Bowden Brompton Community School
Term 3 Newsletter

Principal's Report

Supporting Every Student at School

As we reach the end of another busy and rewarding term, I would like to sincerely thank our families and staff for their ongoing support and partnership. One of the highlights this term was our Parent Information Evening on Trauma-Informed Practice and Supporting Every Student at School. It was a valuable opportunity to share how we work together to create a school environment where every child feels safe, understood, included, capable and successful.

At Bowden Brompton Community School, our work is guided by trauma-informed practice in education, which places a strong focus on safety, relationships and supporting regulation for learning. This approach recognises that students learn best when they feel secure and connected, and that behaviour is often a form of communication. Rather than responding with judgement, we aim to respond with empathy, understanding and support.

During the evening, we explored the key principles that guide our work, including safety, predictability, consistency, belonging, connectedness, positive relationships, co-regulation, collaboration and a whole-school approach. These principles help us create calm, inclusive and supportive learning environments for all students.

An important part of the presentation focused on the impact of our everyday interactions through what are known as Connecting Habits and Disconnecting Habits.

Connecting Habits

These habits are central to building strong relationships between students, staff and families. When students experience encouragement, respect and genuine listening, they are more likely to feel a sense of trust, connection and belonging at school.

Disconnecting habits

Reflecting on these habits helps us consider how we communicate with students, particularly when they are distressed or dysregulated. A trauma-informed approach encourages us to move away from control-based responses and instead focus on respectful, supportive and relationship-based practices.

Connecting Habits:

- Supporting
- Encouraging
- Listening
- Accepting
- Trusting
- Respecting
- Negotiating differences

Disonnecting Habits:

- Criticising
- Blaming
- Complaining
- Nagging
- Threatening
- Punishing
- Bribing or rewarding to control

We also shared the five key ways we support students at school, which benefit all learners:

1. Helping students know what to expect through consistent routines, clear expectations and predictable environments.
2. Making information easier to understand by using visual supports such as schedules, checklists, photos and graphic organisers.
3. Supporting language for learning by breaking information into smaller steps, explaining new vocabulary and giving students extra thinking time.
4. Supporting different sensory needs with quiet spaces, movement breaks, sensory tools, flexible seating and calming strategies.
5. Teaching skills step-by-step so students can build confidence through modelling, guided practice and independent application.

These practical strategies support students to feel calm, confident and ready to learn. They also reinforce our belief that while students may have different needs, many of the supports that help them succeed are shared and universal.

A key message from the evening was the value of working together. Families bring deep knowledge of their child's strengths, challenges, interests and the strategies that work well at home. School staff bring professional experience, observations and classroom-based support strategies. When we work in partnership, we create greater consistency, confidence, inclusion and success for every student.

Thank you to all families who attended and contributed so positively to this important conversation. I also extend my sincere thanks to the leadership team and staff who generously gave their time to support the evening. We value the strong relationships we share with our community and look forward to continuing this work together to help every student thrive.

Cultural Day

I also look forward to our next combined family-friendly and student event at the Torrens Road Campus, "Culture Day 2026". This special event will celebrate Aboriginal and Zenadth Kes (Torres Strait Islander) cultures through workshops, dance, music and bush foods on 14 October, from 10:30 am to 12:30 pm. We look forward to sharing this celebration of culture and community with our families.

Congratulations to Morgan Chilvers on achieving certification as a Highly Accomplished Lead Teacher. Morgan will take on additional leadership responsibilities from the beginning of Term 4.

A sincere thank you to Manoli, who has decided to move on from BBCS to pursue new opportunities for personal and professional growth. We thank him for his contribution to our school and wish him every success in his future aspirations.

Congratulations, and a massive effort by Michelle, Jemma, Diona and Sarah W for walking 50km from sunrise to sunset to raise money for Beyond Blue – Coastrek. Well done, ladies!

Enjoy the break!

John Leondaris

Deputy Principal's Report

Over the July school holidays and the first week of this term, I took a week of Long Service Leave and spent three weeks on an adventure in Borneo with my family. We spent time with orangutans, sun bears, and elephants in the heart of the Sabah jungle—an experience I will never forget.

