



The John Berne School

Annual School Report to the Community 2021

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 Limited, 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: 28 June, 2022

PRINCIPAL'S MESSAGE

I am pleased to write these few paragraphs as a preface to The John Berne School Annual Report for 2021. 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 would like to publicly acknowledge 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 2021 there was a continued focus on reflection and renewal of current practices. COVID-19 led to another extended period of remote learning for students with staff carefully planning and delivering a remote learning platform that allowed the students the continuity of learning whilst off site.

Enrolments at Berne were consistent with 2020 averaging 43 students. 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 for 2021. 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

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 under the management of Marist Schools Australia Limited. 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.

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 2021:

Girls	Boys	LBOTE*	Total Students
10	33	6	43

** 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 by telephoning the school office or by completing an enquiry form on the school website <https://www.thejohnberneschool.org/enrolment/> A visit and tour of the school is welcomed by appointment.

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 enroll 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 and materials fees. 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 Limited (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 2021 was 70.15%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	74.29%
Year 8	70.84%
Year 9	71.68%
Year 10	74.96%

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. 17 students graduated from Year 10 from The John Berne School in 2021. At the end of May 2022, graduating students from 2021 (who completed the full range of programs at school) are represented as follows:

53% enrolled in Year 11 at another school

24% apprenticeship

6% other education or training

12% employment

6% not engaged in education or employment

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

STAFFING PROFILE

The following information describes the staffing profile for 2021:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
12	7	19

* This number includes 10.4 full-time equivalent teaching staff and 5.2 full-time equivalent non-teaching staff

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 2021 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 and then completed the course with staff onsite at the beginning of the 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	-

CATHOLIC IDENTITY AND MISSION

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 2021 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.

CURRICULUM, LEARNING AND TEACHING

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-centered 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 2021, the Covid 19 pandemic required students to work from home during Term 3 and part of Term 4. 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.

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): Grammar and Punctuation, Reading, Writing, Spelling. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2021		<i>% of students in the top 2 bands</i>		<i>% of students in the bottom 2 bands</i>	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	0%	26%	0%	22%
	Reading	0%	28%	0%	17%
	Writing	0%	20%	33%	25%
	Spelling	0%	32%	33%	15%
	Numeracy	0%	33%	0%	17%

NAPLAN RESULTS 2021		<i>% of students in the top 2 bands</i>		<i>% of students in the bottom 2 bands</i>	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	12%	19%	12%	27%
	Reading	0%	21%	0%	24%
	Writing	12%	14%	25%	36%
	Spelling	12%	21%	0%	22%
	Numeracy	0%	22%	0%	18%

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 2021 the number of students issued with a RoSA	17
---	----

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 Marcellin Champagnat and his belief in teaching and nurturing those who were most vulnerable and in need. The essence of our work at The John Berne School is 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.

Our pedagogical approach centers on 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 encourage respect and responsibility and form positive relationships through their own participation and modelling.

During Term 1 students had an assembly and completed class based activities around the topic of Bullying No Way. This is in line with John Berne School values of creating a culture where we all share a responsibility in not accepting intimidation or bullying but rather promoting a culture of care and understanding. Stage 5 students also attended a camp this term to foster teamwork, self-confidence, positive attitudes and an awareness of the needs and abilities of others.

During Term 2 students had an assembly and completed activities around Reconciliation Week. The First Nations students also decided on/participated in activities to promote their own culture within the school. Stage 4 students also attended a camp this term to provide them with 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.

Due to Covid lockdown in Term 3 and part of Term 4, R U Ok Day was not celebrated formally at school. However during this time students were contacted daily by their Pastoral Care Teachers and weekly by their counsellors. They also participated in Zooms for Kahoot Trivia, Love of Learning (LOL) Days: topics included making pizzas, gardening and seedling propagation, making crepes and stove top science. Students were provided with one-to-one individualised support throughout which surprisingly strengthened relationships when students returned to school.

On returning to school after lockdown in Term 4 students participated in a White Ribbon Day assembly to raise awareness about important issues in our society and encourage conversations around social issues in order to promote respect and responsibility for those with visible and invisible signs of hardship.

KEY IMPROVEMENTS ACHIEVED IN 2021

The key improvements which occurred during 2021 include:

1. Staff have developed a Pedagogical Framework that provides a common understanding of quality teaching and learning emphasising challenging and stimulating learning experiences.
2. Staff have begun to develop data collection processes to show the impact Berne has on student academic achievement and emotional growth.
3. Policy and Compliance: Staff and Volunteers participated in online learning to ensure they were up to date with the latest policies and procedures in regards to child safeguarding and other work, health and safety procedures.
4. Educational opportunities were expanded for students to enhance their understanding and participate in Catholic Social Teaching.
5. The John Berne School maintained increasing enrolments and staff used Student Personal Plans to ensure there was appropriate funding for the students.

PRIORITY KEY IMPROVEMENTS FOR 2022

The following are key improvements prioritised for 2022:

1. Finalise data collection processes to show the impact Berne has on student academic achievement and emotional growth.
2. Staff recognise there are difficulties in testing students and the school will strive to find ways to track student growth using more engaging methods.
3. Continue to promote the school with a view to increasing student enrolments and in particular target those students in Year 6 who are transitioning to High School.
4. Personal Plans assist staff in understanding the student's individual needs and provide evidence to support our NCCD funding. Provide staff with training and further their understanding in ensuring the Personal Plans are completed through collaboration with students and parents each term.
5. Develop a new role within the Development Office to increase awareness to our supporters and provide new opportunities for fundraising.

