



Berne Education Centre

Annual Report to the Community 2007

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MESSAGE FROM THE PRINCIPAL

2007 marked some significant changes for the Berne Education Centre. The close of the school year marked the end of our era with Br Michael Flanagan finishing his term as the founding Principal. It was the conclusion of the tenth year of the school.

In November the school received word that the Catholic Education Commission of NSW recognised Br Michael's contribution to Berne by awarding him the coveted Br John Taylor Award. This award is for excellence in Catholic Education. Dr Brian Croke, Executive Director of CEC NSW, and Bishop David Walker, came to the school in March 2008 to present this award in front of the school community.

2008 was to not only usher in a new leader but a change of name to the school as a response to our School Review conducted in October, 2007. The graduates of Berne communicated the difficulties it created to have the word "Centre" as opposed "school" on their curriculum vitae. The Trustees of the Marist Brothers took the advice of those young people and decided to make the changes effective from the beginning of 2008. The Trustees also saw this as an opportunity to put forward the name of John Berne after whom the school was named. From the beginning of 2008 the school was to be named *The John Berne School*.

The Review report was overwhelmingly positive indicating high levels of satisfaction from staff, parents, students and ex-students. All parties consistently affirmed the fact that Berne is an accepting place where everybody is welcome. As part of this, the affirmation highlighted the outstanding sense of family and community spirit that exists at Berne – it is a tangible reality and underpins the success of the school. It is clear that for many children Berne is the only school in which they have felt comfortable in.

In May, Berne also opened its doors to a number of people to celebrate the tenth anniversary of the school. A good number of ex-students, past staff members and Marist Brothers joined the present community to celebrate this occasion. It indeed was a celebration for those who had battled to establish this school in the face of significant financial difficulties at its inception. It was also a celebration of the heroic work that so many had done over the years to create an institution which responds so well to those children who are at risk of not completing their basic schooling.

In 2007 Berne was nominated for an award to recognise its literacy program. This program, based on extensive research, aims to address the fundamental literacy needs that our students bring with them to the school. In the first instance, after significant testing, the school adopted a whole school program to address decoding problems in order to tackle spelling and vocabulary deficiencies. This will ultimately move into a comprehensive program. Interestingly, while students have expressed some resistance to this basic skills program, some of them have begun to see the evolution in their reading. This program has been laying a solid foundation for the students' learning across all the key learning areas. Likewise, the increase in their competence in this area has impacted positively on their behaviour.

The conclusion of the first ten years of the school's existence has laid an outstanding framework for the school to move forward in the future. In 2008 the school executive, along with the staff, students and parents, will develop a Strategic Plan to set the directions for the school in the coming three years.

Br Darren Burge fms

SCHOOL FEATURES

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. The Berne Education Centre is a coeducational day school. The school's motto, Hope Always, reflects the fundamental belief that intervention in the lives of troubled people – especially when they are young – is always worthwhile and is very often successful.

The school caters to around 40 students and employs 25 professional staff. This high student to staff ratio is essential to the success of the school which provides, in addition to a complete curriculum, a number of special programs for our students and their families including:

Family and Student Counselling

Counselling is a central part of our work at Berne. Each student is assigned a Counsellor who meets with him/her each week to assist with their behavioural needs. The Counselling team also conducts Parenting Programs and other practical support to families.

Parenting in Practice Program

The Berne Parenting in Practice Program 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 programs were conducted this year.

Breakfast Program

Our full 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.

Work Experience Program

Berne has in place a range of vocational preparation courses to prepare its 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 its nine week work experience placement course.

Suspension Withdrawal Assistance Program

SWAP offers a supervised environment for students who have been suspended from their mainstream school. It allows them the opportunity to continue their schoolwork with the support of Berne staff.

Buddies and Friends Program

This is a mentoring program helping young people through friendship. Responsible young adults are connected with students for social activities which provide support and good role modelling.

