

SCHOOL CONTEXT STATEMENT

Updated: 8/09/2018 *

School Name: Bowden Brompton Community School**School Number: 1418****1. General Information****Part A**

School name : BOWDEN BROMPTON COMMUNITY SCHOOL
 School No. : 1418
 Courier : Western Adelaide
 Principal : John Leondaris
 Postal Address : 85A Torrens Road, Brompton 5007
 Location Address : 85A Torrens Road, Brompton 5007
 Partnership : Inner West
 Distance from GPO : 5 kms
 Phone No. : 08 8346 4041
 Multi Campus School: Torrens Road Campus, Beach Campus, Little Para Campus
 CPC attached : No
 Fax No. : 08 83403240
 February FTE
 Enrolment : 2014 – 144, 2015 – 129, 2016 – 127, 2017 – 127, 2018 - 129
 Enrolment ceiling : 150 students.

SCHOOL DEMOGRAPHICS

Index of Educational Disadvantage: 2

CALENDAR YEAR	INDEX OF COMMUNITY SOCIO-ECONOMIC ADVANTAGE (ICSEA)	Enrolments	Percentage ATSI	Percentage SWD	Percentage NESB
2018	NA	129	28.68%	26.36%	0.78%
2017	NA	127	31.50%	31.50%	0.79%
2016	898.00	127	26.77%	29.92%	0.79%
2015	0.00	129	26.36%	34.11%	0.78%
2014	0.00	144	23.61%	31.25%	0.69%

Part B

- **Leadership team:** Principal (John Leondaris); Deputy Principal Head of Campus Torrens Road (Jason Rowe); Assistant Principal Head of Campus Little Para Campus (Lee Van Der Hoek); Assistant Principal Head of Campus Beach Campus (David Collins).
- **Staffing numbers:** 31 F.T.E. teaching staff and teacher conversion of salaries to 170 hours SSO2/SSO3 Youth Work staff. Current teaching staff 18 male 13 female teaching staff and 4 male and 4 female Youth Work staff. Ancillary hour's entitlement is 172 h.p.w. plus 74.5 hours from global budget comprising 4 female and 1 male staff members.
 - As well, the school has 29 grounds hours deployed across the school involving 2 male staff.
- **Enrolment trends:** The school has an enrolment ceiling for each campus. Maximum enrolment for Torrens Road is 78, Beach Campus – 32, Little Para Campus – 24 and Integrate – 16.
- **Year of opening:** 1976

School structure: The school is spread over 4 locations

- **Torrens Road Campus:** Administration centre and enrolls students from year 7 to 12.
- **Beach Campus:** At Christies Beach, 31 kilometres south of the Torrens Road campus, enrolls students from year 8 to 12.
- **Little Para Campus:** At Salisbury, 19 kilometres in a northerly direction from the Torrens Road campus, enrolls students from year 6 & 7.
- **Integrate Program:** In partnership with the Beafield Education Centre and co-located on the Para Hills High School site, 16 kilometres in a north eastern direction from the Torrens Rd Campus. The Integrate program caters for years 7 to 9.

- **Public transport access:**

- **Little Para Campus:** Access by public buses.
- **Beach Campus:** Access by public bus services.
- **Torrens Road Campus:** Accessible by public buses from Adelaide, and western suburbs and trains to Ovingham.
- **Integrate Program:** Accessible by public buses and the school provides a pick up from 12/25 Youth Service in Salisbury

NOTE: All students are provided with an application for a public transport grant if they reside more than 5 kilometres from the school site.

- **Government Vehicles:** The school operates pick up and drop for some of the students at the Little Para Campus. Secondary students at Torrens Road and Beach are provided minimal vehicle transport arrangements using school vehicles. All vehicles are funded through the school without Departmental supplements.

2. **Students (and their welfare)**

- **General characteristics**

Bowden Brompton Community School (BBCS) is a South Australian Department for Education School working with students who have been unable to effectively access education in main stream schools. The majority of students have experienced significant trauma issues in their lives. Trauma refers to complex family breakdown issues, mental health issues, as well as welfare, social and juvenile justice complexities in student lives.

Significant issues in student lives not only results in high transients of student enrolments, but also contributes to significant non-attendance. Students who are dealing with complex health and welfare issues translate into fluctuating school attendance. As such case management is a significant factor in BBCS and all staff undertake significant roles in liaising and meeting with parents/carers, agencies and other community related services associated with individual students.

