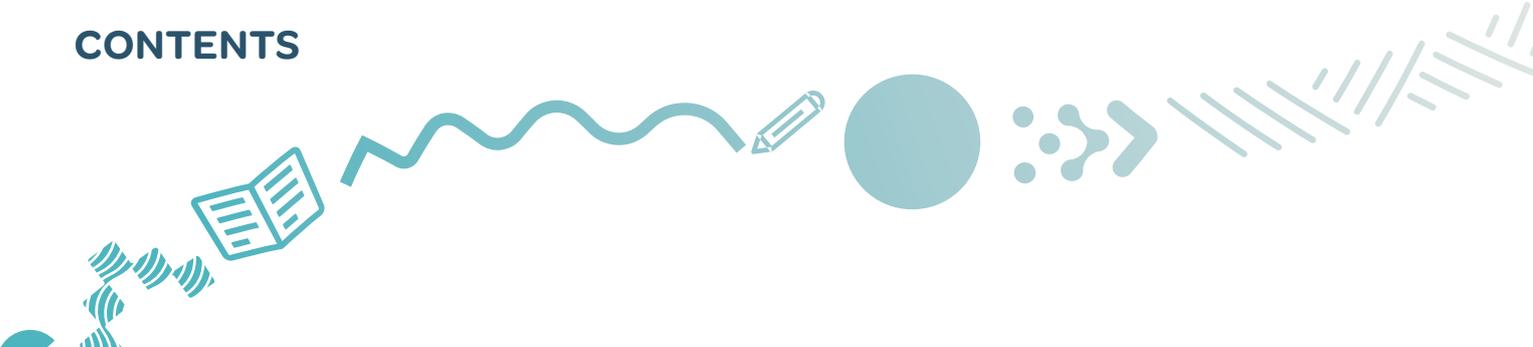


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The Berry Street School acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands, skies, and waterways across Australia. We acknowledge that sovereignty was never ceded, and we recognise the impact colonisation 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 is committed to the principles of social justice. Berry Street supports the LGBTIQ+ community and celebrates diversity.





We believe that children, young people and families should be safe, thriving and hopeful. As one of Australia's largest independent family service organisations, this belief is the heartbeat of our organisation.

Our 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**.

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 the Berry Street School have experienced trauma and disrupted attachment, social disadvantage and disengagement from school. Our students have often had significant gaps in their education leading to challenges in adjusting to learning in a group setting.

We believe all young people have the right to a high-quality education that prepares them to achieve their full potential and transition to a pathway that contributes to society with confidence and hope. We do this through positive relationships within a safe environment where students feel valued. Students flourish when the school community holds high expectations and students receive support that best meets their individual needs. The Berry Street School provides students with an Individual Education Plan encompassing holistic support offering intensive literacy, numeracy, personal development and wellbeing support.

Our school community celebrates diversity underpinned by **Unconditional Positive Regard (UPR)** for all. The Berry Street School is committed to contributing to the nurturing and strong sense of connection to country and cultures for Aboriginal and/or Torres Strait Islander young people.

We believe vulnerable students need the best teachers and staff to support their growth and academic success. We employ staff who believe in young people's ability to succeed no matter the challenges.

To support staff to be their best, we have a rigorous and intense professional learning program focused on literacy, numeracy, the Berry Street Education Model (BSEM) and staff wellbeing. The school is committed to continual improvement and supports teachers with instructional coaching to ensure teachers are making a positive impact on the academic growth of our students.

CONTACT DETAILS

Address

11 Tower Court
Noble Park 3174
Victoria Australia

Principal

Joanne Alford (2019-2021)
Rebecca Robinson (2022-current)

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(03) 9429 9266

Email

info@berrystreet.org.au

Website

www.berrystreetschool.vic.edu.au

AgeID Number

80042

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.



OUR BOARD OF DIRECTORS

We are fortunate to have a voluntary Board of Directors who are leaders in their chosen fields and are passionate about our work. They are responsible for providing good governance and strategic leadership, and are the stewards of our resources, good reputation, history and sustainability.



Dr Joanna Flynn AM,
President

Board Director at Ambulance Victoria and Forensicare Victoria. Former Chair of Eastern Health and Medical Board of Australia. MBBS, MPH, HonDMedSc, FRACGP, FAICD



Tim Cartwright,
Vice President

Former Acting Chief Commissioner of Victoria Police. Family Violence Reform Implementation Monitor. BA, Grad Dip



Paul Mann,
Vice President

Former Chief Financial Officer, Future Fund. BCom, CA, CFA, GAICD



Joshua Grace-Ware

Executive Manager, HR Operations, REA Group
BA & MA of Management (ER/IR), GAICD



Steve Gross

Senior Managing Director, Macquarie Infrastructure & Real Assets
MBA, BCom



Karen McLean

Paediatrician
MBBS, M Epid, FRACP



Susie Quirk

National Lead Partner, HR Advisory, KPMG
BA & Grad Dip (Education)



Lynn Glover

Former Chief Executive Officer of the Victorian Registration and Qualifications Authority
BSW



Megan Van Den Berg

Client Services Director, Eastern & State-wide, VACCA & Co
Owner of Kinya Lerrk

OUR PATRONS

Patron-in-Chief: The Honourable **Linda Dessau**, AC, Governor of Victoria

Patron: Professor Emeritus **Sir Gustav Nossal**, AC, CBE, FAA, FRS.

