

14th December 2021

ISSUE NO. 8



Berendale School *Bulletin*

Excellence in Inclusive Education



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We acknowledge the Traditional Custodians of the land on which we gather today, the Boonwurrung/Bunurong People, and we pay our respects to their Elders past and present. We extend that respect to Aboriginal and Torres Strait Islander peoples here today.





Principal's Report

Dear Parents and Carers,

We all thought that 2020 was a once off year but as 2021 progressed we were soon in what was to be a series of lockdowns and remote learning, for another year of COVID-19 interruptions.

However, with all the unexpected changes a lot a great learning took place.

Athina and I would like to acknowledge everyone's support throughout the year and congratulate students, parents, carers and staff for getting to the end of another very complex year.

Once again our graduating students have persevered to achieve many great success stories. The graduation dinner and celebration was a brilliant event and it was great to hear the graduating student's final speeches, they are a testament to the student's dedication to school and the work that teachers do at school every day. At Berendale School every student has a designated post school pathways and we wish each and every one of our students the best with their future endeavours.

We have attached some very exciting news for both Katandra School and Berendale School. Please do not hesitate to contact me in the New Year if you have any questions.

We wish everyone a great break and hope you get a chance to take some time to enjoy Summer. We look forward to seeing everyone in the New Year.

Kind regards

Paul Newson

Principal

Athina Caravatas

Assistant Principal

BERENDALE SCHOOL BULLETIN

PROJECT UPDATE

In the 2020-2021 state budget, the project for Katandra School and Berendale School received \$500,000. Funding was used to undertake a planning and specialist provision study for Katandra School and Berendale School and support project design. See the link for more information.



PROJECT UPDATE KATANDRA SCHOOL AND BERENDALE SCHOOL

December 2021

In the 2020-21 State Budget, the project for Katandra School and Berendale School received \$500,000.

Funding was used to undertake a planning and specialist provision study for Katandra School and Berendale School and support project design.

In 2020, Katandra School and Berendale School received funding to support a planning and specialist provision study of the schools. The school leadership team, school council and architects worked with the department to develop options for the future that would best meet the needs of the two school communities.

The possible options for the schools included:

- Conventional co-location – both schools operating independently from the one site
- Advanced co-location – both schools operating independently from the one site and sharing facilities such as administration, community and outdoor play spaces
- Merger – schools have shared facilities and operate as one school under a single governance model, allowing for optimal use of the site
- Stay – schools remain as they are for the foreseeable future

The study aimed to:

- Consult with the two schools to identify the options and explore advantages and disadvantages of each
- Understand what facilities best meet student needs and whether these facilities could fit within one school site
- Identify current capacity, future growth and broader provision
- Support an appropriate governance model

The study helped guide and inform discussions to support the next steps of the design process.

In September 2021, both school councils endorsed the option to merge Katandra and Berendale schools on the Berendale School site with the support of the Department of Education and Training.

MASTERPLANNING

The Victorian School Building Authority (VSBA), regional office and two schools are working with Kneeler Design Architects to now develop a masterplan based on a proposed merger.

What is a masterplan?

A masterplan is a spatial and conceptual analysis to determine both the existing conditions of the site and to inform its possible development based on existing entitlement, need and functionality. The VSBA will meet with both school communities to ensure their needs are reflected in planning of the future site.

What has been funded so far?

From the 2020-21 State Budget, \$500,000 was allocated to the project to support the planning and specialist provision study and design process. The study has been completed and an option to merge the two schools on the one site was endorsed by the school leadership teams and school councils. The architects will now continue the masterplan process based on this option in consultation with both schools. This masterplan will help guide submissions for consideration in a future State Budget.

The infrastructure needs of all schools are considered through the State Budget process and when determining future priorities for the capital works program.

What is the benefit of a masterplan?

Planning is an important and exciting phase for schools. During planning, the VSBA works with schools to create an Asset Management Plan. Once this is approved, an architect is appointed to undertake design work of the masterplan. At this stage, principals work with the architect to discuss design concepts and their relationship to the school's educational direction.

Who will be consulted?

During the design process, the two school communities will be consulted, and asked to provide input. The VSBA's project team has begun these project meetings with the schools and architects.

What does this mean for the schools?

