



# The John Berne School

Annual School Report to the Community

2022

## School Contact Details:

### The John Berne School

Thomas Street, Lewisham NSW 2049

Locked Bag 6, Petersham NSW 2049

[office@johnberneschool.org](mailto:office@johnberneschool.org)

[www.thejohnberneschool.org](http://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](http://www.thejohnberneschool.org).

PRINCIPAL: James Le Huray

DATE: 29 June, 2023

This 2022 Annual Report provides an insight into the vibrant Catholic learning community that is The John Berne School, Lewisham. The John Berne School is animated by the person and Good News of Jesus Christ and enriched by Marist tradition, spirituality, and approaches to learning and teaching. As a Catholic school in the Marist tradition, we celebrate the life of the Berne community captured in this Annual Report.

In this the Sesquicentenary Year of Marist education, we reflect on those first Marist Brothers who perhaps nervously disembarked in Sydney from the ship, the Star of Peace, in 1872 after their journey of 81 days from London. From this humble beginning we consider with gratitude how much Marist life has become part of the fabric of this great nation, especially through the work of Catholic Education. The Founder of the Marist Brothers, St Marcellin Champagnat, had a passion for God expressed in his abiding and deep compassion for young people, especially those most in need. Generations have been inspired by his example of humility, simplicity and audacious courage expressed in and through the education of young people. The spirit St Marcellin and the early founders, with 'hearts that knew no bounds', continues to inspire and encourage us as we, Marist students and teachers, family members, and community members seek to make this generous spirit our own.

This Annual Report provides testimony to the commitment of the school community to its Vision as an expression of Marist life and mission. We celebrate the continued emphasis of the school on the provision of contemporary, life-giving opportunities for all in the community to experience the person of Jesus within the beauty of our Catholic tradition. We acknowledge the achievements of students and teachers, testimony to the pursuit of excellence in learning and teaching and grounded in the belief that every child is precious, and every student can learn. We extend our thanks to all families and the broader school community for your support in the past year, the collective commitment of all to the wellbeing of each other and the strengthening of the partnerships which exist in this most wonderful community.

In presenting some of the life of the school community during the past year and looking to the future with hope, we commend this Annual Report to you and celebrate the ongoing achievements of the students, staff, and the broad family of The John Berne School, Lewisham.

We pray with Mary, our Good Mother, that God will continue to bless The John Berne community.

A handwritten signature in blue ink, appearing to read 'J. Robinson', with a large, stylized initial 'J'.

**Dr John Kyle-Robinson**  
Regional Director (NSW/ACT)  
Marist Schools Australia

### PRINCIPAL'S MESSAGE

I am pleased to write a few paragraphs as the preface to The John Berne School Annual Report for 2022. It is with great pleasure that I reflect upon a successful year at our school. We continue to uphold the principles of our Catholic Faith and we are proud of the ways in which we have seen our students grow both spiritually and intellectually.

I would like to publicly acknowledge the dedication of the staff to the students of Berne and especially thank them for educating and caring for them in the spirit of the Marist Brothers, whose ethos forms the foundation for the Berne culture.

Enrolments at Berne were consistent with 2021 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 the school.

As we look towards the future, we remain committed to ensuring that our school serves as a beacon of hope and faith for years to come. Berne is a place where all students are welcomed, nurtured and supported regardless of their background or beliefs, and where the principles of our faith provide a solid foundation for their future success.

I am most grateful to all in our Berne community who have contributed to the success for 2022 and express my deep appreciation and gratitude for the continued support of the Marist Brothers and Marist Schools Australia.

May God's blessings be upon you, and may he continue to guide us on this journey of faith and learning.

Hope Always.

James Le Huray  
Principal  
The John Berne School

---

## 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 with significant learning needs and without solid grounding in literacy and numeracy. 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 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 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 2022:

Girls	Boys	LBOTE*	Total Students
14	30	7	44

*\* 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 2022 was 62%. The compulsory self-isolation period for those with COVID has impacted statistics. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Year 7	68%
Year 8	59%
Year 9	66%
Year 10	53%



## **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 large 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. 10 students graduated from Year 10 from The John Berne School in 2022. At the end of May 2023, graduating students from 2022 (who completed the full range of programs at school) are represented as follows:

- 10% enrolled in Year 11 at another school
- 10% apprenticeship
- 30% other education or training
- 40% employment
- 10% not engaged in education or employment

---

## STAFFING PROFILE

---

The following information describes the staffing profile for 2022:

Total Teaching Staff*	Aboriginal/Torres Strait Islander Teaching Staff	Total Non-Teaching Staff	Combined Total
12	0	7	19

\* This number includes 11.4 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.

