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1. CONTEXT

Bowden Brompton Community School (BBCS) is a South Australian DECD Community School working with students who have been unable to effectively access education in mainstream 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’s lives. Our students are ‘at risk’ of not completing their schooling and engagement and retention of students is therefore of major importance.

BBCS students come from all areas of Adelaide. 75% per cent of the students are Government Assisted (School Card), a significant number have a Families South Australia Services (FSA) social worker, and over 30% reside with non-primary caregivers. Other characteristics of the student population - approx. 23% girls, 23% Indigenous, and 31% students with disabilities or learning difficulties.

Significant issues in student lives not only results in high transients of student enrolments, but also contributes to significant non-attendance.

Current ceiling enrolment by campus;
Torrens Road Campus = 86
Beach Campus = 32
Little Para Campus = 32

Table 1 displays term comparisons of term 3 enrolment data which can fluctuate throughout the year due to rolling enrolments.

<table>
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<td>115.0</td>
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<td>141.0</td>
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</table>

Table 1 displays term comparisons of term 3 enrolment data which can fluctuate throughout the year due to rolling enrolments.

Students between the ages of 12 – 15 are referred to the school by Inter Agency Behaviour Support Coaches. Students between the ages of 16 – 17 may self-refer for enrolment into the school.

BBCS does not usually take new enrolments for students that are over the age 18 although there have been rare circumstances when previous students were considered for re-enrolment to help support improved pathway options. In these circumstances the student must provide a DCSI national police clearance prior to enrolment.
In 2015 we had one former student return as a young adult to gain support in enrolment and completion in a Certificate 4 Youth Work course. Gina’s mentoring skills were highly valued and she was eventually employed by the school as Youth Worker. BBCS is committed to ensuring all students have a pathway post BBCS.

The school community thanks John Ruediger (Little Para) and Angela Brennan (Beach) for their leadership over several years as respective “Heads of Campus”. At this point of time John and Angela are not likely to continue in their leadership roles in 2016 although they remain members of our school community.

2. REPORT FROM GOVERNING COUNCIL

The Governing Council met seven times throughout 2015. It was pleasing to see bigger parent / carer involvement for this year as well as student forum input.

Some of the key points that were presented to and discussed at Governing Council include:

- Dates for pupil free days/school closures 2015
- Policy compliance
- Staffing allocation & updates
- Site Improvement Plan / Strategic Plans / Priorities
- Student enrolments
- Inner West Partnership Plan
- Undertakings of Inner West Partnership and BBCS Professional Learning Communities
- WHS Site Review
- Curriculum planning and outcomes for SACE, VET, Australian Curriculum, Flexible Learning Pathways & NAPLAN
- Extra curricula activities, camps and Operation Flinders
- Anti-bulling strategies
- Finance reports for 2015
- Interim budget for 2016 – ratified
- Material and Service Fees for 2016 accepted at standard rate
- Delegation Approvals
- 2014 Audit report presented

Karen Chappell
(Governing Council Chairperson 2009 to 2015)

The school community would like to acknowledge and publically thank Karen Chappell for her wonderful service to the school as the Governing Council Chairperson for seven years. We acknowledge and honour Karen’s contribution by the presentation of a service award.
3. 2015 HIGHLIGHTS
TORRENS ROAD CAMPUS

Congratulations to the 2015 Award Winners
Steve Mitchell - Josiah Mitton Award
Kayleb Lambert – Long Tan Award (Senior school)
Adrien Bramich-Fay - Long Tan Award (Middle School)

Our World Champion
BBCS Specializes in linking the curriculum to students passions and building on success. For D’art Carter the school supported him in attending the Unified World Martial Arts Championships in Spain. D’art demonstrated the Aussie fighting spirit and won the heavy weight division coming home with a gold medal in his discipline of grappling.

Surf Camp
The Surf Camp at Hindmarsh Island was described as awesome by students and staff that attended. There were many success stories to share as students experienced a variety outdoor adventure therapy opportunities and aquatic activities.

Pedal Prix
One of the great highlights from 2015 was the Pedal Prix. Students, parents and teachers showed fantastic commitment coming out on a Sunday to represent the school in the state wide event. Seven students competed in the 6 hour race and persevered through physical exhaustion and multiple roll over crashes to finish the event which was a fantastic result. There was great attendance and support for the event from parents and staff who pitched in to make the day a success.