At this stage in the project, the two schools will be operating as usual. However, the two schools will be actively involved in the masterplanning process. Planning for the merger will highlight the potential for greater opportunities for both staff and students. We know from other school mergers, staff gain greater professional learning and development opportunities as well as improved oversight of students as they move through year levels, allowing for better understanding of their learning needs and making transition from junior to senior learning for some students easier. Families, parents and carers gain a greater understanding of their child's learning and achievements through a unified curriculum and have closer access to staff and teachers.

NEXT STEPS

We want to hear from each school community to ensure we reflect key findings, where possible, into any future designs.

School engagement

The project is funded for planning, and it is important to use this time to understand the needs and acknowledge any concerns from the two school communities. The VSBA will work with the architect throughout the masterplanning process to engage with senior leadership, staff and educators, parents and carers, and most importantly the students. This engagement, informing the masterplan, will help guide submissions for future State Budget allocations.

CONTACT

The VSBA will continue to work closely with the two schools to provide updates as the project progresses throughout the masterplanning process.

Where can I go for more information?

You can visit the VSBA project page for project details

<https://www.schoolbuildings.vic.gov.au/schools/Pages/KatandraSchoolandBerendaleSchool.aspx>

or follow the VSBA Facebook page for updates <https://www.facebook.com/Victorian-School-Building-Authority-502210816645078/>

If you have any questions throughout the project, you can contact us on 1800 896 950 or email vsba@education.vic.gov.au



Year 12's Cake Wave Donut Cake

Key Dates in Term 4

Whole School Carnival Day & End of Year Awards

Friday 17th December

Reports Published on Compass

Friday 17th December

Term 4 concludes

Friday 17th December

(School finishes 2pm)

Key Dates in Term 1

Term 1 Commence

Monday 31st January 2022

Labour Day

Monday 14th March

More information coming in the next newsletter on our return to School.

BERENDALE SCHOOL BULLETIN

The end of year 12!

by Chris Goaley, Senior School Leader

Senior Students have been able to participate in a number of engaging programs to meet VCAL learning outcomes and in preparation for post school transition including;

- METEC Driving Training excursion
- Employability Courses on cover letters, resume writing and interview skills
- Cakewaves Incursion
- School Leaver Transition days with their career providers
- Senior Inter School Sport in soccer and softball

Finally, huge congratulations to all Year 12 students who have now completed their full Certificate II in Horticulture and Certificate III in Catering Operations as part of the School Based Apprenticeship Program. Such an amazing achievement after all the challenges they have had to face this year. We will celebrate all these achievements further during our end of year assembly on Friday 17th December (last day of school).



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Well Done Year 12's

by Chris Goaley, Senior School Leader

Well done to all our Graduating Year 12 students of 2021!

Students, parents/carers, family members and Berendale staff all celebrated together at Sandy By the Bay as we were blessed with glorious weather throughout the evening. Everyone was served a lovely two course meal (main and dessert) as we were treated to numerous live music performances by the school band.

Our Year 12 students read out their own speeches and accepted their Graduation Certificates as they embark on to the next chapter of their lives. You will always be able to contact us for help and support being an important part of the Berendale community.

Congratulations to each and every one of you. May your memories of Berendale forever be fond and remember this, the most valuable lessons aren't taught – they are experienced! So live your life and be the best you can be!

Special thanks to Marika, Andy, Sarah, Brendan and Ryan for assistance before and during the celebrations.



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Wellbeing Support during School Holidays!

By Alexis Reinheimer, Mental Health Practitioner

Dear Parents/Carers,

Please see the attached guides for student wellbeing during the school holidays. Feel free to get in touch with me at 9555 6141 if you have any questions. Please click on this link

<https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/mental-health-supports-for-students-over-school-holidays.aspx> to see a better picture as example of these posters below.



For parents and carers Wellbeing support for students during the school holidays

This guide provides tips and resources for parents, carers and families to support the mental health and wellbeing of children and young people in their care during the school holidays. This includes services to reach out to if more support is needed.

Actions that support positive mental health

- Encourage your young person to:
- Exercise and eat healthily to boost their mood
 - Prioritise sleep to support mental and emotional wellbeing
 - Explore relaxation techniques and coping strategies
 - Stay in touch and catch up with friends and loved ones
 - Make time to do things they enjoy
 - Practice positive self-talk, and remind them they are not alone
 - Seek professional help if needed.¹

The Department have developed wellbeing activities and conversation starters for parents and carers of [primary school-aged children](#) and [secondary school-aged children](#).