Students under 16 are referred through the Interagency Referral Process. Self referral for students over 16 years of age is possible. Pre enrolment and enrolment meetings, with students, parents/carers, are used to establish that BBCS is the most appropriate schooling option.

- **Care group:** Care group occurs at the start of the day from 9:20am to 9:30 know as “check in”. Students also attend a “check-up” meeting after lunch and “check-out” at the end of the day. As well site specific arrangements and case management ensure each student has the opportunity to re-visit daily goals and update their focus plan. Core teaching (Maths/Numeracy; English/Literacy, Personal and Social Capabilities and Project Based Learning) occurs in the morning before lunch. After lunch the school offers “Choice Subjects”, these lessons focus on activity, strength based and community based learning

utilising access to government vehicles maintained by the school. Core English and Maths is built around and assessed against the student's level of academic achievement. Choice subjects follow the General Capabilities of the Australian Curriculum in the middle school with a focus on the personal and social capabilities and the South Australian Certificate in Education (SACE) and Vocational Education and Training (VET) in the senior school.

- **Support offered:** All teaching staff provide case management to students in their care group students. Students have access to special education support provided through teaching staff known as Intensive Support Program (ISP). In addition students access a range of outside agencies such as DCP, CAMHS, Headspace, Centrelink and counselling services to provide support for students and their carers.
- **Student management:** The school's philosophy and processes are outlined in the BBCS Respectful Relationship and Wellbeing Guidelines (this is located on the school website). The school promotes a safe environment for students focussing on relationship building and re-engagement. As such staff are continually interacting with students to teach self management skills and where necessary access procedures under guidelines within the Departments School Discipline Policy.

Staff morning meetings/afternoon debrief provide the opportunity to discuss the structure of the day and strategies for improving student self management. Time is also then available for care group teachers to make follow up phone calls to parents/caregivers.

Case management by care group teachers ensures continuity of staff member involved with the student. Morning and afternoon meetings ensure staff maintain a clear network of communication amongst themselves.

The floating staff member process is a structured timetable commitment. One staff member is allocated to every lesson line. They then "float" between all lessons. Initially, the 'float' checks on attendance, marks off the school roll, organises excursion departures and returns and then floats between lessons to support staff and students. The float also makes notes for debrief.

For irresponsible behaviour, support is provided in a non-confrontational manner. Attempts are made to negotiate satisfactory resolution and the school uses the practices defined in the BBCS Respectful Relationships and Wellbeing Guidelines aligned to the Department's School Discipline Policy. Staff are inducted in the float process and are expected to model a relational approach to students assisting student to self evaluate their behaviour and the outcomes if negative behaviour continues.

Each student has a Student Development Plan. The Student Development Plan documents the goals for the students as well as responsibilities and attendance expectations. The Student Development Plans are reviewed regularly and new commitments are made each term. BBCS staff are working to develop the One Child One Plan for all students with the aim of all students having the OCOP by the end of term 2 2019.

- **Student government**

The school has a representative student group on each campus, which is called "Student Forum". The group has representatives from care groups and works towards the following:

- The promotion of collaboration between staff and students.
- Fostering communications through an open student forum.
- Decision making/problem solving.
- Research/surveys/organisation of student needs.
- School projects
- Student responsibilities
- Involving students in school operations/procedures

3. Key School Policies

Strategic Priorities 2018:

Curriculum:

Developing student growth in literacy and numeracy through best practice and assisting students to track and monitor their learning and growth. In the senior school completion of the Essentials SACE; Maths, English, Personal Learning Plan and the VET curriculum.

Priority 1. Engaged Learners:

Objective 1

We build and maintain positive relationships at school and within the community in readiness for learning or learning.

Strategies

- Implement Respectful Relationships and Wellbeing Guidelines and other BBCS documentation so that it is inclusive of Positive Education character strengths (Kindness, Forgiveness & Gratitude), Choice Theory, White Ribbon principles and Duke of Edinburgh Award principles.
- Students engage in authentic student driven learning opportunities by working with and in the community.
- All Choice Subjects learning focusses on the Personal and Social Capabilities of the Australian Curriculum and progress is measured by using the continuum and the use of self-assessment tool and goal attainment scale.

Objective 2

Physiological & Cognitive Preparation for learning.