This term, our staff have continued to make significant progress in our strategic development, particularly in the area of metacognition, or "thinking about your thinking." Both our Professional Learning Community (PLC) and Professional Learning Teams (PLTs) have played a key role in deepening our understanding of metacognitive strategies, with a particular focus on Metacognitive Talk. Staff have been actively incorporating these strategies into their classrooms and taking part in peer observations to further refine our practice in enabling students to plan, monitor, and evaluate their learning—key skills for lifelong success.

It is always rewarding to see students fully engaged in their learning. This term, I have observed many outstanding activities throughout the school. I was fortunate to be involved both in the Active Citizenship Convention with a small group of senior students, and in the Student Representative Council. It is inspiring to see students so passionate about their subjects, eager to share their learning objectives, and proud of the new skills they are developing. In this newsletter, you will find images highlighting our students' achievements and the pride they take in their progress.

Semester 2 is a particularly important time for many of our senior students, as they are approaching the end of their school journey and are working hard to complete their SACE and VET studies. This semester is shaping up to be very promising for subject completions, with a number of students on track to successfully complete SACE.

Our senior students from across the school are also on track to complete VET certificate-level courses, which opens up fantastic opportunities to pursue trade apprenticeships later this year or in the next. The dedication of our staff and the new initiatives in vocational education have served our students extremely well, and I believe we are offering them every chance to build a strong foundation for their futures.

Finally, I would like to thank the SSOs at the Torrens Road office for your hard work, professionalism, and ongoing support. Your efforts are very much appreciated. I look forward to working with everyone again in Term 4.

Jason Rowe

Torrens Road Campus
Assistant Principal's Report

As we reach the end of the term at Bowden Brompton Community School, I would like to take this opportunity to reflect on some of the key highlights and express my gratitude to our school community.

Firstly, I have been very pleased to see many of our students actively engaging in short courses this term. These opportunities have enabled students to expand their skills, explore new interests, and build confidence outside the regular classroom environment. The positive feedback from both staff and students demonstrates the value of these learning experiences, and I encourage everyone to continue taking advantage of such opportunities in the future.

This term, we also welcomed several new students to our school. On behalf of the entire Bowden Brompton community, I extend a warm welcome to you and your families. Starting at a new school can be both exciting and challenging, and I want to assure you that you have joined a caring and supportive environment. We are here to help you succeed and thrive both academically and personally.

A special thank you to all the parents and carers who attended our recent Principal's Information Night. Your involvement and willingness to engage in our school initiatives are greatly appreciated. These events provide an important opportunity for families to connect with school leadership, learn about upcoming programs, and ask questions in a supportive setting. We value your partnership and look forward to continuing this collaboration in the future.

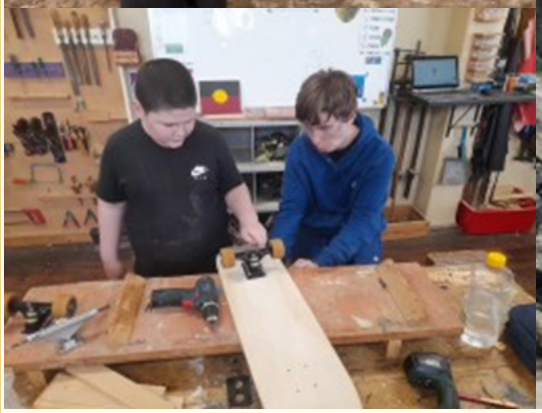
I am excited at the introduction of several new Choice Subjects for Terms 3 and 4. These have been designed to give students greater flexibility and the chance to pursue areas that spark their interest and passion. We hope these new options will inspire students to take charge of their learning and further develop important life skills.

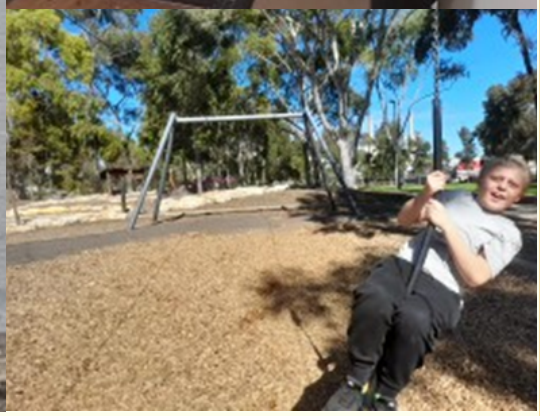
Thank you to all students, staff, and families for your hard work, resilience, and commitment throughout this term. Your support and enthusiasm make Bowden Brompton Community School a safe, respectful, and inclusive place for everyone. I am looking forward to what we can achieve together in Term 4.