CHANGES TO THE BOARD

Susie Quirk joined the Board in April 2021

Lynn Glover joined the Board in April 2021

Megan Van Den Berg joined the Board in April 2021



Michael Perusco

Michael Perusco
Chief Executive Officer

CEO REPORT

Throughout 2021 the pandemic continued to create challenges with disruptions to school, work and life in general. However, as a specialist, independent school, the Berry Street School remained open for face-to-face teaching and learning during each lock down as did many of Berry Street’s services.

Despite the ongoing lockdowns, staff remained committed to supporting students continue to achieve academic outcomes, alongside developing their wellbeing and personal development through the implementation of the Berry Street Education Model across the school.

I was delighted to attend and present at the Berry Street School Reconciliation Action Plan (RAP) Narragunnawali Launch in October 2021. This was held as the inaugural Berry Street School assembly, where all campuses joined online to participate in, recognise and celebrate this important milestone. Each campus presented to the others why the RAP is important to them. The online event celebrated student voice and agency with some of our Aboriginal and/or Torres Strait Islander students presenting live at the online event. This follows the success of the Berry Street RAP Launch in November 2020.

I would like to take this opportunity to express my gratitude to our teachers and all staff across our multi campus school for all that they have done to help our students Thrive, Achieve and Belong. Finally and most importantly, I would like to acknowledge our student group. Your resilience and determination is an inspiration.

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EXECUTIVE DIRECTOR OF STATEWIDE SERVICES REPORT

At each of the four campuses, this year brought much-needed stability amidst a turbulent time for many of our students, families and staff. Implementing measures to ensure everyone's safety during COVID-19 outbreaks at each campus, the school was able to deliver face-to-face education for the entire year. The school continued to be a secure base and safe haven for our learning community, ensuring all students can thrive, achieve and belong.

This year more than any other saw more students successfully graduate with a senior schooling certificate, with 19 students awarded a Victorian Certificate of Applied Learning (VCAL). Not only this, but a student from our Ballarat Campus received a VCAL Achievement Award that was presented by Tim Richardson, Parliamentary Secretary for Schools at Federation Square. This is the first time a student has been academically recognised at this level. I would like to congratulate the graduating 2021 cohort for their strength and resilience in undertaking their studies during testing times. I would also like to express gratitude to all teachers, Education Support Workers and wellbeing staff for relentlessly ensuring our students receive high-quality teaching and learning, regardless of the circumstances.

At the end of the year, we farewelled the school principal, Joanne Alford. For 3 years Joanne successfully led the school's strategic direction leaving many legacies that will continue to see growth in the school. We wish Joanne all the best in her future. Forecasting to 2022 I am grateful for Rebecca Robinson our new principal and the leadership team overall for their steadfast commitment to supporting our students and staff through these interesting times.

Next year will only build on the success of this year, with Noble Park relocating to Narre Warren, psychologists based at every campus for improved wellbeing access for students, improved assessment practices, new technology equipment and more staff to support our growing number of students. In my role of overseeing the Berry Street School, I have great delight whenever I get the opportunity to visit our campuses and see the students walking side by side with our teachers and other staff in their learning journey. We are also very grateful for the support of all the families, carers and broader school community.



Annette Jackson

Annette Jackson

Executive Director
Statewide Services



Joanne Alford
Principal

PRINCIPAL'S REPORT

Celebrations across all campuses this year were enjoyed as we witnessed the most students we have had graduate with the Victorian Certificate of Applied Learning. There has been a focus across the school to not only increase the level that students were achieving success but to increase the number of students who would graduate. This is an incredible achievement and one every student, family and staff member are very proud of.

The graduating students success was a source of inspiration for students just beginning their senior school certificate. It is so energising to see students inspire each other and open up possibilities and potential for success. For many of our students this pathway may have felt unattainable when they first enrolled with us.

The pandemic continued to make our work more challenging with each campus either experiencing lock downs or isolation orders. We continued to remain open to support our students who were very grateful for the opportunity to connect and learn. As an Independent Specialist school, we continued to remain open during each lockdown and were able to respond to our community of families, carers, students, staff and school leaders with compassion, perseverance, prudence and of course humour (to help us all through the tough times).

One of the highlights from the year is the opening of the outdoor classroom facility at the Shepparton campus. This large structure has proven to be a resource that helps us learn, connect and play in all weather conditions. We could not have predicted how much impact this wonderful structure would have on our ability to support the students to thrive, achieve and belong as well as keeping our staff and students safe in minimising the spread of COVID-19. I enjoyed spending almost a week at the Shepparton campus helping where I could when almost half the staff were sent into isolation. This was a challenging time for the campus and community as Shepparton was put into an extended lock down period.

