

Bowden Brompton Community School

Term 3 2024

Principal's Report

Dear Parents, Carers, Staff, Students and Community Members,

As we conclude another productive term, I am delighted to share some of the highlights and achievements that have made this period memorable for our school community.

Positive Participation in Immunisation Vaccinations

Firstly, I would like to extend my thanks to staff and local nurses, parents, care givers and students for their positive participation in the recent immunisation vaccinations. Your cooperation and commitment to the health and well-being of our students are greatly appreciated. It is through such collective efforts that we can ensure a safe and healthy environment for all.



Mural "The Forest of Dreams" Tribute to Anton Hart

We are thrilled to announce the completion and official signing of our new mural at the Torrens Rd Campus, "The Forest of Dreams," a tribute to the late Anton Hart. This beautiful piece of art, created by talented artists Nikki and Talisha, has brought a vibrant and inspiring touch to our school grounds. We were honoured to have members of the local council, who generously helped fund the mural, attend the signing ceremony. This project was also supported by our Governing Council, whose continuous backing has been invaluable.



Acknowledgement of Date Change to Pupil Free Day

We would like to thank all parents and the Governing Council for their understanding and support regarding the recent date change to a pupil-free day. Your flexibility allowed our staff to engage in essential professional learning, which is crucial for our ongoing development and improvement.

Professional Learning Focus: Choice Theory through a Trauma-Informed Lens

During the pupil-free day, our staff participated in a professional learning session focused on Choice Theory with a trauma-informed lens. This training is part of our commitment to providing a supportive and understanding environment for all students, particularly those who may have experienced trauma. The insights gained from this session will undoubtedly enhance our approach to teaching and student well-being.

Choice Theory Summary

Choice Theory, developed by Dr. William Glasser, was a psychological framework that suggests that almost all human behaviour is chosen and that we are driven by our internal motivation to satisfy five basic needs:

1. **Survival:** Basic physiological needs such as food, shelter, and safety.
2. **Love and Belonging:** The need for social connections, relationships, and a sense of belonging.
3. **Power:** The need for achievement, recognition, and a sense of competence.
4. **Freedom:** The need for autonomy, independence, and the ability to make choices. In an educational setting, recognising and supporting students' need for freedom can lead to more effective learning and personal development. This can be achieved by providing opportunities for students to make choices about their learning activities, encouraging independent thinking, and fostering a classroom environment that values creativity and flexibility.
5. **Fun:** Refers to the need for happiness and enjoyment. Within school fun can be described as students enjoying the content of the lesson and when we make learning fun students accomplish more.

Total Behaviour is a key element. Total Behaviour encompasses four interconnected components that together describe all human actions:

1. **Acting:** The physical actions we take.
2. **Thinking:** The thoughts and self-talk that accompany our actions.
3. **Feeling:** The emotions and moods we experience.
4. **Physiology:** The bodily reactions and physical responses.

Understanding Total Behaviour helps educators guide students in managing their actions and thoughts, which can lead to improved emotional well-being and physical health. This approach encourages personal responsibility and empowers students to make positive choices that satisfy their basic needs.

Connecting habits	Disconnecting habits
Supporting Encouraging Listening Accepting Trusting Respecting Negotiating Differences	Criticising Blaming Complaining Nagging Threatening Punishing Bribing

Positive Improvement in Student Behaviour Regarding Mobile Phone Policy

I am pleased to report a significant positive improvement in student behaviour following the implementation of our mobile phone policy. This policy, designed to minimise distractions and enhance the learning environment, has yielded remarkable results.

Since its introduction, we have observed a noticeable decrease in the number of disruptions during class time. Students are more focused and engaged in their lessons, which has contributed to a more productive and respectful classroom atmosphere. Teachers have reported that students are more attentive and participative, leading to a higher quality of interactions and learning experiences.

Additionally, the policy has fostered a greater sense of community and personal interaction among students. Without the constant presence of mobile phones, students are more inclined to engage in face-to-face conversations and collaborative activities during breaks and free periods. This has strengthened peer relationships and promoted a more inclusive and supportive school culture.

We extend our gratitude to the students, parents, and staff for their cooperation and commitment to upholding this policy. Your support has been instrumental in creating a more conducive learning environment where students can thrive academically and socially.

Please use the link below to access the BBCS mobile phone policy

[https://www.bbc.sa.edu.au/docs/2024/BBCS Mobile Phones Personal Devices Policy.pdf](https://www.bbc.sa.edu.au/docs/2024/BBCS_Mobile_Phones_Personal_Devices_Policy.pdf)



High Performance Blue Print (Draft)

Your feedback on the implementation of a High-Performance Blueprint as part of strategic planning process to create a structured and effective approach to improve outcomes for BCS students, staff, and the broader community would be very much appreciated.



How we make the most impact across our work.



We support and empower our educators as they develop their craft



We support leaders to lead the learning and change processes.