Harmony Day Celebration
The 2015 Harmony day celebrations was hosted by the Torrens Rd Campus with the opportunity to have the whole school come together to celebrate cultural diversity. The day included sports activities, visual arts, break dancing and great culturally diverse food prepared by students and staff.
**Building links**

Building Links is a partnership between Youth Education, Training Prospects Centre and Housing SA. The project entails refurbishing houses for public housing. BBCS had several students involved in this project for the first year developing skills that could transition them into further training or a career in the building industry. Congratulations to Nathan Robinson and Shane Gray for achieving Certificate I in construction through the program. Nathan Robinson was also the recipient of the Continuous Improvement Award for his outstanding progress in the program.

**Rampfest camp**

The annual 'Rampfest road trip' to Melbourne left campus in term 2 with seven students and four staff members headed to ride 'The Park' in Geelong, 'The Shed' in Cranbourne and 'Rampfest' in Braybrook. Special guest and mentor BMX pro Ryan Lloyd came along for the ride and demonstrated some amazing skills on the big half pipe in Geelong. The students that attended the camp developed their Personal and Social Capabilities and really made the most of the opportunity. It is a huge commitment from the staff, but well worth the outcomes for students.

**Bike program – Pump track**

The BBCS pump track is fast on its way to becoming the best Pump track in Adelaide, with landscaping and shaping occurring nearly every day. Students are working tirelessly to improve the track and its surroundings and Bunnings supported the school this year by providing 50 native shrubs to border the track.

**Military restoration**

In 2015 BBCS students were involved in the restoration of an Australian halftrack prototype vehicle from the 1940's. The aim was to restore it and donate it to the South Australian Military Vehicle Museum at Edinburgh Park. Students were engaged in literacy, numeracy and other skills preparing them for Vocational Training pathways. Each week they stripped, sanded, repaired and painted parts of the truck with the aim of presenting it as a "Gate Keeper" at the entrance to the Museum.

**Ice Factor**

This year in Ice Hockey the BBCS Purple Reign made it to the top of the competition winning 'The Ice Factor Challenge’ Cup for division 1 in term 2 this year. Term 3 saw the students defending the cup and making it to the semi-finals before losing in a close game to the winners of the tournament that term. While we didn’t win it again this year we had a strong showing and have a strong new team going into next year lead by new captain Steve Mitchell.
Southern Nunga tag Rugby Carnival
This year BBCS again fielded a team in the Southern Nunga Tag Rugby Carnival held at Christies Beach High School. The BBCS students demonstrated their ability to come together as a cohesive unit and they worked together to improve their tactics and on field strategies with great success. Overall the team did exceptionally well with several standout players who set up or scored tries and ensured that our team came away with a strong number of wins on the day.

Torrens Rd Art Mural
During second semester students worked on a design to represent the school values of resilience, responsibility and respect. Paint and aerosol were used and students had worked on individual sections while creating continuity across the piece.

Cupcakes for a Cure: SACE Integrated Learning
Students interviewed members of the Cancer Council and toured the building, viewing first-hand the great work going on and where their fundraising dollars would benefit. They used 'survey monkey' to interview the school cohort, collating results to decide on top selling flavours and toppings. Donning their chef's whites, they baked and iced 150 cupcakes, selling them to their peers and the community, raising $253.80. For these efforts, they not only made positive contributions to society but also earned SACE credits.

Adelaide United visit
On Tuesday 25th March Term 1, BBCS had a visit from two stars of A-league Soccer Team; Adelaide United FC: Mark Ochieng and Isaias. Both players spent around an hour at Torrens Rd delivering a mini soccer clinic to around a dozen lucky Torrens Rd students including a mini game on the West St Oval. Students were excited to meet two of Adelaide’s premier sporting personalities and were keen to test their skills. All those who participated were given free tickets to an upcoming Adelaide United game and were thrilled to have the opportunity to see the players up close and receive a signed Adelaide United poster.
LITTLE PARA CAMPUS

Little Para students were involved in the Salisbury Remembrance Day ceremony where the students laid poppies at the Shrine of Remembrance. Camp Gallipoli at Morphettville Race track was a great success with the students and teachers camping out to participate in the Dawn Service.

Many students continued their participation in the Premiers Reading Challenge in 2015. A team of eight riders competed in 2 six hour races at Victoria Park as part of their involvement in Pedal Prix.

Student participation, engagement, mentoring and team skills development was outstanding in the 2015 Nunga Touch carnival.

Let's do lunch lessons taught essential life skills of cooking and nutrition and provided all students with yummy meals.