COMMUNITY 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. 90% of parents who completed a survey in 2021 indicated that they had a very high level of satisfaction with The John Berne School. 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:

- "All staff are non judgmental, respectful and seek to find the positives in all situations."
- "Children are always central to everything the school does."
- "The school principal clearly has a genuine interest in every child and a passion to see them succeed."
- "Teachers are incredibly supportive, patient and have taken the time to get to know my son."
- "My son has so much more confidence in his own ability and has been so happy being a student at The John Berne School."
- "Berne is smaller and more adapted for catering to different student needs. Small class size and flexibility has made all the difference!"
- "The most valuable support I found was the staff were wonderful and always understanding of our son's challenges and his needs and always worked with him and planned the best possible way to tackle his social discomforts whilst still trying to have him attend school as much as possible. The follow ups and meetings when things didn't go to plan were always on the agenda and it was very comforting as a parent to have dealt with promptly. Thankyou for all your support."
- "We can not thank everyone enough for all the hard work that has gone into making our son develop into a well rounded young man. We know the road was certainly not smooth but we couldn't have done it without all the support from Berne."

STUDENT SATISFACTION

At the conclusion of Year 10, students are invited to provide a statement about their experience of and satisfaction with the school. Comments made by the Year 10 graduating class of 2021 and students from other year groups are shown below.

- “Berne has helped me become a more mature and patient individual.”
- “I would rather this school over any other school, any day.”
- “The thing I like best about Berne is how supportive the school is. They cater for the needs of all students and the staff are very patient.”
- “I like Berne because it has an environment of like-minded people and a really good support network.”
- “Berne has helped me because I have been able to learn more and improve my focus in class.”
- “I have really been able to grow here because the teachers treat you as an adult and there is always a choice.”
- “Berne has helped improve my learning and my behaviour.”
- “The John Berne School has helped me with my learning because the teachers understand my difficulties and help me to get my work done.”
- “What I like most about Berne is that I feel I have more independence.”
- “The best thing for me has been the small classrooms because the teachers have been able to help me a lot more.”
- “I like the one-on-one support from the teachers, especially the literacy lessons.”
- “Berne has made me more responsible and hard-working and has helped with my temper and emotions.”
- “Berne has helped me because I have been able to learn more and improve my reading skills.”
- “I like Berne because the staff are always fair and nice to everyone.”
- “The fact that Berne is a small school is really good because you get to know everyone really well.”
- “The work has been easier to understand because the teachers are able to give you more help.”
- “This school made me feel like I am actually a good student and not dumb. I never felt like that before.”
- “My teacher just gets me.”
- “Being at John Berne helps me forget about other stuff.”
- “I know it sounds silly, but I feel like my teacher actually cares about me, like I am their kid or something.”
- “I can’t get away with anything here cause the teachers all know me too well and you guys are always with us and around us, hanging in the playground.”
- “If this school was open on weekends I would come cause it feels way less hard than being at home.”

TEACHER SATISFACTION

During 2021 as part of The Berne Teaching Cycle the Principal interviewed each staff member about their Pastoral and Pedagogical goals. During these interviews staff members were invited to respond to a series of questions on what they saw was working well and areas of improvement for Berne. The staff were overwhelmingly positive and constructive, reassuring the Principal that the mission of The John Berne School was being fulfilled in a spirit of dedication to the Marist ethos.

The feedback provided insight into areas for improvement. The recommendations included a need to improve in data collection, collation and analysis along with improvements in teaching and learning. These responses were used by the Principal and the executive as a foundation for key improvement areas for 2022.

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 2021**

	2021	2020
	\$	\$
REVENUE		
Fees - Tuition	199,160	179,774
Fees - Other	10,116	8,145
	209,276	187,919
Interest	82	972
State Government Grants: General Recurrent	365,771	273,899
Commonwealth Government Grants: General Recurrent	1,647,037	1,338,080
Community Grants	17,922	17,605
Marist Brothers Province of Australia Subsidy	-	200,000
Tuckshop (Surplus/Deficit)	1,255	6,560
Donations	89,590	78,877
Fundraising	-	128
Other Income	342,717	166,065
TOTAL REVENUE	2,673,650	2,270,105
LESS EXPENDITURE		
Tuition Expenses and Materials	1,837,650	1,704,274
Administration and General Running Costs	551,547	525,620
TOTAL EXPENDITURE	2,388,645	2,229,894
SURPLUS (DEFICIT) FOR THE PERIOD	285,005	40,211

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; Club Ashfield; Catholic Schools NSW; Dooleys Lidcombe Catholic Club; Ex Marist Mothers' Association; Holy Family Education Petersham; Lucia Marin Design; Marist Brothers Australia; Marist College Kogarah; Marist Schools Australia Limited; Matthew Syres Photography; Morpheus Foundation; Schools Plus; St Joseph's College Hunters Hill; St Thomas Becket Parish Lewisham; Sydney Catholic Schools; V.J. Ryan & Co Chartered Accountant.

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. We also acknowledge the generous support of the members of our Finance Advisory Committee and The John Berne School Advisory Council.

The John Berne School would like to acknowledge and thank the many work experience host employers who generously gave of their time and shared their knowledge with our students.

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.