Best wishes for a safe and restful break.

Mario Maiello

MS3



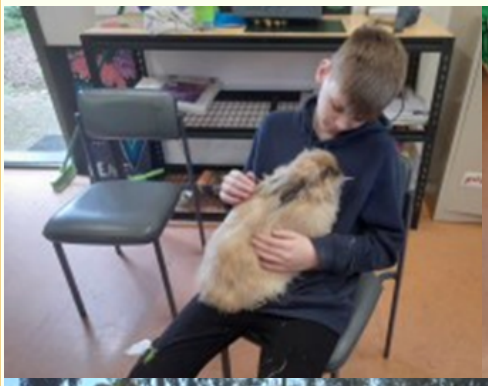


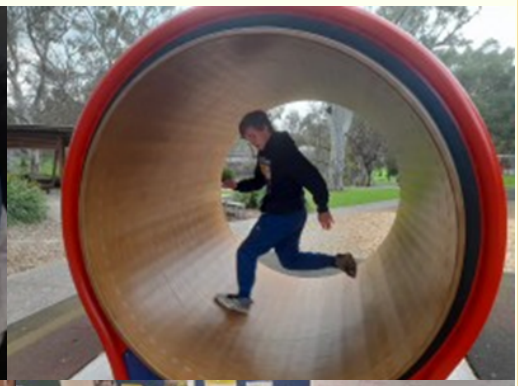
This term, MS3 students have demonstrated strong commitment to their learning goals, with particularly pleasing progress in numeracy. Our class has enjoyed a series of engaging excursions, visiting destinations such as McInerney Reserve, Roy Marten Reserve and Bonython Park, encouraging both adventure and healthy exercise. We deepened our understanding of Indigenous connections to the coastal environment by exploring the Mudlangga to Yertabulti Track on the Lefevre Peninsula. A visit to thehe Adelaide Gaol also provided us with valuable insights into South Australian history.

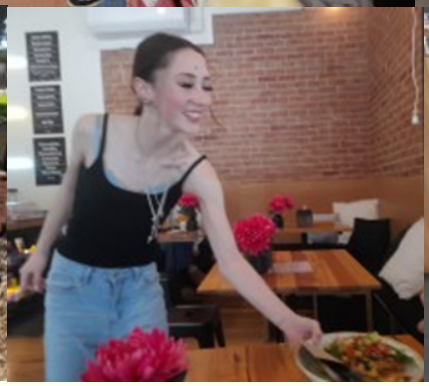
We would also like to extend a big welcome to our new student, Seth, who has settled in very well and is already actively engaging in all activities.

Thank you to all MS3 parents and carers for your ongoing support, and most importantly, thank you to the wonderful students of MS3 for your fantastic efforts this term.

Brett, Sarah and Marc







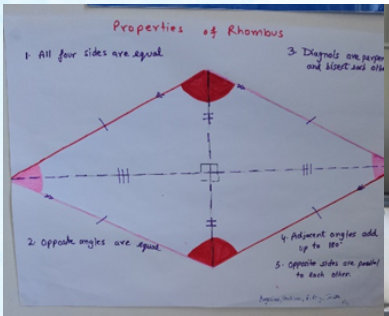
S S 1

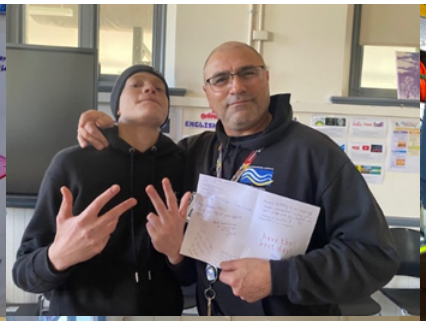
This term, SS1 students have been working towards completing their SACE compulsory subjects, including Exploring Identities and Futures, Activating Identities and Futures, Maths and English.