Parkour lessons at Walkerville YMCA and Aquatics lessons at West Lakes in term one and four were very popular with our students.

BEACH CAMPUS

The following have been some of the Beach Campus highlights for 2015:

- Matt Pimblett was awarded the Middle School Australian Defence Force ADF Long Tan Youth Leadership and Teamwork Award.
- Anthony Crunkhorn was awarded the Senior School ADF Long Tan Youth Leadership and Teamwork Award.
- Anthony Crunkhorn served coffee and snacks at all parent teacher meeting and over events where the school hosted visitors.
- Three Beach girls completed the Operation Flinders Camp, one of the successful students was a “highly at risk” FSA GOM student.
- Amber Jessop has successfully completed the training for the Operation Flinders Peer Group Mentor programme.
- Four Beach female students participated in the annual YWCA Women in Leadership conference early in 2015.
- Senior students are developing Industry Pathway Programmes (IPP) by integrating SACE and VET to ensure positive post school pathways.
- The Beach choice subject timetable was driven by student interests such as; Café’, Mine Craft, Network Games, Know Your City, Natural Disasters and Rock Climbing.
BIKE PROGRAM
Throughout 2015 students have had the opportunity to participate in a wide range of activities that are part of the BBCS Bike Program. In small groups (5-10) students are involved in outings and activities where they are encouraged to work together to achieve outcomes that are acceptable to the whole group. Activities and the corresponding literacy/numeracy module of work are aligned to the General Capabilities as set out in the Australian Curriculum. In particular, students work toward the following outcomes;

Numeracy
- Estimating and calculating with whole numbers
- Using measurement
- Using spatial reasoning

Literacy
- Comprehending texts
- Composing text

Ethical understanding
- Reasoning in personal decision making and actions

Critical and creative thinking
- Reflecting on thinking, actions and processes
- Generating ideas, possibilities and actions

Personal and social capability
- Self-management
- Self-awareness
- Social-management
- Social-awareness

Personal and social capabilities are a focus of the Bike Program as these skills are essential for students to experience success in most settings. If students can work together in a group then they achieve successful outcomes in line with appreciative learning/choice lessons. This increases their chance of experiencing success after school in the workforce or in further training opportunities.

In 2015 approximately 40 students have accessed aspects of the Bike Program at the Torrens Road campus.
4. SITE IMPROVEMENT PLANNING AND TARGETS

Our whole school approach to deliver improved skill development and achievement in numeracy and literacy

Through all staff working collaboratively to –

- Develop the scope and sequence of reading and writing skills (within appropriate text types for specific subject areas) and explicitly teach and model these skills in units of work/tasks differentiated to meet the range of student needs.
- Explicitly teach numeracy skills within units of work/tasks differentiated to meet the range of student needs.
- Utilise diagnostic testing to measure, inform and action student progress and map the needs of individual students.
- Staff to participate in professional learning that will assist in developing learning and assessment plans aligned to the Australian Curriculum supporting differentiated learning with a focus on the general capabilities.

PRIORITY 1: To improve every child’s numeracy capabilities

STRATEGIES:

All students: to be offered a minimum of 180 minutes per week in participation numeracy lessons. Focus teachers to administer Kauffmann Test for Educational Aptitude (KT2) testing to support diagnostic evaluation of all students and effective planning to individual student’s needs.

Teachers: to utilise diagnostic data, NAPLAN and PAT M, KTEA2 results to inform and impact teaching methodology.

Implementation of data walls and students portfolios to include Negotiated Education Plans displaying student’s numeracy data / growth charts, analysis and proposed actions for student’s numeracy improvements.

To train teachers to administer Quicksmart Numeracy so that it can be taught in every care-group / core numeracy lesson.

Leadership team: to engage support from DECD TfEL team and Australian Curriculum Implementation officers in delivery of professional learning and numeracy resources.

OUTCOMES:

BBCS implemented the Numeracy and Literacy Results+ initiative. The school has also recognised the Partnership priority (outlined in the Inner West Partnership review) to initiate numeracy improvements. BBCS uses the Kauffmann Test for Educational Aptitude to gain data on student Numeracy ability (Students are assigned to year level achievement. Data obtained from the test participants indicates that the average year level ability is Year 4.3 (enrolment at BBCS begins in Year 6). Student data is collated on an individual, class and school level. It is analysed and is the basis for planning and classroom task development. Data is collected twice a year. The intention in 2016 is to now support staff in Numeracy task design by providing resource (led by data) to provide achievable yet challenging learning opportunities.
Knowing that the students are working below their peers, BBCs applied successfully for a Quicksmart Numeracy Grant. The school has identified the need to strengthen student basic Numeracy in order to improve learner understanding, participation and outlook. The school has since purchased a Quicksmart Numeracy kit for every middle school classroom. It is considered a key approach to intervention at BBCS.

