



Thrive, Achieve, Belong.

A large background image for the report cover. The left two-thirds of the image is a solid, textured yellow wall. The right third shows a person in silhouette climbing a rope ladder against a blue wall. The person is wearing a white shirt and dark pants, and is reaching up with their right hand. The rope ladder has several rungs and is attached to the blue wall with metal brackets.

Berry Street School Annual Report 2018

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Overview

Berry Street believes all children should have a good childhood, growing up feeling safe, nurtured and with hope for the future. We believe all children have the right to a high-quality education that helps them THRIVE, ACHIEVE, and BELONG.

The Berry Street School is a specialist independent school consisting of four campuses based in Noble Park, Morwell, Shepparton and Ballarat. The Berry Street School adheres to standards set by the Victorian and Federal Governments. We offer an adaptation of the Victorian Curriculum for Years 7-10 and the Victorian Certificate of Applied Learning (VCAL) for Senior Secondary.

Many students referred to Berry Street Education Services have experienced trauma and disrupted attachment, social disadvantage and disengagement from school. Our students present with significant gaps in their academic learning and have found it difficult to learn in a group setting, presenting with behavioral and social problems in school.

Students flourish when the school community holds high expectations and students receive support that best meets their individual goals. The Berry Street Education Model (BSEM) encompasses a structured vision of wellbeing in the school community, including the support of education case-management for each student. The relationship-based practices are grounded in unconditional positive regard for our students. The use of restorative practices assists students to build capacity to self-regulate behavior, feel nurtured in their relationships with staff, and ultimately to improve learning outcomes.

The Berry Street School provides students with an individual education plan encompassing holistic support with intensive literacy, numeracy, and personal development programs. Programming includes counselling, advice, and post-school pathways planning.

Characteristics of the Student Population 2018

The young people enrolled at the Berry Street School are aged 11–18 years. Our students have previously struggled in mainstream education settings and have either stopped attending or have been excluded. Our program aims to engage our students in their own measurable, visible academic and personal growth, simultaneously teaching them strategies to become independent and autonomous learners in their schooling, pathway choices and adulthood.

In August of 2018, 151 students were enrolled across four campuses:

- **Noble Park:** 32 students (11 girls and 21 boys, including 6 Indigenous students)
- **Morwell:** 51 students (18 girls and 33 boys, including 6 Indigenous students)
- **Shepparton:** 36 students (14 girls and 22 boys, including 12 Indigenous students)
- **Ballarat:** 32 students (19 girls and 13 boys, including 5 Indigenous students)

This compares with a total enrolment of 138 students across the four campuses in August of 2017. All students were eligible for, but not all received, funding for students with disabilities.

The School Program

The curriculum at the Berry Street School is a specialised adaption of the Victorian Curriculum for students enrolled in years 7 through 10. It is delivered through BSEM, which is designed to facilitate the learning of young people who have experienced trauma.

Our curriculum is developed and delivered with high expectations for education attainment leading towards senior secondary certificates and further education and training. The curriculum program is based on five key learning areas: Literacy, Numeracy, Technology, The Arts, and Health and Physical Education.

The Berry Street School also offers VCAL to senior secondary students. We offer VCAL at all levels. The program is determined by the Victorian Curriculum and Assessment Authority (VCAA). The qualification aims to provide the skills, knowledge and attributes to enable students to make informed choices about pathways to work and further education.

Individual Education Planning

The development of Individual Education and Learning Plans (IEP) is a key strategy in ensuring success for every student at the Berry Street School. Students are supported by their carers, parents or guardians and key school staff to develop a plan that identifies clear medium to long term learning goals, as well as identifying broad life and behaviour goals.

The curriculum program for each student is then designed around this plan, based on a program that focuses on setting short term goals for learning growth and that allows students to develop skills in an area of interest related to future employment. Each student's IEP is reviewed and updated every term.

The Berry Street Education Model

The Berry Street Education Model (BSEM) is founded upon our model of Trauma-Informed Positive Education, which encompasses a structured vision of wellbeing and therapeutic principles of teaching and learning. Anchored strongly in the four Berry Street School campuses, BSEM focuses on five domains:

- **BODY:** Building school-wide rhythms and body-regulation through a focus on physical and emotional regulation of the stress response; de-escalation in school and classroom contexts; and mindfulness opportunities throughout the school day.
- **RELATIONSHIP:** Increasing relational capacities in staff and students through attachment and attunement principles with specific relationship strategies with difficult to engage young people.
- **STAMINA:** Creating a strong culture of independence for academic tasks by nurturing resilience, emotional intelligence and a growth mindset.
- **ENGAGEMENT:** Employing engagement strategies that build willingness in struggling students.
- **CHARACTER:** Harnessing a values and character strengths approach to enable successful student self-knowledge which leads to empowered future pathways. Through these healing and growth lenses, our school staff have developed personal strategies, pedagogical connections to the Victorian Curriculum, and whole-school practices for healing and growth for our students.

