



The John Berne School

Annual School Report to the Community 2018

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Principal

Mr Richard Sidorko

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.

PRINCIPAL: Richard Sidorko

DATE: 30 June, 2019

PRINCIPAL'S MESSAGE

I am pleased to write these few paragraphs as a preface to The John Berne School Annual Report for 2018. The year has been an exciting one for our school for a variety of reasons which I trust will become apparent throughout the following pages.

In this my first year in the role as Principal of Berne I have been deeply impressed by the dedication of the staff to the students of Berne and to ensuring they are educated and cared for in the spirit of the Marist Brothers, whose ethos forms the foundation for the Berne culture.

Throughout the year there has been a focus on reflection and renewal. We have reflected on current practices and focussed on challenging ourselves to see if what we do and how its is done could be improved. There has been overwhelming input by the staff who have taken the strategic exercise very seriously and indeed professionally. You will read of the adaptations that have resulted in the process elsewhere in the report.

Our enrolments increased by over 50% as the year progressed, most pleasing being the increase in the number of female students. At year's end we farewelled our nine year 10 students all of whom attained a ROSA.

I am most grateful to all in our Berne community who have contributed to the success of 2018. To staff, parents, students and of course the continued support of the Marist Brothers and Marist School Australia I express my deep appreciation and gratitude.

Hope Always

STUDENT BODY MESSAGE

I speak on behalf of year 10 to thank all the people who have helped us during our time at the John Berne School.

I came to the school in term 3 year 8 in 2016. Like all the students, I came to the school to improve my experiences of school life. Here we found teachers and other staff who were prepared to help us everyday. Away from the school we have been given opportunities to attend camps and an immersion to Santa Teresa School in Central Australia where we were able to interact with people of a different culture.

Some people deserve our special thanks. Firstly, we owe heartfelt thanks to our parents and caregivers for making it possible for us to attend The John Berne School. Without that decision and help we might not be graduating from year 10.

Thank you to Mr. Sidorko, our Principal, who has guided us this year and to Br. Mark, the previous Principal. Our special thanks to the Assistant Principal, James Le Huray, for all his help especially when we needed it most.

Thank you to all teachers and counsellors, especially to our Year Coordinator, Nicole, who has been with us during all our time here, to Br. Chris and Kristina who have helped us with special programs, to Sharon and Sandra in the office, to Tania and Karen in the canteen who have made sure food was available when we needed it. Thank you to the volunteers who have helped us in class each week and also to those people in the business community who have given us an early taste of working life during our work experience weeks - and even helped us to decide what we might not want to do.

In closing, I would like to say "Thank You" to everyone who has helped us in any way during our time at The John Berne School. All good things must come to an end but we leave better able to deal with any problems which may arise in the future. We realise that we will need to work hard in the future to achieve our goals. Thank you everyone for supporting us. In the years ahead, we should continue to be guided by our school motto - HOPE ALWAYS.

Year 10 student, 2018

SECTION TWO: SCHOOL FEATURES

The John Berne School is a co-educational special Catholic school in the Archdiocese of Sydney, owned and operated by the Marist Brothers. The School's primary objective is educating marginalised students in Years 7 to 10 from the greater Sydney region who, for a variety of reasons, are unable to function in a mainstream schooling setting. Berne provides a secure, safe, enriching and challenging environment which gives students in difficulty a second chance at achieving the educational outcomes that will enable them the opportunity to reach their potential. We aim to present the curriculum in an engaging and innovative manner to develop skills and knowledge to support our students' goals.

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 for them and our internal data shows that all students who successfully complete the reading program see significant improvements.

Alternative Activities

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 skills and skills for living 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 in 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 School is staffed internally by highly trained and experienced counsellors who work with teaching staff and students to create the safe and supportive environment necessary for change to occur. Students have a range of assessments available through our psychologist and also regularly attend counselling sessions.

