



The John Berne School

Annual School Report to the Community 2017

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

Acting Principal

Mr James Le Huray

ABOUT THIS REPORT

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

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 Annual Improvement 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 2018.

Further information about the School may be obtained by contacting the School or by visiting the School website at www.thejohnberneschool.org.

ACTING PRINCIPAL: James Le Huray

DATE: 28 June, 2018

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

ACTING PRINCIPAL'S MESSAGE

Since its foundation, The John Berne School has provided students who are struggling to succeed in their mainstream setting, support and an alternative educational model. Students attending come from a diverse range of backgrounds and are provided with an education founded on the principles laid down by Saint Marcellin Champagnat, founder of the Marist Brothers.

Berne assists students to find their way by educating them as well as building their self esteem. This year a significant number of our graduates gained a place in a school, TAFE, apprenticeship or full time employment by the end of 2017. In the second year of the three year strategic plan an emphasis was placed on the implementation of Personal Plans and literacy in an effort to identify student needs and address the individual student needs holistically.

The building project was completed and the community moved back to a refurbished site with state of the art facilities. The completed building works ensured students felt valued and as a result they have taken pride in themselves and their surroundings.

We provide an environment characterised by family spirit, allowing students to feel at home and build positive relationships. The relationships our students have with the adults in the community are at the heart of our work. I would like to thank all staff and our generous volunteers for their care of the young people.

STUDENT BODY MESSAGE

I am writing on behalf of all my classmates in Year 10 who graduated in 2017. Like most of us at the school, I came to The John Berne School hoping that my experience of school life would improve. Here we found teachers and counsellors who were prepared to offer us help and guidance every day.

Away from the school we have been given opportunities to interact together in camps. Some of us went on an immersion to Santa Teresa School in Alice Springs where we were able to interact also with people of another culture. These experiences have assisted us to gain more maturity and to leave the School as more confident young people than when we arrived.

We would like to thank the School Principal, Assistant Principal, Year Coordinators and all our teachers, Counsellors and office and canteen staff for all the support they have given us. We would also like to thank all the people in the business community who have given us opportunities to experience workplace situations.

All of us in the Year 10 graduating class have a sense of achievement. We will need to continue to work hard in the future to achieve our goals. We would do well to adopt our school motto '*Hope Always*' as our guiding light in the years ahead. In closing, we would like to say thank you to everyone who has guided or helped us in any way during our time at The John Berne School.

Year 10 student, 2017

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:

Literacy and Numeracy

Many students arrive at Berne without solid grounding in literacy and numeracy. One in six students are unable to attempt national assessments on enrolment. Our priority is to address this by conducting a comprehensive evaluation of each student's literacy and numeracy needs. Once these are identified, students are placed into a Literacy Skills group and an additional withdrawal schedule is drawn up if necessary. All students attend a Literacy Skills lesson each day as part of the academic program at Berne. Students whose literacy skills are at an age appropriate level are set an individual program to further enhance their literacy. Regular assessment and evaluation of students ensures that our program is effective and our internal data shows that all students who successfully complete the reading program see significant improvements.

Flexible Learning

At various times during the week, a flexible curriculum is provided where students have the opportunity to engage in a variety of activities and programs. A majority of these are aimed at educating students experientially in areas such as social and life skills in order for them to more confidently and positively engage with wider society. Some examples include:

- Viewing films and plays relevant to a particular learning area or to broaden students' understanding of the world.
- Day outings to various parts of Sydney for physical and leisure activities such as swimming, bushwalking, fishing and rock climbing.
- Cooking including budgeting, nutrition, food safety and teamwork.

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. Throughout 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 try out a range of avenues which could help to determine their own personal employment pathways for the future.

Outdoor Education Program

Each term, students participate a wide range of activities including day outings and longer camps which take into consideration the ability levels of students and are structured to extend them. The Outdoor Education Program is an integral part of our curriculum and helps build resilience, teamwork, tolerance, gratitude and independence. Some activities include sailing, canoeing, hiking, bike riding and snow sports.

Psychology and Counselling Services

The counselling team at Berne includes a clinical psychologist, psychologist and counsellor. Each student is allocated a psychologist or 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.

A school psychologist 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.

Programs for Families

Staff regularly engage and collaborate with parents and carers regarding 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 implements 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 health and emotional needs
- providing help and support to both students and parents in returning to mainstream schools, other educational settings or employment.