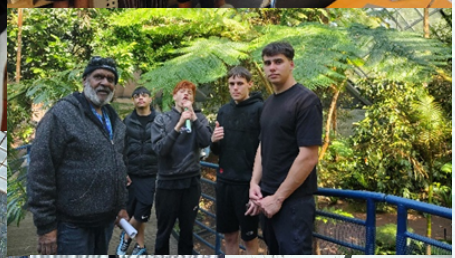
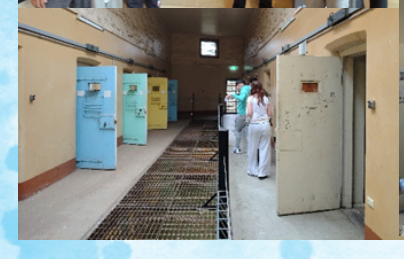
In Maths, students have been developing their understanding of measurement and the properties of shapes, including rhombuses. In English, students have been applying their literacy and communication skills by designing and creating their own business cards.

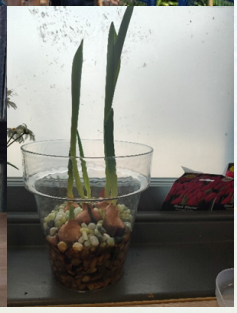
In Aboriginal Studies, we have been learning alongside Uncle Eddie and taking our learning beyond the classroom to explore Aboriginal histories, cultures and connections to our local environment. Our learning has included visits to the South Australian Museum, the State Library of South Australia, the Old Adelaide Gaol and the Adelaide Botanic Garden.

Along the way, we have also enjoyed celebrating Book Week, birthdays, cooking together and growing tulips in the classroom. As we wait for the tulips to emerge, they remind us that growth is still happening—even when we can't always see it.







ART EXCURSION TO THE GALLERY MONET TO MATISSE

Monet to Matisse: Defying Tradition

Our students stepped into the world of some of the most famous artists in history during a visit to the Art Gallery of South Australia. Monet to Matisse: Defying Tradition features 57 incredible artworks from the Toledo Museum of Art, including works by Monet, Van Gogh, Picasso, Matisse, Cézanne and Renoir.

Students explored how these artists challenged the rules, experimented with new ideas and changed the way we see art today. It was a fantastic opportunity to experience these masterpieces up close and be inspired by the creativity and courage of artists who dared to do things differently!

CERTIFICATE 2
CONSTRUCTION PATHWAYS

Jayden P and Mason B have signed up for a School Based Apprenticeship and are attending their workplace four days per week, and the Certificate 2 program at Exeter on the fifth day.

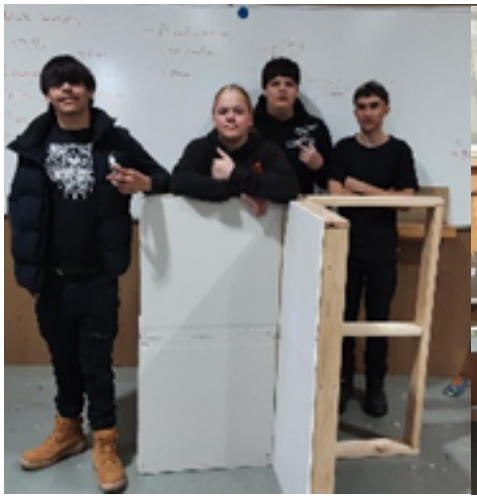
Both students are transitioning to the world of work, learning real life skills whilst still remaining connected with the school. Both programs offer great support to both students as they progress in a dual world.

Mason and Jayden are rising to the occasion and workplace reports are satisfactory .

Both students are up-to-date with their essential learning modules and are on track to achieve their Certificate 2 by mid-November.

John Ruediger

ONE DAY CONSTRUCTION TASTER COURSE



Five keen students participated in a one-day construction taster day at ATC at Pennington.

Under the guidance of instructor Nick, Mel and Myself, students were tasked to make a wooden framework and to work as a team assisting each other and following a plan/technical drawing. Students used a variety of hand and battery powered tools.

A great day was had by all and the feedback received was that the day was very worthwhile and useful.

