



## Dear parents, carers, and friends of Berne

It is with much pleasure that I write this foreword as Principal.

It is an honour and a privilege to lead The John Berne School and I am looking forward to building on the wonderful foundations of our previous Principals. I am grateful for the wonderful leadership of the Principals I have worked alongside. In particular, I am very grateful to our recently retired Principal, Mr Richard Sidorko, and thank him for his commitment and dedication to the students and staff of The John Berne School and for his continued support and mentoring of me.

I would also like to acknowledge the wonderful staff at Berne and their efforts throughout the year to ensure there is continued success for our students. The love and care alongside their teaching is exemplary and I look forward to working with them and will be guided by them as I navigate my way through my new role.

I was fortunate enough to speak at a Fathers' Day Mass at my eldest daughter's school last week. I spoke of the unique and special love fathers have for their children which mirrors the love God the almighty Father has for us. I reflected on the challenges of fatherhood, including the struggle to be present in my children's lives and the worry of "am I enough", and my reflection brought me back to love. "And now these three remain: faith, hope and love. But the greatest of these is love." (1 Corinthians 13:13) If my children know they are loved then I am doing my job – and this idea extends to my Berne family too.

Working at The John Berne School is not a job – it is a vocation. I know I speak for all our staff when I say we feel called to Berne to fulfil God's mission and the mission of the Marist Brothers. Our Marist Brothers founder, St Marcellin Champagnat, has a "Golden Rule" for Marist educators: "To bring up children properly we must love them and love them all equally. To love the children is to devote oneself completely to teaching them and to take all the means that an industrious zeal can think of in order to form them" (WFTR 98)". Marcellin goes

on to say "we must love the children as if they were our own". At Berne, we strive to follow the Golden Rule every day when dealing with the students. The students are our children and whilst we may worry we cannot give them what they need, we can always give them love and let them know they matter – to us and to God.

I am constantly reminded of the love shown to our students, especially during a difficult situation or crisis, and I am encouraged when I witness positive outcomes. Staff will often go the extra mile for the students at Berne – purchasing lunch when a student has no money, giving up a free period to teach a student music and opening the woodwork room during lunch for students who would like to try their hand at making something. Like any parent, our staff do what they can to care for and encourage students – and in this way Marcellin's philosophy is lived out.

Marcellin saw Mary our mother as the perfect model for Marist educators. We at Berne are Marist educators and, like Mary, the staff and students are on a journey of faith. Mary experienced the joys and trials of life and, with Joseph, provided Jesus with family unity and love enabling Jesus to grow as a person and establish his own identity. The John Berne School community wants the students entrusted into their care to grow and flourish using past experiences as a stepping stone to overcome the many challenges they will face. The students and staff at Berne are on a journey of faith, love and fulfillment and when the time comes for the journey to end at Berne the staff hope to have fulfilled the words of the School Mission Statement for each individual student – In the Marist tradition The John Berne School welcomes, accepts and loves the young people entrusted into our care. We are committed to holistically educating our students empowering them to grow, develop and follow the individual paths they may choose to follow.

— Mr James Le Huray, Principal

## Issue 4 2019

### Upcoming Events

#### 9 September

Parent Teacher Evening

#### 27 September

Students' Last Day Term 3

#### 14 October

Pupil Free Day

#### 15 October

Students' First Day Term 4

#### 1 November

All Souls Day Liturgy

#### 3 — 10 November

Santa Teresa Immersion

#### 27 November

Berne Charity Golf Day

#### 29 November

Year 10 Graduation

#### 6 December

Last Day Term 4 Years 7, 8, 9

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## Trivia Night

The annual Berne Trivia Night was held on Friday 16 August at St Brigid's Catholic Church Hall, Marrickville. Our thanks to St Brigid's parish for allowing us to use the hall without charge. The evening was a huge success with over \$6,500 raised for our school's Santa Teresa Central Australia Immersion in November this year.