Feeling it: mindfulness resources and activities for senior secondary students. Smiling Mind gives tips on self-care, understanding and managing emotions, being mindful, being kind to yourself, navigating uncertainty and preparing for change.

Signs a child or young person may need mental health support

In some cases, these actions will not be enough to support positive mental health.

- Keep an eye out and seek professional help for changes that last two or more weeks such as:
- Loss of interest or involvement in activities normally enjoyed
 - Feeling 'low', unusually stressed or worried
 - Ordinary things get harder
 - Being easily irritated or angry
 - Taking more dangerous risks, like using alcohol or drugs
 - Withdrawal or feeling overwhelmed
 - Difficulties with concentration and motivation
 - Having a lot of negative thoughts
 - Changing in sleeping and eating.^{2,3}



For students Wellbeing support during the school holidays

This guide provides tips to continue looking after your mental health and wellbeing during the school holidays and services to reach out to if you need support.

Actions that support positive mental health over the school holidays

- Encourage your young person to:
- Exercise boosts mood and mental health – make it fun!
 - Nourish your brain by eating healthily – it will also improve your mood
 - Prioritise sleep to support mental and emotional wellbeing
 - Explore relaxation techniques and coping strategies
 - Stay in touch and catch up with friends and loved ones
 - Make time to do things you enjoy
 - Practice positive self-talk – and remember you are not alone
 - Seek professional help if needed.¹

Feeling it: mindfulness resources and activities for students. Smiling Mind gives you tips on looking after yourself, understanding and managing emotions, being mindful, being kind to yourself, navigating uncertainty and preparing for change. You may find that these actions are not enough to look after your mental health. Here are some signs you may need some support.

Signs that you or a friend may need mental health support

Keep an eye out and seek professional help for changes that last two or more weeks such as:

- Loss of interest or involvement in activities normally enjoyed
- Feeling 'low', unusually stressed or worried
- Ordinary things get harder
- Being easily irritated or angry
- Taking more dangerous risks, like using alcohol or drugs
- Withdrawal or feeling overwhelmed
- Difficulties with concentration and motivation
- Having a lot of negative thoughts
- Changing in sleeping and eating.^{2,3}



¹ headspace – a parents guide to school issues and stress <https://headspace.org.au/friends-and-family/parents-guide-tips-for-managing-stress-and-problems-at-school/>

² headspace 'mental health and you' poster <https://headspace.org.au/assets/Uploads/Mental-Health-Posters-mg.pdf>

³ headspace – how to talk to your children about mental health <https://headspace.org.au/dads/>

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³ headspace – how to talk to your children about mental health <https://headspace.org.au/dads/>

BERENDALE SCHOOL BULLETIN



Year 9 and 10 Berendale Camp

By Ben Clancy, Health and PE Team Leader

Brighton/Firbank Grammar Sony Foundation Camp

Last weekend thirty students from Years 9 and 10 attended the Sony Foundation Camp at PGL Camp Rumbug in Foster. The four-day camp brought together boys and girls of various ages from Brighton Grammar and Firbank Grammar respectively, to provide an opportunity for the Berendale students to interact with same age peers. This was the first time in the camp's 76 year history that girls have attended. Each student from Berendale School was paired with a number of student companions from Brighton and Firbank Grammar who provided 24-hour support to our young people, tending to their every need.

Upon pick up from Berendale on Friday, our first stop was Bounce in Keysborough, a massive indoor trampoline park that provides an adrenaline rush for all ages. With interconnected trampolines, a dodgeball court, slam dunking lanes, an arena of unique climbing walls, a Ninja Warrior course, and a four-storey playground, there was something for everyone. From there we headed to camp for a late dinner and into bed to rest up in preparation for a big weekend of activities ahead.

On the morning of day two the students participated in three activities. The flying fox was a thrilling, high-speed adventure where they were harnessed and suspended from an overhead cable, traversing over a dam. The giant swing was the ultimate test of nerves, involving joint decision-making, with students having to determine how high to go. Lastly there were the initiative activities, requiring puzzle-solving, decision-making and teamwork, in order to accomplish a set task.

After lunch the campers hopped on the bus and headed to Wyncity in Morwell for some ten pin bowling and entertainment. Each student played a game of bowling and then had the option to choose from either laser tag, bumper cars or mini golf. At the conclusion of these games each was given a \$25 card to spend on arcade games. On return to camp the students had dinner and then settled in with a movie for the night.

