

SCHOOL CONTEXT STATEMENT

School number: 1418

School name: Bowden Brompton Community School

Profile: Years 6 to 12 - Primary/Secondary Combined

Bowden Brompton Community School (BBCS) is a multi-campus school located in Brompton, Christies Beach, Para Hills and Salisbury North. The school enrolls students aged from 11 to 18 who are unable to effectively engage in educational programs offered by other schools and services. BBCS students often present with gaps in learning, displaying emotionally charged behaviours or significant mental health issues. Students are referred to BBCS because they are disengaged and disfranchised from mainstream schooling and present with significant social, emotional and behavioral complexities caused by factors including significant childhood trauma, mental health disorders, exposure to violence, welfare issues and juvenile justice involvement.

The school has adopted Trauma Aware initiatives, Positive Education, Positive Behaviour Support for Learning, Brain Integration and Choice Theory to respond to the needs of this cohort. A nurture model is used to help students set individualised goals for Literacy, Numeracy and Personal and Social capabilities. All BBCS students have a One Child One Plan.

Student welfare is addressed daily via Caregroup teachers and in some cases school based case managers using regular check-ins (pastoral care program), and a strong focus on conditions for learning supported by significant inter- and intra-agency liaison. All students are supported to build knowledge, skills and capabilities in the school values of Respect, Responsibility and Resilience through a Positive Behavior for Learning Model.

The school motto 'Philotimo' outlines the spirit of honour, kindness, mindfulness, respect, gratitude and being an up-stander. BBCS engages students through our respectful relationships and wellbeing framework, creating a responsive, supportive school environment, and adapting curriculum to meet student's needs and interests. Students achieve success through a number of different Therapeutic/Adventure programs including; Pedal Prix, Bike Program, Martial Arts Therapy, Visual and Performing Arts, Music, Animal Therapy, Enterprise Programs, Human Movement and Physical Activity, Community Service, Outdoor Education, Aquatic Education, and Aboriginal Perspectives.

The senior school (Year 10+) focusses on SACE and VET outcomes. Senior School 'Core' comprises of compulsory SACE Stage 1 and 2 subjects in English, Maths, PLP and Research Project. In addition, BBCS actively pursues and offers specific subjects and training avenues to support student pathway opportunities. Individualised student SACE programs are designed to incorporate VET certificate courses and programs. Students engage in "Choice Subjects" specially tailored to student interests and linked to the Australian Curriculum and SACE PE and Health, Food and Hospitality, Aboriginal Studies, Design & Technology and The Arts. These "Choice Subjects" can be linked to support Year 9 to 12 students to complete The Duke of Edinburgh International Awards.

The school works relentlessly to reengage Young People in Education to build their sense of self-worth and efficacy and to see themselves as lifelong learners. BBCS supports students to transition back to mainstream schooling, adult learning environments (TAFE / RTOs) or into employment.

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.

1. General information

- Principal: John Leondaris
- Deputy Principal & Head of Torrens Rd Campus: Jason Rowe
- Assistant Principal & Head of Little Para Campus, Gateways and Integrate: Tammy Scott
- Assistant Principal & Head of Beach Campus: David Collins
- Year of opening: 1976
- Postal Address: 85a Torrens Rd, Brompton SA, 5007
- Location Addresses:

Torrens Rd Campus:

Senior School Campus
85A Torrens Road
Brompton SA 5007
Telephone (08) 8346 4041
5km West from GPO

Beach Campus:

Senior School Campus
181 Beach Road
Christies Beach SA 5165
Telephone (08) 8384 8288
31km South from GPO

Little Para Campus:

Middle School Campus
55 Downton Ave
Salisbury North SA 5108
Telephone (08) 82853109
20km North from GPO

Integrate Campus:

Year 7-9 Campus
Beafield Education Centre
90 Beafield Road
PARA HILLS WEST SA 5096
Telephone (08) 8281 8277
16km North Est from GPO

