



MARIST BROTHERS

Berne Education Centre

Annual Report, 2006



Snapshot of Life at Berne....



Social Justice Outreach



Breakfast is provided every morning



Outdoor Education



18 students graduated with a full Yr. 10 School Certificate



Structured lessons work wonders!



Religious Education is woven into the life of the school



Ski Trip



Students are regularly rewarded for effort and acknowledged

*** Note - Amendments have been made to this Annual Report.
Amendments are shown in italics**

Report from Advisory Board Chairman

The School Board has met each term during 2006. Much of the business of the board is in receiving and discussing the updates from the Principal. This year the Board has begun an analysis of the school's finance structure to ensure that all is in place for the Berne Education Centre to continue meeting the many demands placed upon it. This financial analysis will continue into 2007 but at this stage all seems well for the future.

The Board has been extremely grateful for the great work done by Br. Michael Flanagan and his committed staff as they continue to make a difference in the lives of young people who are at risk of not completing their education. It is a privilege for us to support such a significant work of the Church. We would also like to acknowledge the indispensable contribution of the many volunteers and benefactors without the school would be in difficult circumstances.

The Board expresses its satisfaction with all aspects of the endeavours of the Berne Education Centre during 2006.

Michael J. Prest

B.A. (Hons), Dip.Ed., M.Ed.Admin
Board Chairman

Report from the Principal

I am happy to report that 2006 has been another successful year for the school. Parents continue to express much satisfaction with what we can do for themselves and their children, the vast majority of whom cannot cope in main stream schools. The staff remain a fully committed and enthusiastic group of very professional people. We have continued to review and modify our programme so that we keep fully responding to the needs of the students currently enrolled.

My thanks to all members of the Berne community for their ongoing support.

Br. Michael Flanagan, fms

B.A., M.A. (Louvain), Dip. Cat.
Principal

The Berne Education Centre is an Independent Catholic School owned and operated by the Marist Brothers offering a positive option for students (Years 7, 8, 9, 10) whose education is at risk. The students are enrolled on the basis of diagnosed disability and/or inability to cope in mainstream schools.

Goals and Objectives:

Our goals are the same as those of any school: all true education aims at producing **persons for others**, people who can live outside themselves for others. This may sound overly optimistic in a school for needy and difficult children at risk, but any goal less than this fails to respect these children as human beings who share the same joys and hopes, griefs and anxieties as all other persons. However, we can state our goals more precisely:

Goals:

1. To assist students to appreciate themselves as worthwhile and capable human beings;
2. To assist students in the process of realising their God-given potential;
3. To prepare students to take their place as just and responsible members of society;
4. To prepare students to share their skills and talents with others in the workforce, and thereby contribute to the common good;
5. To provide a secure, safe, enriching and challenging educational environment;
6. To provide a second chance for students in difficulty, outreaching to their families and wider social networks.

Objectives: (implementing the goals)

- a. Provide a relevant and comprehensive education for all;
- b. Improve each student's literacy and numeracy skills;
- c. Help any capable student to gain a School Certificate;
- d. Address any needs in each student not specifically educational: personal, psychological, emotional, social and spiritual;
- e. Work with each student's family, especially the parents;
- f. Confront specific problems a student may have, and work with each person and their families to overcome these;
- g. Work to restore a student to mainstream education wherever possible;
- h. Help each student realise their immediate goals by developing a realistic "exit" plan;
- i. Develop relevant personal development and camping programs;
- j. Organise work-experience and voluntary service programmes.

Enrolment Procedure / Students 2006:

Berne receives referrals from a wide range of educational and welfare professionals. Parents and Carers also often make contact directly. Following initial telephone enquiry for enrolment a School Counsellor contacts enquirer to discuss enrolment suitability. An assessment is made considering relevant information that is collected. Students will be assessed as to their degree of disability. An interview with student, parents / carers and Berne staff (Principal, Deputy, Counsellor and Year Co-ordinator) may then follow. If Berne is not suitable, or if no place is available, alternatives will be suggested to the family. If accepted into the program, an enrolment form and information pack will be given to the parent / carer.

