



The John Berne School

Annual School Report to the Community

2019

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

Principal

Mr James Le Huray

ABOUT THIS REPORT

The John Berne School 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.

The *Report* demonstrates accountability to regulatory bodies and the School community.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School website at www.thejohnberneschool.org.

PRINCIPAL: James Le Huray

DATE: 23 June, 2020

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

PRINCIPAL's MESSAGE

I am pleased to write these few paragraphs as a preface to The John Berne School Annual Report for 2019. 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.

I am 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.

In taking on the Principal's role at the beginning of Term 3, 2019 there has been a continued focus on reflection and renewal. We have reflected on current practices and focussed on challenging ourselves to see if what we do and how it is done could be improved. The input from all staff has been overwhelming and they have taken the exercise of challenging themselves very seriously and professionally.

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 Year 10 students all of whom attained a Record of School Achievement (RoSA) and welcomed many new students into Years 7, 8 and 9.

I am most grateful to all in our Berne community who have contributed to the success of 2019. For staff, parents, students and of course the continued support of the Marist Brothers and Marist Schools Australia I express my deep appreciation and gratitude.

Hope Always

James Le Huray

SECTION TWO: SCHOOL FEATURES

The John Berne School (Berne) 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. 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 programs to prepare students for the workplace teaching skills like writing a job application, interview techniques and telephone protocol. The program also instructs students in appropriate workplace behaviour and communication. Throughout Years 9 and 10 students participate in up to eight 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 psychologists and a counsellor 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 psychologists 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 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.

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 2019:

Girls	Boys	LBOTE*	Indigenous	Total Students
6	29	25%	11%	35

*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 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 School 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 The John Berne School is dependent 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 to 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 2019 was 74.55%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	100%
Year 8	86.04%
Year 9	79.33%
Year 10	64.65%

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 a text message or 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 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. 12 students graduated from Year 10 from The John Berne School in 2019. At the end of May 2020, graduating students from 2019 (who completed the full range of programs at school) are represented as follows:

- 42% apprenticeship and enrolled at TAFE
- 34% enrolled in Year 11 at another school
- 8% part time employment and enrolled at TAFE
- 16% job seeking

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
12	10	22

* This number includes 10 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

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 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
- Youth Behaviours - Andrew Fuller
- Law for school counsellors
- The Mental Health and Wellbeing of Young People
- Students at the Centre of Learning Symposium - Project Based Learning
- Planning and Programing for the PDHPE Syllabus
- Exploring Assessment for the new NSW PDHPE Syllabus
- Copyright for Education
- Reading to Learn Across the KLA's
- Nationally Consistent Collection of Data
- Difficult Conversations

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	-
2	Proficient teacher	11
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.

In 2019 there was particular emphasis on 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 2024 following the success of the re-registration process this year. 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

Project Based Learning: This year Project Based Learning (PBL) was introduced into both Stage 4 and Stage 5 classes. Students work on a project over the term which engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Staff created programs which integrated subjects together under the one theme. Outcomes are assigned to all programs and assessment tasks focused on specific outcomes.

Stage 4 PBL themes:

- How can we make rural life more appealing and sustainable to lessen the human dependence on urban areas?
- What can Australian Aboriginal stories teach us about their culture and people?
- How is the influence of Ancient Rome evident in the world today?
- How can you as an Australian Ambassador prepare new citizens for cultural life in Australia?

Stage 5 PBL themes:

- How do we create a world where everyone is treated despite race, gender, sexuality and religion?
- How might cultural background shape lives and affect wellbeing?
- Is our world heading in the right direction?
- What will planet Earth be like when I am 25 years old?

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	0%	19.0%	64%	25.1%
	Writing	0%	20.9%	100%	20.6%
	Spelling	0%	12.5%	18%	38.10%
	Grammar & Punctuation	0%	21.0%	64%	19.7%
	Numeracy	0%	24.4%	55%	16.2%

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 2019 the number of students issued with a RoSA	14
---	----

SECTION EIGHT: PASTORAL CARE AND WELLBEING

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

The theory that underpins the practice of all staff at The John Berne School is drawn from the life and work of Marcellin Champagnat. He devoted his life to teaching and nurturing those who were most vulnerable and in need. The statue of Marcellin, 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.