- Region: Inner West
- Fax Number: 83403240
- School website: www.bbcs.sa.edu.au

- **Facebook:** www.facebook.com/BowdenBromptonCommunitySchool
- School e-mail address: dl:1418.info@schools.sa.edu.au
- February FTE student enrolment: 132
- Student enrolment trends: Nominal enrolment 150

SCHOOL DEMOGRAPHICS

Index of Educational Disadvantage: 2

CALENDAR YEAR	INDEX OF COMMUNITY SOCIO-ECONOMIC ADVANTAGE (ICSEA)	Enrolments	Percentage Aboriginal	Percentage SWD	Percentage NESB
2023	NA	132	25.00%	86.36%	0.00%
2022	NA	117	23.93%	47.01%	0.00%
2021	NA	122	31.15%	43.44%	0.00%
2020	NA	138	30.43%	37.68%	0.00%
2019	NA	126	28.57%	37.30%	0.79%

- Staffing numbers (as at 22/05/2023):

Role	FTE
Principal – A6 Leader	1.0
Deputy Principal - B4 Leader	1.0
Assistant Principals – B3 Leaders Head of Beach Campus Head of Little Para Campus	2.0
B1 Leaders (Co-coordinators; Learning Engagement, SACE 0.6, VET/Pathways, Behaviour Support and Inclusion)	4.6
Teachers	18.4
GSE	18 hours
SSO4 – Business Manager	37.5 hours
SSO3 Youth Workers / Case managers SSO3 ICT Manager	63 hours 37.5 hours
SSO2 Youth Workers	376 hours
SSO2 Admin Support	158 hours
ACEO 3	35 hours

Public transport access: All programs are able to be accessed by public transport and supported by school vehicles, taxi support for student pick-ups and drop-offs.

2. Students (and their welfare)

Values...The 3R'S:

RESPECT: Treating others the way you want to be treated, listening to my teachers.

RESPONSIBILITY: Knowing the right thing to do and then doing it.

RESILIENCE: Doing your best and not giving up when something is hard.

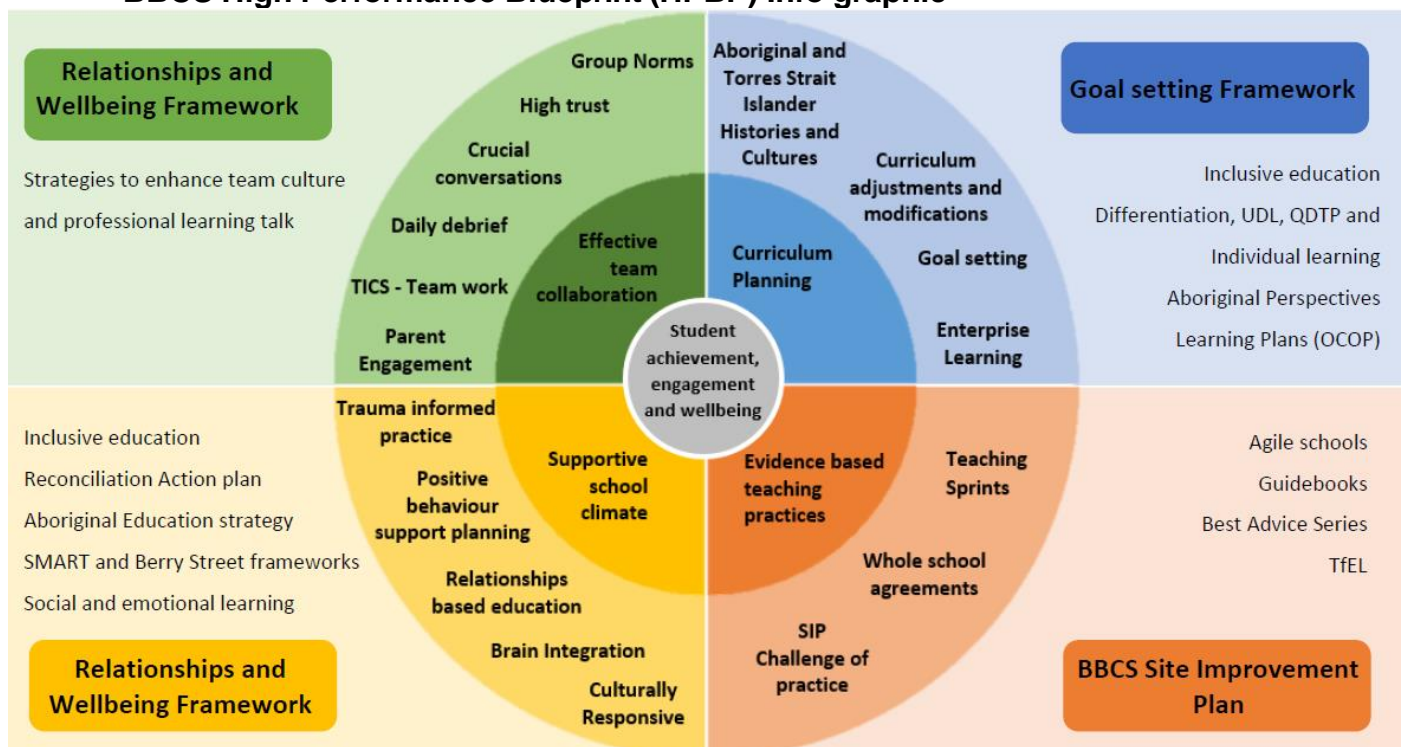
BBCS Respectful Relationships and Wellbeing Framework

