Bowden Brompton Community School

Updated April 2016

Campus Locations

Middle School Campus
Little Para Campus
55 Downton Ave.
Salisbury North SA 5108
Ph- (08) 8285 3109

Senior School Campus
Torrens Road Campus
85A Torrens Rd.
Brompton SA 5007
Ph- (08) 8346 4041

Senior School Campus
Beach Campus
181 Beach Rd.
Christies Beach SA 5165
Ph- (08) 8384 8288
Table of Contents

1. School Summary .................................................................................................................. 6
2. Daily Timetable ..................................................................................................................... 7
3. Literacy and Numeracy across the school ............................................................................. 10
    LITERACY .......................................................................................................................... 10
    NUMERACY ....................................................................................................................... 10
4. Diagnostic Testing ................................................................................................................. 11
5. Middle School Curriculum .................................................................................................. 12
   a) Middle School Core Subjects .......................................................................................... 13
      Literacy ............................................................................................................................. 13
      Numeracy ........................................................................................................................ 13
      Child Protection / Relationships and Wellbeing Curriculum .......................................... 14
      Science .............................................................................................................................. 14
6. Senior School Curriculum .................................................................................................... 15
   a) SACE ............................................................................................................................... 16
      How students get the SACE ............................................................................................ 16
   b) SACE Senior School Subjects ......................................................................................... 17
      SACE Personal Learning Plan ......................................................................................... 17
      SACE English – Essential English ................................................................................. 17
      SACE Mathematics – Essential Mathematics ................................................................. 17
      SACE Work Place Practices ............................................................................................ 18
      SACE Research Project .................................................................................................... 18
      SACE Food and Hospitality ............................................................................................... 18
      SACE Integrated Learning ............................................................................................... 18
      SACE Health .................................................................................................................... 19
      SACE Media ...................................................................................................................... 19
      SACE Physical Education ................................................................................................. 19
      SACE Tech- Woodwork ..................................................................................................... 19
      SACE Recognised Learning - Community Learning .......................................................... 19
      SACE Music Experience .................................................................................................... 20
      SACE Creative Arts ............................................................................................................ 20
      SACE Outdoor Education ................................................................................................. 20
      SACE Community Studies ............................................................................................... 20
c) **Flexible Learning Pathways (FLP)**

    White Card (Construction Industry)
    Introduction to Child Care
    Introduction to Automotive (Short Course) VTECH
    Introduction to Construction (Carpentry) (NEVC)
    Introduction to Engineering (Welding and Fabrication)
    Motor Vehicle Learner's Permit
    Café Skills
    Career Chasers
    DJ Music Box
    Senior First Aid
    VET Accredited Certificate Programs
    Certificate I and II in Information, Digital Media and Technology

d) **Pathways: Vocational Education and Training (VET)**

    Introduction to Child Care
    Introduction to Automotive (Short Course) VTECH
    Introduction to Construction (Carpentry) (NEVC)
    Introduction to Engineering (Welding and Fabrication)
    Motor Vehicle Learner’s Permit
    Café Skills
    Career Chasers
    DJ Music Box
    Senior First Aid
    VET Accredited Certificate Programs
    Certificate I and II in Information, Digital Media and Technology

e) **EDS – Certificate 1 in Education & Skills Development**

7. **Choice Subjects**

    Science
    Electronics
    Water Science
    Boat Building
    Lego technology/Robotics
    Sports Science
    Wacky Experiments
    Biology
    The Human Body
    Zoo Science
    The Arts
    Street Art
    Studio Art
    Art
    Air Brush Art
    Indigenous Art
    History
    The Arts – Music
    Introduction to Music
<table>
<thead>
<tr>
<th>Activity</th>
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<tr>
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<td>Electronic Music / Hip Hop</td>
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<tr>
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<td>30</td>
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<td>Song writing</td>
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<tr>
<td>Music Projects</td>
<td>31</td>
</tr>
<tr>
<td>Radio</td>
<td>31</td>
</tr>
<tr>
<td>Media and Documentary making</td>
<td>31</td>
</tr>
<tr>
<td>PE and Health</td>
<td>32</td>
</tr>
<tr>
<td>Parkour</td>
<td>32</td>
</tr>
<tr>
<td>Out &amp; About Sport</td>
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<tr>
<td>Beach Sports</td>
<td>32</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>32</td>
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<td>Skateboarding</td>
<td>34</td>
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<tr>
<td>Cycling Tracks and Trails</td>
<td>34</td>
</tr>
<tr>
<td>Let’s Do Lunch, Food Power</td>
<td>34</td>
</tr>
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<td>Taste and Culture</td>
<td>35</td>
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<td>Health</td>
<td>35</td>
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<td>MAT Program</td>
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<tr>
<td>Wrestling</td>
<td>36</td>
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<tr>
<td>Fitness &amp; Nutrition</td>
<td>36</td>
</tr>
<tr>
<td>Bike Program</td>
<td>36</td>
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<tr>
<td>Little Para Bike Program</td>
<td>36</td>
</tr>
<tr>
<td>Society and Environment</td>
<td>37</td>
</tr>
<tr>
<td>Australian Aboriginal History</td>
<td>37</td>
</tr>
<tr>
<td>Geocaching</td>
<td>37</td>
</tr>
<tr>
<td>Fishing</td>
<td>37</td>
</tr>
<tr>
<td>Gardening</td>
<td>37</td>
</tr>
<tr>
<td>Know Your City</td>
<td>37</td>
</tr>
<tr>
<td>Medieval Machines</td>
<td>38</td>
</tr>
<tr>
<td>Paranormal Activities</td>
<td>38</td>
</tr>
<tr>
<td>Rock History</td>
<td>38</td>
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<tr>
<td>Program</td>
<td>Page</td>
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<td>-------------------------------------------</td>
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<tr>
<td>Farm School</td>
<td>38</td>
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<tr>
<td>Design and Technology</td>
<td>39</td>
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<tr>
<td>Tech Woodwork</td>
<td>39</td>
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<tr>
<td>Automotive</td>
<td>39</td>
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<td>Build it, Race it</td>
<td>39</td>
</tr>
<tr>
<td>Rocketeering</td>
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<td>Computing 101</td>
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<td>Computer Hardware Maintenance</td>
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</tr>
<tr>
<td>Military Restoration</td>
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</tr>
<tr>
<td><strong>8. Special Programmes</strong></td>
<td>41</td>
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<tr>
<td>Karting</td>
<td>41</td>
</tr>
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<td>Active-8</td>
<td>41</td>
</tr>
<tr>
<td>Pedal Prix</td>
<td>41</td>
</tr>
<tr>
<td>Bronze Award/Bronze Medallion &amp; Senior 1st Aid</td>
<td>42</td>
</tr>
<tr>
<td>Building Links</td>
<td>42</td>
</tr>
<tr>
<td><strong>9. Camps</strong></td>
<td>43</td>
</tr>
<tr>
<td>Bike Program (Rampfest)</td>
<td>43</td>
</tr>
<tr>
<td>Fishing Camp</td>
<td>43</td>
</tr>
<tr>
<td>Operation Flinders</td>
<td>44</td>
</tr>
<tr>
<td>Hindmarsh Island Surfing camp</td>
<td>44</td>
</tr>
</tbody>
</table>
1. School Summary

SCHOOL VISION STATEMENT

BOWDEN BROMPTON COMMUNITY SCHOOL

BBCS 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 students’ passion for learning through positive relationships and inspiring student driven curriculum. We support all students in a new beginning for a positive future.