At the centre of our pedagogical approach at The John Berne School is the importance of establishing connections and forming relationships founded on mutual respect and responsibility. 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 pool and ping pong 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. If an instance of bullying occurs we have a zero tolerance policy and a clear procedure to follow, of which students, staff and parents are aware.

We take a restorative justice approach to resolving conflict at The John Berne School which is an initiative that has brought great success to staff and students and the fostering of relationships. 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. A restorative justice approach gives each person 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 include: Bullying No Way, White Ribbon Day and National Reconciliation Week to raise awareness about important issues in our society. 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 The John Berne School'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 1 for Stage 4 and Term 2 for Stage 5 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. Some highlights this year were visiting the Opera House and The Riverside Theatre for shows, trying cuisine from different cultures, and visiting art galleries and museums. 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.

This year our Immersion Program involved the entire school and wider community supporting a group of staff and students to travel to Central Australia where they experienced firsthand the challenges that are faced daily by the local Santa Teresa community there. Students had the opportunity to learn about the history, environment, and hardships of the country. All students helped raise funds for the Immersion regardless of whether or not they were part of the group who joined the Immersion. Upon their return from Central Australia, participants shared their time there with the school which helped the whole community to develop empathy and appreciation for the indigenous community at Santa Teresa.

SECTION NINE: SCHOOL REVIEW AND IMPROVEMENT

KEY IMPROVEMENTS ACHIEVED IN 2019

The key improvements which occurred during 2019 include:

1. Staff Development: Extensive review of current practices across all domains of the school. As a result staff have been introduced to The Berne teaching Cycle. Staff are asked to set one pastoral and pedagogical goal to achieve for the year and lessons are observed by the School Executive in an effort to maintain high standards of classroom teaching. As well key documents were written with staff collaboration including: a Pedagogical Framework, a Wellbeing/Pastoral Framework and an agreed lesson routine for all classes by all teachers.
2. Increased enrolments during the year particularly the enrolment of seven girls and the enrolment of five Year 7 students for school year 2020.
3. 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.
4. 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 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 2020

The following are key improvements prioritised for 2020:

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 as integrate school management system, Compass, to update reporting, timetabling and keeping and maintaining student daily records.
2. Staff Development: The continued implementation of The Berne Teaching Cycle. Enhance the use of the schools pastoral and pedagogical frameworks
3. Policy and Compliance: Staff to maintain online learning to ensure they are up to date with the latest policies and procedures in regards to child protection and other work health and safety procedures.
4. Continue to promote the school with a view to increasing enrolments.
5. Continue to use student personal plans to ensure The John Berne School will source 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

The John Berne School maintains a consistently high level of communication with parents and carers to facilitate a combined effort towards achieving best outcomes for students and to gauge parent satisfaction. This communication is conducted with regular telephone calls, individual meetings and formal parent / staff strategic planning meetings each term.

At the end of the school year, parents and caregivers were invited to provide feedback on the effectiveness of the school and offer suggestions for improvement. Parents and caregivers indicated they were happy with the level of support they received. Some comments provided are listed below:

- Berne is a special place. The motto “Hope Always” encapsulates the spirit of this wonderful school.
- This school has a smaller school setting, is more nurturing and is better equipped to deal with our son’s emotional, social and educational needs.
- The valuable programs offered at Berne have greatly enriched our son’s learning experiences and personal growth.
- Teachers make regular phone calls to our home - often out of school hours.
- From the moment we started at Berne we felt the love, warmth and dedication of those who work here.
- The teaching and counselling staff take the time to understand our whole child.
- Even in the challenging times, when tough discussions needed to be held we knew our son was in a safe place of total acceptance, care and respect.
- From the bottom of our hearts we say, thank you.