NAPLAN data is also collated and analysed. The graph 1 below indicates the latest testing participation and results for all year 7 and 9 students enrolled at BBCS. AS the graph indicates, 19% of BBCS students have achieved the National average in their respective year levels.

Graph 1

PRIORITY 2: To improve every child’s literacy capabilities

STRATEGIES:
Establishment of data walls to track and monitor every student and student’s Negotiated Education Plans to display Literacy data analysis and proposed actions.
All teachers and curriculum support staff to use explicit literacy teaching methodologies and share good practice to demonstrate successes in the classroom.
Teachers maintained individual student’s progress charts in student’s portfolios. Progress charts were represented in student’s education plans.
All Core teachers continue to administer diagnostics test and utilise diagnostic data to inform student development and provide valid learning experiences.
Running records, Fountas and Pinnell diagnostic programs to be implemented to support student identification of strengths and weaknesses to support learning achievement strategies.
OUTCOMES: Oral language Assessment and Fountas and Pinnell

In the second half of 2015 BBCS enlisted the services of a literacy teacher with significant experience in Literacy consultancy in both Australia and the United States. Through her expertise, the leadership group identified a need to assess students on their oral literacy comprehension. The oral language assessment reflected both, the ability of students to process verbal instruction; and the ability of students to process and comprehend written text. The test also aligned students to a “Fountas and Pinnell” reading level.

The test yielded some interesting information about students and surprised teachers with how low the student group was actually functioning. The test is commonly conducted with year 1 students who are expected to successfully complete the test by the end of this year level. Of the 46 students tested across the BBCS middle school, only 2 passed with a score expected at year 1. The other 44 students were functioning below this level.

This information has become invaluable to teachers across learning areas for a number of reasons. Firstly, by assisting in the planning and delivery of differentiated tasks and assessment, teachers have started to be more aware of the importance of carefully structuring the amount of oral and written information into smaller “chunks” to ensure students are given the opportunity to comprehend what is expected in learning tasks before the next step.

Secondly, alignment of students to “Fountas and Pinell” reading levels has allowed teachers to target reading resources for the classroom but also closely track student progress. Due to a start in semester two, testing and acquisition of resources took some time to gain momentum but by the end of term 4, 6 students had been re-tested and all had made significant improvement in their reading by moving up a level.

Diagnostic data

Teacher’s confidence in diagnostic testing and data analysis has made great gains in 2015. The next indicator for leadership will be a more comprehensive use of the school’s data walls to demonstrate the embedded use of data into teacher planning and assessment.

In 2016, Professional Learning Communities (PLC) will be used to focus on student data that is being collated and analysed across the school. The professional discussions of teaching and learning during PLC meetings will have emphasis on mapping, monitoring and learning progression planning for every student.
PRIORIT 3: Relationships and Wellbeing
To improve student’s capabilities in managing themselves and participate responsibly in school and community life.
Implement the Relationships and Wellbeing Curriculum (RaW), Child Protection with a focus on the Personal and Social Capabilities continuum within the core lessons.

TARGETS:
All students that participate in core lessons demonstrate social skills improvements through the explicit teaching of Personal and Social capabilities, attaining 12/25 and through the self-assessment tool to be able to attain a C level or higher.
To have 90% of students improve attendance and relationship with others measured by SEE data after participating in the Relationship Curriculum.
Monitor student retention and engagement with the 3% decrease in SEE data comparison 2014 - 2016.
By the end of term 3, 2015, 90% of students to have participated in a Self-Assessment Tool reflective evaluation and 95% by the end of term 4.

STRATEGIES:
Students are exposed to the language and awareness of social and personal capabilities on a daily basis.
Teachers to report on the General Capabilities – Personal & Social Capabilities.
Provide ongoing training in Choice Theory training for staff so that staff value adds to their skills set of connecting habits.
Provide ongoing training for staff in managing students with histories of violence, trauma and special needs in order to be better equipped to work with students with complex needs.

OUTCOMES:
The school encourages all staff to complete the SMARTER training, which focuses on developing strategies for managing students who have experienced significant trauma and abuse.

