



Dear parents, carers, and friends of Berne

After over 40 years of working in schools not much surprises me anymore, especially when it comes to teenagers!

One of the common dilemmas that confront teens is to do with the whole concept of 'respect'. One of the common reactions I've heard from young people when the topic of 'respect' is spoken about is that they will respect other people when those people respect them first or if they are deserving of the teenager's respect. This is especially the case with authority figures, of whom there are many in schools.

Not too many years ago I spoke at a school assembly on the very topic of respect. Most students understood the concept and to be fair most do show respect in the proper way. At recess after that assembly a student named Josh came to me to tell me he believed my expectation that students must show respect to staff, to their elders and to their fellow students was unrealistic and unfair. He said he would respect others if they showed him respect first.

Needless to say Josh was in a lot of trouble from Years 9 to 11. His attitude was reflected in negative and, yes, disrespectful behaviour. As you would expect he suffered consequences for his actions. We at the school didn't give up on him and we certainly didn't allow his personal misguided view of respect to prevail. Rather we challenged him and took every effort to help him develop a more realistic, mature and less selfish view of the value of respect. In time after continued consistent work by his teachers Josh's attitude changed, to the degree that when in Year 12 he was elected a captain of his house, he was made captain of the footy team and he was awarded with a prize for character at the end of Year 12.

What happened to Josh was a double dynamic. On one hand staff at the school continued to uphold the value of respect as being worthwhile and a life skill to be lived out. Josh's attitude wasn't allowed to hold sway. The other dynamic occurred within Josh himself. As he matured and grew in self respect his personal view changed; changed to be more in keeping with what

society values. The two dynamics worked together to create a terrific outcome.

At Berne we are a school that focuses on helping form our students to be good citizens and good Christians; people with good values who can contribute to society. One of the ways we do this is to create a positive climate at Berne which models to our students the qualities we believe they should aspire to live by. The values of respect, safety and positive learning are three essential qualities we expect our students to live by, not for the sake of only keeping the rules but moreso with the greater goal of educating each of our young people to be the truly good human beings we all want them to be. If my former student Josh could do it, each of us can.

In recent weeks we have been rolling out the three values of safety, respect and positive learning to the students. Nicole Arathoon writes about this initiative elsewhere in this newsletter.

Best wishes to you for the remainder of the term. Thank you for your continued support of The John Berne School.

Mr Richard Sidorko
Principal

Issue 5 2018

Upcoming Events

10–14 September
Years 9 and 10 Work Experience

12–14 September
Year 7 & 8 Activities

28 September
Students' last day Term 3

16 October
Students' first day Term 4

1 November
All Saints Day

2 November
All Souls Day

4–11 November
Santa Teresa Immersion

30 November
Year 10 Graduation

7 December
Students' last day Term 4

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School Values

At The John Berne School we value Safety, Respect and Positive Learning. Students and staff agreed on these values in 2017 and devised lists which describe how each value looks during our day at school:

Safety

- use equipment properly
- keep hands and feet to yourself
- follow directions

Respect

- use kind words and actions
- be mindful of others
- care for school's and each other's property

Positive Learning

- give things a go
- encourage each other to learn
- ask for and accept help

This term students and staff revisited these three values and will ensure they are kept alive and present in our school culture by having them displayed in all school spaces, using them in daily dialogue and including them in school processes such as Restorative Justice practices and on the students' Student Engagement Record cards.

Romeo and Juliet at the Opera House

On Tuesday 7th August as part of the Year 9 English program students travelled by train to the Opera House to see the Bell Shakespeare performance of Romeo and Juliet. For most students it was their first time attending the theatre and for some their first time seeing a performance at the Opera House.

The John Berne School is fortunate to be involved in the 'Hearts in a Row' program which supported our students by providing free tickets for us to attend the performance.



Year 9 in their Sunday best outside the Opera House before Romeo and Juliet

The Year 9 students who were in attendance were: Eric, Kylan, Nathaniel, Daniel, Harry, Rebecca, Oskar and Wilson.

All students reported back that they had enjoyed the day. Students wore their best outfits for the excursion and were very well behaved during the performance. It was a wonderful experience for students to have and learn from.