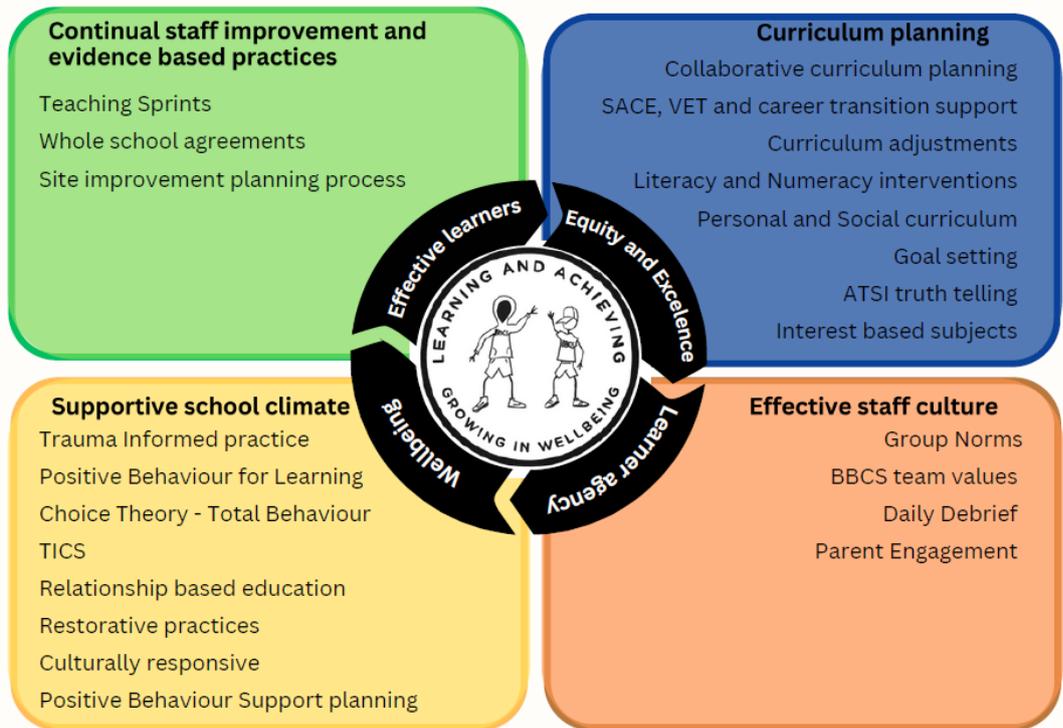
We work with learners, as agents of change, to better understand their needs



We develop strong partnership partnerships between families, culture and community

High Performance Blueprint

Vision: Bowden Brompton Community School students are empowered to develop the skills required to maximize choices, opportunities and contributions to their community.



Together, we will continue to prioritise the well-being and success of our students. Thank you once again for your ongoing support and involvement in our school community.

Wishing you all a restful and enjoyable break.

John Leondaris



Torrens Road Campus

Deputy Principal's Report

During the first few weeks of this term, I took a week of Long Service Leave and spent the week with my family enjoying the Darwin Festival where we saw some amazing performances from across Australia. Thank you to the staff for stepping into the breach so I could take this time out. Thanks also to Brent McLean who we welcomed as the new Assistant Principal for the head of the Torrens Road campus at the start of term. Brent's appointment has allowed me to start the strategic planning process with staff and the broader community to develop a 2025 school plan. Brent comes with a wealth of educational experience and previously worked at our Little Para campus. Welcome to the team!

Our annual Operation Flinders camp was held early this term. Operation Flinders camp students learned a lot about self-awareness, self-management, teamwork and leadership, all key Australian Curriculum General capabilities. These students also learned about respect, responsibility and resilience which are our school values. Congratulations to those students on completing the exercise and a big thank you to the supporting teachers, Dani and Dion. Thank you to Jemma and John R for their support too.

Semester 2 is the business end of the year for many of our senior students. Many are finishing the school journey with us at the end of the year and are busily trying to complete as much SACE and VET work as possible to move to the next phase of their lives. This semester looks promising for subject completions and we have several students looking at completing SACE.

Senior students from across the school are on track to complete VET certificate-level courses, which opens up opportunities to accept trade-based apprenticeships later in the year or for next year. I believe that the hard work that teachers do to support seniors and the new initiatives in vocational education have benefited BBCS students immensely. I am excited to see the future directions our senior school is going with for SACE and VET learning activities. I believe that we are offering students every chance to build a solid foundation for their futures.

In term 3 we trialled the new Progressive Achievement Testing (PAT) Adaptive Test. The new PAT is an essential diagnostic tool to develop a greater academic understanding and profile of our students. The PAT data is used to develop academic interventions and curriculum change, and to guide individualised goal development. Thank you to all the students for attempting these and trying their very best to complete the tests. Many of our students struggle with the anxiety that tests bring. Well done to those who overcame that anxiety and showed resilience to engage with PAT.