Follow up phone calls in the first months of the school year following Year 10 graduation were made to each family, to confirm commencement of graduates in their chosen field of work or study. In 2020, these phone calls were made during May, with 100% of families participating. Without exception all respondents acknowledged the positive impact the school made on their son or daughter.

STUDENT SATISFACTION

Throughout the year students were invited to give feedback about their experience at The John Berne School.

“We have all been helped many times by all the teachers, the counsellors, the volunteers and the ladies in the office and canteen.”

“The Work Experience Program was great. It has given me an early taste of working life.”

“Thanks everyone at Berne who has guided me and helped me.”

“Before I came here I didn’t want to go to school. Now I come to school nearly every day.”

“I’ve changed a lot since I started coming to this school. I am a better person now.”

“Berne helped me to calm down and take more control of myself. They helped me learn to be respectful to everyone and to follow instructions.”

“Berne has helped me focus on my work. I have actually done more work here than I have ever done in my whole school life.”

“I’ve had many difficulties with my school work but Berne has helped me a lot with it, especially my literacy which has improved a lot since I started.”

“My reading and maths have improved and this is because of the individual help I get here.”

TEACHER SATISFACTION

During 2019 the Principal interviewed each staff member inviting a response to a series of questions paying particular attention to the areas at Berne they saw were working well and the areas of improvement for Berne. The staff responses were overwhelmingly positive and constructive. These responses reassured the Principal that the mission of The John Berne School was being fulfilled in a spirit of dedication to the Marist ethos.

The feedback to the Principal provided insight into the areas where there was a need for improvement. The recommendations included a need to improve in the areas of teaching and learning and school leadership. These responses were used by the Principal as a basis for staff to review Berne and make adjustments to the way it currently functions in an effort to create a more contemporary school.

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 Income and Expenditure
For the Year ended 31 December 2019**

	2019	2018
	\$	\$
REVENUE		
Fees - Tuition	162,913	105,874
Fees - Other	10,701	5,980
	173,614	111,853
Interest	885	7,398
State Government Grants: General Recurrent	200,268	141,768
Commonwealth Government Grants: General Recurrent	1,096,258	822,545
Community Grants	55,291	52,100
Marist Brothers Province of Australia Subsidy	450,000	565,000
Tuckshop (Deficit)	-	(1,230)
Donations	208,050	214,607
Fundraising	81,891	102,070
Other Income	245,605	48,334
TOTAL REVENUE	2,511,862	2,064,444
LESS EXPENDITURE		
Tuition Expenses and Materials	2,067,147	2,105,921
Administration and General Running Costs	550,810	542,677
TOTAL EXPENDITURE	2,617,957	2,648,598
SURPLUS (DEFICIT) FOR THE PERIOD	(106,095)	(584,153)

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 Quiz Master; ASX Thomson Reuters Charity Foundation; Australian Government Department of Education Local Schools Community Fund; Australian Turf Club Foundation; Bullant Sports; Carroll & O'Dea Lawyers; Catholic Archdiocese of Sydney; Catholic Commission for Employment Relations; Causeway Financial; Club Ashfield; Cooley Auctions; Catholic Schools NSW; Doltone House; Dooleys Lidcombe Catholic Club; Earlwood Bardwell Park RSL Club; Ex Marist Mothers' Association; Fugen Constructions; Illawarra Catholic Club, Club Central Hurstville; Lucia Marin Design; Marist Brothers Australia; Marist Schools Australia; Paul Ramsay Foundation; Sailors with disABILITIES; Sidgreaves & Co; St Brigid Catholic Parish Marrickville; St Joseph's College Hunters Hill; St Thomas Becket Parish Lewisham; Sydney Catholic Schools; Taronga Zoo; Tattersalls; Telstra Foundation; The Commonwealth Bank of Australia; The Hon. John Watkins AM; V.J. Ryan & Co Chartered Accountants; Westconnex; 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 our 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 2019.

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.