

# Tom Quinn Community Centre Alternative School (Bungara School)

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*(A Queensland Non-State Independent School)*

**The Salvation Army**

**Annual Report 2018 (based on 2017 data)**

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## DESCRIPTIVE INFORMATION

The Tom Quinn Community Centre Alternative School – Bungara lies within the Tom Quinn Community Centre located at 8 Killer Street, Norville. The School is approved as an Independent Co-educational Special Assistance School catering for students from Year 7 to Year 10. At present the School is only enrolling male students. Current enrolment is 18 students.

### A MESSAGE FROM OUR PRINCIPAL – David Eke

The Tom Quinn Community Centre Alternative School was established to cater for students who have disengaged from mainstream education. For our students, who have multifaceted and highly complex needs, mainstream education simply does not work. We do school differently!

The staff at TQCCAS works hard to support students who are struggling with complex issues and disengagement. It is a privilege to help these young people develop in knowledge, understanding, skills and values that will help them find a life of quality and purpose.

## VISION

The Tom Quinn Community Centre Alternative School vision aligns with the Salvation Army National Vision

Whenever there is hardship or injustice  
Salvos will live, love and fight  
Alongside others  
To transform Australia one life at a time  
With the love of Jesus

The Tom Quinn Community Centre Alternative School provides a diverse inclusive community service that reflects The Salvation Army National Vision through

- Transparent, accountable and collaborative decision-making.
- Providing young people access to educational opportunities free from discrimination that leads them to become active and informed citizens.
- Provision of service that is empathetic and aligned to Gospel values.
- An entrepreneurial and responsive capability in meeting the changing needs of the community.
- Encouraging young people, families and local communities to participate in learning communities promoting inclusiveness, respect and cultural appreciation.
- Improving learning outcomes and the futures of disadvantaged young people to succeed in becoming confident and creative independent individuals.

## MISSION

The Tom Quinn Centre Alternative School Mission aligns closely with the National Mission with a focus on sharing the love of Jesus by

- Caring for people
- Creating faith pathways
- Building healthy communities
- Working for justice

As a Salvation Army School, we align our teaching with Gospel values. Historically, the Salvation Army has always focused on working with the marginalized of society, being committed to social justice and the building of healthy communities. We do this through



- Teaching practice aligned with a restorative justice framework. This should focus on the ideals of fairness and natural justice.
- Trauma informed practise. As a school we provide both time and a space to heal. We will look at “best practice” and a continual refinement of our pedagogy.
- The development of a robust social emotional curriculum that centres on the development of self-awareness, empathy and compassion.
- Building a connection between “good works” and faith. To present a pathway to a better knowledge of the Christian faith.

## VALUES

At the Tom Quinn Community Centre Alternative School, we acknowledge that God is already at work in the world we value. We articulate these values not simply by what we say, but by what we do.

- Integrity
- Compassion
- Respect
- Diversity
- Collaboration

Compassion and care lies at the heart of good teaching. We acknowledge that the offer of compassion and care to our students, parents’ wider community and our colleagues is a sacred encounter that can transform lives. We demonstrate this by

- Starting with ourselves we demonstrate self-care. We will focus on our successes (no matter how small) and forgive our mistakes.
- We will praise and encourage others with a focus of kick-starting a positive spiral of behaviour.
- Always acting with integrity and respect. We acknowledge for many of our students this may be a new way of working. We present ourselves as role models.
- We focus on co-teaching which is a model that has an emphasis on collaboration and communication. We value each member of the team for the skill and knowledge they bring in meeting the needs of our students.

## STRATEGIC IMPERATIVES

1) In order to function effectively, schools must have clear policies and procedures that guide day-to-day processes. These policies cover everything from attendance, to student discipline, to emergency procedures. As a new and evolving school we will develop administrative procedures in line with best practice. All procedures and guidelines will reflect the requirements of legislation, codes of practice, standards and supporting information.

2) Deliver social emotional learning to our students so that they engage within the world as a positive influence. It is important that we as a school need to have a clear and well-crafted social emotional curriculum, use data to inform our decision-making, lever therapeutic programs and have highly skilled, trained, professional and empathetic staff. Embedding students in the activities of the Centre helps provide them new working models for interactions with others. In addition, EVERY student needs to be case managed, meeting specific individual student needs.

3) Deliver a specific needs-based individualised Australian Curriculum. As part of government recurrent funding agreements and the requirements of the Non-State School Accreditation Board we are required to continually re engage with the Australian Curriculum in a meaningful way.



