



# SCHOOL CONTEXT STATEMENT

Updated: June 2021

**School number: 1418**

**School name: Bowden Brompton Community School**

**School Profile: Years 6 to 12 - Primary/Secondary Combined**

The Bowden Brompton Community School comprises of three campuses and a stand-alone nurture program over a 60km geographic spread in Adelaide, enrolling students in years 6 to 12. The focus of the school is to provide teaching and learning programs for students who have been unable to engage in traditional education programs in schools.

The majority of students have experienced significant trauma issues in their lives, issues caused by factors such as family breakdowns, mental health problems, welfare issues, social problems and juvenile justice involvement. Focussing on cross-curricula teaching, student achievements include successes in Adventure / Therapeutic Programs such as Pedal Prix, Bike Programs, Martial Arts, Visual Arts, Music, Animal Rescue, Enterprise, Human Movement (Parkour), Community Service, school camps, Bushwalking, BMX Riding, Canoeing, Surfing, Rock Climbing, Water Skiing, Snorkelling and Aboriginal Perspectives.

Student welfare is addressed through care groups using check-ins, check-ups and check-outs (pastoral care program) as well as the involvement of teaching staff in case management of students and significant inter- and intra-agency liaison.

The senior school (Year 10+) focusses on SACE and VET outcomes. Senior School 'Core' comprises of compulsory SACE Stage 1 Literacy (Essential English), Numeracy (Essential Maths), PLP and the SACE Stage 2 Research Project. BBCS actively pursues and offers specific subjects (Work Place Practices, Community Learning) and training avenues to support student employment opportunities. VET Certificate Courses and programs are included in a students' SACE plan and accredited towards their total SACE credits. Senior students also engage in "choice subjects" specially tailored and focussing on the interests of the student body or individual student's interest. SACE subject offerings include PE and Health, Food and Hospitality, Aboriginal Studies, Science, Social Science, Design & Technology and The Arts.

The school works relentlessly to transition students' back to mainstream schooling, adult learning environments (TAFE / RTOs) or into employment.

Year 9 to 12 students are encouraged to participate in Duke of Edinburgh's International Awards. The identified cohort consists of 30% students with disabilities, 95% students with learning difficulties, approximately 35% are students in care and there are 15% Aboriginal students. The majority of students present with learning difficulties or gaps in their learning therefore all students have an adjusted One Plan.

BBCS sees great value in the partnership with the Duke of Edinburgh Award as it supports character growth and Philotimo (the spirit of honour, kindness, mindfulness, respect, gratitude and being an up-stander) and through a challenging journey of self-discovery.

### **Participants:**

- Are equipped and empowered to achieve their personal best
- Learn to take responsibility for their goals and choices
- Become connected to and actively engaged within their immediate community
- Make a real difference to society through their positive contributions and involvement
- Learn to persevere and overcome barriers to success
- Learn important life skills
- Increase their career opportunities.

The enrolment process for students under the age of 16 are initiated through the Department's Support Services personnel. Students over 16 may self-referral with support from school principals, Department of Child Protection and parents. Pre enrolment and enrolment meetings, with students, parents/carers, are used to establish that BBCS is the most appropriate schooling option.

### **Vision**

BBCS will provide a learning environment, which empowers students to develop the skills required to make positive life choices and contributions to their community.

### **Mission**

BBCS promotes student well-being and ignites students' passion for learning through positive relationships and inspiring student driven curriculum. We support all students in a new beginning for a positive future.

## 1. General information

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

### *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

- DECD Region: Inner West
- Fax Number: 83403240
- School website: [www.bbcs.sa.edu.au](http://www.bbcs.sa.edu.au)
- *Facebook:* [www.facebook.com/BowdenBromptonCommunitySchool](http://www.facebook.com/BowdenBromptonCommunitySchool)
- School e-mail address: [dl:1418.info@schools.sa.edu.au](mailto:dl:1418.info@schools.sa.edu.au)

- February FTE student enrolment:

## SCHOOL DEMOGRAPHICS

Index of Educational Disadvantage: 2

CALENDAR YEAR	INDEX OF COMMUNITY SOCIO-ECONOMIC ADVANTAGE (ICSEA)	Enrolments	Percentage ATSI	Percentage SWD	Percentage NESB
2021	NA	134	31.34%	96.27%	0.00%
2020	NA	138	30.43%	37.68%	0.00%
2019	NA	126	28.57%	37.30%	0.79%
2018	865.00	126	28.57%	27.78%	0.79%
2017	NA	127	31.50%	31.50%	0.79%

- Student enrolment trends: Nominal enrolment 150
- Staffing numbers (as at February census):

Role	FTE
Principal	1.0
B 3 Leaders, DP and AP x 2	3.0
B1 Leaders (Co-ordinators; Learning Engagement, SACE/VET, Behaviour Support and Inclusion)	3.8
Teachers	21.8
GSE	18 hours
SSO4 – Business Manager	37.5 Hours
SSO3 Youth Workers	70 Hours
SSO2 Youth Workers	100 Hours
SSO2 Admin Support	119 hours
SSO1 Admin Support	70 hours
ACEO 3	37 hours

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

Unfortunately, access to Torrens Rd is currently restricted due to train line upgrades from the Gawler line.