Following are details showing numbers of students enrolled at the Berne Education Centre at the start of each term during 2006:

Term 1:	Year 10:	18	Year 9:	10	Year 8:	4	Total	32
Term 2:	Year 10:	19	Year 9:	11	Year 8:	5	Total	35
Term 3:	Year 10:	20	Year 9:	13	Year 8:	8	Total	41
Term 4:	Year 10:	20	Year 9:	17	Year 8:	7	Total	44

Staff 2006:

Berne Education Centre employs a range of qualified staff making up its multidisciplinary team. 14 full-time teachers, one part-time teacher and the School Principal have teaching qualifications from a higher education institution. Other specialist positions at Berne include two full-time and one part-time Counsellors, Chaplain, Careers Advisor, Teachers Aide and Support Staff. Berne operates a school canteen employing a Canteen Manager and a breakfast program coordinator.

As usual, during 2006 all staff were fully committed to their responsibilities and duties. There was a minimum use of sick days and other special leave provisions. It is in the nature of the school that staff make every effort to be present every day. We do not employ casual staff.

All staff bar one remained at Berne from last year.

Practicum students

The Berne Education Centre is asked to accept students from various educational institutions for practicums. During 2006 a psychology student from Sydney University completed a placement at Berne during Term 1 and another Australian College of Applied Psychology student undertook a Counselling placement during Terms 3 and 4.

Volunteers

The Berne Education Centre is very grateful for the constant support of our many volunteers. It would not be possible to achieve everything we do at this school if it wasn't for the valued assistance of our generous volunteers who provide support to us in so many ways including day-to-day classroom assistance; Special Examination Provisions; Careers Days and Motivational Speakers; grounds and equipment maintenance; support on camps and excursions; fundraising; and help in the Canteen.

Professional Development

All staff members at Berne gained new skills this year by undertaking training or enrolling in courses. Professional development for staff included attendance in one or more of the following programs: MEARS Conference; Child Psychosis seminar with Dr Chris Wever; Cannabis and Other Recreational Drugs seminar; Psychiatry for the Non-psychiatrist;

Behaviour Management; Engaging Reluctant Customers; Schools of the Spirit; From Surviving to Thriving; Introduction to Microsoft Excel; Career Counselling, Coaching & Assessment Course; My Futures – careers training course; Ecstasy and Other Party Drugs; Teach History for Non-history Teachers; NIDA Workshop for Beginning “New Stream” Teachers; Sharing Our Call; Special Education Conference.

This year Berne hosted a Staff Development Day for the Association of Catholic Special Schools and Services NSW. Seven Catholic Special Schools from this Association, and each year all their staffs gather at one of the campuses to further their professional development and promote a sense of unity and support. The theme for the day was “Caring for the Carer” : How to make sure that we can continue our often difficult tasks yet remain physically, emotionally, spiritually and psychologically healthy.

Berne also held a Spirituality Day for Berne staff.

School Policies:

Berne’s school policies are published in ‘The Berne Education Centre Handbook’. Policies are developed by consultation with staff and, where relevant, parents. Before adoption they are submitted to the School Advisory Board for further consultation and approval.

Discipline:

Staff at The Berne Education Centre aim to provide a quality education for students at risk of not realising this opportunity. This includes the care and safety of students in our charge. Good discipline is fundamental to the achievement of these aims; hence our policy is set within the context of student welfare. On a broad level, our discipline policy relates to our ethos of self-respect, mutual respect and safety with regard to relationships within our school community, and more generally, the wider community. This level is referred to as The Discipline Code (i). At another level, our policy relates to the behavioural expectations that we have of our students when they are at school. This level is referred to as Behaviour Management (ii).

