school data.

RECORD OF STUDENT ACHIEVEMENT (RoSA)

Students who have successfully completed Year 10 are eligible to request a Record of School Achievement (RoSA). This is issued by the Board of Studies, as requested by students who have discontinued their schooling.

In 2016 the number of students issued with a RoSA	12
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STUDENT WELFARE AND DISCIPLINE POLICIES

Amongst the various policies of the School is one entitled *Pastoral Care, Behaviour Management and Discipline*. This policy addresses student welfare and discipline. It explains the use of the Behaviour Management Record (BMR), the cornerstone of our behaviour management approach. This card makes a daily record of students' behaviour and application to tasks. It incorporates the bonus point system that encourages positive behaviour. The policy also outlines our behavioural expectations and the use of consequences in dealing with negative behaviour, including suspension and exclusion. The exclusion policy is consistent with the process required by Marist Schools Australia in their independent schools. Exclusion would only be used in rare cases and requires the Principal to consult with the Regional Director of Marist Schools Australia. The policy includes references to the part played by the Counsellors in working with students to achieve better outcomes in the many dimensions of their lives. Corporal punishment is expressly prohibited in this school. The School does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

ANTI-BULLYING POLICY

The John Berne School adopts a whole school approach to anti-bullying. The school uses restorative justice practices as a means of resolving conflict between all members of the school community. We have continued to update our anti-bullying policy based on staff consultation and the evolving nature of bullying. Students are encouraged to report bullying behaviour and staff will report on their behalf when they are reluctant to do so. This process is clearly documented in stages in the policy document. Regular communications about bullying have been published in our school newsletter and parents have engaged in the formulation of the School's anti-bullying policy. Further communication and discussions occur at our Parent Information Evening at the commencement of the school year and more workshops will be planned throughout next year concerning our procedures for dealing with bullying behaviour. The School's Anti-Bullying Policy is consistent with the National Framework for Safe Schools.

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The school's *Complaints Policy* and *Grievance Policy* are based on procedural fairness and recognise that parents, caregivers and school staff must have access to processes that allow them to resolve concerns in a

supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained.

Full text of school policies can be obtained from The John Berne School office at Thomas Street, Lewisham NSW 2049.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Everyday practice at The John Berne School is inspired by the life and work of St Marcellin Champagnat. His statue at St Peter's Basilica depicts a young boy riding on the shoulders of Saint Marcellin. This symbol encapsulates the essence of our work here; lifting young people up so that they can expand their horizons and find their own place in the world. At the core of belonging to a community is having self respect and respect for others as well as being a responsible member of a group.

Staff encourage students to participate positively in group activities at recess and lunch such as touch football, tennis and handball as well as board and card games. Staff achieve this through their own participation and modelling. It is important that the students are aware that we all share a responsibility in creating a culture that does not accept intimidation or bullying but rather promotes care and understanding. Specific procedures have been established so that if an incident of bullying was to occur then students, teachers and parents are made aware of the processes that would then be put in place.

A restorative approach to resolving conflict is an initiative which brings great success to staff and students at Berne. Adversarial and punitive systems do not give all parties the same flexibility to resolve conflict on a level that is required to maintain and develop empathy and responsibility for students. All parties are given the time to speak and to listen to the points of view of those involved and resolution is often mutually satisfying in both forgiveness and atonement. Students go through the process when they have conflict with other students as well as with staff. These meetings are arbitrated by staff and allow everyone to rebuild together.

We were fortunate to have the Artist in Residence Program once again which gives students the opportunity to develop skills in self expression and self confidence through visual arts. The students work with a tutor in individual and small group sessions to build these skills which then culminated in a group project. The success of the project was evident in students' willingness to display their own work alongside others and appreciate the different expressions of individual's artistry.

Teamwork, self-confidence, attitude, awareness of the needs and abilities of others are all developed during the camps and other activities that form Berne's Outdoor Education Program. Students participate in three camps during the year which aim to broaden their perspectives. This gives them the space to reflect on and

modify their behaviours and attitudes through physical challenges and experiences in non-urban environments which many students have had little or no exposure to. These camps teach valuable life skills and help with socialisation and improve peer relations. Students have many opportunities to work independently and collaboratively across a range of activities.

Activities week in Term 2 aims to give students the opportunity to experience the diverse range of people and places and their associated culture around Sydney. Staff take students on various outings where they are able to practise their social skills and awareness of others. Most of the destinations and activities are selected to maximise student exposure to multicultural Sydney as well as give them opportunities to see where they belong in the diversity that exists. Students are challenged to understand and respect their role as contributing members of society.

