

2024 annual report to the Community

# Bowden Brompton Community School

Bowden Brompton Community School number: 1418

Partnership: Inner West



School principal:

John Leondaris

*J. Leondaris*

Date of endorsement:

17/03/2025



Government  
of South Australia  
Department for Education

# Context Statement

Bowden Brompton Community School caters for students from 6-12. At the time of this report, the enrolment in 2024 is 148. Bowden Brompton Community School is classified as Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 28% Aboriginal students, 56% students with disabilities, 15% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

# Governing Council Report

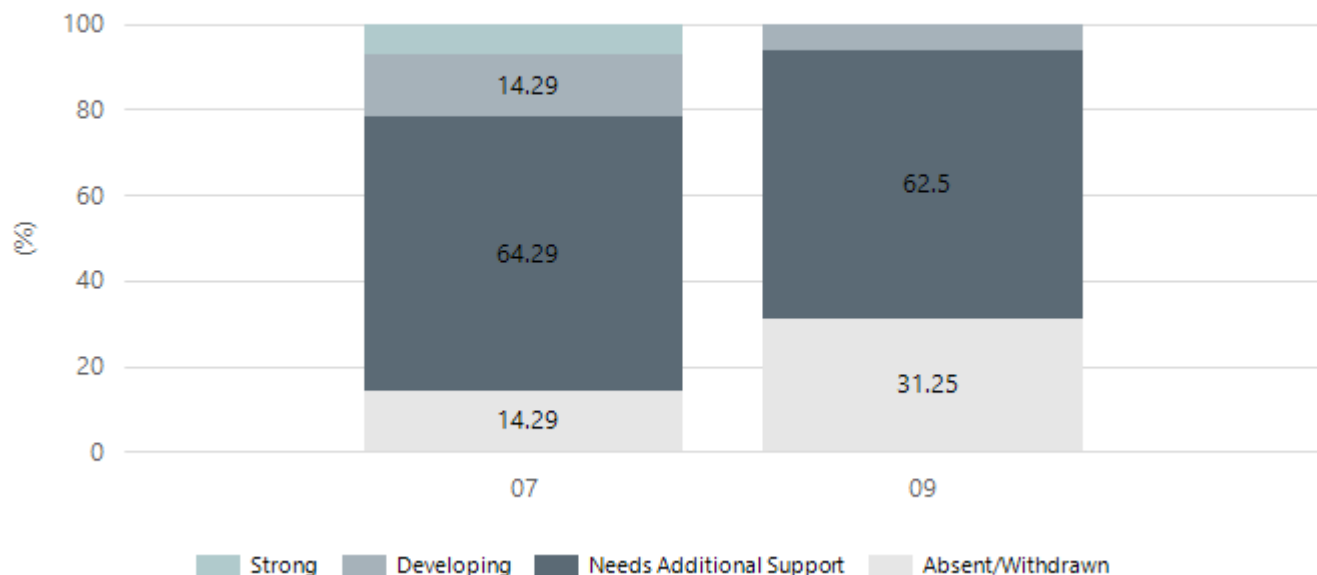
On behalf of the Governing Council, I extend our deepest gratitude to the dedicated staff of Bowden Brompton Community School. Your unwavering commitment to fostering a supportive and inclusive learning environment has been instrumental in empowering our students and aligning with our vision of nurturing positive community members. Your passion, resilience, and innovative approaches have not only enriched the educational experiences of our students but have also significantly strengthened our school community. We are truly appreciative of your exceptional efforts and dedication.

# Performance Summary

## NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

### Numeracy



Year Level	07	09
Strong	1	
Developing	2	2
Needs Additional Support	9	20
Absent/Withdrawn	2	10
Total	14	32

## School Highlights

At Beach Campus, students have achieved significant milestones, including completing Working from Heights courses, obtaining VET Construction and Child Care certificates, acquiring driver's licences, and securing paid employment. They have also completed various Vocational Education and Training programs, such as Certificate Level Courses and trade tickets in areas like WHS, Working at Heights, and Working in Confined Spaces.

Students participated in 'try-a-trade' events at the MTA, Regency School of Cookery, and the Maritime Training Centre in Port Adelaide. They also attended the Road Awareness Program and listened to an inspiring talk from a shark attack survivor.

We have continued to enhance campus facilities and infrastructure to support our onsite learning programs. We successfully secured grants to develop our horticulture program, providing funding for plants, garden beds, and rainwater tanks. A secure space has been constructed for our future campus garden, and we have begun planting screening plants around the school's boundary.

Additionally, our community has actively supported the Hutt Street Walk and the Walk a Mile walkathon, raising funds and awareness about the impact of homelessness.

The Little Para Campus attendance has shown continued improvement, with students making significant progress in achieving their learning goals. Our staff have enhanced their practices, focusing on explicit instruction and engaging all students in every lesson. In 2024, we introduced a maths intervention program, which will continue to develop in 2025.

Through student feedback, we have successfully incorporated gaming into our selection of elective subjects. This popular subject provides an excellent platform for students to develop personal and social skills.

In 2024, we placed a strong emphasis on career education. Many students participated in try-a-trade courses, gaining exposure to a variety of construction skills.

We also partnered with Saber Academy, a program that combines martial arts, lightsabres, and live-action role play. Our staff are committed to collaborating with students to offer new subjects based on their interests and suggestions. Feedback from students involved in this new subject has been overwhelmingly positive.