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 implement 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 2018:

Girls	Boys	LBOTE*	Indigenous	Total Students
5	29	33%	12%	34

*Language Background Other than English

ENROLMENT POLICY

The John Berne School is a Catholic School in the Marist tradition educating boys and girls from Years 7 to 10. Berne is a Special school which educates students who are not coping in a mainstream setting and present with a variety of needs which include behavioural, social, emotional, mental, sensory and learning challenges.

Children from families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment.

Priority is given to referrals from Catholic schools, however special consideration may be given to individual cases from other school systems.

The essential factor in offering a position at the school is whether the environment and philosophy can contribute to the child's development, assisting them to address the behavioural, emotional or social challenges they face.

There must be a hope that Berne can make a difference in the child's life. If not, there is a risk of contributing to another failure that will further erode the young person's esteem.

Enrolments are managed by the Principal and overseen by the Enrolment Counsellor.

Enrolment Procedures

Enrolment enquiries are invited at any time in the school year.

Families are encouraged to make enquiries with the Enrolment Secretary to commence the enrolment process. A visit and tour of the school is welcomed.

An Enrolment Enquiry form is to be completed along with supporting documentation.

The Enrolment Counsellor gathers data from the previous school and family. A psychological assessment may also be required before making a decision about the child's appropriateness for Berne. This data is presented to the Principal for consideration.

Parents and carers are interviewed by the Principal or Assistant Principal before an enrolment is finalised. The documents required at the interview include the child's Birth Certificate and immunisation records. A passport, with documents validating the child's current VISA status, is also necessary if the child does not hold Australian citizenship. Previous school reports, reports from medical practitioners, psychologist reports and any relevant medical records are also required.

In considering an enrolment application the Principal will determine on the basis of the information and advice provided if the student and family meet the criteria to fit into the Berne program before arranging an enrolment interview. An offer of enrolment is made to the student and family if it is deemed the student is ready to enrol at Berne and the student and student's family understand the mission, ethos and methods of The John Berne School.

Following the acceptance of a student's enrolment application the student is assigned to one of the Berne counselling team who will assist the student in their induction into Berne and provide counselling support throughout their enrolment.

Total fees are made up of the tuition fees, materials fees and an enrolment fee. The school has the policy of maintaining fees similar to a Catholic systemic school. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This enrolment process is consistent with the enrolment policy and philosophy of the Marist Brothers of the Sydney Province for Marist Schools Australia (MSA) governed schools.

Continued Enrolment

A student's continued enrolment at Berne is dependant on their maintaining a positive, cooperative and engaged commitment to the school's programs, ethos and methods. Every effort is made by staff to assist students in making the most of the opportunities provided them. Staff are dedicated to working with parents and carers to achieve the best outcomes possible.

Compliance

In compliance with the NSW Education Standards Authority Registration Manual The John Berne School keeps a register, in a form approved by the Minister, of the enrolment of all children at the School.

STUDENT ATTENDANCE RATES

The average student attendance rate for 2018 was 74.84%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	91.25%
Year 8	81.83%
Year 9	71.26%
Year 10	71.83%

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 situation 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. Nine students successfully completed Year 10 and graduated in 2018 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 2018 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 2019, graduating students from 2018 (who completed the full range of programs at school) are represented as follows:

44% enrolled in Year 11 at school

44% engaged in employment

12% unable to be contacted

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
14	8	22

* This number includes 11 full-time teachers and 3 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
- Child protection and mandatory reporting
- A view of leadership
- Introduction to systemic thinking and practice
- Behaviour Management Plans
- Cognitive Behaviour Therapy
- Personal Plans
- A coach approach to building growth mindset
- Developing a growth mindset classroom
- Evidence based classroom management
- How the brain learns mathematics
- State of Play - PDHPE Syllabus K - 10
- Social and Emotional wellbeing in K - 12 schools
- Teaching wellbeing toolkit
- Young People - Mental health and wellbeing
- Redesigning assessment practices to include all students
- Supporting students to achieve the minimum standards and beyond

- What is educational data ?
- Moving beyond qualitative data
- Making your numerical data work
- Teens Yoga
- Supporting struggling readers - organising the literacy block
- Understanding Autism Spectrum Disorder (ASD)
- Youth Suicide prevention

