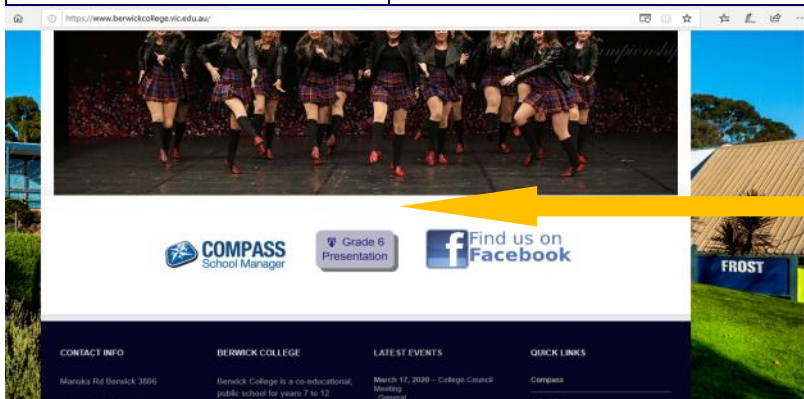


NEWSLETTER ISSUE 5

Friday 29th May 2020

KEY DATES	
Term 2	
Monday 8th June	Queen’s Birthday Public Holiday
Saturday 20th June	High Achievers 2021 Testing 9:30am to 12noon
Sunday 21st June	Basketball Academy 2021 Trials
Monday 22nd June	Dance Academy 2021 Trials
Friday 26th June	Report Writing Day—Student Free Day End of Term 2
Monday 13th July	First Day Term 3
Friday 31st July	Year 7—11 Semester 1 Reports available
Friday 7th August	Year 12 Reports available



Information for families with students in Grade 5 and Grade 6 is contained in an online power point presentation on our [website](#).

This is a large file and you will need to select Download twice but it contains helpful information regarding our High Achievers, Dance and Basketball Programs, Learning Teams and overall school processes.

OFFICE HOURS - Telephone: 8768 1000

FINANCE OFFICE: Monday to Friday: 9:00am – 4:00pm

ADMINISTRATION OFFICE: Monday to Friday: 8:15am – 4:00pm

Address: 65-69 Manuka Road, Berwick 3806

Email: berwick.sc@education.vic.gov.au

Web: www.berwickcollege.vic.edu.au

BERWICK COLLEGE NEWSLETTER

Berwick College notifies parents by email when newsletters are published. Newsletters are published three times per term. Newsletters can be accessed on the Berwick College website. Please keep up-to-date with all College news by reading the newsletter, following us on Facebook and contacting the appropriate Home Group Teacher if you have any concerns.

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PRINCIPAL'S REPORT

...“Our staff, parents and students have experienced a transformative period of learning, independence and growth that will go down in history as a turning point in education.”

We are almost halfway through the year and Term 2 has been like no other school term in Victoria's history. Our staff, parents and students have experienced a transformative period of learning, independence and growth that will go down in history as a turning point in education.

This week there were welcome sounds of normality as students laughed in the sunshine, returned to learning routines and structure. As in previous years, our students have had the opportunity in Homegroup to take part in a virtual Acknowledgement of Country, bringing the theme, 'In This Together' to life for National Reconciliation Week. The theme “reminds us whether in a crisis or in reconciliation we are all in this together. <https://nrw.reconciliation.org.au/>



Our College Nurse has prepared for the health requirements of students and staff. Students are not required to follow social distancing requirements while at school however some of the issues around teachers social distancing for duties and meetings are quite complex.

I am proud of the innovative and creative approaches my staff have implemented over the past 10 weeks. The pace of change in this teaching and learning landscape has been fast and constant. I am proud of our students and staff as they demonstrated our College values of resilience and cooperation, flexibility in adapting to change and providing constant care and support throughout this challenging time. Our staff have also had to manage their own personal family situations to social distancing measures. This experience has provided us unique perspectives and the opportunity to learn new ways of working with our students, our families, our colleagues and our communities.

I have read with thanks the notes of appreciation and the positive feedback from our surveys. We have teachers who are parents, and parents who are teachers. We have shared some of the experiences of families struggling with working at home and trying to manage children doing on-line learning, and younger children who don't know or care about structures such as on-line meetings, deadlines or classes. We have shared the feelings of guilt that we can't do it all, but still we try to cater for all who need us. **And, up until now, we have all, parents, guardians, teachers, support staff, grandparents and especially students, done pretty well.**

As we move back into face-to-face teaching we are pulling the threads of learning back together. We are checking on our students and planning for the transition of the 7-10s back to school in just over a week. We are thinking about their wellbeing, and the year 7s, who have only had 8 weeks in secondary education. Our whole school community has united to manage this unprecedented situation.

Thank you parents and guardians, you are awesome.

Thank you teachers and support staff, you are awesome.

And most of all, thank you students, you are the best of all!

Ms Kerri Bolch—Principal



CRESCAM—I SHALL GROW, I SHALL INCREASE

Pictured below are three more of our past students who have recently made contact and are part of our multi-generational connections and history within our local community and across the world.



