



Bowden Brompton Community School

2022 annual report to the community

Bowden Brompton Community School Number: 1418

Partnership: Inner West

Signature

School principal:

Mr John Leondaris

Governing council chair:

Rebecca Cocker

Date of endorsement:

15 March 2023



Government
of South Australia
Department for Education

Context and highlights

Bowden Brompton Community School (BBCS) is a multi-campus school located in Brompton, Christies Beach, Para Hills and Salisbury North. The school enrolls students aged from 11 to 18 who are unable to effectively engage in educational programs offered by other schools and services. BBCS students often present with gaps in learning, displaying emotionally charged behaviours or significant mental health issues. Students are referred to BBCS because they are disengaged and disfranchised from mainstream schooling. The school has adopted Trauma Aware initiatives, Positive Education, Positive Behaviour Support for Learning, Brain Integration and Choice Theory to respond to the needs of this cohort. A nurture model is used to help students set individualised goals for Literacy, Numeracy and Personal and Social capabilities.

The School Improvement Plan (SIP) continues to focus on improving reading and number in goal grade outcomes, which netted promising results. With a target of 55% of regular attending students achieving an A and B literacy grade, the school achieved a goal peak of 67% by the end of the year. Similarly, the ATSI cohort reached a result of 60% A and B grades. In 2022 we achieved the highest yield in A grades in literacy since 2019. In addition to this academic success, BBCS also recorded the lowest rate of suspensions in the last three years. This achievement cannot be undervalued given the complex nature of the school student cohort.

The 2022 PAT Reading and Maths testing window was again opened for a longer period. This gave more BBCS students the opportunity to positively participate in the tests. BBCS students have historically struggled to engage with NAPLAN and PAT assessments. The longer window of testing assisted staff to minimise student stress and anxiety levels in order to achieve a record participation rate and a lift in results. With a SIP PAT target of increasing student growth of 10%, we achieved more than 20% growth in both literacy and numeracy. With the increased flexibility of accessing PAT, teachers have been given effective student data which enables targeted curriculum interventions for future success.

The Senior Learning Teams (SLTs) across the school had a highly productive academic year. 2022 saw the second cohort of students completing their SACE. Four senior students successfully completed SACE. As well as 2022 SACE success several students also secured apprenticeships ranging from Fitter & Turner, Mechanics, First Fix Carpentry and Butchery. Students were also supported into employment opportunities ranging from nursery work to baking, and the automotive industry. BBCS continued to see growth in SACE completions in a broader range of subjects.

Little Para teacher Sarah Wills was one of three 2022 finalists nominated in the SA Public Education awards for the Lumination Secondary Teacher of the year. Sarah's innovative SACE programing, which partnered altruistic positive education theories with community service, was recognised through the awards. Her exceptional work and outcomes for students in the SACE Gateways classroom over the last 2 years has resulted in the first SACE completers at Bowden Brompton Community School and it was great to have this acknowledged through her finalist position. Proving that her successes with SACE completions were not just a "one off" in 2021, Sarah replicated student achievements with more students finishing their year 12 SACE in 2022.

The success of the first 2 Beach Campus students achieving Stage 2 SACE completion was a massive highlight for the Beach Campus and the school. 2 students' also completed Certificate III VET courses, 5 students completed Research Project and 2 are one subject a from completing their SACE in 2023. 7 senior students attended VET courses, and 5 students gained part time employment. 8 senior students participated in school sponsored driver education program which resulted in 2 students gaining their full license.

Governing council report

The Governing Council (GC) endorsed Pupil Free days for staff professional learning in Aboriginal Perspectives, Literacy, Numeracy, and Positive Behaviour for Learning. BBCS staff used the final pupil free day for PAT analysis and the review of the School Improvement Plan (SIP).

Governing Council also had the opportunity to feedback on SIP crafting and participated in termly analysis of SIP targets provided by Jason Rowe (Deputy Principal).

The school's 2022 budget was endorsed by the Governing Council and budget reports were provided at every meeting for analysis. The 2022 budget supported wellbeing initiatives which included funding for a school-based Psychologist and Pastoral Care Worker to support.

The GC was supportive of Jeremy Ryan Wilkinson's (Student's Representative) proposal to fund a vehicle that could be used to support the logging driving hours for students on their learner's permit. GC endorsed a 2-year phase in on Jeremy's proposal.