Comprehensive planning documents (Scope and Sequence, Units of work) in the curriculum areas of English, Mathematics and Science will need to be developed using the content descriptors and general capabilities, which specify what students should be taught and the achievement standards which set out the depth of understanding and sophistication of skill expected of students. Assessment tasks will need to be developed which reflect achievement standards. As part of differentiating the curriculum each individual learning plan will need to identify where the student is working towards with regards the Australian Curriculum in English, Mathematics and Science. In future years this may expand to other subject areas.

### **TOM QUINN COMMUNITY CENTRE PURPOSE**

The Tom Quinn Community Centre was established to provide services for the disadvantaged and marginalized of our community and is a wonderful, friendly and safe environment for people to learn new skills, access emotional support and enjoy the company of others. It has a recycled timber workshop, an engineering workshop, community nursery and garden café. Many volunteers assist daily with maintaining the gardens and grounds of the Centre. The Salvation Army Tom Quinn Community Centre staff are experienced in managing community based programs, delivering accredited training and working with job seekers. This includes managing a variety of employment and training programs funded by both State and Federal Government.

The Centre facilitates a range of Queensland Government funded Skilling Queenslanders for Work programs aimed at assisting the unemployed into the workforce with a combination of training and skills development and is host to Work for the Dole participants in the gardens, workshops and café.

### **CURRICULUM**

The school provides a modified integrated curriculum which utilises the Australian Curriculum framework to allow students to participate in classwork at a level which matches their academic ability and focuses on student interest while also developing links to relevant industries. The school seeks to provide pathways to engagement and employment for students after they leave Year 10. To develop work ready skills, students engage with the wider Tom Quinn Community Centre - giving them connection to the elderly, working businesses, commercial kitchen and workshops.

An example of an integrated vertical curriculum unit is film making. Students at the school can engage with film making at a variety of different ability levels - from planning and story boarding, acting, helping on the set- all the way through to directing, editing and creating special effects. In this way, a student can continually revisit the subject of "film making" (e.g. Once a year from Year 7 to 10) and be able to continually develop deeper skills and show mastery. An activity like film making can also bring all the benefits of cross curricular links such as literacy, numeracy, science, design and technology.

The School uses BKSBS (Basic key skills builder) as a diagnostic tool to track literacy and numeracy. In addition, to tracking students against the Australian Curriculum we also use the Australian Core Skills Framework (ACSF) and have students from Pre level 1 to Level 3. Level 3 is regarded as the "minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge-based economy" (p.5, Australian Bureau of Statistics 4228.0 - Adult Literacy and Life Skills Survey, Summary Results, Australia, 2006).

### **ACADEMIC**

With parental approval, students were withdrawn from NAPLAN testing for the 2017 school year. Our Year 10 students have started their vocational journey and have been enrolled in a Certificate 1 in Construction. As a bench mark it is expected that all students who leave at the end of Year 10 are at ACSF level 3 and have at least one vocational qualification.

### **CHARACTERISTICS OF THE STUDENT BODY**



The student body of the Tom Quinn Community Centre Alternative School range from Year 7 to 10. The students are referred from mainstream schools for a variety of issues that mean that they are unable to progress with their education in a standard mainstream classroom. Students referred to the school exhibit a wide range of behaviours but a common theme is violence and anger, a poor reaction to authority, under-developed decision making and self-control and a lack of social skills. We have students referred that are clients of the juvenile justice system and the Department of Community Services.

Many of our students have experienced complex trauma. This trauma affects the physical, emotional and social development of the students. Our staff is all trained in Trauma informed care; understand the neuroscience behind the behaviours and the school has strategies and policies which minimise the risk to students and staff.

A number of our students (much higher than Mainstream schools) are verified with a disability. In addition, there is a high proportion of students with a diagnosis of ADHD, anxiety, depression, dysthymia, ODD and attachment disorder. Our staff work with medical professionals, psychologists and other third parties to provide a high level of wrap around care.

#### **EXTRA-CURRICULAR**

As the school is situated within the Tom Quinn Community Centre students have the chance to work in the centre to gain social skills, work ready skills and to have the chance to be treated as a capable young adult and get the feeling of success and achievement that comes with being appreciated for good work.

Students have access to work in the Nursery, Commercial Kitchen, Café and Workshop. Having the opportunity to develop relationships with positive role models is extremely important. Having a strong volunteer base provides students with opportunities for mentorship outside of the normal school setting.