We had a fabulous turnout of approximately 100 guests. The evening was filled with three rounds of trivia questions, lucky door prizes, silent auctions, raffles, coin toss, heads and tails and lots of fun. There were some amazing prizes, which were generously donated by local businesses and supporters of the school. We could not have done it without their support.

A special mention to the winning table of the quiz "The Mabel Table" guests of Sandra Scott from the Berne office.



Winners are grinners. Triumphant trivia night champions — "The Mabel Table"

The money raised will go towards giving seven students the opportunity to immerse themselves in a remote Aboriginal community in the Alice Springs area for one week. We know that this experience can be life changing for our students.

We will continue to have fundraiser events for the Immersion, so please look out for ways that you can support this special program for our students.



After a hard fought battle, Supi won the coin toss

We sincerely thank the many guests who joined us at The Annual Berne Trivia night. We are extremely grateful for your interest and your loyal and generous support.

—Phoebe Taylor, School Counsellor

## Wandana Program

We welcomed Brian, Eve and Isaac from Wandana: Aboriginal Education and Events to spend a day with us. They started with a smoking ceremony and prayer and then we were organised into groups to create a painting telling our story of The John Berne School.



Nicole and Alecia working together on the whole school art work

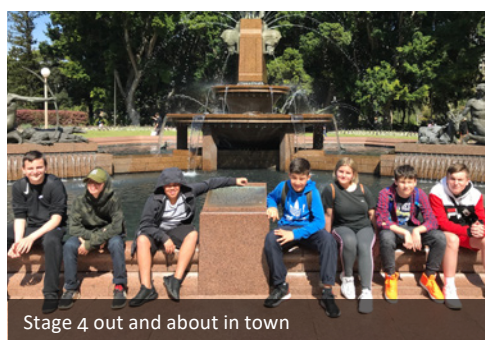
It was a wonderful learning experience for all of us and the final large canvas is a true reflection of teamwork, creativity and solidarity.

Thank you to the Wandana team for sharing their knowledge of the Aboriginal culture and people with us in such a unique and interesting way.

— Nicole Arathoon, Stage 4 Coordinator

## Stage 4 Roman Architecture Excursion

Stage 4 students are currently studying Roman Architecture in their PBL (Project Based Learning) unit, and on Thursday 5th September students and staff went on a walking tour of Sydney. We admired many aspects of Roman Architecture still evident in buildings around the city such as the NSW Art Gallery, St Mary's Cathedral, Hyde Park fountain and the QVB.



Stage 4 out and about in town

It was a beautiful sunny day and students enjoyed seeing what they had been learning about in class being reflected in the world around them.

— Kristina Allan, Stage 4 Teacher

## What can Australian Aboriginal Stories teach us about their Culture and People?

Last term students have been learning about Australian Aboriginal culture through storytelling. They explored the importance of family to the characters in the novel *Two Hands Together* by Diana Kidd, the importance of friends in the Australian film *Yolngu Boy* and the significance of reconciliation in the Australian film *Rabbit Proof Fence*.



Oliver working on his dot painting

Students spent most of the term designing and making their own family trees. Starting with writing a list of all their family members, drawing a design, cutting and sanding the wood, painting the background and using the art of dot painting to decorate it. The final products are amazing and were on display during our final school assembly for Term 2. The students feel extremely proud of their hard work and it is hoped they will keep their family trees for a very long time as a reminder of how important family is.

— Kristina Allan, Stage 4 Teacher

## Stage 4 Riverside Theatre Music Excursion

On Thursday of Week 5 students from Stage 4 travelled by train to Parramatta to attend a performance at Riverside Theatre.

Students are currently studying a unit called Music from Around the World for Stage 4 Music and the performance, The



Sandy Evans Indian Project, was a fusion of Jazz instruments such as the saxophone, with the Indian instrument the tabla.