Another significant highlight was the first graduation of senior students at the Ballarat campus. This was such a proud moment for all involved. Students reflected how much of a positive impact the school had had on their ability to now pursue more study or help them get employment. Successful pathway opportunities are a goal that all our staff work hard to offer every student. Staff pride themselves on making learning engaging to help students thrive, achieve and belong.

The work toward the new campus at Narre Warren continued with many staff at Berry Street involved in ensuring and investing in its successful development. The move from Noble Park to Narre Warren will now occur in 2022 and I know that the move will positively impact the teaching and learning far beyond our expectations. I am very grateful for the support Berry Street offers the school in developing each site especially for the support of Melanie Edwards (Senior Manager – Major projects) and Sandra Ward (Senior Finance Partner). With their passion and expertise we find the work of growth and opportunity an exciting and fun challenge.

Morwell supported students this year with a strong Animal Assisted Education program with Vijay, the therapy dog, being a very much loved member of the staff. The students were also supported by a rat named Kahlo, who is a special treat for students looking for an extra special soft cuddle and was a source of much amusement in classes when students learnt through play.

I would also like to express my deep gratitude for our philanthropic team at Berry Street who have supported the school throughout the year by raising much needed funds. The Berry Street School is also grateful for the many and varied rich community partnerships that existed previously and have been formed more recently.

The following supporters have made a positive impact on the lives of the young people:

- The John T Reid Charitable Trust (who gave to the NW campus)
- For Shepparton Campus; Katrina Campbell & Dr Rob Jones
- Malcolm & Pat Chestney (NW)
- Veith Foundation (NW and Ballarat)



“ My 16 year old daughter would not have continued her schooling years if it wasn't for Berry Street School. The staff have supported her through her every day life issues and concerns and now she wants to continue after year 12.”
Parent/carer, Berry Street School

CHARACTERISTICS OF THE STUDENT POPULATION 2021

In August of 2021, 197 students were enrolled across four campuses:

Noble Park

41 students (11 females and 30 males, including 7 Aboriginal and/or Torres Strait Islander students - 4 males, 3 females).

Morwell

63 students (26 females, 34 males and 3 indeterminate, including 11 Aboriginal and/or Torres Strait Islander students - 7 males, 4 females).

Shepparton

44 students (19 females and 25 males, including 16 Aboriginal and/or Torres Strait Islander students - 10 males, 6 females).

Ballarat

49 students (22 females, 24 males, 3 indeterminate, including 6 Aboriginal and/or Torres Strait Islander students - 3 males, 3 females).

This compares with a total enrolment of 183 students across the four campuses in August of 2020.

CHARACTERISTICS OF OUR STUDENT BODY

Compared to the previous year, there has been over a 7% increase in our student enrolment. This is attributed to the embedding of BSEM consistently throughout each campus, outreach and transitions program and the ability to provide high-quality teaching and learning.

As a school overall, 20.3% of our students are Aboriginal and/or Torres Strait Islander. This is a 4.3% increase from the number of Aboriginal and/or Torres Strait Islander students enrolled in the school last year. This year we have implemented our first Reconciliation Action Plan (RAP) through Narragunnawali. Through our RAP, we have made a commitment to respectfully embedding Aboriginal and/or Torres Strait Islander cultures within our classrooms.

Ballarat Campus, Wadawurrung Country

Based on student enrolments, Ballarat Campus is the second largest campus in the school. There is a similar percentage of students that identify as either female or male, while a smaller percentage preferred not to say their gender. This reflects a growing need in our school to support our young people that identify as LGBTQIA+. Over 12% of students at the campus identify as Aboriginal and/or Torres Strait Islander. The Ballarat Campus have a strong ongoing relationship with the Ballarat and District Aboriginal Co-operative, which contributes to the students being able to thrive, achieve and belong.

Noble Park Campus, Boon Wurrung/Bunurong Country

Noble Park is situated closest to metropolitan Melbourne and this provides students with access to transport, employment and training. There are significantly more male students than females and no students that preferred not to say their gender at the time of the census. Seventeen percent of the students identify as Aboriginal and/or Torres Strait Islander.



Morwell Campus, Gunaikurnai Country

Morwell is the largest campus based on student enrolments. There are more males enrolled than females, and like Ballarat a small percentage preferred not to say their gender. Over 17% of students identify as Aboriginal and/or Torres Strait Islander. Morwell has established strong community links with Aboriginal and/or Torres Strait Islander peoples community members. Each week a Gunaikurnai woman teaches language classes to students.

Shepparton Campus, Yorta Yorta Country

Like other campuses, at the Shepparton Campus, there are more male students enrolled than females. There are no students at the time of the census that preferred not to say their gender. Shepparton has the highest percentage of Aboriginal and/or Torres Strait Islander students enrolled on the campus, with 36% of students identifying as Aboriginal and/or Torres Strait Islander.

“The staff are all very caring and helpful and always provide a welcoming environment for my child.”
Parent/carer,
Berry Street School



TEACHING AND LEARNING AT THE BERRY STREET SCHOOL IN 2021

This year was again unlike the rest, containing surprises and challenges. During another year of the COVID-19 pandemic, our Berry Street School community demonstrated their commitment to ensuring our staff, students and families can thrive, achieve and belong.

