



Dear parents, caregivers, and friends of Berne

Jesus challenges us in the gospel (Matthew 18) to examine ourselves on our record of reaching out to others in reconciliation. It is a challenge that is relevant to a world that is inclined to seek solutions to differences and disagreements through threats and shows of military might.

It is also a challenge that Paul saw as relevant to the very early Christian community of Corinth; so much so that it moved him to admonish those who would seek arbitration from unrelated third parties rather than work it through with one another (1 Corinthians 6). Clearly, Paul was ahead of his time, trying to ensure that they could restore their relationships with level heads rather than allow a culture of needless litigation to take over what should be resolved through understanding and awareness of each other.

Difficult as it may be, reconciling with one another is arguably the primary plank of Christian living, because it is an expression of the primary law of love. Jesus himself had stressed that the greatest commandment is to love God and that the only way to demonstrate a love of God is the manner in which we reach out in love to everyone we encounter.

The whole point of what Jesus says is that breakdowns in relationships in any community worthy of the Gospel have to be mended. When divisions occur in families, religious communities, parishes or friendship groups they should not be swept under the carpet or treated with silence whatever their cause. Fear of mentioning a "forbidden" topic such as someone's drunkenness, gambling addiction or abuse can turn into a powerful controlling mechanism. Warnings to not mention a delicate issue, or to keep quiet in order to avoid an emotional explosion can cause us all to shrivel up and die.

Jesus urges us not to tolerate the kind of silence that stands as an obstruction to reconciliation and healing. His approach to reconciliation means that we have to be big enough to put aside anger, self-pity and wounded pride and take the first

step towards mending whatever it is that separates us from others. That means actually speaking to the person we feel has wronged us. As mentioned above, Paul suggests that taking each other to court is abrogating our responsibility to mend those relationships that we have damaged.

Further to this the only petition with a condition in the prayer that Jesus taught us is the one about forgiveness: "Forgive us our trespasses as we forgive those who trespass against us." Clearly, Jesus knew that forgiveness would always need special emphasis, simply because he knew human nature.

Jesus challenges us to take on the difficult work of reconciliation, not out of a sense of wanting to justify ourselves, but out of a desire to imitate the love and mercy of God. It's a significant challenge but one which leads to peace of mind and heart, and one which helps us to grow into being healthy human beings.

May we take up the challenges that beset us knowing the love of God will shine through.

Blessings,

Br Mark Paul fms
Principal



Issue 6 2017

Upcoming Events

21 September
Students' last day Term 3

12 October
Students' first day Term 4

14–22 October
Santa Teresa Immersion

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Thank You Canterbury League Club

The John Berne School would like to thank Canterbury League Club for their grant to enable our students to participate in a series of Science workshops conducted by Fizzics Education. This support is greatly appreciated by our whole school community. www.canterbury.com.au

— Br Mark Paul, Principal



Many thanks to our supporters at Canterbury League Club

Snow Camp

Week 6 marked the annual Berne snow camp to Kosciuszko National Park. Although it has been a historically warm winter throughout NSW the ski fields have received higher than average snowfall this season.



A thick blanket of snow fell the week before our arrival
Photograph: Will

As is the case each year, the ski trip commenced with all staff and students excited about the adventure ahead. When the school bus lost all power on the freeway about two hours south of Sydney, the staff presumed the worst. Had the ski trip ended before it ever had really started?

The students kept themselves busy exploring a nearby field, played games in groups and in general embraced this minor hiccup. The NRMA came to our rescue and it was a huge relief to

all when it was determined that all we needed was a new battery; with that replaced, we were again on our way.

We arrived safe and sound to our accommodation, students were fitted out with the latest ski gear in preparation for the next few days activities. Both Wednesday and Thursday were characterised by quality conditions on the slopes, deliciously prepared food that the students had heated and readied for them each lunchtime.



Grant 'teaching' a Uno class
Photograph: Will

It was fantastic to witness the rapid development of all the students over the two days on the slopes, especially those who had never skied or snowboarded before. It is a testament to the boys' resilience and determination in what is a difficult and challenging skill set to learn.



