



The John Berne School

Annual School Report to the Community
2020

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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, 2021

PRINCIPAL'S MESSAGE

I am pleased to write these few paragraphs as a preface to The John Berne School Annual Report for 2020. The year, whilst exciting for a variety of reasons which I trust will become apparent throughout the following pages, certainly had its challenges in responding to the COVID-19 pandemic.

I am deeply impressed by the dedication of the staff to the students of Berne to ensure they are educated and cared for in the spirit of the Marist Brothers, whose ethos forms the foundation for the Berne culture.

Over the course of 2020 there was a continued focus on reflection of current practices and the impact of COVID-19 leading the school to carefully plan and facilitate a comprehensive remote learning platform allowing students the continuity of learning whilst off site.

Our enrolments continued to increase throughout the year to 43 students, this being our highest number of students since 2015. At the 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 2020. 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 given 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 - involving 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 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 2020:

Girls	Boys	LBOTE*	Total Students
9	31	9	40

** Language background other than English*

ENROLMENT POLICY

The John Berne School is a coeducational Catholic School in the Marist tradition educating students 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 Committee.

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. Our enrolment policy is available on our website <https://www.thejohnberneschool.org/enrolment/>

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 2020 was 85.57%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	88.43%
Year 8	90.36%
Year 9	84.52%
Year 10	84.07%

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 teams 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. Twelve students graduated from Year 10 from The John Berne School in 2020. At the end of May 2021, graduating students from 2020 (who completed the full range of programs at school) are represented as follows:

83% enrolled in Year 11 at another school

8% apprenticeship and enrolled at TAFE

8% not engaged in education or employment

** Percentages are rounded and may not add to 100*

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2020:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
11	8	19

* This number includes 9 full-time teachers and 2 part-time teachers.

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.

Unfortunately, due to the Covid 19 pandemic in 2020 staff were unable to attend any face to face courses. We sourced a program for all staff on Youth Mental Health First Aid which equalled 14 hours of professional development for each staff member. The presenter was onsite at school under strict COVID-19 protocols in the latter part of 2020 to be completed with staff onsite at the beginning of 2021.

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	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 2020 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.

In a whole school review conducted by Dr Michael Bezzina, Catholic Identity, Marist Spirituality and Student Wellbeing were given the highest ratings.

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

During 2020, the COVID-19 pandemic required students to work from home during Term 1. Staff provided the curriculum to the students via online platforms or mailed work booklets home to each student. Daily contact was made with each student to provide support for completing the work.

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, Living Skills

Stage Five: Religious Education and Living Skills

Project Based Learning (PBL) : 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 humans safely explore Mars?
- How can we use music to communicate about characters and themes in a story?
- How can I survive high school without losing myself?
- How can we change the law to make our society better for everyone?

Stage 5 PBL themes:

- How can we change the law to make our society better for everyone?
- What masks do we wear as we go about our daily lives?
- How can our school best support our overall health and wellness?
- How do we use entertainment / media to raise awareness about life and values in Australia?

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.

As agreed by the Education Council, The National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic.

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 2020 the number of students issued with a RoSA	12
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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

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. In addition to this students are invited to participate in recreational time in the music room where they can play guitar, keyboard, drums, percussion or sing using the microphone. Staff encourage respect and responsibility and form positive relationships through their own participation and modelling.

At the John Berne School it is paramount 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. Usually 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. 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.

Unfortunately due to the impact and restrictions placed on schools as a result of the COVID virus, all of these activities were suspended for 2020. In order to foster these skills within the boundaries of the school environment staff formulated a plan which involved introducing LOL (Love of Learning) Days. The first LOL Day held in June had a Geography focus where teams of students 'Made a brand new country' and presented it to a panel of judges and the second LOL Day held in October, had a History focus where students competed in an 'Ancient Civilizations Olympics'. This allowed students to develop similar skills of teamwork, self-confidence, positive attitudes and an awareness of the needs of others despite the circumstances.

KEY IMPROVEMENTS ACHIEVED IN 2020

The key improvements which occurred during 2020 include:

1. Teaching and Learning: The school implemented a new timetable including initiatives such as Project Based Learning in Stages 4 and 5. Compass has been further utilised for reporting, timetabling and maintaining student daily records.
2. Staff Development: The school is participating in whole school staff development in specific areas and in 2020 the staff were all accredited with a Mental Health First Aid certificate.
3. Policy and Compliance: Staff have completed all modules on Complispace to ensure they are up to date with the latest policies and procedures in regards to child protection.
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. The continued use of Personal Plans to ensure The John Berne School will source appropriate funding for students and an increased student enrolment through promotion.