—Kristina Allan, Teacher

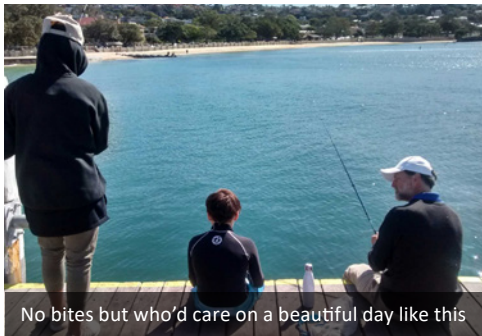
Geography Excursions

Year 7 & 8 had the opportunity to visit and explore Middle Head on foot recently as part of a Geography unit of learning.



Year 7 & 8 with special guests at Middle Head

Following the walk, students and teachers enjoyed lunch at Balmoral Beach, some turned their hand to fishing and others enjoyed being out in the local nature. James and Denver, Marist Ministry Students from Marcellin College Randwick, also took part in the excursion.



No bites but who'd care on a beautiful day like this

Another successful Geography excursion for the Year 7 & 8 group took place on Friday 10th of August. The staff and students were dropped off at Bronte beach and from there completed the Bronte to Coogee walk, taking in the beautiful sites and surroundings.

Upon arriving at Coogee the students played footy on the beach and a brave few took a quick dip in the surf. Afterwards we all enjoyed delicious hamburgers prepared by Tanja and cooked by the students. It was a wonderful day and the sun stayed out for us to enjoy the slightly warm weather. The students were exceptional all day and looking forward to some more exciting outings throughout Term 3.

—David Stevens, Teacher

How Long is a Piece of Spaghetti?

In Mathematics this year Year 10 have been engaging in rich maths tasks which are interactive and explicitly teach a particular skill.



Marcus showing off his freshly rolled pasta sheet

This week they learnt how to make pasta from scratch on Friday which aligned with their rich maths task during the week. In maths students calculated how long a piece of spaghetti was, how long a bunch of spaghetti would be and how long the whole packet of spaghetti would be.

The challenge was to do all the calculations without a calculator. All calculations involved estimating first and then calculating the result.



59 metres of pasta with 79 millilitres of pasta sauce

The surprising result was that a whole packet of spaghetti spread out in a long line would equal approximately 455 metres or almost half a kilometre.

Making pasta the next day was a lot more fun as we made the dough with flour and eggs and then rolled it out with our hands only. We put each ball of dough through the pasta maker and made our very own spaghetti or fettuccine with a traditional pasta sauce. Yum!

Our thanks to Barnardos for awarding

Berne an Enrich School Grant allowing us find creative ways to engage students with their education.

—Nicole Arathoon, Year 10 Coordinator

Assumption Day Mass

On the feast day itself we were very fortunate to have Fr Gary Perritt to celebrate mass with us in the Champagnat Room.



Fr Gary giving communion to James

In keeping with this year's theme from the prophet Jeremiah: "I have plans for you... to give you hope and a future" we reflected on the times Mary, the mother of Jesus, was so significantly involved in his life and his mission as seen so briefly in the Gospels.

The wedding feast of Cana was emphasised. For Mary did seem to prompt him to do some good and then did not take his answer on face value but turned to the servants and told them to do whatever Jesus asked them to do. We know the result of her prompting.

At the end of the Mass both the Principal, Mr Richard Sidorko, and the Assistant Principal, Mr James Le Huray, complimented the students for their wholesome participation in the Liturgy.

—Br Chris Hogan, Teacher

Welcome New Students

We would like to welcome students who have recently joined our school. A very warm welcome to: Josephine and Tony in Year 10; Oskar, Jamilah and Noah in Year 9; Athian in Year 8 and Anthony and Madison in Year 7.

Snow Camp Report: When the Snow Fight is the Beginning of the End

He was so polite. Almost considerate. "Grant. Can I crash tackle you?" Up to our knees in white slushy - he wouldn't get up any speed.

"Sure," I shot back. "Go for it."

Turns out David can really move. And he knows how to bring a man down. Knee to my leg. Arms around my shoulders. My face ploughs into the cold. I'm too old for this.

But we laughed. What a great snow fight. And what a hugely fun-filled way to finish up a couple of days on the NSW ski slopes.



