

SCHOOL CONTEXT STATEMENT

Updated: 22/06/2026

School number: 1418

School name: Bowden Brompton Community School Profile:

Years 6 to 12 - Primary/Secondary Combined

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

The majority of students have experienced significant trauma issues in their lives, issues caused by factors such as family breakdowns, mental health problems, welfare issues, social problems and juvenile justice involvement. The school engages students through high interest cross-curricula teaching, student achievements include successes in Life Skills, Adventure Programs such as Bike Programs, Martial Arts, Visual Arts, Music, Animal Rescue, Enterprise, Human Movement (Parkour), Community Service, school camps, Bushwalking, Canoeing, Surfing, Rock Climbing, Snorkelling, Women's empowerment and Aboriginal Perspectives.

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

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

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

Year 9 to 12 students are encouraged to participate in Duke of Edinburgh's International Awards. The identified cohort consists of 30% students with disabilities, 95% students with learning difficulties, approximately 35% are students in care and there are 25% Aboriginal students. The majority of students present with learning difficulties or gaps in their learning therefore all students have an adjusted One Plan.

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

Participants:

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

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

Purpose Statement

Bowden Brompton Community School strives to re-engage students with complex and unmet learning needs, to ignite their passion for learning and support them to be respectful, responsible and resilient citizens who make positive life choices and worthwhile contributions to their community.

General information

Principal: John Leondaris

Deputy Principal: Jason Rowe

Assistant Principal: Torrens Rd Campus, Brompton – Mario Maiello

Assistant Principal: Little Para Campus, Salisbury North - Tammy Scott

Assistant Principal: Beach Campus, Christies Downs - David Collins

Year of opening: 1976

Postal Address: 85a Torrens Rd, Brompton SA, 5007

Campus	Ceiling	Current	Year levels
Beach	32	29	7 - 12
Little Para	40	50	6 - 12
Torrens Rd	78	72	7 - 12
School	150	151	

Torrens Rd Campus:

Senior School Campus
85A Torrens Road
Brompton SA 5007
Telephone (08) 8346 4041

Beach Campus:

181 Beach Road
Christie Downs SA 5164
Telephone (08) 8384 8288

Little Para Campus:

55 Downton Ave
Salisbury North SA 5108
Telephone (08) 8285 3109

- Region: Inner West
- School website: www.bbcs.sa.edu.au
- Facebook: www.facebook.com/BowdenBromptonCommunitySchool
- School e-mail address: dl:1418.info@schools.sa.edu.au
- Staffing numbers (as at 16/06/2026):

Role	FTE
Principal SC4	1.0
Deputy Principal - B4 Leader	1.0
Assistant Principals – B3 Leaders Head of Torrens Rd Campus Head of Beach Campus Head of Little Para Campus	3.0
B1 Leaders SACE - 0.8 VET/Pathways – 1.0 Intervention – 1.0 Inclusion – 0.8 Cultural Education – 1.0	4.6
Teachers	18.4
GSE	25 hours
SSO4 – Business Manager	37.5 hours
SSO3 Youth Workers / Case managers SSO3 ICT Manager	63 hours 37.5 hours
SSO2 Youth Workers	376 hours
SSO2 Admin Support	158 hours
ACEO 3	35 hours

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

2. Students (and their welfare)

Values...The 3R'S:

RESPECT: Treating others the way you want to be treated, listening to my teachers.

RESPONSIBILITY: Knowing the right thing to do and then doing it.

RESILIENCE: Doing your best and not giving up when something is hard.