Christian, Will, Phoebe and Eryn on top of the world

Overall the ski trip was a memorable experience for all involved, and something that the students will remember for a long time to come.

Special thanks to Tanja Dunne for her expert organisation of the camp and also Grant Lee, Phoebe Mitsak and Ron Ma for their professionalism and assistance over the four days away.

— David Riddington, Teacher

Friday Cooking Program

The Friday cooking program made a return this term with students preparing meals to be shared by students and staff. All the Year 10 students have shown good knife skills and competence in the kitchen.

The most ambitious lunch saw Year 10 preparing roast chicken with all the trimmings. Tristan helped Phoebe

prepare her signature apple crumble that was loved by all. Peter marinated and prepared the chickens with a great deal of skill. Eryn and Jamie were in charge of the potatoes which were first boiled then roasted to crispy perfection. Zane did an excellent job in trimming the green beans and steaming them. Christian and Will made a delicious salad while Jack gave a helping hand to all and TJ entertained us with his singing talents.



Mikey and Will slaving away at the stove

The fruits of their labour were shared with the whole school in the community room with Br Mark opening the feast by leading us in grace and giving everyone a moment to be thankful.

My hope is that the boys will bring home their cooking skills and attitude of sharing and gratitude and put them to good use.

— Tanja Dunne, Year 10 Coordinator

Staff Days Reminder Term 4

A reminder to all parents and carers that there will be three staff days at the beginning of Term 4 which is one more than we had advised earlier in the year as we require an additional moving day due to the relocation of the school back to the refurbished site.

The whole school staff will be attending an intensive two day course on non-violent crisis intervention which is aimed at providing staff with the most current strategies to respond to crises.

Students should not attend school on Monday 9th, Tuesday 10th or Wednesday 11th October. Please do not hesitate to contact me if you have any questions.

— James Le Huray, Assistant Principal

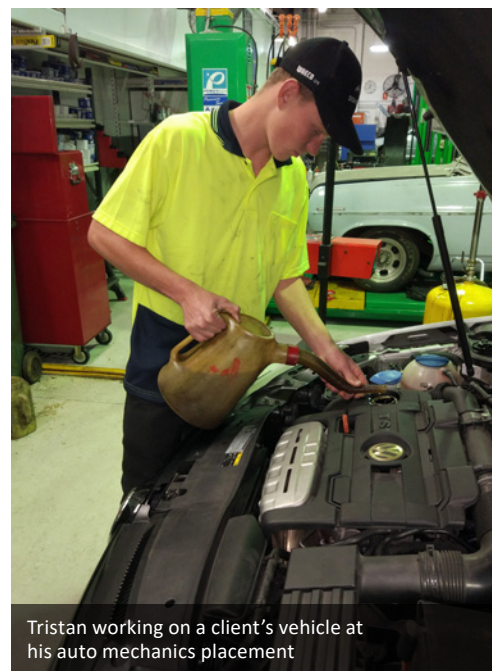
Term 3 Work Experience

The Work Experience program at Berne is an integral part of how we help students discover their talents and to give them the opportunity to really shine doing something that they are passionate about.



David cleaning up after free time at an early learning centre

There have been some pleasing successes during work experience this term. Placements have included positions ranging from supermarkets through to veterinary clinics, building and construction, landscaping, butcher, and plumber just to name a few.



Tristan working on a client's vehicle at his auto mechanics placement

Some Year 10 students have been offered ongoing work and even prospective apprenticeships for next year which is always a hope for these placements as it becomes increasingly more difficult to obtain them.

By attending work experience in these trades, students are given the opportunity to show that they are interested, reliable and willing which is what all prospective employers want to see. These stories make all the hard work that goes into work experience by staff, students and parents worthwhile.

Most Year 10 and some Year 9 students have now received their White Card (Work Health & Safety General Construction Induction). There is still the opportunity for students aged 14 and older to complete this one-day course which is often a prerequisite of many placements.

— Michael Muranty, Work Experience Coordinator

Fizzics Education Workshops

On the 28th of August the students of The John Berne School participated in the Fizzics Education incursion to deepen their understanding and love of the Science curriculum. The Year 9 students explored liquid nitrogen. Year 10 had a chemistry workshop and Years 7 and 8 had a workshop on the solar system.