Learning Advancement Centre

The LAC supports students in their educational engagements and pursuits on a one-on-one level. This enables us to target their specific needs.

Outdoor Education Program

Demanding outdoor challenges helps our students to develop their personal attitudes and values of self-esteem, motivation, confidence, team work and responsibility.

Changing Lanes Program

Changing Lanes is for ex-Berne students who need help with the next stage of their lives. The Coordinator of this program offers extra help in finding a job or starting an apprenticeship or other course.

A more detailed description of all of these school programs can be found on our website at www.johnberneschool.org.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

The unique nature of The Berne Education Centre requires a unique approach to Religious Education. First and foremost it is through the compassion and care of the staff, through their actions and empathy with our students, that true Gospel values are witnessed at Berne.

Catholic life is ever present as The Berne Education Centre embraces its Marist tradition. That “the school is named after a street kid who was taken in by Marcellin Champagnat”, is a regular and concrete reminder to the students that this school is for them. The school motto of “*Hope Always*” is significant to the school and wider community as it encapsulates the ethos and mission that The John Berne School aspires to.

The Marian tradition at Berne is strong; school assemblies commence with prayers, often concluding with the Hail Mary. Each morning the staff gathers for a briefing and this meeting commences with prayer. Berne has adopted a School Prayer which is recited weekly at these meetings.

During year, we have staff days and time devoted to prayer and reflection. This has often been run by the CEO Spirituality team and special guests.

We celebrate special days throughout the year with a school Mass to which we invite parents, volunteers and supporters of Berne. Ash Wednesday, Champagnat Day, All Souls Day and the Year 10 Graduation are examples of these occasions.

We continue our spiritual journey with the Marists by travelling to the Marist Centre in Mittagong during Holy Week and experiencing the Stations of the Cross. We conclude this gathering with a BBQ and game of touch football; this experience connects us with each other as a school community, to our Marists tradition, and to our Catholic faith.

Considerable time has been spent on staff spirituality as this forms the foundation for our communication of this to our students. The majority of the staff have completed the *Sharing Our Call* program of the Marist Brothers. This program aims to help staff to identify and articulate their own calling to their profession (within a spiritual framework) and develop an appreciation of Marist values, history and pedagogy. The shared Marist Spirituality and pedagogical approach, assisted by this program, and reinforced by other staff inservices and the regular morning prayer brings a united approach to the staff.

SCHOOL CURRICULUM

The Berne Education Centre delivers curriculum based upon expectations set-out by the Board of Studies to cater for various learning abilities. Each key area is directly linked to the syllabus provided for that subject. During 2007 the following courses were offered: Geography, History, Science, Mathematics, English, Visual Arts, Industrial Technology, PD/H/PE and LOTE. Other courses are Board endorsed. These are Personal Development and Social Development.

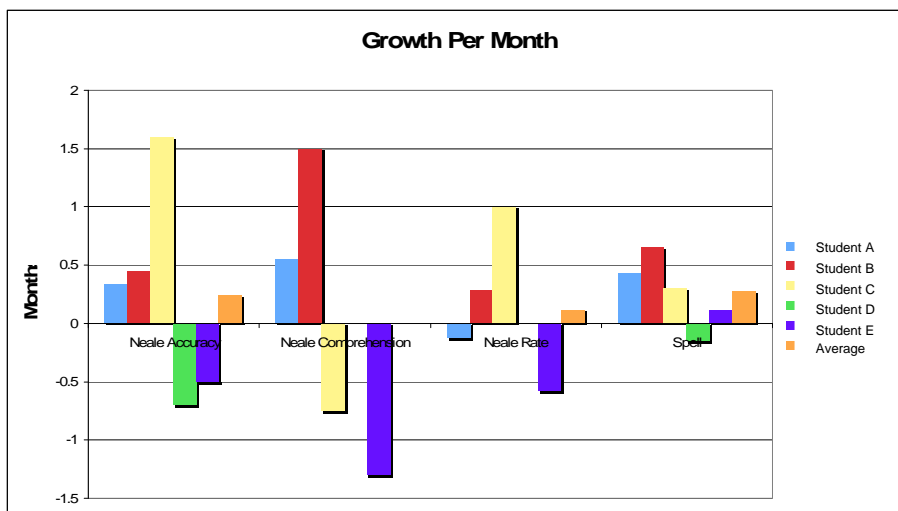
As an initiative, the staff, under the guidance of the Special Education Teacher, made a conscious decision to implement a skills-based literacy program to be commenced in 2008. It is therefore our aim to ensure that curriculum be inclusive and accessible for all students.

