



ANNUAL REPORT 2022



The Berry Street School acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands, skies, and waterways across Australia. We acknowledge that sovereignty was never ceded, and we recognise the impact colonisation has had and continues to have. We appreciate the knowledge, wisdom and learnings of the longest living cultures and we are guided by their strength and resilience. The Berry Street School pays our respect, and we acknowledge Elders as holders, protectors and educators of Aboriginal and Torres Strait Islander cultures.



Berry Street strives to be a diverse and inclusive organisation; one where staff, children, young people, families and carers can have a sense of connection and belonging. For connection and belonging to be experienced by everyone, we will make sure there is time and space to listen deeply. The lived experiences of people of all identities and from all backgrounds will be at the centre of our organisation. We will celebrate the strength of each person's unique identity. This includes Aboriginal and/or Torres Strait Islander peoples, people from LGBTIQ+ communities, people with disabilities, and people from multicultural and/or multifaith backgrounds.

CONTENTS



01. OUR SCHOOL	
Contact Details	02
Statement of Democratic Principles	02
Background and Context	03
CEO's Report	04
Principal's Report	06
Our Student Body	08
Opinion Surveys	09
Financial Report	10
02. OUR TEACHING AND LEARNING	
Assessment	13
NAPLAN	14
Digital Learning	15
Senior Secondary Certificates	15
Student Futures	16
Student Attendance	16
Animal Assisted Education	17
Student Wellbeing	19
Student Story	20
03. OUR STAFF	
Workforce Composition	23
Teacher Standards and Qualifications	24
Staff Wellbeing	24
Professional Learning	25
Teacher Story	26
04. OUR FUTURE	
Future Focus	28



01. OUR SCHOOL

Contact Details

Address: Botanicca Building 9, Level 3
588 Swan St, Richmond 3121, Wurundjeri Country

Principal: Rebecca Robinson
Telephone: 9429 9266
Email: BSVSchool@berrystreet.org.au
Website: berrystreetschool.vic.edu.au

Statement of Democratic Principles

The Berry Street School is committed to the principles of Australian democracy. Under schedule 4, clause 1 of the *Education and Training Reform Regulations 2017 (Vic)*, the principles of Australian democracy include a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.



Background and Context

The Berry Street School is a fee-free Specialist, Independent Secondary School with campuses located in Narre Warren, Morwell, Shepparton, and Ballarat. The school operates to educate children with a history of adverse childhood experiences who are at risk of disengaging from their education. The school adopts a trauma-informed approach to teaching and learning and puts the needs of students at the centre of everything we do. Our School's vision is to create and sustain a safe and inclusive learning community where our students have access to high-quality education so they can thrive, achieve and belong.

In 2003, the first Berry Street School campus opened in Noble Park. Through a series of local developments in Gippsland, the Morwell campus opened in 2006. Similarly, local approaches ultimately led to opening the Shepparton campus in 2012 and the Ballarat campus in 2017. Since then, both the Morwell and Noble Park Campuses have relocated to meet demand and/or the unique needs of our students. In 2022, the Noble Park campus relocated to Narre Warren.

Over time, the criteria for admission to the Berry Street School broadened from its focus on residential care, to the following criteria which continues today. Students wishing to attend the Berry Street School must be of secondary school age and meet the following criteria:

- ▶ show evidence that mainstream education is not appropriate;
 - have a history of disrupted learning and sustained school absence due to school refusal, suspension and/or expulsions
 - have not responded to interventions and supports provided in a mainstream setting
- ▶ experience social and/or emotional difficulties
- ▶ have experienced adverse childhood experiences
- ▶ want to be enrolled at the Berry Street School and agree to follow the School's Code of Conduct, as well as other policies and procedures.

The Berry Street School adheres to standards set by the Victorian and Federal Governments. We offer the Victorian Curriculum for years 7-10 and the Victorian Certificate of Applied Learning (VCAL) and will transition to the Victorian Certificate of Education Vocational Major (VCE VM) and the Victorian Pathway Certificate (VPC) for Senior Secondary in 2023.



CEO'S REPORT



In 2022, Berry Street has continued our work to keep families safely together and improve the lives of children, young people and families through our evidence-based, trauma-informed programs. Covid-19 continued to exacerbate existing inequalities including more vulnerable children being excluded from school. This has strengthened our resolve to continue our work across the community service sector, and within the Berry Street School to support young people to thrive, achieve and belong.



Michael Perusco
Chief Executive Officer

Berry Street is a Child Safe Organisation. We believe children and young people have an inherent right to grow up healthy happy and safe. Berry Street is committed to actioning the Victorian Child Safe Standards, the National Principals for Child Safe Organisations and the Ministerial Order No 1359, which came into effect in 2022. Berry Street has responded to these changes with dedication and rigour, through an implementation plan, recognising our important role of working with some of the most vulnerable children and young people within the community.

