Draft

2025 annual report to the Community

Bowden Brompton Community School

Bowden Brompton Community School number: 1418

Partnership: Inner West

School principal: John Leondaris

Date of endorsement: 23/02/2026

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 2025 is 145. 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 26% Aboriginal students, 59% students with disabilities, 14% 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 2025.

Governing Council Report

Focus: Effective Learners

In 2025, Bowden Brompton Community School centred improvements around the “Effective Learners” area of impact, as identified by the Department for Education. The School Improvement Plan (SIP) was designed to enhance students’ meta-cognition and self-regulation, empowering them to take greater ownership of their learning, plan and monitor progress, and reflect on outcomes. This approach not only advances academic achievement but also prepares students for lifelong adaptability and success.

Progress and Impact

This year, the school engaged in a robust cycle of inquiry, critically reviewing student achievement and staff practices. Staff contributed to a comprehensive Term 4 analysis of data, guiding improvements to curriculum and pedagogy. Of particular note, the WSPA (Wellbeing and Student Perception Audit) indicated students feel increasingly safe, supported, and engaged, attributed to regular teacher check-ins, visible leadership, and consistent behaviour management. The Governing Council commends the dedication of staff for these outcomes.

Pedagogical Initiatives

Choice Theory Implementation

One key professional learning focus in 2025 was the introduction and implementation of Choice Theory, developed by Dr. William Glasser. The majority of staff attended accredited training condensed into three days, utilising induction and planning days. Feedback has been overwhelmingly positive, with staff actively embedding Choice Theory strategies into their classroom practice. The council acknowledges this as an effective driver for supporting positive behaviour and student engagement.

Whole School Pedagogical Agreement

In consultation with staff, the school is developing a Whole School Pedagogical Agreement to align teaching practices. Literacy and Numeracy agreements are also under review by Action Teams and school leaders, with drafts forthcoming.

Building Staff Capacity

The Pupil Free Day on the 6th June, featured Dr. Kate Quane from Uni SA, who delivered professional development focussed on mathematical problem-solving and reasoning. This aligned directly with identified needs from students assessments and staff analysis which further strengthened teaching capacity in critical areas.

Curriculum Innovation

Proposal for Mandatory Health Education

A proposal was tabled and presented to council to implement Life Skills as a mandatory subject, supporting students’ physical, emotional, and social development. Key features of the proposal include:

- Specialist educators teaching 120 minutes per week for Middle School, with Stage 1 Health and Work Place Practices and Exploring Identities and Futures delivered through the SACE.
- Full integration of Child Protection Curriculum, skill streaming, Choice Theory and Career Awareness.
- Health Education alignment with ACARA (Version 9) and SACE standards.
- Middle School regular school-based assessment and continuous improvement based on feedback.

The Governing Council supports the intent of this initiative and acknowledges the alignment with the school's commitment to student wellbeing

Policy Review and Development

Anti-Bullying Policy

Bowden Brompton Community School updated its Anti-Bullying Policy, reinforcing a zero-tolerance approach and providing clear procedures for reporting, investigation, and response. Prevention strategies, counselling services, and regular policy review underpin a comprehensive strategy for fostering a safe and inclusive school community. The draft policy is currently out for stakeholder consultation.

Behaviour Management Policy

In 2025, the Behaviour Management Policy underwent review and was released as a draft for feedback. Consistency in behaviour expectations and structured support for positive behaviour remain priorities.

Attendance Policy

Work on updating the Attendance Policy was progressing, with further information to be disseminated when available

Wellbeing and Engagement

Highlights from the Wellbeing and Engagement Survey

Findings from the Term 4 WEC survey reflected:

- Increased perceptions of safety and support among students.
- Greater student engagement in learning.
- Positive changes tied to regular relational and supervisory staff practice.

Areas for further development include student peer relationships and deeper aspects of social-emotional wellbeing. Targeted programs and ongoing professional development in these areas are recommended for 2026.

Professional Learning

It was reported to Governing Council that in 2025 the school's leadership team used the Agile Schools teaching sprint model as a key tool in the continual development of teachers' professional practice. Initially, the teaching sprint model to build educators understanding in areas such as comprehension and phonics. More recently, we have used the process to strengthen staff practice in the explicit teaching of vocabulary and explicit direct instruction. Currently, staff are developing their practice in metacognitive talk, linking the sprint process to the WalkThrus framework.

The school has four professional learning teams (PLTs): Little Para, Torrens Road Senior, Torrens Road Middle School, and Beach Campus constructing a Professional Learning Community as a whole school (PLC). Each PLT has a designated leader, known as a Pillar, and a Proxy who supports the role. SSOs are active members of the PLTs alongside teachers, ensuring a collaborative and inclusive approach to professional learning.

The teaching practice focus for the Teaching Sprints is determined by the leadership team and is intentionally aligned with priority areas identified in our Site Improvement Plan

Our current sprint process looks like the following:

Term 1
The school's educators do not undertake a formal sprint process in Term 1. This decision came about when we moved into explicit direct instruction and identified that staff required significant pre-learning around the cognitive learning model and cognitive load theory. We therefore use Term 1 to build staff knowledge in preparation for the teaching sprint focus. We also use this time to work closely with the selected pillar leaders to upskill them not only in the teaching practice itself, but also in coaching and observation of peers.

Terms 2 and 3
The educators undertake one sprint process in each of these terms.

- **Week 3** forms part of the prepare phase, where we come together as a whole campus to build shared understanding and begin planning.
- **Week 4** also sits within the prepare phase; however, pillar leaders facilitate this with their individual teams.
- The sprint cycle takes place in **Weeks 5–7**, with weekly 10-minute check-ins to monitor progress and provide support.
- In **Week 8**, we reconvene as a whole PLC for the review and reset phase.

During the three-week sprint cycle, pillar leaders facilitate peer coaching and classroom observations to strengthen implementation and reflective practice.

Term 4
We review feedback alongside the pillar leaders and determine the next area of focus for ongoing improvement

Parent and Community Engagement

The school plans to deliver Choice Theory Parent Information Sessions in Term 2, across all campuses. This is aimed at strengthening home-school partnerships and empowering parents to support positive behaviour and effective learning at home.