During 2022, the staff at The John Berne School participated in a number of Professional Development opportunities.

Selected staff attended various Marist based workshops such as:

- Faith Formators Colloquium
- Marist Schools Biennial
- National Assembly
- Footsteps 2 - Marist Retreat
- Assistant Principals - Marist Conference

As a whole school, staff attended inservices on:

- Whisperings Coaching: to learn about Strategic Planning processes
- TIPIAC: Teaching Indigenous Perspectives in the Australian Curriculum
- DRS ABCD: First Aid and CPR Training
- Differentiation in Teaching for Secondary Schools (Curriculum Coordinator only).

### 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	-

Please note: the accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary (although there are teachers who take on these roles in our schools).

---

## CATHOLIC IDENTITY AND MISSION

---

At Berne we welcome you to celebrate our Catholic identity and mission through this annual report. We embrace our Catholic heritage as both a privilege and a responsibility, upholding the teachings of the gospel and our Catholic faith in all that we do.

Catholic life continues to flourish at The John Berne School with the community celebrating significant religious education days with Mass and celebrations on Champagnat Day (June 6) and John Berne Day (October 10). The presence of a Marist Brother on staff, gives great witness to the special connection that Marists have with the education of young people and the Religious Education classes continue to be an important means of reaching our young people.

In 2022 staff were invited to participate in spirituality programs such as “Footsteps” and encouraged to join the Marist Association to further gain insight into Marist Spirituality. School masses are held every term and at these masses, rituals have been established that have encouraged the community to reflect at a deeper level, with one of these rituals the lighting of the school candle.

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 to which The John Berne School aspires.

---

## 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

---

## 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 provides a comparison between the school's average in 2022 and the average achieved in all NSW schools. The School results shown are compared to students statewide. Literacy is reported in four content strands (aspects): Grammar and Punctuation, Reading, Writing, Spelling.

Numeracy is reported as a single content strand.

	Reading		Writing		Spelling		Grammar & Punctuality		Numeracy	
	School Mean	State Mean	School Mean	Stage Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean
<b>Year 9</b>	519	580	557	565	517	582	509	577	514	589

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 2022 the number of students issued with a RoSA	10
---------------------------------------------------	----

### 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 St 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. We also adopt a restorative justice approach to conflict resolution which fosters respect and understanding between individuals.

During Term 1 students had an assembly and completed class based activities around the topic of Bullying No Way. This is in line with The 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 selected and 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.

During Term 3 students participated in LOL Day (Love of Learning Day) where in Pastoral Care Groups students created an imaginary Pandemic to transmit good (rather than bad) to others. This encouraged students to think about how they can improve relationships and promote respect to their peers and the world at large. It was an enjoyable day for students with a valuable message.

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.

In addition to these whole school initiatives students also participated in a program to cook food for the St Vincent De Paul night trucks that deliver food to the homeless. They prepared the food in our kitchens according to their own recipe, individually wrapped the products within a certain time frame to be delivered that night.

### KEY IMPROVEMENTS ACHIEVED IN 2022

The key improvements which occurred during 2022 include:

1. Staff have used Progressive Achievement Tests (PAT) to collect and collate data on student academic achievement.
2. The school management system Compass was utilised to collect and collate data on student attendance and incidents of bullying.
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 work, health and safety.
4. The John Berne School continued to maintain increased enrolments and use their Personal Plans to ensure NCCD funding.
5. Staff and students were given the opportunity to further enhance and participate in Catholic Social Teaching.

### PRIORITY KEY IMPROVEMENTS FOR 2023

The following are key improvements prioritised for 2023

1. Finalise and implement a data collection system to show the impact The John Berne School has on student emotional growth/self esteem.
2. Develop a new role with the school's administration team to increase awareness to our supporters and provide new opportunities for fundraising.
3. Implement a review process for the leadership team and review their roles and the leadership structure.
4. Continue to promote the school with a view to increasing student enrolments and in particular target those students in Year 6 transitioning to High School.
5. Implement a coherent approach to the use of student data for tracking progress and shaping future direction.

---

## 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. 100% of parents who completed a survey in 2022 indicated that they had a high or very 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:

- “The Berne staff are absolutely brilliant and we feel blessed to have had our son here.”
- “What I appreciate most about Berne is that everyone understands and acts with compassion on the issues my child is dealing with.”
- “There needs to be more schools like this where students are taught according to their needs.”
- “The teachers here place importance on students’ mental health and wellbeing.”
- “The access to psychologists with weekly catch-ups and the prompt feedback given to parents when there are issues of concern is invaluable.”
- “The compassion and empathy shown by all staff towards students is impressive.”
- “More drug education would be helpful.”
- “Staff at Berne are non-judgemental, flexible and genuinely care.”
- “The small class sizes are great as they create an opportunity to get to know each student on an individual level.”
- “I value having access to counsellors each week.”
- “It has been great that Berne is so flexible and allowed my son to incorporate school and workplace learning.”
- “Many thanks for helping my son to have a better life and to believe in himself.”
- “It would be good if this school continued to Years 11 and 12.”

