



A word from our College Principal

Dear Parents and Carers,

As we reach the end of Term 2 and the halfway point of the 2026 school year, it is a wonderful opportunity to pause and reflect on what we have achieved together as a school community so far this year. The first six months have been filled with learning, growth, achievement and opportunities for our students. I am incredibly proud of the dedication shown by our students, staff and families in working together to support every child to succeed.

This final week of term is an important one, with Semester One reports being distributed to families and Parent-Teacher Interviews taking place for our primary students. These interviews provide a valuable opportunity for parents and carers to engage with our dedicated staff, discuss their child's progress and celebrate their achievements. At Baden Powell College, we strongly value the partnership between home and school. When families and educators work together, students are better supported to achieve their personal best, both academically and socially. I encourage all families to take the opportunity to discuss their child's learning progress and work with teachers to identify future goals and areas for growth.

As part of our mid-year review, we have reflected on the progress we are making towards the priorities outlined in our 2026 Annual Implementation Plan.

Maximising Learning Growth for Every Student: A key focus this year has been strengthening teaching and learning practices across the College. Through our Professional Learning Teams (PLTs), staff coaching, collaborative planning processes and professional learning focused on the Victorian Teaching and Learning Model (VTLM 2.0), we are continuing to build consistency in high-quality classroom instruction.

Significant work has also been undertaken to strengthen literacy outcomes through systematic phonics instruction in the early years, improved assessment practices and collaborative moderation of student learning data. Staff are increasingly using evidence and assessment information to inform teaching and support student growth.

Improving Student Engagement, Learning and Wellbeing: Creating a positive, inclusive and respectful learning environment remains a key priority. During Semester One, we have established important foundations for our School-Wide Positive Behaviour Support (SWPBS) framework, our Student Behaviour Matrix and increased consistency in behaviour reporting and support processes across both campuses. Staff have also engaged in professional learning through Real Schools and other wellbeing initiatives aimed at strengthening relationships, improving student engagement and supporting positive behaviour.

2026 Curriculum Days

Monday August 17

Monday November 2

2026 Calendar of Events

June

Friday 26

Last day of Term 2 - **school dismissed at 2pm**

July

Monday 13

First day of Term 3

Thursday 16

Gala Day Soccer Division

Tuesday 21

Gala Day Netball Division

Wednesday 22

Grade 6 Camp - Camp Wilkin

Thursday 23

Grade 6 Camp - Camp Wilkin

Friday 24

Grade 6 Camp - Camp Wilkin

Wednesday 29

Year 9 Camp - CYC City Camp

Thursday 30

Year 9 Camp - CYC City Camp

Friday 31

Year 9 Camp - CYC City Camp

A word from our College Principal

While there is still work to do, particularly in building consistency and strengthening staff capability, we are pleased with the progress made so far and remain committed to continual improvement in teaching, learning and wellbeing outcomes for all students.

Keeping Our Students Safe

As we head into the school holidays and prepare for Term 3, I would like to remind all families of some important safety expectations.

Using School Crossings

We ask all parents and carers to regularly remind their children to use the designated supervised crossings when travelling to and from school. These crossings are in place to help keep students safe and reduce the risk of accidents around our busy school environment.

Students should:

- Always use designated crossings.
- Follow the directions of crossing supervisors.
- Avoid crossing between parked cars.
- Remain alert and avoid distractions when crossing roads.

Bicycle and Scooter Safety

It is wonderful to see many students choosing active travel options such as bicycles and scooters. However, safety must always come first.

Under Victorian law, all riders of bicycles and scooters must wear an approved helmet that is securely fitted and fastened. This requirement applies regardless of age and includes both bicycles and e-scooters.

The penalties for not wearing a helmet can be significant, but more importantly, helmets greatly reduce the risk of serious head injuries in the event of a fall or collision.

Students riding to and from school must:

- Wear an approved helmet at all times.
- Ensure their helmet is correctly fitted and securely fastened.
- Ride safely and courteously around pedestrians.
- Follow all road and path rules.

We appreciate your support in reinforcing these important safety messages with your children.

As we conclude another successful semester, I would like to thank our students, staff and families for their ongoing commitment to our College community. I wish everyone a safe, restful and enjoyable holiday break and look forward to welcoming students back for Term 3.

Warm regards

Vicki Minton

College Principal



BADEN POWELL COLLEGE

IMPORTANT!