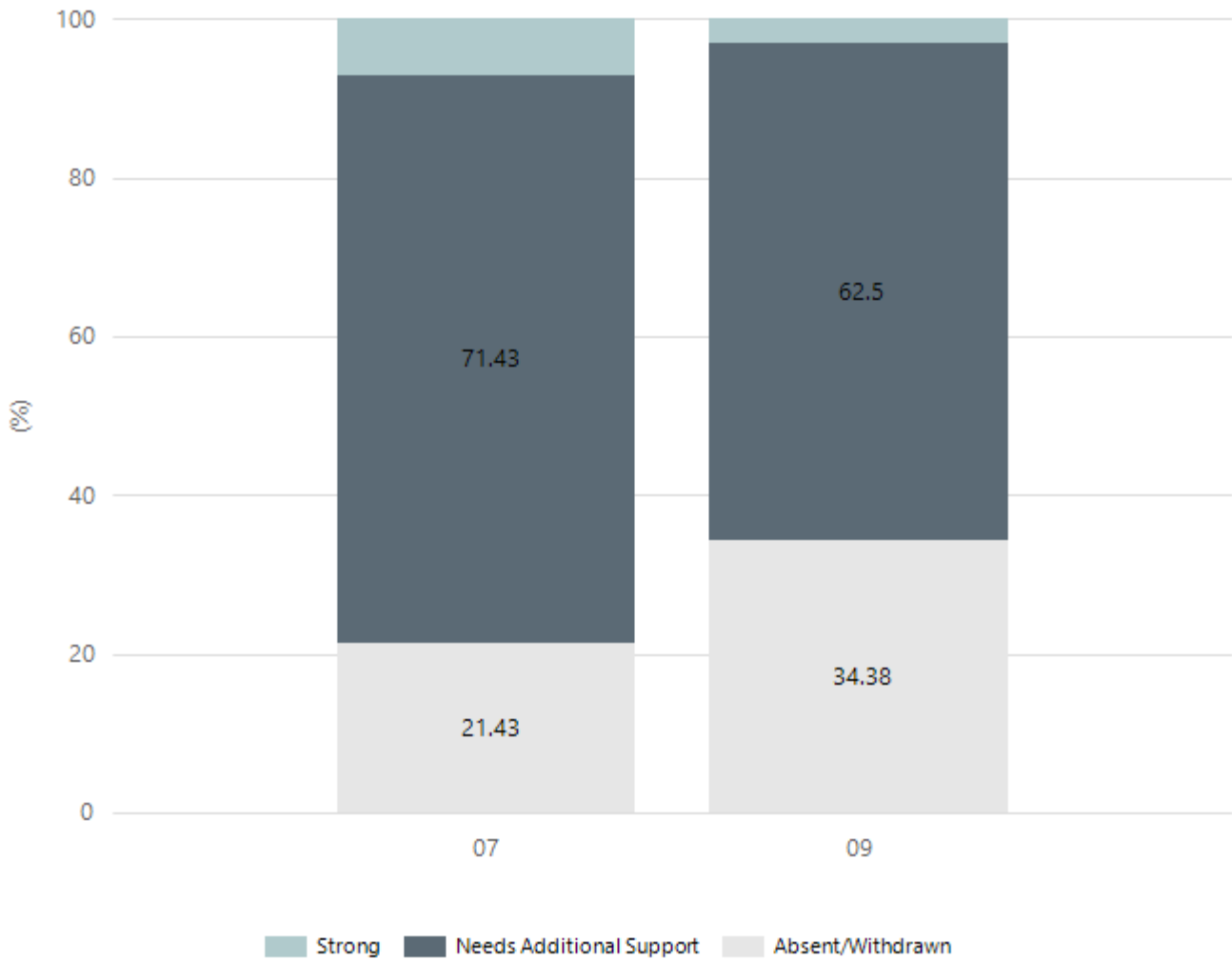
Additionally, two students and one staff member participated in Operation Flinders, a challenging 8-day hike covering 100 kilometres in the Flinders Ranges.

During 2024, students at Torrens Rd Campus showcased their Creative Arts products at the "Chasing Ambition" Visual Art Exhibition at Community Centre 19 on Green. The student-run opening was attended by students, staff, family, friends, and community members. Collectively, students sold over \$600, with all proceeds going directly to the student artists.

Senior students earned 70 Stage 1 SACE credits through the SACE Creative Arts class, involving four students. The exhibition provided students with the satisfaction of seeing their art displayed, experiencing the exhibition process, and generating income.

Six Torrens Rd students participated in Operation Flinders demonstrating resilience and building a supportive community. This experience created lifelong memories and connections, contributing to students' bronze and silver Duke of Edinburgh certificates. Both events were highly successful, fostering creativity, resilience, and community spirit among students.