TEACHER STANDARDS

The following table sets out the number of teachers who fall into each of the four Australian Teaching Standards categories as accredited by the NSW Education Standards Authority (NESA):

Australian Teaching Standards		Number of Teachers
1	Provisional or conditionally classified teacher	1
2	Proficient teacher	13
3	Highly Accomplished teacher	
4	Lead teacher	

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 on staff, 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 achievement in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table below shows 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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	0%	21%	100%	19%
	Writing	0%	12%	71%	42%
	Spelling	0%	24%	72%	22%
	Grammar & Punctuation	0%	20%	86%	21%
	Numeracy	0%	26%	50%	15%

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 2018 the number of students issued with a RoSA	9
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STUDENT WELFARE AND DISCIPLINE POLICIES

Pastoral Care

Pastoral care is the support given to students for their development as a person. It relates to the total care of students and involves tending to both the academic and non-academic needs of students, including their spiritual, emotional and social wellbeing. Pastoral care recognises the overriding principle of acting in the best interests of the child. The John Berne School is committed to providing a safe, supportive and social environment where students feel nurtured as they learn. To this end, we have developed, and continue to develop, a comprehensive range of pastoral care policies and procedures that are designed to promote the social and emotional wellbeing of our students in areas such as:

- independence
- resilience
- social awareness
- personal responsibility
- healthy living
- healthy minds
- empathy and emotional intelligence
- cultural awareness.

All School staff are responsible for pastoral care, and for administering pastoral care in all classes and extracurricular activities.

Student Discipline

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity. Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

Our policy sets the framework through which The John Berne School manages student discipline.

The School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations

- establishing specific teaching and learning programs
- communicating expectations with the wider School community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- maintaining records with respect to student behaviour.

It is our policy that we prohibit corporal punishment we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions. The principles of procedural fairness include the right of students to:

- know what the rules are and what behaviour is expected of them
- have decisions determined by a reasonable and unbiased person
- be informed of, and have an opportunity to respond to, any allegations against them
- be heard before a decision is made
- have a decision reviewed (but not to delay an immediate punishment).

The John Berne School is committed to ensuring procedural fairness when disciplining a student.

Anti-Bullying Policy

The John Berne School adopts a whole school approach to anti-bullying. 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.

Our full policy can be found on our website at

<https://www.thejohnberneschool.org/about-us/policies/bullying-policy/>

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.

The full text of the policy can be found on our public website at

<https://www.thejohnberneschool.org/about-us/policies/complaints-policy/>

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, basketball, soccer, 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 point 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 mediated by staff who are not directly involved in the incidents 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 National Reconciliation Week to raise awareness about family violence and challenges facing Indigenous Australians 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. Students are called on to help raise funds for the Immersion regardless of whether or not they are selected to attend. We find that many students are willing to help out just to be a part of the community. 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 2018

The key improvements which occurred during 2018 include:

1. **Staff Development:** Extensive review of current practices across all domains of the school. As a result a new school mission statement was created and launched. The school values, Being Safe, Being Respectful and Being a Positive Learner, were also launched in term 3. As well key documents were written with staff collaboration including: a Pedagogical Framework, a Wellbeing/ Pastoral Framework, The Berne Teaching Cycle for future implementation and an agreed lesson routine for all classes by all teachers.
2. Increased enrolments during the year particularly the enrolment of five girls. Holding the first Open Day event assisted in promotion of the school.
3. Successful relocation into the newly renovated facilities.
4. **Catholic Mission and faith formation:** Celebration of significant feast days occurred throughout the year. Students were provided with opportunities to celebrate our Catholicity and Marist ethos at masses and at the start of each school assembly. Staff faith formation was attended to through daily morning prayer and meetings of the Marist Association.
5. **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.