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

In 2007 the total student population of The Berne Education Centre, sat the national benchmark testing in their previous schools. In 2007 the school began the systematic collection of State testing data from these schools. At enrolment, approximately 33% of students met the national literacy benchmarks, and approximately 22% of students met the numeracy benchmarks. Traditionally, the school inherits significant literacy and numeracy challenges.

Prior to 2006 the school had introduced modified and adjusted curriculum to enable the students to access and respond to the curriculum. Students had achieved positive results in the School Certificate (with Special Provisions). In 2007 the school continued to pilot programs to lift student's literacy skills.

Intensive literacy programs were trialled in 2006 and 2007. The students in the pilot group showed the most improvement in overall literacy ability. The graph below represents the difference between student who received intensive literacy instruction and those who did not. The students who received instruction showed almost twice as much growth.



In 2007 the pilot was extended to a larger group of students (five). The students in the instructional group gained the most significant growth in their grade level using standardised testing measures and national benchmark testing. The figures suggest that growth in student's ability to read accurately and quickly has given growth in the national benchmarking exams.

| | Ella 2006 Language (feeder schools) | Ella 2007 Language (Berne Education Centre) |
|-----------|--|--|
| Student w | Low (Lowest 5% of State) | Proficient (25/50) |
| Student x | Proficient (Lowest 30% of State) | Proficient (27/50) |
| Student y | Proficient (Lowest 30% of State) | High (36/50) |
| Student z | Proficient (Lowest 40% of State) | High (44/50) |

On all measures of performance, using both standardised scores and national benchmarks, the school's literacy intervention suggests considerable growth for the students in the instructional group, when compared to those in modified curriculum groups. However the benchmark measurements in percentages and raw scores are not exacting. This reflects the difficulty of accessing the complete benchmark testing data from feeder schools, the large difference in the level of competence assigned to students who are labelled "proficient" in the Ella assessment, and the difficulty of using the benchmarks outside the benchmark year level. However, the results for our students are very encouraging, and the program has been extended.

In 2007 all staff assumed responsibility for implementing intensive, systematic, researched -based programs that aimed to raise the literacy levels and academic abilities of older non – literate and at- risk students.

School Certificate Results

| | % of students in bands 4, 5, 6 | | | | | | | | | |
|-------------|---------------------------------------|-------|-------------|-------|---------|-------|--------------------|-------|----------------------|-------|
| | English Literacy | | Mathematics | | Science | | Australian History | | Australian Geography | |
| | School | State | School | State | School | State | School | State | School | State |
| 2007 | 81 | 72 | 31 | 45 | 63 | 66 | 62 | 60 | 76 | 71 |
| 2006 | 74 | 71 | 11 | 41 | 37 | 62 | 53 | 52 | 63 | 66 |

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional Learning

All teachers and counsellors have been in professional activities during the year. These activities are designed to develop the skills and understandings of staff to improve student educational and personal outcomes. Professional development takes many forms at the Berne Education Centre including whole school staff days (4 this year), subject specific inservices, meetings and conferences.