## 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.

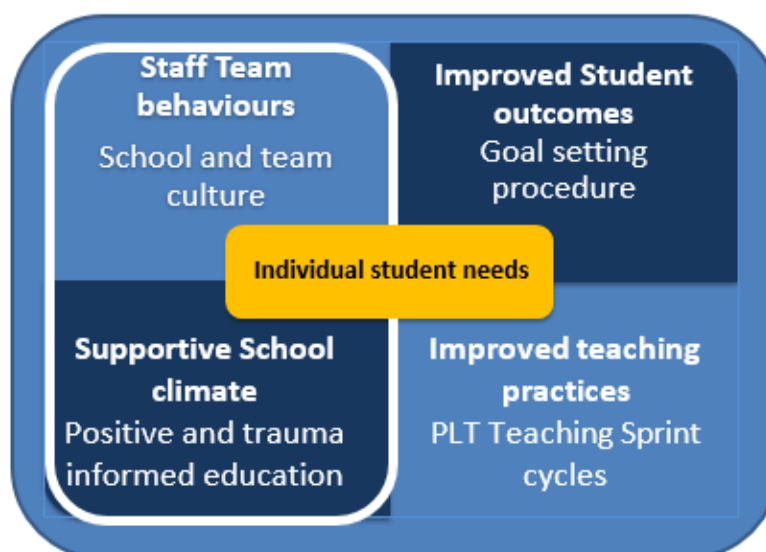
### BBCS Respectful Relationships and Wellbeing Framework

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 Blue Print.

### BBCS High Performance Blue Print (HPBP)



## Responsibilities of BBCS Staff Members:

- Practice Teaching Individualised Classroom Skills (TICS.) Refer to page 14 later in the Respectful Relationships and Wellbeing Framework.
- Continue to develop professionally; build upon best practises for working with our student cohort who display a wide range of needs;
  - [Wellbeing for Learning and Life framework](#)
  - [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 Blue Print](#)
- 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.

### Practising 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

- Site 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 Behaviour Code
  - Policies and Procedures Manual

- BBCS is focussed on students individual needs, growth and development

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

### 5. Sporting Activities

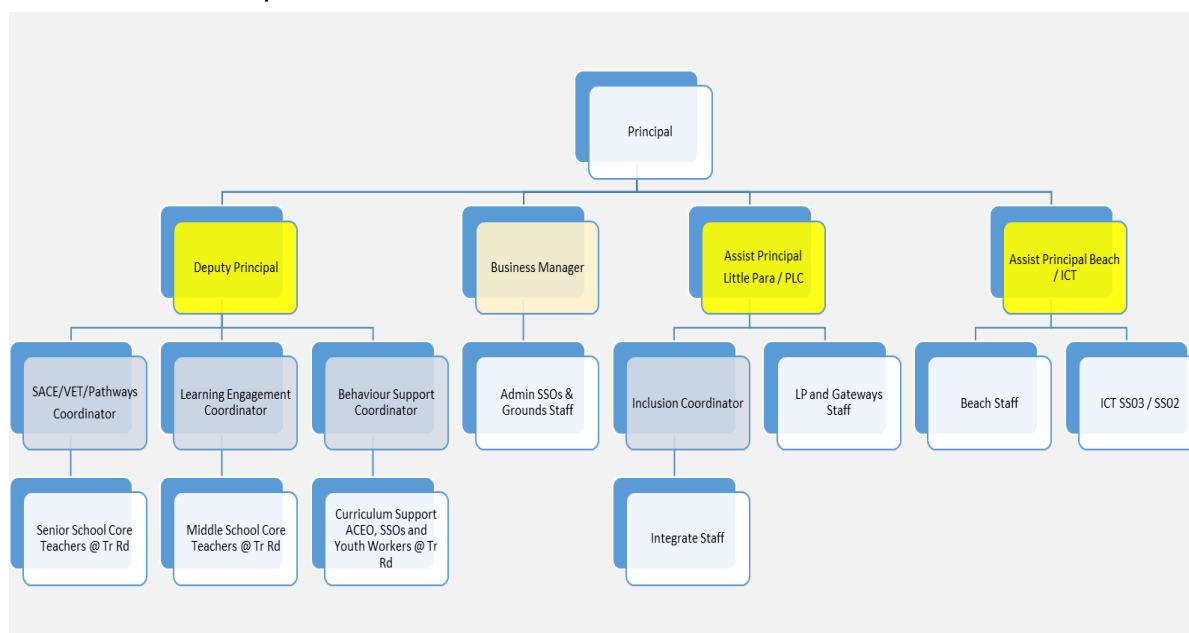
Pedal Prix, Ice Hockey, Basketball, Volleyball, Tennis, Table Tennis, Athletics, Martial Arts Therapy, Human Movement (Parkour), Scooters and Skateboarding ,Bike Program (BMX) and Aquatics (Canoeing/Kyaking, Surfing, Water Skiing, Snorkelling and Sailboarding)