PRIORITY KEY IMPROVEMENTS FOR 2019

The following are key improvements prioritized for 2019:

1. **Learning and Teaching:** Implementation of a new timetable which includes new initiatives such as Project Based Learning in both stages 4 and 5. As well integrate into the weekly schedule a newly structured Activities Program and Skills for Living Program.
2. **Staff Development:** The introduction and implementation of The Berne Teaching Cycle. As well as daily briefings and debriefings staff meet weekly on a cyclic arrangement in learning pods to discuss their efforts in fulfilling the frameworks and for staff wellbeing also.
3. **Policy and Compliance:** Introduce and update new policies and ensure the school is prepared for registration. Implement staff assurance procedures for new policies.
4. Continue to promote the school with a view to increasing enrolments.

5. Continue to fine tune the processes around student personal plans and ensure the highest levels of accuracy in sourcing appropriate funding 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

Towards the end of 2018 parents and carers of Berne students were invited to complete a survey about their satisfaction with the school and to provide suggestions to assist the school to better achieve the School's mission. The responses we received were overwhelmingly positive with 100% of respondents either Strongly Agreeing or Agreeing with the following survey statements:

- At Berne I feel my child is treated respectfully and cared for
- The staff at Berne communicate with me about how my child is going at school
- The adults at Berne try to help my child be a better person
- I feel the teachers at Berne understand my child's ability and teach accordingly
- I am satisfied with the access my child has to counselling
- My child is benefiting by attending Berne

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 2018 are shown below. These comments are representative of those of the student cohort.

- During my time at The John Berne School I have had a better attendance record.
- My reading and handwriting has improved a lot over the three years since I have been getting one-on-one support.
- I have enjoyed my time at The John Berne School. The teachers, counsellors and volunteers have helped me a lot. Thank you all.
- Looking back on my time here at The John Berne School I have found it a lot easier to succeed.
- Since being at The John Berne School my attendance has improved because I feel less stressed here and that makes it easier to be at school more regularly.
- I enjoy being in a class of six other students. I feel I have got to know the other students in the class well and have become part of the group.
- I will always remember the friendly, respectful teachers and staff here.

- I find the expectations here are more reasonable for me and I can access the learning tasks a lot better.
 - Thanks to my counsellors I have learnt better ways to control my temper and this has allowed me to get back on track with school work and focus more on my learning.
 - I would like to thank all staff and volunteers and my counsellor for helping me on my journey and helping me to change and become the person I want to be.
 - The John Berne School is helping me to control my anger and to not blow up.
 - I don't get into trouble at Berne like I did at my previous school. I feel that my mental health has gotten better as I am not getting in fights or getting in trouble as much.
 - At Berne I feel I can get along with all of the teachers here.
 - Since coming to The John Berne School my attendance has improved and my grades have also improved.
 - The John Berne School helped both with my behaviour and my academic work.
 - My teachers and counsellors have helped me to change.
-

Students in all four year levels completed a student satisfaction survey in term 4 2018.

The results of the survey reflect a strongly positive view by the students of the staff at Berne and how they taught and cared for the students. Over 80 % of the students believed they were treated fairly by staff, they were taught well, they were improving their literacy and numeracy, they felt safe at school and they were encouraged to live by good values and be better people.

TEACHER SATISFACTION

The Principal met with each member of staff during 2018. During the conversations staff were invited to respond to a variety of questions including an open ended question asking their perceptions of Berne with particular regard to what they saw as working well and also any areas which they believed could be improved. The responses were overwhelmingly positive and constructive, providing a reassurance that the mission of the school was being effectively fulfilled in a spirit of dedication to the Marist ethos and a complete focus on providing quality care for the students.

Feedback was also honestly and frankly provided in areas where there could be improvement. These included recommendations within learning and teaching, school leadership and pastoral care.

Both sets of responses were used by the Principal as a basis for extensive workshopping by the whole staff to review Berne as it currently functions with a view to create a more relevant and contemporary school which would ensure Berne was fulfilling its mission in the most effective manner.

SECTION ELEVEN: FINANCIAL STATEMENT

The financial position of The John Berne School has been audited by VJ Ryan Chartered Accountants.

