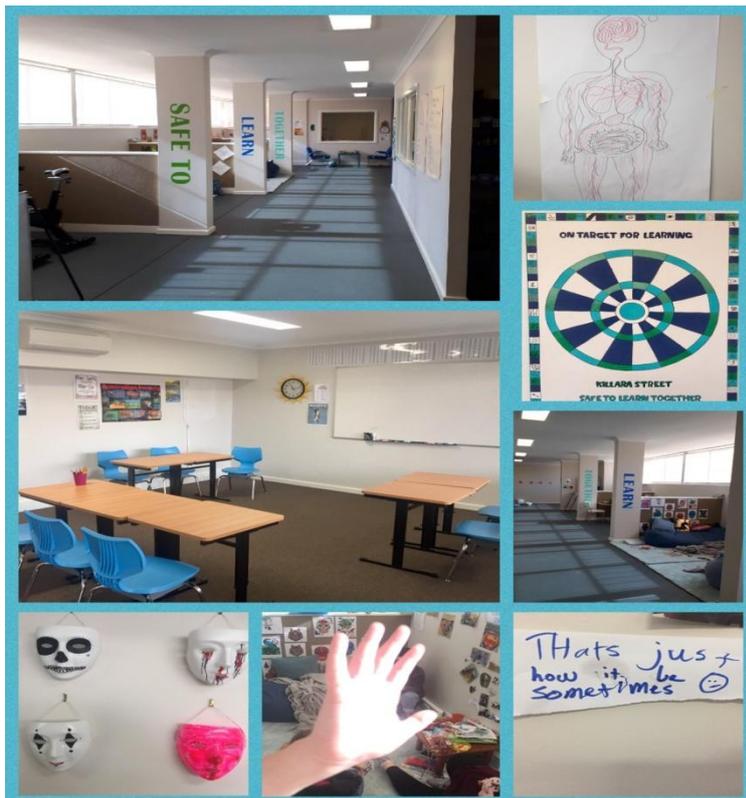




BERENGARRA SCHOOL

Annual Report 2017



Berengarra School Annual Report – 2017

School Overview

Berengarra School is an independent co-educational school for secondary students. The students are of normal intelligence but struggle to maintain their place within a mainstream school due to social/emotional disorders. Disorders include, but are not limited to, high levels of anxiety and depression, oppositional defiance disorder, post traumatic stress, obsessive-compulsive disorder, Asperger's Syndrome, developmental trauma, and ADHD. These behaviours manifest themselves in school refusal, inappropriate behaviour at school and a lack of social awareness or impulse control. In most cases, it appears that our students have difficulties because of a combination of problems in home and school life rather than through one specific cause.

Berengarra aims to develop self-management skills in students over a period of on average, 6 to 24 months to bring about a change in their behaviour and allow them to return successfully to mainstream schooling, a TAFE course, employment, or work education program. In some cases students attend Berengarra for up to four years, especially as we now offer Foundation and Intermediate VCAL.

Berengarra School Mission Statement

Berengarra School believes in respect and empathy for all members of our community. All young people have a right to an education in a caring, supportive environment. When young people experience severe social and/or emotional difficulties, appropriate support and resources are necessary for them to receive a successful education. Berengarra School seeks to address these issues in a stimulating, non-judgemental learning environment with specialist staff and innovative programs that are centred on individual outcomes. It provides each student with "A Chance for Change".

The Aims of the Berengarra School

1. Provide a supportive educational environment for adolescents with social and emotional disabilities and their families/care-givers.
2. Offer a stimulating, challenging and comprehensive curriculum that is relevant to the needs of our students.
3. Facilitate the development of positive self-esteem, responsibility and independence in the student.
4. Promote teamwork, innovation and mutual support amongst staff and encourage participation in ongoing professional development.
5. Establish and maintain a network of support systems relevant to our clientele.
6. Engage parents/guardians in the home/school partnership.
7. Work within the guidelines set out by the Victorian Registration & Qualifications Authority and employ suitably qualified and experienced staff.
8. Manage the school as an efficient, effective and financially viable business.