AT BBCS WE VALUE:

- Responsibility
- Resilience
- Respect

TORRENS ROAD CAMPUS

The Torrens Road Campus is a middle and senior school, with a maximum enrolment of 86 students from years 8 to 12.

BEACH CAMPUS

The Beach Campus is a middle and senior school for students from years 8 to 12. Beach has a maximum enrolment of 32 students that can access programs throughout the year.

LITTLE PARA CAMPUS

Little Para is a middle school campus with an enrolment of 32 students from year 6 and 7. The School induction process for potential Year 5 students occurs in Term 4 of the school year. Towards the conclusion of year 7 students are assisted in re-engaging into their local secondary school or Torrens Road Middle School programme.
2. Daily Timetable

Student Daily Timetables run from 8:50am until 3pm (2pm on Wednesdays) with a full day comprising of 6 lessons, Morning activity and Care group (CG) sessions.

**Senior School**

Core lessons are dedicated to SACE Literacy and Numeracy, PLP, VET/ESD Cert 1 Literacy and Numeracy, and the Child Protection Curriculum. Senior students are also expected to engage in “Industry courses” that run at certain times of the year including carpentry, automotive, barista, White Card training, Senior First Aid and Learner Driver training.

**Middle School**

Core Lessons are dedicated to English, Maths, Science and History and are reported against the National Curriculum Achievement Standard for the student’s year level, or their Negotiated Education Plan (NEP).

**Choice Subjects**

Choice subjects are specially tailored subjects that run through the middle and senior school, focussing on the interests of the student body. They are built around the learning areas of Physical Education and Health; Science; Social Science; Design and Technology and The Arts. Each of these subjects has a Literacy and Numeracy component of learning.

**TORRESN ROAD CAMPUS TIMETABLE**

<table>
<thead>
<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>08:50 - 09:00</td>
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<td>Care group</td>
<td>Care group</td>
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<tr>
<td>09:00 - 09:20</td>
<td>Morning Activity</td>
<td>Morning Activity</td>
<td>Morning Activity</td>
<td>Morning Activity</td>
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<tr>
<td>09:20 -10:05</td>
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<td>Core</td>
<td>Core</td>
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<td>10:05 - 10:50</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
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<tr>
<td>10:50 -11:10</td>
<td>Break</td>
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<td>11:10 -11:55</td>
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<td>11:55 - 12:40</td>
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<td>13:10 -13:30</td>
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<td>13:30 - 14:10</td>
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<td>14:10 -15:00</td>
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<td>14:00 Dismissal</td>
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### BEACH CAMPUS TIMETABLE

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<tr>
<td>10:50 - 11:10</td>
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<td>11:10 - 11:30</td>
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<td>Core</td>
<td>Core</td>
<td>Choices</td>
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<tr>
<td>12:15 - 13:00</td>
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<td>13:00 - 13:30</td>
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<td>14:15 - 15:00</td>
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## LITTLE PARA CAMPUS TIMETABLE

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<td>Care group</td>
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<td>14:15 – 15:00</td>
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<td>14:00 Dismissal</td>
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3. Literacy and Numeracy across the school

LITERACY

Literacy is promoted and explicitly taught through senior and middle schools, across all learning areas at BBCS. Specialized English teachers focus on outcomes for students outlined in the National Curriculum achievement standards for English, while Teachers from specialized learning areas including Science, Maths Technical studies, and Physical Education teach the technical language and text types students need to communicate successfully through writing in these other learning areas.

Professional Development (PD) in Literacy is a priority across the school, and all staff are trained, and up to date, with the newly revised English as an Additional Language or Dialect (EALD) to support students with difficulties in writing, and the Tactical Teaching and Reading and Literacy for Learning initiatives to support students with reading and oral, visual and written literacies across learning areas.

It is a priority at BBCS that all students transitioning from the school do so with the necessary skills to be successful literate community members.

NUMERACY

Numeracy involves students recognising and understanding the role of mathematics in the world and having the disposition and capacity to use mathematical knowledge and skills purposefully. Using these skills across the curriculum both enriches the study of other learning areas and contributes to the development of a broader understanding of numeracy. At BBCS students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities assist students in recognising the interconnected nature of mathematical knowledge with other learning areas and the wider world, and encourage them to use their mathematical skills broadly.

Students need to recognise that mathematics is constantly used outside the mathematics classroom and that numerate people apply general mathematical skills in a wide range of familiar and unfamiliar situations.
4. Diagnostic Testing

Diagnostic testing is used across the school to measure student abilities and progress in Literacy and Numeracy. It helps teachers gauge the strengths and weaknesses of new students and promotes informed decision making when planning and teaching individuals and particular student groups.

There are a number of diagnostic tools currently employed for Middle and Senior school cohorts outlined in the table below.

Diagnostic Testing tools used for Literacy and Numeracy.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Numeracy</th>
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</thead>
<tbody>
<tr>
<td><strong>Senior School</strong></td>
<td>KTEA II</td>
<td>The Levels (EALD)</td>
<td>Westwood and Waddingtons</td>
<td>PAT/Maths</td>
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<td></td>
<td>Fountas and Pinnell</td>
<td>KTEA II</td>
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<td>Westwood: One minute test</td>
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<tr>
<td></td>
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<td>KTEA II</td>
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<td><strong>Primary and Middle School</strong></td>
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<td>The Levels (EALD)</td>
<td>Westwood and Waddingtons</td>
<td>PAT/Maths</td>
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<td>Westwood: One minute test</td>
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<td>KTEA II</td>
<td>KTEA II</td>
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<td>Fountas and Pinnell</td>
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5. Middle School Curriculum

Within BBCS Middle School (Torrens Road & Beach Campus Yrs 8 & 9, Little Para Campus Years 6-7) curriculum is delivered using Middle School philosophies and is developed using the National Curriculum and SACSA Framework.

Middle School Learning Areas

| Compulsory                  |
|-----------------------------|------------------|
| Numeracy                    | Literacy         |
| Child Protection Curriculum |

<table>
<thead>
<tr>
<th>Learning Area Options- Student interest based learning programs</th>
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<tbody>
<tr>
<td>The Arts</td>
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<tr>
<td>PE &amp; Health</td>
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<tr>
<td>Science</td>
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<tr>
<td>Society and Environment</td>
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<tr>
<td>Design and Technology</td>
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<tr>
<td>History</td>
</tr>
</tbody>
</table>

Note- All students are expected to participate in morning and afternoon Care group sessions. All students participate in social skills lessons through Skill Streaming or Choices lessons.

ROUND TABLE MEETING – MID-TERM PARENT/CARER/TEACHER MEETINGS - (Week 5 of every term)

In the middle of every term on a Wednesday, parents/carers and attending students are invited to discuss academic & personal progress. This is an opportunity for the student/parent/carer and Care group teachers to discuss term progress and inform in regards to student achievement.
a) Middle School Core Subjects

Literacy

Literacy is a compulsory part of the curriculum for all students that attend BBCS and is reported against the National Curriculum achievement standards for English. Classes cater for individual student needs and abilities.

Middle School English (Literacy) is allotted 180 - 225 minutes per week of lesson time during morning teaching sessions. Tutorial (1:1) sessions are also available to students that require additional assistance in English and further literacy teaching and support occurs during choice subjects.

Numeracy

Numeracy is a compulsory part of the curriculum for all students that attend BBCS and is reported against the National Curriculum achievement standards for Mathematics. Classes cater for individual student needs and abilities.