Brad Battin MP



State Member for Gembrook

Shadow Minister for Roads (Metropolitan)
Shadow Minister for Road Safety and the TAC
Shadow Minister for Youth Justice, Crime Prevention and Victim Support

CIRCA
1990



Tayla Davison-Armao

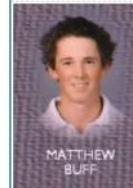


Degree in History and Archaeology (Honours)- Monash Masters in Tourism.

CLASS OF
2012



Matthew Buff



Advanced Diploma in Electronics Engineering
PGA Golf Traineeship

CLASS OF
2004

CAREERS EDUCATION AT BERWICK COLLEGE

Year 12

During Terms 1 and 2, Year 12 students have been completing a Career Action Plan (CAP). Within the CAP, the students have been researching courses, training or employment requirements to support their application to the Victorian Tertiary Admissions Centre (VTAC), for those students applying to university or TAFE, the police force, defence force, airline, apprenticeship or workplace.

During mid Term 2, as learning moved from face to face to remote, Careers Education for students moved to Google Classroom. Year 12 students were provided with a dedicated Careers Education remote classroom space, where they were able to receive support completing a CAP as well as notifications and links to Virtual Career Expos to attend and other relevant information related to post-secondary applications and/or employment opportunities.

Throughout Term 3, an integral part of the Year 12 transition from secondary school to further education, training or the workplace involves identifying any necessary requirements to enter institutions or organisations related each students preferred career choice. These requirements may include; Australian Tertiary Admissions Rank (ATAR) and pre-requisite subjects/study scores required for entry into university courses, as well as any necessary external tests, interviews, portfolios, auditions or other requirements.

Year 11

During Term 1, most Year 11 students completed their Career Action Plan (CAP) to support their in school and post school pathways related to their preferred career choices.

The students used the Berwick College Careers page, supported by Career Tools to research their preferred subjects and the occupations that relate to their favourite subject areas. This included investigating the role and responsibilities, personal requirements and education and training pathways related to their chosen occupation/s.

A small group of students were unable to complete a Career Action Plan in the classroom due to moving to remote learning and therefore were provided with an opportunity to do so through dedicated Careers Education remote classroom spaces.

NOTICEBOARD/STUDENT BULLETIN

Important information relating to Careers and VET will be communicated via email to parents, advertised on the Noticeboard outside the office or through the Student Bulletin via the Home Group teacher

CAREERS EDUCATION CONTINUED....

STRUCTURED WORKPLACE LEARNING (SWL) – YEARS 10, 11 AND 12.

All Year 10 FLP (Flexible Learning Program), Year 11 and 12 VCAL (Victorian Certificate of Applied Learning) students (aged 15 and over) are required to have a work placement one day a week (either on a Wednesday or Friday depending upon which day they attend their blocked TAFE course).

As you may be aware, all SWL placements were suspended at the end of Term 1, prior to moving to remote learning as per the advice provided by the Department of Education. However, to coincide with the return to face to face learning, schools have now been notified that students are able to move back into their existing SWL work placements and/or obtain one.

If your son/daughter intends to re-commence an SWL placement or find a new one, there are a number of factors that must be adhered to prior to their commencement;

- Parent/guardian approval
- Employer willing to reinstate and/or accept a student for a work placement
- Employer able to provide written evidence of be able to demonstrate social distancing and/or COVID-19 OHS compliance.
- A completed/signed SWL form
- Approval from the Careers office via Narelle Mills (Narelle.Mills@education.vic.gov.au or 8768 1059) for the placement to go ahead.

Students are able to use the SWL portal (<https://goworkplacements.education.vic.gov.au>) to find employers looking for students to work in their business as part of the SWL program if they are having difficulty finding a placement. Any queries regarding SWL, please contact Narelle Mills.

VET AT BERWICK COLLEGE FOR YEARS 10, 11 AND 12 STUDENTS

Approximately 280 students have elected to undertake a Vocational Education Course at our school or another Technical Educational setting this year. Students are currently undertaking the following 1 or 2 year courses;

AT BERWICK COLLEGE

Applied Fashion Design and Technology, Automotive, Community Services, Construction Pathways, Dance, Electrotechnology, Outdoor Recreation and Small Business.

OFF CAMPUS AT ANOTHER SCHOOL OR TAFE INSTITUTION

Animal Studies, Beauty, Computer Assembly, Graphic Design, Early Childhood Education and Care, Equine, Furniture Making, Health Services, Horticulture, Information Technology, Kitchen Operations, Laboratory Skills, Make Up, Music, Plumbing, Retail Operations, Salon Assistant (Hairdressing), Screen and Media, Sport and Recreation, Tourism and Visual Arts.

The benefits of undertaking a VET program whilst at school are;

- They assist students to become 'job ready' thereby increasing their employment prospects.
- They form part of recognised pathways to further education and training.
- Upon successful completion, students receive a nationally accredited qualification.
- A necessity within the Applied Learning Program for Years 11 and 12 that contributes to units of credit required to obtain an Intermediate and/or Senior Certificate.

