

respect responsibility resilience



Bowden Brompton
Community School

STUDENT SUBJECT OVERVIEW 2025

Years 6 - 12

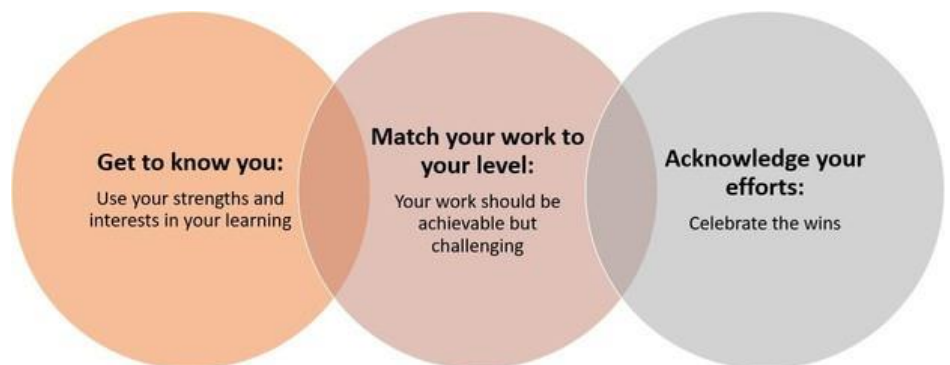
www.bbcs.sa.edu.au





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Students are expected to act responsibly and are supported to achieve this in their learning pathways through their adherence to the school's Code of Cooperation.

BBCS Vision/Mission Statement

Vision

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

Mission

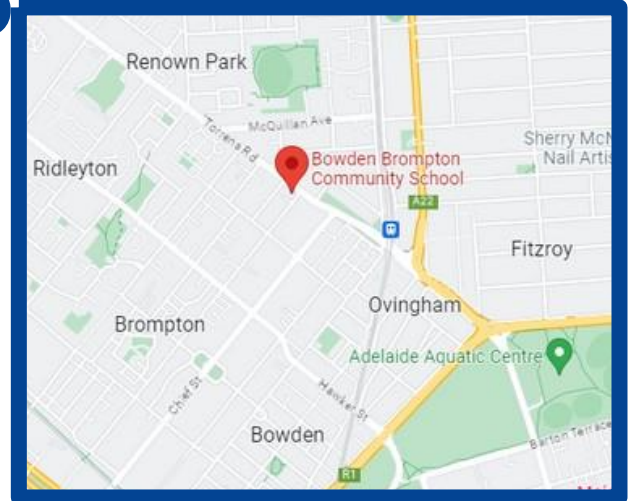
Bowden Brompton Community School provides students with a new beginning. We re-engage students in schooling by building and maintaining positive relationships, creating a responsive, supportive school environment, and adapting curriculum to meet student's needs and interests.

**BBCS
EMPHASISES
POSITIVE
RELATIONSHIPS
BETWEEN ALL
MEMBERS OF
THE SCHOOL
COMMUNITY**



BBCS CAMPUSES

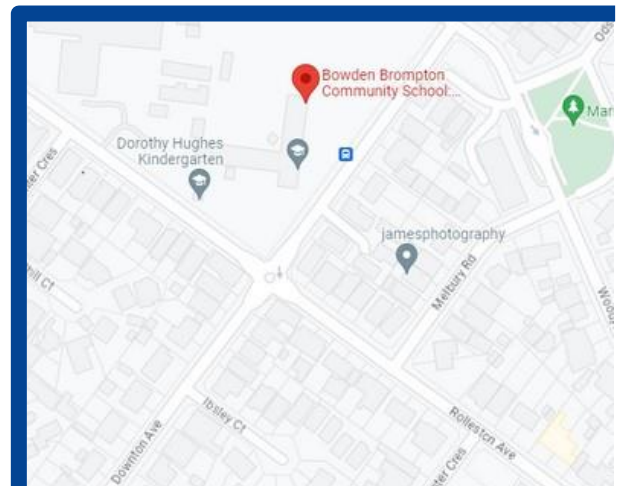
The Torrens Road Campus is a middle and senior school, with a maximum enrolment of 80 students from Years 7 to 12, located in Brompton.



The Beach Campus is a middle and senior school for students from years 7 to 12. Beach has a maximum of 32 students who can access programs throughout the year.



