

# The John Berne School

Hope Always

Issue 2 2022 Newsletter

Dear parents, carers, and friends of Berne



It is with great pleasure and gratitude that I write this final newsletter for Term 2 which has been filled with a variety of learning and other activities for our students. I am very pleased to say the Berne community has embraced life with COVID and adapted extraordinarily well to our new way of life. We have embraced the necessary changes with positivity, understanding and flexibility and we are moving forward steadily with Hope Always.

It has been wonderful to have our students present for face-to-face learning this year and to be able to gather together as a community as we used to do. We recently celebrated Champagnat Day as a whole school community and it was a peaceful and joyous day. Our Feast Day of St Marcellin Champagnat was celebrated on Monday, June 6. This day is very important for The John Berne School where we celebrate the life of the founder of the Marist Brothers. Saint Marcellin's legacy of educating the young in rural France spread to over 70 countries across the globe and we share in the celebration of his life with Marist schools across Australia and the world. St Marcellin's work and care for young people is the model for The John Berne School and certainly a wonderful example for us all.

Saint Marcellin based his life and work on his dedication to God and his trust in Jesus and Mary. I would like to take a little time here to look at the relationship of Marcellin to Mary. Marcellin had total trust in Mary and saw her as the "Good Mother" and believed it was her work that he undertook. Amongst one of the key formative influences that shaped Marcellin's personal experience of being loved intensely by Jesus and called by Mary was an incident in 1823 (Memorare in the Snow). Marcellin was walking through heavy snow in the mountains of France with an injured Brother. He was seeking help for the man who was hurt. The snow was heavy and Marcellin became lost. Fearing they would both die he prayed to Mary for help. Almost immediately, he saw a light ahead. A home where he was able to seek refuge and save the injured man. Marcellin never forgot what he believed was Mary answering his prayers. He devoted his life to continuing to help people and putting his faith in Mary and Jesus to do so.

Marcellin's faith in Mary is inspiring and promising. It is a reminder to us to recognise the love of Jesus' mother - our mother Mary who is "blessed among women". Mary has a love for God's children that cannot be compared to any other love. A mother's love. A deep and immense love which begins soon after conception and continues until a child is born and all the way through their lives. In the same way, Mary is always watching over us and will answer our prayers.

*Continued next page*

## Upcoming Events

**19 July**

Students return Term 3

**8 August**

Parent/Teacher interviews

**15 August**

Assumption day Mass

**16 – 19 August**

Snow Camp

**2 September**

Music Workshops

**5 – 9 September**

Stage 5 Work Experience

**7 – 9 September**

Stage 4 Activities

**20 September**

Music Workshops

**23 September**

Students' last day Term 3

**11 October**

Students return Term 4

As a school community, we strive to model Marcellin's faith in Mary and pray as a community for help and guidance during challenging and difficult times. As we head into the school holidays I ask you to remember the story of the Memorare in the Snow and Marcellin's faith in Jesus and Mary. During challenging times I encourage you to put your faith in Mary and pray the Memorare asking for Mary's protection and guidance.

### **The Memorare**

*Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to thy protection, implored thy help, or sought thine intercession was left unaided.*

*Inspired by this confidence, I fly unto thee, O Virgin of virgins, my mother; to thee do I come, before thee I stand, sinful and sorrowful. O Mother of the Word Incarnate, despise not my petitions, but in thy mercy hear and answer me.*

Hope Always

James Le Huray  
Principal

## **Notifying the school about student absences**

We thank parents and carers who have been upholding their obligation under the Education Act (1990) and notifying the school office with a reason for their child's absence from school on the day of the absence. Unexplained absences are recorded on a student's attendance record unless the school receives a legitimate reason for the absence. Days absent with and without explanation are recorded on all student reports.

We ask for administrative purposes that all correspondence regarding student absences be directed to the school office Tel: 9560 9260 [office@johnberneschool.org](mailto:office@johnberneschool.org) or by text message. Again, please remember that you need to provide a **reason** for your child's absence.