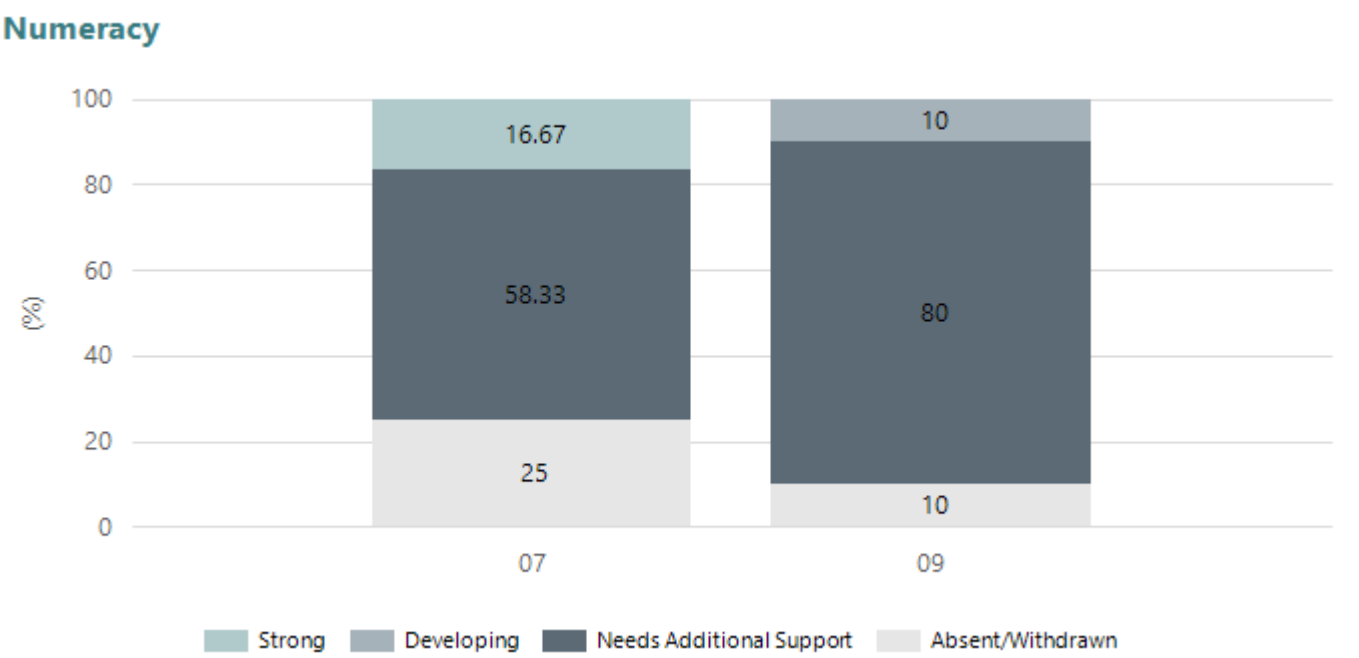
The Governing Council commends the school for the meaningful progress achieved in 2025, particularly in areas of student engagement, curriculum development, and wellbeing. While there is clear evidence of positive impact, the council recognises the need for continual adaptability as we address enduring challenges, particularly those relating to peer relationships and ongoing engagement.

On behalf of the council, I thank all staff, students, and families for their contributions to a productive and impactful year.

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.

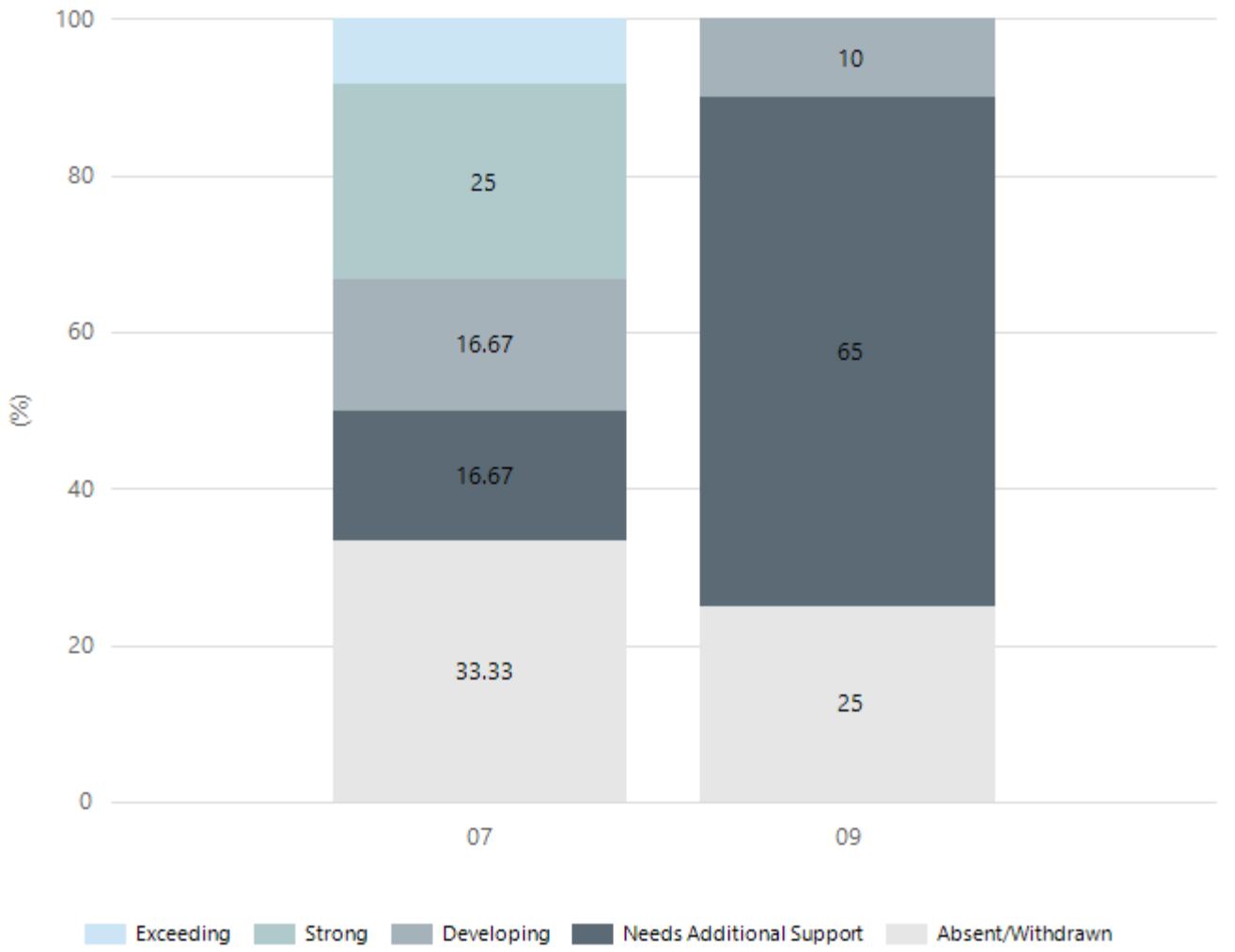


Year Level	07	09

Strong	2	
Developing		2
Needs Additional Support	7	16
Absent/Withdrawn	3	2
Total	12	20