The 2022 year brought changes to our school, and we welcomed a new Principal, Rebecca Robinson, who had previously been based at our Morwell Campus in an Assistant Principal role. Rebecca also welcomed new Assistant Principals to three of our four campuses. Throughout this significant change in leadership, we have remained true to supporting some of the most vulnerable young people in the community to engage with their education.



...we have remained true to supporting some of the most vulnerable young people in the community to engage with their education, their future and giving our young people every opportunity for success."

One of our proudest achievements for 2022 was completing the relocation of our original Noble Park Campus to its new site in Narre Warren. At the new campus facility, we have been able to design a learning environment with our unique students' needs at the heart of the process. Students transitioned to the new campus in Term 3 and attendance has increased, alongside enrolment enquiry requests, as the area has significant demand for our specialist school.

To all our school staff, parents/guardians/ carers and supporters within the community, we are grateful for the partnerships developed and strengthened, which allows us to continue supporting our students to thrive, achieve and belong at the Berry Street School.





PRINCIPAL'S REPORT

.....
This year has been an exciting year that has seen growth and development across many areas of the Berry Street School. As I reflect on my first year in the principalship, I feel honoured to lead the school through growth, while being grounded in the Berry Street values of integrity, courage, respect, accountability and working together. These values drive the culture of our school so we can create and sustain a safe and inclusive learning community where our students have access to high-quality education so they can thrive, achieve and belong.



Rebecca Robinson
Principal

One of our Strategic Plan goals is to build strong connections within our campuses, across the school and into the wider community, to develop a sense of community and belonging for our students. There was a range of events throughout the year that fostered and facilitated this with a highlight being the inaugural whole school basketball game. This was a rare opportunity for students from each campus to come together as a community and participate in a friendly game of basketball. Throughout the year there were also many opportunities for families to be invited to the school through barbecues and family nights. It has been a privilege to be at campuses with Vijay, one of the School's therapy dogs, by my side and celebrate these events with our students and their families.

Capital works have been an exciting part of the year, particularly with the Noble Park campus relocation to a purpose-designed campus at Narre Warren. The new campus has been designed through a trauma-informed lens and includes an outdoor space that offers a basketball court and gym equipment for students to enjoy. Since relocating to Narre Warren there has been an increase in student attendance. Our Ballarat campus also received two new portable classrooms to expand their Senior Secondary program. This has provided a more comfortable learning space for students undertaking their senior secondary certificates.

“
...our students have access to high-quality education so they can thrive, achieve and belong.”

In 2022, the School and Take Two, Berry Street's trauma-specific therapeutic service for vulnerable children and young people, created and built on a strong partnership, embedding psychologists and clinicians at each of our campuses across Victoria. This initiative was developed in response to the impacts of the Covid-19 pandemic, recognising that our students would benefit from having much needed and long-awaited assessment and therapeutic services available to them at their campuses. This partnership has allowed for our students to access essential services that are often inaccessible, as well as supporting our staff to develop our students' capacity to be socially and emotionally confident and independent.

This year, the School welcomed new Assistant Principals, including Dieni Powell, Fred Couper, Charles Hertzog and Jamie Ozga. It has been a privilege to work with them and see them lead initiatives in their respective roles.

As each year comes to an end, we are delighted to celebrate the achievements of our students with their families, carers and loved ones at our graduation events. In 2022, 16 students graduated with a senior secondary certificate and four students completed a Certificate III in Early Childhood Education and Care. We know that students who complete a Senior Secondary Certificate are more likely to move into paid employment, further study or training. We are proud of the commitment, resilience and hard work of these graduating students, as we are of all our students, and the ongoing support from their families and carers, and our dedicated staff who work in partnership to achieve positive outcomes.

OUR STUDENT BODY

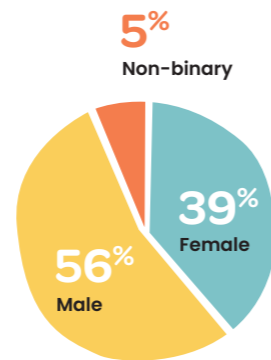


FIGURE 1 GENDER IDENTITY OF STUDENTS, 2022

Characteristics of our student body

In August of 2022, we recorded 194 student enrolments across four campuses. This compares with a total enrolment of 197 students in August 2021.

At the Berry Street School, we have a strong focus on supporting communities contending with systemic educational inequity:

51% of our students are supported by parents/guardians/carers who have not been in paid work in the last 12 months

69% of our students are supported by parents/guardians/carers who have not finished Year 12 or equivalent.

We believe that students should feel safe to bring any aspects of their identity to school that matter to them. We are proud to support students from diverse backgrounds and life experiences, including:

Aboriginal and/or Torres Strait Islander children
Approximately 1 in 5 of our students are Aboriginal and/or Torres Strait Islander.

Children with disability
Many of our students experience a social/emotional and/or sensory disability and we make extensive adjustments for their learning.