The policy aims to:

- reflect the Catholic Marist ethos of the school
- exist within a framework of student welfare
- underline our expected standards of behaviour
- outline responsibilities for staff, students and parents
- abide by legislation

The policy agenda is underpinned by the idea that all behaviour leads to consequences that may or may not be in the student’s best interest, and that in this regard, students have autonomy of choice. We hope to develop in our students social skills that result in positive consequences. Ultimately, we hope to develop self discipline in the students to the point where they effectively take responsibility for their own behaviour.

Our policy is based on the idea that students and staff are entitled to the following expectations.

The Students can expect an environment where they can:

- live happily
- learn to the best of their ability

- contribute to Berne
- feel safe, physically and emotionally
- learn & develop social skills and self-discipline
- be treated with politeness, respect and fairness
- experience resolution of conflict

The staff are entitled to an environment where they can:

- teach and work effectively
- be treated with politeness & respect and feel safe, physically and emotionally
- experience resolution of conflict
- expect parents and carers to take an active role with regard to discipline

Pastoral Care:

“Champagnat (founder of the Marist Brothers) believed that the Lord had entrusted Jean-Baptiste Berne to him and to the Brothers, and he was to be treated as if he was their own child.”

This belief underpins the structure of pastoral care at Berne.

Education is about the development and formation of the “whole person”: someone capable of contributing to the society to which they belong; of understanding who they are before God and their fellow human beings and of reaching the potential desired of them by their Creator.

Our school grows out of a tradition that respects the essential uniqueness of each person. We recognise that the students we are responsible for have been negatively affected by many forces, most beyond their control. However, we believe great things for them and hold realistic expectations of their capacity to overcome and to succeed.

In this light, pastoral care is a major driving force behind our program here at Berne and permeates all our initiatives.

Everyone at Berne contributes to the Catholic and Marist spirit by promoting Catholic and Marist values, and fostering positive relationships within the school community.

Grievance Procedures:

Complaints or grievances can be addressed to the Principal or Deputy Principal. Complaints or grievances will be treated with confidentiality and given priority attention. Forms for specific grievances are available from the school office.

Curriculum:

This school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990). During 2006 the following courses were offered at Berne: English; Mathematics; Science; Australian Geography; Australian History; Visual Arts; Technics Wood; PDHPE; LOTE (Italian); Design and Technology and Information & Software Technology.

It is our aim to have an inclusive curriculum, where we recognise culture and heritage. Two specific courses (Personal Development, Management and Personal Development, Social

Development) have been developed with our students in mind. They are Board Endorsed and are compulsory for all students at Berne.

Religious Education:

This is woven into the fabric of Berne’s routine with regular Assembly prayers and references to our Catholic and Marist values and tradition. Also, for “R.E. days” we hold each year at the following times:

- ◆ At Easter time
- ◆ On Champagnat Day (6 June)
- ◆ On Assumption Day (15 August)
- ◆ On All Souls Day (2 November)

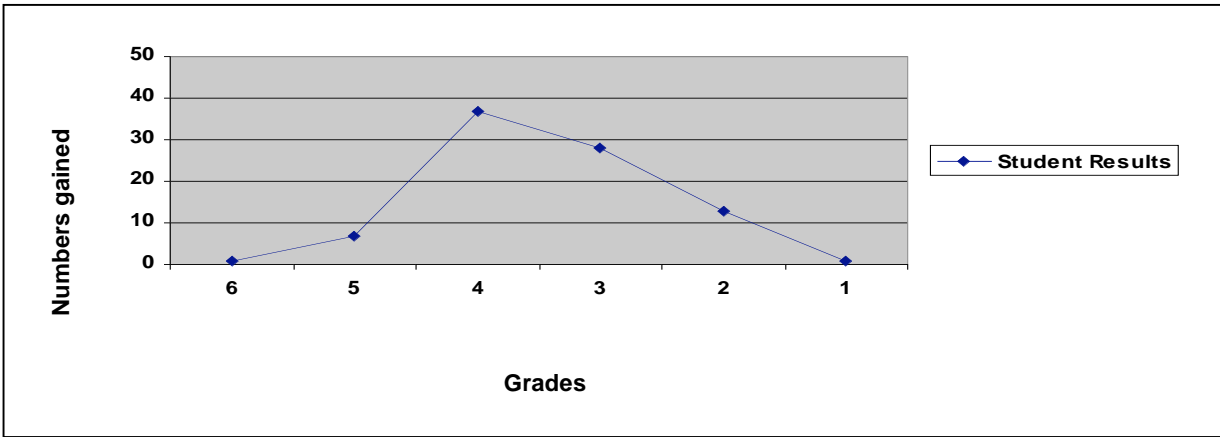
On these days we have R.E. lessons, a Mass, an Assembly with special Awards (often a guest speaker) and a BBQ lunch, a sports afternoon or picnic.