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

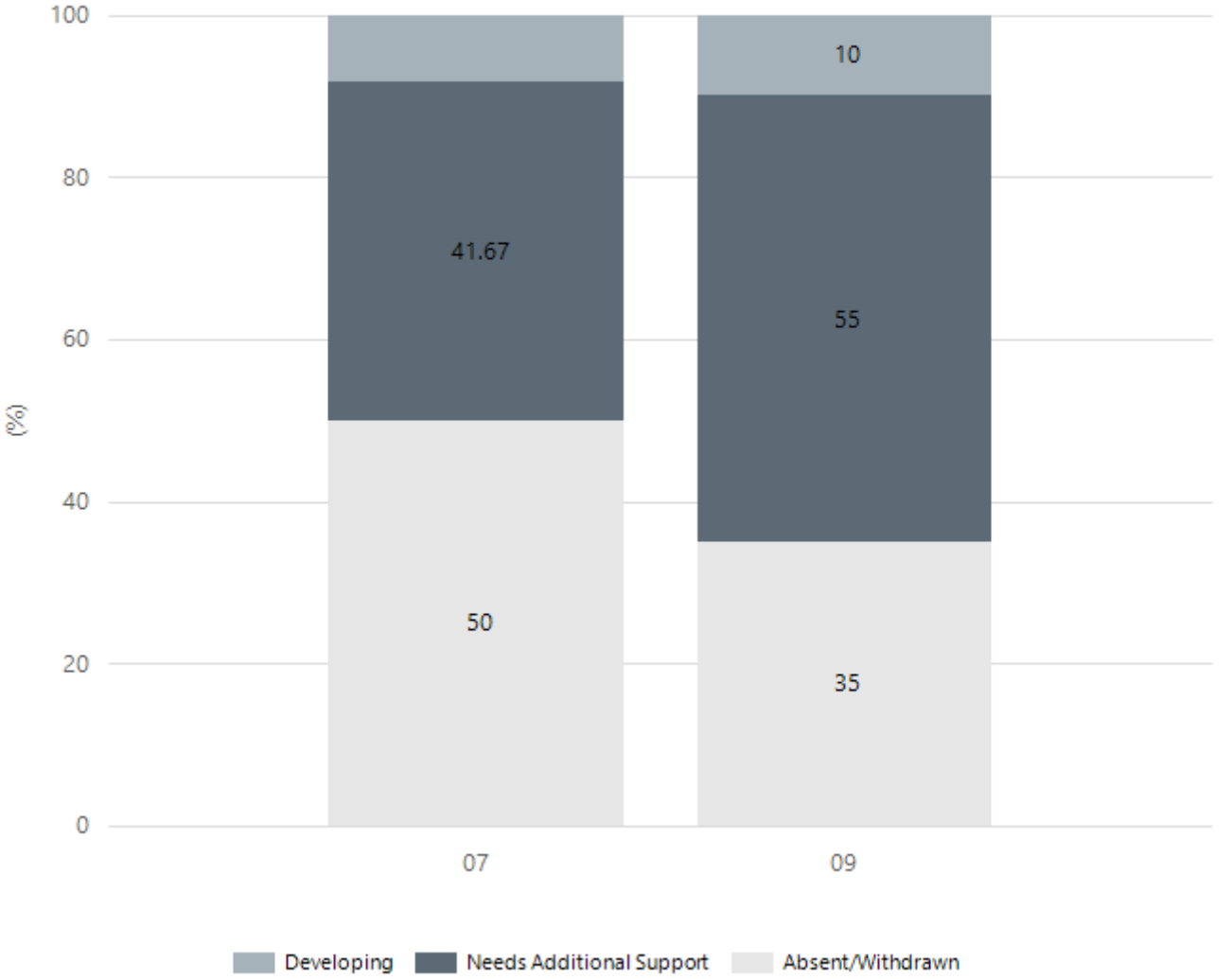
Reading



Year Level	07	09
Exceeding	1	
Strong	3	
Developing	2	2
Needs Additional Support	2	13
Absent/Withdrawn	4	5
Total	12	20