Staff at the Berry Street School 2018

In 2018, a total of 41.3 x FTE staff were employed at the Berry Street School.

	Whole School Role	Noble Park Campus	Morwell Campus	Shepparton Campus	Ballarat Campus
Principal	1.0				
Deputy Principal	1.0				
Campus Head		1.0	1.0	1.0	1.0
Lead Teacher		1.0	2.0 1.0	1.0	1.0
Teachers	0.6	4.0	5.0	4.0	4.0
Senior Leader of Wellbeing			1.0		
Student Wellbeing Coordinator / Staff		1.6	2.5	1.6	1.0
Education Support			0.8	1.5	0.7
Admin support		0.4	0.6	0.8	0.2
Total:	2.6	8.0	12.9	9.9	7.9

All teachers are fully qualified with VIT registration. The high ratio of 1 teaching staff for 6 students reflects Berry Street's belief that our students require specialist, individual support in order to support their educational progress.

Evaluation 2018

Student Attendance 2018

Student attendance remains an ongoing challenge for the school, with staff at each campus continuing to work to improve overall student attendance. In 2018, overall results are better than the previous year, with a school-wide attendance rate of 62.78%, up from the 61% achievement of 2017. We still need to focus on attendance in 2019 to achieve a similar result to that of 2015 (76.8%).

Average attendance for students in Years 7 to 10 at the Noble Park campus as measured across the school year was 49.9%, which is a significant increase on the previous year (40.0%). Attendance across all year levels was 49.7%, which is also an improvement on the previous year (44%). This improved attendance is indicative of the determined work by staff to build positive relationships with students and to create a welcoming environment for all students.

The Morwell campus has also had a significant increase in student attendance for 2018. Average attendance for students in Years 7 to 10 as measured across the school year was 63.3%. Attendance across all year levels was 67.3%, compared to 52% in 2017. Staff at the Morwell campus have been flexible in their approach to improving attendance – utilising outreach, 1:1 sessions and part-time sessions to engage with students.

The Shepparton campus continues to benefit from a dedicated bus that picks students up and delivers them home each day. This “assertive outreach” approach continues to be reflected in high attendance rates. Average attendance for students in Years 7 to 10 was 67.7%, compared to 76.5% in 2017. Attendance across all year levels was 72.6% compared to the 2017 result of 77%.

Attendance across all year levels at the Ballarat campus was 61.5%, down from 71% in 2017. Ballarat is our newest campus and improved attendance continues to be a focus as the campus strengthens and grows.

Academic growth 2018

Staff across all four campuses systematically collect student academic outcome data. In 2018, students continued to complete On Demand tests, in line with students across the state system. These, together with a range of other testing measures, have enabled us to more accurately measure student growth against national standards.

Academic reports now indicate growth in both literacy and numeracy, ensuring that growth in each of these areas can be measured separately over time. In 2018, we continued to measure and record levels for the individual strands for both literacy and numeracy.

Literacy Growth

All campuses	Reading & Viewing	Writing	Speaking & Listening
Total Growth	0.89	0.92	0.83

Numeracy Growth

All campuses	Number & Algebra	Measurement & Geometry	Statistics & Probability
Total Growth	1.06	.91	1.04

Students across all campuses have demonstrated an average growth of 0.88 years in Literacy and 1.00 years in Numeracy for those who have remained at the school for the entire year.

In 2018, we continued to look closely at the link between student attendance and improvements in literacy and numeracy. Our results showed that students with attendance rates of 70% or over showed the most growth: 0.97 years in Literacy and 1.14 years in Numeracy.

Literacy Growth with over 70% attendance

All Campuses	Reading & Viewing	Writing	Speaking & Listening
Total Growth	0.97	1.01	0.93

Numeracy Growth with over 70% attendance

All campuses	Number & Algebra	Measurement & Geometry	Statistics & Probability
Total Growth	1.14	1.08	1.21

Student testing indicates a broad range of literacy and numeracy levels exist across the school with some students testing at grade 1 level, and others showing at or above their age appropriate level. Emphasis is therefore placed on individual improvement over time.