Children who are a member of the LGBTQIA+ community
Our School provides a safe and inclusive learning community for students from the LGBTQIA+ community. Campuses run student-led groups for LGBTQIA+ young people and allies.

Children in out-of-home care
Approximately 1 in 5 students at our school are in out-of-home care.

We celebrate the diversity of our student population by providing a positive and respectful learning environment underpinned by a curriculum that is committed to promoting diversity and inclusion through educational opportunities.

“ I enjoy the company of teachers and appreciate their efforts to make learning enjoyable and stimulating for me. ”

—Student survey response, 2022

Opinion surveys

Attitudes to School Survey

We value student voice and feedback on how we can improve to help our students to thrive, achieve and belong. An online survey is one of many ways in which we collect student feedback. Our students are invited to complete an anonymous opinion survey adapted from the *Attitudes to School Survey (AtoSS)* by the Department of Education and Training (DET). The results from the survey are presented in Figure 2.

Parent, Carer, Guardian Opinion Survey (PCGOS)

Working in close partnership with parents, guardians and carers is key to supporting our students' needs. We take great pride in fostering an inclusive environment where families and community members are treated with respect and empowered to have a say about our school's approach to supporting students. We are pleased to see that this commitment is reflected in strong survey results¹ across all campuses, with average scores across the three key areas exceeding 4.5 presented in Figure 3.

A more detailed breakdown of average results by domains is presented in Figure 4.

Employee engagement survey

Every two years Berry Street conducts an Employee Engagement Survey to ensure continual improvement is made to the engagement and satisfaction of employees. Berry Street seeks to create a workplace where everyone is safe, welcomed and feels like they belong. Engagement is a measure of people's connection and commitment to the organisation and its goals. By improving engagement, we improve performance, innovation, retention and attraction of talent. Most importantly, staff are better able to maintain positive mental health. The areas highlighted below are the key areas the Berry Street School is excelling in.

90% 'I am proud to work at Berry Street'

94% 'I know how to report a concern relating to discrimination, bullying and sexual harassment'

90% 'I know how my work contributes to the goals of Berry Street'

FIGURE 2 AVERAGE STUDENT SURVEY RESULTS BY DOMAIN (2022)

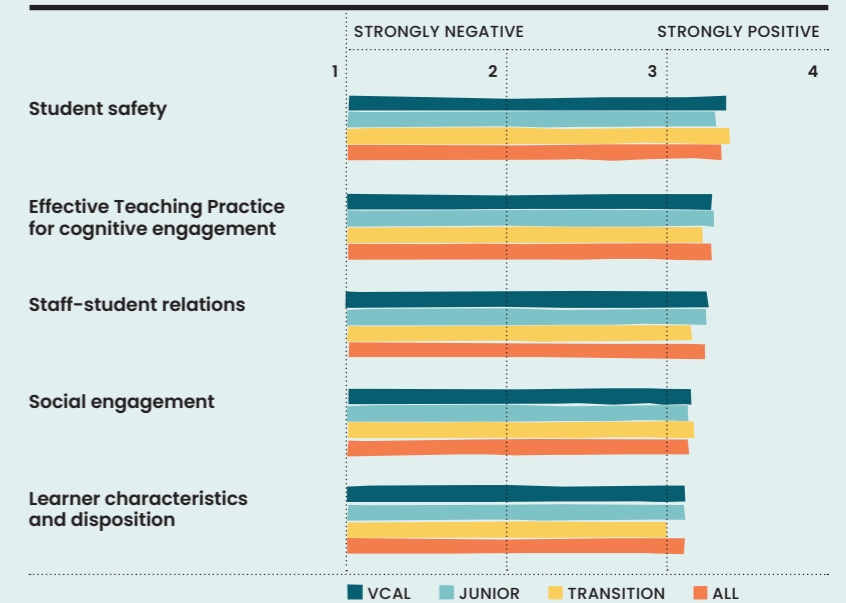
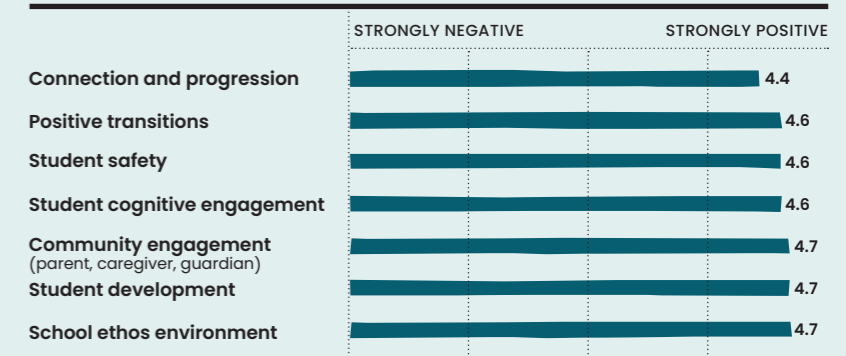