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

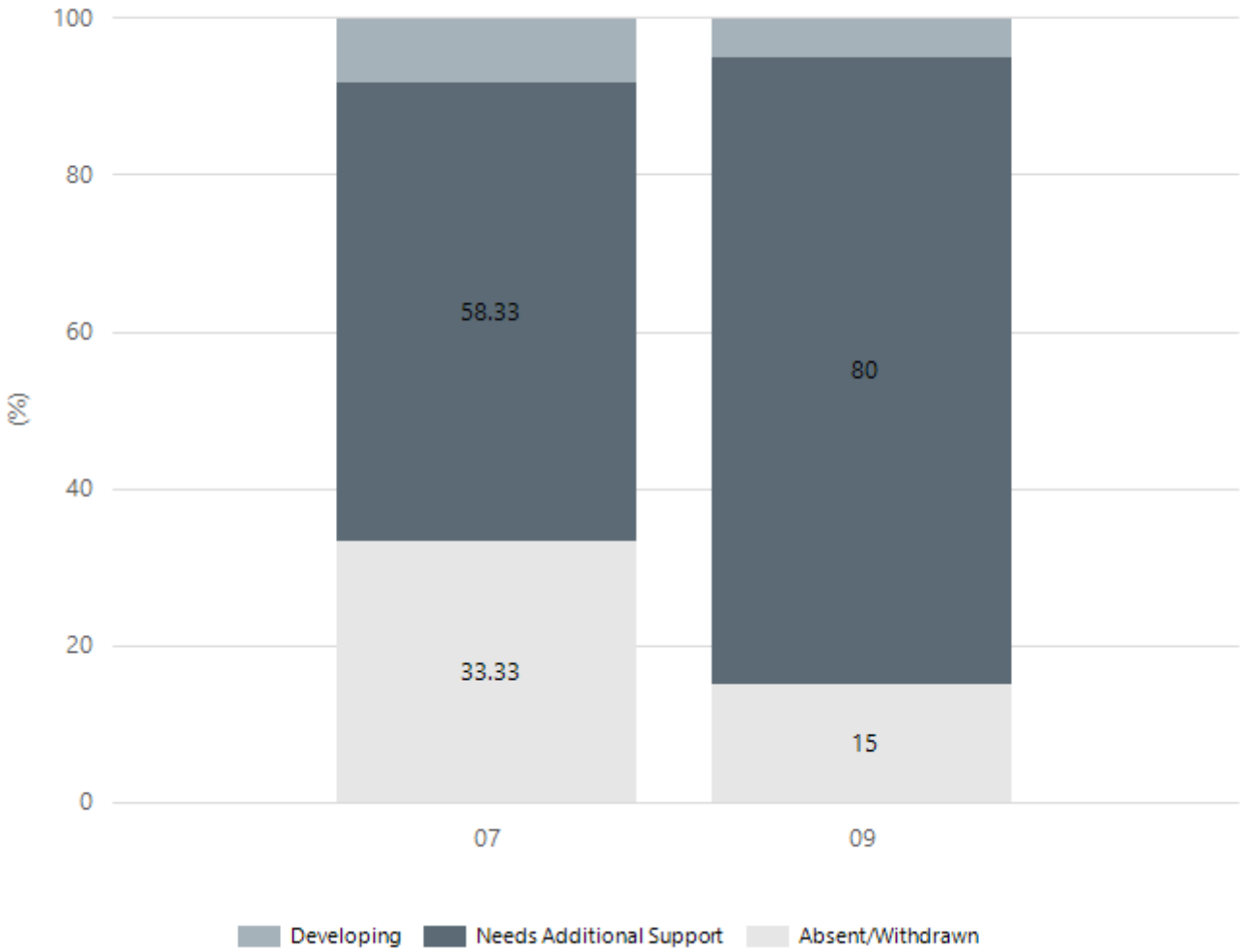
Writing



Year Level	07	09
Developing	1	2
Needs Additional Support	5	11
Absent/Withdrawn	6	7
Total	12	20

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

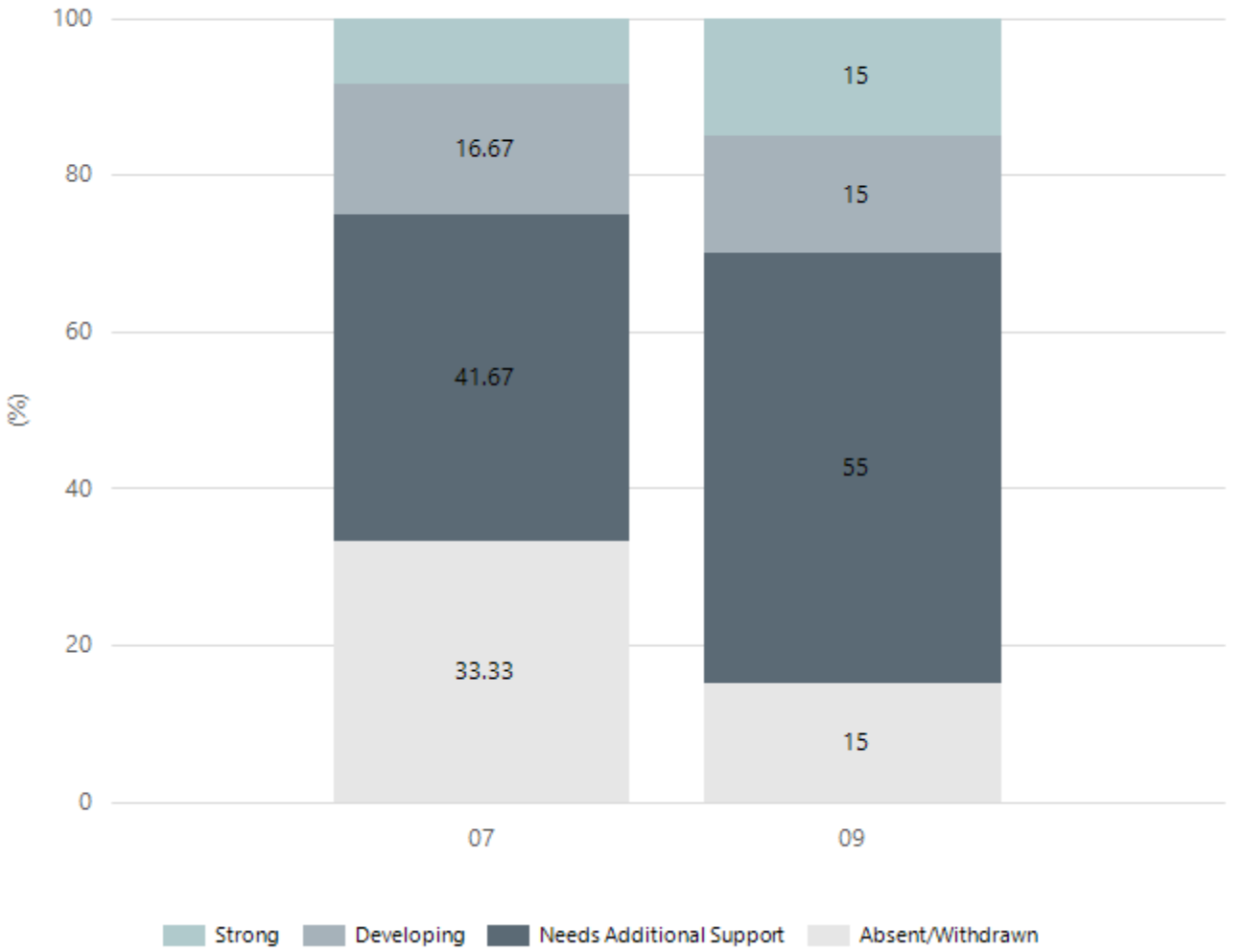
Grammar



Year Level	07	09
Developing	1	1
Needs Additional Support	7	16
Absent/Withdrawn	4	3
Total	12	20