We are proud of our work in supporting students to grow academically, particularly for those students who show above expected growth. We continue to work on strategies to improve literacy and numeracy growth for those students who are currently showing smaller growth than desired. This continues to be a major focus in our Strategic Plan, and we are working to improve student attendance to lift academic outcomes for our students.

VCAL and VET Achievements 2018

The VCAL program is a 'hands on' senior secondary school certificate. Forty-seven Berry Street School students, across three campuses, were enrolled in our Foundation VCAL program in 2018. The Ballarat campus will offer VCAL for the first time in 2019. Twelve students were successful in gaining their Foundation VCAL certificate: nine from the Shepparton campus and three from the Morwell campus. It is worth noting that we offer our VCAL certificate to students to complete over two years. Many of the 47 enrolled students were not eligible to complete the full certificate in 2018. Many of these students successfully completed units of work towards the certificate.

As part of our VCAL program, students also gain access to nationally recognised Vocational Education and Training (VET) and work experience. As well as contributing to the VCAL certificate, these opportunities better prepare our students for further education and work.

2018 highlights across the three campuses include:

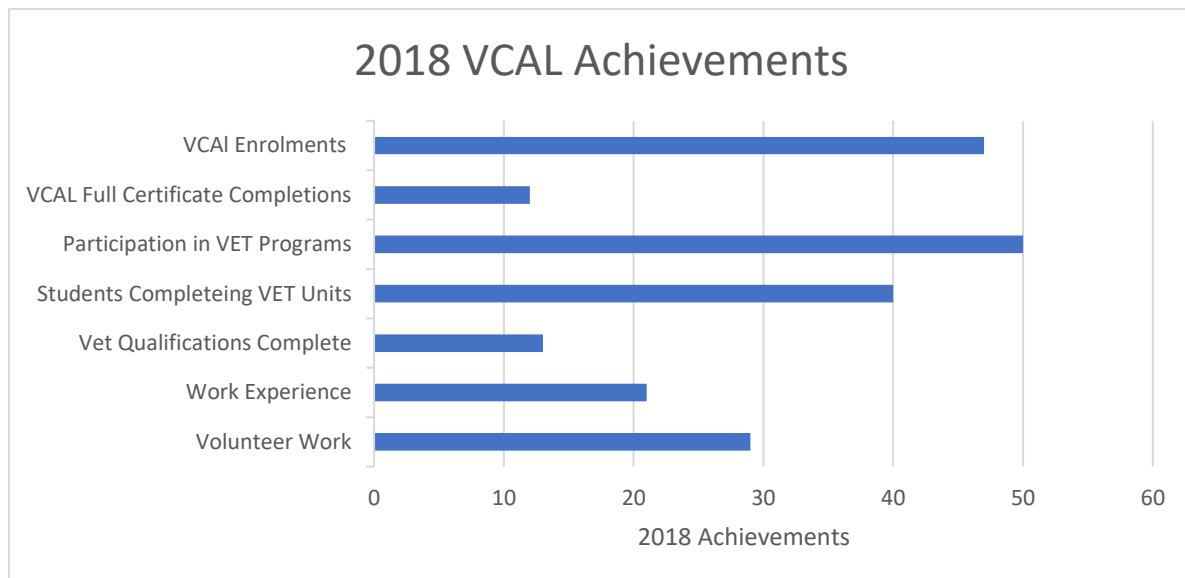
- 50 students participated in nationally recognised VET programs (some campuses provided non-VCAL students with the opportunity to complete VET units)
- 40 students successfully completed one or more units of competency to support them in preparing for work in the hospitality, retail and construction sectors
- 32 students enrolled in full VET certificates
- 13 of these students successfully completed the full VET qualification. Again, we offer our students the opportunity to complete a VET qualification over two years. Many of the 32 students enrolled in a full VET certificate were not eligible to complete the certificate in 2018. These students will continue with the training in 2019.
- 3 students enrolled in School Based Apprenticeships, where nil completed the School Based Apprenticeship in 2018. Similarly to the VET qualification, we offer our students SBAT over 2 years.
- 56 students participated in workplace visits
- 21 students undertook work experience placements
- 29 students undertook volunteer work

After a successful trial in 2017, students at the Noble Park, Shepparton and Ballarat campuses engaged in two of the Foundation for Young Australians career and enterprise education programs:

- 13 students participated in "Worlds of Work"
- 32 participated in "\$20 BOSS"

Overall, since the commencement of our VCAL program in 2013, 38 students have completed their full Foundation VCAL certificate. These students stand with the

thousands of other students across Victoria who have completed their secondary education and can move more securely onto further study or employment. Our VCAL program is proving to be successful and the continued development of the program will ensure that many more students graduate from our school with a Senior Secondary Certificate in coming years.