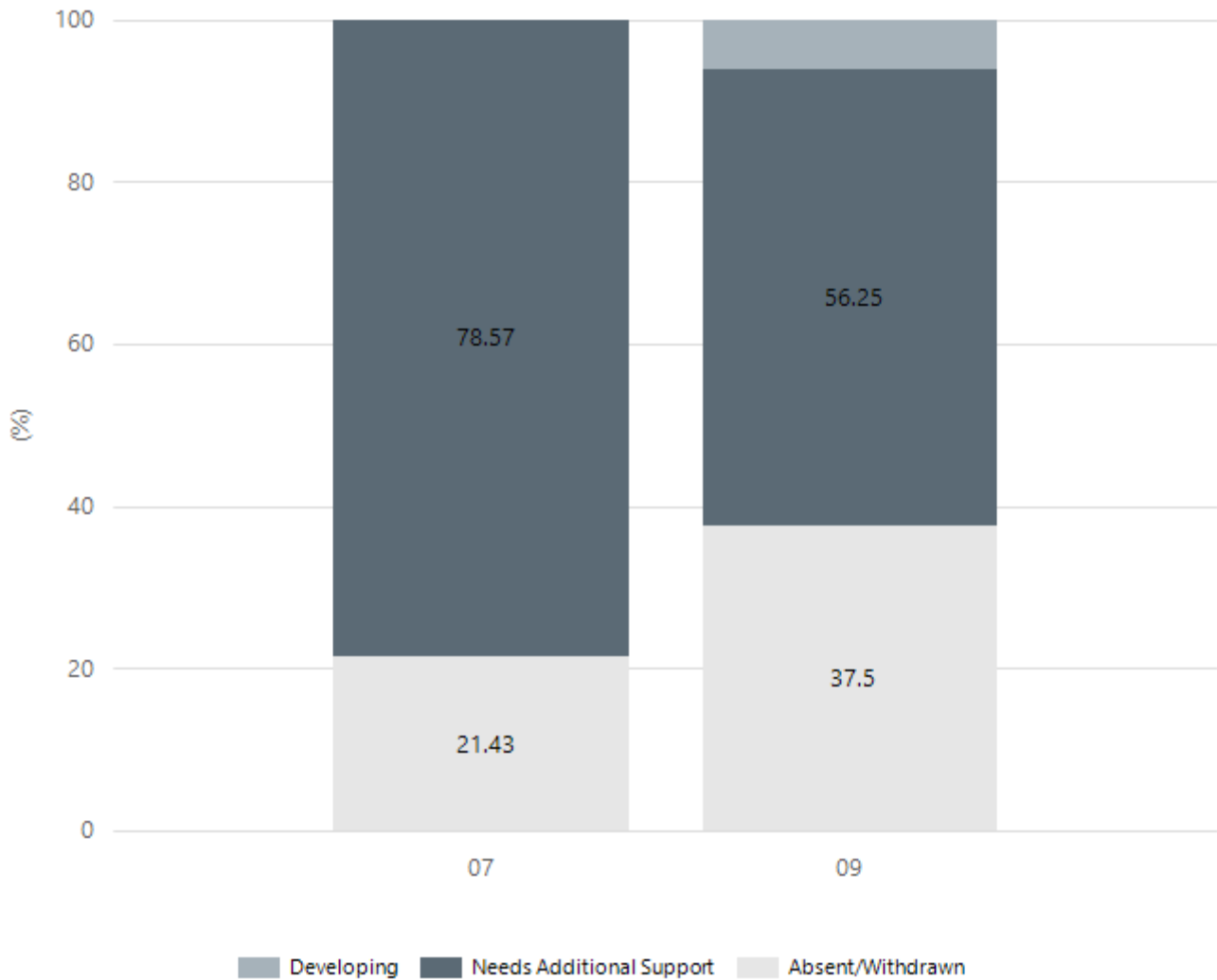
## Reading



Year Level	07	09
Strong	1	1
Needs Additional Support	10	20
Absent/Withdrawn	3	11
Total	14	32

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

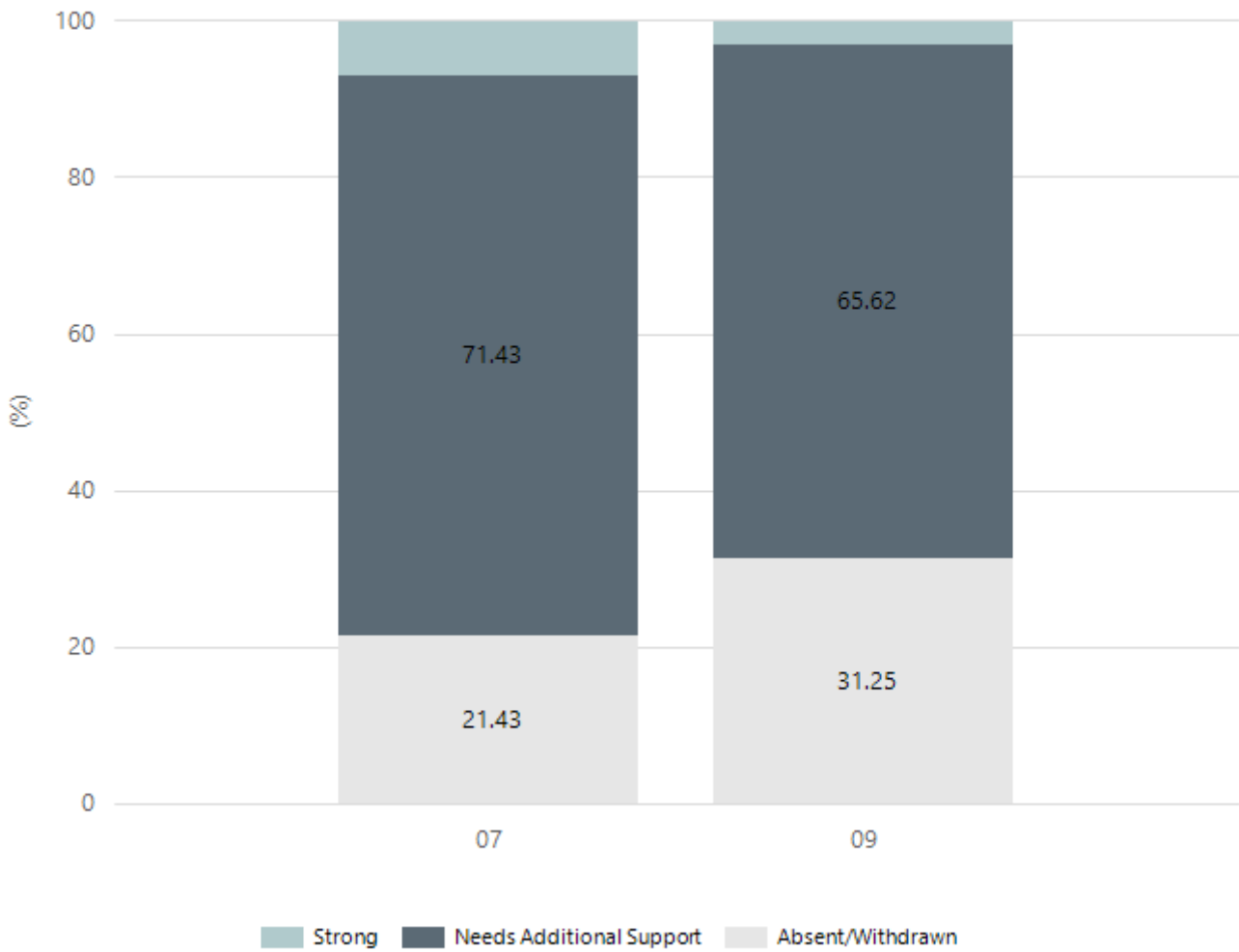
## Writing



Year Level	07	09
Developing		2
Needs Additional Support	11	18
Absent/Withdrawn	3	12
Total	14	32