Thanks to our service providers such as Liz and the Animal Programme from Centacare, Metro Young Health, the City Of Charles Sturt services and health and immunisation programmes and Mobile Dental Care SA which have all actively engaged with our students this term. I really appreciate all these organisations for their ongoing support in assisting and improving the educational and social outcomes for our community.

Lastly, thank you to the Torrens Road office SSOs for all your hard work, professionalism and support, I appreciate it very much! I look forward to working with the team again in term 4.

Jason Rowe



Torrens Road Campus

Assistant Principal's Report

I am delighted to reconnect with our wonderful school community as the new Assistant Principal and Head of Campus at Torrens Road. Having started at the beginning of this term, it feels great to be back after spending the last three years working across the Department for Education. Returning to our school has been a proud experience, and I am grateful for the warm welcome I have received from everyone.

This term has been filled with remarkable achievements and positive energy, especially when the weather has warmed up. I have been incredibly impressed by the dedication and hard work of our students. Their enthusiasm for learning and commitment to excellence is inspiring. Whether in the classroom, or in choice subjects, our students continue to shine and make us proud.

I would also like to extend my heartfelt appreciation to our exceptional staff. Their unwavering dedication to providing a supportive and enriching learning environment is evident in everything they do. The collaborative spirit, flexibility and teaching practices are a testament to their professionalism and passion for education.

As we move forward to Term 4, I am excited to continue working alongside such a talented and committed group of individuals. Together, we will strive to create an even more vibrant and inclusive school community where every student can thrive.

Thank you once again for your warm welcome and support. I look forward to an exciting and successful end to the year.

Brent McLean



OPERATION FLINDERS





OPERATION FLINDERS



MS2



SS1 LEGENDS



Term 3 saw SS1 students participate in the Career Awareness month, visiting a range of venues and lectures about potential career pathways. Some of the places visited included the RAAF base, PEER Plumbing, MTA and TAFE.

Some highlights of the term were Cody, Tyler and Paula all successfully completing work experience placements towards their SACE WorkPlace Practices. Kaylee has continued to work hard this term, along with Cody to both complete their SACE Maths studies.

Term 3 also saw 4 SS1 students Paula, Lincoln, Austin, Riley and Dylan venture to the Flinders Ranges for Operation Flinders. They all had an amazing time and enjoyed retelling stories of the journey.

Upon their return students were asked to complete a recount of their adventure. Below is Austin's rendition of his experience.

On Tuesday at 4.30am, I woke up excited and got ready to go to school and on my adventure to the Flinders Ranges. I arrived at school and met Riley, Lincoln, Dylan, Paula and teacher John Ruediger; where we ate a fantastic breakfast of bacon and eggs. We then set off on our long journey to the Flinders Ranges.

Next we packed our bags with clothes, water, sleeping bag and mat. I felt exhilarated as we walked 2 hours to our first campsite. The scenery was breathtaking and I immediately felt at ease, once we got to the campsite. We set up our sleeping bags and made dinner. We watched the beautiful sunset and I was mesmerized seeing the day turn into night. I saw lots of satellites and 2 shooting stars in the night sky.

Each day we walked an average 10 kilometres, before setting up camp again. A memorable moment was the view from the peak of Mount Rose, looking over the desert and landscape of Flinders Ranges.

A funny moment I can recall, is when I found a strange shaped rock and convinced Riley to take a photo holding the rock with his mouth open. Another memorable moment was when I found a bearded dragon on a big massive hill we were climbing. I picked it up and put it in my pocket. As I picked up the lizard, I saw freedom because I saw the last campsite of the 8 day adventure. A highlight of the last campsite was that there were no prickles and I was able to walk barefoot on the dirt. It felt amazing to take my shoes and socks off and feel the earth between my toes, it felt like home. I couldn't believe how white and wrinkly my toes were!

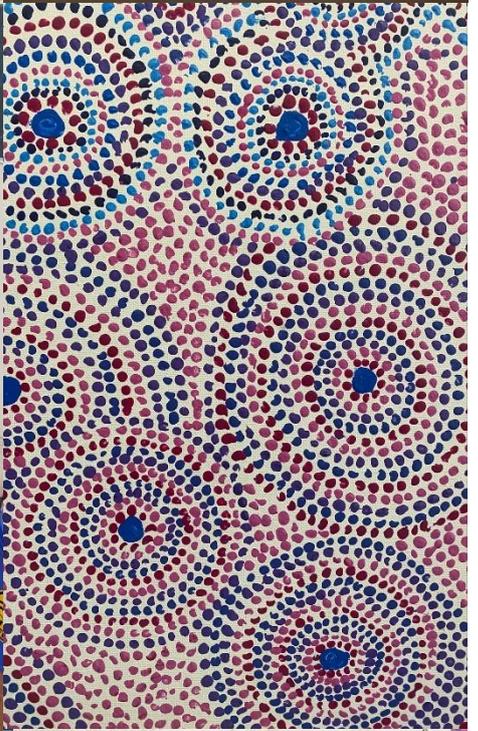
In conclusion the experience of Op Flinders was worthwhile because of the challenges and achievements I experienced each day. I was impressed with my fitness level, even though my legs felt rock hard. Throughout the journey, I developed a solid relationship with Dion because we walked alongside each other and ended the journey as good friends.