Members of the School council in 2017

Chair - Diane Penkethman – Dip. Ed. (Primary), B. Sp. Ed., M. Ed. St., Grad. Dip. Ed. Admin.

Secretary – Janine Smith – FCA, BBus(Acc)

Principal - Peter Heffernan - B.Sc., B.Sp.Ed., Dip.Ed., Grad Dip. Com. St.

Justin Finnerty – B.Sc., B.Ed.

Shane Kamsner – B.A., B.Sc., Dip. Ed., M. Ed. Psych.

Simon Le Plastrier - B.A., Dip. Ed.

Bec Guggisberg – M.Soc. Ecol., Grad. Dip Ed., B.Outdoor Ed.

Mary Cole – B.A., Dip Ed., Cert. IV Training & Assessment, B. Midwifery.

Giselle Andrews – Higher Diploma Education

Mark Lewis - B Business, Dip. Ed., CAANZ, IBEN

School Registration

The School was assessed by the Victorian Registration and Qualification Authority (VRQA) in 2013 and met all minimum standards for registration. School are reviewed every five years. Our next review will be in 2018.

Child Safe

Berengarra School takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all Child Safety Standards as specified in Ministerial Order No. 870 (2015)

Ministerial Order No. 870 sets out the specific actions that registered schools need to take to meet the child safe standards. The Ministerial Order places accountability for managing the risk of child abuse with school governing authorities. The child safe standards came into effect for all Victorian schools on 1 August 2016 whereby new minimum standard for school registration required schools to meet the requirements of the Ministerial Order.

As of 1 July 2017, all Victorian school principals are required to bring allegations of reportable conduct by employees to the Commission for Children and Young People (CCYP). The Reportable Conduct Scheme complements the Child Safe standards and other existing child safety measures. School Principals will be required to:

- report any allegations of misconduct that may include reportable conduct to the CCYP within three days of becoming aware of the allegation
- notify the CCYP of all allegations of conduct that may involve reportable conduct by employees, contractors, volunteers, allied health staff and school council employees

The Reportable Conduct Scheme does not change a principal's mandatory reporting and other reporting obligations. Principals must contact Victoria Police if they suspect a criminal offence has occurred involving a child. Principals' responsibilities to manage employee misconduct will not change.

The Reportable Conduct Scheme will require schools and other organisations to respond to allegations of child-related misconduct made against their workers and volunteers and report those allegations to the Commission for Children and Young People.

Student welfare and risk management at Berengarra School continues to be underpinned by the implementation and monitoring of all Child Safe policies.

In 2017 Berengarra met its obligations of the Child Safe legislation by embedding it in all aspects of the school's operations; newsletters, policy development, communication, staff training, contracts, the school website, etc. Also, the policies and all issues related to Child Safe practices were discussed at every staff and Council meeting.

2017 – The School Year in Review

Curriculum

While Berengarra School has as its primary focus the social and emotional development of our students, we also recognise the importance of maintaining academic standards. Many of our young people have associated learning difficulties and require extra support in classes.

A great advantage of the Berengarra curriculum is its ability to respond quickly to the changing needs of our student body.

Box Hill Campus

In 2017, the curriculum was comprised of core and elective subjects.

Most students arrive at Berengarra with thorough assessments from psychologists or psychiatrists as well as school reports that reflect their achievements at previous schools. We utilise this information together with our own educational assessments to place students in mathematics and English classes that best meets their learning needs and learning styles. The assessments we use are either formal or anecdotal.

The average class size in numeracy and literacy is 10 students to 1 teacher, and every class has the additional support of one teaching assistant. The special education teacher takes a group of 2-3 students who have the greatest needs. It is our goal to diagnostically test each student every six-twelve months to monitor their progress.

Core subjects in 2017 were: maths, English, art, food technology, humanities, mindpower, physical education and drama.

All students participate in art, food technology, humanities, mindpower, physical education and drama in their home groups. .

