

The John Berne School

Hope Always

Issue 1 2022 Newsletter

Dear parents, carers, and friends of Berne



I would like to take this opportunity to welcome all our new and returning families. Term 1 was filled with a variety of learning and other activities for our students as is clearly evident when you read through the newsletter.

The Mission Statement of The John Berne School states:

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 choose to pursue.

As a school community and a staff we aim to achieve the goals of the Mission statement for each individual student by:

1. Upholding our school values of Safety, Respect and Positive Learning
2. Fostering strong Staff-Student-Parent relationships
3. Implementing Restorative Justice practices

Every year we have a theme to focus on as we journey together as a Christian, Catholic and Marist community. The theme for this year is "Known and loved"- dignity for all. Tony Clarke, Director of Mission and Life Formation at Marist Schools Australia, wrote that psychologist Hugh McKay claims "Everyone's deepest desire is to be heard. By nature we are social beings who are born to connect - we share a common humanity and we need each other. What we long for most is to be listened to, have a sense of belonging, and to be accepted."

I read this and think of the students who attend Berne. The Berne staff and I are dedicated to living out our Mission statement "to welcome, accept and love the young people entrusted into our care" which aligns perfectly with the wisdom of Hugh McKay. We encourage our students to feel a sense of belonging to Berne where they are known and welcomed and their voice is heard, valued and respected. Berne is a place where every person is treated with respect and human dignity. This speaks to what is at the heart of the Gospel message where every human being, no matter who they are or where they come from, possesses dignity because they are created in the image of God. St Paul captured this idea beautifully by describing each one of us as "God's work of Art " (Ephesians 2:10).

Jesus lifted people up from whatever dehumanised them. He put his words into action by restoring sight, removing social stigmas, and reclaiming the inherent dignity of each

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Upcoming Events

25 April

Anzac Day

26 – 27 April

Pupil free staff days

28 April

Students return Term 2

16 May

Parent/Teacher interviews

24 – 26 May

NAPLAN testing

18 – 20 May

Stage 4 camp

30 May – 3 June

Stage 5 Work Experience

6 – 8 May

Stage 5 activities

13 June

Queen's Birthday holiday

1 July

Last day Term 2

19 July

Students return Term 3

person He encountered. At Berne the staff are being called not only to recognise the dignity of all, we are being called to roll up our sleeves and put our faith into action for anyone who is at risk of feeling and being left-out or forgotten. It is my hope that all who are entrusted into our care at Berne are “known and loved” as we uphold dignity for all.

I would like to wish each and every member of the Berne community a very Happy and Holy Easter. May God bless you and your loved ones with good health and peace as we remember God’s truest reflection of his love for us in the death and resurrection of his Son Jesus.

Hope Always

James Le Huray
Principal

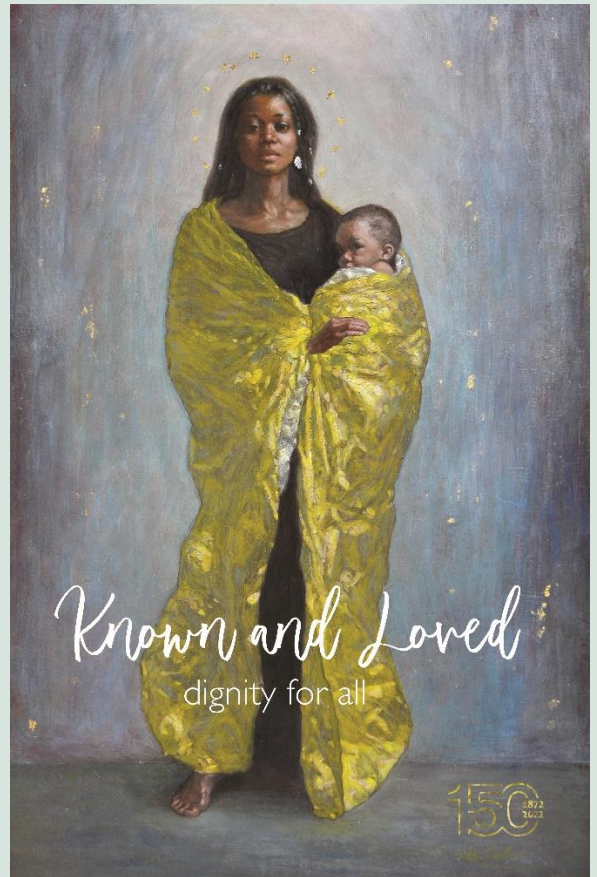
Marist Theme 2022

For Over the last 150 years, Marist schools have provided young people all over Australia, with a solid foundation of a Catholic education.

