



BERENGARRA SCHOOL

Annual Report 2018

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, high functioning autism, 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 School 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 School for up to four years, especially as we 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 2018

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.

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

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

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

School Registration

This year, the School was assessed by the Victorian Registration and Qualification Authority (VRQA) and met all minimum standards for registration. School are reviewed every five years. Our next review will be in 2023.

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 2018, Berengarra School 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.

2018 – 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 School curriculum is its ability to respond quickly to the changing needs of our student body.

Box Hill Campus

The 2018 curriculum, which references the updated Victorian Curriculum, was comprised of core and elective subjects.

Most students arrive at Berengarra School 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 meet 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 months to monitor their progress. For some students, the process of being tested is very traumatic and they will refuse to participate. We then rely on anecdotal and informal assessments until such time as they are ready to be tested.

Core subjects in 2018 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, and incorporates elements of cognitive behavioural, narrative and solution focussed therapies. In 2018, 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 in 2018 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 previous 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

The Pathways Campus 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 Housing First Ltd. respectively.

In 2018, the Pathways course offered Foundation and Intermediate levels in the Victorian Certificate of Applied Learning (VCAL). To be awarded this Certificate students have 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 and 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 and a Certificate III in Retail Operations. At CafEducation, students also gained employment as part of a School-Based Apprenticeship and Traineeships (SBAT's) scheme. At the end of 2018, seven 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 School and Housing First, seventeen market deliveries were completed throughout the year. At the market, students sorted, delivered and served fruit and vegetables at the Housing First market for members of the Housing First 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. Students also helped set up, run and pack away the

community market whilst gaining experience of working in teams alongside Housing First 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 the Housing First and Link Health's 'Family Fun Friday'. These events happen fortnightly using the CafEducation facilities and are held for residents.

In 2018, Berengarra School invested in a new partnership with Magenta Training providing a Certificate II in Public Safety (Firefighting Operations). This course was offered to students fortnightly and was based at the Box Hill campus. This course was facilitated by Magenta Trainers and supported by Berengarra School staff.

At the end of 2018, seven students completed Foundation VCAL and a further thirteen students completed Intermediate VCAL. Nine students completed Certificate II and a further nine students completed Certificate III in Retail Services. Also, we had four students who achieved competency in an external TAFE course. They included a Certificate III in Screen and Media, Certificate II in Engineering, an SBAT in Information and Digital Media Tech and a Certificate II in Food Processing.

Killara Street Program

The Killara Street Program has built on its successes in 2017 to become an established and invaluable program in 2018. Catering for around ten students with developmental trauma, difficulty accessing school and who require extra support before entering the junior Harrison Street program on a full-time basis.

The work in 2018 has been focused on establishing a consistent daily program allowing for predictability as recommended by current research from Berry Street and other trauma practitioners. The hard work in this area has resulted in increased student attendance and has allowed the building of positive peer relationships. Consistent classroom strategies and established routine has led to improved academic output.

New curriculum ideas have been initiated during 2018, with the Killara Street Program adopting STEAM and using initiatives taken from Victorian Curriculum. STEAM represents an educational approach across the fields of Science, Technology, Engineering, Art and Mathematics. The STEAM curriculum and its activities are cross-disciplinary and project based. Evidence of this can be found in the small-scale gardening project that has been undertaken with students creating a small vegetable patch. The space just outside of the building was used for the growing of several different vegetables from seed to using them during a cooking class. During 2018, the program has also introduced a weekly excursion to locations such as Bounce incorporating bowling or the local park.

To aid integration to the junior campus, students have been undertaking certain activities at the Harrison Street Program. This allows students to experience the facilities and classrooms of the Harrison Street Program with the aim to make students feel more comfortable when it comes to transition. This has also enabled the use of the kitchen for food technology lessons and the outdoor area for sport.

Student Report

Total number of students enrolled at Berengarra School during 2018 – 97.

Berengarra School received Government recurrent funding for 80 students for the 2018 school year (based on August census date).

Student Attendance – 2018

The following is based on the census data for each campus

Box Hill – 73.1%

Pathways – 73.2%

Total – 73.1%

2017 - 76%
2016 - 81%
2015 - 71%
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 2018 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 2018 – 31 students.