Middle school Maths (Numeracy) lessons consist of between 160 - 265 minutes of lesson time per week during morning teaching sessions. Tutorial (1:1) sessions are also available to students that require additional numeracy support and further assistance for students in numeracy occurs during choice subjects.
Child Protection / Relationships and Wellbeing Curriculum

Based on the BBCS Relationship & Wellbeing Framework, the RaW curriculum offers students the opportunity to develop key knowledge around strategies to promote positive relationships with peers, staff, family and the wider community. The curriculum is highly relevant to the needs of the student cohort, with a focus on restorative justice, risk assessment, harm minimisation and protective measures inclusive of family support. Art as therapy and animals as therapy are also a key feature.

Connecting & Disconnecting habits are prominently displayed in all learning and administration areas across the whole school providing clear expectations for fostering positive relationships, mental health and wellbeing. The use of common terms and language assists in the process of counselling during therapy sessions, at round table conferences and at review meetings.

Science

Science is based around hands on activities and practical lessons, and covers the science content of the National Curriculum including Science Knowledge, Science as a Human Endeavour, and Science Inquiry Skills. Students undertake a program that utilises student interest and is heavily practical based, including topics around Forensic Science, Human Physiology and Chemical Reactions.
6. Senior School Curriculum

The senior school curriculum (years 10+) is based on the South Australian Certificate of Education (SACE) and Vocational Education and Training (VET) outcomes. Students are offered a variety of options aimed at continuing to improve Literacy and Numeracy skills and have the opportunity to engage in SACE elective lessons catering for specific areas of interest. BBCS actively pursues and offers specific subject and training avenues to support student employment opportunities.

The curriculum is designed to:

- Enhance student prospects for a future in the workforce,
- Focus on engagement,
- Provide opportunities for accreditation,
- Be flexible to cater for individuals’ interests,
- To build the SACE personal capabilities &
- Promote and develop employability skills.

Integral to SACE are a set of capabilities. These capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways. The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- Intercultural understanding.

Senior School Core comprises of the compulsory SACE Stage 1 Literacy, Numeracy and PLP subjects for which students must achieve a grade of C or higher in order to meet the requirements. The Research Project is the compulsory SACE Stage 2 subject offered to year 12 students.

BBCS continually reviews the SACE subject offerings to meet student demand and continues to offer Stage 1 options at Year 10 and year 11 levels. Stage 2 SACE subjects may be offered if the student demand is apparent and suitable resources are available. Factors which may affect SACE offerings and engagement include student needs and readiness; the timing of student enrolment and school resource availability. VET certificate courses and programmes will be included in a student’s SACE plan and can be accredited towards the 200 SACE credit total.
The school does not formally offer a Stage 2 SACE Curriculum. BBCS does however, offer individual students mentoring counselling support to transition into a senior college, TAFE or another high school offering year 12 to complete their year 12 studies.

Senior School students also engage in a range of choice subjects also on offer to Middle School students that are not SACE or VET based.

a) SACE

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education, SACE. The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

SACE has been updated and strengthened to ensure the curriculum meets the needs of students, families, higher and further education providers, employers and the community. SACE builds upon the achievements of students and helps to develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce. The certificate is based on two stages of achievement:

- Stage 1 (normally undertaken in Year 11) and
- Stage 2 (Year 12).

How students get the SACE

To gain the SACE, students complete two years of full-time study that many students spread over three years. There are two stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students are likely to do in Year 10.
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will receive a grade – from A to E – for each subject. For compulsory or mandatory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- **Personal Learning Plan** (10 credits at Stage 1)
- **Literacy** – at least 20 credits from a range of English subjects or courses (Stage 1)
• **Numeracy** – at least 10 credits from a range of mathematics subjects or courses (Stage 1)

• **Research Project** – an in-depth major project (10 credits at Stage 2)

• Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice, for example VET Certificate courses or programmes and or Community Learning

b) **SACE Senior School Subjects**

**SACE Personal Learning Plan**

The Stage 1 Personal Learning Plan is a 10-credit subject designed to help students to make informed decisions about their personal development, education, and training. The program of learning provides students with time to work with their teachers and other experts to develop knowledge and skills in planning for their SACE and their future beyond school. The aim is for each student to achieve success in the SACE and to prepare for work, further education and training, and community life.

**SACE English – Essential English**

In Essential English literacy skills are developed through a focus on comprehending and creating written, spoken, visual, and digital texts, and using and modifying language for different purposes in a range of social and cultural contexts, including study, work, and community life. Essential English develops an awareness of the sociocultural aspects of language in social, community, workplace, and/or imagined contexts.

**SACE Mathematics – Essential Mathematics**

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Being numerate is essential for participating in contemporary society. Students need to reason, calculate, and communicate to solve problems. Through the study of mathematics, they understand and use skills, concepts, and technologies in a range of contexts that can be applied to:

- using measurement in this physical world
- gathering, representing, interpreting, and analysing data using spatial sense and geometric reasoning
- investigating chance processes
- using number, number patterns, and relationships between numbers
- Working with graphical, statistical and algebraic representations, and other mathematical models.
SACE Work Place Practices

In Work Place Practices, students are given opportunities to increase their skills and abilities around gaining employment and are required to participate and complete short courses and workshops. This provides students with the opportunity to apply what they have learnt to industry and workplace settings, and raises awareness regarding the choices available for career pathways.

SACE Research Project

In the Research Project students choose a research topic that is based on an area of interest, and a capability (communication, citizenship, personal development, or work) that is relevant to their research. The capability for learning is integral to the Research Project for all students as they use the research framework to developing their project and apply knowledge and skills specific to their topic. They evaluate the research processes used and reflect on the personal relevance of their chosen capability.

SACE Food and Hospitality

In this subject students have the opportunity to achieve 20 SACE Credits, creating a broad range of delicious meals demonstrating creative food presentation, food hygiene and handling skills, and knife skills. They learn about the Food and Hospitality industry, with opportunities to interview café managers and research how a café works, and for one group task, prepare a cake to be sold at the café following National Food Safety standards. Although this subject involves a lot of hands-on food preparation, it also includes planning each meal and evaluating tasks, and one research assignment per term.

SACE Integrated Learning

This subject integrates fundraising, community links/awareness, social skills and cupcakes. The students interview members of the Cancer Council and tour the Headquarters, seeing firsthand where the money is allocated. They then survey their peers and teachers to decide on cupcake flavours and toppings. In their chef’s whites, they bake and ice cupcakes, arrange the stall, create the flyers, sell the cupcakes, manage the float money and donate the money raised to assist the Cancer Council. Their active participation and reflection of the process equates to 10 SACE Credits.
**SACE Health**

This program aims to explicitly deliver Sexual Health and Relationships and Drug Education (Harm Minimisation).

Using the Harm Minimisation approach, the Alcohol and other Drug sessions facilitate the students to take responsibility for their decisions concerning drug use. The students will use critical thinking to explore issues such as: the values around drugs, reducing harm from drug use and drugs and the law.

Sexual Health and Relationships addresses areas such as anatomy, safe-sex contraception, reproduction, sexual orientation, and sexually transmitted infections.

During the program students will experience Personal Development changes and explore personal attitudes on which to reflect, and engage in collaborative teamwork.

**SACE Media**

The art of film making – incorporates the use of digital video cameras and learning essential skills of camera shots and angles, storyboarding, film making tips, video art, digital video editing and post production options. The ICT component comprises of information publishing and processing as well as a variety of digital arts such as digital imaging, animations and audio editing to produce multimedia projects.