One of the Pupil Free Days was dedicated to Relationship and Wellbeing which was presented by the RAW Team made up from focus teachers from each site. Restorative Justice practices was the lead topic to support the reduction of take homes, suspensions and exclusions which included the use of “Recipe Cards” which is electronically available for all staff to use across the school. The team also introduced the Home Safe Card (which explicitly teaches risk management and assessment, as well as dynamic observation to adolescents) These cards are for care group teachers to utilize within the Child Protection Curriculum which is delivered as part of the school’s core lessons. The tool can also be shared with parents.

Health and Nutrition: (A holistic approach.) The training highlighted awareness of the gut brain connection, and the fact that hormones needed by the brain are produced in stomachs. This means that our students need to be involved in the preparation of nutrient dense foods, and consuming foods which enrich growth and brain development.
Art Therapy:

Bowden Brompton staff are utilising some art therapy techniques in their classes. Art can be used to produce a calm and meditative state.

Students’ artwork can also be passed onto professionals (Psychologists and Psychiatrists) to assist in the diagnosis and treatment of possible abuse and trauma. This is referenced in the latest RAN training.

The ‘Safe Sober Strong Program’ can be adapted for use across all sites and can be reproduced and shared between all staff. It is a program designed originally for use with Indigenous adolescents, and is culturally inclusive and relevant to many of our students. It is written for students who may have English as a second language, so it is highly suitable for students who might find literacy challenging. It contains many hands on activities, as well as higher order thinking skill activities, designed to extend students’ thinking and build on their life skills.

This program is ten modules long and is also on the school’s J drive. These modules fit into the Child Protection Curriculum as they address many issues around substance abuse, staying safe, healthy positive choices, and learning how behaviour affects others.
5. CLIENT OPINION SURVEYS

Bowden Brompton Community School Parent Satisfaction Survey 2015

Bowden Brompton Community School Student Opinion Survey 2015
The survey responses from Staff, Parents and students are primarily positive although the school’s leadership team acknowledges that there are specific areas that require improvement. The complex and volatile nature of our students has continued to present with significant incidents that have threatened the wellbeing and safety of staff and students.

Developing and maintaining relationships is an area that requires continuous improvement for our students.

It is to be noted that the average length of a student’s enrolment at BBCS is 5 terms which can create issues with relationships amongst the student cohort with rolling enrolments of students with complex needs. As one student improves in the school’s 5 key areas of measurement and moves onto be successful in their new learning or earning environment, a new student enrols with complex issues.

The figures above demonstrate the connection to adults at school. It is very pleasing to see that student’s opinion on the way they relate to the adults at school is generally positive.
6 BETTER SCHOOLS FUNDING

STRATEGIES;

- Use the TfEL framework to build student engagement to improve both attendance and achievement.
- Develop and implement relationships & well-being curriculum that supports students development in self-awareness, self-management, social awareness and social management.
- Provide “Flexible Learning“ programs through BBCS Annexe Programs, BBCS Outreach Education Programs, Registered Training Organisations and intensive case-management provided by BBCS staff.
- Offer students supported transition pathway to other learning and earning environments.
- Engage students through relevant student driven curriculum that includes Appreciative Learning, Appreciative Inquiry & Project Based Learning.

PLANNING AND MONITORING STRATEGIES;

The school has aligned professional learning communities with the strategies of the BSF to ensure that teachers and youth workers are well planned and effective in their counselling, advising, teaching, learning and reporting on student outcomes.

Analysis of attendance, destination data post BBCS, TAFE accreditation, student engagement matrix data, SACE results, NAPLAN results, documented improvements in numeracy and literacy through school based diagnostic testing, behaviour management data and individual student’s anecdotal outcomes will be methods used to determine the evaluation measures of positive outcomes for students through the use of BSF.

OUTCOMES;

20 HP Laptops at a cost of $20,000.00 have been purchased to support Flexible Learning and Outreach programs. The laptops will be used to support students with preparing resumes, research projects, diagnostic testing and developing literacy, numeracy, IT skills and critical thinking.

The remainder of the Better School’s funding ($12,000) was utilized for student’s short courses, taster courses, student engagement through Project Based Learning and Appreciative Learning.
STUDENT ACHIEVEMENT

The self assessment tool (SAT) is a key process at BBCS and is completed by students and staff at middle and end of term meetings and during the suspension/exclusion re-entry process. The SAT supports a learning framework which enables students to develop better understanding of themselves as learners and members of the school community. It ensures that students are encouraged to reflect upon the three school values “respect, responsibility and resilience”, and the critical aspects of work output and attendance.