Data Source: Department for Education Assessment Data Holdings, 2025. 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



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Strong	1	3
Developing	2	3
Needs Additional Support	5	11
Absent/Withdrawn	4	3
Total	12	20

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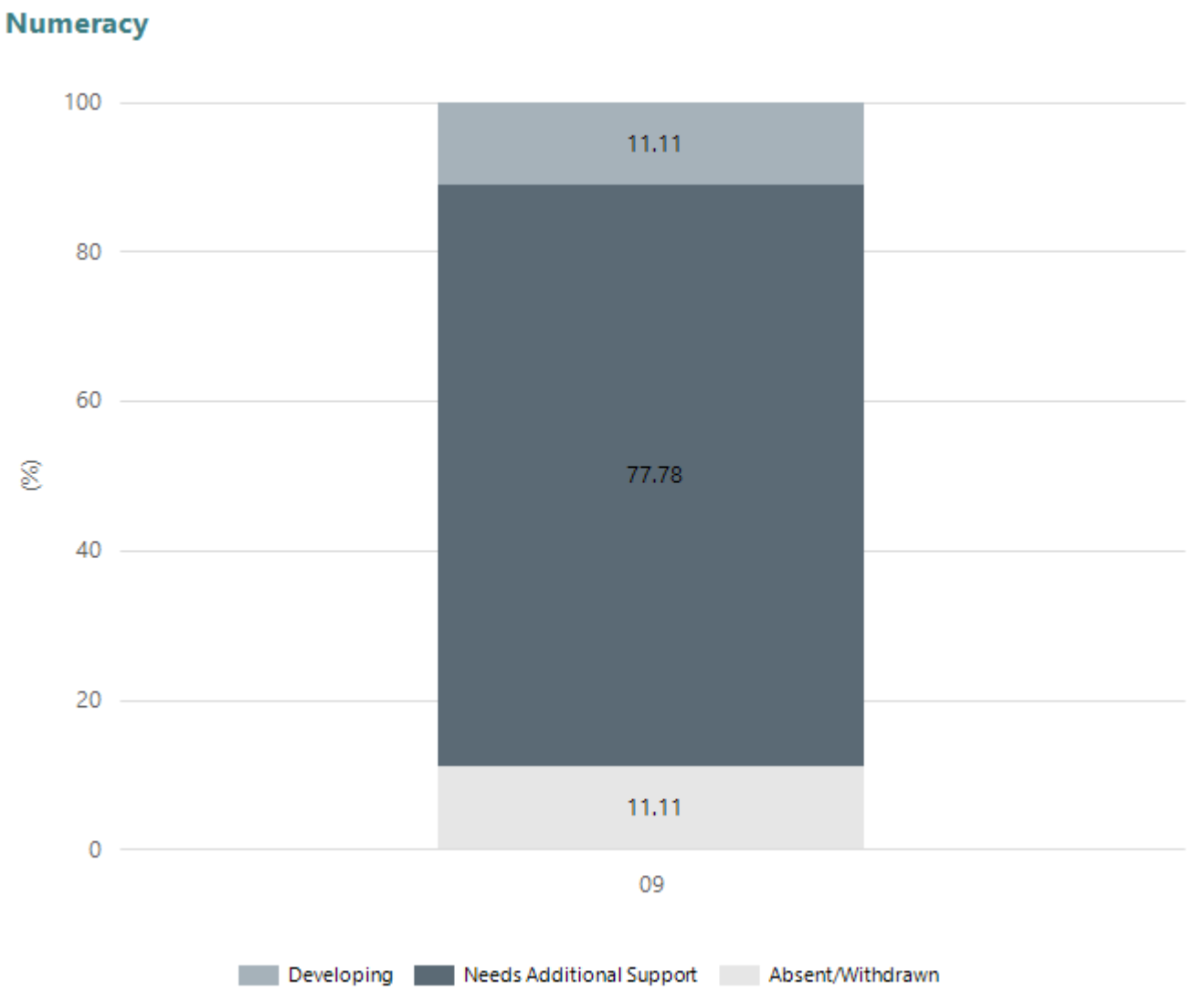
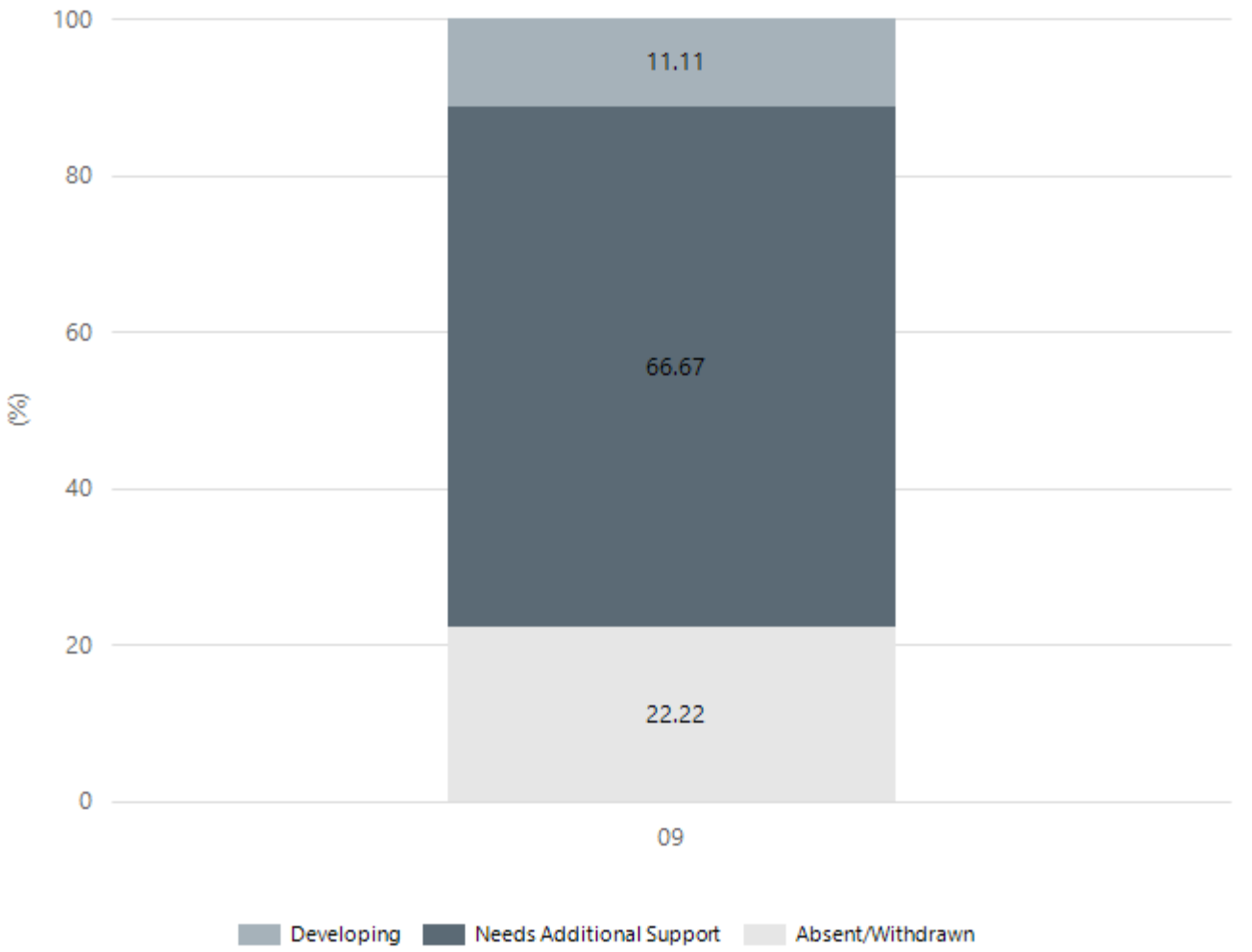
NAPLAN Proficiency - Aboriginal Learners