Student Destinations 2018

In 2018, the Berry Street School provided this program to a total of 166 students. Overall, 90% of our 2018 students across all year levels have remained either in education, are employed or are receiving ongoing support in determining their future pathway. One hundred and sixteen students continued their education at Berry Street School in 2019 and 50 students exited the school.

Of the students who exited, 66% transitioned into a meaningful pathway that included:

- 44% of students continuing in education (another school, TAFE or further education provider)
- 6% of students gaining employment
- 16% of students being supported by other agencies to find suitable education or work pathways.

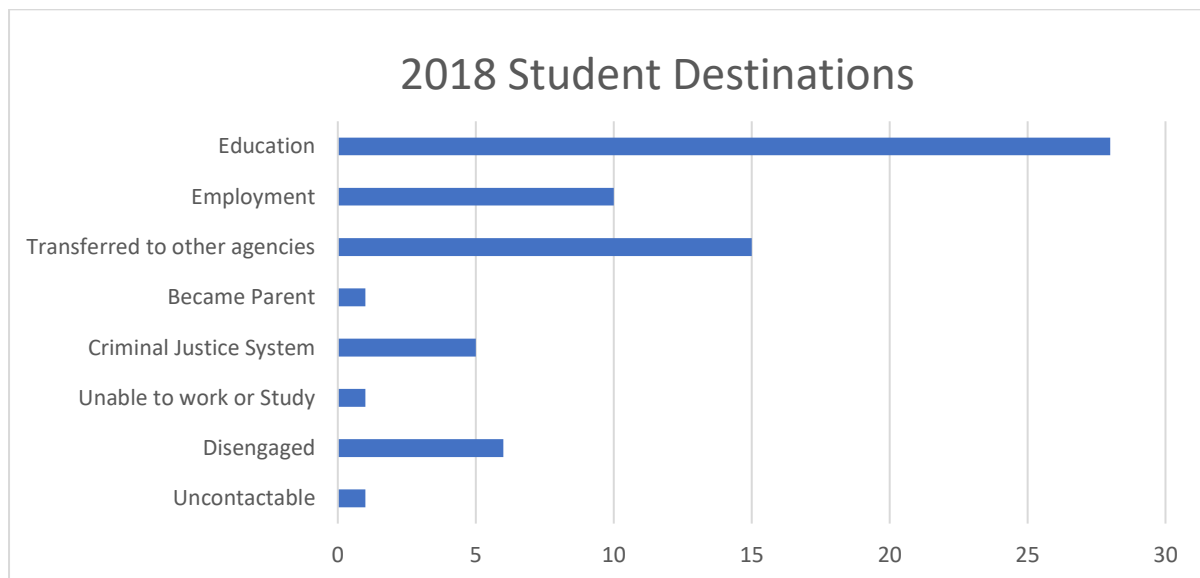
Of the remaining 34% students who exited:

- 17% were relocating
- 17% were either completely disengaged from education or employment or were unable to engage in work or study because of medical conditions, mental health issues and/or addiction.

Of the 50 students who exited Berry Street School in 2018, 32 were aged **15 years and over** when they exited and had been enrolled in our school program for 12 months or more. Follow up destination data for these students indicates:

- 38% are continuing in education (another school, TAFE or further education provider)
- 19% are being supported by other agencies to find suitable education or work pathways
- 16% are employed
- 9% have entered the criminal justice system
- 9% are unable to engage in work or study because of disability, medical conditions, mental health issues and/or addiction.
- 6% are completely disengaged from education or employment
- 3% are uncontactable.

Without exception, the students that remain disengaged or unable to work or study have experienced, and are continuing to face, very challenging personal circumstances. The school recognises the need for long term follow up and support for these young people. We continue to strengthen our Pathways, Wellbeing and other programs within the school to provide more intensive support to all our students in developing sustainable future pathways.



School satisfaction survey

The school participated in the Independent Schools Victoria 2018 Lead survey. The results provide a snapshot of the campus culture and parent/guardian/student satisfaction together with a whole school overview.

Each campus received high ratings for teachers using a variety of teaching strategies to help students learn. The high rating reflects the creativity that teachers have focused on in 2018 to engage students in their learning and help improve attendance.

Open communication between staff and parents has improved this year; however, we will be continuing to improve communication with both parents and the community in 2019. Parents/guardians are satisfied to send their child to our school due to the culture of care and the partnerships the school forms with families and external agencies. We recognise the importance of parental and community support for our students and want to further develop the relationship with all stakeholders to help improve outcomes for all students. We are committed to open communication and will be running Open Days at each campus to give the community an opportunity to see inside the Berry Street School.