Statewide Tests and Examinations:

2006 School Certificate

External School Certificate Test Results, individuals

	Band					
	6	5	4	3	2	1
English	1	1	12	5	-	-
Maths	-	-	2	9	7	1
Science	-	1	6	8	4	-
History	-	2	8	8	1	-
Geography	-	3	9	6	1	-
Total	1	7	37	28	13	1
Computing Skills	Highly Competent		7	Competent		1



2006 School Certificate

School vs State Grading Pattern Comparison

Course Name	Students in School	Students in State	School Pattern (%)					State Pattern (%)						
			A	B	C	D	E	N	A	B	C	D	E	N
English	20	83021			30	60	10		13	25	37	18	6	
Mathematics	20	83158		5	40	50	5		14	23	31	25	7	
Science	20	82957		10	55	25	10		13	23	36	20	7	
Australian Geography	20	82973			55	35	10		12	22	35	22	9	
Australian History	20	82970		15	35	40	10		13	22	34	22	9	
Industrial Technology (Timber) 200 hours	8	13295		38	63				13	26	34	19	8	
Information & Software Technology 100 hrs	3	4045		67	33				13	24	34	21	8	
Information & Software Technology 200 hrs	1	15860						100	19	27	31	17	6	
Drama	1	11624						100	22	32	30	12	4	
Visual Arts	8	15618		13	75	13			24	30	29	12	4	

Student Attendance Rate:

As an average, 94% of students attended school each day in any given term. It is very rare for a student who enrolls here not to finish here.

Parents, students and staff are very satisfied with Berne. We see this by high staff retention rates, good student performance and progress, and the comments made to staff by parents eg. "Without Berne my child would be nowhere". Parents, of course, don't keep their kids in schools they are unsatisfied with!

Achievements, School Initiatives and Significant Programmes:

Suspension Withdrawal Assistance Programme (SWAP)

The Suspension, Withdrawal, Assistance Programme (SWAP) helps students who have been suspended from their mainstream school, or who need special assistance with behavioural improvement strategies and/or learning difficulties. During 2006 the Unit assisted over 20 young students from various educational contexts with an emphasis on behaviour adjustment and educational applications. Some of the students who accessed the programme returned to their school following a period of time in the SWAP Programme. Other students were transferred from SWAP to be enrolled in the full programme offered by the Berne Education Centre.

Outcomes achieved: The SWAP Programme aided students by ensuring their safety in terms of limiting risk by otherwise being out of school. The Programme catered for 20 students at an individual level and ensured educational and behavioural growth through sound engagement with staff at Berne. The Programme also ensured an out-reach programme where staffs at mainstream schools were inserviced with strategies utilized at Berne, and SWAP in

particular. This provided a two-fold impact – Teacher inservice and student engagement. The project was managed by staff and the Executive from the Berne Education Centre.

Work Experience Programme

Work Experience is an important programme that serves a number of functions. Firstly, it gives students an idea of what it's like in the workforce. Secondly, it helps them figure out what it is they are and are not interested in doing as a career. Thirdly, it helps some to find employment – often, students are offered apprenticeships and traineeships from their work experience placements. All students in Years 9 and 10 do one week of work experience every term. Some students do an additional one day a week, which is useful for those who just want to work, as well as for those who are finding it difficult to cope at school and benefit from some time-out.