The entire Berne staff meets every morning to review the previous day and share information and strategies relevant to the day. Each afternoon the School Executive meet again to develop strategic planning and review procedures to ensure optimum outcomes. Additionally, a general information meeting was held in Term 1 between the Senior Coordinator and all Subject Coordinators to give direction for the year. During Term 2 each Subject Coordinator met individually with the Senior Coordinator to discuss direction, successes, needs, tracking of students, resources and other areas relating to Curriculum matters. In Terms 3 and 4 Subject Meetings were held between the Subject Coordinators and their respective departments. At these meetings, issues relating to subject specific matters are discussed. Student Assessment and Evaluation are also discussed at these meetings which all have educative value.

Professional development for staff included attended in one or more of the following external programs: Success For Boys; BOS Schools On Line Workshop; School Link Training Phase 4 – coexisting mental disorders and problematic drug and alcohol use in adolescents; Marist Brothers Sharing Our Call; Effective Strategies for Engaging Students in Their Learning; Family, Alcohol & Drug Network Seminar; Schools of the Spirit; Introduction to Excel; AMSA Conference; Teach More, Manage Less Seminar; Managing Adolescence Wellbeing; Social Justice Forum; Understanding Your Students' Behaviour; Introduction to ADS and Mainstream School Strategies; MEARS Conference; Complex Cases: Assessing and Managing Challenging Kids and Families; Motivational Interviewing, Relapse Prevention, Dual Diagnosis for Psychologists; Australian Association of Special Education National Conference. All Berne staff attended a Staff Development Day for the Association of Catholic Special Schools and Services NSW. The theme for the day was "Working with and for Parents".

Berne also held a spirituality Day at for all Berne staff at Mittagong.

Teacher Standards

The following table sets out the number of teachers on this staff who fall into each of the three categories determined by the Board of Studies:

| Teacher Qualifications | Number of Teachers |
|--|--------------------|
| 1. Those having formal qualifications from a recognised higher education institution or equivalent | 16 |
| 2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0 |
| 3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge. | 0 |

STAFF 2007

Teacher Attendance and Retention

Berne Education Centre maintained a quota of 15 full time and 1 part time teachers in 2007. A total of 13 days leave were taken by teachers throughout the year – an attendance rate of 92.5%. This figure does not include teachers on planned leave.

The teacher retention rate from 2006 to 2007 was 100%.

Other specialist positions at Berne included two full-time and two part-time Counsellors, Chaplain, Careers Adviser, Teachers Aide and administration support staff. Berne operates a school canteen employing a Canteen Manager and a Breakfast Program Co-ordinator.

Practicum student

A psychologist on placement from the Australian College of Applied Psychology worked at Berne throughout 2007.

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.

STUDENT ATTENDANCE AND RETENTION

Student Attendance

The average student attendance rate during 2007 was 92%.

Student Retention

Berne is a Year 7 to 10 school.

POST SCHOOL DESTINATIONS

Sixteen students successfully completed their School Certificates this year and graduated from Year 10 at The Berne Education Centre. Each term, throughout Years 9 and 10, our students undertake a week of Work Experience in an industry they would like to join when they finish school providing valuable opportunity for them to gain skills and learn about different work places. Berne's Career Adviser meets regularly with our students to provide information and support towards suitable post school destinations and each year a Careers Expo is held at our school for Year 10 students and their parents.

After leaving Berne support is given to ex-students who require further assistance with post school options through our Changing Lanes Program. Throughout the year the Coordinator of the Changing Lanes Program regularly contacted 2006 graduates to monitor their progress and offer support if required.

In February 2008 students were surveyed regarding their post school destinations. 43.75% of students were studying in Year 11, 25% had successfully gained an apprenticeship and 6.25% were employed part time and attending TAFE, 18.75% were job seeking and 6.25% were unable to be contacted.