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

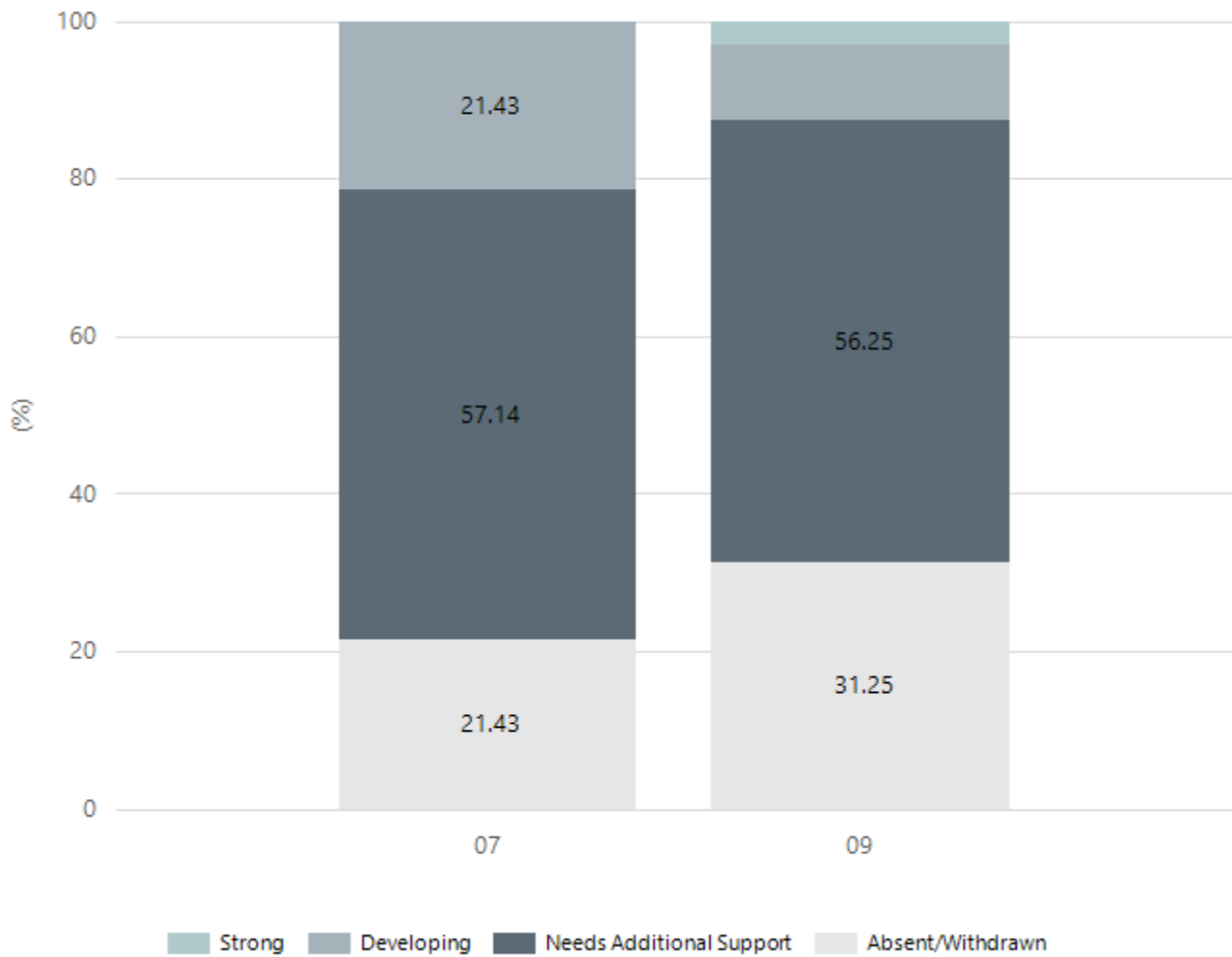
## Grammar



Year Level	07	09
Strong	1	1
Needs Additional Support	10	21
Absent/Withdrawn	3	10
Total	14	32