John Ruediger

LETS DO LUNCH & FOOD POWER

This term, Let's do Lunch has been back on the menu! In this lesson, students cater lunch for the whole school, working in a high-pressure catering environment to a time limit. All the staff and many students have been exceptionally proud and impressed by the cooking crew: Sarah H, Jakob M, Emmett M, Mitch K and Flynn B. A shout out to Seth, who also started the term in the kitchen. Students have been considering their own strengths and skills, and have worked so well as a team to create cuisines from all around the world. This term they have created Thai Green Curry, Fried Rice with Marinated Tofu/Spicy Sausage, Chicken/Eggplant Satay skewers, Burgers with coleslaw and wedges, Pad Thai, Butter Chicken with Flatbreads, and Chilli Con Carne. Students have also opted to stay on through their lunch break to serve lunch to their hungry, happy customers. So impressive!

Mitch & Sarah threading satay chicken skewers. Emmett threading marinated eggplant for our vegetarians

Emmett & Jakob stirring the pot

Cutting chicken for the skewers

Jakob, Mitch & Sarah proud to serve lunch!

Jakob & Logan happy with their finished cold rolls

Jakob adding plum jam

Coating lamingtons in chocolate sauce

Jakob & Logan carefully coating lamingtons with dessicated coconut

The finished result!

Food Power students have studied a range of sweet and savoury recipes specifically to cater for Gluten Free diets. In this class, students have honed their cooking and food safety skills. Some of the stand-out dishes have include lamingtons, apple pie, rice paper rolls, deep fried bananas with honey lemon drizzle, and peanutty rice bars, including blending our own homemade cashew nut butter. Talisha has also been working towards her Creative Cake Design qualifications, spraying edible ink onto fondant and buttercream and practising her technique. Stay tuned for this year's Senior Gala cake!

Well done, chefs, it is a joy to work with you!

Mary

TOOLS DOWN IN THE TECH. WORKSHOP

We have had a very productive and creative time in the Tech. workshop this term. Some very innovative projects have been completed during our sessions. It is impressive that our students work safely, cooperatively and patiently in this environment. We are developing life-long skills of building something that is well made and will last the test of time. We have also managed to solve a few problems along the way by collaborating with others and brainstorming ideas.

Well done to all students for your participation.

Sandy, Mel & Brett

ABORIGINAL PATHWAYS TO SUCCESS PROGRAM

Recently, Lucas, Thea, and Shikirra participated in the Aboriginal Pathways to Success program, coordinated by Workabout.

Throughout the program, they had the opportunity to immerse themselves in a variety of work experiences, broadening their skills and gaining valuable insights into different career pathways.

Congratulations to Lucas, Thea, and Shikirra on embracing these new opportunities and further developing their professional capabilities.

Beach Campus
Assistant Principal's Report

In the opening weeks of Term 3, we welcomed Miranda and Tayla, Social Worker Placement students, to our campus. They worked closely with Kyza to develop their professional practice, engaging in a range of learning and support activities across campus. Their presence strengthened our focus on wellbeing for students and staff alike, and they contributed practical strategies and a fresh perspective.

Kyza, Jesse J, and Ash L proudly represented BBCS at the Walk-a-Mile event to raise awareness and funds for the Hutt Street Centre and people experiencing homelessness. This strong commitment to community involvement reflects the values we model for our students, and was met with positive feedback from the wider school community.

Sam and Tim, together with students from the Senior Class, Horticulture, and Construction, led the build of our Beach Campus Yarning Circle. This cultural meeting spot provides a unique place to learn about Aboriginal and Zenadth Kes (Torres Strait Islander) histories and perspectives and will be used to support school events—including overnight camps. The Yarning Circle will feature a flexible fire pit, promoting cultural learning and inclusivity.
Senior students also participated in a diverse range of career-focused activities, including:

- Furniture Construction
- MTA Automotive Expo
- Try-a-Trade Construction at Tonsley TAFE
- Workspace Careers Expo
- Visit to Lot 14 for STEM Careers exposure

These opportunities have broadened students' vocational knowledge and career readiness, and we're proud to support several students in attaining their Learner Driver's permit, with driving lessons planned for Term 4.