Requests for leave for holidays during school term must be submitted in advance in writing to the school Principal.

Students, together with parents and carers, are reminded of the importance of punctuality as both a requirement upon enrolment and a significant contributor to student learning.

## **Congratulations Supi**



Congratulations to Supi Taufa'ao on his graduation from Australian Catholic University with a Bachelor of Social Work. Supi celebrated the occasion with his large family and many friends. The amazing garland he wore on the day was made by his very proud mother.

Supi is our wonderful Teacher Assistant and we are blessed to have him as part of our Berne team and grateful for his many talents he so willingly shares with us.

# Stage 4 Camp

On 18 to 20 May, Stage 4 embarked on their first camp to Gerroa. For many students this was their first school camp and emotions were running high, some excited whilst others were a little anxious about being away from home.

The students' activities included fishing, go-karting, walking along the beach, jumping pillow, campfire with marshmallows, spotlight and cooking for the group.

Several students caught fish whilst others completed activities they had never tried before. The pupils supported each other and friendships were formed.

All the students participated with great enthusiasm in every activity and the entire trip was a great success!

- Jayne Layland, Stage 4 Teacher

## Student Experiences

Camp was set down in Gerroa. It was roughly estimated to be 2 hours and 1 minute for our arrival to the destination. The weather was set nicely during the day, but as time passed on the temperature of the air dropped.

There was a set of activities performed for our classes, Yr 7 & 8. We split an hour of 2 activities to 30 minutes each. This included pedal powered go karts and mini golf, we preferred the go karts better. Fishing was included as well. The boys loved the jumping pillow making it into their own sparring competition.

During the night we roasted our marshmallows in the campfire, mainly taking in the air relaxing with the calm atmosphere around us. We played spotlight here and there mostly just enjoying each other's presence. I enjoyed eating all the garlic bread...

- Teresa, Year 7 student

The camp was wonderful, the activities were so much fun. Some of them included pedal carts. Fishing was a lot of fun. We caught some little toad fish and the jumping pillow. We fought each other off to the end and the last one was spotlights. We ran around the camp area and we were trying to look for people to get in. The food was excellent like burgers and spaghetti. My favourite thing to do was play spotlight and go in the pedal carts and play with mates.

- Jake, Year 8 student

**On our return from camp we were delighted to receive this email from the Discovery Park proprietors ....**

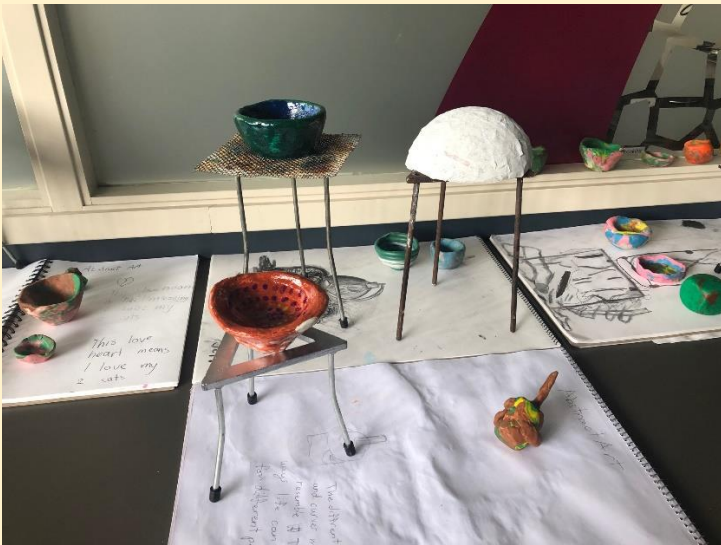
*We hope you enjoyed your recent stay with us! I am just writing as we have been asked to pass on some positive feedback from some of our other guests in the park. They wanted to note how well behaved your students were and the positive environment created from your school group made for 'the best experience with a school group' the other guests have had when travelling. Safe travels home, and we hope to welcome you to the park again soon. 😊*



# Stage 4 Visual Arts

This term, Stage 4 have created excellent bowls in their Visual Arts unit of work on Sculpture. They have sculpted their own bowls from air drying clay using the pinch pot technique and have painted them with pride. They also sculpted another bowl using the technique of papier-mache which took a few weeks as each layer needed to harden before the next layer could be added. Their patience with the process was commendable and the end results were wonderful. Great job Stage 4.