FIGURE 3 AVERAGE PARENT, CARER, GUARDIAN OPINION SURVEY RESULTS ACROSS THE THREE AREAS (2022)



FIGURE 4 AVERAGE PARENT, CARER, GUARDIAN OPINION SURVEY RESULTS (2022)



1. Our School adopts the Parent/Caregiver/Guardian Opinion Survey (PCGOS) survey developed by the Department of Education and Training (DET) to monitor our engagement with families. The survey results are reported on a 5-point scale (1 = 'Strongly disagree', 2 = 'Disagree', 3 = 'Neither agree nor disagree', 4 = 'Agree' and 5 = 'Strongly agree').

FINANCIAL REPORT



2022 CALENDAR YEAR RESULTS JANUARY TO DECEMBER	ACTUAL YTD
Revenue from operating activities	\$
Private Income	18,874
Investment Income	38,010
Donations	153,173
State Govt Recurrent Grants	3,252,924
Comm Govt Recurrent Grants	9,261,015
Total revenue	12,723,996
Expenditure from operating activities	
Salaries - General Teaching Staff	3,092,226
Salaries - All Other Staff	2,390,392
Other Staff Related Expenses	410,411
Superannuation	563,571
Leave Provisions	223,283
Total Salaries	6,679,883

2022 CALENDAR YEAR RESULTS JANUARY TO DECEMBER	ACTUAL YTD
	\$
Operating Expenses	2,853,449
Building and Grounds Operations	432,438
Rent and Lease Expenses	385,584
Depreciation	145,887
Total non-salaries	3,817,358
Total expenses	10,497,241
Total operating surplus	2,226,755

CERTIFICATION BY SCHOOL PRINCIPAL

I hereby certify that the above statement gives a true and fair view of the income expenditure of the Berry Street School Program for the period indicated and that funds have been used in accordance with the Service Delivery Agreement.



Rebecca Ann Robinson School Principal
23 May 2023



02. OUR TEACHING AND LEARNING

At the Berry Street School, growth and achievement is measured in many ways. For some students it looks like finishing their first book, printing a model designed on a 3D printer, getting a job, making a speech at graduation, catching public transport into the city as part of an excursion or finishing a short course. Many students did this and so much more this year. We are proud of all students for their growth and achievements.



Assessment

A significant change that was implemented this year was the introduction of Essential Assessment, a Victorian Curriculum-aligned assessment tool. Consistent use of Essential Assessment across the school enables staff to better understand students' needs and meet them where they are at with their learning. Students in years 7-10 are assessed twice per semester in the areas of Numeracy, Reading and Viewing, and Writing. The Essential Assessment data is analysed alongside teacher judgement and other assessments to inform teachers' planning and instruction.



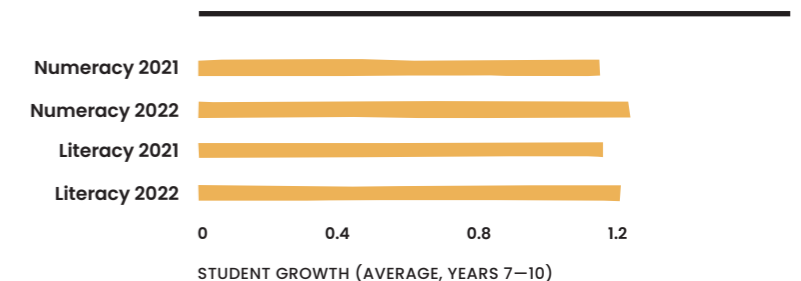
My favourite part about coming to school is reading."

—Student, Ballarat

Figure 5 demonstrates the average growth for students in years 7-10 on a full timetable from the start of semester 1 2021 and 2022 to end of semester 2 2021 and 2022 respectively. One unit of growth represents one year of expected progress benchmarked against the Victorian Curriculum standards.

Alongside the Essential Assessment we hold Schoolwide Writing Moderation which began in 2020. It has been wonderful to see this continue in 2022 with consistency and rigour, as well as expanding out into Numeracy Moderation, which is now also conducted termly.

FIGURE 5 AVERAGE STUDENT GROWTH IN LITERACY AND NUMERACY IN 2021 AND 2022



Note: Full timetable students only. Based on Teacher Judgement, Essential Assessment, and Fountas and Pinnell assessment.



SUMMARY OF NAPLAN RESULTS FOR YEAR 7 AND 9 STUDENTS



READING

9 of 11 were above the National Minimum Standard

2 of 11 were at the National Minimum Standard



WRITING

1 of 11 were above the National Minimum Standard

7 of 11 were at the National Minimum Standard



GRAMMAR AND PUNCTUATION

6 of 11 were above the National Minimum Standard

0 of 11 were at the National Minimum Standard



SPELLING

9 of 11 were above National Minimum Standard

2 of 11 were at National Minimum Standard



NUMERACY

11 of 12 were above the National Minimum Standard

1 of 12 was at the National Minimum Standard

National Assessment Program Literacy and Numeracy (NAPLAN)

This year we also had more students than ever participate in NAPLAN, with 13 students completing testing, a significant increase from one student in 2021 (NAPLAN was not held in 2020 due to COVID-19).