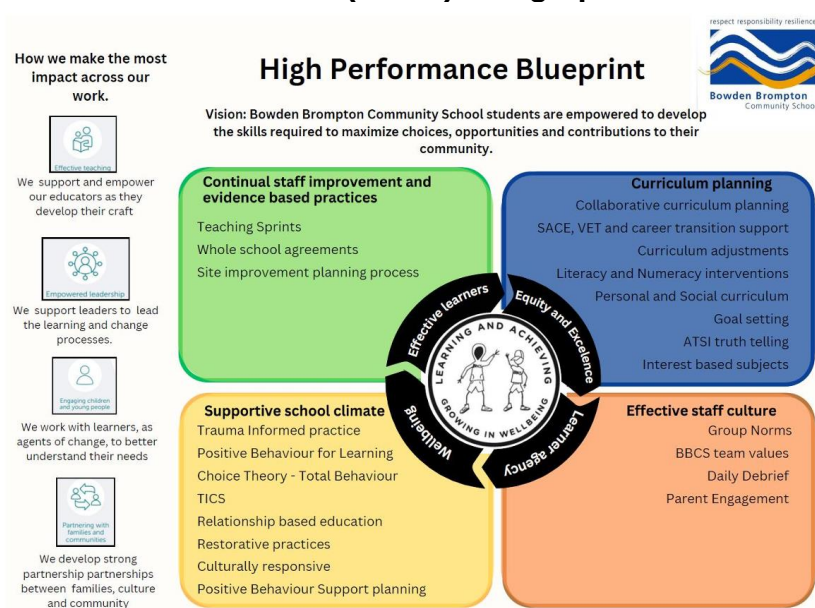
BBCS Relationships and Wellbeing Framework

Relationships and wellbeing are at the heart of Bowden Brompton Community School (BBCS) methodology, underpinning our procedures and practices, ensuring a supportive school climate for our students, our school and staff. Creating a staff team culture with a strong focus on teamwork, improvement and efficacy for all.

Our relationship and wellbeing focus also enriches our curriculum ensuring a focus on skill development in social skills, emotional self-awareness and management, healthy relationships and improved perception of self.

The framework forms the bases of interactions with students, staff and the community and support staff in the below highlighted areas of our High-Performance Blue Print.

BBCS High Performance Blue Print (HPBP) Info graphic



Responsibilities of BBCS Staff Members:

- Practice Teaching Individualised Classroom Skills (TICS.) Refer to page 14 in the Respectful Relationships and Wellbeing Framework.
- Continue to develop professionally; build upon best practices for working with our student cohort who display a wide range of needs;
 - [Wellbeing for Learning and Life framework](#)
 - [Disability Standards for Education https://www.nccd.edu.au/](https://www.nccd.edu.au/)
 - [Student Wellbeing Leader Centre \(Moodle\)](#)
 - [Department for Education Reconciliation Action Plan 2018-2021](#)
 - [Educator toolkit and resources](#)
 - [Supporting same sex attracted, intersex and gender diverse students policy](#)
 - [Transgender and intersex student support procedure](#)
 - [Mental health](#)
 - [Drug and alcohol strategies for schools](#)
- Model appropriate behaviours; utilizing trauma informed practices. [Trauma informed practice in education](#)
- Ensure all planning aligns with the school's strategic priorities. [BBCS SIP & High Performance Blue Print](#)
- Building respectful relationships: Staff teach students to develop respectful relationships through modelling and teaching students the social and emotional skills needed to achieve this. A focus on quality relationships shifts the focus from student behaviour in isolation to the behaviour of both the student and the staff member.
- Staff adhere to: [Protective practices for staff in their interactions with children and young people](#)

BBCS Values to Work as a Team

1. Acknowledge each other's expertise.
2. Share information with each other in a timely manner.
3. Acknowledge each other personally as well as professionally.
4. Deal with differences between us respectfully at the time it occurs and do this without prejudice.
5. Share common values (*Respect, Responsibility and Resiliency*) in relation to the school and each other.
6. Support each other at all times.

BBCS Values to Work as a Team - continued

7. Make time for appropriate fun.
8. Respect the confidentiality of the team.
9. Remain committed to our scheduled meetings.
10. Will incorporate Positive Education into our daily mode of operation with the emphasis on mindfulness, kindness, gratitude and forgiveness.
11. Strive for continual improvement and model high standards of ethical behaviour and presentation of learning spaces.
12. Use supportive practices to develop student's growth and resilient mindsets.