VET – REMOTE LEARNING AND BACK TO FACE TO FACE LEARNING

During the shift from face to face learning to remote learning for school students, all VET courses moved to a remote mode of learning too. All students/parents/guardians were contacted directly by the VET/TAFE institution with advice about how this would occur and students continued to complete their studies during this time on their regular, scheduled day/time.

All VET courses held at Berwick College have now moved back to face to face learning (as at week commencing Tuesday 26/5) and students in Years 10, 11 and 12 should be attending these classes.

Further, those VET courses held off campus are also moving back from remote learning to face to face learning. These VET/TAFE institutions have advised Berwick College that they will have contacted our students and their parent/guardian recently via email with the date for the change.

Any queries, please contact Laura Germano on 8768 1073 or Karen Crawley on 8768 1058.

OUTSTANDING LOCKDOWN PROJECT

Who knows how great careers start or what it is that kicks them off to begin with? With the ever increasing rise in reality and DIY TV shows, Berwick College Yr 7 student Chelsea Mac Taggart used the lock down period to watch videos, read plans and build outstanding kitchen accessories. Better Homes & Gardens.....better watch out, the latest DIY home “handyperson” TV rising star is on the move!!

Not content to just work through the design and theory process, Chelsea, along with a watchful dad, set about making the practical components of her spice rack and then the step by step construction process as well.

What’s remarkable to remember, is that when lockdown began, her Yr 7 class had done no real particle woodwork at all, they had only just completed the metalwork component of the key tag during class.

As a group the class had covered basic safety, some basic hand tool safety and operation, and the correct way to mark out material. No actual joint making or construction had taken place.

So with nothing more than a few tutorial videos, a tonne of enthusiasm, and load of time, Chelsea set off to work building her version of a spice rack.

Finally, Chelsea then went about staining and sealing the final product to produce a **truly outstanding piece of work!**

Well done Chelsea

Mr Wolstenholme—Design Materials Teacher



DANCE ACADEMY NEWS



To mark the middle of Term 2, all the Dance Academy classes participated in wellbeing activities so they could take some time out and relax in the midst of the stresses that come with the situation we find ourselves in. Now, more than ever, this moment of mindfulness is so powerful to soften the non-stop noise and find compassion for our mind, body and soul.

Angie from 'The Haus of Health' facilitated Meditation and Mindfulness sessions with our Year 7, 8 & VCE Students. The students explored anxiety and it's triggers, breathing techniques to help with stress and worry, soulful strategies to assist with sleep, creating mini mindful rituals, had a little virtual boogie and did some creative meditation!

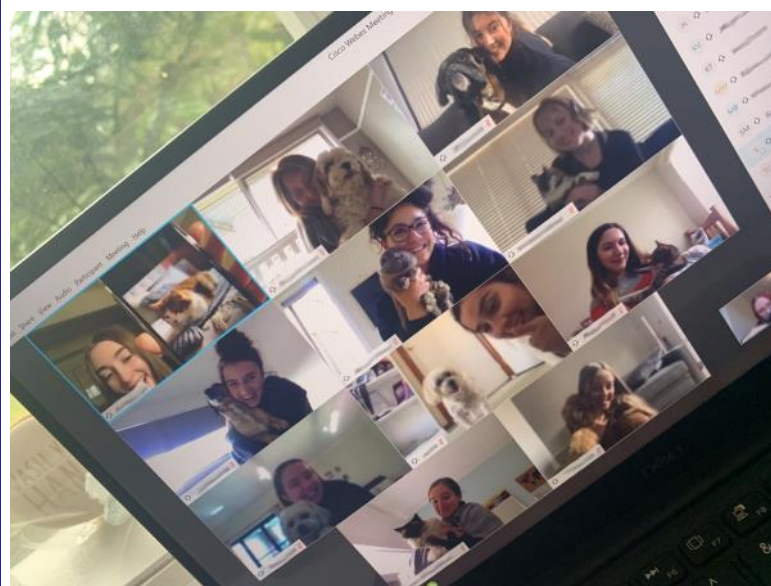
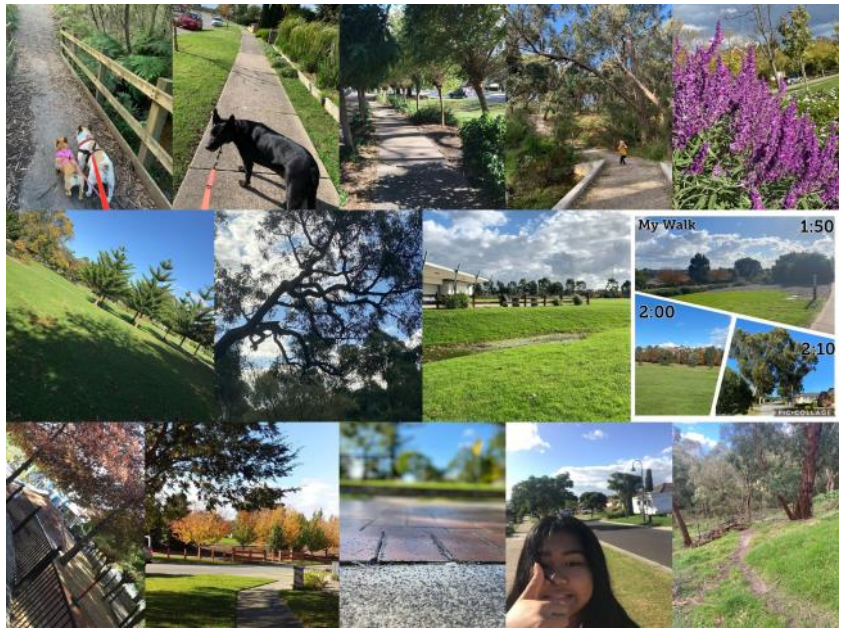
The Year 8 Dance Academy class spent a lesson writing letters of gratitude and appreciation to loved ones, friends and teachers. They also spent the lesson making 'fun' videos. These consisted of: dances with their siblings, impersonation videos, improvisation dances or anything that made them feel happy and reminded them for their love of dance.