Parents and carers 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 2017:

Girls	Boys	LBOTE*	Indigenous	Total Students
0	38	35%	18%	38

*Language Background Other than English

ENROLMENT POLICY

The John Berne School is a Catholic Independent coeducational Special 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 2017 was 77.15%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	97.56%
Year 8	82.84%
Year 9	78.80%
Year 10	73.81%

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 in to 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. Thirteen students successfully completed Year 10 and graduated in 2017 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 2017 include:

- 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 70 employers provided work experience opportunities for students in Years 9 and 10.
- Our Changing Lanes program continued to assist students after they left school.

At the end of May 2018, graduating students from 2017 (who completed the full range of programs at school) are represented as follows:

31% enrolled in Year 11 at school

31% enrolled in study at TAFE or other training institution

15% engaged in employment

15% engaged in apprenticeship and TAFE

7% unable to be contacted

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
16	7	23

* This number includes 10 full-time teachers and 6 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. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. 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
- Mentoring made easy
- A teacher wellbeing toolkit - recharge and regain control
- Roadmap to positive education
- Building motivated, engaged and high performance classrooms
- Mental health and school based performance
- AIS Digistem conference - collaborate to create
- ADHD Symposium
- School refusal
- Teaching for learning
- Getting the most from your school's qualitative data
- Standardised assessments of reading
- Learning difficulties - online
- Behaviour management - online
- Careers Advisors and Teachers Meeting
- Turning the page for school librarians
- Footsteps 2: Making Jesus Christ Known and Loved

- In the Marist Way: New Staff Induction
- Marist pilgrimage to the Holy Land and beyond
- Marist volunteering in Cambodia at Lavalla School
- Marist Schools Australia Conference
- Surveys for the educational setting

TEACHER STANDARDS

The following table sets out the number of teachers who fall into each of the two categories determined by the NSW Education Standards Authority (NESA):

Teacher Qualifications	Number of Teachers
1. Having formal qualifications from a recognised higher education institution or curriculum.	16
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic life and Religious Education opportunities continue to flourish at The John Berne School. The Marist tradition is embraced with Champagnat Day (June 6) and John Berne Day (October 10) celebrated as two of our special Religious Education days. The presence of a Marist Brother Brother Chris, gives great witness to the special connection that Marists have with the education of young people.

The 2016-2018 strategic plan continues to emphasise the importance of Religious Education (RE) for the students. Staff are invited to participate in spirituality programs such as “Footsteps”. School masses are held every term celebrating the opening of the school year, Champagnat Day, John Berne Day and All Souls day. At these masses, rituals have been established that encourage the community to reflect at a deeper level. One of these rituals is the lighting of the Berne candle.

Our annual pilgrimage to The Hermitage in Mittagong on Holy Thursday is a moving experience for many of those present. During this time the school community wanders through the grounds following the Way of the Cross. Students and staff participate by reading a scripture passage at each station and responding accordingly.

It is however, through the compassion and care of the staff, through their actions and empathy with our students the true Gospel values are witnessed at Berne. The school motto of “Hope Always” is significant to the school and the wider community as it encapsulates the ethos and mission that The John Berne School aspires to.

SECTION SIX: CURRICULUM

The School follows the NSW Education Standards Authority (NESA) syllabus for each course 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 five core subjects : 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

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

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL TESTS

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	0%	21%	0%	21%
	Writing	0%	16%	89%	36%
	Spelling	0%	23%	22%	22%
	Grammar & Punctuation	0%	19%	55%	26%
	Numeracy	0%	24%	33%	16%

The *My School* website <https://www.myschool.edu.au/> provides detailed information and data for national literacy and numeracy testing.

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 NSW Education Standards Authority (NESA), as requested by students who have discontinued their schooling.

In 2017 the number of students issued with a RoSA	13
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STUDENT WELFARE AND DISCIPLINE POLICIES

The *Pastoral Care, Behaviour Management and Discipline policy* addresses student welfare and discipline with The John Berne School. The policy outlines our management of students and gives meaning to the Student Engagement Record (SER). The SER ensures a daily record of students behaviour and application to learning tasks are recorded and incorporating a bonus point system to challenge and encourage positive student outcomes.

The policy outlines our 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 and includes references to the role played by the counselling team. In the rare cases exclusion of a student would be used, the Principal consults with the Regional Director of Marist Schools Australia.