Mindpower has a link with each student's home group. Students participate in one session per week with the focus being on the personal development of the individual. The program is co-ordinated by the school counsellor, Claire McIntyre, and incorporates elements of cognitive behavioural, narrative and solution focussed therapies. In 2017 Mindpower sessions covered emotional intelligence, sense of humour, body systems and self regulation. There was a strong focus on promoting wellbeing including stress management, accessing health professionals, and healthy eating.

Elective subjects vary depending on the teachers allocated to take the class. Examples of elective subjects from 2017 were team sports, fishing, bike riding, karate, gardening, wool craft, Italian cooking, chess, chocolate making, science experiments, model making, games and puzzles, outdoor education and historical tours. Each elective was a term in duration.

As in the previous five years we returned to the Mill Valley Ranch in Tynong for our school camp. The students participated in the many activities run by the camp instructors, including, fishing, canoeing, archery, horse riding and swimming.

Pathways Campus

Berengarra Pathways Program has a capacity of 32-34 students, providing learning spaces over two small campuses. These campuses are based in community buildings owned by Monash City Council and the Port Phillip Housing Association.

In 2017 the Pathways Program offered Foundation and Intermediate levels in the Victorian Certificate of Applied Learning (VCAL). To be awarded these Certificate students had to complete a number of units in Literacy, Numeracy, Personal Development skills and Work

Related Skills. Students also must complete a Vocational Education and Training course (VET) as well as a work placement.

The program offered the opportunity for students to complete a VET subject with Berengarra School, but also had the flexibility to allow students to find other VET subjects at Technical and Further Education (TAFE) institutions as well as other Registered Training Organisations (RTO's).

The Pathways program included an on-site trading café, 'CafEducation', which provided an opportunity for students to complete Certificates II in Retail Services and a Certificate III in Retail. At CafEducation students also gained employment as part of a School-Based Apprenticeship and Traineeships (SBAT's) scheme. At the end of 2017 thirteen students were registered as SBAT's. Their employment as an SBAT required students to work 7.5 hours per week. To complete this, students worked different shifts covering CafEducation's opening hours of 7.30am until 3.30pm.

As a part of the connection between Berengarra Pathways and the Port Phillip Housing Association, seventeen market deliveries were completed throughout the year. At the market, students sorted, delivered and served fruit and vegetables at the PPHA market for members of the PPHA community. This was a fantastic opportunity for our students to enhance their work-related skills in a school environment. Students weighed and measured the fruit and vegetables and distributed the items to different areas of the community, including PPHA. Students also helped set up, run and pack away the community market whilst gaining experience of working in teams alongside the PPHA volunteers.

CafEducation provided barista training for a number of external students from the following schools; Ashwood High School, Donvale Christian College, The Avenues School, Bulleen Heights School, Vermont Secondary College, Brentwood Secondary College and South Oakleigh Secondary School. CafEducation also provided catering for PPHA meetings and for the PPHA 'Family Fun Friday'. These events happen fortnightly using the CafEducation facilities and are held for residents of PPHA.

At the end of 2017 six students completed Foundation VCAL and a further four students completed Intermediate VCAL. Furthermore, six students completed their Certificate II in Retail Services.

Also, we had two students who achieved competency in an external TAFE course. They included a Certificate II in Screen and Media and a Certificate II in Building and Construction.

To record the percentage of students who completed any qualification would be inappropriate as many of the students either take considerably longer to complete their VCAL than students in mainstream schools, or they have commenced their course later in the school year.

Justin Finnerty
Head of Pathways

Killara Street Program

The Killara Street Program opened its doors in term 2 with the new space finishing construction on schedule. The remainder of the year involved developing the program to meet the needs of its students. As expected, there were challenges from the outset but by the end of the year, the Killara Street Program had found its feet. The students were engaged in learning and using trauma-informed principles to manage their behaviour.