Year Level	09
Developing	1
Needs Additional Support	7
Absent/Withdrawn	1
Total	9

Data Source: Department for Education Assessment Data Holdings, 2025. 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
Developing	1
Needs Additional Support	6
Absent/Withdrawn	2
Total	9

Data Source: Department for Education Assessment Data Holdings, 2025. 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.

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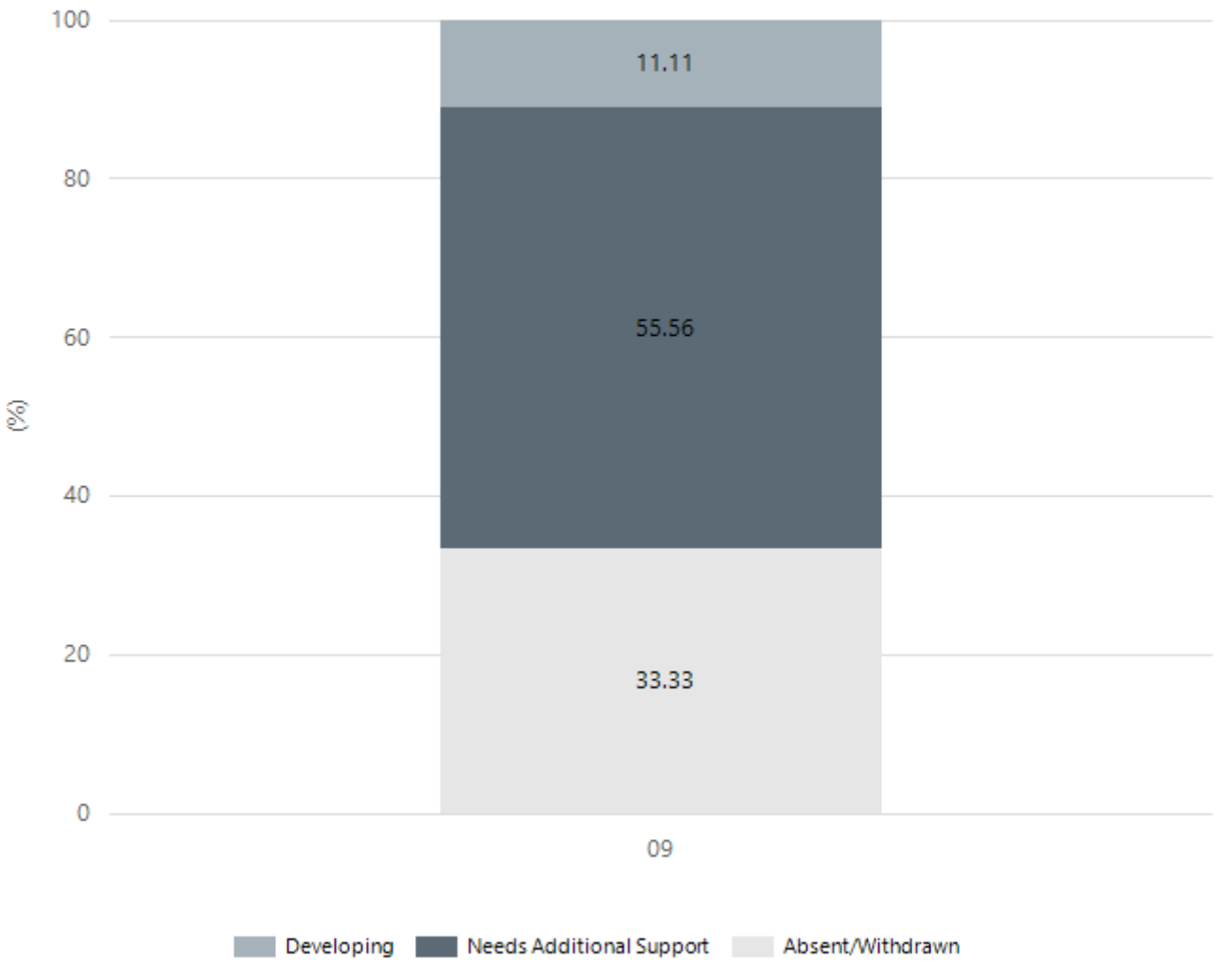