PRIORITY KEY IMPROVEMENTS FOR 2021

The following are key improvements prioritised for 2021:

1. Develop a Pedagogical Framework that would provide a common understanding of quality teaching and learning emphasising challenging and stimulating learning experiences.
2. Develop data collection processes to show the impact Berne has on student academic achievement and emotional growth.
3. Policy and Compliance: Staff and Volunteers to maintain online learning to ensure they are up to date with the latest policies and procedures in regards to child safeguarding and other work, health and safety procedures.
4. Expand educational opportunities for students to enhance their understanding and participate in Catholic Social Teaching.
5. Continue to promote the school with a view to increasing enrolments and 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.

Following our graduation ceremony parents were invited to complete a survey. 100% of parents who completed a survey in 2020 indicated that they had a high level of satisfaction with The John Berne School and would recommend the school to others. The survey asked parents to provide feedback on the effectiveness of the school and offer suggestions for improvement. Some of the comments made by parents were:

- "I think with my experience everything is good."
- "John Berne is an amazing school that gives the children the support and confidence they need to achieve their goals."
- "The access to counselling has been most important and essential. Thank you."
- "My son's attendance has improved."
- "The teachers are great. Very caring to the students. I think it is great."
- "They are a passionate and dedicated team that realise just because you don't fit mainstream, doesn't mean you're not worthy."
- "The teachers see and support each child looking at their strengths first and support where they need to."
- "I wish the school would go on to Year 11 and 12."
- "The staff are proactive and genuinely care for the students."
- "I think it is great as it is. Keep it up."

STUDENT SATISFACTION

At the conclusion of Year 10, students are invited to provide a statement about their experience of and satisfaction with the school. Some of the comments made by the Year 10 graduating class of 2020 are shown below. These comments are representative of those of the student cohort.

“The teachers at Berne are always welcoming, easily approachable and I can always talk to them.”

“I would like to thank all of my teachers who have pushed me and kept me going over the past three years.”

“The John Berne School has helped improve my behaviour, confidence and social skills.”

“When I leave this school I am going to miss my mates and the teachers who helped me.”

“The John Berne School has really helped me because I’ve made it to the end of Year 10.”

“At The John Berne School I’ve been treated as an individual.”

“The things I like best about Berne are how close the teachers are to me.”

“The John Berne School has really helped me.”

“The John Berne School has helped me because it has given me confidence in myself, helped me deal with problems with myself and others and has made me enjoy coming to school when I used to hate it.”

“I came to school every day and only missed a few days.”

“The counsellors have helped me to work on ways to control my behaviour.”

“I have loved how The John Berne School, the staff and students, have respected who I am as a person.”

“The John Berne School has helped me start learning again.”

“My attendance has improved and I have made some good friends.”

“The John Berne School has given me a good learning environment, free of judgement.”

“The staff members were more caring at Berne and very supportive.”

TEACHER SATISFACTION

During 2020 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 the School. The staff responses were overwhelmingly positive and constructive. It was evident the effect of moving to remote learning due to COVID-19 impacted on the relationship between students and teachers, however each staff member was satisfied with the remote learning model.

The responses reassured the Principal that the mission of The John Berne School was being fulfilled in a spirit of dedication to the Marist ethos and 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 data collection. These responses were used by the Principal as a basis for the school's new strategic plan 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 2020

	2020	2019
REVENUE	\$	\$
Fees - Tuition	179,774	162,913
Fees - Other	8,145	10,701
	187,919	173,614
Interest	972	886
State Government Grants: General Recurrent	273,899	200,268
Commonwealth Government Grants: General Recurrent	1,338,080	1,096,258
Community Grants	17,605	55,291
Marist Brothers Province of Australia Subsidy	200,000	450,000
Tuckshop (Surplus/Deficit)	6,560	2,634
Donations	78,877	208,050
Fundraising	128	81,891
Other Income	166,065	245,603
TOTAL REVENUE	2,270,105	2,514,494
LESS EXPENDITURE		
Tuition Expenses and Materials	1,704,274	2,067,144
Administration and General Running Costs	525,620	553,446
TOTAL EXPENDITURE	2,229,894	2,620,590
SURPLUS (DEFICIT) FOR THE PERIOD	40,211	(106,095)

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: Bullant Sports; Catholic Archdiocese of Sydney; Catholic Commission for Employment Relations; Causeway Financial; Club Ashfield; Catholic Schools NSW; Dooleys Lidcombe Catholic Club; Ex Marist Mothers' Association; Fugen Constructions; Lucia Marin Design; Marist Brothers Australia; Marist Schools Australia; Matthew Syres Photography; Sidgreaves & Co; St Joseph's College Hunters Hill; St Thomas Becket Parish Lewisham; Sydney Catholic Schools; V.J. Ryan & Co Chartered Accountants; Westconnex.

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 the work experience host employers who generously gave of their time and shared their knowledge with our students. Due to restrictions in place due to COVID our Stage 5 students were only able to undertake one work experience placement this year instead of four. Twenty five businesses supported our Job Ready Program in this way in Term 1 this year.

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.