High Expectations

Our young people have continued setting their own goals using our Individual Education Plans (IEPs). With the support of our staff, our students set and reviewed their goals three times a term. Our students could track their personalised goals' progress, creating a greater connection with their learning. Also, teachers incorporated these goals into their planning and teaching. As part of these goals, our VCAL students used the opportunity to plan their futures. As a result, our senior students participated in Vocation and Educational Training, School Based Apprenticeship and Traineeships, work experience, and Structured Workplace Learning. Our young people are using their skills and knowledge to grow their belonging in the greater community and create opportunities for themselves after their time at the Berry Street School.

At the Berry Street School, we have a passion for innovative teaching and our own professional learning. Our teachers engaged in instructional coaching to develop their own goals to improve student learning. Working closely in a partnership with their Lead Teacher, each teacher routinely reflected on the reality of their classroom and devised a plan to improve student learning. Furthermore, we began a partnership with the Teach for Australia (TFA) organisation to have TFA Associates join our staff. At the same time, they participate in the Leadership Development Program and earn a Masters of Secondary Teaching. TFA Associates bring to the classroom their professional knowledge and a dedication to giving students the knowledge, skills and confidence to be the best they can be. While participating in the program, they develop their teaching skills while bringing their own expertise to our Berry Street Community. Three Associates joined in 2021 at the Morwell and Noble Park campuses. We look forward to continuing our partnership with TFA to have more Associates next year.

In 2021, we strengthened our commitment to reconciliation by committing to 14 actions outlined in our first RAP. It has meant we are respectfully embedding Aboriginal and/or Torres Strait Islander voices, knowledge and cultures in the classroom, the whole school and the greater community.

 I think the teachers have gone out of their way to make my child feel accepted.”
 Parent/carer, Berry Street School

A Calm and Consistent Learning Environment

This year we recognise the continued impacts of the pandemic on our young people and their families while we maintained our face-to-face learning throughout the year. Building on our previous efforts, we continued our focus on integrating wellbeing and learning in the classroom through our Berry Street Education Model (BSEM). We know our young people learn best when they are in a calm and consistent learning environment that is trauma-aware and informed.

After 2020, we appreciate the importance of consistency to help our students strive to thrive and achieve. To support our staff in creating this, we created schoolwide Professional Learning Communities (PLCs). These PLCs allowed our staff to dig deep into their practice and focus on particular areas, such as Literacy, Numeracy and Future Pathways.

As an extension of our Literacy work, we began schoolwide Writing Moderation. This activity develops teachers' understanding of assessment and how to implement the data into their planning. It helps improve our teachers' decisions about student learning, ensuring that we have a consistent approach. We hope to continue this work next year.

Accelerating Student Learning

In 2021, we implemented Literacy and Numeracy programs to ensure our students who need additional help can have access to it. The intervention programs we offered were the Extending Mathematical Understanding (EMU) and MacqLit. Both programs support our students in similar ways, underpinning our teaching and learning beliefs:

- We use accurate diagnostics and assessments to make data-informed decisions about student learning and curriculum decisions, such as which programs are best for each young person
- We believe all young people are on a developmental continuum, and as such, we target our teaching to what the young person needs
- We develop our students' curriculum to include skills that will help them lead independent and successful lives, such as resilience when making mistakes because it allows them to learn

EMU is based on a social constructivist view of learning and the principle that all children can learn mathematics given access to the necessary resources, environment and teaching. We had five staff across the campuses become EMU specialists. They implemented this approach in the specialised programs and their numeracy classes, providing our students with rich hands-on experiences while learning about number.

To accelerate our students' literacy learning, we implemented the MacqLit program. It is designed to master the foundations of reading for older students. In 2021, we ran multiple programs, both one-to-one and in small groups. Students thrived in developing their reading stamina and confidence.

We look forward to continuing these opportunities in 2022 and seeing our students achieve.



Maddie Witter

Deputy Principal (2018-2021)
of Teaching and Learning
at the Berry Street School



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STAFF PROFILES OF OUR ANIMAL ASSISTED EDUCATION

Poppy

Poppy is a wonderful 4 year old Labradoodle who loves her role as a therapy dog at the Ballarat campus. She loves her zoomies around the school yard before the students arrive and then snuggling on the couch, floor or bean bag with whoever needs some extra attention and support, whether that be a student or staff member. She has formed the most beautiful connections with students which helps them feel safe and supported at school and ready to learn.

Phoebe

Phoebe is a Golden Retriever Education Assistance Dog trained and was generously donated by Assistance Dogs Australia. She helps students to feel calm and be ready to learn. She enjoys reading with students and cuddling up with them for a pat and a nap. At break times, Phoebe specialises in sneaky snacking, and is often seen sitting in front of students with the golden retriever stare. She greets every guest to the school with excitement and love. Thank you Phoebe for making our days brighter.

Comet

Comet is a 10-year-old Cavoodle, with a hint of Spaniel, that loves cuddles and chasing the ball at the Noble Park campus. Comet loves working with the young people when they are having a tough day or need help focusing on their learning. He is known to steal a bit of toast from time to time and loves to help expend energy by doing zoomies up and down the campus. The students love Comet and they even trained him to do some new tricks.