Extensive consultancy and expertise were required to realise the goal of delivering a quality educational program working from a trauma-informed model. A generous grant from the Helen Macpherson-Smith Trust enabled involvement from the Berry Street Education Model team, ensuring the Killara Street Program was built on evidence-based practice. This funding also enabled the purchase of equipment and resources. Additionally, funding from the City of Whitehorse School-Focused Youth Services enabled consultancy from Margaret Armstrong and David Vinegrad, leaders in restorative practice in schools. The addition of restorative practice to

the trauma-informed model became imperative when managing the various behaviours with which the students presented.

It is hoped that the Killara Street model can demonstrate that new knowledge emerging from the fields of neuroscience and developmental trauma has a place in education and that this will have broader implications for modifying the management of student behaviours at Berengarra School, as well as contributing to the advancement of trauma-informed practices in education.

Marianne Wray
Coordinator

Student Report

Total number of students enrolled at Berengarra during 2017 – 91.

Berengarra received Government recurrent funding for 81 students for the 2017 school year (based on August census date), seven more than in 2016.

Student Attendance – 2017

The following is the census data for each campus

Box Hill – 79.9% Pathways – 70.6% Total – 75.9%

2016 – 80.7%

2015 - 71.4%

2014 – 71%

2013 – 71%

2012 - 76%

2011 - 73%

As in previous years the number of students that presented with issues around school refusal was significant, with at least 25% of our students having little or no attendance at school for six months or more prior to enrolment, and so this distorts the student attendance figures when comparing them to those of mainstream schools. Our school refusers program, co-ordinated by the new school counsellor, Claire McIntyre, was once again very successful in re-engaging most of these students. The key to the program is that it is based on a consistent approach with realistic goals.

For students with this issue an attendance of 50% in their first 3 months on the program would be judged a success, and I can report that the majority of these students achieve this within a term of their enrolment.

Attendance figures in 2017 were slightly down on last year. I believe this is a reflection on the nature of the issues our students presented with this year, being more severe than in past years.

Transition

Total number of departures in 2017 – 31 students

Destinations of Students Post Berengarra

Destination	Percentage
Mainstream School	12.9%
TAFE	19.4%
Alternative Education	41.9%
Welfare Support	22.6%
Work	3.2%
Total	100.0%

During 2017, 11 students that were enrolled at the Box Hill campus the previous year transitioned to the Pathways campus at various times throughout the year. Most of these students

would start their transition one day a week, and then slowly increase their time at Pathways over a term.

Student Assessment

At the Harrison Street campus formal assessment of every student has three components

1. Behaviour Assessment for Children System 2nd Edition (BASC) on intake. The assessment has three components; student, parent and teacher, and from each of these components a behaviour profile can be ascertained. In 2018 we plan to reassess all students every twelve months.
2. ACER PAT Maths 4th Edition - Progressive Achievement Tests in Mathematics provide information about the level of achievement of students from Year 1 to Year 10. The tests assess students' skill and understanding in multiple-choice format in the six strands of:
 - Number
 - Algebra
 - Geometry
 - Measurement
 - Statistics
 - Probability

The assessments also address the mathematical processes of understanding, fluency, problem solving and reasoning. The skills assessed by each question are mapped against the Australian National Curriculum for Mathematics.

3. PAT R - Progressive Achievement Tests in Reading assesses students' reading comprehension skills, vocabulary knowledge and spelling.

For all of our students our initial goal is to address their social/emotional issues so that school and learning can change into positive experience.

We aim to test each student soon after intake and then every six - twelve months after this. However, some of our students will find this process very confronting and either refuse to participate or not take the testing seriously, and in some cases it may take months before these students reveal any meaningful data.

The results of the testing as well as informal assessments are used to place students in the right maths and English groups. They are also used to review our approach to teaching and learning.

NAPLAN

Annual NAPLAN assessments are made available to eligible students. Parents/caregivers are contacted by our special education teacher and their suitability for testing is discussed. The parents then make the decision whether to participate or not, and for the majority their decision is the latter. In 2017 four students sat for NAPLAN testing. Because of the low number reporting the results would not be appropriate. This was the case for the previous two years.

Staff Report

38 staff were employed during 2017. No staff have indicated they have Indigenous Australian heritage.