Staff continued their engagement in Professional Learning, with a focus on building Metacognitive learning through Metacognitive Talk and the Understand, Plan, Solve, Check (UPSC) frameworks in Maths. Metacognition, defined as 'thinking about one's own thinking', is essential to student learning and self-regulation. It empowers students to understand how they learn, develop strategic planning skills, problem solve effectively, and monitor their own progress. This approach continues to improve student outcomes and independence.

Students attended the NAIDOC in the South event at Beach Rd, Christies Beach, with several Aboriginal students participating in the APS program. These experiences reinforce the cultural identity and inclusive values of BBCS, providing students with rich learning and leadership opportunities.

This term, a number of students completed their First Aid and White Card training. These certifications were made possible through school support and targeted funding, positioning our students to be ready for future employment and workplace safety.

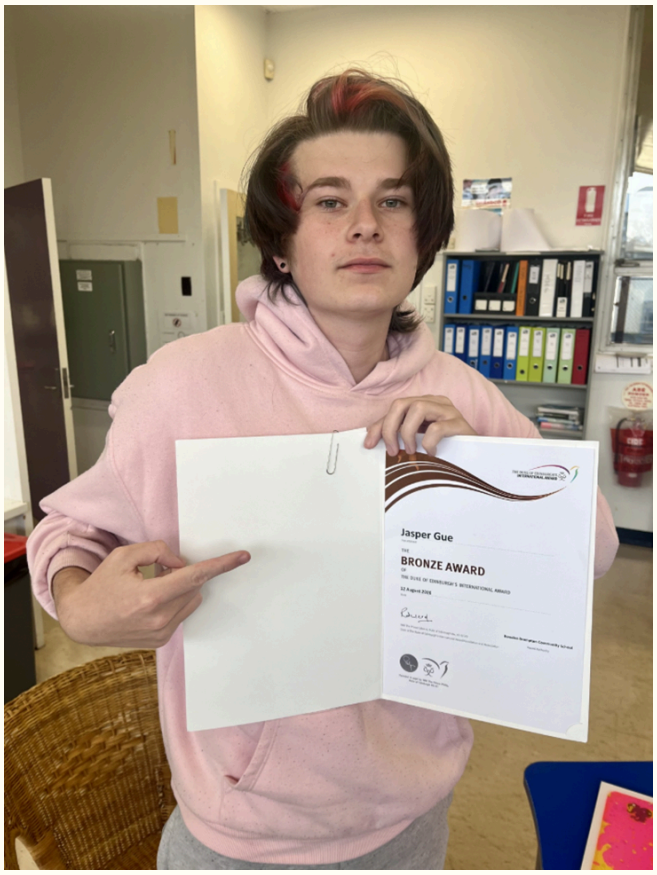
Our dedicated staff continue to go above and beyond in supporting student development and wellbeing. As a campus, we are proud of the continuing growth in student achievement, as they reach new milestones and learning goals across a variety of areas.

While we celebrate many successes, we remain concerned about the attendance of some students. Regular school attendance is the foundation for future success, happiness, and learning. We remind parents and carers that consistent attendance is vital for academic progress and building positive life skills.

David Collins

DUKE OF EDINBURGH AWARDS

Phoenix with his Silver Duke of Edinburgh award



Jasper with his Bronze Duke of Edinburgh award

During Term 3 two, of the Beach Senior School students officially achieved their Duke of Edinburgh awards. We are hoping that both Jasper, Phoenix and others will go on to achieve their Gold Awards.

MTA VISIT

This term, Senior students had the opportunity to explore careers in the motor trade field when they visited the Motor Trades Association Open Day.

Students worked on car engines, panel beating, spray painting, tyre fitting and a range of other activities.

OUT AND ABOUT SPORT

SEWING

Little Para Campus
Assistant Principal's Report

This term, we were pleased to welcome Simon to the Little Para staff team. Simon joined the team in LP1 and very quickly became a valued member of our staff community. Straight away, Simon was on board and working hard to support the students across BBCS and making positive contributions to the school community.

In response to student voice, we held our Book Week celebration in Week 5 this term. Students were encouraged to join in the fun by dressing up as a character from a book or movie, or simply wearing something fun and wacky to celebrate the joy of reading and creativity.