Lochie

Lochie has a talent for reading a room and seeing which student, parent or staff member needs a cuddle or a play. His favourite things are playing tug, diving into bean bags, races down the hallway, climbing into laps (even though he weighs 30kg) and sitting at the table like a human. After growing up on the streets, Lochie gives and receives more love than he could ever have hoped for from his new family of students and staff at the Berry Street School.

Vijay

In Vijay's role as an animal assisted therapy dog, he brings joy and humour to the campus every day. He specialises in curling up at the feet of students in class making them feel safe and accepted. He also specialises in PE and supports student fitness by stealing the balls they are playing with and making them chase him. Thank you Vijay for everything that you do!

Kahlo

Kahlo is named after Frida Kahlo and initially belonged to a student. When the student could no longer care for Kahlo, the wonderful Wellbeing Leader, Rohena, adopted him. Kahlo is loved by many students who often prefer coregulating with a smaller therapy animal than our canine friends.

Chickens

The Morwell, Ballarat and Shepparton campus also have chickens. Students love to collect eggs and use these for to make food during Food Technology classes. We also feed food scraps to them to contribute towards a more sustainable future.





STUDENT WELLBEING

At the Berry Street School, we adopt a whole-school approach to support the wellbeing of students through the Berry Street Education Model (BSEM). Staff integrate wellbeing principles that nurture growth, identify strengths, and build students' psychological resources. There are five domains in our work: Body, Relationships, Stamina, Engagement and Character. (Brunzell & Norrish, 2021).

Body

The first domain of BSEM is Body, which prioritises the body and the impacts of chronic stress on the body and its regulatory abilities. Students who have experienced stress and trauma often have significant unmet needs in their bodies. Some students struggle throughout the school day because their bodies are unable to do what their minds tell them to do: to sit still, listen, and complete learning tasks.

Bottom-up regulation and top-down regulation are central to our work in Body.

Relationships

Strong teacher-student relationships that are underpinned by Unconditional Positive Regard (UPR) are essential for wellbeing. UPR facilitates an environment in which the student feels valued and accepted regardless of their behaviours, emotions, failures, or successes in the classroom. All our staff nurture UPR for students, which helps them create highly relational classrooms built on acceptance, empathy and trust.

Stamina

By focusing on Stamina, we aim to support students to develop the skills to have micro-moments of expansion and persistence. Staff support students to develop a **growth mindset** that builds stamina so that when students are faced with difficulty, they persist. Staff use strategies such as stamina graphs and thermometers to help students identify stamina goals and reflect on their learning.

Engagement

Our staff are committed to doing everything they can to engage students. Staff do this through **motivational interviewing, flow theory** and **broaden-and-build theory**. Sometimes students may experience ambivalence toward school. Staff support students' wellbeing with these mixed feelings through motivational interviewing techniques. Our lessons are effectively planned using flow theory so that classroom activities are optimal for student engagement. Integral to students' engagement is the transformative power of positive emotions. One-way teachers do this is by using positive primers at the start of each lesson.

Character

Our strengths-based approach in the Character domain is integral to our approach. From student induction to end of year celebrations, and from individualised goals to future education and vocational planning, nurturing student strengths is of primary importance. Staff focus on students' **character strengths** and provide regular and explicit opportunities to explore their strengths and build their psychological resources.



“ Love that Jessie feels she has a voice and is encouraged to challenge herself to reach goals she sets and consider alternative goals that are a little challenging. I love that she is encouraged to step outside her comfort zone and reassured that she has the support to do it.”

) Parent/carer, Berry Street School





STUDENT STORY

Jordan

Jordan* is a student from the Morwell Campus. In 2021, Jordan successfully completed their VCAL Intermediate Certificate. Jordan’s teachers and peers describe them as being kind, generous, brave and loyal every single day that they attended Berry Street School. One school leader stated that “every time I speak with them, I learn something new about the world”.

Another achievement Jordan experienced this year was completing a School-Based Apprenticeship in Computer Game Design. This included a Certificate III in information, Digital Media and Technology. To do this, Jordan had to enrol in two different TAFE courses at the same time, completing an exhausting schedule of work on top of their apprenticeship whilst continuing with VCAL. Jordan also completed numerous units of competency as part of their VCAL Certificate including Certificate II in Building and Construction, coffee preparation, safe food handling, agricultural knowledge and metal work.

On top of all this, Jordan worked collaboratively with his class during Personal Development Skills. During this class, they created a COVID-19 response by making masks and raising over \$300 for the Orange Door. Jordan advocated against Domestic Violence in their writing and researched the Orange Door organisation as well as packaging and selling masks within the community.

*The student’s name has been changed to protect privacy.

“ I have had incredible opportunities to develop my professional practice at the Berry Street School. I have had more opportunities to engage in professional learning than ever before.”

↑ Teacher, Berry Street School





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2021 AS REPORTED ON CENSUS

The Berry Street School is one of the statewide services delivered by Berry Street. Our four campus school is led by a school leadership team including 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 the campus Assistant Principal, the campus Lead Teacher, and the campus Wellbeing Leader. Based on the unique needs of each campus, including the number of students at each campus, the school employs teachers, education support staff, VCAL co-ordinators, and wellbeing staff at a range of total full time equivalencies.