Destinations of Students Post Berengarra School

Destination	Percentage
Mainstream School	35.5
TAFE	19.3
Alternative Education	12.9
Welfare Support	25.8
Work	6.5
Total	100.0

During 2018, 8 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 Campus over a term.

Student Assessment

At the Box Hill 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. PATR - Progressive Achievement Tests in Reading assesses students' reading comprehension skills, vocabulary knowledge and spelling.

For all 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 2018, three 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 2018. No staff have indicated Indigenous Australian heritage.

Staff break-down of employment time (end of term 4) – Total 29.7 FTE

This was an increase of 0.8 FTE staff from 2017.

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	2@ Full time 1@ .8 FTE
Youth Workers/ T.A.	3@ Full time 4@ .8 FTE 3@ .6FTE
Cafe Manager	1@ Full Time
Receptionist/Office	2@ Full Time
Computer Tech	1@ .6FTE

Psychologist engaged on a sessional basis. We also employed several consultants to assist on the I.T. upgrade and policy development. During 2018, three teaching staff resigned their positions.

Staff Employed in 2018

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

Deputy Principal (Pathways Campus) – Justin Finnerty – B.Sc., P.G.C.Ed., Cert. IV T.A.

Deputy Principal (Box Hill Campus) – Julio Bustos - B.Ed., Grad.Dip.Sp.Ed., Dip. Ed., Dip. Couns.

Business Manager – Janine Smith - FCA, B.Bus. (Acc)

Teachers

Mitzi Sneesby – B.Ap.Sc., B. Teach.
Cheryl Vickers – Dip. Teach, Dip. Couns.
Lyn Perry – M. Ed. Sp. Ed., Dip. Couns. & Careers, Dip. Ap. Sc.
Anne Zvirbulis-Woods – B.A. (Arts), Dip. Ed., Dip. Health Couns.
Paul O’Loughlin – B. Ap. Sc.
Louise Childs – B.A., Dip. Ed.
Sharyn Halloran – B. Ed.
Gwen De Lacy – B. Ed.
Lisa Vuong – M. Teach., B.Bus. (Mktg)
Michael Hamilton – B. Teach., B.Mus., Grad. Dip. Div., Adv. Dip. Couns.
Catrina Salton – Dip. Y.W., Cert. IV T.A., Dip. VET, Dip. H&C., Dip. C.W.W.
Victoria McCaffrey – B.A., PG. Dip. Teach., PG. Dip. Art, Cert. IV T.A.
Stella Nguyen – B.Ed., Cert. IV T.A., Dip. ECAP., M. ECAP.

Counsellors

Marianne Wray – M. Social Work, B. Social Work
Claire McIntyre – Dip. Soc. Sc., Cert. IV Mental Health, Cert. IV T.A.
Andrew Vallance – B. Bus., B.Psych., M. Couns.

Youth Workers / Teaching Assistants

Okan Husnu – Cert. IV Youth Work, Dip. Arts, Cert. IV T.A.
Mia Thiedman-Brown - Dip. Journalism, Cert. IV T.A., Cert. III Ret. Ops.
Ros Brown – Cert. IV. in Youth Work, Alcohol & Drugs, Mental Health
Emma Hobson – Dip. Youth Work
Jabby Stewart – Dip. Youth Work
Nina Glavan – Cert. III Ed. Support
Jordan Struckett – Cert. III Ed. Support
Andrew Perry, Eric Della-Bosca, Joanne Williamson - *Casual*

Office Staff

Samantha Doorbar – Dip. Bus. Mgt., Cert. T.A.
Angela Karkanis – B. Bus (O.A.), Dip. T.A. Sys.

Cafe Manager

Matthew Nevett – Dip. H&C Ops.

Qualifications

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

Absenteeism (per FTE staff member)

2018 – 10.7 days

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
2018	81	29.7	2.72

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 2018, the EAP was utilised by three staff members.

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 2018 staff attended seminars on leadership, learning disabilities, media, and autism.

All staff attended the last of the four training days on the Berry Street Education Model, and participated in several sessions on restorative justice. They also attended training days on Child Safe. Many staff were supported in upgrading their qualifications in special education, first aid, anaphylaxis, outdoor education and Certificate IV Teaching and Assessment.