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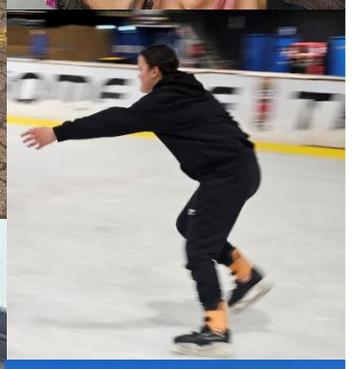
ART



BUILDING LINKS



EMPOWERMENT



This term we have begun a new choice subject for all the females at BDCS called empowerment! Each week the girls have been participating in confidence building, fear facing, fun and skilled activities such as escape rooms, ice skating, ninja warrior obstacle courses but also every second week volunteering their time to help the less fortunate, we have been making care packages for the homeless and handing them out around Adelaide CBD. In week 9 we will be taking the girls to the Ronald McDonald house where they will be baking pastries for the families. The girls have been amazing and we are extremely proud of their efforts and resilience each week in our chosen activities. We look forward to seeing where empowerment takes us. Thank you to the wonderful students who have participated this term including Rekisha, Kaylee, Merneka, Thea, Talisha, Dannika and Paula who have supported and encouraged each other every lesson.

Love Sarah and Morgan

FISHING



FOOD POWER



INDIGENOUS AUSTRALIANS

This term as part of our Cultural Cuisine focus, students have been investigating the traditional uses, methods and flavours of native ingredients Saltbush, Wattle seed and Lemon Myrtle. Students visited the Central Market stall 'Something Wild' and discussed options of traditional protein sources; crocodile, wild boar, wombat and kangaroo.

Aunty Pepper taught the class about the method of using saltbush as a medicine for cuts and grazes ('rub it on a cut or sore to stop bleeding') before it became known as a food ingredient. Aunty gave students some ideas of how best to use the spices.

Students also created delicious Lemon Myrtle and Honey biscuits and experimented with Lemon Myrtle Mayonnaise dressing- a modern twist. Well done, Food Power students!

Mary

MAT PROGRAM



BBCS METAL CLUB IRON MAIDEN CONCERT



MEDIA



MURALSIGNING



Mural Launch 9/9/24

Acknowledgement – We acknowledge this land that we meet on today is the traditional lands of the Kaurna people.



Thank you for attending Governing Council members, City of Charles Sturt, Nicky Create, Principal, Dep Principal, students & staff



Story of Mural - Anton - The Forest of Dreams Hurtle Square / Tangkaira (Intersection of Pultney and Halifax streets, Adelaide)



Thank you to city of Charles Sturt - Aisha and Cathy suggesting and approving the Changemaker grant.

[Changemaker Program for 12 - 25 year olds | City of Charles Sturt](#)



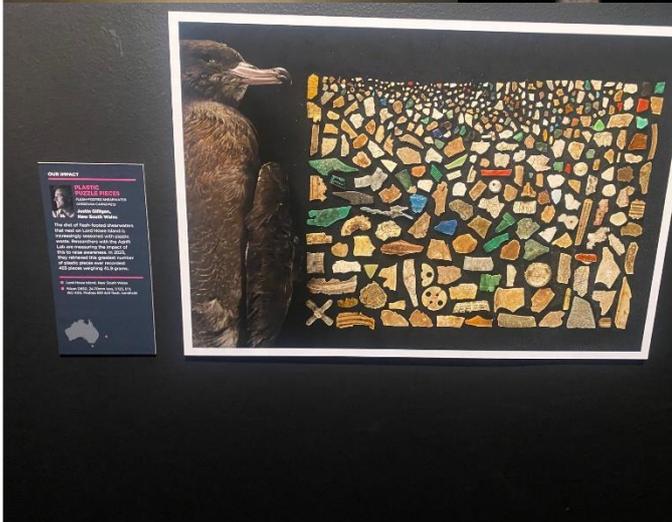
Thank you to Bowden Brompton Community School Leadership for supporting the project financially.