ENROLMENT POLICY AND PROFILE

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 Berne School Counsellor contacts the enquirer to discuss enrolment suitability. An assessment is made considering relevant information collected. Students are 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 are suggested to the family. If accepted into the program, an enrolment form and information pack is given to the parent / carer. A key aspect of our consideration for enrolment is whether we can adequately provide the necessary support for the student. We are highly conscious of not setting up a student for failure by accepting him/her when we cannot provide the necessary service. In addition, due to the sensitive balance of behavioural issues at the school, careful consideration is also given to the situation within a particular year group.

Berne enrolls students from all over the greater Sydney area.

An average of 40 students per term were enrolled at Berne in 2007.

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.

The School Review also gave rise to the need for further development and updating of school policies. Throughout 2008 a strategic plan is being developed to create directions for the next three years. The policy framework of the school will be an element of this strategic plan.

Student Welfare Policy

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

Behaviour Management Record

The Behaviour Management Record Card (BMR card) is an instrument which helps a student to monitor their own behaviour with the assistance of the staff.

This card runs for a duration of one week and is carried by the student at all times. There is a behavioural goal set at the beginning of the week by the pastoral care teacher in conjunction with the student. This goal is rated at the conclusion of each lesson. The student is also rated by the teacher in regard to *task* and *behaviour* at the end of each lesson.

The rating is broad – there are only three categories:

- 2 = Satisfactory
- 1 = Improvement Needed
- 0 = Unsatisfactory

The results of the BMR card are graphed each week and the term's results appear on the report card at the end of each term.

There is also a facility for staff to give bonus points or minus points. An accumulation of 100 bonus points will result in a free lunch / CD voucher or some other appropriate reward. The primary aim of this record is positive. The staff treat it as such and this encourages the students to continue to address their behavioural needs in concrete and specific ways on a day to day basis.

The simple rating system appeals to our students and they clearly try to achieve all "2s" for the day. They speak with a good deal of pride when they do this.

Awards:

There is a concerted effort by staff to reward students for their good behaviour, performance and effort. These awards and certificates are presented to the students at the fortnightly school assembly.

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.

SCHOOL DETERMINED IMPROVEMENT TARGETS

During 2007 a review of the Berne Education Centre was undertaken by the Marist Ministries Office for the Marist Brothers, Province of Sydney. This Review, the 2nd undertaken by the school, was very significant as it came at the end of Berne’s first ten years of operation and also at the end of Brother Michael Flanagan’s term as Principal at the school. In determining the school’s improvement targets for 2008, the Recommendations from the Review form the basis of the strategic management plan for the year. The Review’s Recommendations are listed below:

1. That Berne embraces a dialogue with other schools and stakeholders about who it serves and what programs it offers. We believe that any such dialogue should be held in a context of relationship with such stakeholders, rather than embracing a service model.
2. The Berne Advisory Board be replaced by a Finance Advisory Committee that would operate in the same way as such committees operate in other Marist Religious Institute Schools.
3. That the newly established Finance Advisory Committee assume the responsibility for attempting to secure alternate sources of funding for Berne.
4. That the Provincial Council consider changing the official name of the Centre to *The John Berne School*.

A Strategic Plan for the future direction for the coming three years will be developed by the new Principal along with the school community during 2008.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Berne provides for its student population academic, personal and family services aiming to assist them to become contributing members of society and happy, mature adults.

One of our cornerstone initiatives promoting respect and responsibility is Berne's Outdoor Education Program. Nine camps, each of three or four days duration were held during 2007. All students participated in three or four camps throughout the year. The Outdoor Education Program engages students with demanding outdoor challenges, with support, to help them develop their personal attitudes and values of self esteem, confidence, team work, respect for the needs and abilities of others and responsibility. Established beliefs and behaviour patterns are challenged through exposure to different environmental demands and provision of models of appropriate behaviour. Students acquire valuable life skills; improve parent, teacher and peer inter-relationships; and understand themselves and others better.

Ken Marslew, Enough is Enough founder, visited the school to speak to students about keeping a focus on personal responsibility and the importance of self control and being aware of inappropriate behaviour. Students were inspired by his personal story of loss and commitment to preventing community violence. His presentation attuned the students in developing a sense of empathy for victims of crime.