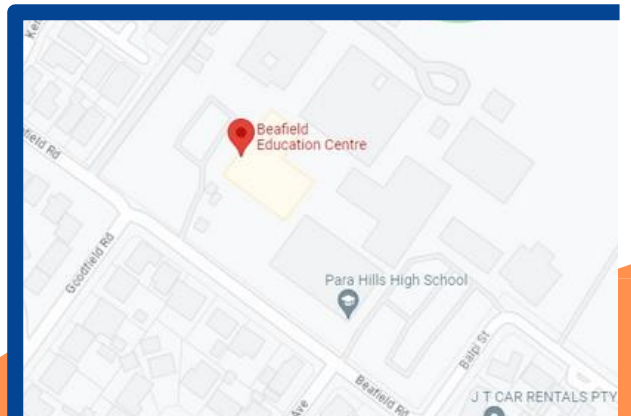
Little Para is a middle school campus, with an enrolment of 18 students from Year 6 and 7, located in Salisbury North.



Gateways Campus is located at our Little Para Campus. Gateways is a secondary school group from Year 10 to Year 12, with a maximum intake of 12.



Integrate program is part of the Little Para Campus located at the Beafield Education Centre. Integrate is an early intervention strategy for students in Years 7, 8 or 9 who are disengaged or at serious risk of disengaging from education.