Digital learning

Improving staff and students' digital capacity was a focus this year. Three staff became Apple Learning leaders and delivered targeted professional learning to staff across campuses. More learning was offered to all staff members, facilitated by Education Advantage in the areas of Apple Classrooms, StopMotion Studio, ProCreate and tools for maths assessment.

To ensure equitable access for our students, and increase their Information and Communication Technology skills, 100 new laptops were purchased for the School. It has been wonderful to see these used by the young people across the four campuses.

Senior Secondary Certificates

With the introduction of the Lead Teacher of Senior Secondary Curriculum and Student Futures, we prepared for the Senior Secondary Certificate reform. The new Senior Secondary Certificates will give all students the learning opportunities they need to develop the skills and capabilities required to succeed in further education, work and life.

At each campus, senior students participated in Vocation and Educational Training, School Based Apprenticeship and Traineeships, work experience, and Structured Workplace Learning. Table 1 presents a snapshot of our senior secondary data for 2022.

In addition, at the Morwell campus four students completed Certificate III in Early Childhood Education and Care.

We look forward to seeing our students continue to thrive, achieve and belong with the new subject offerings and format in years to come.

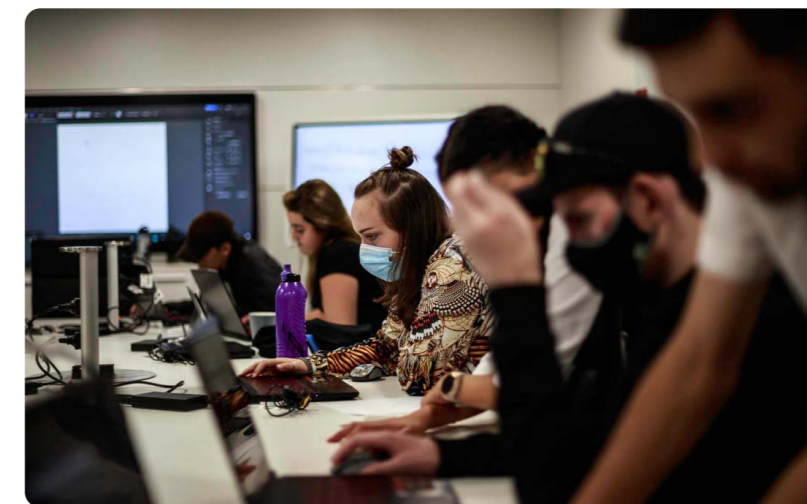


TABLE 1 SENIOR SECONDARY ATTAINMENT DATA

CATEGORY	STUDENT COUNT
Students enrolled in VCAL (across Year 10 – 12)	85
Students with successful VCAL completions	16
of which, students with a Foundation VCAL Certificate	4
of which, students with an Intermediate VCAL Certificate	10
of which, students with a Senior VCAL Certificate	2
Students enrolled in VET certificates (at least one Unit of Competency)	67
Students who participated in Structured Workplace Learning	2

Note: The statistics presented above capture students included in August Census 2022.

“The new Senior Secondary Certificates will give all students the learning opportunities they need to develop the skills and capabilities required to succeed in further education, work and life.”



Student Futures

Throughout 2022, 79 students exited the Berry Street School. Student exits may occur for several reasons (see Table 2). Approximately half (51%) of students exited the school to pursue employment, further education or training.

Student Attendance

The Berry Street School is committed to upholding the Education Training Reform Act 2006 which outlines the requirement of school aged children to be engaged in education, in a way that is conducive to learning for young people who face significant barriers. Table 3 summarises attendance data for timetabled students across the whole school for 2022.

Ensuring that students attend school each day is a shared expectation of all students, parents/guardians/carers and the wider School community. We aim to remove all barriers to attendance including transport to school, provision of breakfast, morning tea and lunch for students, and all school materials.

Staff, including dedicated wellbeing team members, follow up on absences by:

- promoting the importance of attendance through School Newsletters, Student Support Group Meetings, with regular reviews of student attendance in these meetings
- identifying and following up on unexplained absences
- contacting parents/carers/guardians of student on the day of absence
- following a process of reengagement, including outreach, adjusted timetables and additional SSG meetings should absences continue.

