Empowering Minds Nurturing Hearts

Baden Powell College
Newsletter - Issue Nine

Baden Powell College

A word from our College Principal

Dear Parents and Carers,

We have had a great start to Term 4, and it is hard to believe that we are already approaching the end of another school year! Term 4 is always a busy and exciting time across Baden Powell College, with many opportunities to celebrate the achievements, growth and successes of our students. I am looking forward to the many special events, celebrations and graduations that will take place over the coming weeks as we bring the 2026 school year to a close.

A huge congratulations to Kayden, who recently represented both Baden Powell College and Victoria as a member of the Victorian State Netball Team. Kayden travelled interstate to compete against some of the best young netballers in the country and returned home with a fantastic bronze medal! We are also delighted to share that Kayden has been selected for another Victorian State Team and will represent Victoria in Indoor Netball in early 2027. These are outstanding achievements and reflect Kayden's dedication, commitment and hard work. Representing your state is something to be incredibly proud of, and to have earned this opportunity again is a wonderful accomplishment. Well done, Kayden! We are all very proud of you and look forward to following your continued success.

As we continue to strengthen a consistent approach across Baden Powell College, we are working towards all students wearing plain black shoes as part of their school uniform in 2027. We understand that families have already purchased school shoes, and we are not asking anyone to replace shoes that are still in good condition. However, when your child grows out of their current school shoes or requires a new pair, we ask that you purchase shoes that are entirely black in colour. Having a consistent expectation across both campuses and all year levels helps us maintain a sense of pride in our school uniform and removes any confusion as students transition from primary into secondary school. We appreciate the support of our families in helping us achieve this consistency across the College.

Each year, students in Years Four to Nine participate in the Department of Education's Student Attitudes to School Survey. This survey is undertaken across Victorian government schools and provides valuable insights into how students feel about their learning, their relationships, their wellbeing and their connection to school. We value this feedback, as understanding the experiences and perspectives of our students is an important part of our ongoing improvement.

2026 Curriculum Day
Monday November 2

2026 Professional Practice Day
Friday November 20

2026 Calendar of Events

November

Monday 2
Curriculum Day - **No School**

Tuesday 3
Public Holiday - **No School**

Wednesday 4
Red Tennis Gala Day
2027 Year 7 College Tour

Friday 6
Year 7-9 Athletics Day

Tuesday 17
2027 Tarneit Prep Transition

Wednesday 18
2027 Derrimut Prep Transition

Friday 20
Professional Practice Day - **No School**

Tuesday 24
2027 Tarneit Prep Transition

Wednesday 25
2027 Derrimut Prep Transition

December

Tuesday 1
2027 Tarneit Prep Transition

Wednesday 2
2027 Derrimut Prep Transition

Thursday 3
2027 Year 7 College Tour

Tuesday 8
Statewide Transition Day

Monday 14
Year 9 Graduation

Tuesday 15
Derrimut Grade 6 Graduation

Wednesday 16
Tarneit Grade 6 Graduation

Friday 18
Last Day of Term 4 - School dismissed at 1pm

There were some pleasing strengths in our results:

- 93% of students indicated that their teachers expect them to pay attention and listen during lessons.
- 92% reported that their teachers ask questions to check their understanding.
- 89% of primary students indicated that their teacher helps them to do their best.
- 88% of students reported a positive sense of inclusion.
- 93% of primary students indicated that they have friends at school.
- 89% of students indicated that their teachers make sure everyone feels included.

These results highlight some of the positive work taking place in our classrooms, particularly around high expectations for learning, inclusive practices and the relationships students develop with their teachers and peers. Of course, the survey also provides us with important information about where we can improve. Our staff have spent time exploring and analysing the results, considering both the strengths and the areas that require further attention. One area we have identified for targeted improvement is students' sense of connectedness and belonging at school. While many students report positive friendships and inclusive classroom experiences, we want to ensure that more students feel a strong connection to Baden Powell College and a genuine sense that they belong. As we plan for 2027, we will be undertaking targeted work to strengthen student connectedness, positive relationships and opportunities for students to feel valued, included and engaged in their school community. Student voice is important, but what matters most is what we do with the feedback. We are committed to using these results to inform our planning and make meaningful improvements to the experiences of our students.

At Baden Powell College, we have high expectations of our students, not only in their learning but also in the way they conduct themselves, treat others and contribute to our school community. We want our students to leave Baden Powell College as respectful, responsible and capable young people who demonstrate good manners, strong values and a sound moral compass. Developing these qualities is just as important as academic achievement. Our College values of Respect, Endeavour, Integrity and Resilience are not simply words. They are expectations that we want our students to demonstrate in their everyday interactions, decisions and behaviours. We also recognise that children and young people will make mistakes. Learning to take responsibility for those mistakes, understanding the impact of their actions and making better choices are all important parts of growing up. This is where the partnership between home and school is so critical. When behaviour concerns arise, we need families to work alongside us, reinforce our expectations and support their children to take responsibility for their actions. There will be times when conversations are difficult, consequences are necessary and students need to be challenged to reflect on their choices. These are important learning opportunities, and they are most effective when school and home are working together rather than at odds. We will always seek to understand the individual circumstances of our students and provide appropriate support. However, supporting students does not mean removing accountability or lowering expectations. Our shared responsibility is to help shape young people who understand right from wrong, show kindness and consideration towards others, and have the confidence and character to make positive contributions to society. When families and schools work together with consistent messages and shared expectations, we give our students the best opportunity to succeed, both at school and beyond.

