

berengarra

a chance for change

**Berengarra School
Annual Report 2019**

Statement of commitment

The Principal attests that:

- All teachers at the School are Victorian Institute of Teaching (VIT) registered
- The School has met the Victorian Registration and Qualifications Authority (VRQA) minimum standards for registration (except where any exemptions apply)
- All expenses and commitments of funds have been to support educational outcomes and operational needs
- The School complies with the Child Safe Standards as prescribed in Ministerial Order 870

Child Safe Commitment

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)

Berengarra School is fully committed to child safety.

We have zero-tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our clear policies and procedures. We want our students to be safe, happy and empowered. We support and respect all students, as well as our staff and volunteers.

Berengarra School is committed to the safety, participation and empowerment of all students. We have legal and moral obligations to contact authorities when we are worried about a student's safety, which we follow rigorously. Berengarra School is committed to preventing child abuse and identifying risks early and removing and reducing these risks.

We have rigorous human resources and recruitment practices for all staff and volunteers. Berengarra School is committed to regularly training and educating our staff and volunteers on child abuse risks. We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.



Justin Finnerty
Principal - Berengarra School

School Overview

Berengarra School is a specialist independent secondary school for students in Years 7-12. The school is non-denominational and co-educational for students with social and emotional challenges and disabilities.

The School currently has two campuses in Box Hill and Chadstone. The Box Hill Campus caters for students in Years 7-9 and the Pathways Campus is a senior campus catering for students Years 10-12.

Our highly experienced staff deliver the Victorian Curriculum, Victorian Certificates of Applied Learning (VCAL), Vocational Education and Training Certificates (VET) and School-Based Apprenticeships and Traineeships (SBATs).

All Berengarra School students require specialist support to meet their diverse social and emotional challenges with which they present. Students commonly present with a variety of mental health issues and/or learning disabilities.

Students who enrol at Berengarra School have all had challenges finding success in mainstream education. At Berengarra School, we aim to offer the very best learning environment, curriculum and processes to meet the needs of its students.

At the core of Berengarra School's model is fostering a sense of belonging within our school community and nurturing students' strengths and abilities to improve educational outcomes. Berengarra School offers a hope for success and a path to future engagement in education and employment.

Philosophy

Berengarra School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and responsibility for, creating an inclusive and safe school environment for our students.

Purpose

Berengarra School's purpose is to provide an innovative, alternative setting for students with social and emotional challenges. Our programs provide the opportunity to re-engage in learning through a quality skills-based curriculum in a wellbeing-centred environment.

Vision

The vision of Berengarra School is to be recognised as a leading, independent, specialist school for students experiencing significant social and emotional challenges. We will provide an innovative and effective curriculum in a wellbeing-centred environment which enables students to re-connect with learning and engage successfully in further education and future employment.

Aims

- Our students will address their social and emotional challenges and achieve success in a nurturing and supportive learning community.
- Our programs will utilise an innovative skills-based curriculum and implement emotional regulation techniques to engage students effectively in their learning.
- Our staff will provide a nurturing learning community and build strong relationships with our students.
- Our community will provide opportunities for flexibility, understanding, belonging and diversity.

Values

- **Hope** – moving forward with confidence and a 'chance for change' to create a positive future.
- **Belonging** – fostering a deep sense of school community where everyone is accepted and celebrated for who they are in a respectful, inclusive and compassionate environment.
- **Nurturing** – empowering growth and learning in a safe and supportive community.
- **Success** – being guided to accept responsibility and face new challenges to achieve our goals.

Members of the School Board in 2019

CURRENT MEMBERS & DIRECTORS

NAME	QUALIFICATIONS
D.E. Penkethman (Chairperson)	Dip.Ed. (Primary), B. Sp. Ed., M. Ed. St., Grad. Dip. Ed. Admin
M.E. Cole (Deputy Chairperson)	B.A., Dip Ed., Cert. IV Training & Assessment, B. Midwifery
E.J. Dempsey	B.Law/Ed., G.Dip Leg. Prac., M. S.Sc.
H.M. Fisk	ACA, B. Bus (Acc), Dip. Lang.
P.K. Siostrom	Dip. Teach., Grad. Dip. Ed.
P.M. Cutts	B.Sc., Dip. Ed., G. Cert. (Car. Dev.)
J.K. Smith	Gen. Nurs., PG. MH Nurs., B. Ap.Sc.