**SACE Physical Education**

The SACE PE program at Torrens Rd is delivered over a block of 4 lessons from after recess to the end of the school day, over two terms (1 semester). Students will achieve 10 SACE credits when a grade is resulted. Topics covered include Volleyball, Kayaking, Fitness and Conditioning, Coaching and Games Making.

**SACE Tech- Woodwork**

This program has a focus on furniture construction and students discuss an individual design and construction project with the teacher. Students learn to read and create diagrams, and to cut out materials accurately to measurements. They document their design and production process, and write and talk about their ideas and experiences. Students should have completed sufficient middle school tech lessons as a prerequisite.

**SACE Recognised Learning - Community Learning**

Students are able to earn SACE credits for learning undertaken in the community. Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.
SACE Music Experience

Music Experience programs are designed for students with limited experience or knowledge in some aspects of music. Students will perform as a soloist or member of an ensemble, develop analytical skills and undertake a variety of tasks relevant to the assessment requirements.

Assessment is school based and students will demonstrate evidence of their learning through the following assessment types.

* Skills presentation
* Skills Development
* Folio

Music Experience provides pathways to select Stage 2 Music Subjects, such as Stage 2 Ensemble Performance and Solo Performance.

SACE Creative Arts

In Creative Arts, students have the opportunity to specialise in study across the arts disciplines of music and the visual arts: arts and design, dance and drama. Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and in vocal groups or other ensembles.

SACE Outdoor Education

Students studying Outdoor Education should have a high interest in practical skills related to outdoor recreation. The practical work is aimed at raising student awareness of healthy recreational activities, conservation issues, the environmental impact of such activities and developing leadership and group collaboration. Fieldwork opportunities include an expedition involving camping, weekly bushwalks, a Basic First Aid course and a minor practical (Aquatics).

SACE Community Studies

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities.
c) **Flexible Learning Pathways (FLP)**

At BBCS, Flexible Learning Pathways (FLP) is an initiative offering extra individualised support to specifically identified students around their wellbeing and learning needs. FLP enables students and their families to develop a flexible learning program that incorporates both on and off campus participation. The programs developed are individualised to suit the student’s needs and may include: curriculum tutoring, driver training, recreational and sports programs, work-related and pre-apprenticeship programs, short courses (refer to VET), personal development activities, job search plans, life skills programs and case management. Senior students who are on a Flexible Learning Pathway are encouraged to record their progress using the BBCS ‘Work-ready toolkit’ which provides a checklist of documents that employers expect from a young person when seeking work. This includes Tax File Number, Bank Account, Driver’s license, Unique Student Identifier, Personal Medicare card, Birth Certificate and a resume. Students who complete this checklist have a better chance of seeking employment in a highly competitive job market.

We ensure that the learning is relevant to the individual through negotiated tasks, and present opportunities to extend all of their current levels of achievement. Students are still able to work toward SACE, VET and Australian Curriculum outcomes while participating in a FLP. The students are able to identify and achieve their own learning outcomes and are encouraged to articulate difficulties as well as have their individual responsibilities incorporated into their learning programs, with regular review.

d) **Pathways: Vocational Education and Training (VET)**

Vocational Education and Training (VET) at BBCS is geared towards developing workplace skills, with the intention of moving students into the workforce, while gaining them SACE accreditation.

It involves students taking Certificate level courses which are competency based and recognised anywhere in Australia, and allows students to be accredited toward their SACE certificates.

Certificate level training covers a diversity of courses including Trades and Professional Support Areas.

They are workplace oriented and cover areas of competency that industry requires.

**VET PROGRAMS**

At BBCS we offer a variety of “hands on” Short Courses that cover most industries and allow an exposure to the variety of skills needed to function appropriately in the workplace.

The courses are delivered by Registered Training Organisations (RTO) and students are issued with a nationally recognised unit of competencies and qualifications and statements of attainment.

During the RTOs programme delivery, students are supported by teachers.

**VET Short Courses delivered by RTOs.**

During delivery by RTOs students are supported by teachers, and to ensure individualised attention and availability to resources we cater for a maximum of six students per group.
**White Card (Construction Industry)**

The Construction Industry Safety Induction Course (White Card) is designed to provide participants with knowledge of the OHS principles and practices used on Construction sites.

Upon successful completion of this program, participants will have the necessary knowledge required to gain entry and work safely on construction sites in Australia.

**Introduction to Child Care**

Enhance Training and Recruitment will work in partnership with our school to support and develop young people’s skills and understanding in a wide ranging number of topics from child development through to healthy life styles and personal safety. The aim of the programme is to promote and develop essential knowledge and skills needed to become effective childcare educators in the future. The outcome will be that participants will achieve two Core Unit competencies towards a Certificate 3 in Children’s Services. Participants will be supported to develop skills and experience through a well-planned range of theory based learning and practical experiences in a childcare setting.

**Introduction to Automotive (Short Course) VTECH**

This short course consists of a mixture of interactive, practical and theory learning. It involves an introduction to Safe Work and Environmental workplace practices.

The modified program caters for the need our students and successful completion results in nationally accredited units of competencies.

Participants completing course requirements the initial program are given the opportunity to apply for full Certificate 1 VET Automotive or Transport and Logistics (Pathways) Program, or look at obtaining a School Based Apprenticeship or Apprenticeship in the automotive field.

**Introduction to Construction (Carpentry) (NEVC)**

This short course is designed for our students and aims to expose them to a career in the Construction Industry.

As part of the training, each student constructs their own outdoor seat, which they are able to take home at the completion of the program. Students successfully completing the program will receive a Statement of Achievement for several nationally recognised units of Competency from the Certificate 1 in Construction.
Introduction to Engineering (Welding and Fabrication)

This short course is designed for our students and aims to offer a taste of what a career in the Welding and Fabrication Industry might involve.

As part of the training, each student constructs their own metal workshop tool and a metal toolbox. Students successfully completing the program will receive a Statement of Achievement for several nationally recognized units of Competency from the Certificate 1 in Engineering.

Motor Vehicle Learner’s Permit

Students are required to provide:

- Proof of age (eg. Full Original Birth Certificate, Passport etc)
- Proof of residence (eg. Phone a/c, Centrelink)
- Signature ID (Bank a/c card, Health Care card etc)
- Minimum age of students 16 years.

Café Skills

There are two parts to this certificate:

1) Follow workplace hygiene procedures –
   - The completion of this unit will enable students to follow set procedures, identify and control simple hazards and take hygiene measures to ensure that food and other items, such as equipment and appliances, are free from contamination.

2) Prepare and serve espresso coffee –
   - the completion of this unit assists students to organise coffee workstation according to workplace safety and hygiene practices, to enable efficient work flow and easy access to equipment and commodities
   - develop preparation and work routines according to enterprise requirements
   - complete and prepare a coffee service according to enterprise procedures
   - Store coffee and commodities in appropriate airtight containers and conditions to maintain quality and freshness, according to workplace hygiene procedures and food safety regulations.

Career Chasers

This program will introduce young people to a variety of employers and industries to help them make choices about their employment future. It will also introduce them to community services and health providers to increase help seeking behaviours and overcome non-vocational barriers.

The program features the use of innovative IT solutions, mobile phones and social media to facilitate exposure to different employers and industries and accessing of Metro Transport.
The outcomes are a self-assessment for non-vocational barriers, a career development plan and enhanced life skills to seek and sustain employment or further education. This also includes a portfolio of evidence mapped towards SACE Stage 1 PLP / FLTP. National Accreditation – Certificate 1 Workplace Preparation (1 semester)

**DJ Music Box**

This short course exposes students to a career as a Club and Mobile DJ. The program explores and analyses CD vs Vinyl vs Digital software. Students learn mixing, scratching, special effects on mixers with the top of the range CD players and turntables. Types of equipment and how to use it and troubleshooting are also clearly demonstrated.