The school has a strategic partnership with the YMCA and all the students' complete fitness classes each week. We are looking to expand our extra-curricular program to include outdoor education and challenging physical activities.

#### **ATTENDANCE**

School attendance is managed in a number of ways. Students at the Tom Quinn Community Centre Alternative School who live within the Bundaberg surrounds are picked up and dropped off from their homes by the school bus. In addition, breakfast and lunch are provided. Student absence is managed through direct contact with parents or guardian's daily. After five days of unexplained absence, a letter is sent to the parents or guardians to make contact with the school. If there is no response the student's enrolment is cancelled. All school correspondence is recorded in the students file.

#### **Attendance as a percentage of student population for 2017.**

	Term 1	Term 2	Term 3	Term 4	Total
Year 7	-	85.8%	92.6%	86.3%	88.2%
Year 8	84.3%	83.3%	82.5%	72.1%	80.6%
Year 9	96.2%	91.2%	94.4%	100%	95%
Year 10	89.5%	77.8%	75%	85%	81.2%
				Total	86.3%

#### **SOCIAL CLIMATE**

Our students have highly complex and multi-faceted needs. An all too common response for many of our students is to act violently. The school has procedures in place to accommodate this and try to encourage students to make informed decisions and return to the group. We are working on systems to encourage students to be a part of a cohesive group or team. In this way, they can start to empathise more with each other and respect others for their strengths and be mindful of their weaknesses. For those students who have been at the school longest we are finding that



significant progress is being made. Outbursts and violent behaviour are becoming less frequent, less destructive and students can bring themselves back to the group in a shorter time. The school has a holistic support system including the following:

- Integrated curriculum
- Youth support through the activities of a youth worker
- External partnerships with local counselling organisations
- Rewards program to encourage positive behaviour
- Mentoring and activities integrated within the Tom Quinn Community Centre.
- Court support
- Meals

### **PARENTAL INVOLVEMENT**

Parents/Carers are encouraged to participate fully in their child's education creating a three-way partnership (Parent/Carer-Student-School). This partnership needs to be based on mutual trust and respect, and shared responsibility for the education of the child. Parents and Carers can contribute anyway they can, including attending informal interviews. There is an open invitation for parents to visit the classroom.

### **PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL**

Informal written surveys have been conducted with parent and carers. However, due to the small size of the enrolment, feedback regarding school programs and direction can be face to face.

### **STUDENT TESTIMONIALS**

"TQCCAS is a good school because it is a good learning environment and the teachers are helpful. We don't go to school for as long but we still learn a lot throughout the day. The school provides us with good food and fun activities. Sometimes the kids at the school can get a bit out of control but the teachers handle it well. We also do jobs in the café, kitchen, garden, and build rubber band planes. The school also provides a bus to pick people up and drop them off."

"The centre provides a good education and more hands on experience the teachers are caring and give good advice to help us be a better person and this place offers a variety of jobs such as café, kitchen and many more exciting jobs .the staff throughout the centre are very caring and welcome people with open arms. The teacher aids are a huge help and are very kind to all the students. The students are very kind and I started only end of last year and it is the best experience for kids"

"TQCCAS is a good school because the food is good and the teachers do their best."

"Is good because we get to go cook in the kitchen, make planes, and do gardening."

"And we earn money and we get to spend it near the end of the year and we get picked up in the mornings and dropped off in the afternoons it's fun at this school."

"I've been attending the Tom Quinn Community Centre Alternative School for a little while now the main things I like about the TQCCAS is that the teachers are a caring about the students I also like that the school has hands on work unlike some of the other school I enjoy that the teachers let us do jobs on a Tuesday and Thursday on Wednesday we have cooked lunch."



“This school is pretty school as we get opportunities that most schools never have.”

### STAFF PROFESSIONAL DEVELOPMENT

Participation

First aid HLTAID003 (includes CPR) (2 x Teacher)

Reboot for Life (1 x Teacher, 1 x Support staff)

Child Protection Training (All staff)

### RETENTION AND ABSENCE

Retention

Through the course of 2017 only one staff member left. Retention rate is 75 %

Absence

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
3.5 FTE	148	8	98.5
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 98.5% in 2017			

### OUR STAFF (2017)

Breakdown

Position	Quantity
Principal (from May)	1
Teacher	1
Youth Worker	0.7 FTE (until August 2017)
Educational Support	0.8

### PROFILES

Principal – David Eke - B Ed (Industrial Arts), M Ed (Information Technology in Education), Graduate Certificate in Theology, Graduate Certificate in Child and Youth Counselling, Cert 4 in Training and Assessment.