Staff break-down of employment time (end of term 4) – Total 28.9 FTE

This was an increase of 4.1 FTE staff from 2016, due to the appointment of three staff for the new Killara Street Program and a counsellor at the Pathways Program.

The following table is the list of employees at the end of term 4.

Principal	Full time
Deputy Principal	2@ Full time
Business Manager	Full time
Teaching Staff	5@ Full time
	5@ .8 FTE
	2@ .7 FTE
Counsellors	1@ Full time
	1@ .8 FTE
Youth Workers/ T.A.	4@ Full time
	6@ .8 FTE
Cafe Manager	1@ Full Time
Receptionist/Office	2@ Full Time
	1@ .2 FTE
Cleaner	1@ .3 FTE
Computer Tech	1@ .4FTE

Psychologist engaged on a sessional basis.

Staff Employed in 2017

Principal - Peter Heffernan; B.Sc., B. Sp. Ed, Dip. Ed., Grad. Dip. Comp. St.

Deputy Principal (Pathways) – Justin Finnerty – B.Sc., B.Ed.

Deputy Principal (Box Hill) – Julio Bustos - B.Ed., Grad.Dip.Sp.Ed., Dip. Ed., Dip. Counselling,
Business Manager – Janine Smith - FCA, BBus(Acc)

Teachers

Mitzi Sneesby – B.Ap.Sc., Post Grad. B. Teach.

Cheryl Vickers – Dip. Ed (Primary), Dip. Counselling,

Lyn Perry – M. Ed. (Special Ed.), Grad Dip Careers, Dip. Food Services

Anne Zvirbulis-Woods – B.A. (Arts), Dip. Ed., Dip. Health Counselling,

Rebecca Emmett – M. Ed.

Louise Childs – B.A., Dip. Ed.

Sharyn Halloran – B. Ed.

Gwen De Lacy – B. Ed.

Jenny Langford – B.A. , PGCE (Secondary)

David Pieta – B. Ap. Sc., Dip. Ed., Dip. Sports Admin.

Catrina Salton – Dip. Youth Work, Cert IV T.A.

Victoria McCaffray – B.A., Dip. Ed., Cert IV T.A.

Stella Nguyen – B.Ed.,

Bec Guggisberg - Soc. Ecol. (UWS), Grad. Dip Ed. (Melb), B.Outdoor Ed. (Latrobe)

Eileen Archer – B.A, Grad. Dip. Prim. Teach.

Counsellors

Marianne Wray – M. Social Work.

Claire McIntyre – Dip. Soc. Sc., Cert IV Mental Health

Youth Workers / Teaching Assistants

Okan Husnu – Cert IV Youth Work, Dip. Arts
Mia Thiedman-Brown - Cert IV Mental Health
Ros Brown – Cert IV in Youth Work, Mental Health
Emma Hobson – Dip. Youth Work
Andrew Vallance – B. Bus., B.Psych., M. Couns.
Jabby Stewart – Dip. Youth Work
Amelia Williams
Eric Della
Nina Glavans
Jordan Struckett

Office Staff

Samantha Doorbar – Dip. Bus. Management, Cert. IV Teacher’s Aid
Angela Karkanis
Deborah Johnson
Thomas Ballis
Isabel Ho

Cafe Manager

Matthew Nevett

Cleaner

Lloyd Vickers

Qualifications

All teaching staff hold VIT registration.
Four teachers hold special education qualifications

Absenteeism (per FTE staff member)

2017 – 7.9 days
2016 – 6.9 days
2015 - 10.9 days
2014 – 6.9 days
2013 – 5.5 days
2012 – 9.4 days
2011 - 6.2 days
2010 - 5.8 days
2009 – 7.6 days

Staff/Pupil Ratio

Below is a table of staff/student ratios for the last nine years. The number of staff includes all teaching and non-teaching staff. The gradual lowering of the staff/student ratio has been because the increase in Commonwealth funding for students with disabilities over the past four years. Under the new Gonski 2.0 funding model this is projected to continue in the next three years.