Thank you to Nicky Create whose incredible talent made the vision come to life, for your support with including and teaching Talisha techniques and your generosity with sharing your career journey with Talisha as part of her skill development and investigation tasks in SACE Creative Arts. You are officially part of our school community. [Nicky Create | Mural Artist Adelaide](#)

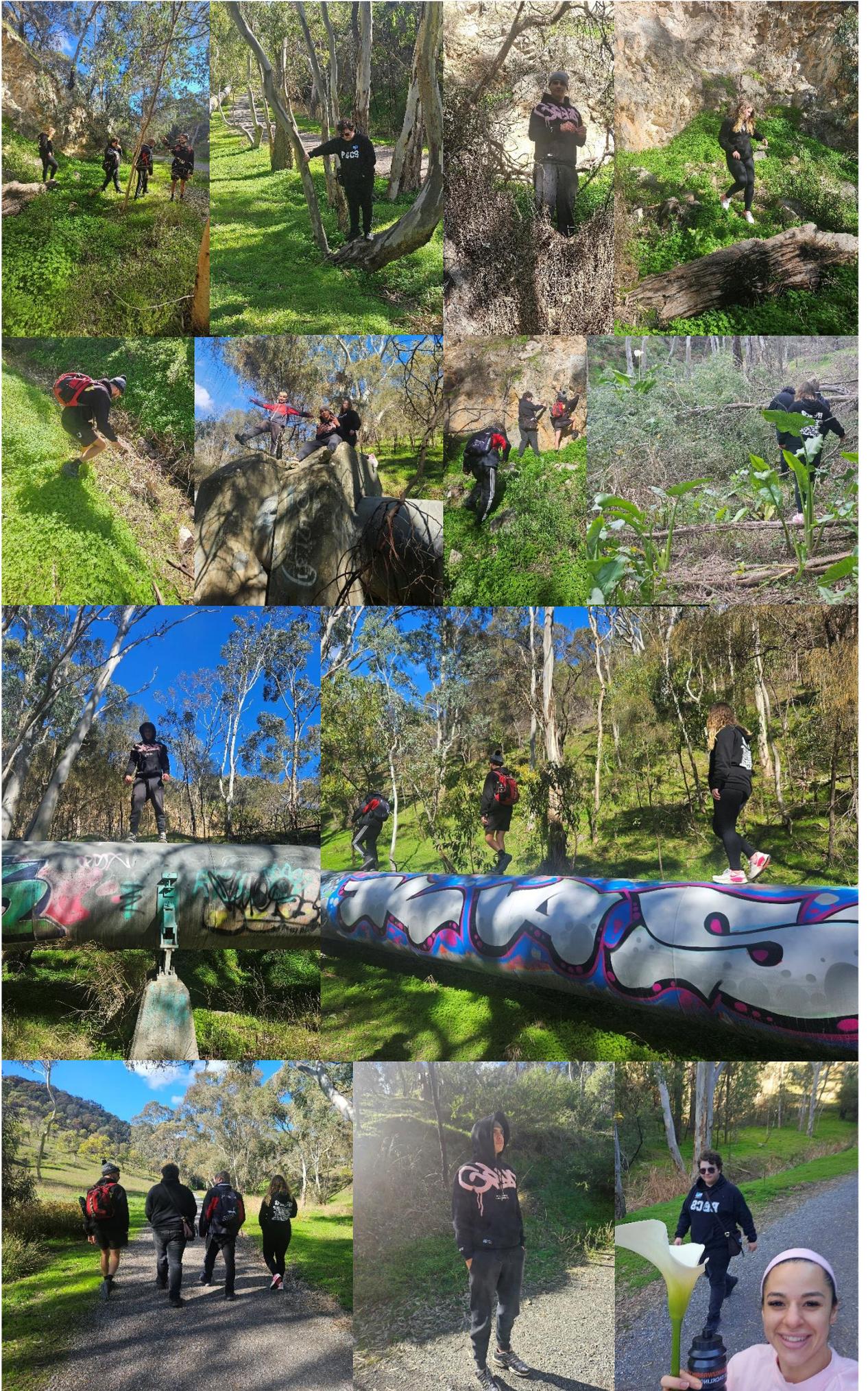
Thank you to Talisha for driving the project and your willingness to push yourself out of your painting comfort zone. The end result is amazing.

The mural is an asset to the school and we proudly announce it officially launched. Thank you everyone! Ngaitalya, (Kaurna for thank you).

NATIONAL GEOGRAPHIC PHOTOGRAPHY EXHIBITION MUSEUM



OUTDOOR



SCHOOL HOLIDAY PROGRAM



T E C H



Beach Campus

Assistant Principal's Report

This term at BBCS Beach Campus we have welcomed a number of new staff to our site. Ellen has joined Tim and Mary as a key teacher in BMS2 to support student learning and brings a background of science, health and physical education. Nathaniel has joined the teaching team in the senior class and brings a background in Health and Fitness. Matt has joined the SSO curriculum support staff and has been working in middle school to support student learning and engagement and comes with a background in Personal Training and Boxing.

This term students have been learning about Fractions, Decimals, Percentages and Money in Mathematics and I have been observing students developing conceptual understanding in these important areas. I have quizzed students randomly on their understanding of common fractions, converting fractions, fractions in the real world, the relationship between fractions, decimals and percentages and calculating common percentages when viewing sales. The link between decimals and money is obvious and percentage is a common link found in financial mathematics. I encourage you to talk to your child about Fractions, Decimals, Percentage and Money and to point out ways you use this maths in your daily life (such as measuring ingredients for recipes, shopping for bargains online or working out receipts).