The program has a hand on approach with special guest training by some of Adelaide’s finest DJs.

**Senior First Aid**

The Senior First Aid Course will provide students the skills to manage emergency first aid solutions, including managing the unconscious casualty, performing CPR, controlling bleeding and managing other life threatening situations.

**VET Accredited Certificate Programs**

At BBCS we also place students individually on a needs and merit basis into full VET Accredited Certificate Programs. They can commence courses from Certificate 1 through to Certificate 3 levels that range over the various Industry Sectors.

The students are placed in accordance to their commitment to the program and are case managed by our teachers throughout their placement.

**Certificate I and II in Information, Digital Media and Technology**

The certificate I and II in ICT covers basic ICT skills and knowledge. This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

e) **EDS – Certificate 1 in Education & Skills Development**

- Certificate 1 in Education and Skills Development focuses on the development of **language, literacy, and numeracy competencies**.
- This certificate increases students’ opportunities for participation in employment, training and community life.
- The Certificate provides a balanced program of training in the five Australian Core Skills of: **Reading, Writing, Numeracy, Communication, and Learning**.
- The aim of the Certificate 1 ESD is to provide a program of study that takes into account the particular learning styles and needs of an extremely diverse range of learners, while at the same time offering pathways towards further education, training and employment opportunities.

**Desired Attributes for Work in Certificate 1 ESD:**
• The students will have a basic fundamental knowledge and understanding in an area of work and /or further learning.
• Students can apply the basic skills to participate in everyday life

**Career Pathways**

• Direct pathway to Certificate 2 and above
• This certificate offers an opportunity for students to design and negotiate learning pathways

**Training Provider:**

• RTO (Registered Training Organisation) and BBCS

**Duration:**

• To be awarded the Certificate 1 in Education and Skills Development, 40650SA – the student must successfully complete a total of 8 compulsory units
• The 8 compulsory units consists of 230 Nominal Hours
• The Developmental Supporting Units consists up to 570 Nominal Hours
• 5 days per week during Core Sessions in the Senior School Learning Teams (Home groups SS1 and SS2).

**Compulsory Units**

<table>
<thead>
<tr>
<th>Name of Unit</th>
<th>Course Code</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiate a Learning Plan</td>
<td>CAAEW</td>
<td>30</td>
</tr>
<tr>
<td>Assemble an Assessment Portfolio</td>
<td>CAAEX</td>
<td>20</td>
</tr>
<tr>
<td>Consolidate Reading Skills</td>
<td>CAAFB</td>
<td>30</td>
</tr>
<tr>
<td>Consolidate Spatial Skills</td>
<td>CAAEZ</td>
<td>30</td>
</tr>
<tr>
<td>Consolidate Number Skills</td>
<td>CAAFA</td>
<td>30</td>
</tr>
<tr>
<td>Consolidate Writing Skills</td>
<td>CAAFC</td>
<td>30</td>
</tr>
<tr>
<td>Consolidate Communication Skills</td>
<td>CAAEY</td>
<td>30</td>
</tr>
<tr>
<td>Use online resources safely</td>
<td></td>
<td></td>
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<tr>
<td>-----------------------------</td>
<td></td>
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</tr>
<tr>
<td>Alcohol and Drug Awareness</td>
<td>CAADL</td>
<td>30</td>
</tr>
<tr>
<td>Managing Sexual Health</td>
<td>CAADH</td>
<td>30</td>
</tr>
<tr>
<td>Investigate a Healthy Lifestyle</td>
<td>CAADP</td>
<td>30</td>
</tr>
</tbody>
</table>

7. Choice Subjects

Choice Subjects are run predominantly in afternoon sessions and tie into specific areas of interest for Middle and Senior school students. Choices may be site specific.

Science

Electronics

Electronics is a hands-on subject that encourages student learning through practical experiences and demonstrations. Students complete a number of learning activities around electricity and then solder together a working model circuit of their choice. Curriculum has been modified from the Primary Connection Science Unit “It’s Electrifying”.

Water Science

During water science lessons, students are involved in the set up, maintenance and monitoring of water quality in the BBCS Aquaponics system. Aquaponics is a sustainable food production system that combines traditional aquaculture (raising aquatic animals such as fish, crayfish or prawns in tanks) with hydroponics (cultivating plants in water) in a symbiotic environment.
Boat Building

Boat Building is designed to engage students through hands on designing and building activities. Students start with a common design hull that can be added to and modified by the student, both early, and late in the build, depending on student confidence.

Lego technology/Robotics

Lego Technology is designed to engage students through hands on designing and building activities. Building tasks introduce students to new mechanical and structural concepts including levers, gears trains, and structural stability.

Sports Science

The aim of this subject is to allow students to explore and understand the science behind the human body and its response to sport and physical activity. Students will learn about fitness components through a variety of fitness tests and practical sessions. These sessions are designed to interactively find how and why the association between the traits of certain bodies and specific sports exists.

Wacky Experiments

Wacky Experiments is a hands-on science topic where creating explosive chemical reactions, rockets and robots are all in a days’ work! Each Wacky Experiments lesson aims to introduce students to a new scientific principle while they carry out a fun and exciting science experiment. Whilst exploring areas of biological, chemical and physical sciences, students practice their scientific skills such as measuring, recording data, writing hypotheses and following experimental procedures, all while learning about a range of scientific concepts.

Biology

Biology is the study of the structure and function of living things and how they interact with other organisms and their environment. Students will develop their knowledge, skills and understanding of biology as they study areas including; cellular biology, physiology and ecology. Theoretical and practical activities will constitute each lesson.

The Human Body

The aim of this subject is to allow students to explore and understand a variety of occurrences within the human body. Students will understand how the different senses in the body operate, what organs are involved and how they link us with the outside world. The course will also include the exploration of the circulatory and respiratory systems and how our bodies transport and use oxygen.
Zoo Science

Students will visit various wildlife parks around Adelaide and complete activities investigating ecosystems, animal physiology and adaptations. Locations include Adelaide Zoo, Cleland Wildlife Pk, and Monarto Zoo.

The Arts

Street Art

Students design and develop their street art expression through a lesson dedicated to spray paint design. Students work together to develop works that promote self-expression and represent school pride.

Studio Art

Students develop art works utilising varying arts practices and skills. There is a strong focus on artistic themes, with planning and personal expression as motivating tools.

Art

In Art, students explore and express ideas through a broad range of approaches in visual images, forms and structures using traditional & contemporary visual cultures, crafts and design. The course uses a diversity of visual conventions and symbols, materials, mediums and techniques, through aesthetic, social, cultural and technological considerations.

Air Brush Art

Students learn the basics of air brush art. There are a number of different projects that students can complete to learn a range of air brushing techniques. Some interesting ideas for projects include: painting shoes, a fabric banner or a t-shirt, painting plastic models, ceramics, glass or metal, or even a piece of furniture. Air brushing is used in sign writing and many other professions and is a fun skill to learn. Students are expected to care for the equipment by ensuring it is cleaned thoroughly at the end of each lesson and minimise waste by planning projects properly before commencing.
**Indigenous Art**

The program enables students to create artworks, paintings, drawings, sculptures and murals from Indigenous cultures and themes, identifying influences, similarities and differences. The students’ work is contributing to the school mural.