Relationships and wellbeing are at the heart of Bowden Brompton Community School (BBCS) methodology, underpinning our procedures and practices, ensuring a supportive school climate for our students, our school and staff. Creating a staff team culture with a strong focus on teamwork, improvement and efficacy for all.

Our relationship and wellbeing focus also enriches our curriculum ensuring a focus on skill development in social skills, emotional self-awareness and management, healthy relationships and improved perception of self.

The framework forms the bases of interactions with students, staff and the community and support staff in the below highlighted areas of our High Performance Blueprint.

BBCS High Performance Blueprint (HPBP) Info graphic



Responsibilities of BBCS Staff Members:

- Practice Teaching Individualised Classroom Skills (TICS.) Refer to page 14 in the Respectful Relationships and Wellbeing Framework.
- Continue to develop professionally; build upon best practices for working with our student cohort who display a wide range of needs;
 - [Wellbeing for Learning and Life framework](#)
 - [Disability Standards for Education https://www.nccd.edu.au/](https://www.nccd.edu.au/)
 - [Student Wellbeing Leader Centre \(Moodle\)](#)
 - [Department for Education Reconciliation Action Plan 2018-2021](#)
 - [Educator toolkit and resources](#)
 - [Supporting same sex attracted, intersex and gender diverse students policy](#)
 - [Transgender and intersex student support procedure](#)
 - [Mental health](#)
 - [Drug and alcohol strategies for schools](#)
- Model appropriate behaviours; utilizing trauma informed practices. [Trauma informed practice in education](#)
- Ensure all planning aligns with the school's strategic priorities. [BBCS SIP & High Performance Blueprint](#)
- Building respectful relationships: Staff teach students to develop respectful relationships through modelling and teaching students the social and emotional skills needed to achieve this. A focus on quality relationships shifts the focus from student behaviour in isolation to the behaviour of both the student and the staff member.
- Staff adhere to: [Protective practices for staff in their interactions with children and young people](#)

BBCS Values to Work as a Team

1. Acknowledge each other's expertise.
2. Share information with each other in a timely manner.
3. Acknowledge each other personally as well as professionally.
4. Deal with differences between us respectfully at the time it occurs and do this without prejudice.
5. Share common values (*Respect, Responsibility and Resiliency*) in relation to the school and each other.
6. Support each other at all times.