In English students have been learning about the structure and language of persuasive texts. Common places students might encounter persuasive texts include advertising, politics, newspaper editorials and TV shows featuring lawyers and court cases. Developing critical thinking skills and understanding how persuasive language can push a particular point of view are important skills that young people need to make informed decisions in life. Students have created their own persuasive texts this term in class, so don't be surprised if your child mounts a thesis and persuasive arguments about why cleaning their room is a waste of time! Identifying where you encounter persuasive texts (written, visual or online) can help your child connect prior knowledge and build their understanding in this area.

This term in the senior class, students have been working to develop their work ready skills. A number of students have completed workplace training and development and have achieved their drivers' licences, found paid employment and completed Vocational Education and Training (including Certificate Level Courses and trade tickets such as WHS, Working at Heights and Working in Confined Spaces). Students visited a number of 'try-a-trade' events including the MTA, Regency School of Cookery and the Maritime Training Centre in Port Adelaide. Students attended the Road Awareness Program and listened to a talk from a shark attack survivor about building resilience and overcoming adversity.

Students from the school also supported the Hutt Street Walk and the Walk a Mile walkathon to raise money and awareness of the impact of homelessness, helped cook and prepare meals for their peers as part of the school nutrition program, and assisted Kyza to deliver donated food products to the needy in our community. The school is grateful to our many benefactors for their support including Oz Harvest, Puddle Jumpers, Kick-Start-For-Kids and for the many donations of clothes etc. from various generous members of our community

At the end of the term, one of our students has been invited to ride the Mawson Trail on a 12-day mountain biking odyssey with support of school staff and volunteers. Students in middle school attended the first Beach Campus sleepover to develop their independent living skills and build their peer relationships in a fun and engaging school sponsored environment where they competed to drive the Daytona Rally Arcade machine. Wishing you all a great term break and we will see you in term 4!

David Collins

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It has been wonderful to be able to take Senior students this term out to explore a range of career paths.

We visited Adelaide Oval where we learnt from the executive chef about jobs from working in the enormous kitchens below the oval, to managing the Adelaide Oval boutique Hotel.

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Fun fact:

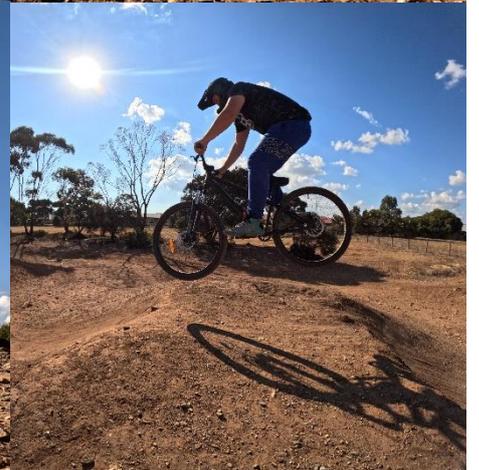
Adelaide Oval kitchen spends \$30,000 - \$40,000 a **week** on protein! Yes a week....



BIKES



During bikes term 3 we have covered lots of areas of the South for downhill and jumps lessons as well as adding in lots of long distance rides, some of our rides covering long distances of 90km+ training for a Mawson Trail ride.

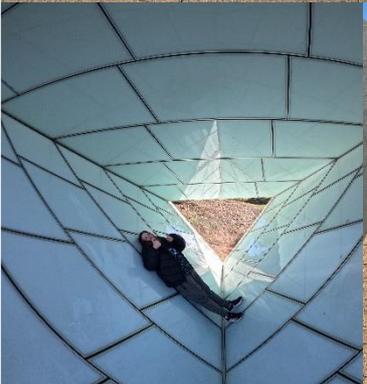


ICE FACTOR GOVERNMENT HOUSE

Our students represented the school with finesse and style as they met the Governor at Government House. They scrubbed up well, and enjoyed perusing the halls of art and culture.



KNOW
YOUR
CITY

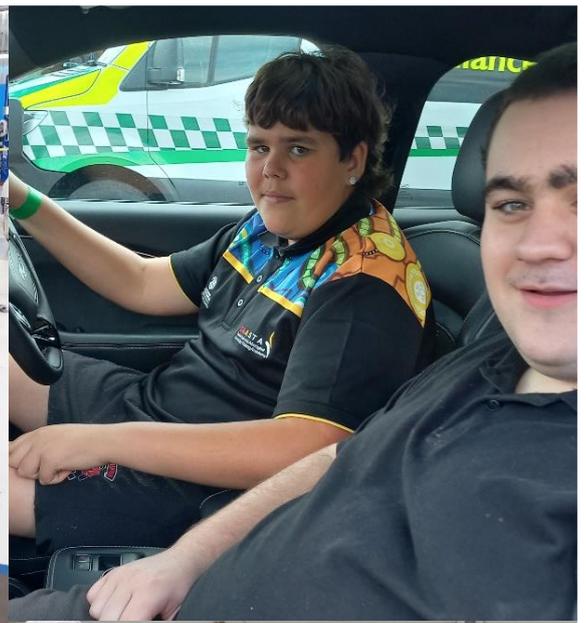


MTA VISIT



If your heart races to the sound of cars, motorbikes and trucks. There is a job for you in the Motor Industry.