GC was thrilled re Sarah Wills' nomination as a finalist for 2022 Public Education Secondary Teacher of the Year Award.

GC supported the re-appointment process of the school's principal, John Leondaris.

With the continued complexity of COVID 19 during the 2022 school year BBCS-GC acknowledged that school staff worked tirelessly to ensure the school maintained community connections and offered educational and social assistance to students on-site and in the community. The result was that willing students maintained a continuity of learning and academic progress throughout the year.

GC endorsed the sponsorship of the school's Gala Dinner and Awards night where 3 SACE completers and student achievements were acknowledged including recipients of the Duke of Edinburgh Awards.

Quality improvement planning

BBCS continued to focus on two strategic priorities in 2022: Literacy: Reading; Numeracy: Understanding Number Sense; with the conditions for learning now embedded into both goals. Teaching staff used diagnostic data to differentiate the learning to the specific needs of their students and we continued to use these data collection tools to develop intervention strategies which supported key areas of reading and basic mathematic skill.

The SIP reading goal continues to be the focus of the school's professional learning community (PLC) and teams (PLT). Staff are developing an understanding of the link between PLT work and the SIP, and the Teaching sprint model used for PLTs has been sharpened with the use of the Reading Comprehension Blueprint as an evidence-based resource.

This has seen excellent progress of teacher practice in vocab with strategies investigated through the teaching sprints being included in the Literacy agreement. Background knowledge will be a focus for 2023 with work beginning toward the end of term 4 based on step 4 5 review around building quality literacy units to support understanding of background knowledge. The first unit in term 1 will have an indigenous focus through a narrative text structure. BBCS' Speech Pathologist continues to be an important resource for building teacher understanding around language impairment and planning to support students. With access to specialist intervention staff, who assist teachers with pedagogical design and recommendations with modifying resources and practices to suit the cohort and students with speech and language issues, teachers reported feeling more confident within their differentiation and unpacking student information. The Macquarie literacy program to support students with decoding has traction across the school. Staff understands the value and effectiveness of the program, therefore resourcing and capacity-building is a focus for 2023.

BBCS established a Numeracy Action Team (NAT) to improve the effectiveness of maths teaching. Through pupil free days and involvement with the Orbis program, the NAT supported teachers to develop and improve understanding of problem solving and reasoning, visual tools and techniques and the developmental teaching of number sense. In consultation with our Numeracy Coach, we strengthened teacher practices for creating, analysing, and annotating assessment to support goal attainment and maintained review and analysis of current practices via instructional leadership, PDP meetings and the implementation of Student Learning Journals.

Numeracy Goal Grade Data for 2022 indicates we did not achieve our yearly SIP target of 55% of students demonstrating A and B grades for regularly attending students. Our highest results came in Term 3 with 54%.

Review and analysis of PAT-M data indicates we achieved our target of 10% of students demonstrating growth in PAT M. Around 15% of students are achieving higher results in the Strand of Number and students for whom we have longitudinal PAT-M results have shown improvement in their scale score in Number over time. In addition, we had the highest number of PAT-M tests attempted and completed due to increased support for students and strategic implementation.

This year we focussed on the implementation of Student Learning Journals to track and monitor student attendance, engagement and achievement. In addition, the NAT developed a Maths tracking tool to assist in tracking and monitoring curriculum delivery and student understanding of the Mathematics Achievement standard sub-elements.

By tracking and monitoring SACE completions, the Leadership Team was able to identify specific student needs and put interventions in place. These included 1:1 tutoring and extra support staff, intensive student subject counselling and mentoring with Short Courses. We had 27 Stage 1 subject completions in 2022, a decrease from 2021 by 15 subject completions. Stage 2 subject completions held steady from 2021, with 10 students completing 1 or more Stage 2 subjects: 5 completed Research Project, 2 completed Modified Research Project, 2 completed Practical Connections and 1 student completed Integrated Learning.