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

## Spelling

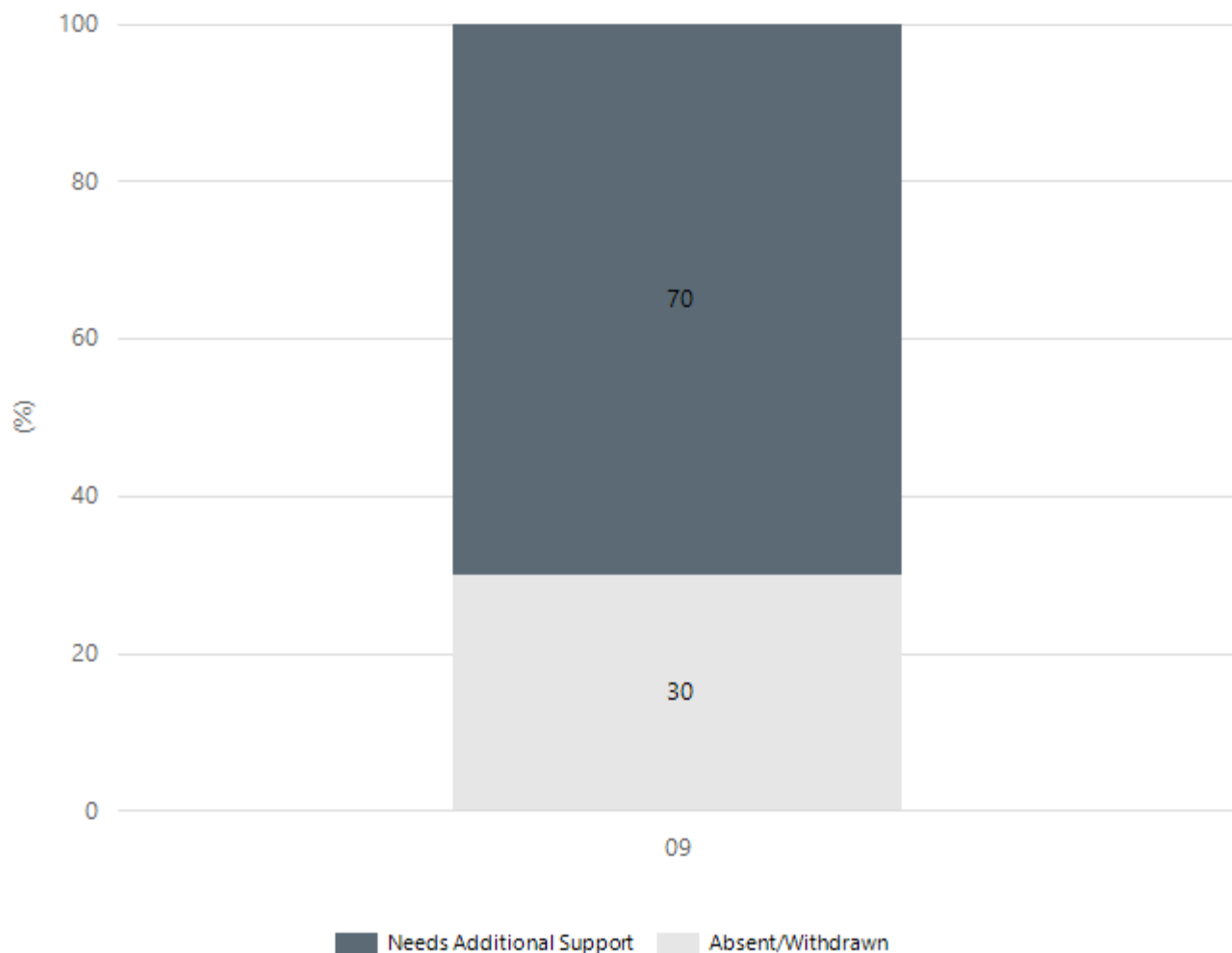


Year Level	07	09
Strong		1
Developing	3	3
Needs Additional Support	8	18
Absent/Withdrawn	3	10
Total	14	32

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

# NAPLAN Proficiency - Aboriginal Learners

## Numeracy

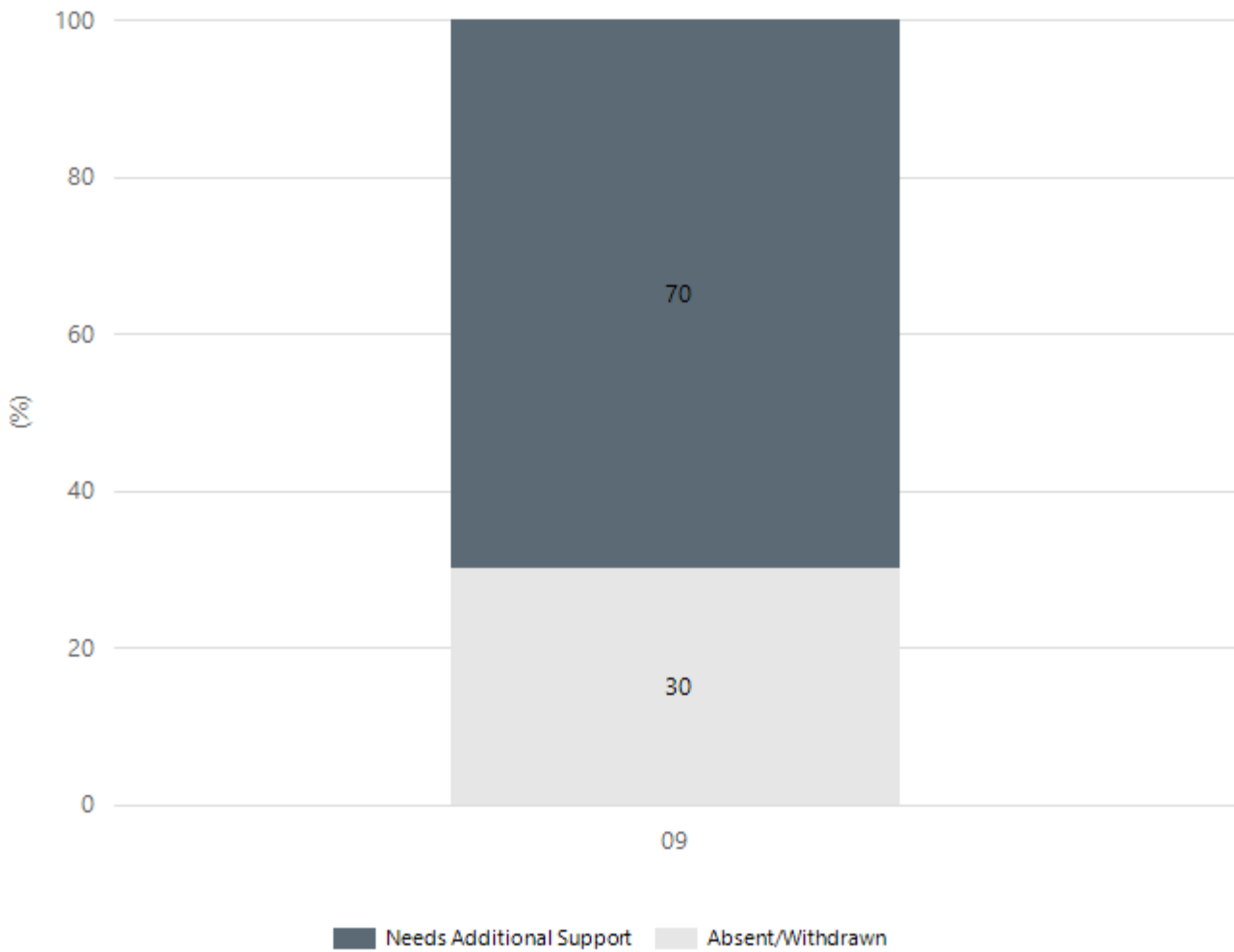


Year Level	09
Needs Additional Support	7
Absent/Withdrawn	3
Total	10

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.