Beach students attended a Motor Trades Association Open Day where we learnt how to remove dents, spray paint vehicles and had the opportunity to get up close with engines, hydraulics and trucks. Two BBCS Beach students were lucky enough to win prizes. An excellent day out to gain industry knowledge and explore future careers.



SCIENCE



SLEEPOVER



Little Para Campus

Assistant Principal's Report

It's been another great term at Little Para, Gateways and Integrate for goal achievement as students continue to work hard during their core lessons. This term we welcomed a new staff member, Kristian, into the school who has been working with the students in LP1. Kristian comes from Craigmore High and brings a background in digital technologies. He is really enjoying his time at BCS and making connections with the students.

We added a new subject this term called Saber Academy which is a program that combines martial arts, lightsabres and live-action role play. As a staff group, we are always willing to work with students to offer new subjects based on their areas of interests and suggestions. The students involved all had great things to report on the new subject.

A real highlight for us this term was Olivia and Matthew, along with Dani as the staff member, taking part in Operation Flinders. Operation Flinders is a 10-day hike in the Flinders Ranges in which the walkers cover a massive 100 kilometres. It is offered by our school in term 3 each year for students in years 10-12. For the staff and students to not only get through this walk but flourish, it demonstrates great resilience physically and mentally. Everyone involved really enjoyed the experience and I encourage other year 10-12 students to get involved next year.

Lastly, I would like to say a huge continual thanks to the staff group. At times the young people in our school community can serve up some challenges but the staff are always able to demonstrate empathy, care and problem-solving skills to try and help students in achieving the best possible outcomes.

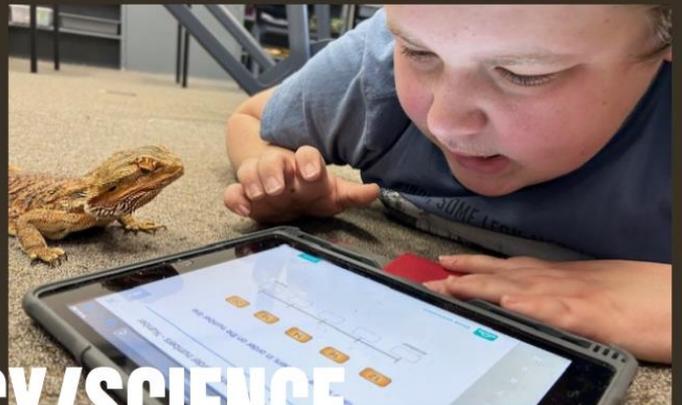
Have a safe break and see you all in term 4.