### 6. Other Co-Curricular Activities

Outdoor Education (Bushwalking, Rock Climbing and Orienteering)

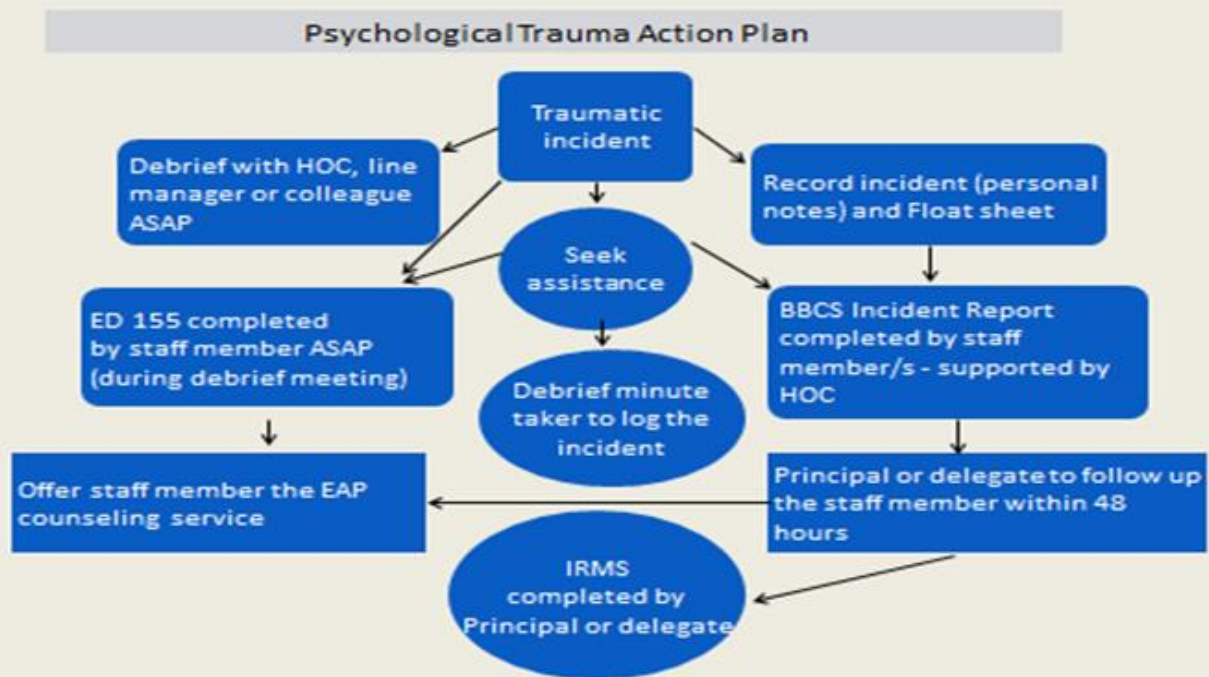
### 7. Staff (and their welfare)

- Leadership structure





- Staff support systems



### Psychological Trauma Action Plan

**Purpose:**

To ensure that the welfare of staff is of the highest priority through a rigorous follow up process after an incident/s has occurred. This includes supporting staff with issues of vicarious trauma that may require ongoing follow up from colleagues, the leadership team and professional counselling services.

**When to do we act on the plan?**

The plan will be enacted when a staff member is psychologically traumatized by an event which effects their emotional wellbeing. Events may include witnessing or being a victim of significant verbal abuse, threats of violence, violence, harassment, risk taking behaviour or any other incident that effects the staff members psychological wellbeing. The Principal or delegated staff member will treat any incident that requires an ED 155 or incident report as a situation where a staff member has experienced psychological trauma.

- **Performance Management**

The DfE Performance and Development Policy has been aligned to the National Framework. Each staff member is required to document a Performance and Development Plan. The P&DP will be undertaken with the respective line manager. The P&DP is congruent with the Site Learning Plan and must reflect this plan. The Site Learning Plan reflects DfE priorities.

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

Verification of the P&DP is to occur as a review in either Term 2 or 3 and as verification in Term 4. You may want to do verification earlier dependent on your progress and need for feedback. Three meetings in the year with your line manager is the 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 P&DP progress.

## **8. Incentives, support and award conditions for Staff**

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

## 9. 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

- **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 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. 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 school students make seek entry to BBCS likewise students transition back to local school usually occurs 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.