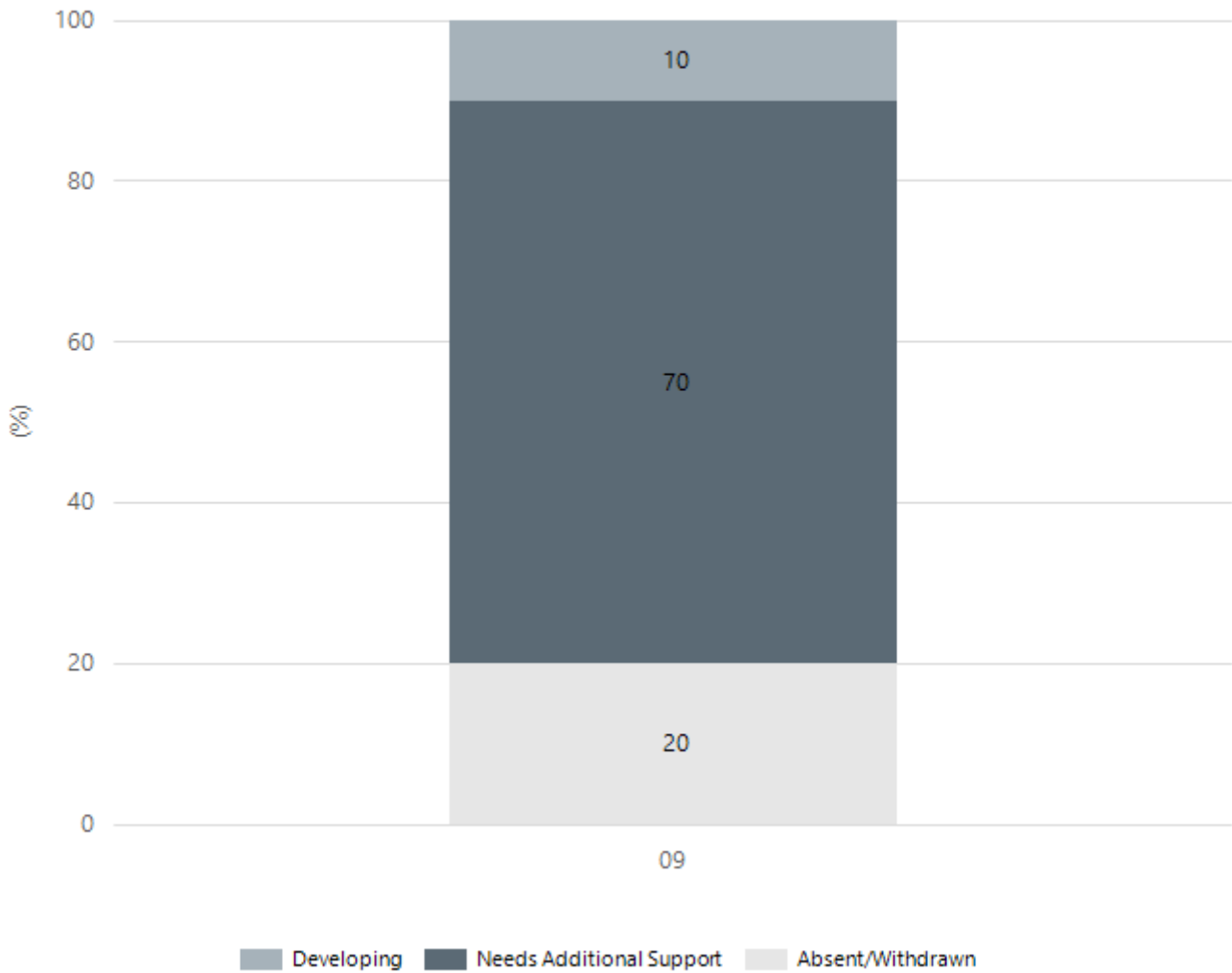
## Reading



Year Level	09
Needs Additional Support	7
Absent/Withdrawn	3
Total	10

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

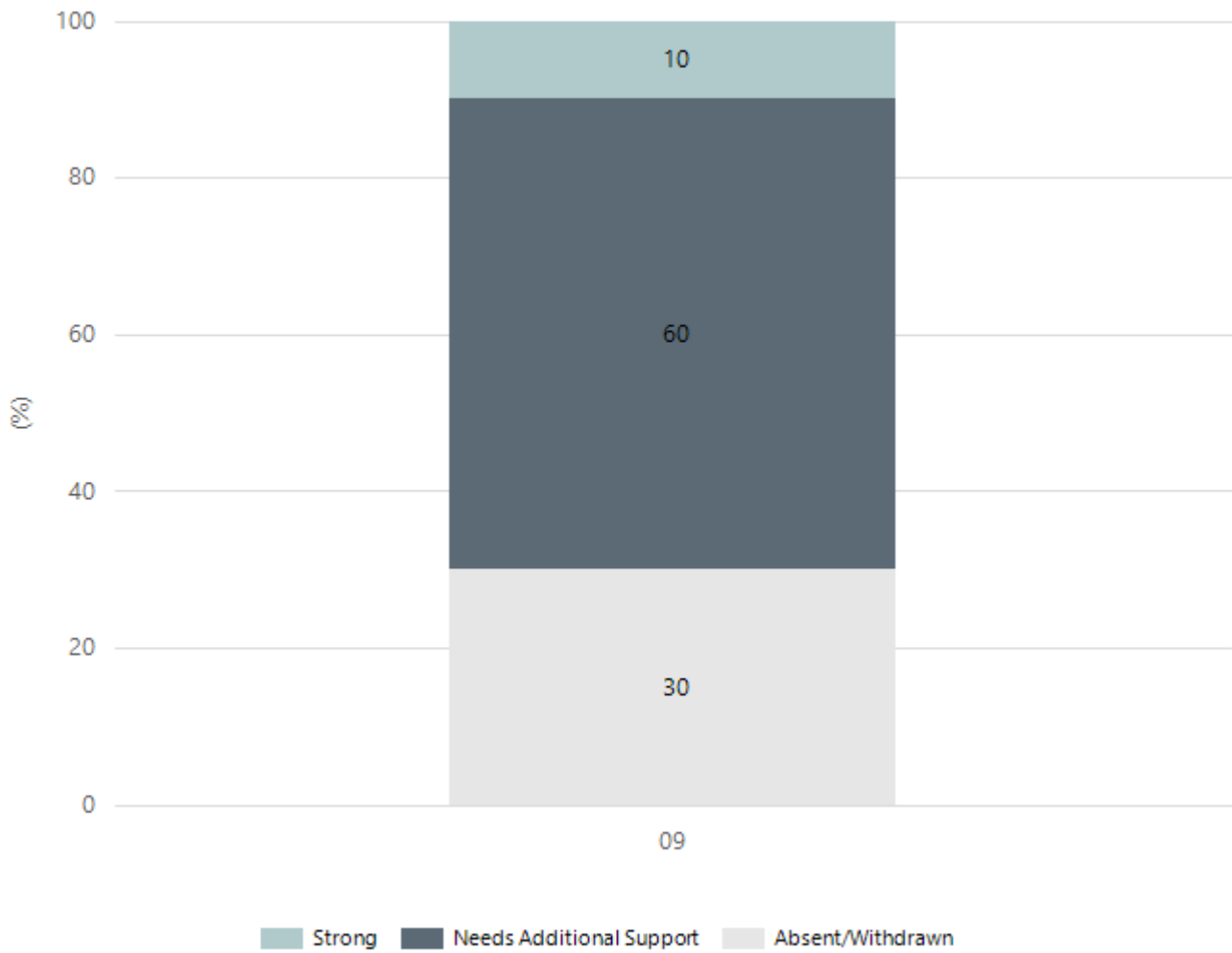
## Writing



Year Level	09
Developing	1
Needs Additional Support	7
Absent/Withdrawn	2
Total	10

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