Practicing Connecting Habits:

Listening	Supporting	Encouraging	Negotiating
Respecting	Accepting	Trusting	

Avoiding Disconnecting Habits:

Blaming	Criticising	Complaining	Threatening
Punishing	Nagging	Rewarding (to control)	

BBCS Goal Setting

The process of developing, monitoring, reflecting and reporting on personal learning goals is integral to students' achievement across the learning domains of Literacy, Numeracy and Personal and Social growth at Bowden Brompton Community School (BBCS).

As we know, one size does not fit all and this is particularly true for the cohort of students at BBCS. Goal setting is a wonderful opportunity to tailor learning, ensuring targeted interventions for every student. It allows students to make progress in specific skills and behaviours that have been identified as significant for their development and future success.

3. Key School Policies

- Site Improvement Plan and other key statements and policies are available on the BBCS website: <http://www.bbcs.sa.edu.au/>

- BBCS Respectful Relationships and Wellbeing Framework
- Student Development Plan
- School Code of Cooperation and Positive Behaviour Expectations
- Policies and Procedures Manual

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

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

5. Sporting Activities

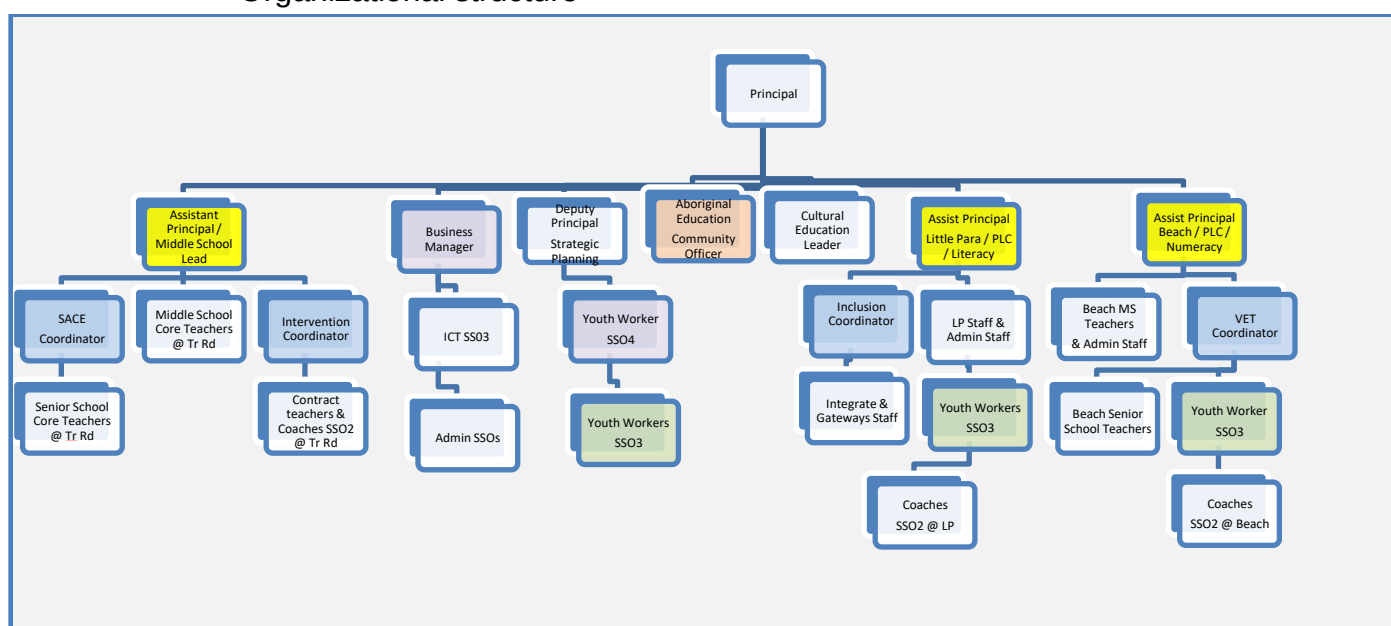
Pedal Prix, Ice Hockey, Basketball, Volleyball, Tennis, Table Tennis, Athletics, Martial Arts Therapy, Human Movement (Parkour), Scooters and Skateboarding , Bike Program (BMX) and Aquatics (Canoeing/Kayaking, Surfing, Water Skiing, Snorkeling and Sailboarding)