Buddies and Friends Programme

The Buddies and Friends mentoring program has continued successfully over the past year. The program matches students from the school with screened and trained members of the public, with the aim to form strong and lasting supportive friendships. The program is available to all students from Berne.

This year the program conducted some advertising through the three surrounding dioceses (Parramatta, Sydney, and Broken Bay), from which we received a number of inquiries. We also spoke to a large number of students from Notre Dame University, Broadway. Of the inquiries we received, we gained two volunteers who undertook the training earlier this year. We have also gained 2 volunteer from the newsletter advertisements.

At present the program is supporting three student/mentor matches. We currently have a total of nine volunteer mentors attached to the program, three of whom are matched, five of whom have requested a break (after being matched to students last year), and one of whom is currently waiting to be matched.

Throughout the year we also received some generous donations, which all went towards funding the activities, so as to reduce the cost for both the volunteers and students/parents.

Buddies and Friends continues to be a positive program for the school in that it connects willing students to caring, empathetic and stable role models, while also connecting the school to the wider community.

Outdoor Education Programme

The Berne Education Centre Outdoor Education Programme gave 'at risk' students skills and experiences in a number of areas including bushwalking, canoeing, cycling, snow sports, abseiling and rock climbing. Students undertook guided camps and excursions designed to present them with personal and group challenges to overcome. Students engaging in these outdoor educational experiences benefited by learning independence skills, the ability to work in a group, problem solving, resilience, endurance and a sense of community and responsibility.

During 2006 Berne conducted nine very successful camps, each of three or four days duration. Camp locations included: Kangaroo Valley, Barrington River, Blue Mountains, Gerroa, Hornsby Heights, Snowy Mountains, Mungo Brush and Mulgoa. Following each camp students were assessed on their improvement in attitude, behaviour and performance.

Counselling

At Berne there is a strong emphasis on personal and behavioural change as a key to effective learning. Counselling is a strong part of the culture of the school and, while some students may be resistant to the process from time to time, it is extremely rare that a student will refuse counselling all together. The school has two full time and one part-time counsellor, whose practice revolves around a variety of different therapeutic approaches, namely Cognitive Behaviour Therapy, Rational Emotive Behaviour therapy, Reality Therapy and social skills-based programmes. All students at Berne have a counsellor whom they see once a week. Through counselling, the students stay connected to themselves by helping to improve their self-awareness and resolving personal issues.

Parenting Skills Programme

The Berne Parenting Skills Programme addresses specific skills to help parents in the day-to-day parenting of their teenagers. Parents get a chance to discover that they're not the only ones going through hard times with their teens and to learn skills and practices from each other. Two programmes were conducted this year. The first ran for one night a week for six weeks in Term 1 and also over two weekends in Term 3.

Some comments from parents who completed the course in 2006:

"Input from presenters was excellent and specific when needed to be."

"The program gave me more confidence."

"Valuable to any parent"

"Covered a lot of different issues – which was interesting and helpful."

"A wealth of information."

"There are a lot of parents that would benefit from this course. There is a huge need out there."

Health Fact Sheets for Parents

During 2006 Counsellors at Berne produced health fact sheet which were included in our school newsletter. The aim of these sheets has been to provide parents with up-to-date information and advice as well as providing points of further referral for a range of health related problems.

We have now made the set of information sheets available for sale to schools and other organisations working with young people. Two sets of ten fact sheets have been produced – an adolescent (high school) version, and a childhood (primary school) version.

Changing Lanes Programme

The Changing Lanes programme continues to play an important role at the Berne Education Centre. It was developed as a response to the needs of ex-students who required support and assistance with post school options.