PRINCIPAL & BUSINESS MANAGER

J.A. Finnerty (Principal)	B.Sc., B.Ed.
J.M. Smith (Business Manager)	FCA, BBus. (Acc)

PAST MEMBERS & DIRECTORS

S.J. Kamsner	B.A., B.Sc., Dip. Ed., M. Ed. Psych.
M.O. Lewis	B Business, Dip. Ed., CAANZ, IBEN
R.L. Guggisberg	M.Soc. Ecol., Grad. Dip Ed., B.Outdoor Ed.

James Robertson was appointed Principal from January, until he left in March 2019. Berengarra School thanks him for his service during this time.

As (then) Deputy Principal, Justin Finnerty was appointed as Acting Principal and then confirmed in the role of Principal on 23 April 2019.

At the AGM on Friday 6 September 2019 the previous constitution of Berengarra School Ltd (Berengarra School) was revoked and replaced with a new constitution.

Rebecca Guggisberg, Shane Kamsner and Mark Lewis resigned from Board at the end of 2019.

A new Strategic Plan is under development to be published in mid-2020.

Curriculum

The primary goal of the curriculum is to focus on the individual needs of students and provide learning opportunities in a caring and supportive community, whilst maintaining academic standards. Students are supported and encouraged to develop confidence in learning and themselves as they re-connect and re-engage with education.

In 2019 school processes evolved to align more closely with trauma-informed practices, utilising creative strategies to engage students with social/emotional, learning disabilities and challenging behaviour in learning. These practices aimed to provide a safe, nurturing classroom and school environment that helps students to develop as learners.

Box Hill Campus

Our Box Hill Campus caters for students in Years 7 to 9. This campuses curriculum was informed by the Victorian Curriculum (2017) which was comprised of core and elective subjects. Classroom learning is conducted in mixed ability classes with the activities, tasks

and outcomes carefully adjusted and supported to meet a diverse range of learning goals and abilities.

The average class size in numeracy and literacy is 10 students with one 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 assessed.

Core subjects in 2019 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.

In Home Groups students participate in one Mindpower session per week with the focus being on the personal development of the individual. The program is coordinated by the school counsellor and incorporates elements of cognitive behavioural, narrative and solution focussed therapies.

In 2019, Mindpower sessions covered emotional intelligence, self-regulation and wellbeing, with a particular focus on stress management, healthy eating and drug/alcohol prevention.

School elective subjects in 2019 consisted of team sports, fishing, bike riding, canoeing, gardening, chess, science experiments, model making, games and puzzles, outdoor education and historical tours.

The Box Hill campus returned to the Mill Valley Ranch in Tynong for school camp. The students participated in the many activities run by the camp instructors including, fishing, canoeing, archery, horse riding and swimming.

Killara Street Program

The Killara Street Program catered for around ten students with developmental trauma, difficulty accessing school and who required extra support before entering the Box Hill program on a full-time basis.

In 2019 the daily program continued to be based on research from the Berry Street Model and other trauma practitioners. Consistent classroom strategies and an established routine led to improved academic output.

The Killara Street Program was based on the Victorian Curriculum 2017 with a program of weekly excursion to locations such as Bounce, bowling and trips to the local park.

To aid the transition to the junior campus, students undertook a number of classes at the Box Hill program. This provided students with the opportunity to experience the facilities and meet the broader staff on campus.

Pathways Campus

The Pathways Campus has a capacity of 32-34 students, providing learning spaces over two sites based in community buildings owned by Monash City Council and Housing First Ltd. respectively.

In 2019, the Pathways program offered Foundation and Intermediate levels in the Victorian Certificate of Applied Learning (VCAL). To be awarded this certificate students are required

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).

Berengarra School has a long-standing connection with Housing First, through this partnership seventeen market deliveries were completed throughout the year. At the Housing First Market students sorted, delivered and served fruit and vegetables 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 also helped set up, run and pack away the community market whilst gaining experience of working in teams alongside Housing First volunteers.

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.

Summary of qualifications obtained in 2019

Course/Certificate	Student number
Foundation VCAL	5
Intermediate VCAL	13
Certificate II Retail	7
Certificate III Retail	5
Full Certificate II Public Safety	2
Year 1 Certificate II Public Safety	5

CafEducation provided barista training for external students from a number of schools including Bulleen Heights, The Avenue School, Eastern Ranges School Ferntree Gully and Whitefriars College Donvale. The program also provided barista training for adults from Alamein Neighbourhood Learning Centre. CafEducation also provided catering for a range of local events.

Students also undertook training in Responsible Services of Alcohol Certificate, TEEN Mental Health, METEC Driving Course and E-Gaming session (funded by and run by Monash Council).