Year Level	09
Developing	1
Needs Additional Support	5
Absent/Withdrawn	3
Total	9

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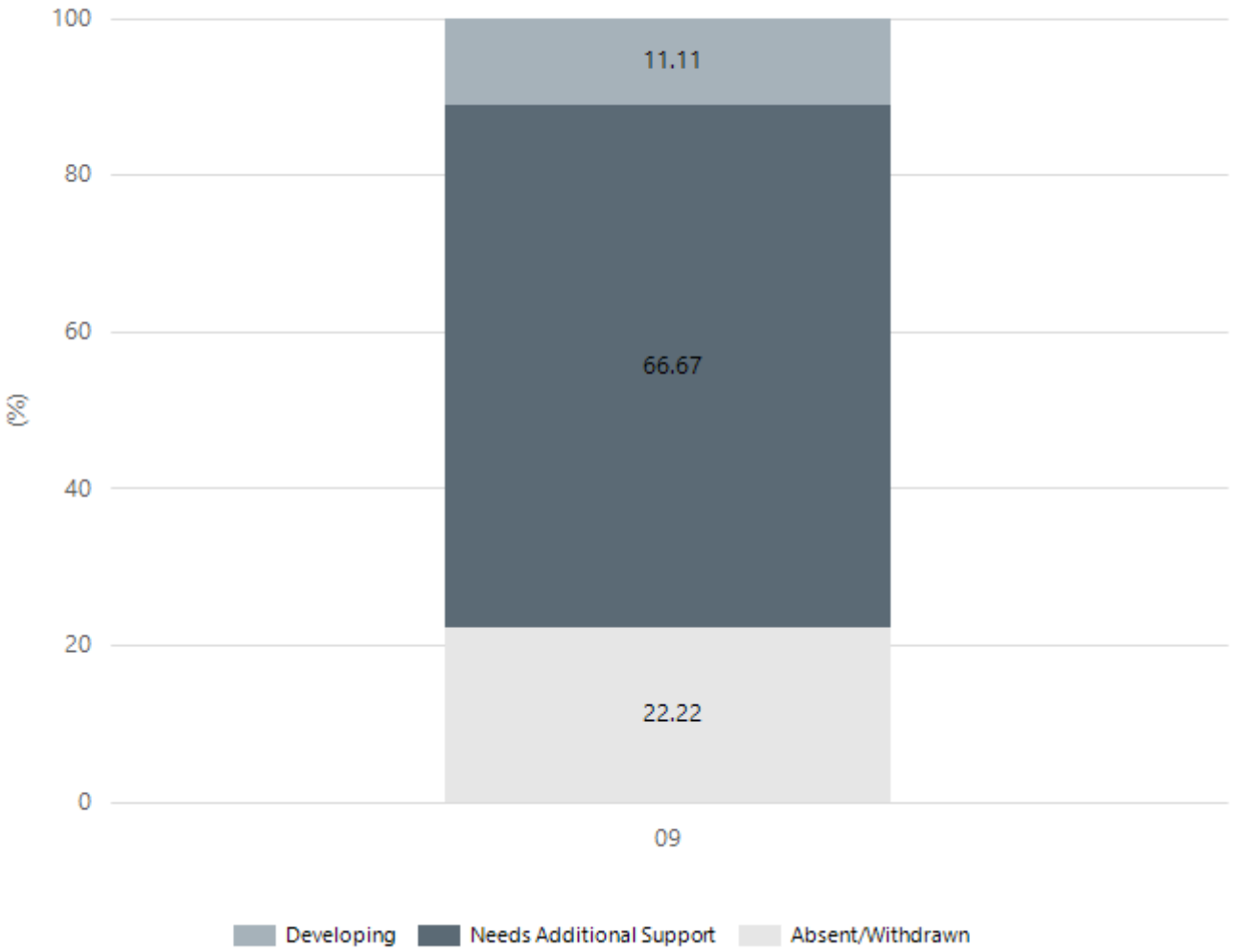

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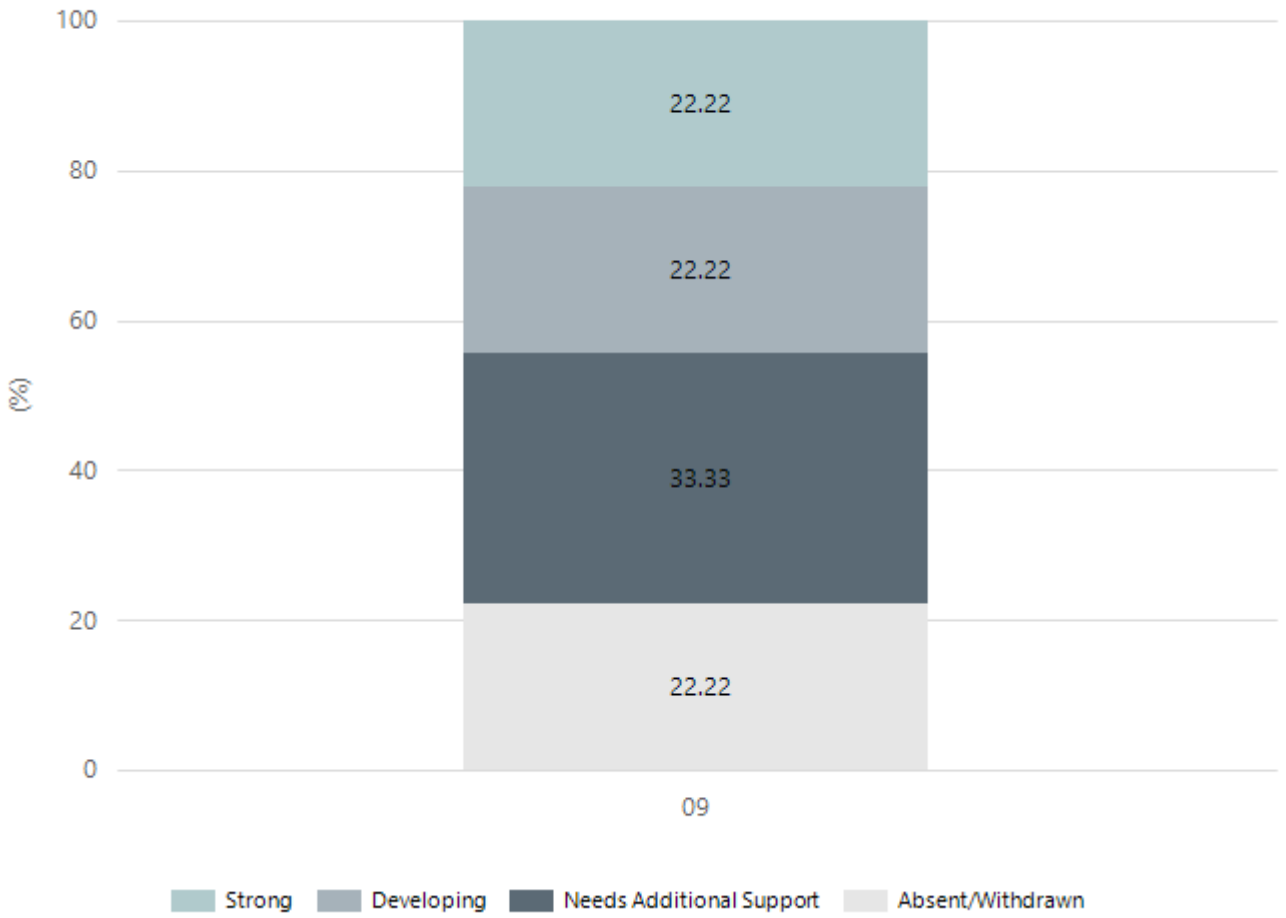