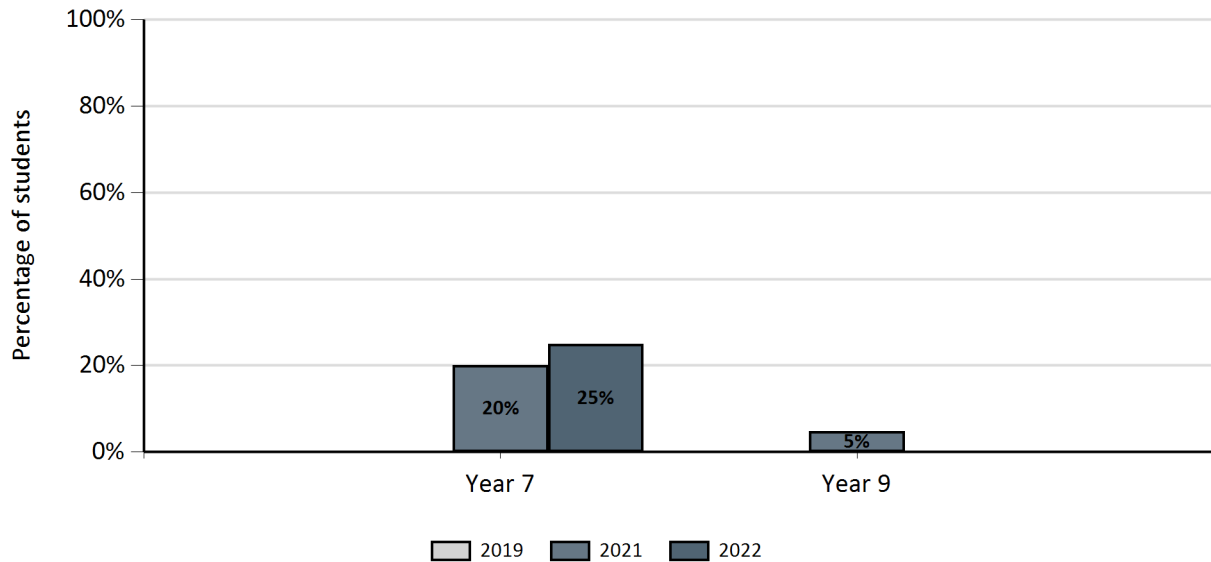
The review and evaluation process of the SIP demonstrated gaps in staff understanding and knowledge of the School Improvement Plan. Staff perception indicated that the rate of change through a collaborative process may have been too fast resulting in a lack of engagement with some actions and therefore no change in pedagogy. The step 4 feedback indicated fine tuning of the processes is required to ensure that staff understand the elements of the SIP and the connections to their curriculum and pedagogy. The outcome of the evaluation process has informed the development of the 2023 SIP which continues to focus on building staff pedagogy with evidence based researched practices that establish student academic and social growth.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

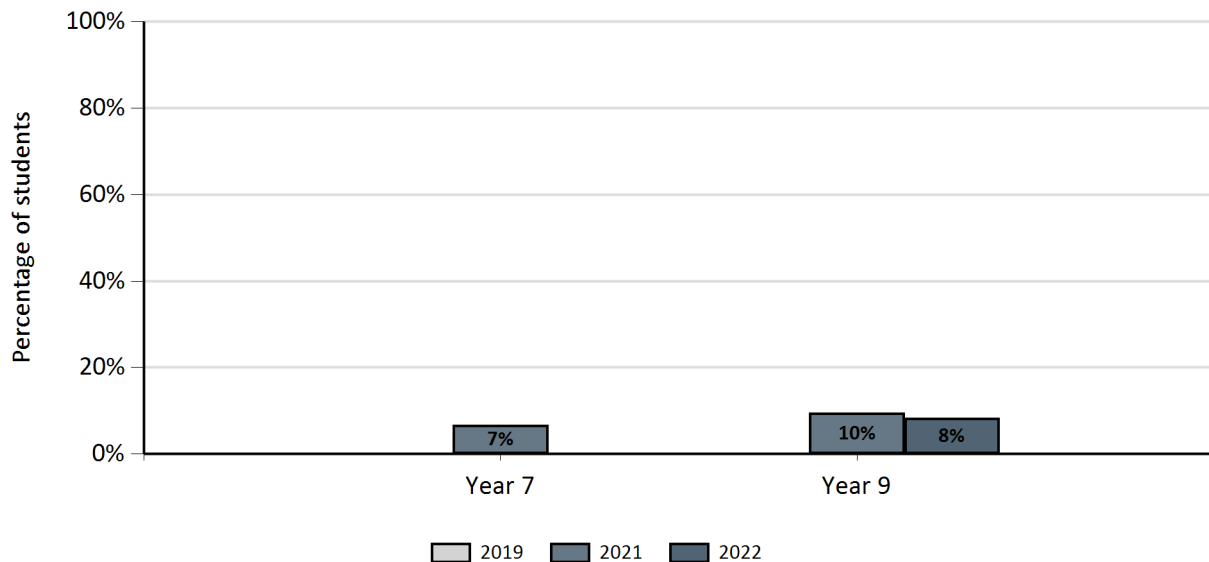


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	8	8	0	0	0%	0%
Year 07 2021-2022 Average	11.5	11.5	0.0	0.0	0%	0%
Year 09 2022	24	24	0	0	0%	0%
Year 09 2021-2022 Average	22.5	22.5	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