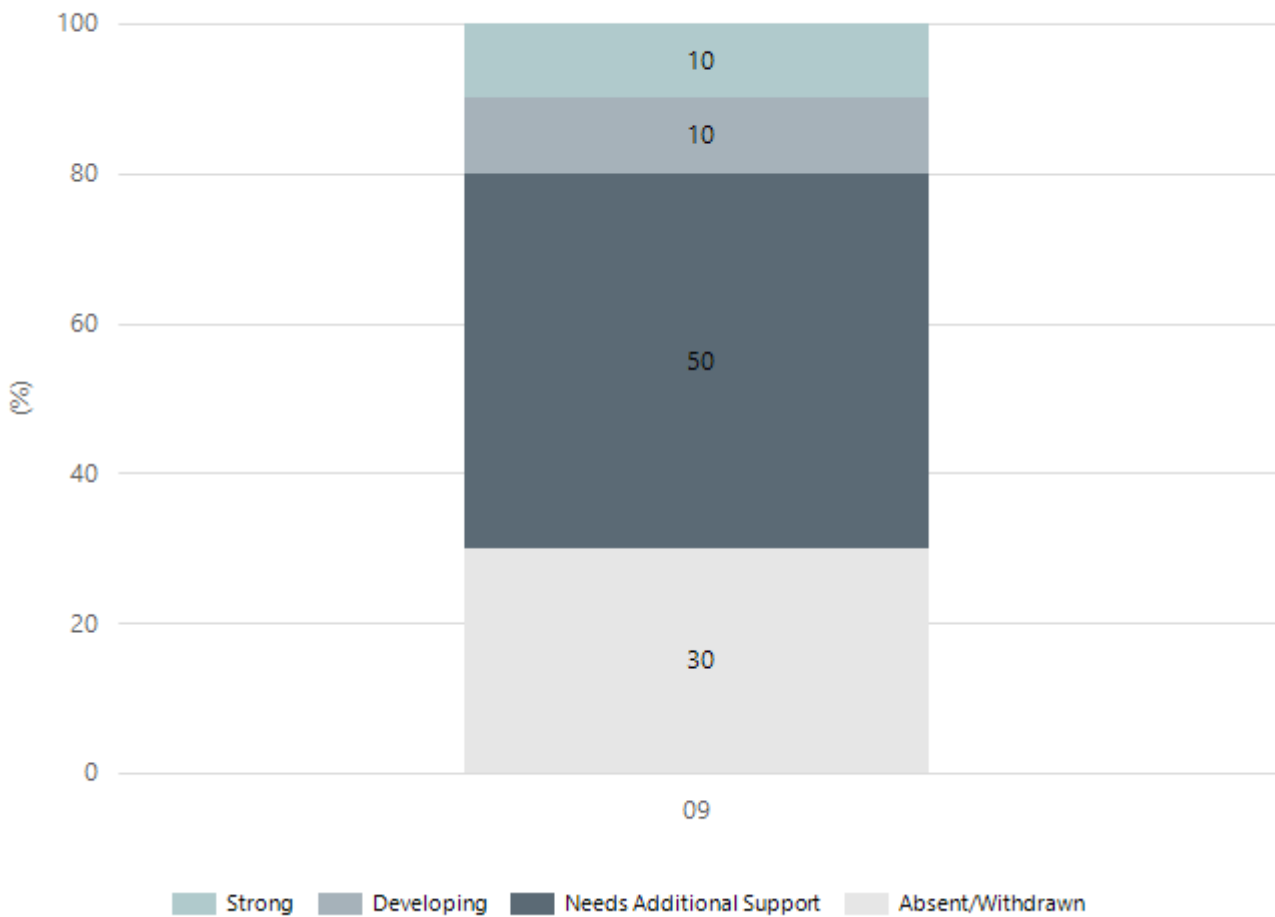
## Grammar



Year Level	09
Strong	1
Needs Additional Support	6
Absent/Withdrawn	3
Total	10

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

## Spelling



Year Level	09
Strong	1
Developing	1
Needs Additional Support	5
Absent/Withdrawn	3
Total	10

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results. Only data for Aboriginal learners is displayed.