TABLE 2 DESTINATION DATA FOR STUDENT EXITS IN 2022

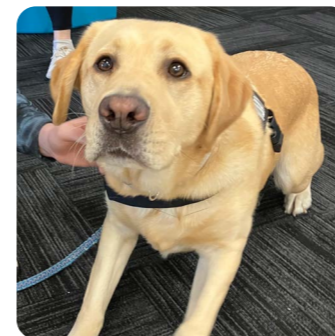
CATEGORY	NUMBER OF STUDENTS
Employment	23
TAFE/further education	7
Other school	10
Active job seeking/linked to agency	7
Unable to work/study	17
Other/unknown	13
Youth Justice	2
TOTAL	79

Note: Based on recorded destination upon exit.

TABLE 3 AVERAGE STUDENT ATTENDANCE FOR TIMETABLED SESSIONS, 2022

YEAR LEVELS	ATTENDANCE
Year 7	71.6%
Year 8	58.7%
Year 9	69.3%
Year 10	43.7%
Year 11	53.9%
Year 12	47.3%
WHOLE SCHOOL	55.6%

Note: Some of our students are on adjusted timetables. The data above reflects attendance at timetabled sessions.



Animal Assisted Education

Poppy commenced working at the Berry Street School in May 2021, after she completed her Visiting Therapy Dog and Handler Team Certificate through Lead the Way Institute. Poppy is a five-year-old Labradoodle who loves attending the school every Tuesday and Friday. She helps to calm dysregulated students and loves snuggling on the couch with whoever needs some extra attention and support, whether that be a student or staff member. She has formed wonderful connections with students and makes them feel safe and supported at school. The students love having her at school and are not happy when she has the day off.

Vijay has had lots of training because he was going to become a seeing-eye dog but didn't quite make the cut due to his anxiety. Vijay enjoys spending his day getting pats and laying at people's feet, so thoroughly enjoys every opportunity he gets to be at campuses. Vijay has been a great draw card for young people at the Narre Warren campus; when a new student started halfway through the term, he helped ease her into a routine. She said that she loves dogs, and her reaction was that of pure joy and genuine excitement. We have another student that has gone out of their way to bring in treats and a ball to play with Vijay. "When Vijay visits, the students can't get enough of the cuddles and pats as this I believe helps regulate them."

Murphy is a three-year-old Cavalier King Charles. He has trained hard to be a therapy dog and loves his job. Murphy supports staff and students at the Morwell campus in lots of ways; from welcoming them in the morning with cuddles to helping them to regulate their emotions and behaviours. He spends time one-on-one with students who need extra support, by sitting with them in a quiet area and supporting them to re-engage in the classroom. Murphy loves apples and playing with the students and his toys. There's not much he doesn't like other than having to stay at home instead of coming to school.

Chickens The Ballarat campus has five chickens, with names given to them by the students. The two main chickens are Wormie and Speckles. Students spend time with them to self-regulate. Some students feed them, collect their eggs and clean their containers. One of our students has formed a close connection with our chickens, even reading to them in the library! Information about chickens has also been used as part of students' literacy tasks and students have also made treats for them in Food Technology classes. The Morwell campus also has two chooks and a rooster. They are affectionately known as K, F and C! Our students love spending time outside at the chicken coop, feeding them with the campus' food scraps as well as collecting their eggs. The baby chicks have also been an absolute highlight for students and staff alike.

Guinea Pigs Puzzle, Moonshine (Moony), Pockets, and Possum are the lovable larrikins that make up our team of Guinea Pigs at the Morwell Campus! 'The Pigs' have become a very positive presence, and always lighten and brighten the mood of a room. They're especially joyous when they start squawking and calling out for cuddles and food treats from the students. Currently, they work on a rotation system and come to school in pairs every Monday and Tuesday. Our students have access to them throughout the day, and often seek them out to work at their desks with them during class time (usually in hoodie pockets!). The students enjoy their interactions with them, and they have made their way into a number of their self-regulation strategies and regular break time routines.



Student Wellbeing

At the Berry Street School, we adopt a range of proactive and pre-emptive approaches to supporting our students' wellbeing, including:

- ▶ our relationship-based practice grounded in unconditional positive regard for our students
- ▶ the Berry Street Education Model (BSEM) which underpins everything we do, providing a structured vision of wellbeing in the school community
- ▶ a calm and caring environment with small class sizes and high staff-to-student ratio
- ▶ a highly individualised learning experience with all students following their own Individual Education Plans, Focus Plans, and flexible timetabling where needed, as well as additional specialist supports such as access to therapeutic services
- ▶ high expectations and a culture of support with an emphasis on applied learning and work preparedness
- ▶ working closely not only with students, but also with their families/guardians/carers and other services to make sure all students have the right supports in place to succeed.

In addition, we have dedicated specialist team members who focus on supporting student wellbeing:

Wellbeing Team—Each campus has a dedicated Wellbeing Leader and Wellbeing Workers who support student's wellbeing each day and work with students to develop skills to engage in learning. Wellbeing Team members are key points of contact for students and their families to support attendance and engagement.