- Nicole Arathoon, Stage 4 Coordinator



# Stage 5 Activities

On 7<sup>th</sup> and 8<sup>th</sup> of June this term, Stage 5 participated in a series of Activities including fishing, games, BBQ, swimming at Clifton Gardens in Mosman, bike riding and a picnic at Centennial Park. We were blessed with good weather and both days were a great success. Activities Days are included in the program at Berne to build community spirit and promote self-development and foster social skills as well as giving opportunities for students to engage in activities that they may not have had the opportunity to experience.



# Welcome new students

We would like to extend a very warm welcome to students who have joined our school this term – Hugh, Isaac and Jett in Year 8; Mia A. and Mia V. in Year 9 and Sonny in Year 10.



# Champagnat Day

Each year the whole school celebrates Champagnat Day. This year we celebrated St Marcellin's Feast Day on Monday 6th of June, with a Mass followed by a school community lunch and afternoon bowling at North Strathfield. On this day, we recognise students who uphold the values that St Marcellin personified: Character, Stability and Good Example. Congratulations to Jamie and Teresa who were awarded our very special Champagnat Day Award this year. Canteen Manager, Tania Henderson, was also acknowledged for her 20 years of dedicated service to The John Berne School.



# Project Based Learning (PBL)

Project Based Learning ( PBL ) is a teaching method in which students learn by actively engaging in a real-world personally meaningful project. Students work in groups on a project over an extended period of time that engages them in solving a real problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for an audience. As a result, PBL aims for students to develop deep content knowledge as well as building critical thinking, collaboration, creativity and communication skills.

This term Stage 4 PBL theme was ***Designing your dream bedroom using recycled materials*** and Stage 5's theme was asking the question ***What masks do we wear as we go about our daily lives?***

## Stage 4 PBL – Designing your dream bedroom using recycled materials

Stage 4 pupils were given the task to design their own dream bedroom using a cardboard box and recycled materials. We went on an excursion to the Reverse Garbage in Marrickville, a creative reuse centre where students were able to choose supplies to design and create their ideal bedroom. By recycling and reducing waste, the students put into practice “one man’s garbage is another man’s treasure”. The project was a great success and some very creative and imaginative rooms were designed. Well done Stage 4.

- Jayne Layland, Stage 4 Teacher



## Stage 5 PBL – What masks do we wear as we go about our daily lives?

Students created masks as their final product for their PBL topic in which they explored the interaction of masks and identity.



## Police Liaison Talk

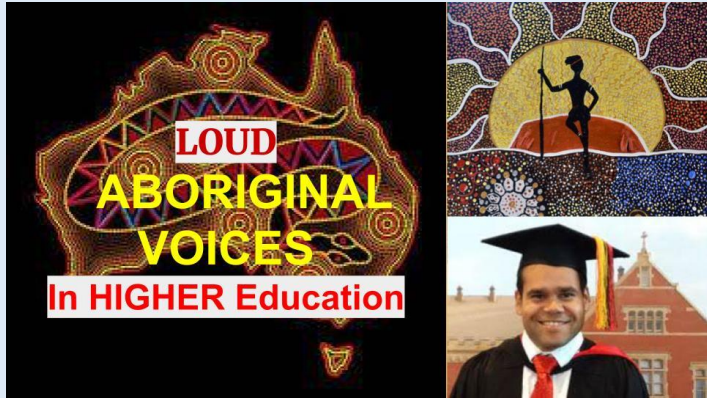


We were fortunate to have a Police Liaison officer talk at our school to educate our students on matters impacting their lives today. We would like to thank the Police Liaison officer for taking the time out of his busy schedule to speak to us about the legal implications of social media and the very real and serious dangers of using vapes.