Our Year 9 and VET 3/4 Students held pet 'meet and greet' sessions where they were able to introduce their furry friends to the class. We met a range of pets, some who were happy to be on camera and others who weren't as cooperative!

We watched dance performances just for the sake of enjoying dance, played games together, and went on walks to get some fresh air into our lungs.

It was so nice to have that time with the students to pause and enjoy spending time together. We can't wait for their gradual return to school over the next few weeks, our dance studios have been looking so lonely and we are looking forward to the creative energy returning to our school.

Julie Wotherspoon and Amy Pyke



FROST FALCONS NEWS



Miss Rees and Mr. Oke would like to express how proud they are of all Frost students for transitioning to online learning so well! We acknowledge it hasn't been an easy adjustment, but hey, at least we've had 'Bring Your Pet to Class Day'. Miss Rees must have missed the lizard memo...

Sending our condolences to Mr. Ramirez who was unfortunately disqualified this time last year in our annual planking competition for cheating; due to COVID-19, the competition has been cancelled, and he is unable to reclaim his title.

We know how much this meant to him.



A MESSAGE FROM THE FROST STUDENT LEARNING LEADERS

As students begin to return to school, I would like to thank our students and our families for rising to the challenge of online learning. Berwick College recently changed our college values to the acronym ICARE. The 'R' stands for resilience, and our students and families have lived this value every day during this remote learning period. I would argue that the resilience and independence demonstrated by our students throughout this period was the greatest learning of all. We learn through experience, and overcoming challenges involves some powerful experiences.

It hasn't been easy for many of our students and parents, but the attendance and engagement of our students has far exceeded my expectations. Over these past few weeks, I have heard so many students say 'I actually can't wait to come back to school,' and I hope that this sentiment continues for some time. To our students, I am very much looking forward to seeing you all back in the classroom. To our parents, thank you once again for your support throughout this time and always.



DUNLOP DIGGERS NEWS



As we come to the end of our online learning, I would like to acknowledge the hard work that our Dunlop students have put into their work, along with the support provided by our parent/guardians. This has been strange and stressful times for everyone, and we would like to remind all of our students that they can reach out to us if they need our support. We recently asked for feedback from our students regarding online learning, and overwhelmingly the response has shown an appreciation for learning face to face with the support of their teacher, along with missing their friends. The students particularly appreciated teachers who provided video sessions, allowing students to receive help if they did not understand the content. Some students wished to express their thanks to particular teachers, we have included some of these comments below. (we received 92 shout-outs for teachers!)

- Mrs Rees, she's helped set everything out for us and helps us get through the work effectively.
- Mr Edwards, Mrs Jansen and Miss Platt- they have all been so amazing and so understanding of everything, continuing to put in countless hours and hard work to make sure we get the best education during this time 10/10 for them!
- Ms Mihalos as she's frequently checked up with us to make sure we're okay with the workload
- Ms Zuccolo, always prepared, always there to assist us and keeps track of where people in the class are at. She also adjusts to suit our needs
- Mr Uhlenberg has done everything in his power to make sure we understand the work
- Mrs Murphy- she has done an outstanding job she explains it very well gives us the work and goes through it always makes sure we understand it and she has done an awesome job if there was a prize for the teachers Mrs Murphy would definitely have to get one and she is very organised
- Mrs Tansey has been really organised explains it very well and is on top of us if we haven't finished our work and she has done an amazing job at it all swell
- Ms Duncan, she does regular video conferences and online discussions making it easier to contact her with any questions we have when we are doing the assigned online work.
- Mr Maddison (hg teacher) he is always super positive and tries to make home group as fun as possible
- Ms Heer - she explains all the work thoroughly and always stays online to answer questions. She also lets us have a break from work and tries to get us to have a bit of fun by letting us do a science-based game at the start of class in some lessons.
- I would have to say all my teachers because everyone does the best they can with the online learning.

We also asked students to tell us if they completed a certain task that they appreciated during online learning, and/or to provide a picture for the newsletter.