**THE JOHN BERNE SCHOOL
STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2018**

	2018 \$	2017 \$
REVENUE		
Tuition and Boarding	111,853	150,566
Government Grants	964,313	1,225,834
Non Government Grants	624,493	561,807
Capital	-	3,249,049
Interest Income	7,398	4,083
Other Income	<u>373,448</u>	<u>405,349</u>
TOTAL REVENUE	<u>2,081,505</u>	<u>5,596,688</u>
EXPENDITURE		
Employee Benefit Expenses	(2,061,475)	(1,844,002)
Administration	(276,595)	(194,506)
Depreciation	(237,783)	(71,707)
Other School Services Expenses	<u>(89,805)</u>	<u>(136,487)</u>
TOTAL EXPENDITURE	<u>(2,665,659)</u>	<u>(2,246,702)</u>
(DEFICIT) / SURPLUS FOR THE YEAR	(584,153)	3,349,986
INCOME TAX EXPENSE	-	-
(DEFICIT) / SURPLUS FOR THE YEAR	(584,153)	3,349,986
OTHER COMPREHENSIVE INCOME		
Items that may be reclassified subsequently to Profit or Loss:		
Increase in Reserves	-	-
Items that will not be reclassified to Profit or Loss	=	=
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD	<u>(584,153)</u>	<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; Andrew Coorey; ASX; ASX Thomson Reuters Charity Foundation; Barnardos Australia; Belvoir Theatre – Youth Express Program; Bullant Sports; Campsie RSL Club; Carroll & O’Dea Lawyers; Catholic Archdiocese of Sydney; Catholic Commission for Employment Relations; Causeway AM; Club Ashfield; Cooley Auctions; CSNSW; Damien Cooley; Doltone House; Dooleys Lidcombe Catholic Club; Fugen Constructions; Illawarra Catholic Club, Club Central Hurstville, John Eales AM; Kemosabe Capital; Arthur, Craig and Suzie Laundry; Marist Brothers Australia; Marist Schools Australia; Matthew Syres Photography; McGrathNicol; My House; Paul Ramsay Foundation; QOH Architects; Ribbon Trim; Sailors with disABILITIES; Sidgreaves & Co; St Brigid Catholic Parish Marrickville; St Joseph’s College Hunters Hill; St Thomas Becket Parish Lewisham; Super Robot; Sydney Catholic Schools; Taronga Zoo; Tattersalls; The Commonwealth Bank of Australia; The Hon. Kristina Keneally; V.J. Ryan & Co Chartered Accountants; Westpac Group.

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 2018.

Thank you also to all those many individuals who provided financial support and assistance throughout the year. This financial and moral support is deeply appreciated by The John Berne School staff, students and their families.

NESA directives

NESA 16/19

Who needs to read this notice:

Principals of non-government schools

Representatives of non-government school registration systems

All non-government schools are required to produce, publicly disclose and submit electronically to NESA a 2018 Annual School Report by 30 June 2019.

Submissions should be made via the NESA registration website [RANGS Online](#).

Annual reporting requirements are detailed in section 3.10.1 of the [Registered and Accredited Individual Non-government Schools \(NSW\) Manual](#) and section 5.10.1 of the [Registration Systems and Member Non-government Schools \(NSW\) Manual](#).

A 2018 review of submitted Annual School Reports found the following areas commonly required improvement:

including the full text (or a link to the full text) of the school's enrolment policies, including all prerequisites for continuing enrolment

providing a summary of the school's anti-bullying policy

identifying how the school's student welfare, anti-bullying, discipline and complaints and grievances policies are disclosed publicly

commenting on the achievement of priorities for the previous year.

If you require assistance in accessing [RANGS Online](#), or you need to apply for an online account, please contact Senior Registration Officer, Bernardine Knorr on (02) 9367 8873.

For more information, contact:

Jason Cheers

Inspector, School Registration and Accreditation Directorate

jason.cheers@nesa.nsw.edu.au

(02) 9367 8854