# National Reconciliation Week

During National Reconciliation Week Stage 4 and Stage 5 worked on projects conveying this year's theme 'Be Brave. Make Change'. A special assembly was held at school where teachers, Kristina, Mel and Michael, spoke about their students' work on their group projects: Loud Aboriginal Voices in Higher Education; Stop Cultural Theft and Speak up for Languages.



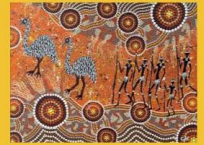
## Stop Cultural Theft



Buying ethical and authentic Indigenous art pays respect to the world's oldest living cultures and means that artists and their communities are recognised and paid fairly.

When you are buying First Nations art a few things you can do are:

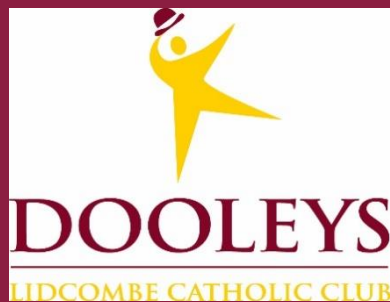
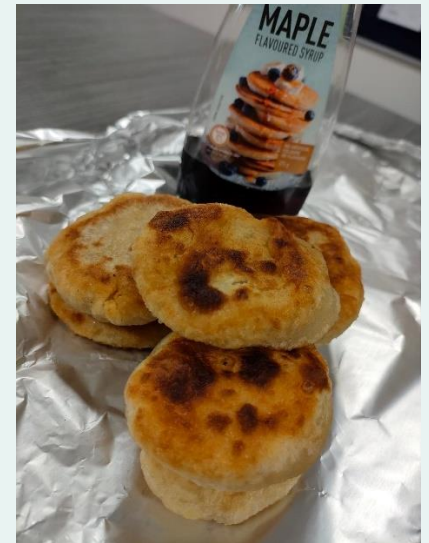
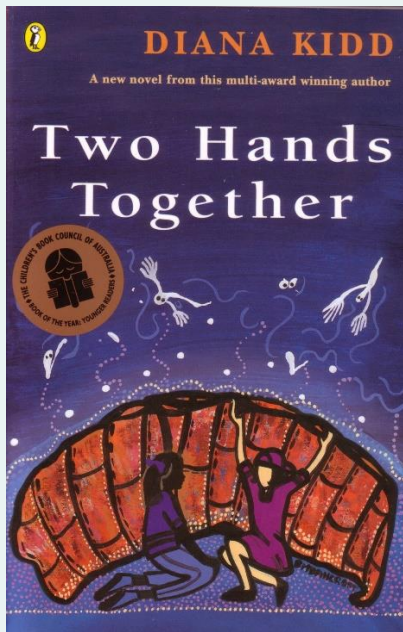
- Make sure your purchase has been designed/created by a First Nations person.
- Buy your art directly from artists or from community galleries or companies that supply the work directly.
- Before purchasing an item, speak to the buyer or company about how artists are paid, and what the breakdown is.
- Remember that First Nations art includes all forms of art such as textiles, knick-knacks and so on. Before purchasing that magnet with the cool design ask yourself, where does that artwork come from?



# Stage 4 ~ Johnny Cakes

This term, Stage 4 students studied the novel 'Two Hands Together' by Diana Kidd in English. Johnny Cakes are mentioned countless times in the text, piquing the students' curiosity so the group decided to try making the cakes themselves for another hands-on learning opportunity. The cakes were terrific and were enjoyed by both students and staff.

It's one thing to read about something, but it is definitely better to experience it!



## Thank you

Our sincere thanks to Dooleys Lidcombe Catholic Club for their grant in support of our Breakfast Program. We are very grateful for Dooleys long-term and loyal support.



