



# Tom Quinn Community Centre Alternative School

(A Queensland Non-State Independent School)

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## The Salvation Army Annual Report 2020 (based on 2019 data)

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## DESCRIPTIVE INFORMATION

The Tom Quinn Community Centre Alternative School operates 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. The current enrolment is 21 students.

## A MESSAGE FROM OUR PRINCIPAL – Richard King

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 work 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.

On a personal note, I have been involved since the initial conception of the school in 2016, and have experienced the growth of the school from when it started to where it is now, this excites me as I have seen how much the school has grown and blossomed in such a short time. I look forward to seeing the school continue to prosper for future students.

## 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 Community 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

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 that is aligned with the principles of restorative justice. This should focus on the ideals of fairness and natural justice.
- Trauma informed practice: 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.

## 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. We have developed 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 is 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.

## TOM QUINN COMMUNITY CENTRE PURPOSE

The Tom Quinn Community Centre was established to provide services for the disadvantaged and marginalised 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.

## CURRICULUM

The curriculum at TQCCAS aligns to the Australian Curriculum Framework. Students complete learning in English, Mathematics, Science, Design and Technology, HASS, Health and PE and The Arts.

The focus of the curriculum is to develop students' knowledge, skills and attributes so they can transition to vocational training pathways or employment opportunities by the end of Year 10. Students in Year 10 are given the opportunity to complete FSK20113 Certificate II in Skills for Work and Vocational Pathways so they can work towards achieving ASCF Level 3 in Literacy and Numeracy. Additionally, the curriculum is designed to foster social competency and life skills.

Key approaches to the curriculum include identifying individual student's ability level rather than year level. Also, as an alternative school, the main focus is to provide an applied learning approach.

This year, students are developing design and technology skills in construction, small engines and drones. Students will also expand their life skills and cooking and food production skills by preparing lunches for the



school, meals for staff and catering for community events. These skills are developed in conjunction with science methods in food production, environmental science, electrical and chemical change. As the school has a number of business centres, students have the opportunity to apply learning to real life situations.

As part of developing social and emotional competencies, students explore a range of health and well-being issues through visual art and or reflective practice, as well as working as a team by completing curricular and extra-curricular activities. Also, resiliency, historical, environmental and indigenous perspectives are explored as part of English and Humanities themes.

### 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 reasons 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.

Many of our students have experienced complex trauma. Our staff are 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 have a verified disability. Our staff work with medical professionals, psychologists and other third parties to provide a high level of wrap around care.

We accept students referred by mainstream schools as well as Government agencies such as the Juvenile Justice system and the Department of Community Services.

### 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 always looking to expand our extra-curricular program in order to provide a holistic education experience.



**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 2019.**

	Term 1	Term 2	Term 3	Term 4	Total
Year 7	99%	96%	29%	99%	81%
Year 8	81%	74%	83%	68%	77%
Year 9	94%	90%	97%	88%	92%
Year 10	96%	84%	89%	78%	87%
				<b>Total</b>	<b>84%</b>

**SOCIAL CLIMATE**

Our students have multi-faceted needs. The school has procedures in place to accommodate this and try to encourage students to make informed decisions and participate in the life of the school. We are working on systems to encourage students to be a part of a cohesive group or team. In this way, students can start to empathise more with each other and respect others for their strengths. For those students who have been at the school longest we are finding that significant progress is being made. The school has a holistic support system including the following:

- Integrated curriculum – Based upon the Australian Curriculum
- Youth support through the activities of a youth worker
- External partnerships with local counselling organisations
- Rewards system 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 joint partnership between Parent/Carer, Student and 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. In addition, feedback regarding school programs and direction can be face to face.