Take Two—Berry Street's Take Two program is a Victoria-wide therapeutic service helping to address the impact of trauma on children and young people after difficult or negative life events. Take Two work with families and schools to help young people recover and succeed in life. Take Two has partnered with the Berry Street School to provide assessment and therapeutic support to students enrolled at all the school campuses. The Take Two team are available to work with students requiring additional assessment or support at each campus.



The best thing about the school is being able to try and make friends with different people."

—Student, Shepparton



STUDENT STORY



It was May 2019 when Kira* first began at the Morwell Campus of the Berry Street School. She was in Year 9. In Kira's first few days, she was wary of her new school like some new students are when they first start. During this time, she gravitated to our therapy dog, Vijay. Her love of working with animals was evident early and this is something that would give her joy throughout her time at the Berry Street School.

Early on, Kira expressed her aspiration to pursue a career as a musician. Kira has many creative talents, and it is not surprising that music is one she wishes to pursue further. Her curiosity and love of learning have allowed her to explore this in music classes. In support of her aspiration, Kira worked with one of her teachers, Steven, to write a resume to apply for work experience in the music industry.

In her final year at the Berry Street School, Kira has regular employment at a local cafe. She has been employed there for over a year and this has been pivotal in building her confidence. As part of her Personal Development Skills Unit, Kira planned a project that involved inviting the local café to come to the Morwell Campus. Kira was passionate about this project and throughout this unit she developed confidence in voicing opinions in front of others. A few weeks ago, Kira's project finally came to life and all the students at the campus were able to enjoy hot beverages and bakery goods when Kira brought a mobile version of the cafe to the school. For many, this day was a highlight of the term.

Kira has another aspiration, which is to work in an Early Childhood Education and Care Centre. Kira has a character strength of patience that she draws upon when working with children and animals. This year she has dedicated herself to her studies. Kira has been working tirelessly to complete units of competency and work placement at a local childcare centre in Morwell. Kira has enjoyed placement and is looking to find employment in the Early Childhood Education and Care sector. At the end of the year, Kira graduated from the Berry Street School with two certificates; an Intermediate Victorian Certificate of Applied Learning and a Certificate III in Early Childhood Education and Care. This is a huge achievement for Kira and we are so proud of her.

**Name has been changed.*



My teachers are amazing they always do anything to help all of us and if we don't feel up to learning they help us understand why we are learning the things we're learning."

—Student, Narre Warren



03. OUR STAFF



Workforce Composition

The Berry Street School sits under the Statewide Services portfolio within Berry Street Victoria. Our four-campus school is led by the school's Principal, a teaching and learning team that supports all four campuses, and Assistant Principals at each campus.

Each campus's leadership team includes an Assistant Principal—Head of Campus, a Lead Teacher, and a Wellbeing Leader. Each campus team structure is tailored to the unique needs of the students and comprises teachers, education support staff, senior secondary co-ordinators, and wellbeing staff. Across our school staff; 3% of staff identify as Aboriginal and/or Torres Strait Islander, 64.5% of staff identify as female and 35.5% of staff identify as male.



I love working here because it aligns with my values and we provide high-quality teaching and learning everyday."

—Teacher

TABLE 4 STAFF FULL-TIME EQUIVALENTS (FTES) BY CATEGORY AND CAMPUS

AS OF SEPTEMBER 2022	FTE
Whole school	69.8
— Teaching	40.2
— Non-teaching	29.6
By campus	
Whole-school team	7.5
Ballarat	14.1
Morwell	19.3
Narre Warren	13.1
Shepparton	11.8

Note: filled positions only, vacancies are excluded.



Teacher Standards and Qualifications

To be registered to teach in Victoria, teachers need to be registered with the Victorian Institute of Teaching and meet the Australian Professional Standards for Teacher. All teachers at the Berry Street School hold a current registration with VIT and meet the Australian Professional Standards for Teachers. All non-teaching staff hold Working with Children Clearance.

All teaching staff have a prerequisite Bachelor's Degree and Diploma of Education (or equivalent):

- 31% of teachers have a Master's Degree
- 56.5% of teachers have a Bachelor's Degree
- 12.5% of teachers have a Graduate Diploma.

Staff Wellbeing

Focusing on staff wellbeing is a priority at the Berry Street School. All staff are provided with monthly supervision. Staff meet to discuss and review organisational, program and professional objectives. It is a two-way process between the supervisor and the staff member to ensure competency, accountability, collaboration, and identifying relevant professional development opportunities and any other supports.

Employee Assistance Program is also available to provide counselling and support to all employees and immediate family members if required.



The best thing about the school is the no uniform and the support around mental health."