They were accompanied by an amazingly skilled drummer and a double bass player. Together they expertly played a number of different Indian Ragas in varying time signatures and discussed their varied musical careers and backgrounds with the students. It was a new experience for the Stage 4 students, many of which had never seen music like this performed before.



After the performance we had a lovely lunch of 'Healthy Burgers' and a treat of ice cream from Messina before catching the train back to school. Students and staff had a wonderful day out and the behaviour of all the students who attended was impeccable.

— Kristina Allan, Stage 4 Music Teacher

## Snow Camp

During Week 5 a group of students and staff made their way to the snow for the Annual Berne Snowy Camp. We made our escape from Sydney and by the time we stopped in Goulburn for lunch we needed an extra layer.

As usual we stayed at Carinya Alpine Village



and were really well taken care of by Kim and her staff. We stayed in a beautiful cottage and had the luxury of our own fireplace. We were up early on Wednesday to an early breakfast of bacon and eggs and then hit the slopes before our lessons at 10.30am. Students were not put off by a light drizzle and some windy conditions in the morning and were rewarded by blue skies by for the after lunch session.



Over the course of the two days and some lessons all students showed great improvement in their skills on the snow and made it out of Smiggin Holes over to Perisher resort. At the end of the second day of snowsports everyone returned tired but happy and spent the evenings resting, refuelling, playing card games, watching footy and sitting around the fire. The staff were very pleased and impressed with the behaviour of the students during the four days.

— Tanja Dunne, Stage 5 Coordinator

## Stage 5 Living Skills

Over the course of the term Stage 5 students have taken part in a Living Skills program that focused on learning about maintaining their wellbeing. This included learning and comparing healthy eating options and engaging in different physical activities.

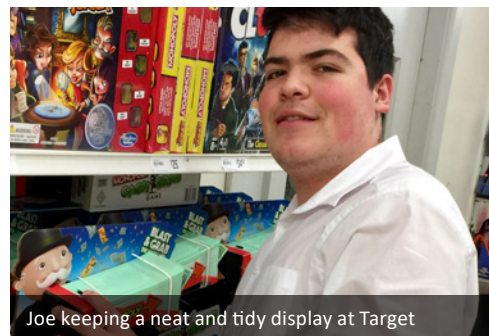
During a Friday cooking session students took part in creating an Italian meal. Prior to cooking students had the chance to create a balanced menu and suggested portion sizes. Overall it was a delicious experiment that resulted in students learning more about cooking healthy homemade meals for themselves.

— Tanja Dunne, Stage 5 Coordinator

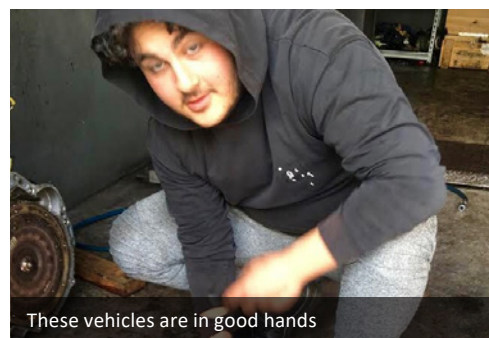
## Work Experience

Work Experience week saw Stage 5 students get a look into the future, and make a positive step into seeing what type of career they might embark on after school. For some, they got to work out what they would definitely not want to end up doing, which is also a positive step.

Joe excelled at Target Leichhardt assisting



with stock management. His supervisor praised him highly saying, "Joe has been great. He has shown real initiative".



Karim got his hands dirty at Guildford Autos, working as a mechanic; Michael worked at Apostle Paul Bookstore Rockdale and Jakob worked with his uncle at Rapidworks, where they are in the process of building a Childcare Centre.



It takes courage and trust to put yourself into an unfamiliar environment and engage with new people, and we are very proud of our students for rising to this challenge.