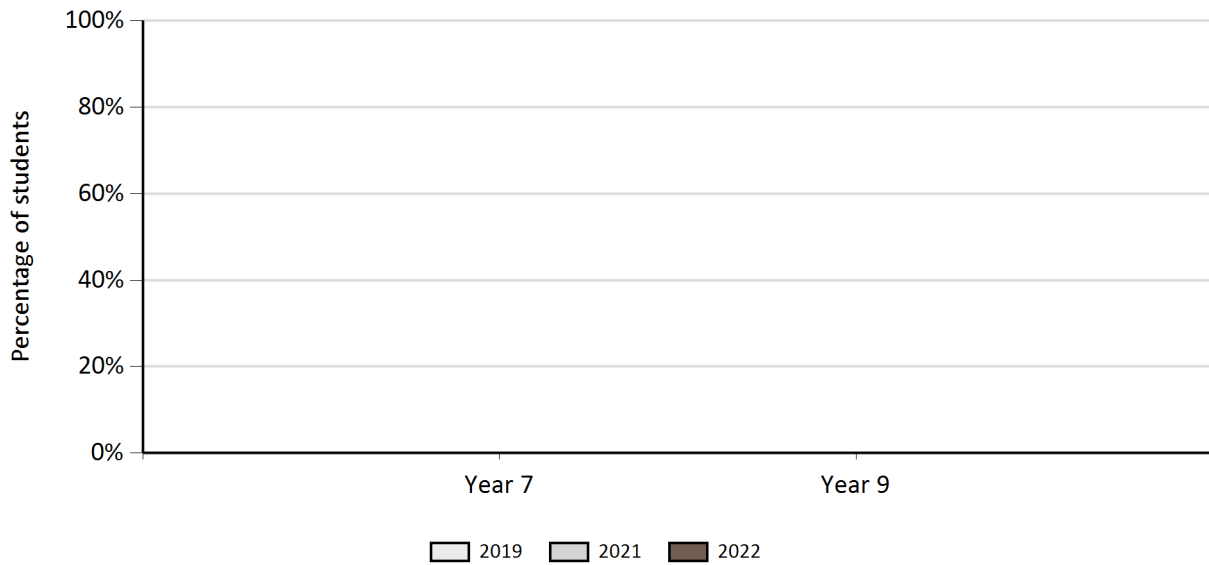
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



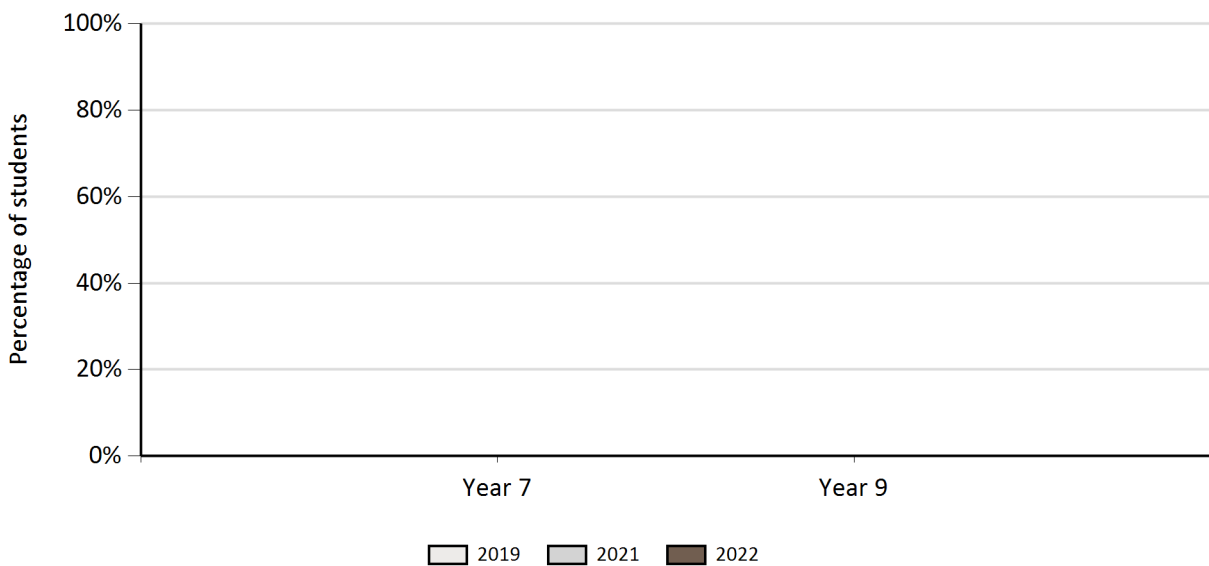
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