It is through this process of critical reflection that students become aware of their strengths and areas for improvement and develop the skills to become independent learners.

Little Para students (year 6 & 7) showed a decreasing trend in relation to their level of responsibility with day to day school expectations. There is an improvement in term 4 scores across the campus as many ready themselves for transition to mainstream high school.

At the Beach campus the scores are reasonably consistent when compared to the whole school averages. There is a steady decline in students perception in regard to their own level of responsibility as the year goes on. Work output had a steady decline until term 4 when many may have realised that they need to prepare for the following year and graduation.

At Torrens Rd there is an increase in all 5 categories during term 3 and a drop in the level of respect shown in term 4. These figures do not appear to be outside statistical norms.

When analysing the school averages across all three sites there are no significant data spikes. Work output was lowest in semester 1 but significantly improved in semester 2 as students prepare to advance to the next year level. Students across all three sites, on average, rate their level of respect very similarly throughout the year and indicate improved attendance in semester 2.
7.1 NAPLAN

Across all the test areas in 2015 the most obvious statistic is the “absent”, “withdrawn”, “abandoned” or “no data” status of approximately 60 – 65% of students across the three sites. No students were exempt. This demonstrates the common anxiety our students present around tests and test conditions. Testing in general is not something they have been successful at throughout schooling, and so behaviour reflects student’s avoidance of failure.

This leaves a spread of around 30 – 40% of our student cohort that sat one or more of the tests. The learning area in which students demonstrated the most success was Numeracy. Here, 22% of students achieved the national mean average (NMA). This equates to a little over half of the students that sat the test and reflects the schools recent focus on numeracy outcomes for students and professional development around successful numeracy pedagogy for teachers.

Grammar and Punctuation, Reading and Language Conventions all hovered around 12-15% of students achieving the NMA, which equates to a little over a third of the students that sat the test. This reflects other diagnostic testing data in the school that suggest the average functioning year level of our students is years 3 – 4, with around 10 – 15% functioning at their prescribed year level.

The big ongoing issue reflected in NAPLAN is student performance in writing with no students meeting the NMA. This was a disappointing result but is not a true reflection of student ability across the school. Many of our students present with issues around motor skills and co-ordination and will write using Ipads and Keyboards but not with Pens and pencils. The effort of coordinating a pen to form letters and words detracts from their ability to concentrate and form meaningful dialogue when writing. Assistive devices have helped with student writing but it still presents as a big issue and needs to remain a focus for our teachers when planning and through our EALD diagnostic testing. NAPLAN online may assist our students in achieving more meaningful results in the future.
Flexible Learning, Vocational or Trade Training

Across 2015 BBCS students have been provided with a wide range of opportunities through Flexible Learning Pathways. Many students have significant barriers that prevent them from accessing our standard SACE/VET or Australian curriculum on campus and we provide an array of alternative options to ensure that these students are still on track to find a pathway when they leave school. Many students have worked toward tangible goals that will make them more employable or able to access further training after BBCS.

Students are offered support to achieve the following outcomes that make up the recently developed ‘work ready toolkit’ that all FLP students are encouraged to engage with,

- Unique student identifier number
- Bank account
- Learners permit
- Resume
- Medicare card (independent)
- Birth certificate
- First Aid
- White Card
- Tax File Number
- SACE number

In 2015, SACE changed the way that enrolments could be managed. Previously students were enrolled in subjects that were undertaken over a semester (10 point subjects) or a year (20 point subjects) but in 2015 students could complete 10 point subjects over the course of a year providing more flexibility which better met the needs of our students.

BBCS registered 50 SACE students in 2015, while subject enrolments for senior students totalled 131. This year our SACE enrolments were spread across several year levels. The year level break down was as follows: 7 Year 12 students, 19 Year 11 students, 19 Year 10 students, 4 Year 9 students and one Year 8 student. A total of nine SACE subjects were offered to BBCS students in 2015 including eight Stage 1 SACE subjects and one Stage 2 Subject. The Research Project was only offered to the Year 12 students.

All BBCS senior students were given the opportunity to participate in a minimum of three SACE subjects. Thirty-three students enrolled in the three Stage 1 compulsories: Literacy for Work and Community Life, Numeracy for Work and Community Life and the Personal Learning Plan (PLP).