In addition, the SRC wanted to maintain a focus on mental health, recognising that this is an important issue for students in our community. The day included a guest speaker from Headspace, as well as a wellbeing session that provided students with the opportunity to participate in yoga. I would like to thank all members of the SRC, including Duane and Chelsea, for their continued contribution and commitment to the SRC.

We also had two students, Duane H and Charlie H, attend the Students Active Citizenship Convention, accompanied by Tilly. The convention is an annual event that brings together students and educators from across the state. I would like to congratulate Duane and Charlie, firstly for taking up this valuable opportunity and secondly, for the way in which they represented BBCS. We are very proud of their participation and engagement.

As Term 3 comes to an end, we are beginning to look ahead to Term 4. For those students who will be moving from LP in 2027, either to our Torrens Road campus or to other middle school programs, transition information has been sent out. Please reach out if you have any questions or if any of the information is unclear.

Thank you to all caregivers for your ongoing support throughout the term, and thank you to everyone who made an effort to connect with their child's teachers mid-term. We had a record number of mid-term meetings, which was fantastic to see. We really value strong connections between school and home, so please feel free to contact your child's Care Group teacher at the end of Term 3 or the beginning of next term if you would like to discuss your child's progress.

I wish all staff, students and their families a safe and restful break and look forward to welcoming everyone back for Term 4.

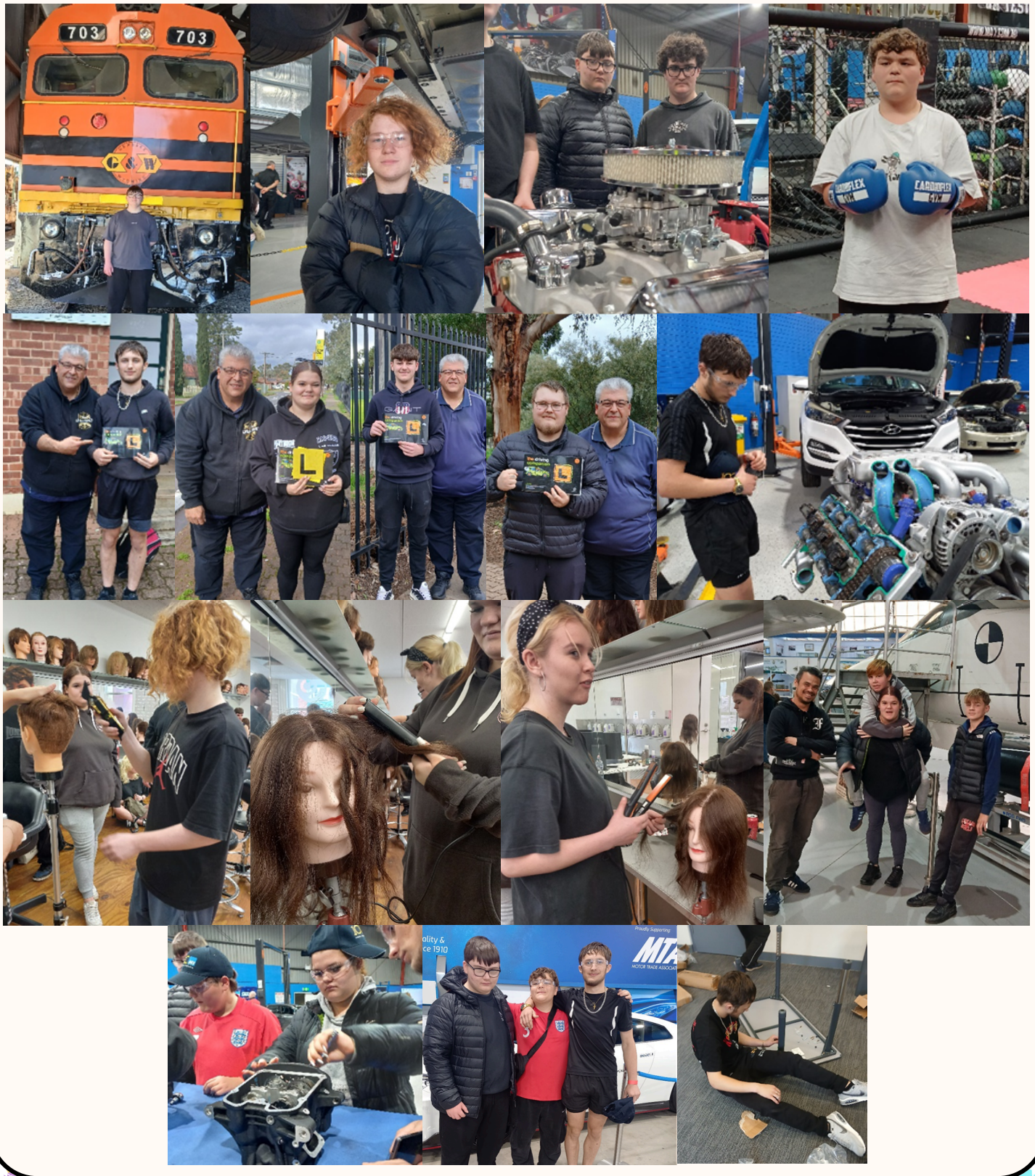
Term 4 is a particularly important term for our Senior students as key SACE completion dates draw closer. We encourage all Senior students to remain focused, organised and committed as they work towards achieving their goals.