Year	Number of Students	Number of Staff	Staff/Student Ratio
2007	45	13.7	3.3
2008	42	13.5	3.1

2009	44	11.9	3.7
2010	44	11.8	3.7
2011	56	13.1	4.3
2012	56	14.7	3.8
2013	58	15.9	3.6
2014	71	22.3	3.2
2015	71	22.6	3.14
2016	74	24.8	3.0
2017	82	28.9	2.83

Employee Assistance Program:

The Employee Assistance Program is available to all staff members. It allows for three sessions with a health professional to talk through any issues that are affecting their lives.

During 2017 the EAP was utilised by three staff members.

Leadership Team

This year there was change to the School's leadership team due to the departure of Bec Emmett. Mitzi Sneesby was appointed the new curriculum co-ordinator. Her main tasks in 2017 were to implement changes to our education plans, which were based on the education plans from the Berry Street Education Model, and update our curriculum to reflect the new Victorian Curriculum.

The leadership team also welcomed our new Business Manager, Janine Smith, who took up her position in March. Janine has a background working in school finance and administration for over a decade, and has also worked in the private sector.

The leadership team meet as a group every fortnight.

Professional Development

All registered teachers at Berengarra School are required to engage in at least 20 hours of professional development (PD) activities each year in order to renew their registration. All staff participated in weekly staff meetings and briefings which often present areas related to professional development. They also have access to the PD offered by ISV and other professional development organizations. In 2017 staff attended seminars on leadership, learning disabilities, media, and autism.

All staff attended three of the four training days on the Berry Street Education Model, and participated in several sessions on restorative justice. The last day of the BSEM training will be in January, 2018.

Many staff were supported in upgrading their qualifications in special education, first aid, outdoor education and Certificate IV Teaching and Assessment.

School Conference

In the last week of the July school holidays all staff attended a two day staff conference at Cape Schanck. On the first day we completed the first of four training days of the Berry Street

Education Model (BSEM), which underpins student management in the Killara Street Program. In future this model will help us develop more sophisticated behaviour management processes in our other programs. On the second day, one of the School Council members, Shane Kamsner, Head of Student Development at Carey Grammar, presented an informative workshop on learning issues associated with poor working memory, something that many of our students present with. He shared with us his broad knowledge and experience. We then spent the afternoon on restorative justice and discussing ways of implementing aspects of the BSEM. The feedback forms from the conference were extremely positive about all aspects of the conference; workshops, venue, food and even the entertainment!

Total amount spent on professional development in 2017 - \$47,108 (1.6% annual budget)

Capital Works – Major Items

Capital Works 2017	
Item	Cost
Killara Street Building	\$109,507
Classroom & Office Furniture	\$20,705
I.T. Equipment	\$12,594
Total	\$142,806

Strategic Plan

In 2017 the school continued to meet many of the goals outlined in our Strategic Plan. In 2017 our most significant achievements were:

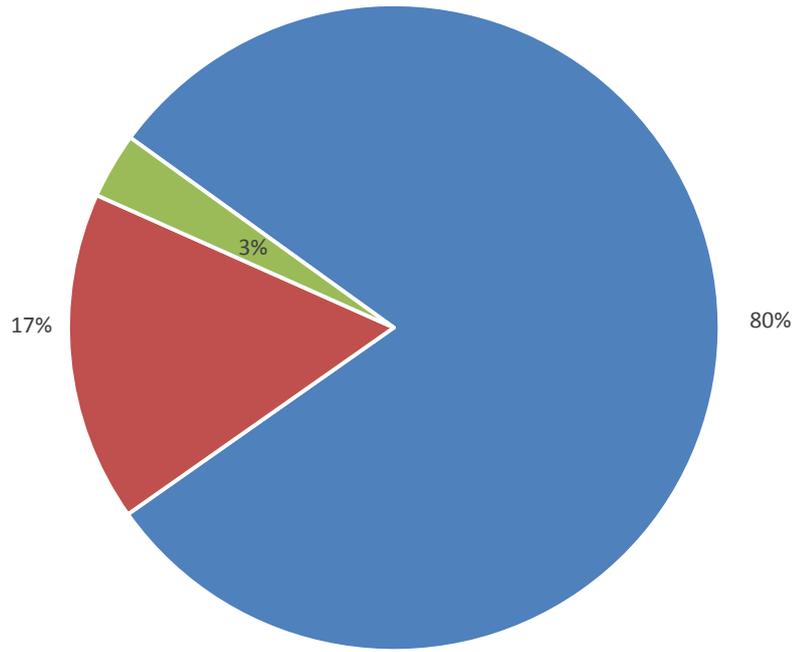
1. Expanding the school by the opening of the Killara Street Program, which increased the total number of students at the School to 81.
2. Lowering the staff/student ratio from 1/3.00 to 1/2.83 with the appointment of a part time counsellor at the Pathways campus and extra teaching assistants.
3. All staff engaged in Berry Street Education Model (BSEM) training. This will form the basis of major changes to our personal development and educational programs in 2018.
4. Established networks with special education leaders in the independent schools sector by hosting several groups for information sessions.