The Marist Theme for 2022, “Known and Loved – Dignity for All”, speaks to what is at the heart of the Gospel message. That every human being, no matter who they are or where they come from, possesses dignity because they are created in the image and likeness of God.

Saint Paul captures this beautifully describing each one of us as created as “God’s work of art”.

The image chosen for this theme is by a young Italian artist, Margherita Gallucci, and is called ‘Our Lady of Loreto with the Refugees’ cloak’. She explained that she dedicated the painting to “the sacredness of human life, to the sacredness and dignity of all those who are victims of brutality, war and racism. And that we are all called to recognise the preciousness and sacredness of every person, to welcome the God in them, into our hearts and homes.”



Welcome new students

We would like to extend a very warm welcome to students who have joined our school this term – Teresa, Lana and Tyler in Year 7; Nash, Jake and Ben in Year 8; Morokai, Samarah, Rex, James and Jade in Year 9 and Nakita and Liam in Year 10.



Shrove Tuesday



The Berne community enjoyed pancakes on Shrove Tuesday, 1st March. Traditionally, Shrove Tuesday (or Pancake Tuesday as it has come to be known) represents the last day of feasting and celebration before the commencement of Lent, a time of fasting, almsgiving and prayer which lasts until Easter. The name Shrove Tuesday comes from the old English custom of ringing the 'shriving bell' to summon people to church to be 'shriven', that is to confess their sins at the beginning of Lent. At that time certain foods like eggs, milk, meat and rich buttery dishes were given up for the duration of Lent. One way that they used up the eggs, milk and fats in the house was to add flour to make pancakes.

A big thank you to our resident 'Berne mum', Tania who runs our school canteen, for preparing a feast of delicious pancakes for us.

Stage 4 Activities

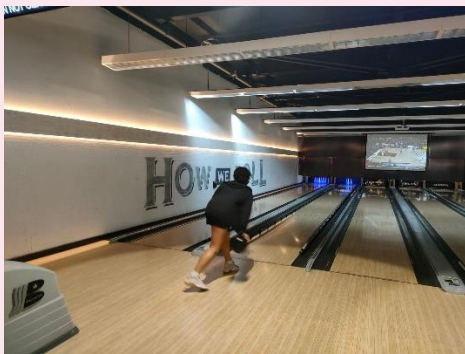
This term, Stage 4 enjoyed three fun days of activities as an opportunity to build rapport and get to know each other better. Our first activity was indoor rock climbing which proved to be a challenge, but a fantastic challenge our students rose to. Each student had a go and proved just how strong they are mentally and physically. We cooked up a lovely pasta lunch afterwards back at school with every student helping out. Great job team!

On the second day we went to laser tag and bowling before enjoying a pizza lunch at Cafe Goia in Leichhardt. On our final day we went to the movies at Broadway to watch a great action film called *Uncharted* which was enjoyed with popcorn of course! Thank you to all students and staff who attended, for such a wonderful three days in each other's company.



Stage 5 Activities

Unfortunately due to the appalling wet weather conditions, our greatly anticipated Stage 5 camp had to be cancelled this term. Staff and students however made the best of the situation and participated in a range of fun-filled activities including cooking, bowling, laser tag, movies and, to top the week off, a beautiful day at Maroubra Beach.