**History**

History is offered to all students in. It is structured to the requirements outlined in the Australian Curriculum. It provides students with critical periods in history and understandings of the development of human kind. Students while reflecting on the past, develop skills in research and of problem solving, they also develop Literacy and Numeracy skills. Assessment of this subject is developed through assignment tasks, projects and completion of work modules. Students are graded in each terms report utilising the AC assessment guidelines.
The Arts – Music

Introduction to Music

Students participate and contribute to a range of workshops covering a variety of music topics including theory and history as well as undertaking practical tasks on instruments. This subject is highly recommended to students who wish to return to mainstream or undertake their studies at a SACE level.

Drums, Guitar, Keyboard and Turn tabling

Instrumental classes are highly practical. Students further their playing techniques and skills relating to their chosen instrument in a style of contemporary music. They learn how to read contemporary music, and how to safely set up and maintain their equipment.

School Band/Vocal Group

Ensemble classes are highly practical. Students work together in an ensemble situation to develop their skills, while advancing individual instrumental skills through the practice and performance of contemporary pieces.

Electronic Music / Hip Hop

Students learn to compose electronic music in their style or preference, using computer software, and practise their skills beat-boxing, rapping and turn-tabling.

Music Industry

Students participate and contribute to a range of workshops covering a variety of topics from the music industry, as well as furthering their skills on a chosen instrument in an ensemble environment.

Song writing

Students learn how to write either music and/or lyrics for contemporary style songs.
**Music Projects**

Students participate and contribute to a range of workshops covering a variety of music topics including audio recording & editing, radio, media, film music, CD reviews, making a top 10 compilation, CD artwork, popular music, and more, as well as undertaking practical tasks on instruments.

**Radio**

Students learn to panel, prepare and present radio shows for the school’s radio station. At a higher level, this subject can be undertaken as a Community Studies SACE subject, or complete 2 modules within the VET Creative Media Cert II course.

**Media and Documentary making**

In Media Students create digital productions and Musical Video Clips using digital video and still cameras. Looking at filming techniques and digital video editing, students participate in factual film making. They view documentaries and tackle topics of student interest.
PE and Health

Parkour

Parkour involves running, crawling, jumping, climbing, and other methods of catching yourself, grabbing and hanging, rolling and balancing, applied to all environments both urban and natural. As part of the program student’s travel to various locations around Adelaide to learn an assortment of vaults, lifts, climbs and rolls taught by an instructor from the Australian Parkour Association and supervised by a teacher from BBCS.

Out & About Sport

Students get the opportunity to try new sports each week and to hone skills and abilities at various sporting activities. Get a strike in Bowling, hit a hole in one at golf or climb the wall at the indoor rock climbing centre. Set in two lessons, it is available most of the year.

Beach Sports

An out of school activity in which students participate in several sports by the beach. These games include old favourites like soccer, rugby, golf, swimming and surfing, as well as new, adapted games created by the students. Beach sports runs through the summer months only.

Outdoor Education

Outdoor education aims to satisfy an interest for exploration through a variety of new experiences. Students aim to develop their understanding of map reading and navigation through visiting local bushwalking locations as well as participating in Geocaching challenges. They will learn to work cooperatively and develop trust and patience through group activities. This program aims to offer students’ knowledge and the opportunity to be involved in fun and cost effective activities within their community such as bushwalking, orienteering, rock-climbing, surfing and swimming.
**Box On**

Boxing for fun, fitness and to develop leadership skills. This is the aim of 'Box On'. This course aims to increase the physical activity, fitness and participation levels of students through the training of boxing. Students will learn from experienced boxers and trainers from some of Adelaide’s best boxing gyms. Students will work on improving their confidence and self-esteem through sport and martial arts. Student will develop leadership skills along with respect and discipline with the intent to use ones skills for fitness, competition and to keep safe.

**Fitness**

An in-school lesson focussed on the development of the human body and personal strength and conditioning training. Students learn correct techniques for weight training as well as develop knowledge for best methods to strengthen specific muscle groups.

**Scooters**

In partnership with Anglicare, the students have the opportunity to question, challenge, and critically examine the actions of peers, adults and community structures. The sessions are conducted by practitioners, counselors and social workers from community support agencies including Anglicare and Shine SA, while the second half of the lesson has a focus on learning and practicing skills with scooters. It is open to those students who have participated to an appropriate level during the Child Protection sessions. It encourages physical activity, current youth cultural as well as mentoring opportunities from more skilled riders. It also allows the opportunity for students to explore issues raised during the Child protection sessions with agency staff/presenters.
Skateboarding

The aim of this subject is for students to ride, critique, design and make a skateboard. Students are introduced to the workshop through a code of practice and develop skills and knowledge on Work Health and Safety practices.

Students are elected to participate in this unit of work called ‘EXTREME’. The unit involves learning how to improve your skills and fitness through bike, skateboard and scooter riding. During the subject students visit different skate parks of varying difficulty so they can practice skills performing tricks and jumps.

Students must agree to;

- Wearing a helmet at all times when riding.
- Work together with other students & staff
- Use appropriate language
- Be respectful to all staff and students
- Try your best, give it a go and ask for help

Cycling Tracks and Trails

Cycling Tracks and Trails involves riding some of Adelaide numerous bike tracks and trails on mountain bikes. From the esplanade to the hills Adelaide has some great walking/riding tracks and trails and this subject provides the opportunity to ride them as part of a group. Visiting different parts of Adelaide each week, students ride for both enjoyment and exercise. This subject caters for a range of ability levels, is primarily focussed on cycling and uses cross country mountain bikes which are not suitable for pump or BMX tracks.

Let’s Do Lunch, Food Power

This unit of work includes what influences food choices, “Australia's Guide to Healthy Eating”, Five Food Groups and Safe & Hygienic Food Practices. Students also learn about Cultural Cuisine from a range of countries and focus on catering skills, concluding lessons with a sit down communal lunch for the school community. It is a Friday, BBCS Beach/ Wednesday BBCS Torrens Rd tradition and is conducted over a double lesson following the recess break. Students develop knowledge and understanding of how to plan, prepare, cook and serve food to others. The unit enables students to investigate, increase and expand their knowledge of different techniques of food preparation, cooking and presentation.
Taste and Culture

This unit of work has a multicultural focus and explores a collection of different cuisines from around the world. It can be offered as part of the SACE curriculum. A variety of Asian ingredients and recipes from countries such as China, Thailand, Indonesia, Japan, Malaysia, India and Vietnam are prepared. A variety of dishes are prepared inspired by Italian cuisine such as minestrone, antipasto, pasta, pizza, risotto, chicken cacciatore.

Health

The following units of work incorporate a range of learning activities including questionnaires, group discussions/activities, research work, documentaries, guest presenters and out of school visits. Health, Sexual Health, Relationships, Girl Power, Quit (tobacco & smoking), I’m No Dope (cannabis), Rethinking Drinking (alcohol), Independent Living (life skills), Drug Ed (broad overview with a harm minimisation approach).

Ice Factor

The Ice Factor program is a joint program between Thebarton Ice Skating Arena and Bowden Brompton Community School. Under the program students learn about teamwork, leadership and other essential team/life skills. Once they finish the classroom work they get to head out onto the ice and be trained by professional hockey coaches and practice their classroom learning on the ice. At the end of each term the students play in a tournament with all the other schools in the program to try to win the challenge cup.