Throughout 2006, a number of ex students accessed the programme due to an inability to gain or maintain employment or places in educative settings. This occurred for a variety of reasons such as mental health / behavioural / learning difficulties / literacy and numeracy deficits, an inability to move beyond their comfort zone, relationship difficulties, poor self-esteem, lack of initiative and confidence to seek help from outside agencies, lack of resilience, poor organisational skills, co-dependency issues, difficulty making commitments, inability to gain / sustain employment / complete work experience programmes and a lack of interpersonal skills / job seeking skills.

The programme therefore sought to identify, assist and support ex-students in achieving and realising their goals and their post school options. Breaking their cycle of hopelessness was a primary focus.

Listed below are some of the issues/ difficulties that our ex students sought help with:

- ◆ Housing
- ◆ Clothing
- ◆ Medical/ health issues/ Medicare
- ◆ Liaising with Centrelink/ government agencies/ welfare agencies
- ◆ Liaising with community service officers/ legal professionals and being an advocate for our students
- ◆ Applying for passport, birth certificate etc
- ◆ Family reunification
- ◆ Accessing agencies/ programmes for gambling/ alcohol/ drug addictions
- ◆ Welfare support
- ◆ Distance education/ applications/ tutoring/ support
- ◆ Work experience placement
- ◆ Social skills training
- ◆ Finding appropriate TAFE courses/ Career guidance
- ◆ Accessing support services in TAFE/ Senior schools
- ◆ Assisting in enrolment processes
- ◆ Study and organisational skills training
- ◆ Referral for mental illness e.g. Depression. Seek counselling support.
- ◆ Liaising with parents
- ◆ Resume/ job applications/ job search skills/ interview skills/ phone skills

In an endeavour to meet some of the needs of our ex –students, we are in discussion with the Sydney CEO (a Registered Training Organisation) to enable Berne to run Nationally Accredited Courses such as Business Certificate II and a Statement of Attainment in Outdoor Recreation. In 2005, two staff members completed Certificate IV in Assessment and Training and in 2006, a staff member has completed Certificate III in Outdoor Recreation and another is completing Business Certificate II. A further member of staff has gained Recognition of Prior Learning for experience in the business world. Our aim for 2007 is to introduce nationally accredited courses that will help students to be more employable, confident and closer to achieving their goals.

Literacy Programme

Many of the students who come to the Berne Education Centre have poor literacy skills. Over the past 10 years the school has sought many different methods to raise the literacy levels of students, but few methods became an integral part of the way the school operated. In 2006

systematic and explicit instruction in decoding was introduced using direct instruction programs paired with comprehension based strategy instruction.

A significant part of the school plan was the effective introduction of these programs. The school was introducing instruction that was outside the traditional areas of expertise of high school teachers and high school systems and the programs needed to be carefully introduced. The school developed a one year training package including lectures on the theory of literacy acquisition, student assessment, the filming of students, parent presentations, the development of parent information pamphlets and the trialling of a pilot program.

The pilot program produced results in line with the research for failing high school students. The students who had intensive instruction made the most significant gains of all students identified with decoding problems.

By September 2006 the majority of new students were involved in the program and many staff had experienced teaching the programs.

The programs begin the school's intention to develop whole school, research based, models of instruction.

National Award for Quality Schooling

The Berne Education Centre was a recipient of a \$10,000 Highly Commended National Achievement Award in the 2006 Commonwealth Government Government's National Awards for Quality Schooling.

The citation for Berne read as follows:

Berne Education Centre, New South Wales Hope always for children at risk

At the Berne Education Centre, students who are not coping with traditional schooling are offered the opportunity to complete their School Certificate in a supportive and flexible learning environment. The Centre is constantly implementing new programmes for students and significant success has been achieved in engaging students socially and academically.

The Berne Education Centre wishes to thank the Australian Federal Government and the Board and Executive of Teaching Australia for their support of this Award.

Investing in Our Schools Programme Grant

The Berne Education Centre was grateful to receive a grant of \$55,000 this year through the Australian Government Investing in Our Schools Programme to provide airconditioning in the Champagnat Room and upstairs classrooms, educational resources and shade and rain sheltering in the canteen area. The school would not have had these facilities if it were not for the generosity of the Australian Federal Government.