## South Australian Certificate of Education - SACE

### SACE Stage 2 Grades - Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2021	2022	2023	2024
100%	90%	100%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

### SACE Stage 2 Grade Distribution

Grade	2021	2022	2023	2024
B-	20%	50%	29%	
C+	27%	10%	29%	
C	53%	30%	29%	100%
C-			14%	
D+		10%		

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2021	2022	2023	2024
100%	100%	100%	N/A

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

## Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training			
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification			

Data Source: School supplied data

In 2024 BBCS had 3 year 12 students complete some part of Vocational Education Training (VET), in Cert II Construction Pathways from Torrens.

One year 13 student completed Cert II Legal Studies from the Beach Campus

35 students participated in VET courses.

Cert I - White Card (22 students)

Cert II, Construction pathways (5), horticulture (1), Electro-tech (1) and Kitchen Ops (1).

Cert III is Bricklaying (1), Legal Studies (1), Screen and Media (2), Early Childcare (1), which includes 10 students doing First Aid which is aligned to the modules of Cert III Health.

## School Attendance

Year Level	2022	2023	2024
Year 06	55.3%	63.7%	65.8%
Year 07	58.6%	68.1%	65.5%
Year 08	57.3%	45.0%	63.1%
Year 09	41.2%	43.4%	44.8%
Year 10	40.7%	34.6%	43.5%
Year 11	31.4%	29.7%	26.1%
Year 12	38.8%	28.6%	28.7%
Secondary Other		44.2%	10.5%
Total	43.6%	40.3%	43.5%

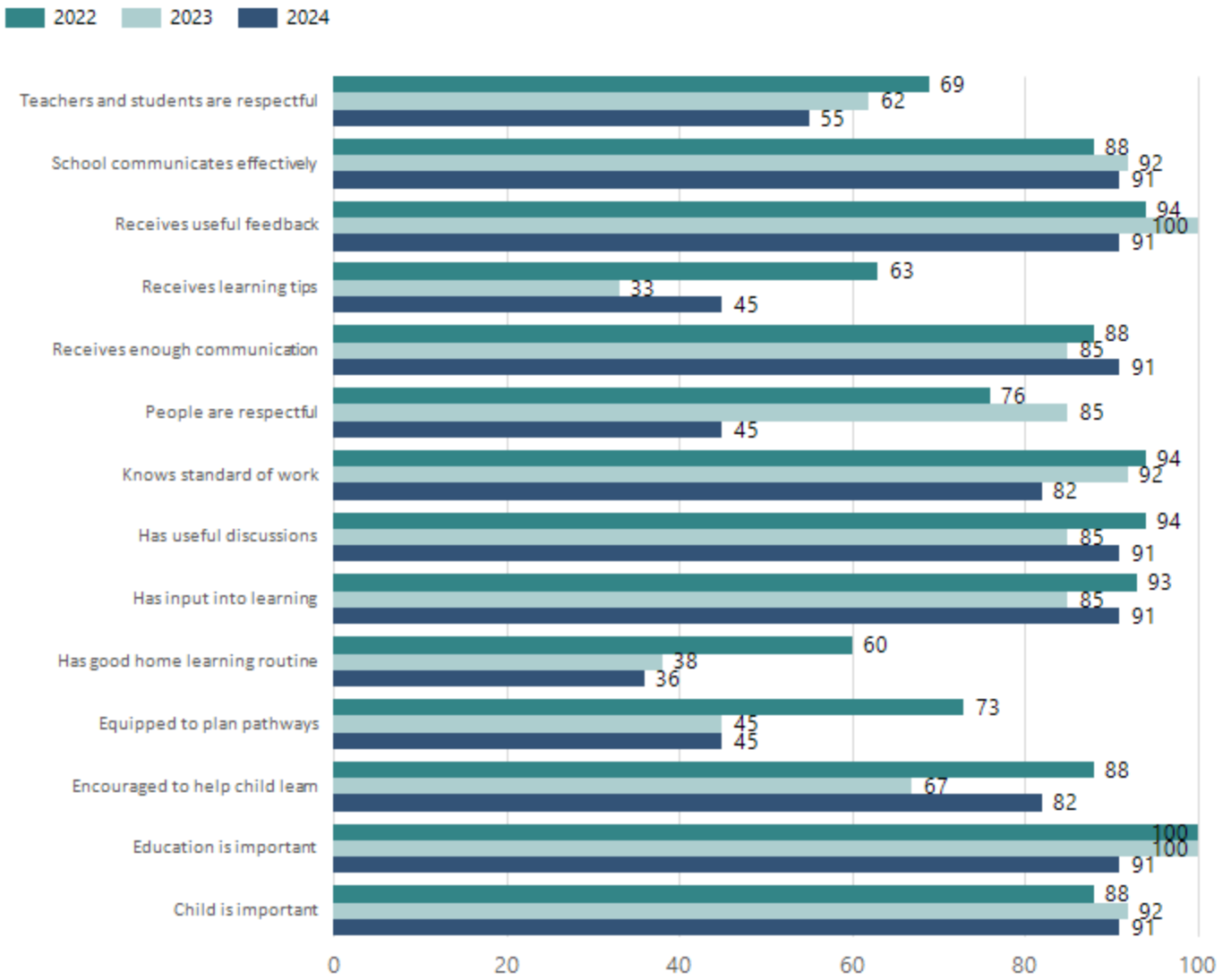
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

## Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

# School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.



## Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	4.0%
NS - LEFT SA FOR NSW	1	4.0%
QL - LEFT SA FOR QLD	1	4.0%
SM - SEEKING EMPLOYMENT IN SA	11	44.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	36.0%
U - UNKNOWN	1	4.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	4.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

## Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	18
Postgraduate Qualifications	18

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

### Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	34.4	2.5	18.6
Persons	0.0	37.0	3.0	23.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

## Financial Statement

Funding Source	Amount
Grants: State	\$7,318,003
Grants: Commonwealth	\$5,150
Parent Contributions	\$74,749
Fund Raising	\$154
Other	\$6,933

Data Source: School supplied data.