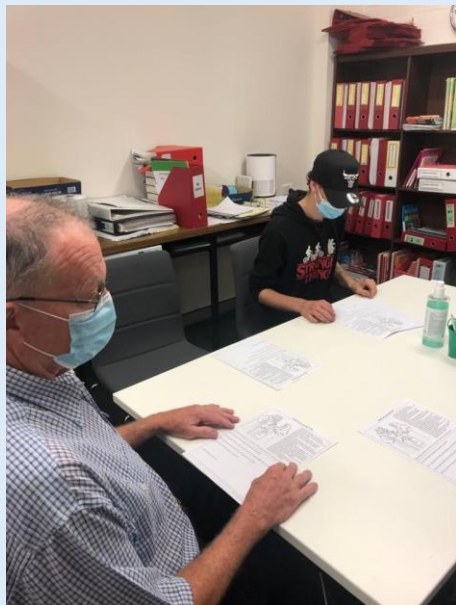


Term 1 Attendance Raffle

Students are encouraged and rewarded for attending school regularly and punctually. Each student who attends school on time earns a ticket to enter our Attendance Raffle which is drawn at the end of each term. The lucky winner of the Term 1 draw was Braydon. Congratulations to Braydon for winning the draw and keeping up his punctuality and attendance.



Berne Literacy Program



Here at Berne there are three ways of improving the literacy of our students.

The first is a Literacy lesson four days of the week. Students across both Stages, are placed in a small group that focuses on what they need to improve.

The second is one-on-one teaching. These students need to hone their decoding skills, being able to recognise words and attach a meaning.

The third way is a very conscious effort by the teachers to have what happens in the classroom every day improve literacy skills.

Whenever a student starts at Berne they are assessed to see what they know. It is explained that reading is not a natural thing for humans, unlike speaking. It is a code that needs to be learnt. Some learn the code easily, others struggle. It is emphasised that this, “learning the code”, has little to

do with ability. They are always asked if they want the lecture on how important the skill of reading is for them, most decline that offer so we will not go into it here either.

The process of reading is also outlined for them. Four steps have to be accomplished in order to read (some people say five). The word needs to be recognised, its meaning has to come to mind, then many words and meanings have to be combined to comprehend or understand what is written in a sentence, paragraph and so on; all of this takes time. The whole brain is not used for this. It is a bit like “RAM” in a computer. So, if the “reading ram” is taken up with the recognition (decoding) and linking of a meaning (vocabulary) the comprehension is lessened. The time (rate) is increased. A good reader does the decoding and vocabulary automatically so there is far more time and capacity to comprehend. The building of this automaticity is a vital component of literacy here at Berne.

It nearly goes without saying that one way to improve reading is to read. This is very challenging, particularly in this digital age. It should not be a chore. Finding something that will interest the students helps make it enjoyable and worthwhile. This is where the people at home can help, by showing the student that they read and then encouraging them to read. If they have some success, please let the school know.

- Br Chris Hogan, Literacy Teacher



Our sincere thanks to the Morpheus Foundation for providing funding for our literacy program enabling us to purchase workbooks, readers and specialized testing tools. We also extend our appreciation to Schools Plus. Our school community is grateful for this generous support.

Schools Plus

Project Based Learning (PBL)

Project Based Learning involves students working 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 have created programs which integrate subjects together under the one theme.

Stage 4 PBL – Building an underground greenhouse on Mars

During the past six weeks, Jake, Jayden, Patsy, Teresa and I have been working on a Mars greenhouse project for PBL. Before we could work on it, we had to do some research. Jayden was in charge of the roof shape and materials, while Patsy was in charge of solar panels and storing energy. Lana researched suitable lights and Jake and I were in charge of suitable or genetically modified fruits and vegetables.

When we were finished with our research we printed it out and stuck it on our research board, then we got to work on the practical part of the project.

I was in charge of making the fruits and vegetables for the greenhouse while Jake was in charge of painting the surface red like Mars, he also used kinetic sand to make rough boulders on the surface. I was in charge of sticking the solar panels on the glass dome, Jake stuck the greenhouse box to the surface of Mars, Patsy also helped make some of the fruits for the greenhouse.

This term we have all learnt how hard it would be to colonise Mars and what we would need to bring from Earth. Overall this was a 10/10 project and I really enjoyed it.

- Ben, Stage 4 Student



Stage 5 PBL – How can we redesign a product's packaging to make it more environmentally friendly

Have you ever wondered if both sides of a pizza box could be recycled? Stage 5 for PBL examined the concept 'How can we redesign a product's packaging to make it more environmentally friendly?' Kristina and Mel's class explored whether a pizza box could be recycled. Students' work on this project is shown below.