BBCS Values to Work as a Team - continued

7. Make time for appropriate fun.
8. Respect the confidentiality of the team.
9. Remain committed to our scheduled meetings.
10. Will incorporate Positive Education into our daily mode of operation with the emphasis on mindfulness, kindness, gratitude and forgiveness.
11. Strive for continual improvement and model high standards of ethical behaviour and presentation of learning spaces.
12. Use supportive practices to develop student's growth and resilient mindsets.

Practicing Connecting Habits:

Listening	Supporting	Encouraging	Negotiating
Respecting	Accepting	Trusting	

Avoiding Disconnecting Habits:

Blaming	Criticising	Complaining	Threatening
Punishing	Nagging	Rewarding (to control)	

BBCS Goal Setting

The process of developing, monitoring, reflecting and reporting on personal learning goals is integral to students' achievement across the learning domains of Literacy, Numeracy and Personal and Social growth at Bowden Brompton Community School (BBCS).

As we know, one size does not fit all and this is particularly true for the cohort of students at BBCS. Goal setting is a wonderful opportunity to personalise learning, ensuring targeted interventions for every student. It allows students to make progress in specific skills and behaviours that have been identified as significant for their development and future success.

3. Key School Policies

- School Improvement Plan and other key statements and policies are available on the BBCS website: <http://www.bbcs.sa.edu.au/>
 - BBCS Respectful Relationships and Wellbeing Framework
 - Student Development Plan
 - School Code of Cooperation and Positive Behaviour Expectations
 - Policies and Procedures Manual
- BBCS is focused on student's individual needs, growth and development

4. Curriculum Handbook is available on the BBCS website: <http://www.bbcs.sa.edu.au/>

5. Sporting Activities

Pedal Prix, Ice Hockey, Basketball, Volleyball, Tennis, Table Tennis, Athletics, Martial Arts Therapy, Human Movement (Parkour), Scooters and Skateboarding, Bike Program (BMX) and Aquatics (Canoeing/Kayaking, Surfing, Water Skiing, Snorkeling and Sailboarding)