The Immersion Program involved the entire school and wider community to support a group of staff and students to travel to Central Australia where they experienced firsthand the challenges that are faced daily by its locals. All students had the opportunity to learn about the history, environment, and hardships of the country. Upon their return, the group shared their time there with the school which helped to develop empathy and appreciation for the community at Santa Teresa.

KEY IMPROVEMENTS ACHIEVED IN 2016

The John Berne School implementation of the new Strategic Plan for 2016–2018 sets out a number of areas for review and continued improvement this year. There are five strategic priority areas and within each of these areas key improvements were achieved in 2016. Below are the strategic priority areas along with the achievements:

- 1) **Catholic Identity and Mission** – Prayer at the beginning of each day for staff and also for students in roll call groups has now become part of the daily routine. Religious Education programs have been further refined and linked to some of the key social issues of our time. Liturgies for feast days and special ceremonies achieved greater student participation and an enhanced spiritual experience.

- 2) **Learning and Teaching** – The Individual Education Plan (IEP) committee has been instrumental in educating all staff on best practice for the use of IEPs to be the source for monitoring and assessing achievement for student progress. The use of technology, and evidence based to improve recording and learning outcomes has been implemented with research being undertaken to help in this. A whole school numeracy program was integrated into the daily timetable and the literacy program has expanded to incorporate more students. Individual Education Plans (IEPs) have been a necessary part of the school program throughout 2016 and have been improved as a significant driver in guiding best teaching practice. The professional development of staff in best practice in dealing with the management of challenging behaviours; researching and planning best options for refurbishing learning areas to better address the needs of the students; strengthening the wider community engagement of students in more community service activities and improvement in the use of computer programs in enhancing learning and the recording of data and outcomes has been achieved.

- 3) **Student and Staff Well-Being** – Anti-Bullying education and practices were reviewed with short courses provided. Relationships with the Well-being Department of Sydney Catholic Schools are in place with the utilisation of their New Horizons platform for Strategic Planning and Annual Improvement Planning. Professional development workshops for staff in the areas of student management, anger and disengagement were carried out to improve the wellbeing of the whole community. The Vision being the provision of a safe and supportive environment which nurtures the physical, spiritual, intellectual, moral, social and emotional well-being of all students and staff in the

community. The planning renovation of the school has meant a very consultative process on design which has been important in achieving best outcomes for learning and well-being of all.

- 4) **Capacity Building** – The vision for this new strategic priority is to embed high quality practice in our work within a culture of reflection and continual improvement. The encouragement of staff to seek and engage in opportunities for professional growth to build their own capacity and those they serve has been key to this. Internal and externally conducted courses in improved management and learning for students has been critical to this. Literacy and Numeracy training for staff has been achieved that has helped in bringing better outcomes for students.

- 5) **Stewardship of Resources** - The vision of a responsible management , monitoring and appropriate allocation of resources to respond to the needs of the students thus improving the quality of education offered. Stewardship of resources as a shared responsibility with the wider community of supporters and partners has been ongoing and strengthened. The provision of vibrant and innovative learning spaces that enhance learning and teaching is being planned for alongside achieving improved learning tools, laptops with ICT infrastructure targeted at contemporary learning and teaching.

PRIORITY KEY IMPROVEMENTS FOR 2017

A new Strategic Plan is in place through to 2018 so the planning of enhancements to all areas of the school is taken up. Three significant Key improvements are:

- Improvement of school building infrastructure with a target date of completion in September 2017.
- Continued efforts to improve the Literacy and Numeracy programs to best serve the needs of the students will be carried forward with retraining of teachers with the provision of more time given to a specialist teacher to help in this.
- The Mindfulness program will continue to be a key improvement target with revision and an ongoing review process for best effectiveness.

SECTION NINE: PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students.

PARENT SATISFACTION

The John Berne School strives to maintain frequent communication with all parents and carers of the student population to achieve collaborative goals for the best possible student outcomes. Open communication is facilitated with regular phone calls and emails, parent-teacher interviews three times during the year, a parent information meeting held in February and regular distribution of school newsletters. During this year a number of parent surveys were conducted to help evaluate parent satisfaction with various school programs. These surveys reflected a consistently high level of parent satisfaction and provided parents with the opportunity to give feedback to help the School review programs and work towards future improvements. The School regularly receives enrolment enquiries from families recommended by current or previous parents further indicating positive parent satisfaction.

STUDENT SATISFACTION

At the conclusion of Year 10, students are invited to write a statement about their experience of and satisfaction with the school. Some of the comments made by the Year 10 graduating class of 2016 are shown below. These comments are representative of those of the student cohort.