ANTI-BULLYING POLICY

The John Berne School adopts a whole school approach to anti-bullying. The staff have continued to update our anti-bullying policy based on consultation, collaboration and the evolving nature of bullying. Students, parents and staff are encouraged to report bullying behaviour. Once bullying is reported staff confront the matter using Restorative Justice practices as a means of resolving the conflict between members of the school community.

Regular communication about bullying is published in our school newsletter and discussions occur at our Parent and Staff evenings held four times a year. The School's *Anti-Bullying Policy* is consistent with and based upon the National Framework for Safe Schools.

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The School's *Complaints Policy* and *Grievance Policy* are based upon procedural fairness and recognise that parents, caregivers and school staff have access to the processes that allow them to resolve concerns in a supportive and conciliatory environment. Concerns raised are responded to promptly, fairly and in accordance with the procedures outlined in the policy with confidentiality maintained throughout the process.

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 move forward together.

Each term, there is a special assembly where a theme or focus is discussed and awareness raised with the whole school. These included: White Ribbon Day and Purple Day to raise awareness about family violence and epilepsy respectively. Students are encouraged in class and during informal conversations with staff to discuss these and other social issues in order to promote respect and responsibility for those with visible and invisible signs of hardship.

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 up to 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 in our city. 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 2017

The John Berne School's Strategic Plan for 2016-2018 sets out a number of areas for review and continued improvement. There are five strategic priority areas and within each of these areas key improvements were achieved in 2017. The strategic priority and the achievements are listed below:

1. Catholic Identity and Mission - Mass for Feast Days and special ceremonies with the assistance of Parish Priests from St Brigid's Marrickville has allowed for greater student participation. Prayer at the beginning of the day for staff and students and Religious Education is part of the daily routine at The John Berne School and is continually adjusted to meet the needs of the students.

2. Teaching and Learning - Personal Plans are used to help assist staff in understanding the students individual needs. The Personal Plans are a source for monitoring, assessing and individualising students' needs and progress. The School has introduced a whole school numeracy program and students are timetabled for 30 minutes each day to participate in an individualised literacy program, with many students receiving one on one support in conjunction with the literacy program.

Staff participate in professional development in order to develop as a teacher/leader within the school and to engage the students with learning. Professional development meets the requirements as outlined by Australian Institute for Teaching and School Leadership (AITSL) and NESA and provides staff with the skills required to work with the students at Berne.

3. Students and Staff Well- Being - Students at Berne have access to two full time psychologists and one full time counsellor to further support and assist with students' unique needs. The School provides a flexible, safe and supportive environment to nurture the physical, spiritual, intellectual, moral, social and emotional well-being of all students.

Staff have an allocated time each week to meet together in small well-being groups. Staff participate in activities and learning tasks to enhance their skills ensuring there is a flow-on effect with students benefiting from a more cohesive and collaborate staff.

4. Capacity Building - A priority for the staff at The John Berne School is to challenge the staff and students to reflect in an effort to continually improve. The school encourages staff to seek and

engage in opportunities for professional growth. In 2017 staff were trained in the delivery of a literacy and numeracy program helping achieve greater outcomes for students.

5. Stewardship of Resources - School buildings were renovated and refurbished during 2016 - 2017 necessitating temporary relocation to another site in Thomas Street, Lewisham. Staff and students returned to the refurbished school in Term 4 2017. The stewardship of resources is a shared responsibility with one aim to engage a wider community of supporters and partners to be strengthened. The renovated classrooms provided innovative learning spaces for enhanced teaching and learning alongside improvements in Information and Communications Technology (ICT).

PRIORITY KEY IMPROVEMENTS FOR 2018

An outcome of the School's 2016-2018 Strategic Plan is the Annual Improvement Plan for 2017 to enhance the School. Three significant key improvement areas are:

1. Improve the literacy and numeracy program to ensure the individual needs of each student are met more effectively and efficiently.
2. Provide three full time psychologists/counsellors to assist in meeting the needs of students.
3. Provide opportunities for staff from other Catholic schools to view the refurbished facilities at The John Berne School and inform them of the programs Berne offers for students.