MAT Program

Martial Arts Therapeutic (MAT) Program is a program designed to instil necessary life skills such as leadership, cooperation, teamwork and discipline in a fun and challenging environment. MAT Program aims to improve physical capabilities and understandings of how to better use the body to control surroundings and ensure safety. This is a tough subject. Select it, commit to it and be prepared to be pushed to your limits both physically and mentally.
**Wrestling**

Wrestling is one of the oldest combative sports in the world and is a staple of the Olympic Games and other high profile athletic events. In Wrestling, you learn the skills necessary to be able to control your movement, but better yet, someone else’s movement. It’s fast paced and a true test of character and strength. Participants must commit to the cause as the ultimate aim is to form a squad and compete in the 2016 South Australian State Championships!

**Fitness & Nutrition**

Fitness & Nutrition takes a complete look at how to get the best out of yourself. You will learn about the role nutrition plays in regards to muscular gains, fat loss and cardiovascular performance. You will know how to design and structure workout regimens and dietary requirements to ensure you are the best you can be. You will gain the knowledge and understanding to manipulate variables to achieve different goals – to target different outcomes. You’ll become stronger, fitter, faster and if you chose, bigger. Commit to the cause and reap the benefits.

**Bike Program**

The Bike Program gives students the opportunity to ride BMX and mountain bikes at Skate Parks, Dirt Jumps and MTB parks in the Adelaide area. We build jumps and Pump Tracks using hand tools and machinery like ‘Dingo’ diggers. We also have Pro BMX rider Ryan Lloyd providing coaching tips and advice. All these practical activities are tied to literacy and numeracy tasks in a 60 page module workbook. If students participate to a high standard they are offered the opportunity of attending the biannual ‘Rampfest’ road trip to Melbourne. Here we go to indoor Skate Parks that have foam pits so that students can practice backflips and other tricks. We also do a ‘Street Art tour’ in the city centre.

The emphasis of the Bike Program is on developing riding skills, bike knowledge and a passion for bikes while working toward the general capabilities as outlined in the Australian Curriculum. In particular we work toward personal and social capabilities by working as a team, encouraging each other and having fun together.

**Little Para Bike Program**

The emphasis of the Little Para Bike Program is student engagement, developing riding skills, Technology skill development, rider safety, road safety awareness and teamwork. The Program aligns itself to the Personal and Social Capabilities and to the Australian Curriculum. This year saw the completion and opening of the Little Para Pump and Jumps track. The track is used regularly before school and in Bike Ed. Lessons and is maintained entirely by staff and students.
Society and Environment

**Australian Aboriginal History**

First Australians is a history subject with an Indigenous focus. The class will view episodes of the documentary series “First Australians” and other films focussing on Australian History from an Indigenous perspective and answer questions in the workbook to assess their understanding of key topics.

**Geocaching**

Geocaching is a high-tech treasure hunting game played throughout the world by adventure seekers equipped with GPS devices. The basic idea is to locate outdoor, hidden containers, called geocaches, and then share your experiences online.

**Fishing**

Fishing involves weekly trips to a variety of fresh and salt water locations. The subject has a strong focus on Ecosystem preservation and the responsibilities of the recreational angler. Students focus largely on jetty fishing, but participate in crabbing during the summer months.

**Gardening**

In gardening we maintain the vegetable and Indigenous gardens. We look at topics like organics, bio-diversity, photosynthesis, water sustainability and more. The vegetables and herbs are used in our school cooking program and parents are welcome to come in to get free produce.

**Know Your City**

The Know Your City program introduces students to famous and iconic places in Adelaide. We visit place such as Glenelg’s Old Gum Tree, Port Adelaide, Adelaide Central Market, Morialta Falls and Apex Park. This course provides the opportunity for students to appreciate the history and culture of the city in which they live. Tasks set for each outing which form a part of their work portfolio.
Medieval Machines

Medieval Machines combines elements of History, Design and Technology. Students watch documentaries and complete tasks in their workbook to learn about this important period of European History. Students construct models of machines and weapons used by Knights in battle and eventually design and build their own working siege engine.

Paranormal Activities

This program provides opportunities for students to critically study aspects of current paranormal investigation methods, phenomena & beliefs including those that pertain to ghosts, unidentified flying objects, and cryptids (so called mythical creatures). Approaching the paranormal from a research perspective allows students to deal critically with various approaches to the paranormal: anecdotal, experimental, and participant-observer approaches and skeptical investigation.

Rock History

Students trace the development of popular music and technology since the end of World War II, with a strong focus on Australian and Aboriginal musicians and cultures, and movements for rights and freedom in accordance with the year 10 National Curriculum in History.

Farm School

Students learn valuable life skills in learning how to grow and when to harvest their own seasonal produce. They also have the opportunity to build a chicken coup and the surrounding fencing, tend to the chickens and collect freshly laid eggs.
Design and Technology

Tech Woodwork

A subject dedicated to the construction and design of various projects. Students choose a project to design construct and appraise. Students can choose various projects, from furniture construction to gifts and plaques for family.

Automotive

The Automotive course will introduce students to the workings of vehicles, i.e. the design, purpose and proper service and maintenance of engines, transmissions, suspension, body and chassis. Basic safety, tool care and use will also be covered as well as some of the latest technology in the field. This will be a basic automotive course.

Build it, Race it

The idea of this subject is to investigate, design, and build simple self-powered machines that we can race. We will build and race a range of vehicles from simple paper aeroplanes, balloon cars and rockets to our 100km/h CO2 powered Dragsters. Students will investigate aerodynamics, work to design briefs and produce both technical drawings and the workable model for assessment. Can BBCS Dragsters beat the rest?

Rocketeering

Powered using water and air pressure from a car pump, these PET bottle rocket travel up to 50 metres into the air, with explosive speed. With the aim to complete challenging missions and detailed launch logs, students design and then construct rocket components that improve flight (weighted nose cones and fins) and capsules to carry cargo, parachutes or to protect an egg from the rigours of launch and final impact!
**Computing 101**

This subject teaches students how to use advanced features of a range of everyday computer applications to enhance their learning in other subjects and create visually impressive projects. Skills learnt in Computing 101 provide students with knowledge that will help them achieve greater success in other subjects and better prepare them for entry into the workforce. Students can create a variety of different documents and presentations which look professional and engaging and have that ‘wow factor’.

**Computer Hardware Maintenance**

Nerd Alert!! Like to pull computers apart and learn how they work? Want to learn how to install hardware, software or upgrade your computer? Do you enjoy fixing things or just want a second hard computer for free? Students can repair and rebuild Windows XP grade computers, learn valuable skills and negotiate to take home their rebuilt working computer to use as a games machine, DVD player or office computer. Skills and knowledge learned in this subject are valuable for those interested in working with, repairing or selling computers.

**Military Restoration**

Project Phoenix is the name given to the restoration of an Australian halftrack prototype vehicle from the 1940s. The vehicle has a tragic and prolonged past. The first owner tragically lost his life while working on the vehicle. The new owner Hugh Davis purchased the vehicle with the dream to restore it and donate it to the South Australian Military Vehicle Museum at Edinburgh Park. Bowden Brompton Community School students are engaging in learning, recovering literacy, recovering numeracy and preparing students for Vocational Training. Each week, the students will engage in sanding, stripping back, repairing and painting parts of the truck with the aim of presenting it as a “Gate Keeper” at the entrance to the Museum.
8. Special Programmes

Karting

Students at BBCS can experience the fun and exhilaration of driving a Kart on a SA Club track with the new Karting subject. BBCS has recently purchased an Arrows Jr. Kart and students on the programme will learn basic kart mechanics, repair and servicing, safe workshop practices and race craft. Student will develop their driving, race knowledge and skills by working through the curriculum and gaining a BBCS kart licence entitling them to race at the Southern Kart Club. Student will work to gain a ‘pit crew’ and a ‘drivers’ licence in order to sustain a safe and fun programme.