Work Experience

Work Experience is an integral and important facet of the program offered at Berne. This term Stage 5 students completed their first round of Work Experience for the year. A wide range of jobs were surveyed by students including landscaping, childcare, swimming pool maintenance, carpentry, retail, construction, hospitality, education and hair dressing. Congratulations must go to the students who successfully completed the week. We received a number of great reports from students who learned a lot in their chosen fields and employers who gave positive feedback.

Stage 5 teacher, Grant, filed the reports below about students he visited during their week of Work Experience.



“Just don’t ask me for a left-handed screwdriver”

Congratulations to Gus. He successfully completed his Work Experience placement at Bunnings in Rose Bay. Gus made sure the shelves stayed stocked and guided customers through the four floors and dozens of aisles to fulfill their hardware shopping desires. He loved helping the public, and found the Bunnings team “really nice”. They, in turn, loved him. His supervisor said he should apply for work during the holidays. Praise doesn’t come much more genuine than that! I can understand why. When I asked Gus if he could help me find something in the store, he smiled and said, “Just don’t ask me for a left-handed screwdriver.” Good one Gus. Keep up the great work. And good on you, Rose Bay Bunnings, for giving Gus this rewarding experience.



Lucas gets the picture

Lucas enjoyed his Work Experience placement at the Dendy Cinema in Newtown. This cinema is about so much more than popcorn and shows, as essential as these are. Lucas sorted through the DVD inventory; worked with graphic artists in poster production; learned about the organisation and publicity behind film festivals; and previewed films, advising other staff on their suitability for upcoming events. He says he loved the work. His supervisor Sharon agrees, reporting that Lucas eagerly worked extra hours. On Thursday, Lucas took a break from his cinema work to attend the Guide Dogs NSW Puppy Paws program, but he raced back to Dendy for the evening shift. No way he was going to miss it! Well done Lucas. And many thanks to the wonderful staff at Dendy Newtown, for providing such a great and varied work experience placement.

West's Tigers Unite Harmony Program

The West's Tigers Unite Harmony Program aims to encourage and unite High school students to be leaders in their community. West's Tigers understand the impact rugby league has on young people and the ability for them to come together under a shared sense of belonging. This term a representative from West's Tigers has been coming to Berne working with our Stage 5 students.



National Day of Action Against Bullying and Violence

A special assembly was held this term focussing on the serious issues of bullying and violence. The theme for this year is 'Kindness Culture'. Berne teachers, Kristina and Jayne, gave very thought-provoking presentations about the impacts of bullying and violence and how we can work together to promote inclusion, respect and community belonging.



**National Day
of Action against
Bullying and Violence**
Friday 18 March 2022

Positive Paws Project



The positive paws project, run by Guide Dogs in partnership with the University of Western Sydney and the Rali Foundation, is a program offered to our students in Stage 5. This weekly program provides an opportunity for our students to help young puppies grow and develop the necessary skills to become future guide dogs.

Throughout this term, students have been learning the theory behind the process of training as well as getting some hands-on experience with the pups. Our students have practiced a variety of different handling techniques such as the use of rewards, prompts and tone of voice. This has helped our students train the puppies through various obstacles.

Our students have demonstrated their leadership potential and other life skills such as active listening, patience, and communication. Project organisers were particularly impressed with Ben's aptitude and his sensitivity in handling and managing the puppies. Well done, Ben!



Mentoring Program



Encounter is a new mentoring program being implemented here at Berne. This program aims to provide an opportunity for our students to work with a mentor to achieve their goals in a school-based environment. Two students are participating in the mentoring program this term.

The program utilises the concept of the 'Hero's Journey' put forward by Joseph Campbell and asks the students to embark on a journey in which they 'encounter' a mentor and together reach their final destination. On this journey, students will have the opportunity to explore a variety of topics catered to their specific needs with the support of their mentor, Supi.

This 'Encounter' is either the beginning of renewal, a support for or a reconnection with life's bigger journey. The program seeks to connect with this journey or as an exploration of smaller journeys such as with mental health, relationships, or classroom issues.



The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.

- Dr Bruce Perry



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