REMINDER:

Last Day of term - Friday June 26 is casual dress for our students. All money raised will be donated to the Cancer Council.

School will be dismissed at 2pm.

We look forward to welcoming students back for Term 3 on Monday 13 July.



**Cancer
Council**



GALA DAY

On Wednesday 3rd June, our Grade 6 students participated in the Winter Gala Day competition. Students participated in the sports of Netball, Soccer, Volleyball and AFL 9s.

It was a fantastic day filled with teamwork, enthusiasm and school spirit, with students encouraging and supporting one another throughout the event.

One of the highlights of the day was the positive attitude shown by all students. Throughout each event, students demonstrated excellent sportsmanship by encouraging their teammates, supporting their opponents and celebrating each other's achievements. When competing, students gave their best effort and showed endeavour, resilience and teamwork, representing themselves and BPC with pride.

Congratulations to our Tarneit Mixed Netball team and our Tarneit Boys Soccer team on their outstanding results, winning their tournaments and moving on to the next round. Best of luck.

Well done to all students who participated, making it an enjoyable and successful day!





BADEN POWELL COLLEGE

3-6 Athletics Day

On Friday June 5, our Year 3-6 students gave it their all at Athletics Day - and what a day it was! From sprints to long jumps, egg and spoon races to high jumps, the energy and encouragement on display were outstanding.

Well done to all who participated and congratulations to **Morris House** for taking out the win!





BADEN POWELL COLLEGE

2027 College Tours

Come and see what Baden Powell College has to offer. Both Campuses will run College tours on the following days.

2027 Prep School Tours:

Wednesday August 5, 4:00pm - Tarneit Campus

2027 Year 7 School Tours:

Thursday August 6, 10:00am - Tarneit Campus

Wednesday September 2, 4:00pm - Tarneit Campus

Thursday October 8, 10:00am - Tarneit Campus

Wednesday November 4, 4:00pm - Tarneit Campus

Thursday December 3, 10:00am - Tarneit Campus

Children are more than welcome
to attend.



RESPECT

INTEGRITY

ENDEAVOUR

RESILIENCE

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

Aaliyah	Christian	Jasmin	Mayan
Abhi	Cooper	Jema'Nai	Mayen
Abi	Daalia	Joel	Mikayla
Ahmad	Davia	Jokith	Naphtahli
Aker	Eddie	Karnika	Noah
Amrita	Everlee	Khaled	Nyiah
Amum	Falepuna	Lakyn	Riley
Aria	Farida	Lavayah	Rozarlia
Arielle	Finna	Leeth	Rrehat
Arshita	Gavin	Lelei	Rudhin
Ava	Haidee	Levi	Samy
Aya	Haniya	Majok	Spencer
Batoul	Hira	Maker	Stefan
Betelehem	Hussain	Maria	Suhana
Cara	Ibrahimuddin	Mariam	Xavier
Carter	Ivy	Mary	Yar
Charli	Japji	Matilda	Zane
Chazaq			Zyann

ONLINE CONTENT

10 tips to keep your children safe online

The internet has transformed the ability to access content. Many apps that children use are dependent on user-generated content which can encourage freedom of expression, imagination and creativity. However, due to the sheer volume uploaded every day, it can be difficult for platforms to regulate and moderate everything, which means that disturbing or distressing images, videos or audio clips can slip through the net. That's why we've created this guide to provide parents and carers with some useful tips on keeping children safe online.



1 MONITOR VIEWING HABITS

Whilst most apps have moderation tools, inappropriate content can still slip through the net.



2 CHECK ONLINE CONTENT

Understand what's being shared or what seems to be 'trending' at the moment.



3 CHECK AGE-RATINGS

Make sure they are old enough to use the app and meet the recommended age-limit.



4 CHANGE PRIVACY SETTINGS

Make accounts private and set content filters and parental controls where possible.



5 SPEND TIME ON THE APP

Get used to how apps work, what content is available and what your child likes to watch.



6 LET CHILDREN KNOW YOU'RE THERE

Ensure they know that there is support and advice available to them if they need it.



7 ENCOURAGE CRITICAL THINKING

Talk about what people might post online and why some posts could cause distress.



8 LEARN HOW TO REPORT & BLOCK

Always make sure that children know how to use the reporting tools on social media apps.



9 KEEP AN OPEN DIALOGUE

If a child sees distressing material online; listen to their concerns, empathise and offer reassurance.