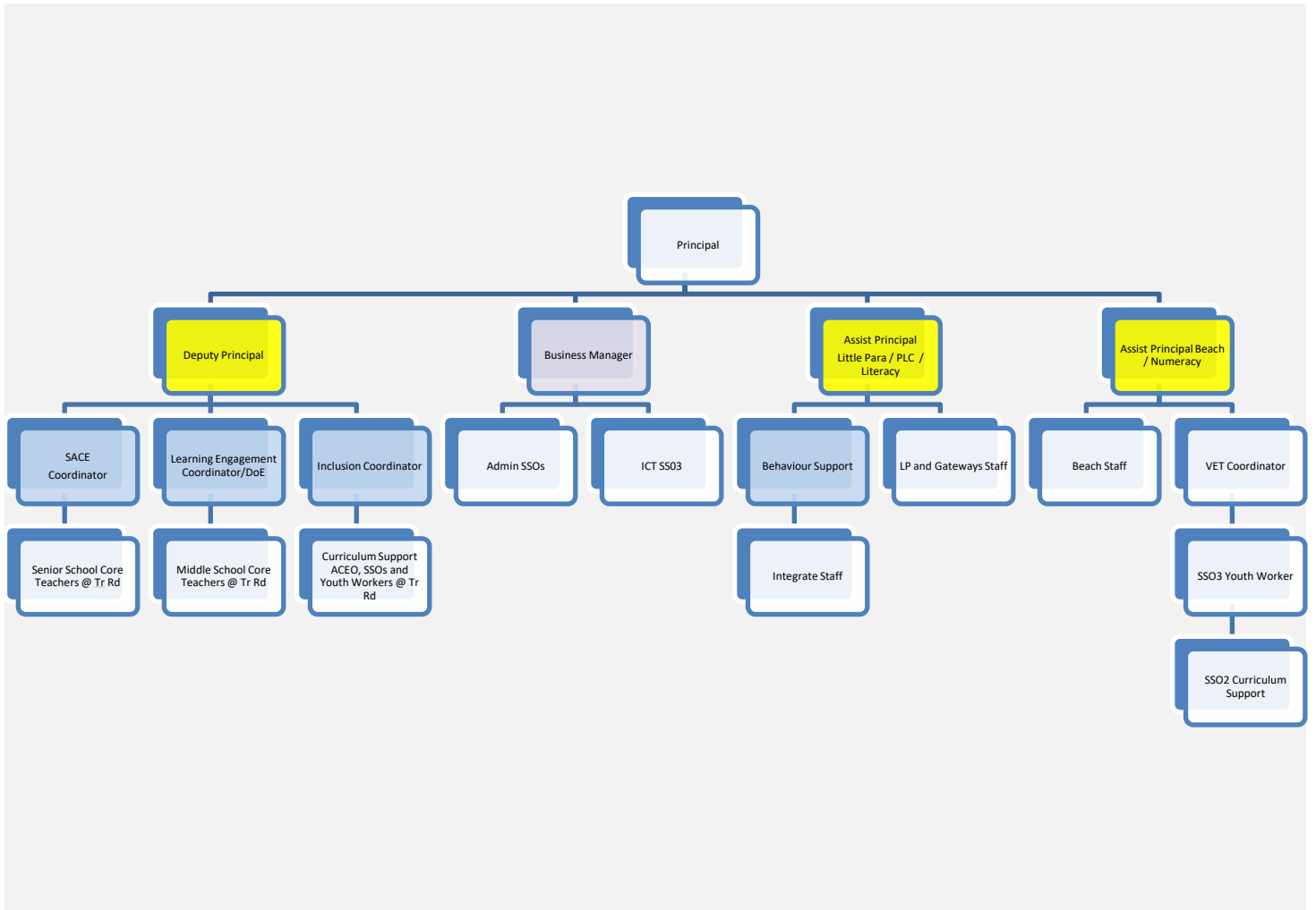
6. Other Co-Curricular Activities

Outdoor Education (Bushwalking, Rock Climbing and Orienteering)