Performance Blueprint

Question:
**'How do we create a
supportive school climate?'**

Answer:
**'The high performance
blueprint'**



2022 - 2024 Reviewed 12/01/2022



Bowden Brompton
Community School

BBCS HIGH PERFORMANCE BLUEPRINT

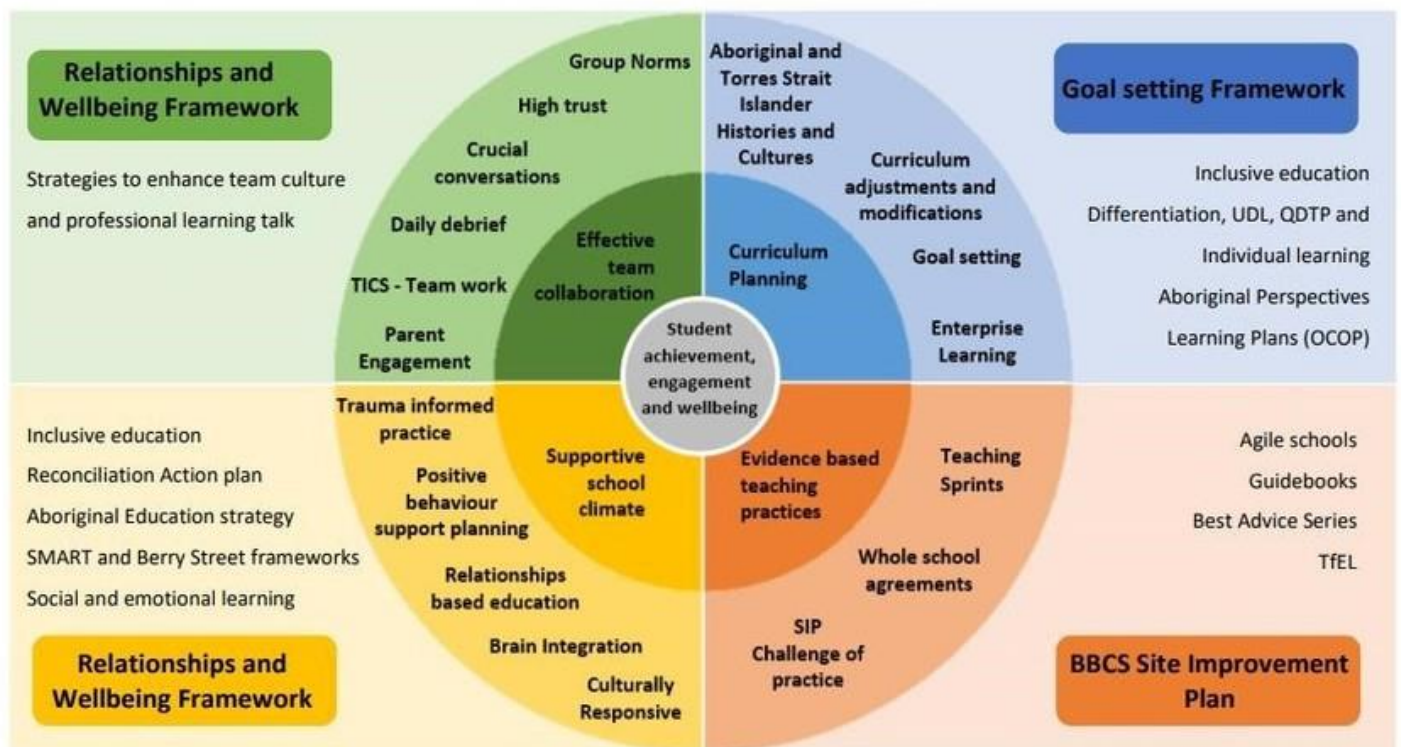
RESPECT, RESPONSIBILITY, RESILIENCE

SCHOOL VISION

MISSION STATEMENT

BBCS will provide a learning environment which empowers students to develop the skills required to make positive life choices and contributions to their community.

BBCS promotes student wellbeing and ignites students' passion for learning through positive relationships and inspiring student driven curriculum. We support all students in a new beginning for a positive future.



SCHOOL DAILY TIMETABLE

TIMETABLE FOR MONDAY, TUESDAY, THURSDAY, FRIDAY

9:10 – 9:20am	Student Check In's – Care group
9:20 - 9:40am	Primer Activities
9:40 – 11:00	Core Lessons – English, Maths, SACE, Goals, PBL, Respectful Relationships
11:00 – 11:20am	RECESS
11:20 – 12:40pm	Core Lessons - English, Maths, SACE, Goals, PBL, Respectful Relationships
12:40 – 1:00pm	LUNCH
1:00 – 1:10pm	Student Check Up's – Care groups
1:10 – 2:50pm	Choice Subjects
2:50 – 3:00pm	Student Check out – Care groups
3:00pm	DISMISSAL

All programs on the Bowden Brompton Community School timetable are offered across all four sites.

Student daily timetables run from 9:10am until 3:00pm on Monday, Tuesday, Thursday and Friday, with a full day comprising of 6 lessons, morning Primer activities and Care Group Check-In sessions.

TIMETABLE FOR WEDNESDAY

9:10 – 9:20am	Student Check In's – Care group
9:20 - 9:40am	Primer Activities
9:40 – 11:00	Core Lessons – English, Maths, SACE, Goals, PBL, Respectful Relationships
11:00 – 11:20am	RECESS
11:20 – 12:40pm	Core Lessons - English, Maths, SACE, Goals, PBL, Respectful Relationships
12:40 – 1:00pm	LUNCH
1:00 – 1:10pm	Student Check out – Care groups
1:10pm	DISMISSAL

Wednesday timetables run from 9:20am until 1:20pm, with a full day comprising of five lessons, morning activities and Care-Group Check-In sessions.

- MORNING BREAK AND LUNCH- provided by BBBS
- CHECK-IN- Students can engage with calming activities.
- CHECK-UP-times allow an opportunity for teachers to provide support to students.
- CHECK-OUT-discuss strategies to help the student plan for the next day.
- PRIMER ACTIVITIES- The focus of Primers is on getting students ready for learning.



BBCS POSITIVE BEHAVIOUR EXPECTATIONS

There are certain expectations on both students and staff to ensure that we can all have positive relationships, safety, and engagement while at school. The Positive Behaviour Expectations make clear what we expect from students.

Based on the BBCS Respectful Relationships & Wellbeing Guidelines, the RAW curriculum offers students the opportunity to develop key knowledge around strategies to promote positive relationships with peers, staff, family, and the wider community



DEVELOPING SELF-REGULATION

BERRY STREET EDUCATIONAL MODEL TRAUMA-INFORMED AND EXPLICIT SKILL DEVELOPMENT

All staff on each site have been trained in the Berry Street Educational Model (BSEM), which closely aligns to and enhances our trauma-informed classroom (TIC) approach through healing and the use of proven psychology interventions (PPI) for growth. The domains within the (BSEM) are: Body, Stamina, Engagement and Character, all anchored by Relationship.



SKILL-STREAMING

Skill streaming is an evidence-based learning program designed to teach social skills and address the needs of students who display aggression, immaturity, withdrawal, or other problem behaviours. It involves upskilling students to successfully navigate their school environments, follow teacher expectations, deal with peer and adult conflict, and deal with many other adverse feelings.