Strategies

- We empower students to positivity de-escalate self-regulate and be present, enabling them to engage in their learning.
- We support students to use self-reflection tools to guide personal and social develop against the capabilities continuum.
- Embed Primer activities and brain breaks to be implemented daily to support learning readiness and positive interactions.

Priority 2. Literacy and Numeracy:

Objective 1

Strengthen student's literacy capabilities in all aspects of their learning.

Strategies

- All staff explicitly monitor and report on student progress in literacy starting with oral language.
- Up skill staff to deliver **differentiated learning**, the Big Six elements of reading and explicit teaching of literacy.
- All individualised learning plans are evidence based detailing 'where they are at' and 'where to next'.
- Communicate clear learning intentions with students and carers to ensure literacy goals are visible ('where to next') when planning teaching for whole classes, groups of learners and individual students.

Objective 2

Strengthen student's numeracy capabilities in all aspects in their learning.

- All staff explicitly monitor and report on student progress in numeracy starting with number.
- Differentiated teaching and learning aligned to ILP's is clear and evident to all students.
- Communicate clear learning intentions with students and carers to ensure literacy goals are visible ('where to next') when planning teaching for whole classes, groups of learners and individual students.

4. Curriculum

The school structure is divided into three sub schools.

- **Middle School Sub School:** Caters to the needs of year 6 to 9 students in both year level and composite classrooms of between 8 and 10 students. TfEL and the Australian Curriculum guides Learning and Assessment Planning.
- **Senior Sub School:** Caters to the needs of year 10 to 13 students in composite classrooms formed as a result of student subject selection in relation to SACE and VET subject choices. As well, a range of community based and hands on subjects determine class composition in the afternoons.
- **Outreach & Community Learning Sub School:** The school's creative response to utilising tier 1 school staffing, RAAP and Challenging Behaviours funding in innovative ways to maintain engagement and retention of the most at risk BBCS students. The design is a community based, flexible and mobile classroom mode of delivery. Students are placed in the sub school from across the school due to a range of complex personal and familial issues that preclude regular school attendance.

Outreach & Community Learning has evolved in recent time into focussing on outreach services for BBCS students and establishing annexes that are easily accessible to students.

BBCS curriculum emphasises connection through respectful relationships, learning that is relevant to student's needs, rigours planning and positive memorable experiences which helps build success with opportunities for activity based, out of school learning and across curricula approaches to teaching. The curriculum is described in terms of the learning areas and required areas of study. The timetabling process endeavours to give as many students as possible the subjects of their choice within the required areas of study. Considerable counselling and negotiation assists this process. After initial subject choices are established lesson agreements are negotiated with the individual teachers.

Documentation is included in the student's Student Development Plan. Innovative curriculum in the school includes a nationally recognised bike riding curriculum that includes the Pedal Prix, a range of campus, outdoor pursuits and martial arts therapeutic programs.

- **Assessment and reporting procedures:** Regular phone contact with the parent/caregiver is an important aspect of ongoing assessment of student personal progress in programs. Formative assessments are completed each term. Round table conferences are held each term with parents/carers and the student:
 - Beginning of the term to plan an individualised timetable.
 - End of term to discuss student assessment and progress.
 - Mid term to review student progress and goals.

Student self assessment practices revolve around:

- Student Self-Assessment Tool
- Goal attainment scaling

Student reports are produced each term. SACE results are shared at the end of each semester and in accordance to BBCS report writing protocols progress reports are written for SACE students at the end of Terms 1 and 3. VET results are documented in student's reports on a termly basis. At the end of each term student reports reflect student achievements within their Self-assessment Tool and most recently goal attainment.

5. **Sporting Activities**

There are considerable opportunities for students to participate in sporting activities through the curriculum. Examples include soccer, racquet sports, volleyball, football, indoor cricket, cricket, swimming and aquatics. The school is actively involved in the Pedal Prix and bike riding activities involving community based BMX and mountain bike riding tracks and the metropolitan linear riding tracks are utilised extensively.