Tammy Scott





ANIMAL CARE



LP 1 NUMERACY/SCIENCE



LP2 LIBRARY VISITS



GATEWAYS LEGENDS

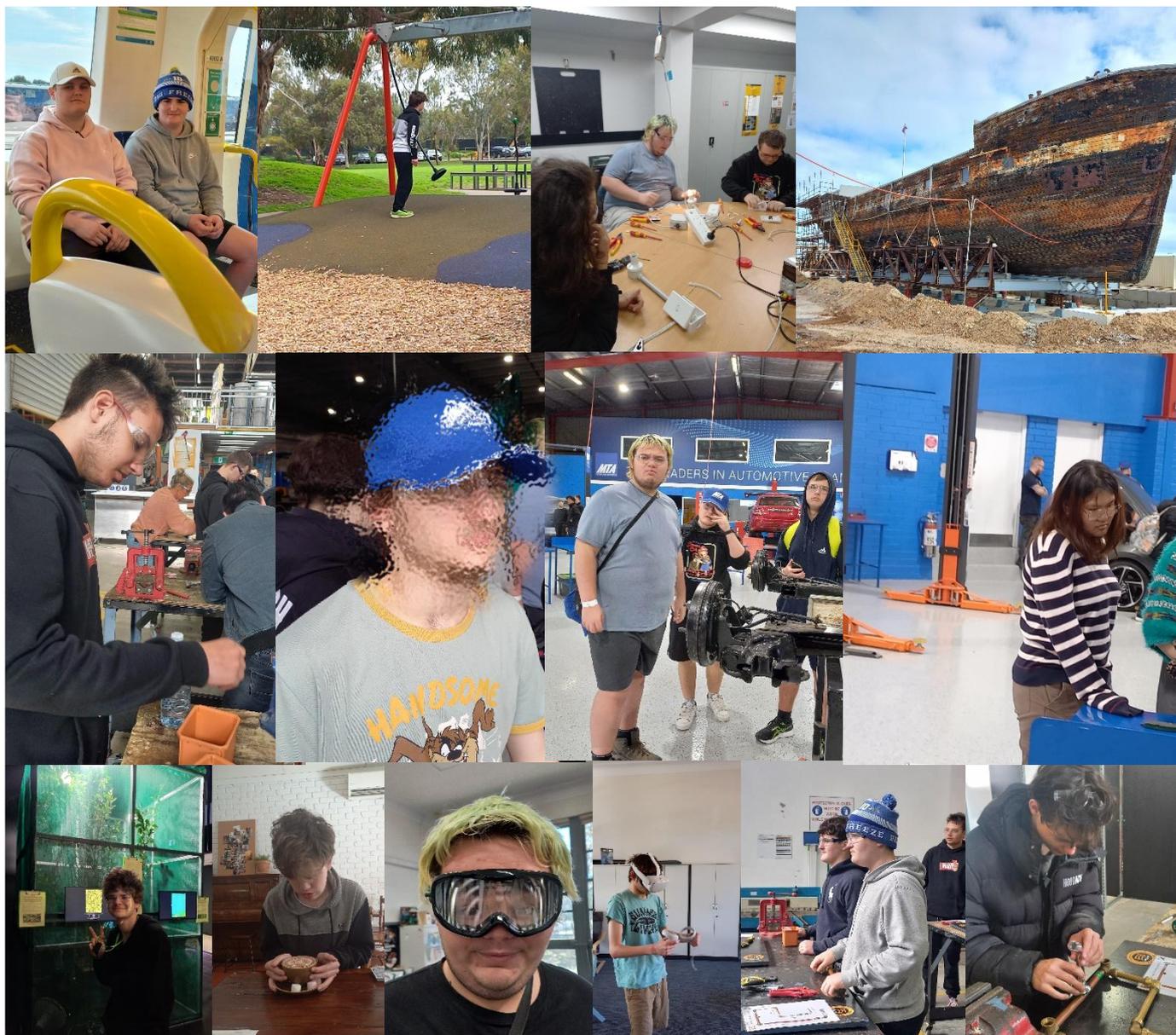
Gateways has had another busy term and with only a few weeks left until the end of the 2024 SACE cycle, all students are working on their individual learning towards their SACE compulsories and other subjects. Students have also been updating 'WorkPro' and 'I'm Alert' certificates around basic work, health & food safety to use while looking for part-time jobs, work experience and apprenticeships.

A real highlight for Olivia and Matty along with Dani, has been taking part in Operations Flinders where they spent 8 days testing themselves by hiking and camping in the beautiful Flinders Ranges. Personal comfort zones were pushed and goals were smashed. The experience will not be forgotten and all that participated, students and teachers alike, will hold the memories dear for a lifetime. A big "well done" to them on such a great achievement!

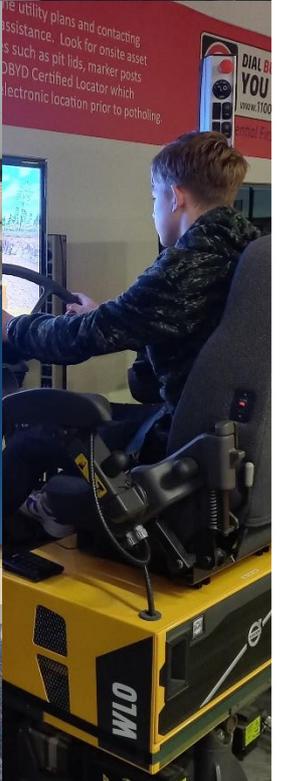
Term 3 has seen us undertake many VET opportunities to expose students to a range of job possibilities with the whole class attending the Motor Trades Association Open Day and others taking part in Trade come and try days for Welding, Plumbing and Electrotechnology.

Students have continued to take part in Animal Studies, Balanced choice, MAT, creative arts and music. We look forward to finishing the year strongly and achieving our final student goals and outcomes for the school year.

Wishing everyone a happy and safe holiday!



I N T E R N E T I O N A L S C I E N C E F E S T I V A L



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SABER ACADEMY



This term for the first time at Little Para, students have enrolled in a Saber Academy session out in the community.

Students have enjoyed learning Aikido and Kenjutsu techniques, drills and exercises. Everyone worked together to make this a safe and fun environment for everybody.

Well done to all students who participated.

Does your child have OCD?



Has your child been diagnosed with Obsessive-Compulsive Disorder, OR experienced unwanted, intrusive thoughts, and perform certain behaviours over and over again to prevent those thoughts from coming true?

Researchers at Macquarie University are investigating the needs of families of children aged 4-18 with OCD from minority backgrounds.

Participants will complete an anonymous online survey that will take roughly 30 minutes and may be invited to an online interview that will take roughly 60 minutes.

All information will be kept confidential



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