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Day three dawned and the students had a couple of hours of free time after breakfast before heading into Morwell for more activities. Everyone was given a Sony Foundation t-shirt and hat to wear to the park in Morwell, where the students played games before having some freshly baked pies and donuts from the town's bakery for lunch. From there the group went to Village Cinemas to watch Boss Baby 2. We had the whole cinema to ourselves and a box of popcorn awaited each person on arrival. Back at camp, the students again settled in with another movie after dinner.

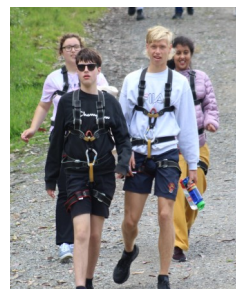
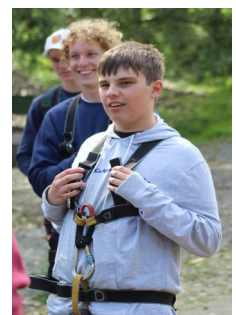
On day four, everyone awoke to an early breakfast, before packing up and departing the camp. We all reconvened at Basterfield Park in Hampton East for a Christmas BBQ, with family members and carers invited. Santa made an appearance and gave out gifts to all the Berendale students. This then concluded the camp with everyone saying their final goodbyes.

This camp was a wonderful experience for all our students. It was great to see them converse, engage, and enjoy spending time with their buddies. I saw friendships blossom, as well as students developing trust and building on their confidence in social situations. I was really proud of everyone who attended the camp for extending themselves and making the most of the fantastic opportunities on offer.

I would like to say a big thank you to all the staff and students from Brighton Grammar and Firbank Grammar, for not only volunteering to attend but for also giving up the first weekend of their holidays. They were absolutely wonderful, providing outstanding care and support to our students and running such an all-round fantastic camp. Our students will look back on this experience with fond memories for years to come.

I would also like to thank the Berendale Staff who attended: Chris Goaley, Jonathon Pereira, Dean Langdon, Marika Rogers, and Jodie Chapman. Without their attendance and support this camp would not have been able to go ahead.

A final thankyou must be extended to the Sony Foundation who help finance the event. This has certainly been the best camp I have ever attended and I know the students feel the same.



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Art and Technology News

By Andy Ding, Art and Technology Teacher

It has been a busy term with students learning about textiles and using a sewing machine in the Art Room. In the Technology Room, students explored many topics, including social media, artificial intelligence, 3D printing, multimedia presentation and data visualisation.

Outside of the classroom, students participated in a wide range of programs and competitions. We had 2 teams of students who travelled to Quantum Victoria and competed in the PrintACar Challenge. They raced their 3D printed cars, and both teams were proud to score in the top 4 – out of the 8 teams who competed in the Final! Also, congratulations to Hunter, who won an award for the fastest reaction time on the racetrack.

We also had a group of Year 8 students who participated in an artist in residence program. They collaborated with artists from the Rawcus Ensemble to create some photographs and exhibited their artwork at Kingston Arts Centre.

In Tech Club, 7 students explored the concept of 20 minute neighbourhoods. They created a portfolio of photographs to illustrate some new buildings they would like to see in their local community. They submitted their work to compete in the OptiKA Photography Competition at Kingston Arts Centre. Their work will be exhibited in early 2022 – Good luck!



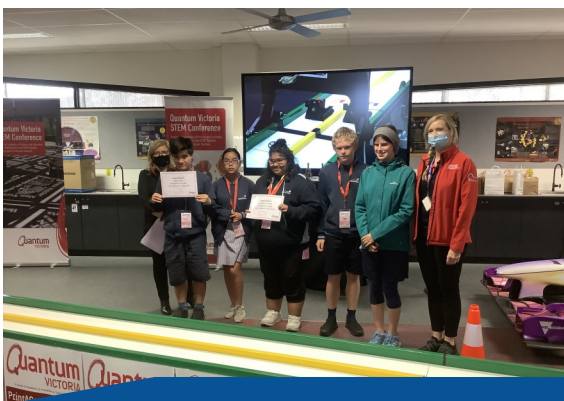
Our Aboriginal Elder, Auntie Sammy, returned to our school and delivered Aboriginal Cultural Education Workshops for our Year 9 and 10 students. She also delivered a professional development workshop and shared resources with our staff members. Teachers are planning to use the resources and teach some Kulin language to our students next year. Also, a group of students will visit Auntie Sammy and her team in their gallery named, Baluk Arts in Mornington in 2022. The students are looking forward to the workshop.