CEO				
Executive Director Statewide Services				
Principal				
Deputy Principal, Whole School Teaching and Learning	Assistant Principal, Ballarat	Assistant Principal, Morwell	Assistant Principal, Noble Park	Assistant Principal, Shepparton
Lead Teachers 2.0 FTE	Administrative support 0.4 FTE	Administrative support 0.9 FTE	Administrative support 1.0 FTE	Administrative support 0.8 FTE
	Lead Teachers 1.0 FTE	Lead Teachers 1.0 FTE	Lead Teachers 1.0 FTE	Lead Teachers 1.0 FTE
	Wellbeing Leader 1.0 FTE	Wellbeing Leader 1.0 FTE	Wellbeing Leader 1.0 FTE	Wellbeing Leader 1.0 FTE
	VCAL Coordinator 0.80FTE	VCAL Coordinator 0.80FTE	VCAL Coordinator 1.0FTE	VCAL Coordinator 1.0FTE
	Teachers 5.4 FTE	Teachers 7.0 FTE	Teachers 4.6 FTE	Teachers 3.6 FTE
	Wellbeing staff 0.8 FTE	Wellbeing staff 1.9 FTE	Wellbeing staff 1.0 FTE	Wellbeing staff 1.2 FTE
	Education Support Workers 2.0FTE	Education Support Workers 3.4 FTE	Education Support Workers 1.6 FTE	Education Support Workers 3. 4 FTE

Professional Learning

The Berry Street School is committed to the continued growth and development of all staff to inspire both professional and personal fulfilment.

All staff benefit from a broad range of professional learning opportunities, including:

- A Berry Street School Retreat that provides staff with two days of professional learning
- BSEM Masterclasses and consultations
- Monthly supervision
- Professional learning communities and working groups

Professional learning is integral to providing high-quality teaching and learning to students. Our comprehensive program provides all teachers with the time and resources necessary to undertake both collaborative and autonomous professional learning, with opportunities including:

- Instructional Coaching
- Harvard Certificate in School Leadership
- Extending Mathematical Understanding, Monash University
- Attending conferences, such as the Australian Reconciliation Convention
- Aboriginal Cultural Knowledge and Understanding training
- Moderation
- Collaboration with other schools
- Leadership and management courses

Staff Wellbeing

Berry Street School is committed to promoting a culture that values staff mental health and wellbeing. To provide the best support to students, staff are provided opportunities to look after their mental health and wellbeing. The Berry Street School also recognises the impact of working, either directly or indirectly, with children, young people and families who at some point in their life journey have experienced trauma and injustice. At the Berry Street School, Unconditional Positive Regard (UPR) underpins students' wellbeing, but also staff. In our school, staff take it upon themselves to learn and practice UPR and as a result we see hundreds of micro-moment interactions that build toward a culture of everyone contributing to everyone's wellbeing. The evidence suggests that UPR supports students' healing and learning, as well as staff wellbeing.

The Berry Street organisation has in place a Mental Health and Wellbeing Plan that aims to promote improved work-life balance, create opportunities for social connectedness, mitigate the risk of vicarious trauma and build resilience in the organisation. Berry Street School wants to foster an environment where staff feel safe to reach out for support, engage with available supports and when needed can speak openly about mental health and wellbeing.

To support staff in looking after their mental health and wellbeing, the Berry Street School currently offers several initiatives and resources. These include:

- Monthly supervision
- Employee Assistance Program (EAP)
- The Wellbeing Hub
- Wellbeing @ Work Newsletter
- Connect, Nourish and Grow Webinar Series



SCHOOL PERFORMANCE DATA SUMMARY

The following shares our VCAL and Pathways Program data for 2021

2021 Education Data		
Total number of students enrolled in VCAL in 2021	90	
Total number of students with successful VCAL completions in 2021	19	
Total number of students enrolled in Intermediate Units in 2021	57	
Total number of students enrolled in Senior Units in 2021	4	
Total number of students enrolled in accredited courses/ VET UOC in 2021	75	
Total number of students with successful accredited course/ VET UOC completions in 2021	67	
Total number of students enrolled in VET qualifications in 2021	63	
Total number of students with successful VET qualification completions in 2021	25	
Total number of students participated in SBAT's in 2021	3	
Total number of successful SBAT completions in 2021	1	
Total number of students participated in workplace visits in 2021	31	
Total number of students who undertook work experience placements in 2021	17	
Total number of students that volunteered in 2021	25	
Total number of students who participated in VET taster courses in 2021	28	
Total number of students who participated in Structured Workplace Learning	9	
Pathways Data		
Total number of students exiting the school in Term 4 2021	41	
For graduating 2021 students, total number of students enrolled in TAFE or vocational program for 2022	4	
For graduating 2022 students, Total number students in employment for 2022	15	
	Full-time	2
	Part-time	5
	Casual	8
Total number of 2021 exited students transferring to another school for 2022	4	