Kylan geared up and ready to hit the slopes

I recall these happy moments: Kylan bypassing the snow ploughing stage, straight away executing accomplished parallel turns; Matt also upright and confident, hands behind his back in faraway contemplation while hurtling down the piste on his first day; Rowan proudly swishing his way back to the chairlift, being videoed at the same time; Harry persevering and advancing with his individual lessons with Tanja; Connor taking off on his very first run, pushing himself faster with his poles where most would have fallen in fear; Rebecca throwing snowballs at several teachers and students with deadly accuracy; Michael, arguably the most friendly student on the camp, digging snow trenches with Harry; and Daniel, smiling ear to ear as he heads down one of the steepest slopes at Smiggins. (For actual snapshots go to our Facebook page.)



The whole Berne expedition is ready to set off

Thanks to the team: especially Dave for driving us there and back and preparing lunch for us each day; Tanja for cooking



The Ice King has died. Long live King Harry.

those meals ahead of time and organising the entire trip; and Phoebe, for helping to keep things sane (and insane!). And thanks to the students for giving skiing a go and finding fun in your success.



Let's stockpile snowballs in order to defend our stockpile

You guys are awesome. (Now, where did I put my Tiger Balm?)

—Grant Lee, Teacher

Thank you Campsie RSL Club



The John Berne School gratefully acknowledges the generosity of Campsie RSL Club Group for their grants totalling over \$20,000 in support of a number of the programs we provide. We thank you for this support which is greatly appreciated by our whole school community.

Hands-On Science Workshops

On Thursday 9th August The John Berne School welcomed Quill from Fizzics Education to present five innovative science workshops to 20 of our students.

Year 9 and Year 10 students started with the Magic of The Liquid Nitrogen Show where Quill used clouds of nitrogen, popping cans, expanding balloons and levitating superconductors to demonstrate how solids, liquids and gases change rapidly when heated and cooled. Next, students watched in wonder at The Chemistry Show as Quill demonstrated how dry ice bubbles and liquids change colour with added chemicals, the chemistry of fireworks, acids versus bases and the changing colour of flames.



Sorcery! Science at Berne

The day ended with an interactive CSI forensics workshop for our Year 7 & 8 students who learnt more about fingerprinting and blood typing, facial reconstruction via computer and real models, hair and fibre analysis, plant identification and DNA comparisons.



Matthew reinflating the balloon from the outside

Our science teachers are limited by time and resources so to invite Fizzics Education into our school is a wonderful opportunity to expose our students to the skills of experimenting, hypothesizing and investigating which is a mandatory requirement in the Australian Science Curriculum.

We greatly appreciate the expertise of Quill and Fizzics Education as they presented complex scientific concepts in easily accessible and engaging ways igniting students' interest in the field of Science. We would also like to acknowledge and thank Campsie RSL Club for the funding they generously provided to make these workshops possible.

—Nicole Arathoon, Year 10 Coordinator

Drought Appeal at Berne

Australia is in the grips of severe drought with 16.4 percent of New South Wales and 57.6 percent of Queensland declared as suffering drought.

In our attempt to support the Marist rural community of Red Bend Catholic College in Forbes we have held two fundraisers this term.

On a particularly cold Thursday, Year 10 students proudly made and sold hot chocolate at recess to staff and students from both The John Berne School and Eileen O'Connor Catholic College.

On the following Thursday Year 7 & 8 students made and sold bowls of spaghetti bolognese which were delicious and enjoyed by both school communities.

Thank you to everyone who supported the drought appeal as our efforts raised a total of \$150.

—Nicole Arathoon, Year 10 Coordinator

PARENTS' CORNER

Positive Mental Health for Parents and Carers

Looking after parents' and carers' mental and physical health is just as important as looking after children's.

When parents and carers are supported to look after themselves, they are more likely to feel good. This means they are more able to provide their children with the best care possible. Being healthy helps parents and carers relate to and make good decisions for their children. This promotes positive mental health and wellbeing in children and allows families to enjoy time together.

How can parents and carers look after themselves?

- Aim to eat a healthy diet, this creates a nourished body.
- Try to exercise for half an hour each day (eg go for a walk or run with your child).
- Build and maintain positive relationships (eg with friends, family or others in the community). Being able to draw on a support is especially helpful during challenging times.
- Try to recognise stress and understand what might be causing it. This helps to be able to respond appropriately, for example, by relaxing, problem solving or making healthy decisions.
- Developing or maintaining personal interests (eg reading, drawing or walking), may give parents and carers time alone to relax and have balance in their life.

Adapted from the KidsMatter website. <http://www.kidsmatter.edu.au>

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