This term, Berendale School was successful in applying for the STEM Professionals in Schools Program at CISRO. Two STEM professionals, including a mathematician from the University of Melbourne and an engineer working in the private sector, have been appointed to partner with our school. We look forward to introducing them to our students in 2022.

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As the term comes to an end, it is with great sadness for me to farewell the students and my colleagues at Berendale School. This school community has provided ample opportunities and challenges for me to grow professionally. I will miss working with the students and seeing them grow artistically, develop their confidence in using new technologies and become resilient and independent young adults. As much as I have enjoyed my time at Berendale School, it is time for me to take on a leadership role and embark on my next adventure at a new school. I am ever grateful for the collaboration and partnerships built with the parents, colleagues, leadership team and partner organisations. Your support has enabled and ensured every student could access and engage in a meaningful and enriching Art and STEM program.

I want to take this opportunity to introduce our new Art and Technology Teacher, Ann-Maree. Ann-Maree comes with 20 years of teaching experience. She has already shown her aptitude in building positive relationships with our students. While she was here for a visit, students enjoyed getting to know her and discussing new project ideas with her. I am confident in Ann-Marie that she will build on the success of our Art and Technology program for our students. Signing off.



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HALLOWEEN DISCO

Year 12 VCAL

By Julie Wray-McCann, Year 12 Classroom Teacher

In November, the Year 12 Foundation VCAL students planned a whole school Halloween Disco. They did a fantastic job organising the disco dancing music through BAM Music, decorations and numerous competitions. Sixty students entered spooky pictures into the Halloween Poster Competition. During the disco we voted on the best spooky dancer and best spooky costume. The SBAT students made a Halloween cupcake and some popcorn for all students. The event was a huge success and lots of fun. It was great to be able to dress up, dance and sing with our friends. Well done Year 12 students!!!



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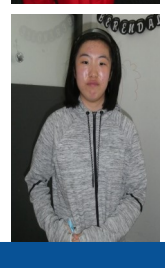
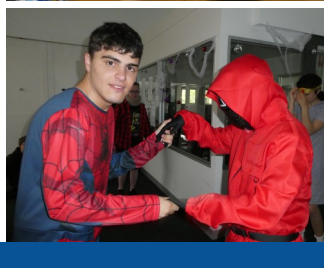
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Halloween Disco Competition Winners!

Year 12 students organised the disco and competitions. They chose all the winners!

<i>Year</i>	<i>Best Halloween Poster</i>	<i>Best Spooky Costume</i>	<i>Best Spooky Dancer</i>
7A	Indira	Veenayak	John
7B	Joshur	Emily & Asha	Yianni
8A	Ella	Oliver	Tom
8B	Zoe	Jai	Miranda
9A	Cooper	Mayumi	Christopher
10A	Maria	Samuel	Saba
10B	Kiera	Tom	Amy
11A	Joshua	Leila	Rachel
12A		Edward	Adam
12B	Sophia	Shanaya	Marcel, Cheyenne & Giorgio



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Year 12B final year at Berendale!

By Julie Wray-McCann Year 12 Classroom Teacher



AURA

I made a blue cake. It was yummy. I had fun!



GIORGIO

I drove the car. I turned the wheel. I had so much fun.



ISSY

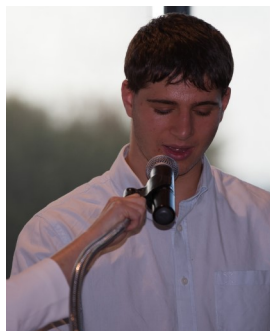
At the Halloween disco, I touched the disco light. There was music at the disco. People wore costumes.



SOPHIA

I went to the Halloween disco. I did dancing. I sang songs. I had lots of fun.

I made a Donut cake. I really liked it. It was easy to make.



MARCEL

I did a speech at the Graduation. I ate steak and potatoes and blue berries.



CHEYENNE

At the Halloween disco, I dressed up as a witch in a witch costume. I went "ah ah ah" in a witch laugh. I had fun.

I made a cake for my Mum, I made a pink and purple cake. It tasted yum.





The Berendale School Bulletin was created by students and staff of the Berendale School Community.

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We acknowledge the Traditional Custodians of the land on which we gather today, the Boonwurrung/Bunurong People, and we pay our respects to their Elders past and present. We extend that respect to Aboriginal and Torres Strait Islander peoples here today.