Total amount spent on professional development in 2018 - \$16,790.

Capital Works – Major Items

Capital Works 2018	
Item	Cost
Building Refurbishment	\$5,865
Furniture & Equipment	\$10,226
Computer Equipment and Software	\$105,511
Total	\$121,602

Special Donations & Grants

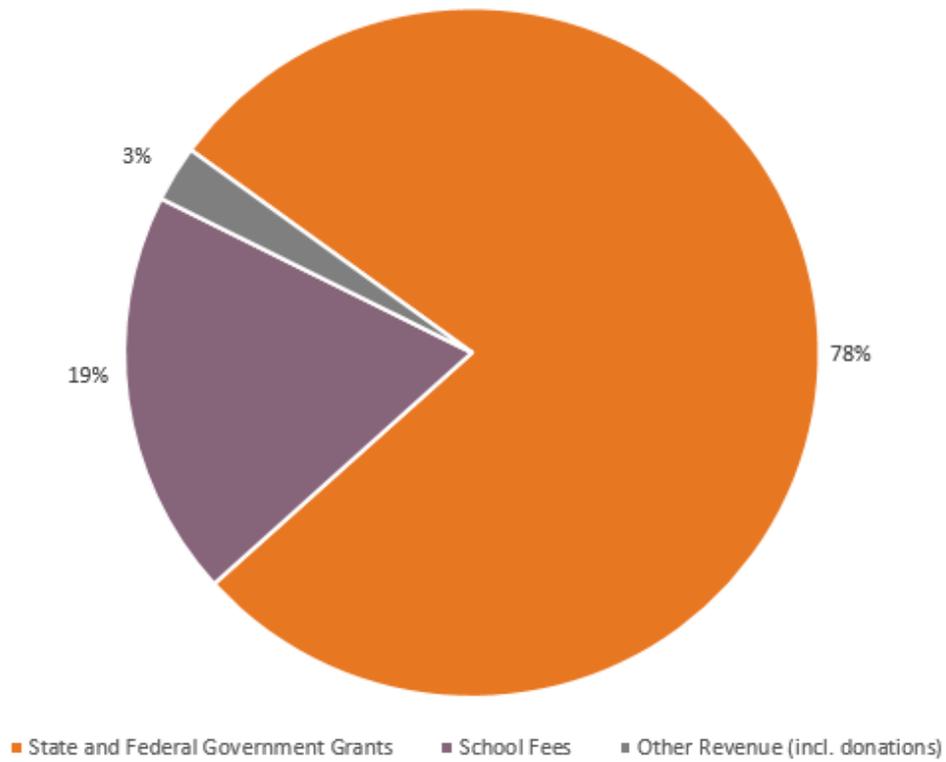
Helen MacPherson Smith Trust - \$16,000

Rotary Club Canterbury Legacy - \$500

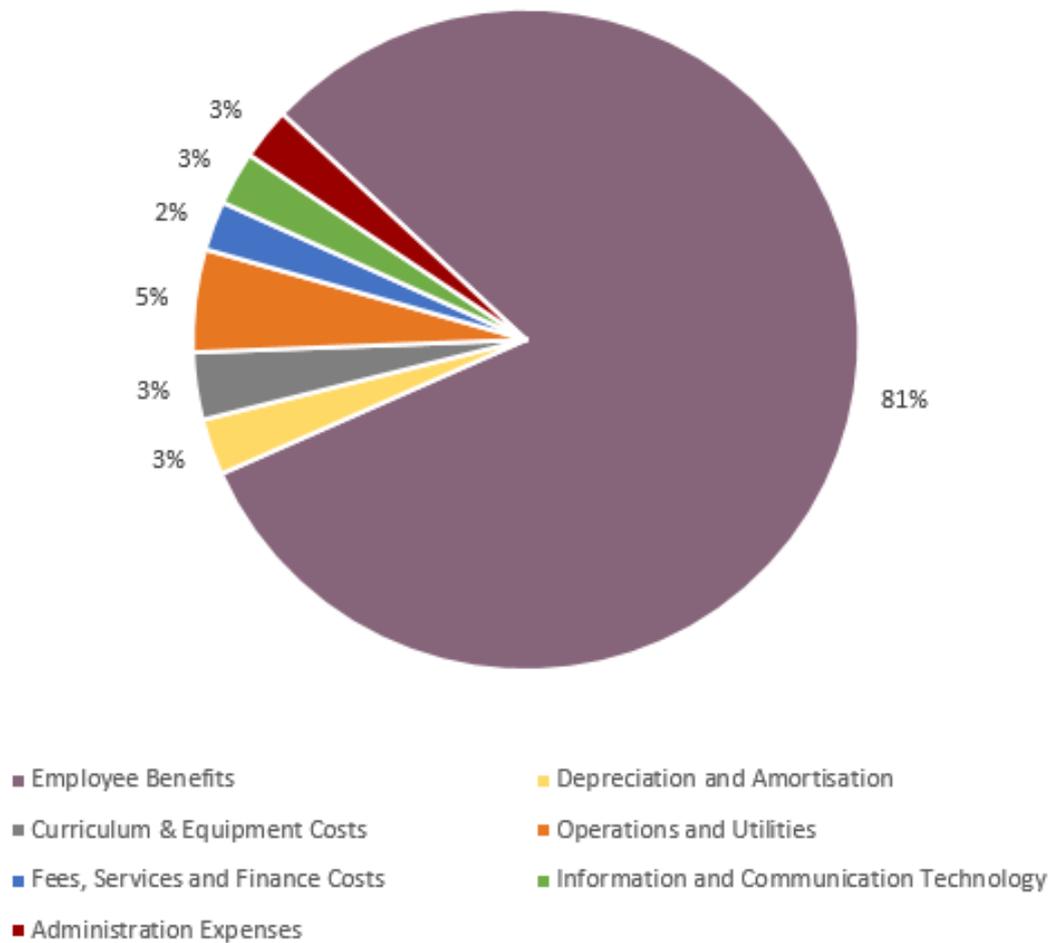
All school expenses and commitment of funds have been allocated to support educational outcomes and operational needs.

BERENGARRA SCHOOL

2018 INCOME



2018 EXPENDITURE



Strategic Plan

In 2018 the school continued to meet many of the goals outlined in our Strategic Plan. Our most significant achievements were:

1. Lowering the staff/student ratio from 1/ 2.83 to 1/ 2.72 with the appointment of a part time counsellor at the Pathways campus and extra teaching assistants.
2. All staff engaged in Berry Street Education Model (BSEM) training. Established networks with special education leaders in the independent school's sector by hosting several groups for information sessions.
3. After the five yearly audit on compliance matters through the VRQA we successfully met all requirements.

As this is the last year of the current Strategic Plan, a new one is due from 2019.

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 results of this year's surveys were delivered at the end of 2018 and will be reviewed by the School Council and the management team in January 2019.

Looking Ahead – 2019

The main focus in 2019 will be developing the delivery of all of our programs to improve the learning outcomes and personal development of our students. In 2018, we moved to the updated Victorian Curriculum and all curriculum development will reference this.