Across the school, the high rating of 9.21 out of 10 for the learning program meeting the needs of the individual students is due to both the 1:6 teacher-student ratio and the Individual Education Plans developed for each student. Students also have adjustments for learning as part of their education at our school. Students find that this specific and targeted approach ensures their needs are met.

The scores for students having high quality material and resources that help them learn are lower than we want them to be. As a result, we will be making improved IT and reading resources a priority in 2019. We have been given a philanthropic donation that will be used to enhance the reading program together with engaging an Educational Consultant - an expert in the field of improving reading for students with low literacy.

The data collected in the 2018 LEAD Survey will assist the school in identifying areas of focus that align with the Strategic Plan to reflect on, grow and improve.

Teacher Professional Learning

Staff professional development sessions continued to be provided regularly at individual campuses. Key activities were coordinated via a professional development calendar. As the result of the BARR Foundation grant, the Pathways Program continued to develop student pathways. Because of this, staff professional development focused on a robust and enriching VCAL curriculum.

Additionally, a staff member at the Ballarat campus completed a Certificate IV in Career Development in order to enrich the pathways coordination. Further, at the Shepparton Campus, one staff member completed a Diploma of Counselling and the Head of Campus completed a Certificate of Applied Positive Psychology.

Resources and Facilities

The development of the school is now guided by the 2017 Master Plan. Recommendations made in the plan have started being implemented with identification and acquisition of a suitable site for the Morwell campus and continued research into a site for the Noble Park campus. The following are updates of resource needs and initiatives for each campus.

Morwell Campus

The Morwell Campus was acquired from the Tipping Foundation and funded by Berry Street Victoria.

We received \$20,000 from Russell & Womersley Foundation to go towards the library. The kitchen refurbishment was supported through the Andrews Foundation and Grosvenor Foundation to help the students learn food technology and ready to work skills. The refurbishment works were carried out during December 2018 and January 2019, with staff and students moving in to the new premises after the summer break. The refurbishment was funded by Berry Street Victoria.

Ballarat Campus

After spending 12 months in the new Ballarat campus, buildings work was undertaken to improve the site with the:

- Installation of new heating/cooling system and the removal of the old system.
- Removal of old ducting as this was not quoted or the service was not provided by the installing plumbers.
- Recarpeting of the entrance/reception area
- Redirection of drainage from kitchen
- Installation of grease trap on house kitchen area
- Renovation of storage area including repainting of walls and replacement of water damaged wall
- Conversion of art room into a general classroom. This required purchasing of appropriate furniture, carpet, mats, etc.
- Conversion of break out space into a careers resource room with appropriate filing system and soft furnishings
- Repainting of VCAL room
- Roofing repair to fix leaks
- Installation of new washing machine and dryer
- Replacement of old lock barrels with new ones on several doors
- Replacement of approximately six damaged windows
- Repair of damaged walls

Noble Park Campus

The campus was maintained throughout the year. The need for relocation has become more urgent and this will be explored in 2019 once the Morwell camps move has been completed.

Shepparton Campus

Shepparton Campus continued its work on the basketball court by:

- Installing nets and a goal at one end of the court
- Installing a new back board
- VCAL students designing and building an external chess board in the ground near the basketball courts. This area was completed with external seating and a table
- Replacing some windows and all internal doors with more robust materials to enhance security of the campus
- Conducting external maintenance and upgrades to gutters, some plumbing and landscaping

Berry Street School maintains interest in acquiring the site that the school currently occupies; however, negotiations continue to be suspended until TAFE is ready to discuss options.

**The Berry Street School
Year End 31 December 2018**

Revenue from Operating activities	
Private Income	4,110
Donations	286,389
State Govt Recurrent Grants	1,535,403
Commonwealth Government General Recurrent Grants Program	4,000,228
School Assistance Targeted Programs Grants	499,762
Total revenue	6,325,891
Expenses from operating activities	
General Teaching Staff	3,181,042
Salaries All Other Staff	308,366
Other Staff Related Expenses	120,026
Superannuation	301,986
LSL	65,801
Total salaries	3,977,221
Operating Expenses	1,401,297
Building & Grounds Operations	203,138
Rent and Lease Expenses	419,843
Depreciation	1,372
Total non-salaries	2,025,651
Total expenses	6,002,872
Operating profit	\$323,019
Revenue from non-operating activities	0
Expenses from non-operating activities	0
Non-operating profit	0
Total Net Profit	\$323,019