SECTION TEN: 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 maintains frequent communication with all parents and carers of students with regular phone calls and emails to achieve collaborative goals for the best possible outcomes for students. At the beginning of the year a parent information meeting was held and parent-teacher interviews were conducted each term during which parents were given the opportunity to contribute to their child's individual personal education plan. During the year surveys were conducted to help evaluate parent satisfaction with various school programs. These surveys reflected a high level of parent satisfaction and gave parents and caregivers the opportunity to contribute to the School's review of practices and programs and work towards future improvements. A six week program, Tuning in to Teens, was conducted for parents in first term. Participants in this program evaluated it very highly and expressed their appreciation for the help the course provided them in supporting their children. 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 2017 are shown below. These comments are representative of those of the student cohort.

- Through the help of my counsellors and a few teachers I've become more patient and have begun accepting responsibility for my actions.
- I have enjoyed my time at The John Berne School and would recommend it to any adolescent struggling in a mainstream school.
- The John Berne School has helped me with my class work, writing my resume and getting jobs.
- The staff were always willing to help me with things I didn't understand, even if I asked multiple times.
- What helped me at Berne was my counsellor. She helped me to control my anger so that it didn't stop me from learning.
- Berne is different to other places because it is more flexible and easier to ask for help in class.

- I like how Berne has more help with school work, no school uniform and the shorter school days.
- Since being at Berne, I have had a lot of counselling and help with my anger. I have also had a lot of literacy support and my reading and spelling have improved dramatically.
- Berne gives me a lot of support and they are firm but patient and fair.
- I really enjoy having a small class where I can get to know people and have staff who I can talk to.
- Berne has helped me with my literacy and I've worked really hard at improving my reading and spelling.
- I feel more confident about myself and I can talk about many things with other people that I couldn't before.
- I have changed a great deal since starting Berne. I now do heaps more class work, including assessments.
- Since coming to Berne my anxiety has gotten a lot better and I've been succeeding in my work.
- I couldn't read before I came to Berne. Now I can read anything.

TEACHER SATISFACTION

Staff are encouraged to share information and provide feedback each morning and afternoon regarding the students and the day to day running of the school. The meetings are collaborative and further foster positive community spirit and closer working relationships. Staff are involved in the creation of the School's Annual Improvement Plan where teachers reflect and review their practice to enhance student learning.

Teachers completed evaluations and these consistently reflected a high degree of satisfaction gained from professional development and enhanced student learning. Teachers indicated students were challenging and although faced with challenges they regularly identify their satisfaction in helping the students overcome their difficulties.

SECTION ELEVEN: 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 2017

REVENUE	\$
Fees - Tuition	143,230
Fees - Other	7,337
	<u>150,566</u>
Interest	4,083
State Government Grants:	
General Recurrent	122,079
Commonwealth Government Grants:	
General Recurrent	1,103,755
Community Grants	
Special Education and Special Disabilities	109,010
Marist Brothers Province of Australia Subsidy	300,000
Marist Brothers Province of Australia contribution towards new building	960,973
Sydney Catholic Schools contribution towards new building	728,750
NSW Catholic Block Grant Authority contribution towards new building	1,403,393
Tuckshop (Deficit)	2,464
Donations	137,748
Fund Raising	207,825
Other Income	<u>366,043</u>
TOTAL REVENUE	<u>5,596,688</u>
LESS EXPENDITURE	
Tuition Expenses and Materials	1,898,061
Administration and General Running Costs	348,641
TOTAL EXPENDITURE	<u>2,246,702</u>
SURPLUS FOR THE PERIOD	<u>3,349,986</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; ASX; ASX Thomson Reuters Charity Foundation; Belvoir Theatre – Youth Express Program; Callagher Estate Agents; Campsie RSL Club; Canterbury Hurlstone Park RSL Club; Canterbury League Club; Carroll & O’Dea Lawyers; Catholic Archdiocese of Sydney; Catholic Commission for Employment Relations; Causeway AM; Club Ashfield; Cooley Auctions; Dooleys Lidcombe Catholic Club; Fugen Constructions; Guildford Leagues Club; Illawarra Catholic Club, Club Central Hurstville; J Steel; Marist Brothers Australia; Marist Schools Australia; Paul Ramsay Foundation; Petersham RSL Club; QOH Architects; Sailors with disABILITIES; St Brigid Catholic Parish Marrickville; St Thomas Becket Parish Lewisham; Sydney Catholic Schools; Tenix Pty Ltd; The Commonwealth Bank of Australia; V.J. Ryan & Co Chartered Accountants; Westpac Group; Wests Ashfield.

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 and fundraising. We also acknowledge the generous support of the members of the School’s Finance Advisory 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 seventy businesses supported our Job Ready Program in this way during 2017.

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.