INTEROCEPTION

Interoceptive awareness can be broadly defined as the conscious perception of an internal bodily state, for example, one's heart beating and breathing. These senses are related to emotional experiences. Awareness of both biological and emotional internal body cues are impacted in individuals who are affected by trauma, including intergenerational trauma, and neurodevelopmental disabilities including autism (Schauder, Mash, Bryant, & Cascio, 2015, Mahler, 2016).

What is Interoception?

Interoception is the internal sense. It helps with:

Understanding our body's needs	Recognizing feelings of hunger	During potty training, knowing when to use the bathroom
Knowing how to appropriately address needs	Sensing pain and looking for ways to relieve it	Scratching an itch with the proper amount of force
Regulating emotions and controlling behavior	Feeling sensations of anxiety and calming self	Avoiding temper tantrums by meeting basic needs



BBCS staff members meet with parents/carers and students three times a term to review their educational progress and monitor and review student learning goals



MIDDLE SCHOOL LEARNING AREAS

Compulsory

Maths

1. Numbers and Algebra
2. Measurement and Space
3. Fractions, Decimals & Money
4. Data, Statistics, Chance & Probability

English

1. Narrative Unit
2. Informational Unit
3. Persuasive Unit
4. Reflective Unit

Respectful Relationships & Wellbeing (RRAW)

- Protective Practices
- Curriculum Mapping

Learning Area Options:
Student interest-based
learning programs

The Arts
PE & Health
Project Based Learning
Science
Design and Technology
History



Choice Subjects are specially tailored subjects that run through middle and senior school, focusing on the student body's interests

Choice Subjects

P.E

**Bikes/Mountain Bikes
SK8/Scooters
Fitness**

MAT

**Field Sports
Court Divided Sports
Ice Factor
Pedal Prix**

Outdoor Ed

**Bushwalking
Water activities
Aquatics
Gardening
Fishing
Out & About**

Arts

**Arts
Craft
Digital Art**

**Indigenous Art
Media & Documentary**

Food

**Cooking
Cafe**

**Let's Do Lunch
Food Power**

Sciences

**Electronics
The Human Body
Interoception
Animal Care
Neuroscience**

Humanities & Social Sciences

**Know Your City
Aboriginal Studies**

History

Design & Technology

**3D Print
Woodwork
Media
Network Games**





LITERACY IS USED TO SUPPORT OUR DEVELOPING READERS AND IS USED ON A 1:1 BASIS, OUTSIDE OF THE STUDENT'S CLASSROOM.

MACQUARIE LITERACY PROGRAM

This is an explicit and systematic reading intervention program for small groups of older low-progress readers.



Students need to recognise that mathematics is used constantly outside the mathematics classroom and that numerate people apply general mathematical skills in a wide range of familiar and unfamiliar situations.

DIAGNOSTIC TESTING

Diagnostic testing is used across the school to measure student abilities and progress in Literacy and Numeracy. It helps teachers identify the strengths and areas of improvement for each.



Welcome to the SACE

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

Learning at the pace of change

The SACE has evolved to provide you with more flexibility to choose subjects that reflect your interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies.

SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate your skills, knowledge, and personal capabilities throughout the year.

Your SACE journey

To complete your high school certificate of education, you will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study however can be done over two, and a 20-credit subject is usually over two semesters.

Here's how it works.

COMPULSORY SUBJECTS

50 credits

Stage 1 (Started in Year 10 at BBCS)

- Exploring Identities and Futures (EIF) (10 credits)
- Literacy Requirement (20 credits)
 - Essential English A or Modified English A
 - Essential English B or Modified English B
- Numeracy requirement (10 credits)
 - Essential Maths or Modified Maths

Stage 2 (Started in Year 11 or 12 dependent on the completion of the other compulsory subjects)

- The Research Project (10 credits)

STUDENT SELECTED SUBJECTS

90 credits

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.

60 credits

Choose and successfully complete a selection of Stage 2 or Approved Certificate III level VET subjects worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.