BBCS Goal Data reports were enhanced to detail the tracking and monitoring of Aboriginal Learners. Previously our indigenous student data was grouped with the main cohort but the separation of the data set has allowed leadership to identify and share specific highlights and concerns around our Indigenous students, particularly with attendance. Assuring consistent high quality classroom practice and high expectations around planning using Indigenous perspectives are outlined in the Literacy Agreement. Through curriculum, it is expected that students are given opportunities to learn that contemporary First Nations Australian communities are strong, resilient, rich, and diverse. It is also expected that a focus on indigenous perspectives allows Aboriginal and Torres Strait Islander students to see themselves and their cultures reflected in the curriculum.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

2022 was a successful year for our Aboriginal learners. We saw ATSI students involved in SACE, VET and short course completion. These included Certificate II courses and employment. The Workabout Centre, Access Training Centre and SYC supported our ATSI learners. We achieved an improvement in 2022 through whole school data tracking and monitoring processes to identify and implement supports for learners that included mentoring, 1:1 tutoring, curriculum adjustments, SSO/ACEO support, alternative learning programs and intensive case management. These are essential to improving learner engagement and success at BBCS.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2020	2021	2022
*	100%	90%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2020	2021	2022
B+	50%	0%	0%
B-	50%	20%	50%
C+	0%	27%	10%
C	0%	53%	30%
D+	0%	0%	10%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2021	2022
25%	75%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2022	2021	2020	2019
Percentage of year 12 students undertaking vocational training or trade training	100%	#Error	#Error	#Error
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	67%	#Error	#Error	#Error

School performance comment

BBCS students set three goals in collaboration with staff, one literacy, one numeracy and one developed from personal and social capabilities. Goal success is measured against a Goal Attainment Scale (GAS) to reflect the level of growth. Out of the two BBCS Site Improvement Plan Goals, the school managed to meet and exceed the literacy target of 55% of the regular attending students achieving A and B grades. Twice in 2022 the Literacy goal target was exceeded. The goal grade data indicated that the Literacy target of regular attending students achieving A and B grades was 63% in term one and 67% in term four. This cohort of students averaged 47.7% of A and B grades in literacy. Our ATSI students in the regular attending cohort reached a result of 60% A and B literacy grades. Our 2022 Numeracy goal target peaked at 54% of A and B grades with an average of 42.7% in 2022, not quite making the identified target of 55%. With the non-regularly (60-79%) attending students we still managed to make improvements in the goal targets. These students improved their A and B grades for Literacy and Numeracy. The literacy goal grades peaked at 62% while averaging 47% for 2022. The numeracy goal grades also peaked at 62% and averaged at 45% across the year. Those students attending less than 59% showed limited growth in their Literacy and Numeracy A and B goal grades. This cohort of students peaked their achievement of Numeracy A and B grades at 17% in term one with an average of 12% for 2022. The Literacy A and B goal grades peaked in term one at 18% with an average of 15%. The 2022 data demonstrated that the literacy target for our regular attending students from the SIP had been achieved. Even with attendance affected by the ongoing pandemic conditions students have shown remarkable growth in their literacy, numeracy and personal, social capabilities skills. The data indicates a direct connection between strategic staff training and development in literacy, numeracy and social skills and student growth.