- The John Berne School has helped me improve my behaviour and my attitude to others and school itself.
- I feel a part of the community and I feel supported by everyone.
- I think the thing that has helped me the most at The John Berne School is how nice the teachers are and the support offered by all of the staff.
- Since coming to Berne, I have learned to talk about stuff instead of holding it in and that has helped my behaviour. My school work has improved heaps from where it used to be.
- Berne is different to mainstream because teachers don't get angry, instead they listen, ask questions and try to understand.
- My reading and maths have improved and this is because of the individual help I get here.
- What has helped me at Berne is that they have given me many opportunities to improve my attendance by providing a community to which I can feel a part of.

- Since I came to Berne I have improved a lot. I've been consistently coming to school and going to class.
- Berne helped me to calm down and take more control of myself. They helped me learn to be respectful to everyone and to follow instructions from staff.
- I have changed a lot while at Berne. I have matured a lot and am happy to always be at school.
- Since being at Berne, I've learned to get on with all teachers better, my behaviour has been more appropriate and I am doing better with my school work.
- I've found many difficulties with my school work but Berne has helped me a lot with it, especially my literacy which has improved significantly since I started.
- I have some great memories from Berne and will take every last memory with me for the rest of my life.

TEACHER SATISFACTION

Staff members gather together each morning and afternoon in an open forum where teachers and support staff are invited to share information and provide feedback regarding the day-to-day organisation of the school. These meetings provide a venue for collaborative consultation and help to foster a positive community spirit and closer working relationships amongst staff. All staff were involved in school review and strategic planning procedures contributing to the goals and strategies of the 2016 annual improvement plan. In this review teacher evaluations reflected a high degree of satisfaction gained from professional development programs leading to enhanced student learning outcomes. The students at this school have very complex needs and present with many challenges. Although at times this can be disheartening, teachers regularly identify the rewards and satisfaction they achieve in helping these young people to overcome their difficulties.

SECTION TEN: FINANCIAL STATEMENT

The financial position of The John Berne School has been audited by VJ Ryan Chartered Accountants.

Statement of Income and Expenditure for year ended 31 December 2016

REVENUE	\$
Fees - Tuition	135,673
Fees - Other	10,859
	<u>146,532</u>
Interest	5,122
State Government Grants:	
General Recurrent	114,926
Commonwealth Government Grants:	
General Recurrent	928,747
Community Grants	
Special Education and Special Disabilities	67,334
Province Subsidy	500,000
Tuckshop (Deficit)	4,315
Donations	229,481
Fund Raising	122,761
Other Income	<u>201,577</u>
TOTAL REVENUE	<u>2,320,794</u>
LESS EXPENDITURE	
Tuition Expenses and Materials	1,987,996.44
Administration and General Running Costs	272,399.71
TOTAL EXPENDITURE	<u>2,260,396.15</u>
SURPLUS FOR THE PERIOD	<u>60,398</u>

SUPPORTERS OF THE JOHN BERNE SCHOOL

The John Berne School relies on the generosity of others to help us provide services to young people with special needs and their families. This generosity comes from many different sources in the community including government, clubs, companies and other organisations including: Aikido Yoshinkan NSW; Ashfield RSL Club; ASX Thomson Reuters Charity Foundation; Belvoir St Theatre – Youth Express Program; Bullant Sports Pty Ltd; Burwood RSL Club; Callagher Estate Agents; Campsie RSL Club; Carroll & O’Dea Lawyers; Catholic Archdiocese of Parramatta; Catholic Archdiocese of Sydney; Catholic Commission for Employment Relations; Causeway Financials; Club Ashfield; Club Belmore; Cooley Auctions; Dooleys Lidcombe Catholic Club; Fugen Constructions; Illawarra Catholic Club, Club Central Hurstville; J Steel; Loreto Kirribilli; Marist Brothers Australia; Marist Schools Australia; Petersham RSL Club; QOH Architects; SBS Television Network; Signorelli Gastronomia; Sailors with DisAbilities; St Brigid Catholic Parish Marrickville; St Thomas Becket Parish Lewisham; Tattersalls; Sydney Catholic Schools; Tenix Pty Ltd; The Commonwealth Bank of Australia; V.J. Ryan & Co Chartered Accountants.

We are very grateful for the support of our many volunteers. It would not be possible to achieve everything we do at this school if it weren’t for the valued assistance of our volunteers who help us in so many ways including day-to-day classroom support; grounds and equipment maintenance and fundraising. We also acknowledge the generous support of the members of the Finance Advisory Committee and the Berne Fundraising Committee.

The John Berne School would like to acknowledge and thank all of the work experience host employers who generously gave of their time and shared their knowledge with our students. More than 100 businesses supported our Job Ready Program in this way during 2016.

Thank you also to all those many individuals who provided financial support and assistance throughout the year. This financial and moral support is appreciated by The John Berne School staff, students and their families.