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FINANCIAL REPORT YEAR ENDING 31 DECEMBER 2021

Revenue from operating activities

	\$
Private Income	16,088
Donations	388,807
State Govt Recurrent Grants	2,862,744
Comm Govt General Recurrent Grants Program	8,282,219
School Assistance Targeted Programs Grants	21,830
Job Keeper	12,214
Total revenue	11,583,903

Expenses from operating activities

General Teaching Staff	4,404,865
Salaries All Other Staff	548,098
Other Staff Related Expenses	314,109
Superannuation	483,245
LSL	81,644
Total salaries	5,831,961
Operating Expenses	2,741,350
Building & Grounds Operations	298,967
Rent and Lease Expenses	281,989
Depreciation	9,478
Total non-salaries	3,331,784
Total expenses	9,163,745
Total operating surplus	2,420,158

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 2022



FUTURE FOCUS

In the coming year, we hope to build our community’s sense of belonging, reflecting the diverse community that we are. With our official launch of the RAP, we are excited to begin formally implementing it from the classroom to the schoolyard and in our day-to-day work.

As part of a Berry Street initiative, the Berry Street School will be working towards our Rainbow Tick Accreditation for the whole organisation, including the Berry Street School. This will help us improve our LGBTQIA+ Inclusive Practices and ensure the school is a safe and welcoming environment for our students and staff, where everyone can thrive, achieve and belong.

We look forward to our renovations and capital works being completed. After this year’s delay due to the COVID-19 pandemic, we have our hearts set on new classrooms for Ballarat, an outdoor recreation area for Morwell and the Noble Park campus moving to their new location at Narre Warren.

In teaching and learning, we will further embed the EMU and MacqLit programs across all our campuses. We hope to train additional teachers in both programs and expand the number of students participating in each initiative. Both programs accelerated our students’ growth to thrive and achieve, so we look forward to seeing these opportunities increase.

After much reflection, we will be moving to use Essential Assessment as our primary assessment tool in Literacy and Numeracy. This assessment tool will provide us with various ways to gather data during the learning cycle and differentiate based on our students’ needs.

After a busy year, we are looking ahead to the next. We feel grateful for the resources we can provide for our young people to access a high-quality education where they can thrive, achieve and belong.

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STUDENT STORY

Lucie

Lucie* is currently 19 years old and lives between Melbourne and regional Victoria. She used to attend the Noble Park campus, where she completed her VCAL Intermediate Certificate. Together with a friend, she just started her own business of dog sitting and dog walking. They hope to expand the business model to include dog grooming once they complete the certification.

Her perseverance and courage to pursue her ambitions were also clear while at the Berry Street School. While Lucie completed her schooling, she also worked part-time to fund her goal of travelling overseas. She encouraged her peers to do the same using her strengths of leadership and kindness. They were able to follow her example, as she achieved her goal in her first year at the Berry Street School. Lucie travelled through the United States of America, travelling around the country for a few weeks.

We are exceptionally proud of Lucie for applying herself and continuing learning after graduating from Berry Street School. She continues to use her strengths of curiosity and perseverance in life after our school.

*Student's name has been changed to protect privacy.

 **Reading is my favourite part of the day. I love it."**
 Student, Berry Street School



LITERACY AND NUMERACY STUDENT ATTAINMENT

The data tables presented show student Literacy and Numeracy attainment growth throughout 2021. Student attainment is assessed by teachers regularly using a consistent set of standards. This allows teachers to understand where students' level of attainment is at and their growth over time. One unit of growth represents one year of expected progress benchmarked against the Victorian Curriculum standards. For Junior Numeracy, our teachers use Maths Pathways to inform their teacher judgements, along with formative and summative assessment tasks. In Literacy, each student is assessed using Fountas and Pinnell, along with additional formative and summative assessment tasks that are created by classroom teachers.

JUNIOR SCHOOL NUMERACY GROWTH 2021 SUMMARY

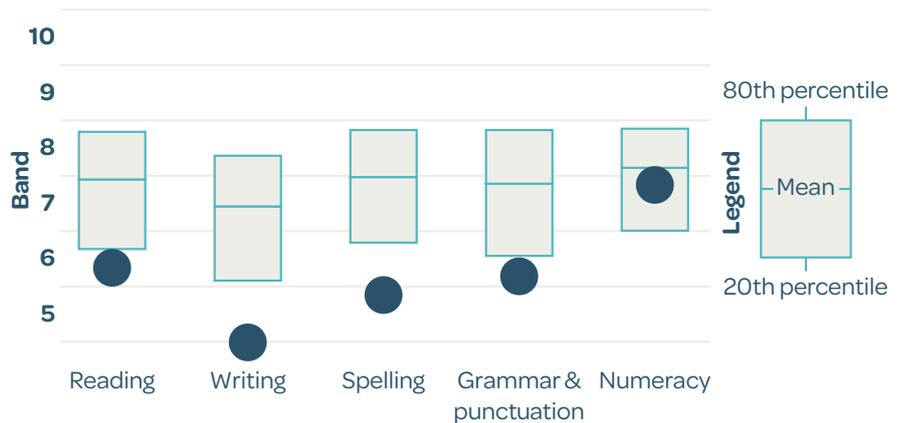
Campus	Average growth
Noble Park	1.49
Morwell	0.89
Shepparton	1.33
Ballarat	0.91
Whole Junior School	1.05