Active-8

The Active8 Premier’s Youth Challenge is a youth development program which provides young South Australians with a range of exciting adventure based activities which enables them to strengthen their involvement in the community. The program promotes in young people an increased sense of self-confidence, self-reliance, a spirit of volunteering and service to the community. The Active8 program is based on partnerships between community organisations and education sites to provide young people with local programs and activities that reflect their needs and the communities in which they live.

Pedal Prix

Pedal Prix (Human Powered Vehicles) is an across school initiative where two teams of riders and support crew compete against approximately 200 other teams over two separate races. The events are held at Victoria Park where teams race to complete the most laps over the races six hours duration. The school enters a team in the Primary and Secondary categories and has had great success. This whole school activity aligns with our school priorities and curriculum areas of Health and PE, Literacy and Numeracy, Science and Technology.

It is a great social activity where students mix with a wide range of people from other schools and also from other campuses. It is a team event and when the rider is in the car it also becomes a personal challenge where students attempt to improve on their personal best times. The pedal Prix runs in conjunction with the Bike Education programs that are delivered across the school. The school is currently racing the Aquila and Kestrel vehicles made by Tri-Sled. Both cars are made using advanced composites and are the latest in design and style.
Bronze Award/Bronze Medallion & Senior 1st Aid

The Bronze Award Scheme is a series of four foundation steps; Dry Rescue, Wade Rescues, Accompanied Rescue and Bronze Award; towards gaining the Nationally Recognized Lifesaving award, Bronze Medallion. The foundation skills will enable students to develop the necessary skills and knowledge to gain the Bronze Medallion. The award is a combination of aquatics lifesaving and Senior First Aid. Students participate in aquatic activities that will enable them to gain a SACE award through a stand-alone SACE unit or through the skills components in the Duke of Edinburgh’s Award.

The award gives students across-campus opportunities to learn skills necessary to be safe as possible in and around water through respecting its power, as well as the need for skill and fitness levels. This will also have cross-curricula learning through literacy and numeracy whilst also giving life skills such as listening, communicating, following instructions, self-worth and self-esteem.

The Bronze Medallion will give students knowledge and skills that will cross over into their daily and future lives. Skills such as mentioned above, as well as Senior First Aid, will assist the students in gaining recognition for their acquired knowledge as well as the intrinsic acknowledgement from themselves.

Proposed Outcomes Bronze Medallion

SACE (1 Unit) or Part SACE Assessment component of:

Physical Education; PLP; Community Studies; Accreditation for Duke of Edinburgh’s Award (1 of - Physical Activity/New Skill/service to others)

Skills that will be learnt in gaining Bronze Medallion:

Resuscitation; Rescues; Swim strokes; Survival skills; Accompanied rescues; Tows; Spinal injury rescue; Defensive & escape techniques; Search & rescue; Initiative.

Building Links

The students who participate regularly in Building Links acquire hands on learning about building houses; from building frames, plastering, putting in ceilings, windows, doors and architraves. Students are working towards gaining their certificate 1 building and construction. This qualification counts towards your first year as a building apprentice. It provides a fantastic opportunity to work on a real home and apply skills in an authentic context.
9. Camps

It is suggested that Outdoor Education experiences have significant and long lasting effects on participants. For many people significant school experiences are often school outings and school camps. Bowden Brompton students have often missed these events in previous schools because of attendance, engagement and behaviour. Missing these opportunities is contraire to needs of our students and BBCS endeavours to provide a range of opportunities to experience camps that facilitate positive learning, build relationships, life experience, and create a sense of self-worth and positive, lasting memories that will stay with students for the rest of their lives.

Bike Program (Rampfest)

The ‘Rampfest’ Bike Riding camp takes place twice a year in terms 2 and 4. Students journey to Melbourne to ride several indoor skate parks that have features such as foam pits, mega ramps and large half pipes to practice skills and tricks. The camp focusses on developing interpersonal skills aligned against the general capabilities of the National Curriculum. Students are involved in the preparation phase of the camp by calculating and arranging food and accommodation requirements.

The road trip begins on a Monday morning with an eight hour drive stopping for lunch in Horsham. Once we have arrived in Melbourne we locate our cabins, and head to ‘Rampfest’ for an evening session of riding before dinner at the skate park. The following morning we head off to Geelong to ride ‘The Park’ which has Australia’s only ‘Mini Mega Ramp’. After ‘The Park’ we head across town to ‘The Shed’ in Cranbourne to practice backflips into the foam pit. By this stage students are usually pretty worn out, we head back to the cabins for a good night’s sleep before an early departure the next morning to arrive back in Adelaide by around 5:00pm. The whole trip takes three days and two nights with around 12 hours of actual ride time. It is a whistle-stop tour of Melbourne’s indoor skate parks and one of the highlights of the school year at BBCS.

Fishing Camp

The fishing camps offer an opportunity for students to develop their fishing skills and abilities. The camp offers opportunities to work together as a team and develop survival skills. Students “rough it” in tents which they have to put up, and also prepare meals. Previous camps have had a transition/introductory purpose for new year 8 students to BBCS. There is particular focus on our ecosystem and how to preserve our waterways. Opportunities for crabbing (nets and rakes), squidding and fishing (night and day) are plentiful. There are also regular opportunities for a swim. The duration of the camps varies, but generally they are for three days.
Operation Flinders
Bowden Brompton has been a regular participant in the Operation Flinders program that has seen some amazing transformations in young people through their experiences.

The Cause
To be the leading provider of quality wilderness programs for young people at risk.

The Mission
Operation Flinders Foundation is to provide young men and women who have been identified as being at risk, with demanding outdoor challenges and support, to help them develop their personal attitudes and values of self-esteem, motivation, team work and responsibility so they may grow as valued members of the community.

Objectives
- Increase access to programs for young people at risk.
- Effect a positive life change for young people at risk by improving self-esteem and confidence, improving the rate of return to education and encouraging young participants to seek employment.
- Reduce the recidivism rate of young offender participants
- In the Foundation’s program.
- Continually improve the quality of the Foundation’s program.
- Engage qualified, motivated, experienced, permanent, contract and volunteer staff.
- Effectively respond to the needs of relevant agencies.
- Increase the resource base of the program through support from the public, corporate, benevolent and private sectors.

Hindmarsh Island Surfing camp
The objective of this camp is four fold;

1. develop meaningful cross campus ties
2. give senior students the chance to mentor and take on a leadership role to younger students
3. model and develop stronger relationships within; students, staff, peers, school and community
4. Have some new and fun experience

These objectives are achieved by involving staff from across two campuses, identifying & selecting current senior school students with exemplary leadership and having very high ratios between the primary school students and adults. The camp program is engaging, flexible and experiential, with meaningful activities that are challenging and fun to provide opportunities to foster relationships, mentoring, modelling and leadership.

Having these high ratios, of primary aged students to young adults (mentor students) and adults, gives the opportunity for one to one attention. This ratio helps the younger students learn new skills faster, gives more opportunities for feedback and provides a great mentoring structure for our senior students.

The Surfing camp also enables senior students to achieve their Bronze Duke of Ed, or their silver with the completion of the Operation Flinders camp. This also equates to SACE points and can be included as evidence for their PLP. For those students from Beach campus who have been taking on the surfing from last year it will provide them with the chance to gain further hours and experience towards their surfing instructors through Surfing SA, this is a real life qualification that is in demand at the moment throughout the state.