Thank you to our families for your continued partnership and support. I look forward to celebrating the many achievements and milestones still to come as we finish the 2026 school year together.

Warm regards
Vicki Minton
College Principal

BADEN POWELL COLLEGE

IMPORTANT!

REMINDER:

Curriculum Day

Monday November 2

Public Holiday

Tuesday November 3

Professional Practice Day

Friday November 20

NO students are required to attend school on these days.



2026 COLOUR RUN!











Our Students had a fantastic time at our Colour Run. It was a wonderful day filled with colour, laughter and lots of fun. Thanks BPC for all your fundraising efforts.

BADEN POWELL COLLEGE

2027 Prep Transition

Both campuses will run our prep transition sessions on the following days:

Derrimut Heath Campus

Session 1: Wednesday November 18 9:45am–10:35 am

Session 2: Wednesday November 25 9:45am–10:35 am

Session 3: Wednesday December 2 9:45am–10:35 am

Tarneit Campus

Session 1: Tuesday November 17 11:25 am–12:15 pm

Session 2: Tuesday November 24 11:25 am–12:15 pm

Session 3: Tuesday December 1 11:25 am–12:15 pm

Both Campuses

Session 4: Tuesday December 8 - 9:45am - 10:35am

Parents please ensure your child has a hat, drink bottle & a piece of fruit.

If you have not yet enroled your child at Baden Powell College, please contact us at either campus.

Tarneit- 8734 0900

Derrimut Heath- 9748 8688





BADEN POWELL COLLEGE

On Friday September 18, students came to school in casual dress and made a gold coin donation.

As a College we raised a total of

$384.70 for Second Chance Animal Rescue.

Second Chance Animal Rescue is a not-for-profit organisation that rescue, rehome and rehabilitate displaced and abandoned pets.

Great job Baden Powell College!

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EPIC ENGINEERING

for Term 4

Build
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Get ready for hands-on fun, creative challenges and amazing builds!

EVERY TUESDAY & THURSDAY

3:30pm – 4:30pm

TERM 4



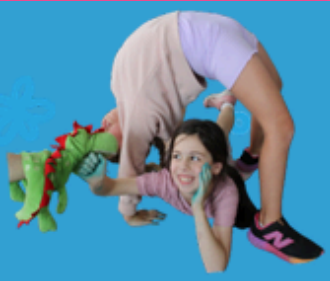
Please don't hesitate to reach out to Mia!

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BADEN POWELL COLLEGE

PREP 2027

Now accepting enrolments

If you have not yet enroled your child at Baden Powell College, please contact us at either campus.

Tarneit Campus- 8734 0900
Derrimut Heath - 9748 8688

Student Birthdays

Happy Birthday to all of our students who have a Birthday in

November

Abhaybir Singh	Bostyn	Johnson	Ranveer
Abraham	Cadence	Karim	Roselynn
Adwita	Daniel	Kay	Sangeetha
Affan	Declan	Lana	Savreen
Alice	Dier	Laylah-Grace	Shaayerah
Amber	Dindo	Leiseane	Sulaiman
Amina	Elijah	Malea	Tarni
Amira	Farida	Manansh	Telar
Archie	Gavin	Mera	Tui
Aria	Hamza	Muhammad	Ula
Arveen	Harun	Nimrat	Vibun
Athena	Ibrahim	Prabhreet	Vincent
Aura	Jaisleen	Prince	Yosef
Ayesha	Jama	Raka	Zac
Beemnet	Jiyana	Ramzo	

Term 4, 2026

eSafety parents and carers webinars

Join eSafety's free live webinars for parents and carers.

Term 4 topics:

- **Navigating screen time: tools for today's families (45 minutes).** Suitable for parents and carers of children in primary and lower secondary school.
- **How connection and belonging shapes children and young people's vulnerability online (45 minutes).** Suitable for parents and carers of children in primary and secondary school.
- **Understanding and using parental controls to help protect your child online (45 minutes).** Suitable for parents and carers of children in primary and secondary school.



For more information and to register now: eSafety.gov.au/parents/webinars

Term 4, 2026

eSafety parents and carers webinars

Join eSafety's free live webinars for parents and carers.

Term 4 topics:

- **Supporting healthy tech use as your child transitions into secondary school (45 minutes).** Suitable for parents and carers of children in upper primary school (ages 11 to 12) and Year 7.
- **How AI is influencing new online risks for children and young people (45 minutes).** Suitable for parents and carers of children in primary and secondary school.