In 2019, Berengarra School continued the partnership with Magenta Training providing a Full Certificate II Public Safety. This course was offered to students fortnightly and was based at the Box Hill campus.

Student Report

The total number of students enrolled at Berengarra School during 2019 was 92.

Berengarra School received Government recurrent funding for 77 students for the 2019 school year (based on August census date).

The following Student Attendance for 2019 is based on the census data for each campus:

2019 - Box Hill – 77.5% Pathways – 66.3% Total – 72.9%

2018 - 73.1%

2017 - 76%

2016 - 81%

2015 - 71%

Student attendance has remained around 70% which is reflective of the complex mental health and social/emotional anxieties faced by our students.

Student Transition

A total of 37 students departed in 2019.

Destinations of Students Post Berengarra School

Destination	%
Mainstream School	32%
TAFE	27%
Welfare support	16%
Alternative Education	11%
Graduated (no destination)	8%
Employment	5%

At the end of 2019, twelve students who were enrolled at the Box Hill campus transitioned to the Pathways campus. All of these students undertook a week-long transition before moving to the Pathways Campus at the start of 2020.

Student Assessment

At the Box Hill campus, formal assessment of every student has two components:

1. 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 a 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.

2. 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 become a 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.

In 2019 the Behaviour Assessment for Children System 2nd Edition (BASC) process was suspended for review.

At the Pathways Campus students complete a senior secondary certificate in Foundation and Intermediate VCAL as well as completing Vocational Education and Training (VET) certificate. Assessment is based on achieving competencies for these qualifications.

NAPLAN

Annual NAPLAN assessments are made available to eligible students. In 2019, eight students sat for NAPLAN testing. Due to the low number, reporting the results would not be appropriate or meaningful.

Staff Report

A total of 34 staff were employed in 2019.

Staff break-down of employment time (end of term 4) – Total 27.8 FTE

The following list shows the status of employees at the end of term 4.

Principal	Full time
Deputy Principal	Full time
Acting Head of Campus	Full time
Business Manager	Full time
Teaching Staff	6 Full time
	4 @ .8 FTE
	1 @ .6 FTE
Counsellors	2 Full time
	1 @ .8 FTE
Education Support Staff	7 Full time
	4 @ .8 FTE
Cafe Manager	Full time
Receptionist/Office	2 Full Time

No staff identified as Aboriginal or Torres Strait Islander. Psychologists were engaged on a sessional basis along with consultants to assist on the I.T. upgrade and policy development.

In 2019 a major review of staff contracts and position descriptions was undertaken. All teaching, educational support and administrative staff contracts were reissued with updated position descriptions to provide consistency and clarity of roles.

Staff Employed in 2019

Principal

- J. A. Finnerty – B.Sc., P. G. C. Ed., Cert. IV T.A.
- Principal (January – March 2019) – J. B. K. Robertson - B.A, B.A Art Ed, Dip.Ed.

Deputy Principal (Box Hill Campus)

- J. C. Bustos - B.Ed., Grad. Dip. Sp. Ed., Dip. Ed., Dip. Couns.

Acting Head of Campus (Pathways Campus)

- C. Salton – Dip. Y.W., Cert. IV T.A., Dip. VET, Dip. H&C., Dip. C.W.W.

Business Manager

- J. M. Smith - FCA, B. Bus. (Acc)

Teachers (All teaching staff hold VIT registration)

- L. K. Childs – B.A., Dip. Ed.
- G. C. De Lacy – B. Ed.
- R. K. Emmett - B. Ed. (left in 2019)
- M. L. Hamilton – B. Teach., B.Mus., Grad. Dip. Div., Adv. Dip. Couns.
- P. D. O'Loughlin – B. Ap. Sc. (left in 2019)
- L. R. Perry – M. Ed. Sp. Ed., Dip. Couns. & Careers, Dip. Ap. Sc.
- M. E. Sakkos – B.Sc., M. Ed., Grad. Dip. Sec Ed., Cert. IV T.A
- M. Sneesby – B. Ap. Sc., B. Teach.
- C. G. Vickers – Dip. Teach, Dip. Couns.
- L. H-T.Vuong – M. Teach., B. Bus. (Mktg)
- K. C. Wilson – B. Sc., B. Ed., Cert IV language
- A. L. Zvirbulis-Woods – B.A. (Arts), Dip. Ed., Dip. Health Couns.