- I liked doing the survivor task in outdoor ed
- I made a full cosplay in textiles using skills like sewing, planning and designing
- In my Philosophy class we break off into smaller groups to discuss work. I thought it was a good way to get activities done as we could all discuss it without any pressure
- In Law we focused on jury's, I found that really interesting
- I have found the drug and alcohol topic to be the most interesting in game of life. I found it intriguing how the different drugs react with your body and affect the brain
- Tiktok dances in PE
- Being able to use my Cooking class as an excuse to cook something at home. Mum doesn't like to share the kitchen
- Studio art - sketching and designing mirrors we are making when we go back to school
- Learning about WW2
- In Maths we did a Disney crime scene investigation and I had lots of fun
- Something that I have found interesting while doing online learning would probably be doing the English novel "A Monster Calls"
- Something I found interesting was filming a trick shot video for sport
- For business we had an incursion
- At one point in art, some students shared their progress work so I was able to see what other students were working on and what their theme is all about
- Creating a Rube Goldberg machine in Science.

Again, we would like to express our thanks to everyone in our Dunlop Learning Team. We very much look forward to seeing all of our students return to school. **Miss Hann and Mr Uhlenberg**

DUNLOP DIGGERS NEWS

LIMA JERAPAH'S

Thinking about signing up? You must have these skills:
 Corporation
 Communication
 Dedication
 Decision making
 Leadership skills
 Resourcefulness

What values do scouts hold?
 -integrity
 -respect
 -care
 -belief

What activities will take place?
 -camping
 -cooking
 -survival
 -canoing
 -hiking



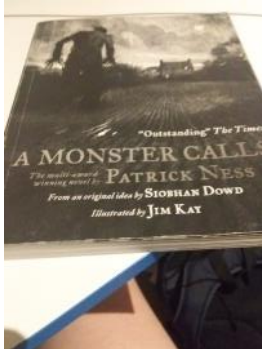
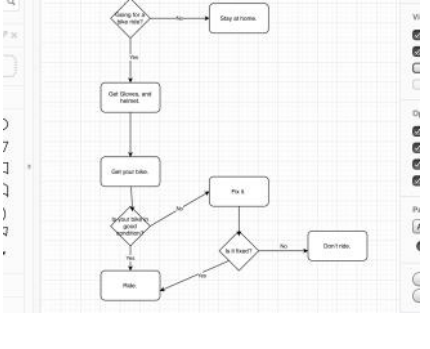
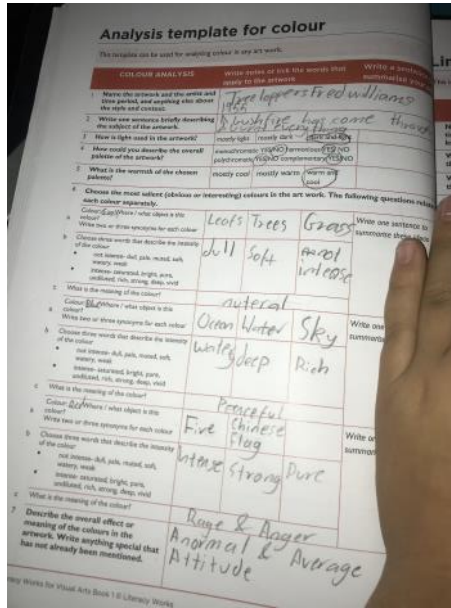
Meetings every Thursday at 5:30 pm in the school canteen

Why is scouting an important part of Indonesian youth culture?

With the 2013 Indonesian Education Curriculum in effect, it is compulsory for all Indonesian students to join the scout movement as scouting is officially one of the study units in the curriculum. This contributes to the movement's recognition as the world's largest.

How can it help preserve the local environment?

Scouts seek to create awareness about how we interact with the environment and take action to protect it.



TOKYO

The Age
 Tokyo is one of the lusiest capitals in Japan. Tokyo Japan was once awarded the Richest country in 2019 and holds its title in 2020

Japan's famous culture goes back to Jomain Period (8000-3000bc). The Dates lack to over 100,000 years. One of Japan's famous long time culture is manga and anime. As demonstrated in the drawing.

In 1951 Osamu Tezuka created the first manga and anime series called Astroboy or Tetsuwan Astro as it was known in the us. As years went on he became an pioneer in anime later creating the story of a brand new entertainment source.

An example of Japanese kanji: 美 (Beauty)

Art Done by Awa Hattogai, 2020 7/21/2020

木 (Tree), 令 (Order), 1

Lighting Composition and Shooting

The Dark Side

Apply what you have learned about lighting from the clip to complete these activities.

1. Shading shapes

a) Shade the cubes below to show how different lighting would cast a shadow. Beside each image write the type of lighting you have demonstrated. One of the examples has been done for you.

Control lighting	Side lighting	Top lighting	Under lighting
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Which is the best of your three cubes? (one is done if you need then add another to show the effect of lighting on those cubes or your own. Identify the lighting type of lighting or angle.