2022 continued the SACE success of the 2021 BBCS student cohort with four students completing their SACE. As well as this we had several students secure apprenticeships ranging from Fitter & Turner to Mechanics, First Fix Carpentry and Butchery. Students were also supported into employment opportunities including nursery, baking and the automotive industry. BBCS continued to experience growth in SACE completions. In 2022 Stage 1 subject completions were achieved by students across the 3 campuses as follows: PLP 11% student completion, Workplace Practices 40% student completion, General Maths 50% student completion, Essential Maths 20% student completion, Integrated Learning 25% student completion and Aboriginal Studies 38% student completion. These results are of a C grade or higher grading at SACE level. 2023 SACE subject completions are predicted to rise again, and the school is on track for another, even larger cohort of SACE completions.

2022 PAT results have moved in a positive direction. Both participation rates and overall achievement rates have increased. We achieved an increase of 22% student participation rate in the Maths testing and a 25% increase in the Reading participation assessment rate. On average 22% of BBCS students (years 6 to 10) achieved SEA average in Maths. On average 32% of BBCS students (years 6 to 10) achieved SEA average in Reading.

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. In addition, due to the complex issues of trauma and low educational attainment, the number of students who willingly engage in the testing process fluctuates significantly.

Attendance

Year level	2019	2020	2021	2022
Year 5	N/A	N/A	N/A	71.5%
Year 6	71.6%	69.5%	56.7%	54.9%
Year 7	67.7%	72.4%	64.0%	64.2%
Year 8	61.3%	58.5%	61.5%	60.9%
Year 9	55.4%	53.9%	55.1%	40.8%
Year 10	54.1%	54.2%	50.4%	40.5%
Year 11	44.6%	46.7%	47.8%	31.4%
Year 12	34.3%	44.6%	51.0%	39.2%
Total	53.0%	53.5%	54.2%	43.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our processes to pursue students not attending regularly continues to be relentless including intensive case-management (CM) to ensure students are on site, in sight and on track. As part of the CM processes attendance plans are developed with students and parents to identify barriers to regular attendance and proposed solutions. SMARTAR goals were set, individual student attendance was track and monitored with reviews occurring every 4 weeks for non-attenders. Attendance strategies were exhaustive which included morning pick-ups for students and after school drops using the school bus fleet and taxi services supported by the school.

Behaviour support comment

BBCS maintains a focused and consistent approach to responding to significant behaviours. This processes enables students to understand school and community expectations regarding sociable behaviour. Students with complex needs require the strongest structures of safety and support. Trauma informed practice is embedded. With the introduction of an onsite psychologist, staff can unpack behaviours and develop supportive measures to address concerns. The introduction of the Interoception room and the Yarning Circle have added options for students experiencing difficulties. Staff regularly check on student wellbeing. Check-ins help to develop strong relationships and enable staff to re-engage students with their learning. Violence prevention strategies are utilised across the BBCS sites and include school-wide behavioural expectations, a caring school climate, positive interventions and supports. We teach students alternatives to violence including conflict resolution and interpersonal relationship skills. Staff work together to understand and address the underlying causes of the behaviour and recognise the importance of responding to incidents.

Parent opinion survey summary

20 out of 110 Parents responded to the 2022 survey. In 2023 the school will work harder in an attempt to engage more parents in providing feedback to the school through the parent opinion survey. Of the 20 parents that completed the survey it appears apparent that 2 parents were not satisfied in many areas of the survey. 14 parents responded favorably across all areas of the survey.

Parent's comments generally demonstrated gratitude for the work of BBCS staff engaging often resistant young people in learning. Communication mechanisms report was interesting due to the high level of communication that is insisted on staff by the school leadership team. Results as follows; Phone calls (16), Email (15), Text Message (14), Parent teacher interviews (13), Newsletter (9), Events at school (5) & Apps (10). The school takes pride on personal communication with parents. Scheduled meetings with parents and students are planned at the beginning of each term, midterm and end of term. The leadership team encourages staff to make good news calls on regular basis and parents are informed about concerns at relevant times with each care group having a designated mobile phone to use for regular communication with parents.