6. **Staff (and their welfare)**

- **Staff profile:** All staff at Bowden Brompton Community School are committed to working with students exhibiting trauma related issues that manifest frequently in challenging behaviours. Specialist teachers such as those in art, music, technical studies, science, adventure programs and home economics are required to teach subjects within the middle and senior sub schools. Trained Youth Workers are also employed by the school. Teaching staff are required to work from 8.30 am – 4.30pm, with the 4.00 to 4.30 time slot left to individual staff to self manage. This allows all teaching staff to participate in before school and afternoon debriefs to manage the whole school operation, specifically student follow up. All teachers are eligible for the special class allowance. The teacher student ratio is currently at 1:8 although class sizes are determined according to needs and this ratio is a staffing allocation and is not reflective of actual class sizes.
- **Leadership structure:** Principal, Deputy Principal (Torrens Rd, Head of Campus/Senior School Leader), 2 Assistant Principals (Beach, Head of Campus/ICT Leader and Little Para, Head of Campus/Project Based Learning Curriculum Leader), 5 Coordinators (Learner Engagement/Middle School, SACE/Senior School Pathways, Relationships and Wellbeing Curriculum, Behaviour Support and Community Learning/Outreach).
- **Staff support systems:** Staff Wellbeing is addressed through WHS structures and the daily operations of the school. All staff are committed to working as members of site teams and contribute to daily debrief meetings. Wednesday afternoon from 1.20pm onwards students are not at school. This allows the school staff to come together for staff meetings, address Departmental requirements in relation to curriculum, WHS and provide case management time for staff. Week 7 of each term the staff gather for a whole school staff meeting which is held at the Torrens Road campus.
- As of the beginning of term 2 the school transitioned into a focus on learning sprints with the process being as follows; Week 1, whole school Professional Learning Community (PLC) session followed by week's 2 – 4 local campus Professional Learning Teams (PLT). The learning sprint concludes on Wednesday of week 8 when all staff gather at Torrens Rd to share results and their findings with the opportunity to review practice.

7. **Incentives, support and award conditions for Staff**

BBCS offers professional educators a unique opportunity to develop pedagogy and curriculum to meet the needs of students exhibiting a range of social and mental health issues.

Teachers are eligible for a special education allowance and professional development of staff is a strategic priority for the school.

8. **School Facilities**

• **Buildings and grounds**

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. The program uses one mobile classroom, community facilities and Salisbury 12/25 Youth Service on Wiltshire St Salisbury.

- **Specialist facilities:** N/A

- **Special Programs**

Integrate Program: Located on the Para Hills High School site and co-located with the Beafield Education Centre. The program uses one mobile classroom, community facilities and Salisbury 12/25 Youth Service on Wiltshire St Salisbury.

Integrate is an early intervention strategy for students in years 7, 8 or 9 at school (or 12-15 years) who are disengaged, or at serious risk of disengaging from education.

This intensive 12 month program commencing in 2018, offers a small and focussed learning environment (max 16 students) that will nurture and support students to overcome personal, emotional and social barriers and provide opportunities for students to experience individual and educational success.

Lessons will take place in the classroom, within the community, industry and further education institutions to build student connections and offer real life, applied learning experiences. Through a variety of interactive educational activities, students will increase their Literacy, Numeracy and Social Capabilities whilst working towards Australian Curriculum, SACE and Vocational Education outcomes.

Key features of Integrate include:

- Physical and Emotional Wellbeing
- Personal and Educational Resilience
- Positive Personal and Community Connections
- Vocational and Employment Exposure
- Opportunities to Succeed

Integrate aims to increase students' engagement and responsibility for their learning journey. A range of youth voice, decision making and learning choice strategies will be used to help students set realistic learning and personal goals. Teaching staff and support workers will work together with each student to achieve these goals through personalised learning and development plans.

- **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). All vehicles are driven by staff which places a burden on staff deployment , especially for instance in running regular bus pick up and drop offs procedures for primary age students.

- **Government Vehicle Principal:** A leased Prado Land Cruiser is used by the Principal in response to the multi campus nature of the school. The vehicle is also used to support camps and enterprise programs.
- **Access for students and staff with disabilities:** Limited access. Some ramps are installed is not consistent across the three campuses of the school.

9. 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
 - Management meetings
 - Finance meetings
- **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 undertaking 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.

10. Local Community

- **General characteristics:** The school community is drawn from the wider metropolitan area.
- **Parent and community involvement:** The Governing Council meets twice a term and has up to five parent representatives as well as delegates from the Regional Office 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. The parent/caregiver involvement is actively fostered. Regular contact is maintained by staff with parents/carers. Phone calls to parents/carers occur regularly and non attendance is communicated daily. All information is sent home by mail, including portfolios and examples of student work. Teacher/parents/caregivers meetings are held once per term.

- **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.