For more information and to register now: eSafety.gov.au/parents/webinars

Australian Government | eSafetyCommissioner

eSafety.gov.au

Looking After Your WELLBEING ONLINE

We all know that taking care of our minds and bodies is essential to keep us feeling happy and healthy. The thing is, we spend so much of our time online these days that it's also important that we remember to look after ourselves in the digital world, too. Our poster has got some simple but useful tips for supporting your wellbeing while you're gaming, on social media or just using the internet.



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5 Secrets to Resilient Kids

In 2014 Andrew Fuller surveyed around 16,000 Australian young people about resilience. The most resilient kids agreed - almost universally - with two statements. The least resilient disagreed with both:

I have a parent who cares about me.
I have a parent who listens to me.

The most common definition of resilience I hear is that it is the capacity to "bounce back" from adversity and challenge. In other words, it's getting back up and doing the hard thing that just did you. A parent once suggested to me that resilience is "grace through adversity".

The thing about resilience is that it usually doesn't feel very resilient when you're in it. It's only after the trial that you experience the triumph.

Yet many parents misunderstand resilience. They think it means adopting a "toughen up princess" approach to life; that when hard things happen, children should be left alone to figure it out. That they should "drink some concrete and harden up".

The scientific resilience research points *away* from this mindset. Resilience is built as much *inside* a child as it is built *around* a child - in healthy, supportive environments - and usually in interactions that seem too small to matter. Except they do.

Here are five secrets to the most resilient kids:

They know you care - and they know you listen

Based on Andrew Fuller's questionnaire, this has to be the first one. This means resilience is built by knowing you *matter* and have someone's support. Your child will be more likely to be resilient if you can stop what you're doing, look at them, and listen when they speak to you. Turn your body towards them. Put the phone down. When they bring you a problem, hear all of it, then ask "What do you reckon you should do?" and listen again. You don't have to solve it. It's not your job to carry it. It's your job to care about it - and show it.

Stay calmer than your child

Steve Biddulph suggests a parent's main job is to always remain calmer than their child in those big moments - and often in the little ones too. A child's nervous system learns to settle by *borrowing* a settled one. If you meet a meltdown with your own meltdown, you've taught escalation and probably created fear and anxiety. This asks a lot of you, but it builds the support needed for resilience and regulation. Before you respond, *take one breath you can hear*. Deal with the behaviour once the storm has passed, not during it.

Let them do hard things

You don't know you're resilient until you've done something hard. But we seem intent on rescuing our kids from anything that they feel challenged by. There *is* a time and a place. Sometimes it makes sense to give them a push or a leg-up. Be discerning. But the default should be towards reducing the rush to rescue and reassure. Stop letting them skip it. Research shows doing hard things makes kids feel *less* anxious. A Yale University team found that reducing those parental accommodations was as effective at reducing anxiety as therapy - but waaaay cheaper! Remember, every time you rescue, you tell them they couldn't have coped without you. Let them approach the new friend. Let them try out for the team. Let them stumble a little. Let them stay in the hard class. Just stay close while they do it. (Secrets 1 and 2 above matter here.)

Give them a story bigger than themselves

Our kids rely on roots for their foundations. This is our family culture. Or our faith, traditions, a cause, a family identity, or some other purpose. It could simply be that someone depends on them - so they know they're contributing to something bigger than themselves. Resilience researcher, Ann Masten, found meaning-making is as important as robust relationships and self-regulation when it comes to core protective factors. Children who can locate their suffering inside something larger - who see hardship as something valuable because it's aligned with a life purpose - get through it faster. Tell them the family stories. Give them something to serve. A child who is genuinely needed or who sees a bigger picture in their trials is very hard to sink.

Let them out of your sight

In 2023, Peter Gray, a world-leading "play" expert wrote that the collapse in children's independent activity is a central driver of rising anxiety and depression. Other researchers have found children with more risky outdoor play have better physical and social outcomes. And there's also suggestions that climbing high, moving fast and roaming out of range actually recalibrates the fear system. In short, risky play and other activities are good for your kids. (Note - danger means no idea about risk, like a toddler playing near a pool, whereas risky play means you can see the dangers and make decisions accordingly.) My recommendation: for resilient kids, send them to the shop (or, if they're little, let them go into the next aisle and get the milk and bring it back to you). Let them ride to a mate's place (or, for little ones, ride ahead to the corner and wait for you). Let them climb higher than you'd like. And watch how big and capable it lets them feel.

We don't need to be left alone to be resilient. In fact, the more support we have around us, the stronger we are. Remember, your job is to care, not carry. To support, not save.

Our kids face challenges. They're up to the task if they've got you behind them.



Dr Justin Coulson is a dad to 6 daughters and grandfather to 1 granddaughter. He is the parenting expert and co-host of Channel Nine's Parental Guidance, and he and his wife host Australia's #1 podcast for parents and family: The Happy Families Podcast. He has written 9 books about families and parenting. For further details visit happyfamilies.com.au.