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Developing	2
Needs Additional Support	3
Absent/Withdrawn	2
Total	9

Data Source: Department for Education Assessment Data Holdings, 2025. 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

2022	2023	2024	2025
90%	100%	100%	

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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	2022	2023	2024	2025
B-	50%	29%		
C+	10%	29%	50%	50%
C	30%	29%	50%	50%
C-		14%		
D+	10%			

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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

2022	2023	2024	2025
100%	100%		

Data Source: SACE School Data Reports, as of February 2025 for 2022-2025. 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)

	2023	2024	2025
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

School Attendance

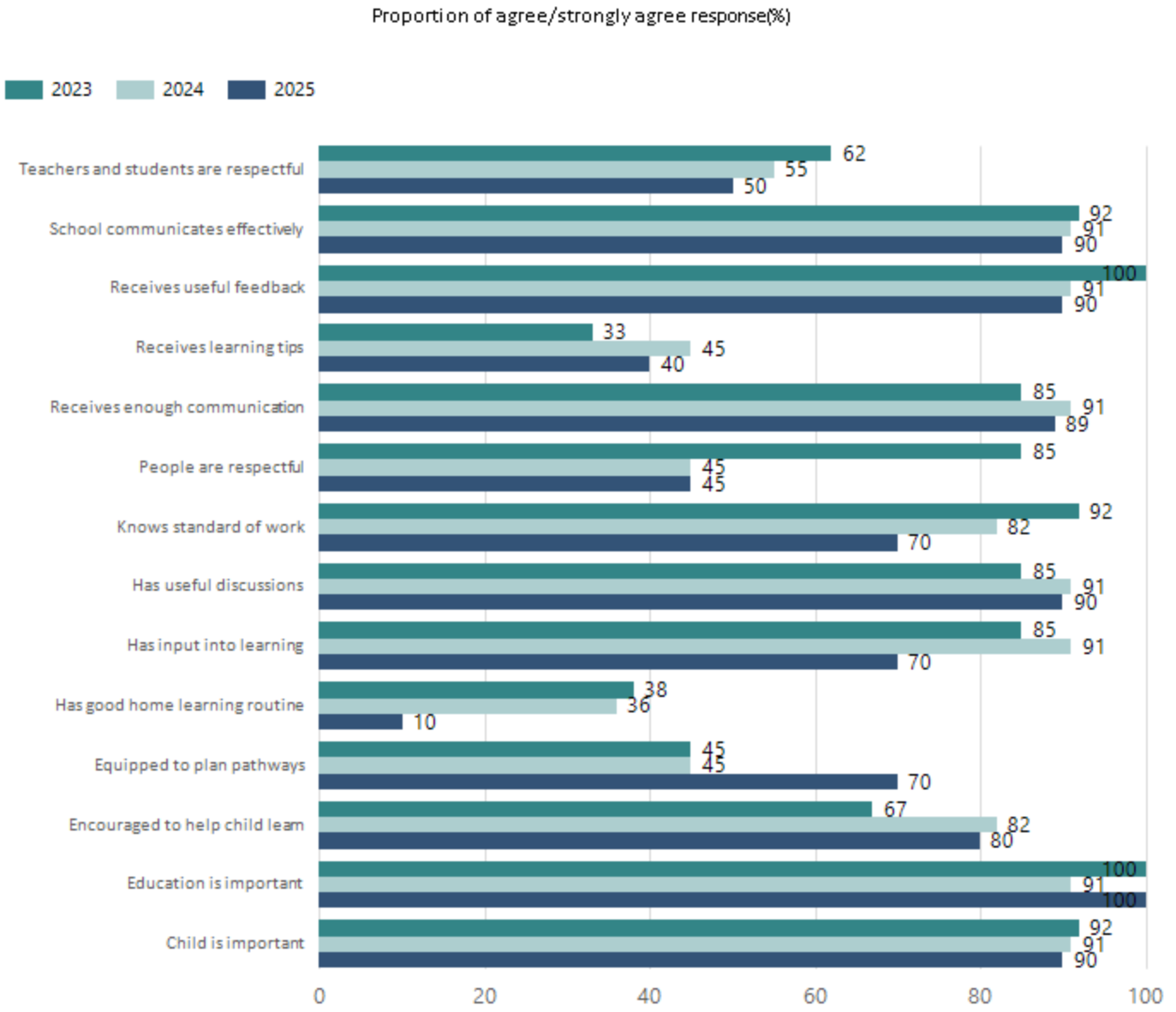
Year Level	2023	2024	2025
Year 06	63.7%	65.8%	63.9%
Year 07	68.1%	65.5%	63.9%
Year 08	45.0%	63.1%	58.9%
Year 09	43.4%	44.8%	54.8%
Year 10	34.6%	43.5%	39.1%
Year 11	29.7%	26.1%	26.2%
Year 12	28.6%	28.7%	30.9%
Secondary Other	44.2%	10.5%	14.5%
Total	40.3%	43.5%	44.8%

Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there we 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



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	2	10.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	43.0%
U - UNKNOWN	9	43.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. 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	16
Postgraduate Qualifications	19

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. 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	33.2	2.3	21.4
Persons	0.0	36.0	3.0	25.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

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	$7,878,600
Grants: Commonwealth	$4,000
Parent Contributions	$56,235
Fund Raising	$59
Other	$17,457

Data Source: School supplied data.