7. Staff (and their welfare)

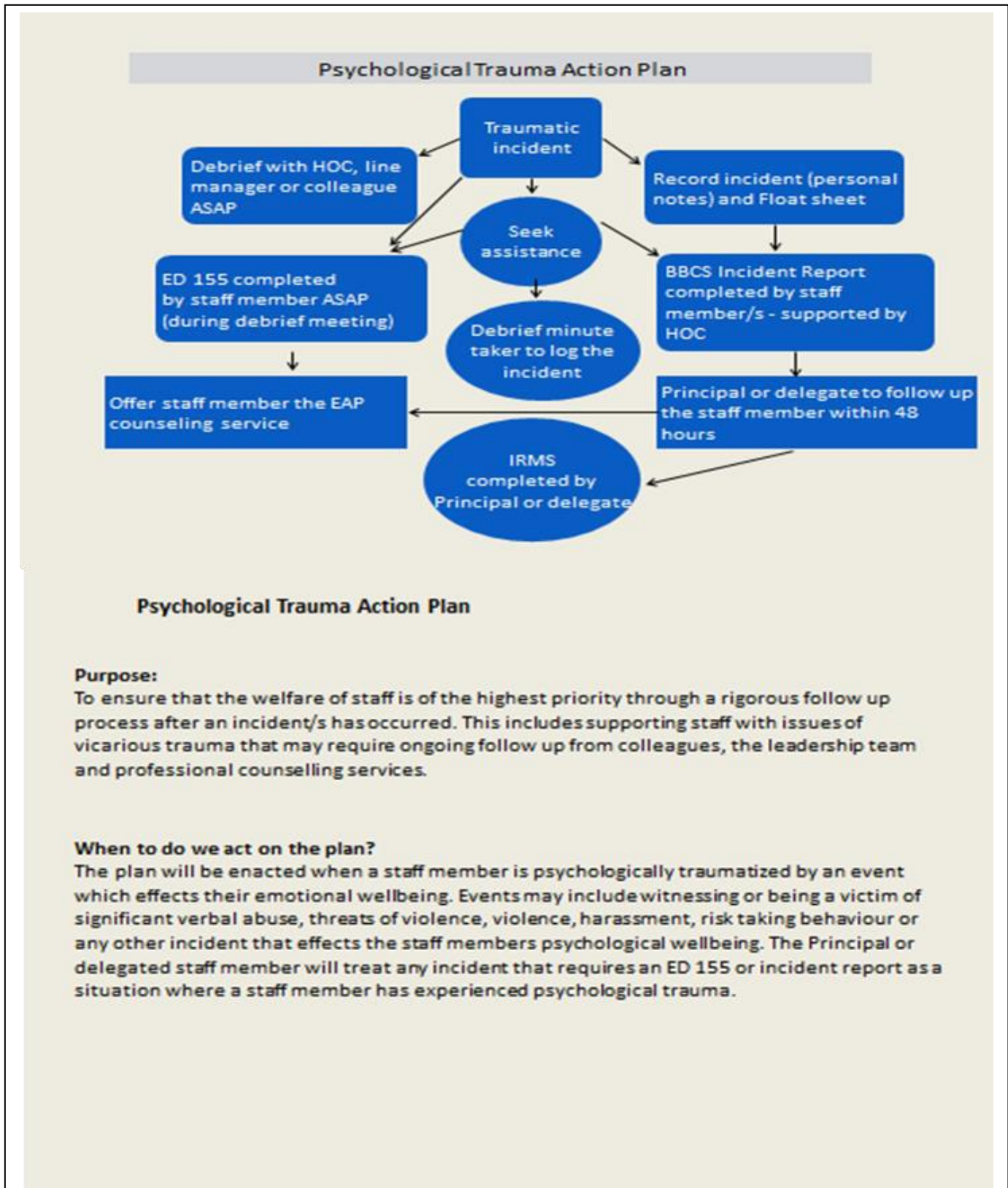
- Structured morning briefings and afternoon debrief meetings are scheduled daily to ensure staff have relevant information, report concerns, plan and develop strategies to support student engagement, improve staff practice and provide necessary communication with parents and caregivers. Debrief sessions also gives staff the opportunity to express gratitude and celebrate success.
- Once per term each campus is visited by a clinical counsellor or psychologist. Each head of campus tries their best to free up staff for 45 minutes scheduled appointment with the clinician. Staff also have access to Employment Assistive Program (EAP) where they can schedule appointments with a preferred clinician to talk about concerns and develop strategies to support their wellbeing.

8. Leadership Structure





- Staff support systems



- **Performance Management**

The Department's Performance and Development Policy has been aligned to the National Framework. Each staff member is required to document a Performance and Development Plan (PDP). The PDP will be undertaken with the respective line manager. The PDP is congruent with the School Improvement Plan (SIP) and must reflect this plan. The SIP reflects Departmental and school priorities.

Staff are reminded to refer to their Job and Person specifications and School Improvement Plan for their role position as the reference point for their PDP. Line managers will use the PDP goals and behaviours to notate ongoing achievements and emergent issues. Final PDP documents to be emailed to the principal and line manager.

Verification of the PDP is to occur as a review in either Term 2 or 3 and as verification in Term 4. Verifications may occur earlier dependent on staff member's progress and need for feedback. Three meetings in the year with the line manager is the minimum benchmark, although more meetings may be negotiated. It is recommended that staff maintain a personnel portfolio that is updated as needed as a professional task and responsibility.