Counsellors

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

Education Support Staff

- R. F. Brown – Cert. IV. in Youth Work, Alcohol & Drugs, Mental Health
- S. J. Browne – B.A., Dip. Fitness, Cert. Football Coaching
- J. L. Callender – Cert. III Ed. Support
- E. W. Della-Bosca - RSA
- N. Glavan – Cert. III Ed. Support
- E. L. Hobson – Dip. Youth Work
- O. Husnu – Cert. IV Youth Work, Dip. Arts, Cert. IV T.A.
- J. A. Scampton – M. Social Work, B. Development Studies
- J. A. Stewart – Dip. Youth Work
- M. C. Thiedman-Brown - Dip. Journalism, Cert. IV T.A., Cert. III Ret. Ops.

- J. Williamson - M. Social Work, B.A., Grad. Cert. Domestic Violence.

Office Staff

- S. M. Doorbar – Dip. Bus. Mgt., Cert. T.A.
- A. Karkanis – B. Bus (O.A.), Dip. T.A. Sys.

Cafe Manager

- M. D. Nevett – Dip. H&C Ops.

Absenteeism

Year	Days/FTE staff member
2019	8.3
2018	10.7
2017	7.9
2016	6.9
2015	10.9

Staff/Pupil Ratio

Below is a table of staff/student ratios (the number of staff includes all teaching and non-teaching staff).

Year	Number of Students	Number of Staff	Staff/Student Ratio
2019	78	28.4	2.75
2018	81	29.7	2.72
2017	82	28.9	2.83
2016	74	24.8	3.0
2015	71	22.6	3.14

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 2019, the EAP was utilised by one staff member.

Professional Development

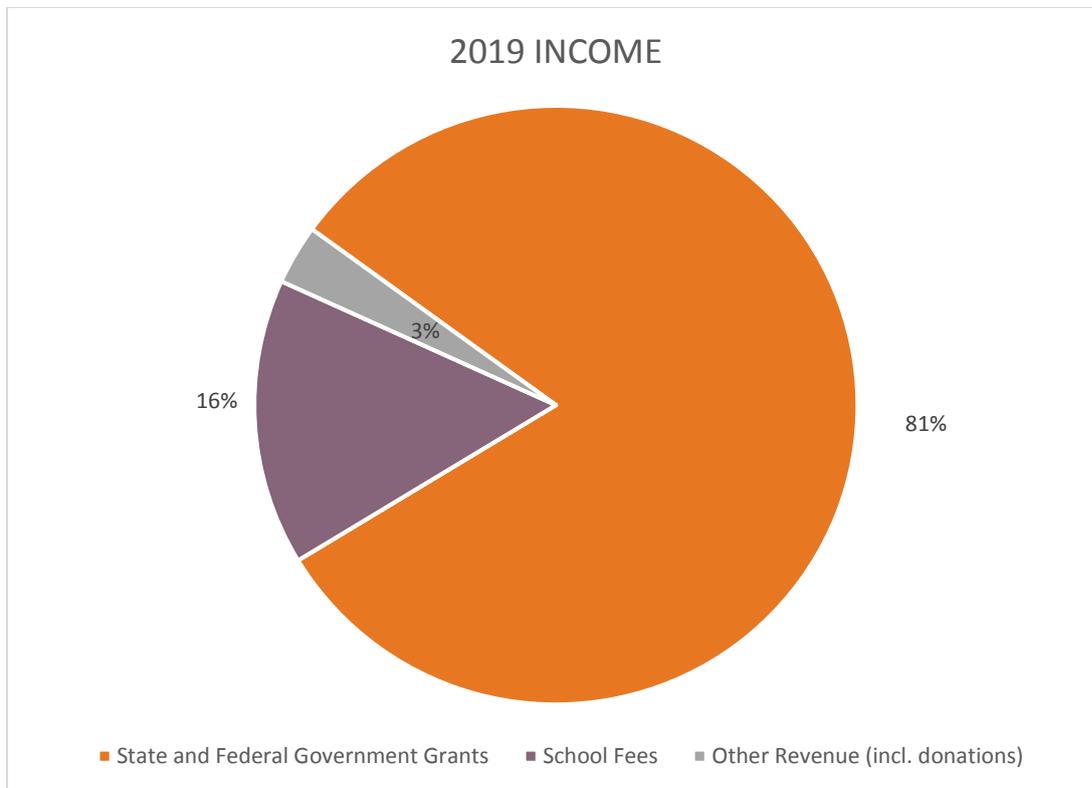
All registered teachers at Berengarra School are required to engage in at least 20 hours of professional development (PD) activities each year in order to renew their registration. All staff participated in all staff meetings and daily briefings which frequently present areas related to professional development. Staff also have access to the PD offered by ISV and other professional development organisations.