6. Other Co-Curricular Activities

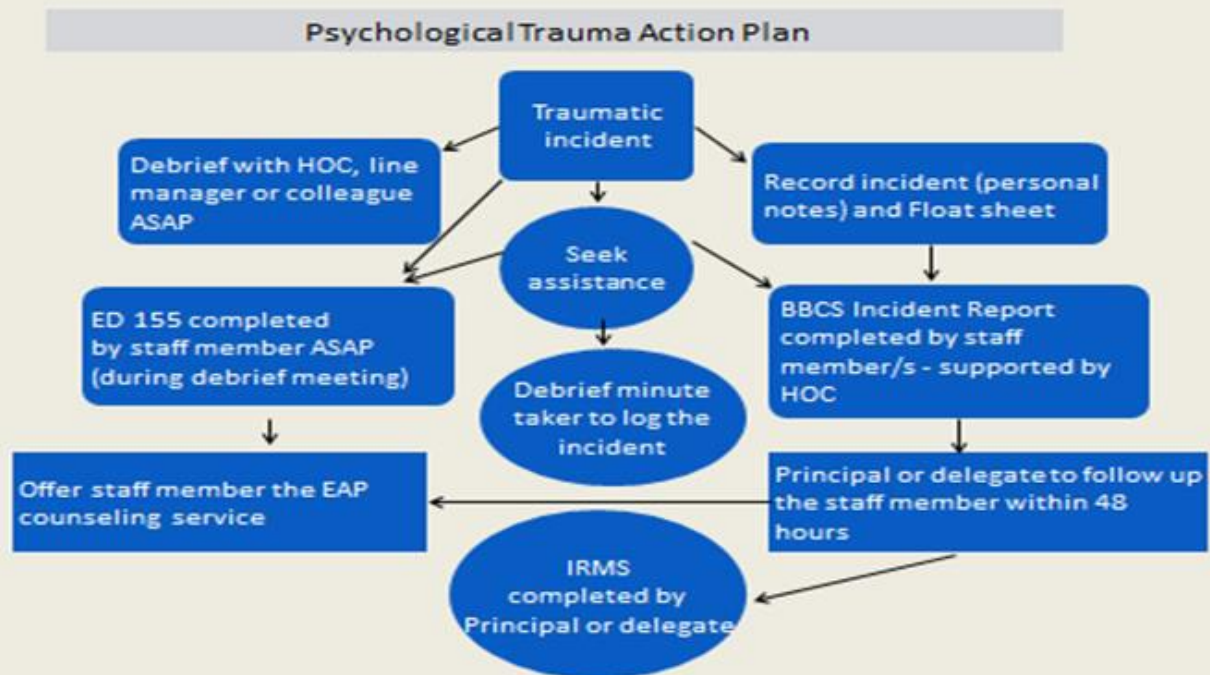
Outdoor Education (Bushwalking, Rock Climbing and Orienteering)

7. Staff (and their welfare)

- Organizational structure



- Staff support systems



Psychological Trauma Action Plan

Purpose:

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

When to do we act on the plan?

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

- **Performance Management**

The DfE Performance and Development Policy has been aligned to the National Framework. Each staff member is required to document a Performance and Development Plan (PDP). The PDP will be undertaken with the respective line manager. The PDP is congruent with the School Improvement Plan (SIP) and must reflect this plan. The SIP reflects Departmental and school priorities.