TIMELINE

Weeks 1 to 8, Term 1

- Preparation and adjustment of PDP. Meet at least once with line manager.

By Week 8, Term 1

- Staff to finalise their PDP and meet with their line manager.

Term 2 and 3

- Ongoing personal work with PDP.
- One progress reflection meeting with Line Manager more if negotiated.

Term 4

- Ongoing personal work with PDP.
- Verification with line manager by end of week 5 (Achievements documented and personal reflection with line manager).
- Learning conversation with the line manager to confirm and notate PDP progress.

9. Incentives, support and award conditions for Staff

- All teaching staff may claim the department's special class allowance.



10. School Facilities

- **All classrooms are air conditioned.**
- **Torrens Road Campus:** The Brompton site is dominated by classical heritage listed buildings. The campus has specialist home economics, tech studies (woodwork), art and music facilities. A park owned by the school acts as an open space area across the road from the main campus. The art centre exists on leased land about 5 houses down from the main campus.
- **Little Para Campus:** Housed in an ex junior primary site. The site is in need of major upgrade of facilities and a stage 1 building program will occur in semester 2 to create a new classroom, establish a cooking area and upgrade staff facilities. Ample outside play and grassed areas service the campus.
- **Beach Campus:** Located on a former campus of Christies Beach High School, the site offers three classrooms, a small indoor gym and art and home economics classroom. Ample play and grassed areas service the campus.
- **Integrate Program:** Located on the Para Hills High School site and co-located with the Beafield Education Centre
- **Offsite delivery of programs:** The school has a small fleet of 7 and 12 person vehicles to support programs. They are used to transport students to and from school and for activities throughout the day. At Little Para students are provide with a bus pick up and drop offs to assist with student attendance. On secondary campuses bus pick up and drop offs are implemented to support students on needs basis and in some cases to support student attendance. The school funds the vehicles through school based funding (conversion of teaching salaries and budget allocation).
- **Access for students and staff with disabilities:** Limited access. Some ramps are installed is not consistent across the three campuses of the school.

School Operations

- **Decision making structures:** Decision making structures at Bowden Brompton Community School aim to involve all members of the school in making decisions that affect their role and interests in the school. The key decision making groups are:
 - Personnel Advisory Committee (PAC)
 - Staff Meetings
 - Governing Council
 - Curriculum Committee
 - Executive Leadership meetings
 - Leadership meetings
 - Finance meetings
 - Health and Safety Committee

- **Regular publications:**
 - Daily campus staff notes
 - Term newsletters
 - Principal's Bulletin (weeks 3 & 8 of each term)
- **School financial position:**
 - The school has limited ability to raise funds. The school financial position is sound. The Department is currently undertakes biannual financial review to determine the funding model and financial review period. The school maintains its fleet of vehicles on both curriculum and WHS grounds. This requires significant conversion of teacher salaries to maintain the fleet and salary conversion is also used for curriculum needs.
- **Special funding:** The school is declared a category 2 Index of Educational Disadvantage school.

11. Local Community

- **General characteristics:** The school community draws students from the wider metropolitan area with some student travelling extraordinary distances to attend the school.
- **Parent and community involvement:** The Governing Council meets twice a term and has up to five parent representatives as well as community member and seeks support through DCP staff in acknowledgement of the intra and inter agency partnerships required to operate effective curriculum and programs for the school. Parent/caregiver involvement is fostered by regular contact by staff with parents/carers. Phone calls to parents/carers occur regularly and non-attendance is communicated daily. All forms of communication are utilised including mail, email, text messages and phone calls.
- **Feeder or destination schools:** All public education students may seek entry through Behaviour Support Coaches utilizing the school's enrolment policy. Young people between 16 and 18 may self-refer to the school. Likewise BBCS students may transition back to local school usually occurring at transition points such as the end of the year.
- **Other local facilities:** School ovals exist at each campus.
- **Local Government body:** The school administration centre at Torrens Road is within the local government area of City of Charles Sturt.