## 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 2022 are shown below.

- “Berne has helped me because there is a more flexible approach to learning.”
- “Since coming to The John Berne School I have more respect for teachers and my attendance has improved.”
- “Teachers are more understanding here.”
- “Coming to The John Berne School has made me more independent and motivated.”
- “Since coming to The John Berne School my behaviour has improved loads. I come to school most days and find it easier to treat others with respect.”
- “What I like about Berne is that you are treated more like an adult. You are able to speak freely and say what is on your mind.”
- “Since coming here my mental health has improved and I haven’t been as anxious about things. The John Berne School has also helped me to function better in an educational setting. I am also better at socialising with other people.”
- “I like Berne because it is smaller and more supportive than other places. I will miss it a lot.”
- “Since coming to this school, I feel that I have grown, become more mature, understanding of other people and strong in wisdom.”
- “The environment is more relaxed and teachers are calm.”
- “After coming to The John Berne School my confidence has improved.”
- “Teachers and Counsellors have been understanding and supportive.”
- “Since coming here my attendance has been better.”
- “One of the good things about Berne was being able to go on Snow Camp.”
- “Since being a student at Berne, I have been coming to school more often.”
- “Since coming to Berne, I am more respectful towards my peers and teachers.”
- “James, the Principal, has helped me by giving me a chance in the first place to come here.”
- “My behaviour has improved a tremendous amount since coming to Berne as my mental stability has improved.”
- “The main thing that I like about Berne is the teachers.”
- “It’s different from other schools because you learn more being in a small class.”
- “I feel proud and more confident in myself to keep on striving for better.”
- “I think that Berne is a good school and everyone should come here.”

## **TEACHER SATISFACTION**

The John Berne School is a safe, positive, supportive and collegial environment where issues can be raised and addressed professionally. The Principal conducts a full staff meeting weekly where staff have the opportunity to raise any concerns, discuss wellbeing as well as monitor their level of satisfaction. It is important to note that in the previous two years there has been minimal turnover of staff.

At the end of each school year the Principal meets individually with each staff member and they are invited to respond to a series of questions. These meetings have been overwhelmingly positive and constructive.

---

## 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 2022**

	<b>2022</b>	<b>2021</b>
<b>REVENUE</b>	<b>\$</b>	<b>\$</b>
Fees - Tuition	190,732	199,160
Fees - Other	9,730	10,116
	209,462	209,275
Interest	3,666	81
State Government Grants: General Recurrent	429,226	365,771
Commonwealth Government Grants: General Recurrent	1,753,253	1,647,037
Community Grants	17,000	17,922
Tuckshop Income	25,072	15,649
Donations	134,158	89,590
Fundraising	64	-
Other Income	198,093	342,718
<b>TOTAL REVENUE</b>	<b>2,760,994</b>	<b>2,688,044</b>
<b>LESS EXPENDITURE</b>		
Tuition Expenses and Materials	1,957,934	1,837,099
Administration and General Running Costs	614,779	565,940
<b>TOTAL EXPENDITURE</b>	<b>2,572,713</b>	<b>2,403,039</b>
<b>SURPLUS (DEFICIT) FOR THE PERIOD</b>	<b>188,281</b>	<b>285,005</b>

---

## 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:

2aspire Business Solutions;  
Bullant Sports Pty Ltd;  
Catholic Archdiocese of Sydney;  
Club Ashfield;  
Catholic Schools NSW;  
Catholic Women's League Summer Hill;  
Delany Foundation Ancillary Trust;  
Dooleys Lidcombe Catholic Club;  
Fugen Constructions;  
Guide Dogs NSW Positive Paws Project;  
Herbert Street Foundation;  
Holy Family Education Petersham;  
ICAP Charity Day;  
Insurance Advisernet Foundation;  
JBWere Charitable Endowment Fund;  
Life Pharmacy Group;  
Marie Byrne Scholarship;  
Marist Brothers Australia;  
Marist College Kogarah;  
Marist Schools Australia Limited;  
McEwen Investment Services;  
Pharmacy Phusion;  
Sidgreaves & Co;  
St Joseph's College Hunters Hill;  
St Thomas Becket Parish Lewisham;  
Sydney Catholic Schools;  
V.J. Ryan & Co Chartered Accountant;  
West Ashfield;  
West Tigers Unite Harmony Program.

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.