Control lighting

2. Drawing things in a good light

Shade the objects below lighting from the side. Draw the shadow. For each cube, label the lighting direction. Draw the shadow. For each cube, label the lighting direction.

Side Lighting	Back Lighting	Back Lighting
Side Lighting	Front	Control
Side Lighting	Side Lighting	Side Lighting





Term 2 is well underway! While this term has begun in a very unconventional manner (to say the least!), it looks as if the end of the term will return to some normalcy where the 'same old' routines will kick back in and students can continue to learn in a more 'traditional' manner.

When students return, hopefully they have a new appreciation for their friendships, face to face teaching and the supportive community that Berwick College continues to provide. While it will be *another* adjustment to the Term, hopefully this one is more sustained throughout the rest of the year.

To support your child with a return to school, we suggest a few things to prepare them early, so it doesn't come as a 'shock' to the system when we move back to school full time.

- Have a conversation with your child regarding how they feel about a return to school – it is ok to be nervous, excited or thankful. Having these discussions may allow them to feel additional support.
- Check in with your child about any outstanding work or wider academic concerns they may have. Getting onto this in a timely manner may help ease some feelings of anxiety when we return to school.
- Re-establish the daily / weekly school routine well before school returns and maintain this as much as possible. This includes wake up and bed times. Doing this might help to ease the shock of a slightly earlier wake up time on school days upon our return and allow students to feel more prepared.
- In the first week back, don't try to bring all your books at once. Look ahead to what you have each day, and bring the books and materials for those lessons. This will allow your student to have a gradual return to school and hopefully decrease the potential for overwhelm.

We would also like to take this opportunity to acknowledge some observations related to this testing time in education.

- Students from Years 7 – 12 have demonstrated a resilience and adaptability that has not been asked of students for many, many years. The commitment to their studies should be commended. Students have found creative ways to solve problems and should be proud of this life skill.
- Teachers have found novel, inventive and creative ways to maintain face to face learning, the delivery of lessons. In many ways, teachers have also become students, learning new technologies and creating flexible curriculum. All this proves the importance of a growth mindset and application to lifelong learning.
- Our Flynn homegroup teachers have cemented some fantastic and longstanding positive connections with their students – knowing your child as an individual *and* a learner. It is this which becomes particularly evident during times like this. Flynn teachers have noticed student concerns early, identified students who may require additional support and readily acknowledged positive behaviours. We would like to thank them for the amount of effort they have been putting in daily to ensure that your child was content and comfortable with the road ahead.

Vaughan Chaplin and Adam Nettleingham
Flynn Learning Leaders

O'DONOGHUE OTELLAS NEWS

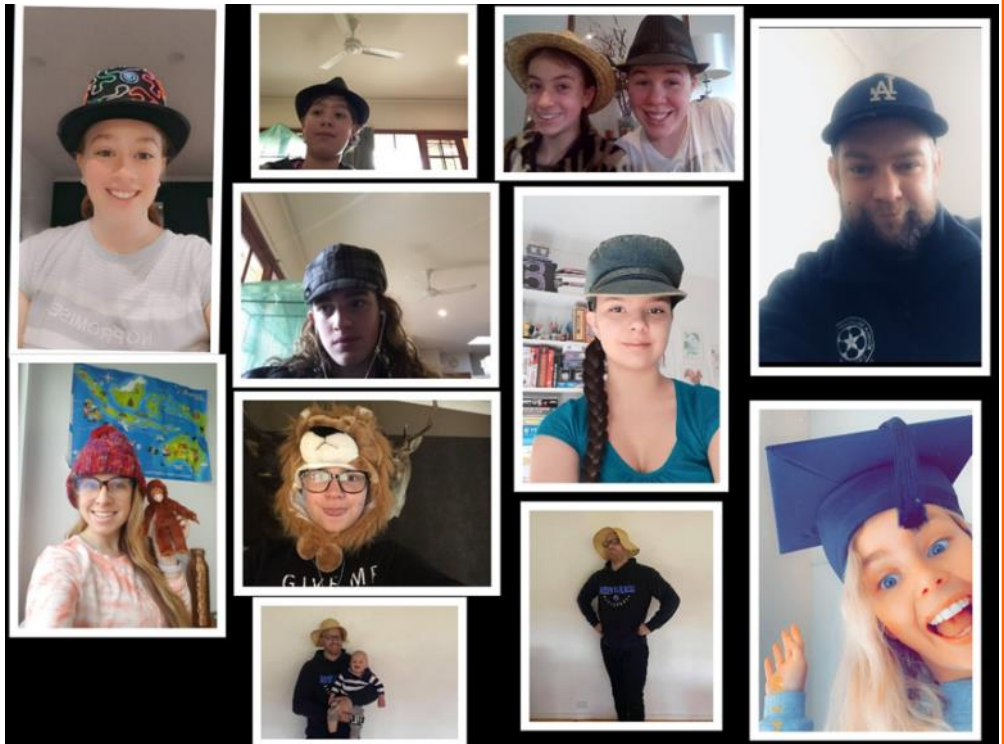


We have been enjoying catching up as a whole Learning Team every Thursday morning in O'Donoghue. This has given us an opportunity to feel like a community even though we have not been physically together.