The Year 9 students had a great time watching the presenter, Holly, demonstrate the power of liquid nitrogen. We watched experiments with balloons shrinking, observed what happens to liquid nitrogen when it is spilled on the floor, and how to use liquid nitrogen to freeze drinks and create ice. It was an interesting and exciting presentation which kept the students asking lots of questions.

— Kelly Wafer, Year 9 Teacher

Fundraising Trivia Night

On Friday 8th September, members of the Berne community gathered in the school hall for the annual fundraising trivia evening. We were raising funds for the upcoming immersion to Santa Teresa in the Northern Territory.



Over 50 guests attended the night to take part in all the activities

The evening was a great success with over 50 guests battling it out through a series of challenging trivia rounds which alternated with a variety of fun revenue generating games such as furthest paper aeroplane throw, coin toss, head and tails elimination

game, and best table cloth design.

There was a fantastic energy and spirit in the room throughout the night which helped raise close to \$4600. These funds will go directly towards sending a small group of students on a once in a lifetime experience.

Special thanks to Katie Digiorgio who generously prepared the questions for the evening. Without the support of the school staff, local bars, restaurants and businesses, this evening wouldn't have been such a success. Thank you to all involved.

— David Riddington, Teacher

Santa Teresa Immersion

During Week 2 of Term 4 (14–22 October, 2017) selected students and teachers from The John Berne School will be making the pilgrimage to Santa Teresa School in Alice Springs for an immersion. At Santa Teresa students and staff will be immersed in the Aboriginal culture and learn about the community of people that reside there.

Students will be providing service to the school community by working in the canteen, attending classes and playing sports with the students.

To attend the immersion, students were required to submit expressions of interest and attend an interview. From the students that applied, six students were selected and congratulations go to: Myles, Wilson, William, Costa, Eryn and Zane. They will be accompanied by teachers Michael Muranty, David Riddington and myself.

I look forward to our trip together and can't wait to share the stories of our journey with the rest of the school community.

— Kristina Allan, Teacher

School Fees

All parents and carers have received the final invoices for 2017. It would be appreciated if all school fees could be paid prior to the end of this year.

Rather than paying it in a lump sum, you may wish to set up a fortnightly payment schedule. This can be made via direct debit, credit card or BPAY.

If you have any questions or need to discuss your financial situation, please call Sharon at the school on 9560 9260.

Eligibility For The RoSA

Students who are eligible for the RoSA need to meet requirements relating to curriculum, school attendance and the completion of Year 10.

In summary, to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.

Students are required to complete the following mandatory curriculum for the RoSA:

- **English** — The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
- **Mathematics** — The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
- **Science** — The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
- **Human Society and its Environment** — To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
- **Language Other than English** — 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies** — The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts** — 200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.

- **Personal Development, Health, and Physical Education** — The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

The Board does not set a minimum attendance for the satisfactory completion of a course. However, a Principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the Principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

'N' determinations are issued for the non-completion of requirements in a course.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.

— James Le Huray, Assistant Principal

Prior to participation in the Berne program, 50% of our students had made little or no progress in literacy and numeracy since Year 3.

PARENTS' CORNER

Social Skills and Self Esteem

It is important to all people that they are able to interact with other people in many and varied settings. Children need to be able to cope with social stress, as well as learn how to interact appropriately with different people. Babies start out in life knowing nothing of the social world, or the existence of external objects or people. They slowly develop an understanding of their social environment, and through parental interaction learn the basic foundations on which all their latter social skills will be built. The child learns how to be socially successful as an individual and as a member of a community.

Confidence is one building block which enhances sound interpersonal relationships, leading to secure and positive relationships in later life. It is this confidence which enables the child to move from the security of the family unit to the less familiar school setting and to trial his or her communication skills with people outside the family.

It is through encounters with various different personalities at school that the child establishes themselves further in the social world. It is therefore essential for teachers, counsellors, and - even more so - parents, to be able to assess their child's social functioning and be able to offer them some form of guidance and support.

— Excerpt from 'Parenting in Practice' Degeling and Langridge, 2008

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