2007 Goals:

1. To establish the Learning Advancement Centre and continue to develop creative ways to meet the individual needs of students, particularly those who cannot function in a classroom.
2. To develop and distribute a consolidated version of our successful Parent Education Programme
3. To expand the Counselling Services with the addition of a further Clinical Psychologist and to reorient each of the Counsellors towards more involvement with the families of students.
4. To facilitate the change-over of school secretary from the incumbent who has been here for ten years to the new person: this is a major change for a school of this size.
5. To establish a fortnightly pattern of an Assembly for the whole School Community.

Financial Statement:

The financial position of the Berne Education Centre has been audited by VJ Ryan Chartered Accountants.

Statement of Income and Expenditure for year ended 31 December 2006

<u>REVENUE</u>	\$
Fees – Tuition	88,670
Fees – Others	32,693
	<hr/>
	121,363
Interest	7,365
State Govt Grants – General Recurrent	89,161
Commonwealth Govt Grants – General Recurrent	793,864
Special Education & Special Disabilities	2,000
Province	355,796
Tuckshop Gross Profit/(Deficit)	(7,493)
Donations	91,442
Fund Raising	66,233
Miscellaneous Receipts	350
Gain on Sale of Assets	0
Refunds	2,765
Other Income	11,843
<u>TOTAL REVENUE</u>	1,534,689
 <u>LESS EXPENDITURE</u>	
Tuition Expenses and Materials	1,378,333
Administration and General Running Costs	184,849
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<u>TOTAL EXPENDITURE</u>	1,563,182
	<hr/>
<u>NETT INCOME/(DEFICIT)</u>	(28,493)

Berne Education Centre Advisory Board Members 2006:

Ex-Officio Members

Br. David Hall fms (Executive Director Marist Ministries Office)

Br. Michael Flanagan fms (Principal, Berne Education Centre)

Appointed Members

Ms Liza Adams (Teacher, Marist College North Shore / member Berne's finance committee)

Mr Mark Adams (Accountant and advisor to Berne's Finance Committee)

Mrs Eva La Rocca (ex Berne parent / Deputy Principal, St Pius', Enmore)

Mr Merv McCormack (CEO Eastern Region)

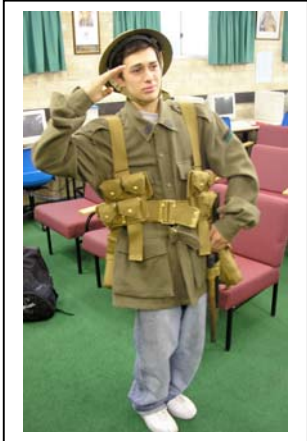
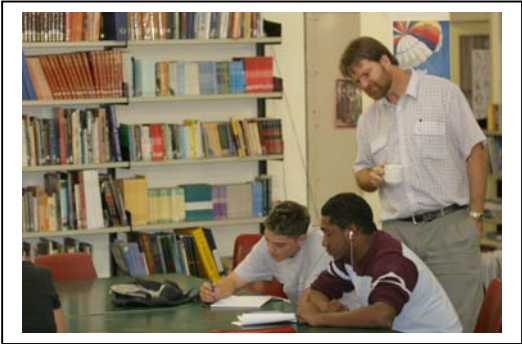
Mr Michael Prest (Chair) (Computer Educator CEO Sydney)

Mr Brian Roberts (Principal, Christian Brothers High School, Lewisham)

Conclusion:

As the Principal of the Berne Education Centre I guarantee the contents of this report are accurate, and the Report reflects the true nature of Berne to the best of our ability. As we are a small and very busy school, committed to students with high support needs, time available for report writing is limited.