–Student, Ballarat



Professional Learning

The Berry Street School prioritises the continued growth and development of all staff, to ensure high-quality, evidence-based practice is used in every classroom and conversation. Staff benefit from a broad range of professional learning opportunities offered within the School, including:

- The Berry Street School 2-day Conference
- Working Groups and Professional Learning Communities
- BSEM Foundational training
- BSEM Masterclasses
- Targeted BSEM consultations following visits and classroom observations
- Aboriginal Cultural Knowledge and Understanding training
- Reflective Practice facilitated by Take Two practitioners
- Instructional Coaching for teaching staff.

We also seek regular opportunities for our staff to attend professional learning delivered by external providers to improve their practice. Some of the opportunities that staff undertook included:

- Extending Mathematical Understanding Intervention Specialist Teacher Course, Monash University
- MacqLit Professional Development Course
- Understanding Attention Deficit Hyperactivity Disorder Course, YarraMe
- Conferences, including Mathematical Association of Victoria's Annual Conference, Victorian Association for the Teaching of English's Middle Years Conference, and the Doing Schools Differently Conference
- Webinars facilitated by Independent Schools Victoria, Future Schools and Reconciliation Victoria
- Professional learning in ICT, facilitated by Education Advantage
- Australian Teacher Aide professional learning sessions
- Victorian Applied Learning Association professional learning sessions.



TEACHER STORY



Meredith has been the Lead Teacher at the Ballarat Campus since the campus opened in 2017. Initially, there were six staff. In 2022 the campus has expanded to 22 staff. Meredith has been through it all and is deeply committed to providing a safe and inclusive learning community where students have access to high-quality education so they can thrive, achieve and belong.



Meredith Barclay
Lead Teacher, Ballarat Campus

Meredith is a highly experienced teacher and leader. She has 16 years' experience and prior to joining the Berry Street School she was working in another flexible learning school. However, she wanted to work in a place that was well structured and adopted a trauma-informed approach. She wanted to move into a model where she had more professional learning opportunities and more professional collegial networks. When she saw that Berry Street was opening a campus in Ballarat, she immediately applied.

Meredith is deeply passionate about working with and alongside students who are on the margins and acknowledges that there are many students disengaged from their education in the Ballarat Community. Meredith is highly skilled in providing education to students that didn't always thrive in a mainstream setting. Through developing positive relationships, she can build students' capacities and support them in developing future careers and options when they leave school. Another area of passion is student voice and agency and she works hard to create meaningful and genuine opportunities for this. Meredith recognises that the work at the Berry Street School can be challenging and

at times you can feel vulnerable. However, you are supported to develop effective strategies to maintain professionalism, authenticity and a strong sense of wellbeing.

What keeps Meredith committed to her work at the Berry Street School is the strong sense of teamwork that has been fostered since the beginning by her and the campus Assistant Principal, Damian. Meredith describes a great sense of collegiality and collaboration in all the work that the Ballarat campus does. She has been told by visitors to the school that "there is just so much warmth" when they walk into the school and that they could see straight away our commitment to a collaborative environment.

Meredith reflected how she has grown alongside the school since starting. She is grateful for the many professional learning opportunities and has relished every opportunity to learn about reconciliation, inclusivity and diversity. From this she has led the naming of classrooms in Wadawurrung language in consultation with Traditional Owners. Another aspect of her role that she enjoys is the autonomy she has and the creativity this allows. Meredith shares "there are infinite opportunities to be creative".

Meredith is a much-valued member of the Berry Street School and Ballarat community. She has established strong relationships with families and the community, particularly with Ballarat And District Aboriginal Co-operative and Federation University. What drives Meredith each day is the connection with young people and the fact that "it is a privilege to be a part of their lives".

“
...it is a privilege to be a part of their lives.”

—Meredith





04. FUTURE FOCUS

The future for students at the Berry Street School is bright. More than ever before there are additional resources to support students to thrive, achieve and belong.

- ▶ In 2023, the School will celebrate its' 20-year anniversary since the opening of the original Noble Park Campus.
- ▶ In partnership with Take Two, in 2023, each campus will have a psychologist and clinician onsite. We will also employ a speech pathologist and occupational therapist to provide consultations across our four campuses.
- ▶ Each campus will receive additional support from BSEM consultants with more targeted and specially designed professional learning and consults available.
- ▶ The school will launch its second RAP which will focus on cultural safety, anti-racism, allyship and strengthening relationships with community.



Thank you

The Berry Street School couldn't do our important work without our valued supporters, including our philanthropic partners, corporate sponsors, community fundraisers, individuals, and the research and educational partners who so generously support our work. Thank you for helping us continue to work together to ensure students can thrive, achieve and belong.

For enquiries regarding the Berry Street School's Annual Report please contact:

Berry Street School
 Botanicca Building 9, Level 3
 588 Swan St, Richmond 3121
 Wurundjeri Country

Telephone: 03 9429 9266
 (Monday to Friday, 8am–5pm)
 Email: BSVSchool@berrystreet.org.au
berrystreetschool.vic.edu.au



berrystreetschool.vic.edu.au

**BERRY
STREET
SCHOOL** 