Intended destination

Leave Reason	Number	%
QL - LEFT SA FOR QLD	2	14.3%
SM - SEEKING EMPLOYMENT IN SA	1	7.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	57.1%
U - UNKNOWN	3	21.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

BBCS included COVID 19 double vaccination screening as directed by SA Health and the Department for Education in 2021. DHS screening included employees and visitors required to present their DHS clearance to be on site or work with our students. This included staff, student teachers, TRTs, volunteers, contractors, tutors and other outside agencies or individuals providing services to our school. We obey the Criminal History Screening Policy as part of the Department's requirements. After sighting the clearance certificates, the information was stored on the Department's database (EDSAS) and filed for future reference.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	50
Post Graduate Qualifications	25

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	29.7	2.1	15.0
Persons	1	33	3	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$6,299,778
Grants: Commonwealth	\$0
Parent Contributions	\$27,419
Fund Raising	\$0
Other	\$40,750

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Employed a School-based psychologist to support staff in Positive Behaviour Support planning. Continue to find creative ways to engage student in their learning and offering student agency. Berry Street Education Model follow up leaders training and new staff completed the course.	Improved understanding of behaviour and behaviour modifications.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	This funding allowed us to provide a range of different learning opportunities for students including community learning which supports students' re-engagement with schooling and 1:1 or small group learning opportunities for targeted support in literacy, numeracy and/or social and emotional skills above what is provided at our wave 1. Our site-based speech pathologist continues to provide support for all staff around language and speech difficulties and we added a school-based psychologist to our team who supported staff understanding of trauma and behaviour modification.	IESP funds approximately 33 percent of the school's staffing. The majority of our students require intensive intervention support with literacy, numeracy and social skills development. IESP funding has allowed the school to support students with 1:1 or small group support so that students have greater success in achieving learning goals. Extra staff is required to support student learning with fewer distractions from peers or becoming frustrated when waiting for teacher's assistance due to student's poor regulation skills. The teaching, modelling and learning of self-regulation skills will support student mastery in other learning areas.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Macquarie Literacy program is resourced across the school and runs for students who are significantly behind in their ability to decode.	All students attending regularly and participating in literacy intervention program (Macquarie Literacy) displayed progress in meeting literacy goals.

Program funding for all students	Australian Curriculum	BBCS has supported staff to develop targeted self-regulation strategies via the Skill Streaming Framework and the use of Interoception and regular and ongoing explicit teaching of pro-social skills via the daily check-in process, the support of the floating counsellor and learning tasks from the child protection curriculum and the Berry St Education Model. The introduction this year of our school-based psychologist has further supported staff and students to develop targeted interventions and positive strategies to improve student wellbeing and self-regulation skills.	Lower number of suspensions and increased participation in PAT could be a positive result of our work in improving student's self-regulation skills. One of the challenges of practice is the impact of trauma on memory and engagement. BBCS staff are highly skilled at adapting their lessons to meet the needs of diverse learners by pitching at the zone of proximal development. In 2023 we are aiming at a more structured approach to match the classroom learning to the Teaching, Learning and Assessment Program and to engage students in regular tasks to address areas of deficiency.
Other discretionary funding	Aboriginal languages programs Initiatives	BBCS invested in several print resources to support the teaching and instruction of Kurna Language in classes. Time was dedicated to staff meetings and involvement and consultation was sought from members of the Aboriginal community to support staff understanding and ensure culturally appropriate practices. Several middle school classes involved Kurna language as part of their Literacy Program. One class conducted a learning sprint on using Marzano to teach Kurna vocabulary.	We are seeing an improved willingness for students to communicate in Kurna language.
	Better schools funding	The Speech Pathologist (SP) applied specialist knowledge in language and foundational literacy to work collaboratively with the school team in providing evidence-informed reading instruction to students. This support included working with teaching staff on the explicit teaching of vocabulary, differentiation of task design, development of supporting teaching materials, creation of contextualized text structure assessment rubrics and delivery of an explicit and systematic synthetic phonics program. SP also identified students' language learning needs and implications for reading achievement through formal and informal assessment and diagnosis.	Goal Grade Data for students participating in the MacqLit reading intervention program indicated consistent growth for regular attending students. Positive student growth was also observed with vocabulary (a component of reading comprehension). This is attributed to the professional development of teaching staff in the implementation of explicit teaching approaches for vocabulary. Pre/post vocabulary measures demonstrated consistent and considerable growth in students' word knowledge. This was corroborated through observations of improved student engagement in vocabulary and reading activities.
	Specialist school reporting (as required)	N/A	N/A

Improved outcomes for gifted students	Space Education Program in conjunction with The Andy Thomas Space Foundation, The Australian Space Agency and Makers Empire 3D Printing STEM program.	Student's display a high interest and willingness to engage with Makers Empire 3D Printing STEM program and The Andy Thomas Space Foundation. The aim in 2023 will be to seek more opportunities for students to engage in high interest programs.
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