**Br. Michael Flanagan, fms
Principal**



Appendix A

BERNE EDUCATION CENTRE : STUDENT (DISCIPLINE) MANAGEMENT SYSTEM

**If you always do what you've always done,
you'll always get what you've always got.**

Assumptions:

1. Students at Berne want to be here and want to learn.
2. Students at Berne want the best School Certificate they can get.
3. Students come to Berne on the condition that they do not disrupt the learning of others.
4. Students at Berne are educated with the whole person in mind : the school's stated Expectations reflect this belief.

Pastoral Considerations:

For Pastoral reasons students at Berne are divided into Year groups, that subsequently divide into pastoral care groups. A Journal group is formed vertically, i.e. students from each Year group.

For Pastoral reasons, students are taught in small groups (generally less than 5) in streamed classes for the main S.C. subjects. As a special school, many other unique features are incorporated into Berne's structure to address the special needs of the students.

Discipline Considerations:

In order to maximise each student's success and personal development, a system of levels is maintained that places each student according to behaviour(s) and level of disruption of others.

<u>LEVEL ONE</u>	-	<u>GREEN</u>	-	normal operational level
<u>LEVEL TWO</u>	-	<u>ORANGE</u>	-	partial separation from normal operations
<u>LEVEL THREE</u>	-	<u>RED</u>	-	full separation either within Berne or in an outside agency, programme, etc.

LEVEL FOUR - BLACK - full separation from Berne permanently or temporarily (i.e. return possible if strict conditions are fulfilled).

IMPLICATIONS AT EACH LEVEL

GREEN (1)	ORANGE (2)	RED (3)	BLACK (4)
<ul style="list-style-type: none"> • Normal classes • Streamed to suit academic ability • Small classes • Subject Teachers • Full access to privileges at Berne • Full access to extra-curricular activities • Full access to awards and rewards • Monitored by Pastoral Care Group Teachers and Yr. Co-ordinator 	<ul style="list-style-type: none"> • Some normal classes – re. only those they don't disrupt – base is B/Unit • No streaming: work supplied by teachers • Class size varies according to no. of students at this level • May not use Community Room (may have sep. rec. times) • Restricted to access to camps and excursions • Access only to Beh. Man. Card Rewards • Monitored by Yr. Co-ordinators and B/Unit Co-ordinators 	<ul style="list-style-type: none"> • No normal classes – full programme taken on an individual basis / work supplied by Special Co-ordinator • Either in B/Unit or SWAP room • May not use Community Room or have recreation with other students • No access to camps and excursions • No access to any awards / rewards • Monitored by SWAP co-ordinator and Deputy Principal 	<ul style="list-style-type: none"> • <u>Removal from Berne</u> a) <u>Permanently</u> (i.e. expulsion, parents asked to take student elsewhere) b) <u>Temporarily</u> (i.e. student must do something else for a specified time under specified conditions) # If in b) – return to Berne is to the <u>RED</u> level of operation # Monitored by Principal and School Executive

N.B.

- a) Students really determine their level by their behaviour and/or co-operation;
 - b) No time limits apply to Orange, Red or Black (b) levels – monitoring will determine this for each individual student;
 - c) Our aim is to have all students at the Green level all the time;
 - d) Students may be dropped more than one level if behaviour warrants this. Progression back up is one level at a time.
 - e) Students may be permanently excluded from Berne at the discretion of the Principal (or the Deputy, in Principal's absence) if behaviour warrants this.
 - f) Suspensions may occur from any of the first 3 levels at the discretion of Year Co-ordinators, the Deputy-Principal and/or the Co-ordinators of the B/Unit and SWAP programme. However, return to school must be to the level they were suspended from, or one lower.
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- ❖ • It is important to understand that at all times flexibility and possibility of resolving problems will apply
 - ❖ • Exceptions may be made, but this policy is designed to apply to all students under normal circumstances. Good policies (i.e. workable ones) are not designed "for" the exceptions, they "allow" them.
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- * * At the centre of this system is the belief that as responsible educators we cannot let the behaviour(s) of individual students disrupt the education of the many. While going out of our way to help the individual, in the long run we'll opt always for the **common good**.