# Positive Paws Project



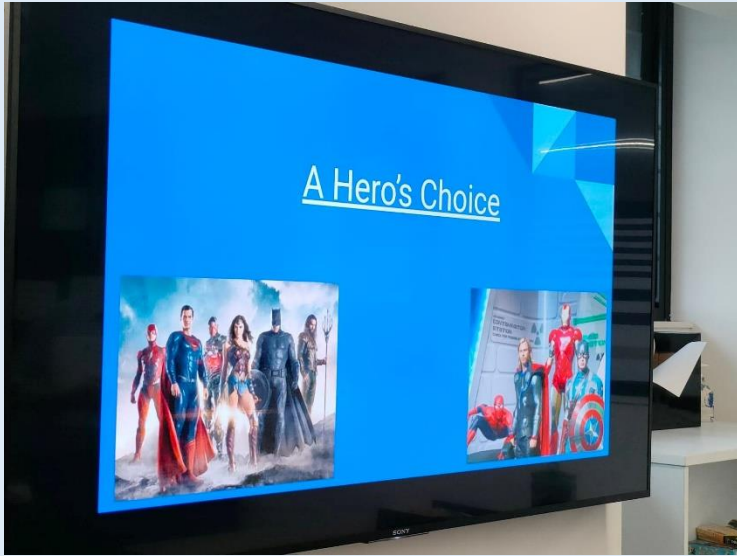
Our students who participated in the Positive Paws Project this term have officially completed the program. We celebrated their achievements with an award ceremony and meal at the Positive Paws centre in Windsor. Students were even gifted with goody bags provided by Guide Dogs Australia. We'd like to thank Brenda, Hannah and Margot for leading the program and for their support of our students. We would also like to commend our students for their achievements and ongoing commitment to the program.

Congratulations to Ben and MJ who have been selected to continue the Positive Paws Project as mentors next term. They will be given the opportunity to lead our next group of students, showing them the ropes and leading by example. We look forward to continuing the program in Term 3.



# Love of Learning (LOL) Day

Earlier this term we had our Love of Learning (LOL) Day. In pastoral care classes, students were assigned to work on a group project. This project was based on a global pandemic but where kindness and respect were being spread rather than disease. Students were innovative in their approach and created games that incorporated this concept and explained how a pandemic works. Congratulations to Grant's class for their winning LOL Day project – Peace Pandemic Memory Game.



# Butane Bubbles Experiment

This term, in Science Stage 5 learned about energy on the move. As an introductory experiment about how heat energy moves, under the very careful guidance of our science expert, Michael, some very brave students created a fireball in their very own hands!

After taking the safety precaution of ensuring their hands were wet with water, they scooped up some butane filled bubbles and watched them get set alight. Because butane is highly flammable but burns at a lower temperature, the gas in the bubble solution came alight easily but the water and soap ensured that there was minimal danger to hands. Although Michael can attest to the fact that the more bubbles being set alight, the larger the flame!

- Melissa Painter, Stage 5 Teacher



## Thank you



Our sincere gratitude to Bullant Sports for supporting The John Berne School in their annual golf tournament. The funds raised for us are greatly appreciated and will help with the many programs we provide for our students.

# Mentoring Program



Mentoring has shown great promise here at Berne. The program that I run follows the hero's journey and involves engaging students to connect with their own inner 'hero'. This is a values and strengths based mentoring program that involves building rapport and working through modules around exploring student's strengths and their own journey.

This past term, I have been working with Ben and Will who have recently completed the program. Lately, we've been working on a range of topics and issues like identifying our biggest challenges and recognising the benefits and gains from overcoming them. I try to focus these sessions around each individual and their needs. With the support of the counselling team this has made mentoring run a lot smoother.

Both Ben and Will have had positive experiences with mentoring and have come a long way. Looking back at their journeys, I have seen a lot of growth and potential from my mentees. I have learned a lot about these students and how their journey in life has formed and shaped who they are. I hope that from what they've learned from me and the program will become embedded in their lives.

I look forward to the continuation of mentoring next term and having two new students joining the program.

- Supi Taufa'ao, Teacher Assistant

*"Supi is the best social worker that I have ever worked with" Will*

*"I enjoyed mentoring and my favourite thing about mentoring was the whole thing." Ben*



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