LITERACY GROWTH 2021 SUMMARY

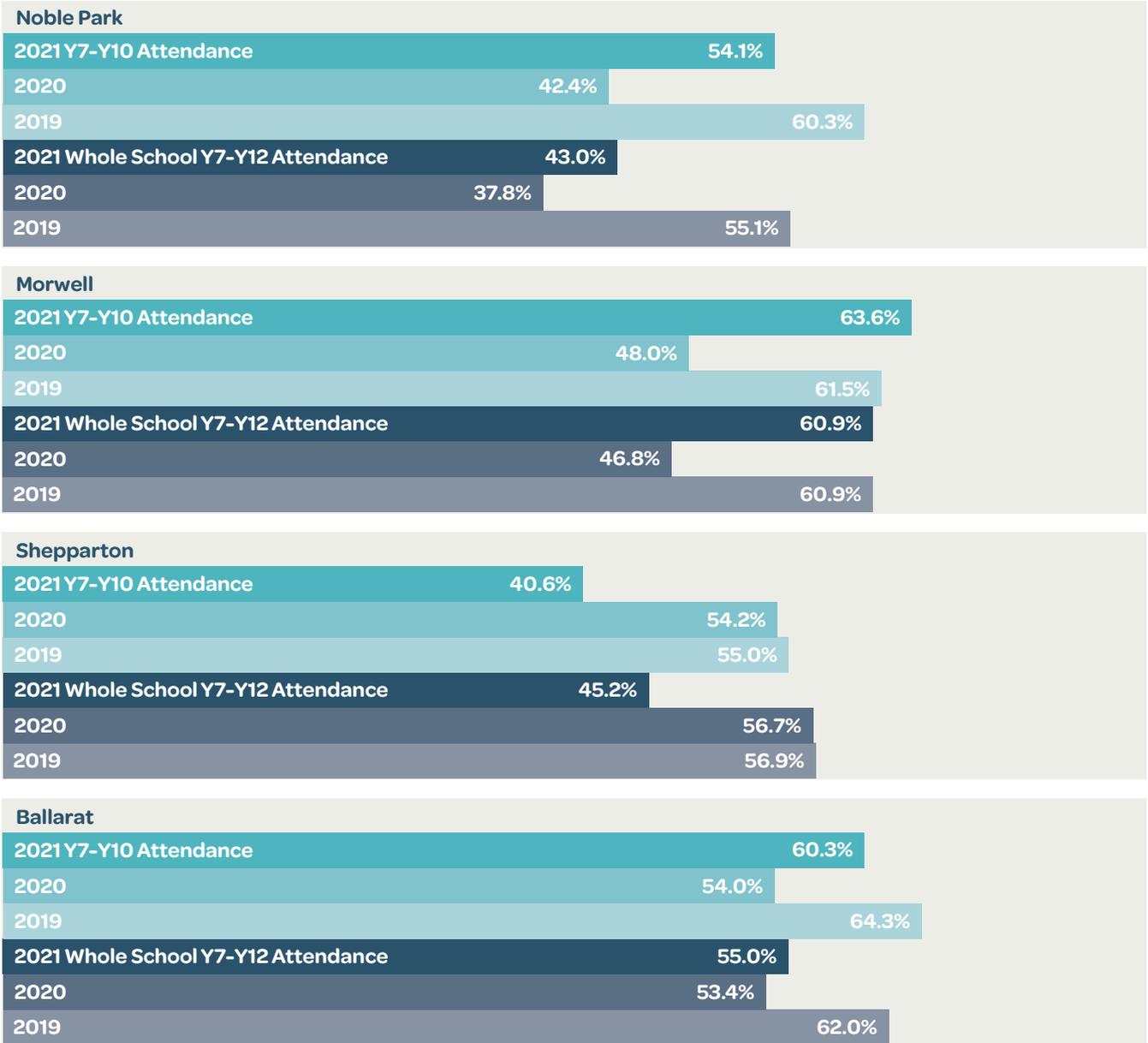
Campus	Average growth
Noble Park	0.83
Morwell	1.19
Shepparton	1.1
Ballarat	0.86
Whole School	1.04

NAPLAN

During 2021 one student participated in NAPLAN. It is important to note that these results are from one student and not an accurate reflection of the entire school.



ATTENDANCE DATA



Our wider vision for reconciliation is an Australia where Aboriginal and Torres Strait Islander peoples are actively acknowledged as the Traditional Custodians of the lands, skies and waterways of our nation; an Australia where Aboriginal and Torres Strait Islander perspectives are valued and respected as influential in building a nation that is informed and equitable.

The Berry Street School is committed to respectfully embedding Aboriginal and Torres Strait Islander cultures within our classrooms, playgrounds and local communities. We will support a learning environment that teaches the true and shared histories of Australia and will support a culturally safe learning environment where pride in identity flourishes and the longest living cultures are celebrated.