Tammy Scott

The implementation of the Stephanie Alexander Kitchen Garden Program at Little Para Campus has been thriving, with students enthusiastically taking part in both gardening and cooking activities. LP2 have been busy preparing the garden beds for new plantings, getting hands-on experience in soil preparation and teamwork. In the kitchen, students have enjoyed making guacamole, scrambled eggs, and fresh orange juice, carefully chopping ingredients and mastering basic cooking skills. These engaging sessions have helped students build confidence, develop healthy eating habits, and appreciate the value of fresh produce grown in our own garden!

Gateways

The Gateways Senior Class has enjoyed a busy term exploring future pathways and opportunities. Students visited the Motor Trade Association Show to discover careers in the automotive industry, tried their hand at hairdressing during a course at Clip Joint Education, and explored aviation history during a visit to the Aviation Museum. Students also developed their creativity and practical skills by assembling their own classroom furniture. Alongside these experiences, students explored a range of other pathways, building new skills, discovering their interests and considering the many possibilities available for their futures.



respect responsibility resilience

Bowden Brompton Community School

BOWDEN BROMPTON COMMUNITY SCHOOL

CULTURAL DAY

CELEBRATING ABORIGINAL AND ZENADTH KES CULTURE

WEDNESDAY 14TH OF OCTOBER

10:30 - 12:40pm

Join us for a celebration of culture
and community!
Welcome to Country
Engaging Workshops
Delicious Food

We look forward to coming together as a community

All Campuses attending

CULTURAL DAY 2025

We had an amazing time celebrating our Cultural Day! The whole school came together to learn, share, and connect through culture. Students had the opportunity to listen to Elders and Aboriginal artists who shared their stories, songs, and knowledge. Throughout the day, everyone got involved in a range of activities, from weaving and dot painting to bush tucker and language workshops.

It was fantastic to see how engaged and respectful our students were, and everyone looked incredible in their special shirts designed by Thea. A huge thank you to Aunty Pepper and Mary for cooking up some delicious food that everyone enjoyed together. The day was filled with smiles, learning, and a real sense of community a wonderful celebration of culture at Bowden Brompton!

CAREER CHAT

SKILLS THAT OPEN DOORS

When we think about getting ready for work, qualifications and experience are important — but employers are also looking for **employability skills**: the everyday skills that help us work successfully with others.

These include **communication, teamwork, reliability, problem solving, initiative, resilience and a willingness to learn.**

The good thing is these skills aren't developed overnight or only when you're in a workplace. Starting at school, students are building these skills every day — arriving when they say they will, working as part of a group, asking for help, completing a task, trying again when something doesn't work, or taking responsibility for something that needs to be done.

At BBCS, we want students to recognise that these skills have real value. A student who can say, *"I worked as part of a team," "I stuck with something when it was difficult," "I attended my training with all my PPE and on time"* is already beginning to tell an employer what they can bring to a workplace.

Career Chat at home: Ask your young person:
What are three skills you have that would make an employer want you on their team?

Sometimes recognising what you already have is the first step towards seeing where it could take you.