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

Verification of the PDP is to occur as a review in either Term 2 or 3 and as verification in Term 4. Verifications may occur earlier dependent on staff member's progress and need for feedback. Three meetings in the year with the line manager is the minimum benchmark, although more meetings may be negotiated. It is recommended that staff maintain a personnel portfolio that is updated as needed as a professional task and responsibility.

TIMELINE

Weeks 1 to 8, Term 1

- Preparation and adjustment of PDP. Meet at least once with line manager.

By Week 8, Term 1

- Staff to finalise their PDP and meet with their line manager.

Term 2 and 3

- Ongoing personal work with PDP.
- One progress reflection meeting with Line Manager more if negotiated.

Term 4

- Ongoing personal work with PDP.
- Verification with line manager by end of week 5 (Achievements documented and personal reflection with line manager).
- Learning conversation with the line manager to confirm and notate PDP progress.

8. Incentives, support and award conditions for Staff

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

9. School Facilities

- **All classrooms are air conditioned.**
- **Torrens Road Campus:** The Brompton site is dominated by classical heritage listed buildings. The campus has specialist home economics, tech studies (woodwork), art and music facilities. A park owned by the school acts as an open space area across the road from the main campus. The art centre exists on leased land about 5 houses down from the main campus.
- **Little Para Campus:** Housed in an ex junior primary site. The site is in need of major upgrade of facilities and a stage 1 building program will occur in semester 2 to create a new classroom, establish a cooking area and upgrade staff facilities. Ample outside play and grassed areas service the campus.
- **Beach Campus:** Located on a former campus of Christies Beach High School, the site offers three classrooms, a small indoor gym and art and home economics classroom. Ample play and grassed areas service the campus.
- **Integrate Program:** Located on the Para Hills High School site and co-located with the Beafield Education Centre
- **Offsite delivery of programs:** The school has a small fleet of 7 and 12 person vehicles to support programs. They are used to transport students to and from school and for activities throughout the day. At Little Para students are provide with a bus pick up and drop offs to assist with student attendance. On secondary campuses bus pick up and drop offs are implemented to support students on needs basis and in some cases to support student attendance. The school funds the vehicles through school based funding (conversion of teaching salaries and budget allocation).
- **Access for students and staff with disabilities:** Limited access. Some ramps are installed is not consistent across the three campuses of the school.

School Operations

- **Decision making structures:** Decision making structures at Bowden Brompton Community School aim to involve all members of the school in making decisions that affect their role and interests in the school. The key decision making groups are:
 - Personnel Advisory Committee (PAC)
 - Staff Meetings
 - Governing Council
 - Curriculum Committee
 - Executive Leadership meetings
 - Leadership meetings
 - Finance meetings

- **Regular publications:**
 - Daily campus staff notes
 - Term newsletters
 - Principal's Bulletin (weeks 3 & 8 of each term)
- **School financial position:**
 - The school has limited ability to raise funds. The school financial position is sound. The Department is currently undertakes biannual financial review to determine the funding model and financial review period. The school maintains its fleet of vehicles on both curriculum and WHS grounds. This requires significant conversion of teacher salaries to maintain the fleet and salary conversion is also used for curriculum needs.
- **Special funding:** The school is declared a category 2 Index of Educational Disadvantage school.

11. Local Community

- **General characteristics:** The school community draws students from the wider metropolitan area with some student travelling extraordinary distances to attend the school.
- **Parent and community involvement:** The Governing Council meets twice a term and has up to five parent representatives as well as delegates from the Regional Office and seeks support through DCP staff in acknowledgement of the intra and inter agency partnerships required to operate effective curriculum and programs for the school. Parent/caregiver involvement is fostered by regular contact by staff with parents/carers. Phone calls to parents/carers occur regularly and non-attendance is communicated daily. All forms of communication are utilised including mail, email, text messages and phone calls.
- **Feeder or destination schools:** All public-school students may seek entry to BBGS likewise students transition back to local school usually occurs at transition points such as the end of the year.
- **Other local facilities:** School ovals exist at each campus.
- **Local Government body:** The school administration centre at Torrens Road is within the local government area of City of Charles Sturt.