10 SEEK FURTHER SUPPORT

If a child has been affected by something they've seen online, seek support from your school's safeguarding lead.

Here Be Dragons

By Dr Justin Coulson

In ancient times, explorers would write "here be dragons" on maps. It was a signifier. Beyond this point: danger. Stay away.

A lot of parents do the same thing with their children.

Our kids run into dragons every day. A bully. A hard diagnosis. A friendship that falls apart. A challenge that feels way too big for them. These dragons are real and frightening, and when they appear, we reach for our sword.

It's instinctive. It's our natural reaction because we love our children and we want to protect them. Besides, we're bigger, stronger, more experienced. We've slain a few dragons ourselves. And watching your child face one is genuinely awful - it makes us anxious, so we charge in because we can, and because it feels like love; like good parenting. And while in some ways it is... in other ways, it's not.

You already know what I'm going to say next. It's your child who needs to do the dragon slaying.

Here's what the research actually shows. Psychologist Ann Masten - one of the world's leading resilience researchers - has spent decades studying children who overcome adversity. Her conclusion, supported by a substantial body of evidence, is that resilience isn't a personality trait some kids are born with. It's built. It develops through experience. Specifically, through the experience of facing hard things and coming out the other side. Reviews of the resilience research literature have consistently pointed to responsive and supportive parenting as the single most robust predictor of resilient adaptation - but responsive and supportive doesn't mean running in to fight the dragon. It means being there while your child fights it themselves.

How do we ensure we're responsive and supportive?

When our child is scared of a new dragon in their life, we listen. And then, together, we form a battle plan. We ask them to come up with potential ways forward. How can they slay the dragon? And when they're stuck, we offer suggestions.

The truth is that sometimes the kids are on board. They *want* to slay their dragons. But other times... not so much. They don't contribute to the conversation. They're not interested in finding solutions. They want protection.

At this point, we need to determine how important the dragon-slaying activity is. For little kids, staying at kindy or pre-school is a big deal. Or saying hi to a new classmate. For bigger kids, applying for the job, trying out for the theatre production, submitting the piece of art, playing in the Eisteddfod, asking someone out on a date. All of these things mean our child runs the risk of rejection and failure. They're likely to look incompetent. It could end up going pear-shaped.

Yet it's precisely that experience that builds resilience. I'd go further: resilience doesn't feel resilient when you're in it. But you don't know you're resilient until you try!

A 2021 systematic review and meta-analysis of resilience programmes for children and adolescents confirmed what Masten's work has long suggested: resilience involves *cognitive (thinking)* and behavioural aspects, and it can be built through experience.

The cognitive side includes things like how a child interprets a setback - whether they see it as permanent and catastrophic, or hard but manageable.

The behavioural side includes what they actually do when things get difficult: do they ask for help, try a different approach, keep going? Both of these develop through practice. But they have to be doing the hard work themselves.

You can't build the skill by eliminating the opportunity to practise it.

The practice, however, is almost always better when someone is standing there supporting you.

Lancelot wasn't born brave. Neither was Perceval. They had mentors who stood beside them, showed them how to hold the sword, walked them toward the dragon - and then stepped back and let them fight.

That's the job we have as parents. Polish the sword. Arm them with the shield. Teach the technique. Stay close. But let them feel the weight of it in their own hands.

Resilience feels hard and uncomfortable and uncertain. That's the point. That discomfort is where the growth is. Kids don't become brave by watching us slay dragons. They become brave by slaying a few themselves.

So the next time a dragon shows up in your child's life, resist the urge to charge in. Ask what they think they should do. Offer your perspective. Stay nearby. And then let them carry that sword and shield.

Let them discover for themselves how strong you feel when you slay your first dragon.



Dr Justin Coulson is a dad to 6 daughters and grandfather to 1 granddaughter. Justin travels all around the country, speaking at schools to students, educators and parents about wellbeing and relationships. He is also 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. Justin has written 11 books about families and parenting - with the latest about [raising boys](#) out now! For further details visit happyfamilies.com.au.

FINANCIAL ASSISTANCE

INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$154 for primary school students
- \$256 for secondary school students

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from the website below.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- **new student enrolments:** your child has started or changed schools this year.
- **changed family circumstances:** such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure

MORE INFORMATION

For more information about CSEF visit:
[Camps, Sports and Excursions Fund](#)