The SACE is flexible and your schedule may differ depending on your school. The majority of students in South Australia will start their journey with the compulsory **Exploring Identities and Futures in Year 10**, the remaining compulsory and student selected **Stage 1 subjects through Year 10 / 11**, and their selection of **Stage 2 subjects in Year 12** (including the Research Project). To view all subjects offered by SACE visit sace.sa.edu.au

EXAMPLE OF ACHIEVING A MINIMUM OF 200 CREDITS

50 credits - Compulsory (Must do)

- Stage 1** Exploring Identities and Futures (10 credits)
- Stage 1** Essential or Modified Maths (10 credits)
- Stage 1** Essential or Modified English (20 credits)
- Stage 2** Research Project or Modified Research Project (10 credits)

Min. 90 credits

- Stage 1** Creative Arts (10 credits)
- Stage 1** Integrated Learning (10 credits)
- Stage 1** Workplace Practices (10 credits)
- Stage 1** Duke of Edinburgh Bronze (10 credits)
- Stage 1** Duke of Edinburgh Silver (10 credits)
- Stage 1** Year 11 VET: Certificate II in Construction Pathways (40 credits)

Min. 60 credits

- Stage 2** Creative Arts (20 credits)
- Stage 2** Integrated Learning (20 credits)
- Stage 2** Workplace Practices (20 credits)

How to get an ATAR?

You are eligible for an Australian Tertiary Admissions Rank (ATAR) if you achieve 90 credits in Stage 2. **The South Australian Tertiary Admissions Centre (SATAC) has responsibility for calculating the ATAR.** For more information about the ATAR (including scaling), go to satac.edu.au

SACE CONTINUED

What kind of learner are you?

The SACE caters for practical and theory, hands-on and action-based learning both in and outside school.

You are encouraged to choose subjects that suit you and will open doors to a range of careers within your area of interest.

You will have the opportunity to explore your interests, strengths, subject choices, and style of learning during the **Exploring Identities and Futures** at the beginning of your SACE journey.

VET options are available at both Stage 1 and Stage 2 and include a wide range of industry areas, including construction, automotive, electrotechnology, hospitality, community services, health and information technology.

In negotiation with your school, you can choose to combine study and part-time work, a traineeship, or school-based apprenticeship.

The SACE Board offers Modified Subjects at both Stage 1 and 2 for eligible students. Your teacher will discuss this option with you.

Making sure it's fair

Your work is assessed against the performance standards outlined for each subject.

Teachers and assessors use these standards to determine how well you have demonstrated your learning, and apply a grade:

From A to E for Stage 1 (C or higher to pass)

From A+ to E- for Stage 2 (C- or higher to pass)

To ensure your work is marked fairly, thousands of samples of student work are reviewed to ensure that assessment decisions are consistent with the performance standards for the subject across the state. These processes are called **marking** and **moderation**.

If something happens during your journey

If your learning is significantly disrupted, special provisions may be granted by your school, on a short-term or long-term basis, to allow for adjustments in assessment so you can demonstrate the required knowledge and performance standards to complete the subject.

The SACE Board and schools work in partnership to ensure **special provisions** are available for exceptional circumstances.

You will learn at the pace of change with 7 capabilities that equip you to live and work successfully in the 21st century.



LITERACY



NUMERACY



INFORMATION AND
COMMUNICATION
TECHNOLOGY



CRITICAL AND
CREATIVE THINKING



PERSONAL AND SOCIAL



ETHICAL
UNDERSTANDING



INTERCULTURAL
UNDERSTANDING

Need more information?

The SACE Board provides detailed information on subjects, assessment, modified subjects, special provisions, and results. Visit sace.sa.edu.au for more information.


Your school's SACE coordinator and other school leaders can offer advice and information on subjects being offered that best suit your interests and your plans for further education and training.






ABORIGINAL STUDIES

Stage 1 & 2



Students learn from and with Aboriginal peoples and communities and other sources of Aboriginal voice. Students acknowledge and extend their understanding of the narratives and accomplishments as told by Aboriginal peoples and reflect on the impact of past events on the present.



Students are taught to develop respect for what narratives and accomplishments mean to different Aboriginal people and communities. Students also participate in a Yarning Circle while being taught how to play the didgeridoo.





CREATIVE ARTS Stage 1 & 2

In this subject students actively participate in the development and presentation of creative arts products. They develop their capability for learning by:

- experiencing all phases of the creative arts process, including investigation, exploration of materials, experimentation with media, production, refinement, resolution, and evaluation.

Creative arts products may take the form of concerts, visual artefacts, digital media, film and video, public art projects, community performances, presentations, and installations, and in vocal groups or other ensembles.



WORKPLACE PRACTICES Stage 1 & 2

There are three areas of study within Workplace Practices:

- Industry and Work Knowledge
 - Vocational Learning
 - Vocational Education and Training (VET).