During 2018, we had a major upgrade of our I.T. infrastructure, with a new server and associated systems, a new school administration package and the provision of laptops for all teaching and counselling staff. The upgrade provides greater opportunity to collect and analyse student information and data which helps us to produce a higher level of documentation that supports both our funding obligations and needs, and also enables us to share information and knowledge about our students to support them more effectively. Upgrades to the number of digital devices, and movement to an efficient device management system, will allow greater access to a range of devices and applications for students, whilst streamlining the management of physical devices, security, safety and applications for teaching and learning.

Earlier this year I informed the School Council that I would not be seeking to renew my contract as Principal next year. After 29 years at the School, the last ten serving as Principal, I have decided it is time to move on, a decision that was initially difficult to arrive at but once made it sat very comfortably. I leave with the knowledge the school is in a great place. In my first year as Principal the School was financially vulnerable and had no place to relocate at the end of that year. Since then we have managed to relocate, establish two other campuses, increase enrolments from 30 to 80 students and most importantly buy the Box Hill campus, thereby securing the school's future in the long term. It has been an exhilarating journey full of highs and lows, but it has always been travelled with the knowledge that what effort was made it was done with the goal of maintaining a small Independent school that caters for a very special group of students.

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 wish you all the best in the future.



Peter Heffernan
Principal- Berengarra School