Of the 50 registered senior students, 22 students were engaged in a VET/SACE combination study programme. In 2015 all external studies for senior students were at a Certificate 1 or higher level with students engaged in a combination of full time or part time programmes. Seven senior students were on a full-time timetable and engaged with five SACE subjects. BBCS SACE students were enrolled in the following SACE subjects:
SACE completions increased this year with a total of 16 SACE subject completions in 2015, up from 6 in 2014 an increase of 166%. Senior students completed a range of Stage 1 subjects in 2015; the Personal Learning Plan (PLP), Literacy and Numeracy for Work and Community Life, SACE Food and Hospitality, Integrated Studies and Community Learning. These subjects saw students achieve positive results. Below is a breakdown of the satisfactory completions of each subject and the total grades.
This year one senior student successfully completed the Community Learning process. Three other students were unsuccessful this year but will re-sit interviews early in 2016. The six students who completed Operation Flinders (OF) were granted SACE achievements through Community Learning (CL).

BBCS SACE subjects underwent the moderation process again this year to confirm our grade C standards. Students who were assessed in 2015 produced work that met the statewide standard. SACE Stage 1 Literacy and Numeracy for Work and Community Life underwent moderation. Below is a breakdown of the 2015 SACE grades.

Students engaged with Certificate level VET courses are able to claim ‘Credits’ for SACE. BBCS had 22 students engaged in certificate level courses in 2015 but only 3 claimed SACE Credits. The majority of the students are carrying over their VET studies to 2016. Many RTOs produce Parchments and Academic transcripts too late to credit towards the 2015 SACE year, thus hampering student SACE resulting. Below is a breakdown of VET Qualifications accredited as SACE.
Senior school pathway data signals that BBCS student post-school pathways are focussed predominantly on Vocational Educational Training (VET). This data indicates that a mixed SACE VET educational programme is the future direction to be developed for senior school students, and the IPP approach is recommended. The integration of VET into the SACE programme is vital for student success and needs to be considered when developing any future BBCS senior school curriculum and pathway programme. Below is a graph detailing pathways the students have travelled in 2015.

BBCS Senior School Student Pathways.

![Pathways for students exiting SACE 2015](image)

The challenges for the BBCS in 2016 will be to continue to increase: the completion rate for the SACE Stage 1 compulsory subjects; the VET Qualifications credited towards SACE and participation and completion of Stage 1 and Stage 2 subjects. We also need to offer more SACE subjects that are student interest driven and continue to integrate VET programmes and courses into students SACE pathways i.e. develop Industry Pathway programmes.

2016 will be an exciting time for BBCS SACE. Essential English and Essential Maths will replace Literacy and Numeracy for Work and Community Life. The school will develop a thematic approach to the new compulsory Stage 1 subjects, thus offering students a greater opportunity to achieve success. The programme will endeavour to develop Modified SACE Subjects for all NEP students assisting these students to achieve desired pathways and to develop positive future pathways. BBCS will also create opportunities to include Community Studies into every aspect of student programmes, providing students greater opportunities to achieve SACE.
8 STUDENT DATA

8.1 ATTENDANCE

The following attendance data has been extracted from the My School Website.

**Bowden Brompton Community School, Brompton, SA**

The table below shows the student attendance rate and student attendance level for students from Year 1 to Year 10 at this school, by Indigenous status. From December 2015, information across two reporting periods are available – semester 1 (terms 1 and 2) and term 3.

<table>
<thead>
<tr>
<th>Reporting year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>55%</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>51%</td>
</tr>
<tr>
<td>Non-Indigenous students</td>
<td>57%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student attendance level (Proportion of students attending 90% or more of the time)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>7%</td>
</tr>
<tr>
<td>Indigenous students</td>
<td>-</td>
</tr>
<tr>
<td>Non-Indigenous students</td>
<td>-</td>
</tr>
</tbody>
</table>

The school’s objective is to improve each and every student’s attendance and engagement which is clearly articulated in the updated Vision and Mission statements.

School Vision: Empower young people of BBCS through student inspired educational experiences and positive relationships to reach their full potential.

Mission: BBCS promotes student wellbeing and ignites student’s passion for learning through positive relationships and inspiring student driven curriculum. We support all students in a new beginning for a positive future.