A presenter from the Youthsafe Program helped students to recognise and manage dangerous risk-taking in a variety of context and make safer, responsible choices.

A significant part of the program provided at Berne is the counselling services offered to all students on a regular and ongoing basis. One of the aims of the counselling program focuses on building the student's personal sense of self awareness and responsibility for their actions. A significant part of this is developing empathy within each student towards other people and the wider community.

PARENT, STUDENT AND TEACHER SATISFACTION

Parents, students and staff are very satisfied with Berne. We see this by high staff retention and attendance rates, good student performance and progress, and the comments made about the school gathered during the School Review:

Parents:

"A well-rounded education is offered at the school"

"The school has been so valuable to my son and us as a family, but I wish the school was funded more sufficiently, as it is such a wonderful place especially for children who don't fit in the holes made by society"

"My son is proud to attend Berne. He only missed 2 days"

"The level of care and support given at Berne is amazing. The staff support students and parents with great understanding, compassion and always take a sincere personal interest in their wellbeing"

"The teaching staff have always been supportive and helpful with all aspects of my son's learning and personal development"

"I would like to thank everyone concerned for the high standard of education and nurturing the school gives to each and every student"

"Berne's focus on the overall student not just the educational requirements of Year 10 Certificate is a real positive"

"Very happy with the leadership"

“Each child is looked at individually and support is offered as needed”
“They care for and inform you of everything positive and negative that is going on with your child”

Students:

“I love this school it is the best school”
“The teachers are better at this school”
“I am proud to be a student at Berne only because I didn’t do well in mainstream”
“I enjoy school much better here, and look forward to every day. All the staff are nice, and I can relate to them well”
“We have smaller classes”
“The teachers are heaps better”
“No uniform and no homework or assignments and treated more fairly than in a regular school”
“The best aspects of Berne are the camps that we go on and work experience”
“Berne is a very good place with good community”
“I try to treat the staff with upmost respect because they are good teachers and role models”
“My time at the school has been really special and I have made some really good friends and the school has helped me learn to be less aggressive and to think before I act”
“I love this school”

Teachers:

“One of the strengths of Berne is the communication links that are always open between staff, students, parents/carers and employers”
“Leadership is clear and decisive, yet also consultative”
“All teaching staff do a wonderful job and quite often ‘go beyond the call of duty’. It is a credit to the Principal and staff”
“The most positive aspect of education at Berne Education Centre is working with a dedicated and inspirational staff who have full commitment to the success of the students who attend”
“The caring ‘family’ nature is evident. It is a safe holistic environment where young people are effectively nurtured”
“Berne is a happy, friendly, enjoyable environment to work in”

SUMMARY FINANCIAL INFORMATION

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 2007

| REVENUE | \$ |
|---|--------------------|
| Fees – Tuition | 122,235 |
| Fees – Others | 31,757 |
| | <hr/> 153,992 |
| Interest | 4,576 |
| State Govt Grants – General Recurrent | 129,175 |
| Commonwealth Govt Grants – General Recurrent | 777,746 |
| Special Education & Special Disabilities | 2,000 |
| Province | 349,484 |
| Tuckshop Gross Profit/(Deficit) | (10,364) |
| Donations | 158,425 |
| Fundraising | 68,726 |
| Miscellaneous Receipts | - |
| Gain on Sale of Assets | 27,266 |
| Refunds | 197 |
| Other Income | 105 |
| <u>TOTAL REVENUE</u> | 1,661,328 |
| <u>LESS EXPENDITURE</u> | |
| Tuition Expenses and Materials | 1,412,851 |
| Administration and General Running Costs | 228,830 |
| | <hr/> 1,641,681 |
| <u>NETT INCOME/(DEFICIT)</u> | <hr/> <hr/> 19,647 |