Students develop an understanding of the importance of Work Health and Safety. Students develop knowledge of the nature, type, and structure of the workplace and reflect on their skills, capabilities, interests, and future career aspirations.



What is VET?

Vocational Education and Training (VET) is hands-on practical training that gives students skills and knowledge to move into the workforce.

It involves students taking part in nationally recognised qualifications which are formal certificates delivered, assessed and certified by Registered Training Organisations (RTOs).



VET in SACE

The SACE Board values and recognises completed VET that has been assessed by Registered Training Organisations (RTOs).

VET

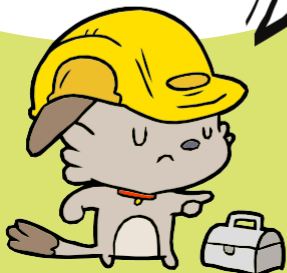
At BBCS,

Year 10 students on a needs and merit basis are given opportunities to participate in Short VET Accredited and Non-Accredited Programs and year 11/12 students Certificate II

through to Certificate III level qualifications.

Did you know

"43% of students who successfully complete SACE include some VET."



Potential industry areas include:

- Aged Care & Disability
- Automotive Retail, Service & Repair
- Building and Construction
- Business Start Up (Entrepreneurial)
- Early Childhood
- Electrotechnology
- Food Processing
- Health Support
- Horticulture
- Hospitality and Tourism
- Information Technology
- Manufacturing and Engineering
- Maritime
- Plumbing
- Screen & Media Production, Game Development & Visual Effects

Training that students do as part of a School Based Apprenticeship or Traineeship (SBAT) can also count towards SACE.

If your child is interested in a VET pathway, please contact our VET coordinator for further information. They will help you plan and determine how many SACE credits they may achieve at Stage 1 or Stage 2.





BBCS CAMPS

Camping at BBCS provides experiences for students that have significant positive and life changing effects.

We endeavor to provide a range of opportunities for students to experience camps that facilitate and build positive relationships, enhance life experiences, and create lasting memories for our students.





What is The Duke of Ed Framework?

The Duke of Edinburgh's International Award is a **global framework for organising and accrediting non-formal education and learning**, which challenges young people find their purpose, passion and place in the world. The Duke of Ed is available to be used by young people aged 14 to 24 and is used in over 130 countries. The activities undertaken and used to meet the Duke of Ed requirements are initially determined by the school/institution licensed to use the Duke of Ed. **#WORLDREADY**

SECTION	WHAT IT'S ABOUT FOR PARTICIPANTS
Skills	Unleashing talents and broadening abilities and interests - anything from refereeing, to digital production, learning an instrument, to jewellery making.
Voluntary Service	Connecting with the community and providing service to others - activities such as youth work, environmental and charity work.
Physical Recreation	Improving physical fitness and wellbeing by getting active - team sports, individual pursuits or getting creative and working up a sweat.
Adventurous Journey	Team building inspired through adventure and discovery journeying in unfamiliar and challenging environments - building resilience and teamwork skills along the way.
Gold Residential Project	Broadening horizons and challenging views of the world - in Australia or anywhere around the globe

Participants design their own program and set their goals according to the minimum requirements summarised below.
Refer to the **Award Handbook** at www.dukeofed.com.au

Sections	BRONZE	SILVER	GOLD
Skills	3 months*	6 months*	12 months*
Voluntary Service	3 months*	6 months*	12 months*
Physical Recreation	3 months*	6 months*	12 months*
Major Section	All Participants must complete an additional 3 months in either Skills, Voluntary Service or Physical Recreation	Participants who have not achieved a Bronze Award must complete an additional 6 months in either Skills, Voluntary Service or Physical Recreation	Participants who have not achieved a Silver Award must complete an additional 6 months in either Skills, Voluntary Service or Physical Recreation
Adventurous Journey Includes: Preparation & Training; at least one Practice Journey; & a Qualifying Journey	2 days + 1 night	3 days + 2 nights	4 days + 3 nights
Gold Residential Project	N/A	N/A	5 days + 4 nights
Minimum age to start	14 years #	15 years or after completing Bronze	16 years
Minimum duration to finish an Award	6 months	Bronze Awardees: 6 months Direct entrants: 12 months	Silver Awardees: 12 months Direct entrants: 18 months
Maximum age to finish	Before 25 th birthday	Before 25 th birthday	Before 25 th birthday

Stage 1
10 Credits

Stage 1
10 Credits

Stage 2
20 Credits