As this is the last year of the current Strategic Plan, a new one is due from 2019. Planning for this should commence by the middle of 2018.

Parent, Staff and Student Surveys

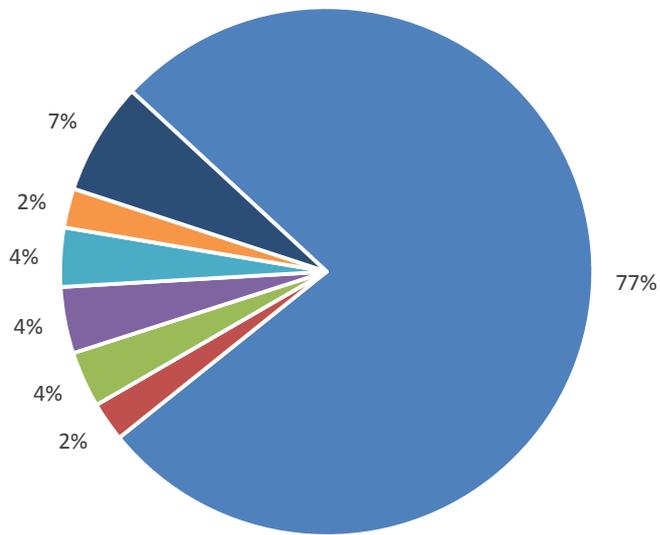
Berengarra School participates in the LEAD school surveys every second year. The School Council, staff, students and parents participated in separate surveys and provided the school with valuable feedback on how to improve the delivery of its programs. The next survey will take place in August, 2018.

2017 INCOME



■ State and Federal Government Grants ■ School Fees ■ Other Revenue (incl. donations)

2017 EXPENDITURE



■ Employee Benefits ■ Depreciation and Amortisation
■ Curriculum & Equipment Costs ■ Operations and Utilities
■ Fees, Services and Finance Costs ■ Information and Communication Technology
■ Administration Expenses

Looking Ahead – 2018

The main focus in 2018 will be developing the delivery of all of our programs to improve the learning outcomes and personal development of our students. We will be moving to the Victorian Curriculum and this will give us the opportunity to review the scope and sequence of all subjects.

There is also a need to improve the use of ICT across the curriculum. Our curriculum co-ordinator, Mitzi Sneesby, will lead the management team in investigating hardware and software solutions to improving all aspects of teaching and learning.

In July 2017, the staff participated in a survey of all our buildings and facilities to identify areas that could be improved. The requests were many; some practical, some a little grandiose. In 2018 the School Council will be reviewing the survey results and prioritizing improvements at each of our campuses.

Finally

To the students, the parents and caregivers, the staff and members of the school council I thank you all for a great year, and I look forward to working as Principal in 2018.



Peter Heffernan

Principal

Berengarra School

2017 - Special Donations & Grants

Helen McPherson Trust - \$52,263

Rotary - \$4,415

School Focused Youth Service - \$5,799

Bunnings - \$150