A highlight was our hat themed morning (see pictures). We look forward to having our Year 11s back this week and then welcoming back the rest of the team after the Queen's Birthday weekend.

A big thank you to our home group teachers for their constant work with students and families during these different times to ensure everything has been going as smoothly as possible. Please stay in touch if there is anything we can do to be of assistance.

Mr Nugent and Ms Villella



LIBRARY NEWS

We are so excited to welcome back students and staff to the College Library! The books have been waiting in anticipation to be loaned out and we have so much new stock waiting to be borrowed and read, including a huge new range in the Senior Fiction Section.

A range of **charging cables, cords and portable power packs** are also available for student loans, thanks to the funding donations provided by parents and caregivers! Thanks to you we have been able to add these much needed resources to our shelves and available to all students.

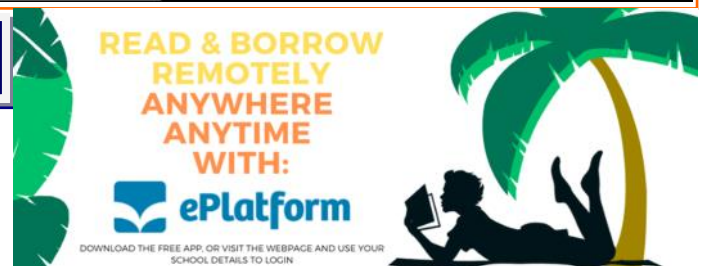
Don't forget to start returning those books you've had loaned out as you begin back at school. We'll begin chasing up over dues as year levels return.

Though we're back in business the Library will look a little different this term, with social distancing measures and practices in place. For that reason, we will be implementing the following new practices:

- Board games & card games will not be available to be loaned out for the remainder of this term
- We will be limiting student numbers accessing the Library during Lunchtime, with hand sanitiser provided to all students
- All books being returned will be cleaned, and disinfected before returning to the shelves
- We'd also ask students to practise safe social distancing when accessing the library, and be wary of the resources they touch and the need to touch before loaning out
- Dungeons and Dragons program won't commence until Term 3.

As we continue to be wrapped up at home for the coming winter, we encourage students to make Reading their Winter Sport! It's a perfect time to create a reading space, snuggle up with a book, eBook or audiobook. Our online collection of books is available, anywhere, anytime, online and is Covid friendly!

Be sure to visit ePlatform, or download the app and log in with your school details to access all the benefits of online reading for free! We've also got plenty of new untouched stock to loan out and, as always, we are flexible with loan lengths to ensure you get through those reads.



HOLLOWS HAWKS



Term 2 has presented challenging for all staff, students and parents while we all transitioned to online remote learning. We spent 6 weeks behind our screens delivery lessons to students while our students displayed resilience. Our staff definitely observed our students rise to the challenge.

We must not forget to thank our supportive parents during this time. Not only were you dealing with the craziness of the lockdown and the restrictions but also facilitating the learning and ensuring all students had an environment they could learn in.

We are really happy we have returned to school and are feeling grateful for once again having a bit of normality and routine in our lives.

REMOTE LEARNING REFLECTIONS FROM STUDENTS

Kat Tomic – HO 7 (Year 11)

Actually I've quite enjoyed online learning. I didn't realise how tight a school schedule really was until I began to receive a lot of work during this online period. It was only then that despite receiving such an overwhelming amount, I was able to manage it more efficiently than if I was at school. I've been less stressed and am able to complete work at my pace. I'm not being rushed or forced to take in a lot of information at once and I appreciate the luxury of it.

Shae Robertson – HO 3 (Year 10)

Online Learning for me has been pretty good. Like many others, I'm definitely struggling to stay focused, especially since I have so many pets but I've been pushing through. For me, the best part has been the good, healthy lunches that I've been eating and the walks that I've been able to go on every morning since I'm not getting the bus. But as much as I'll miss the online learning for perks like that, I'm definitely looking forward to being able to talk to teachers face to face, and to see all my friends after such a long time.

Harry Sala – HO 8 (Year 10)

Online Learning was a challenge for everyone involved, to try something new and succeed so well is incredible. My hat has to go off to the teachers who made remote learning as interactive and enjoyable as, and how they were able to imitate their teaching styles in front of a camera all day. Personally I believe my work production was higher during remote learning however it did get a bit lonely at times and I feel it was harder to get sidetracked doing something irrelevant to the work. I enjoyed my first day back and it was good to catch up with my mates and see so many familiar faces around the school. There are lots of positives and negatives that came from the remote learning experience however I hope as a school we can erase the negatives and make an effort to position the positives into our school to make it a better place.

Hollows 7 Home Group Breakfast Party on Google Meet (below)

Hollows 7.9 class with Mr Garton – Bring Your Pet to PE on Google Meet (below)



Deana Mihalos & Neil Gould

Hollows Student Learning Leaders

Deana.Mihalos@education.vic.gov.au

Neil.Gould@education.vic.gov.au

COMMUNITY NEWS



Berwick College is partnered with DBT in Schools.