In 2019 staff attended seminars on special education, first aid, anaphylaxis, outdoor education and Certificate IV Teaching and Assessment. A number of staff attended the Victorian Applied Learning Association Conference and Mental Health First Aid training. All staff attended onsite PD days throughout the year.

Total amount spent on professional development in 2019 - \$ 21,911

Financial Report – Income

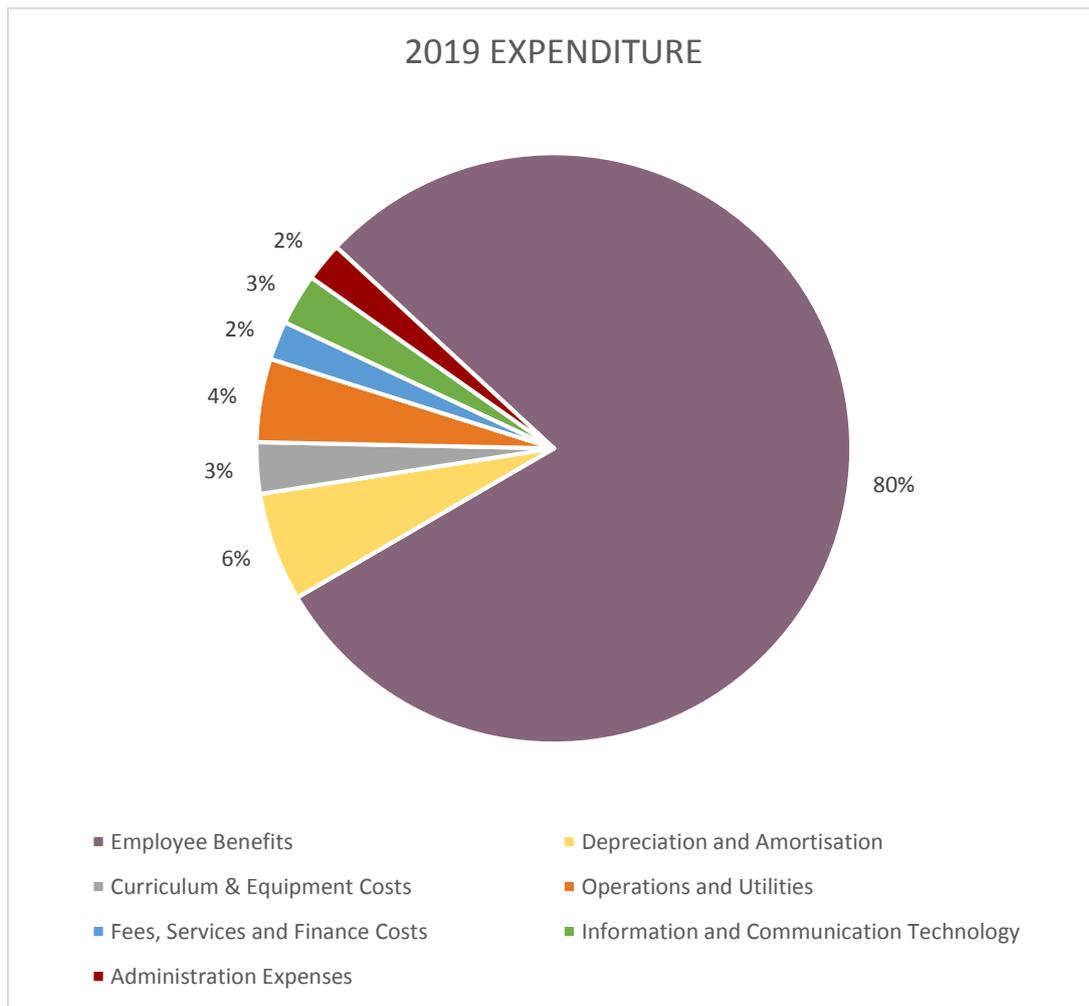
All school expenses and commitment of funds have been allocated to support educational outcomes and operational needs.



Special Donations & Grants

Source	Funding
Boroondara Youth Foundation	\$1,500
ART AFICIONADO	\$275
Commonwealth Bank	\$500
Arts Centre Melbourne	Drama Electives
Kellogs	Breakfast Program

Financial Report – Expenditure



Capital Works – Major Items

Capital Works 2019	\$
Refurbishment works	5,971
Furniture & Equipment	8,797
Computer Equipment & Software	15,797
TOTAL	30,566

Berengarra School welcomes enquiries and feedback on this report via email:
info@berengarra.com.au