— Michael Muranty, Work Experience Coordinator

## Introductory Gym Program

As part of the PDHPE course at The John Berne School, Stage 4 students have been participating in an exciting introductory gym program coordinated and run by the qualified team at InnerFit Gym, Leichhardt in conjunction with the staff at Berne. The program is a 12-week course (six weeks during Term 2 and six weeks during Term 3) designed to introduce adolescents to basic strength and conditioning movements and develop confidence in an indoor gym environment.



The focus has been on improving mobility, learning major compound lifts and pushing each other through the weekly Thursday afternoon sessions. It has been an extremely positive experience, with students learning complex movement patterns, developing muscular and cardio-vascular fitness and improving their overall health and wellbeing. On behalf of the students and staff we would wholeheartedly like to thank those who contributed towards this program; it would not have been possible without the generous donations from supporters of Berne.

— David Riddington, PDHPE Coordinator

## Bake Sale at St Brigid's

On Sunday 15 September Berne held a bake sale at St Brigid's Marrickville with a range of cookies and slices on offer prepared by our students. The occasion was a great success raising over \$500 for our Immersion



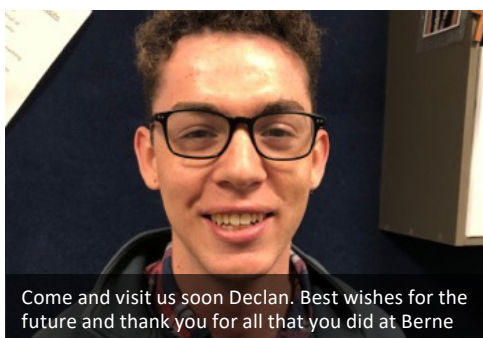
to Central Australia to be held from 3 to 10 November in Term 4, this year. Participating students did a wonderful job of speaking about the Immersion at two Masses and helping sell baked goods at the sale.

Thank you to Father Erick and St Brigid's parishioners for their support.

— Tanja Dunne, Stage 5 Coordinator

## Declan — Number One Student Teacher

We're not happy that Declan Martin, our first ever student teacher, is leaving us. But we're thrilled to announce that he has passed his internship, although "pass" doesn't do Declan justice.



Declan has spent the entire term with us and become very much one of the team. His professionalism was evident from the beginning and he has learned plenty while here, but his genuine care for students has been his distinguishing trait.

Declan takes the time to chat with students about what's happening in their lives. He joins them playing soccer, football, basketball, table tennis and other games. Through these interactions Declan develops trust, which enables students to respond positively to the well-prepared learning experiences Declan guides them through. Declan's friendliness and collegiality, his energy and self-reflection, have earned him the respect of the staff, too.

So we say "Congratulations, and thanks, Declan". We are sure your teaching future will be productive for you, your future colleagues, and for those students lucky enough to be in your care.

— Grant Lee, Stage 5 Teacher

## PARENTS' CORNER

### Technology and Tantrums

The use of devices in all areas of our lives is raising some serious concerns around the world right now. Aside from our workplaces and schools, our homes today are full of devices; we have smartphones, iPads, PS4s, tablets, Xboxes, laptops, desktops...the list goes on. It can be really hard to police the use of these devices and set appropriate limits, especially when we are so time poor. Transitioning back from holidays to school term can also be a battle. But is it worth the battle?

Absolutely! According to Collett Smart, a psychologist with UWS. Aside from the immediate obvious benefits of children spending less time on TV and video games and therefore seeing less violent content, there are also many less obvious long term benefits. In a US study of over 1300 families, the long term benefits following 7 months of parents setting limits within their home include:

- Children were now getting more sleep
- Children were getting better results in school
- A positive change in Body Mass, attributed to the fact that these children were now moving around more

As well as limiting screen time, the parents involved in the study also placed restrictions on their child's exposure to violent content. The benefits of this include:

- Increased pro-social behaviour with children exhibiting more helpful and cooperative behaviours at school
- Less aggressive behaviour towards their peers

— Chris Langridge,  
Counselling Coordinator

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