They are providing psychological services to our school, placing a school psychologist in our school one day a week. This is very exciting for our school to help student's develop resilience, and coping skills for a range of challenges they may be facing. This may include challenges such as; anxiety, difficulty coping with friendships, grief, and dealing with parents separating, for example. The Psychologist will focus on helping student's build important life skills. For students with a mental health care plan from their GP this service is no cost to the parent. The sessions are confidential and provide an affordable and convenient service. If you would like your child to have some sessions with the DBT in Schools Psychologist, you should contact Kyra from wellbeing (8768 1022) or your students Learning team leader, who can help you engage with this service. For more information about DBT in Schools you can visit their website at dbtinschools.com.au



How much do you really **know** about Kids Helpline?

Did you know...?



All Kids Helpline counsellors are **tertiary-qualified professionals** (not volunteers)



In 2018, Kids Helpline responded to **67,264** counselling contacts



Kids Helpline can provide young people with **ongoing, case-managed support**

All this info and more is available in our free presentation resources for teachers and professionals.

[FIND OUT MORE](#)

[FREE DOWNLOAD NOW](#)

DID YOU KNOW?

ACE Foundation offers FREE STUDY CLASSES

with **tutoring** to all High School Students in the City of Casey **Mon-Thur | 4.30-6.30pm** stationery, snacks, WiFi & printing facilities provided

Forms are available from the general office



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REGISTER ONLINE: studentexchange.org.au/info-sessions
Early Bird Discount
Deadline: 15th May 2020
For October - March programs

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COMMUNITY NEWS



futuresinmind Parent Group 2020 Calendar

JULY

21st July 2020 - 6:30-8:00pm
Is my kid ok?

Do you find yourself wondering if your child's behaviour is "just being adolescent" or something more?

This presentation will focus on what to expect when your child is navigating adolescence and what signs to look for to suggest further investigation. There will be a particular focus on depression and anxiety symptoms.

Presenter: Karen Collidge Investment: \$20
<https://www.trybooking.com/BHFZK>

SEPTEMBER

15th September 2020 - 6:30-8:00pm
From 0 to 100 in seconds.

Do you feel as though your child/teen can go from 0-100 in seconds without warning?
Do you find yourself confused about what is happening?

This presentation will focus on understanding the biology behind emotion regulation using the principles of polyvagal theory. From this understanding we will explore how to help your child learn to notice the cues in their body that let them know they are becoming dysregulated and ways support your child when distressed.

Presenter: Karen Collidge Investment: \$20
<https://www.trybooking.com/BHFZM>

NOVEMBER

17 November 2020 - 6:30-8:00pm
Emotion coaching to improve communication with your teen.

Would you like to improve communication with your teen?
Do you want to reduce conflict with your teen?
Would you like to learn some new strategies to make this happen?

Emotion coaching is an effective way to improve your teen's ability to express their emotions in a productive way, self regulate and become more resilient. This presentation with focus on the five steps of emotion coaching with a specific focus on teen development and how to apply emotion coaching in parenting your teen.

Presenter: Karen Collidge Investment: \$20
<https://www.trybooking.com/BHFZH>

AUGUST

18th August 2020 - 6:30-8:00pm
Supporting your child's mental health post parental separation.

Today, in Australia 1 in 3 marriages end in divorce, and of these divorces 47% of these relationships include children under the age of 18 years.

This presentation will explore the mental health impacts on children who have experienced parental separation and discuss ways in which to support these children.

Presenters: Bernie Beyer & Karen Collidge
Investment: \$20
<https://www.trybooking.com/BHFZL>

OCTOBER

20th October 2020 - 6:30-8:00pm
Emotion coaching to improve communication with your child.

Would you like to improve communication with your child?
Do you want to reduce conflict with your child?
Would you like to learn some new strategies to make this happen?

Emotion coaching is an effective way to improve your child's ability to express their emotions in a productive way, self regulate and become more resilient. This presentation with focus on the five steps of emotion coaching with a specific focus on child development and how to apply emotion coaching in parenting your child.

Presenter: Karen Collidge Investment: \$20
<https://www.trybooking.com/BHFZG>

DECEMBER

15 December 2020 - 6:30-8:00pm
Supporting your child's mental health post parental separation.

Today, in Australia 1 in 3 marriages end in divorce, and of these divorces 47% of these relationships include children under the age of 18 years.

This presentation will explore the mental health impacts on children who have experienced parental separation and discuss ways in which to support these children.

Presenters: Bernie Beyer & Karen Collidge
Investment: \$20
<https://www.trybooking.com/BHFZI>

Karen Collidge is a Family Therapist and mental health nurse practitioner specialising in child, adolescent and family mental health. She works in both private practice and in public health at the Royal Children's Hospital.

Bernie Beyer is a Couples and Relationship Therapist, Art Therapist, family dispute resolution practitioner and mental health nurse practitioner. Bernie works in private practice with children, adolescents, parents and couples in North West Melbourne.

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Numbers for groups are limited.

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