93% of BBCS students continue to face challenges that interfere with acceptable benchmarks for student absences. BBCS has an exhaustive list of “Attendance Strategies” that aims to improve each and every student’s attendance.
BBCS Attendance Strategies

◊ Student pick up (Little Para Campus) & drop offs – Bus Run
◊ Nutrition programs – Breakfast, recess, lunch, food preparation lessons including school hampers to send home for needy students
◊ Engaging curriculum offerings, out of school learning activities, camps & relevant courses (VET, SACE & Life Skills)
◊ Student / Teacher positive relationships
◊ Providing a safe and friendly environment
◊ Am phone calls home when students are absent sometimes being successful in encouraging students to come to school
◊ Flexible start and finish times for reluctant attendees
◊ Weekly and term awards for punctuality, attendance, positive interaction & academic success
◊ Home visits
◊ Small class and one to one support
◊ Immediate follow up on bullying and harassment
◊ Daily family communication when necessary
◊ Opportunity for regular family meetings
◊ Alternative programs – Outreach Services
◊ Case management
◊ Float – lesson by lesson follow up
◊ Student absence policy (clear attendance procedures)
◊ Inter-agency & DECD support for prolonged absences
◊ SSO Youth Worker intensive support
◊ Mentor involvement in specific student support cases
◊ Accessibility to clinical counselling through the school
◊ Regular communication with Centre link / Abstudy re youth allowance payments
◊ Support flexible modified programs for students that attend other learning environments such as MAYFS, BIS & Guide Dogs programs
◊ HOC may implement Home Based Learning program negotiated with family/carer and student in combination with timetabled lessons
◊ Restitution programs, engaging students in specified time tabled lessons while on exclusion
◊ Take home - Exit strategy supporting students before issue escalates to suspension
◊ Student negotiated early dismissal for secondary students
BBCS had 51 school leavers in 2015, 9 students graduated from the Little Para’s Middle School program and went onto mainstream secondary school. Leavers to attend other Government schools was the highest portion of the data, with 45% returning to the mainstream school setting which is 19% higher than 2014. The proportion of school leavers from BBCS seeking employment was 25% which is equal to 2014 figures.

The average of student’s time at BBCS is one year and one term. The student cohort changed by 35% which is a similar average over the past 5 years.

BBCS priorities supports the student cohort to make improvements in personal and social decision making while improving each child’s numeracy and literacy abilities. The school’s curriculum supports a refresh for appreciating learning at school and within community life.
9. ACCOUNTABILITY

9.1 BEHAVIOUR MANAGEMENT

BBCS has maintained its focus in response to significant behaviours in 2015. Its strong approach to challenging behaviours, coupled with consistent and equitable counselling processes enables students to develop understandings of school and community expectations in regards to sociable behaviour.

Behaviour incidents have decreased in 2015 despite some very challenging younger students transitioning to other campuses within BBCS. Extra supports were put in place for the most extreme, with one to one staff plus an SSO as support for on and off site learning programs. This approach helped most of these students assimilate successfully into their new campus environment and for others to look forward to a successful transition to another DECD site in 2016.

BBCS maintains its steadfast approach to formalising consequences to bullying and harassment of staff and students. The number of exclusions over the last few years has remained reasonably consistent with 83% of exclusions in 2015 relating to the rights and safety of self or others being infringed.

The students identified have acted unsafely towards others despite counselling, modified programming and many other means of response being utilised, but has not affected change to the individuals behaviour.

Across all behaviour classifications in 2015 some 62% of incidents relate to the same category of safety of staff or students being infringed upon.

Graph A illustrates a significant spike in formalised responses in terms 2 & 3 but a decline in term 4 to a yearly low. A 23% decline in incidents from term 2 to 3 was recorded this year as well as a further 20% decline from term 3 to 4. Term 1 & 4 show similar results across all categories.
9.2 RELEVANT HISTORY SCREENING

Bowden Brompton Community School DCSI Screening Process

Before DECD employees and Non DECD employees can join our staff at Bowden Brompton Community School we check that the person(s) have a current screening clearance from Department of Communities & Social Inclusion. This includes all new staff, Student Teachers, TRTs, Volunteers, Groundsmen, Contract Employees, Tutors and other outside agencies or people who may provide a service to our school.

We do this to ensure that our school does not breach the Criminal History Screening policy, as part of DECD requirements.

Once clearance is confirmed, we then enter this information into a Spreadsheet document and into our DECD Database (EDSAS) and file away for future reference.

We continue to update this document as required or annually.

ABOVE: An example of a Spreadsheet used to record data


9.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>27.50</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>31</td>
</tr>
</tbody>
</table>

10. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 grants: State</td>
<td>$4,412,310.00</td>
</tr>
<tr>
<td>2 grants: Commonwealth</td>
<td>NIL</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$32,378.00</td>
</tr>
<tr>
<td>4 Other</td>
<td>($264.07)</td>
</tr>
</tbody>
</table>