David has spent the best part of 34 years as a teacher and school leader. He started his teaching career as a Design Technology teacher but over the course of his career he has taught most subjects but with a particular interest in programming and computing. David has a passion for the outdoors and has worked in Outdoor Education, Outward Bound and has been a Trekking guide on the Kokoda Track/Trail. Over 15 treks he has developed a deep and abiding respect for the people of PNG and the historical significant of the Kokoda Track. Taking people to their perceived limits and then beyond is his passion. He enjoys bushwalking, Scuba diving, fishing and reading.



His role at the Tom Quinn Community Centre is both as Manager Outreach, Education and Training and as Principal of the school.

Head Teacher - Aaron Agius B.Ed B.V.A

Aaron Agius is an educator, artist, designer, filmmaker, and animator. He has a passion for creating engaging educational experiences and using design thinking. Aaron has worked since the year 2000 as a teacher focussing mainly in Indigenous communities in North Queensland and has worked for industry to develop interactive education resources. He has a great interest in new industries and production like 3D printing, robotics, games design, 3D modelling, simulation, and animation. Also, he is very interested in promoting industry links, sponsorship, and partnerships to provide great corporate sponsorship opportunities for companies and organisations that want to help provide the best educational experience possible to disadvantaged students.



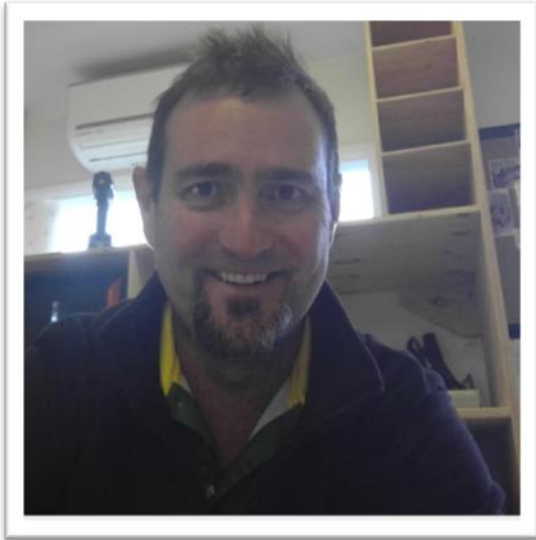
Educational Support -Steven Taggart

Steven Taggart has been a Youth Worker for 10 years and is keen to help students find avenues to future career pathways using the qualifications that he obtained doing 2 Trade Certificates. His last



employment was working with 3D modelling and writing programs/operating CNC machining equipment that built engines. His very hands on and practical way of approaching things encourages students to look at options, play out scenarios and work hard towards goals which can be a valuable skill set to have into the future.

He is Bundaberg born and bred, married with 3 teenagers and is a long-term foster parent offering support and assistance to children in need. If you mention motorbikes or cars his interest is already there and he has been Carina Speedway Chaplain since 2016. He loves the outdoors especially being on the water, hiking in the bush or camping.





FINANCIALS

**Tom Quinn Community Centre**  
**Alternative School**  
**Statement of Financial Performance**  
for the year ended 31 December 2017

	2017 \$	2016 \$
<b>Revenue from Ordinary Activities</b>		
Federal Government Funding	275,225	172,539
State Government Funding	45,267	35,056
Interest Received	1,018	330
Revenues from Ordinary Activities	321,510	207,925
<b>Expenses from Ordinary Activities</b>		
Interest Paid	-	33
Education/Training	2,488	-
Depreciation	2,234	-
Domestic	30	-
Maintenance	2,099	509
Minor Purchases	5,236	1,730
Utilities	802	148
Catering	3,501	1,490
Employees Salaries	177,544	140,244
Payroll Oncost	31,751	23,017
Administration	7,368	4,042
Insurance	422	1,002
Service Delivery Charges	25,434	20,301
Others	17,444 <span style="color: green;">Note 1</span>	15,409
Brokerage	34	-
Expenses from Ordinary Activities	276,387	207,925
<b>SURPLUS</b>	<b>45,123</b> <span style="color: green;">Note 2</span>	<b>-</b>

**Note 1** Others includes Audit Fees \$2,185, Training for Employees \$127, Subscription \$6, Resource Material \$14,960, and School Catering \$166

**Note 2** Independent Schools Queensland recommended that schools carry surpluses of between 8-12%