### STUDENT TESTIMONIALS\*

“At Tom Quinn we have all types of personalities here and everyone has been very welcoming, treating me with kindness and care which is very different to the main stream schools that I have attended since I entered high school. Tom Quinn has a lot of activities to do and they make all of their learning at Tom Quinn much more proactive than main stream schools and I find it much easier to sit in class and learn about common subjects. To be honest I wish I found Tom Quinn sooner and came here earlier because it has made me realise I can learn so many things. At Tom Quinn the teachers strive to help each student to learn in their own unique way. I am thankful for being here because I have learnt so many things in a short amount of time so when I leave at the end of the year I will be work ready and set to go out into the ‘real world’ and Tom Quinn helped me to achieve that.”

*Yr 10 Student*

#### What works in the school?

“The Lessons are productive life lessons; unlike the lessons you would learn in a public school in my opinion. Information that I wouldn’t really need in real life I know saying that is stereotypical and biased but it is my honest opinion.

The lunch at Tom Quinn is amazing the food here is amazing.”

#### What you like about coming to school?

“I feel as if it is a safer environment (Being a smaller school) each one of teachers can pay closer attention to us and they promote anti bullying. There is always something new and entertaining at the school whether it be from the students or the teachers using hilarious metaphors/analogies to get their point across.”

#### Are there things that you do not like about school?

“Not that I can think of...”

#### What are some things that could be done differently?

It has been identified that the desks and chairs in the class room are uncomfortable. Particularly, for larger students. The Tom Quinn school is currently in the process of sourcing new class room furniture.

#### Favourite Subjects

“English.

Math (Maybe).

The New Subject recently added “Career Ed” is Amazing.

And That is about it”

*Yr 10 Student*



***Student Testimonials continued...***

"I like the school because they teach you your level of learning and help you with your work. They also make food at breakfast, morning tea and lunch. Most of the people are nice although some are really annoying and give me a headache."

*Yr 7 Student*

"I like how there's laptops easily available to all the students at the school for online learning and other things like that. I like how you can do jobs and earn money here and how the staff are always helpful and nice. The teachers are great and the counsellor as well. I like coming to this school as there are not many bullies here and we work as one, like a team or a family. I also like that we get picked up in the morning allowing most of us who live further away from the school to get here faster giving them more energy meaning they are not as grumpy and tired. Some of the things I do not like here would mainly be some students here as I said I have some bullies here but that does not worry me. I think that maybe how the classes are set up could be better in my opinion that people have tidy trays and little areas to put their work and a phone pouch hanging off the front of the desk or even use that to store the calculators. Overall, I think this is a great school and the free lunches make it better."

*Yr 9 Student*

*\*Note: all student, parent and community feedback and complaints are recorded within The Tom Quinn Community Centre's Continuous Quality Improvement data system. Feedback and complaints are reviewed and actioned where appropriate.*



## SCHOOL HIGHLIGHTS

### THE CHILL-OUT ROOM IS GIVEN A FACE LIFT!

Creating a space for students to retreat to when they are trying to regulate their emotions was a high priority for 2019. Having a room designed specifically to de-escalate and relax students, filled with resources they can utilise to learn the important skill of self-regulation has shown outstanding results. This space was designed and created together by students and staff. We wanted the students to be a part of the project, have ownership of the room and be proud of the outcome.

In the chill out room you will find an array of sensory tools, puzzles, mindfulness activities, oil diffuser, music, air purifier and games. Our main attraction however, is our massage-pod chair. This investment has truly been priceless. Time and time again, students who are encouraged to take a moment and have a chat while in the massage pod are seen to be able to calm down and open up about what is causing them distress. Students participate in reflection and plan together with staff how to integrate back into class. This room is also utilised when an alternative activity is identified to be in the student's best interest to avoid further escalation.

In term 4, every Monday the Chill-Out Room became a space where students could meet with the Youth Coordinator from our local Mental Health Service, Artius for individual or group sessions. Youth Coordinator, Amie also helped in the planning and creation of the space as part of her sessions with students. This unique space was reported to provide a comfortable and engaging space for these therapeutic sessions.

The chill out room also doubles as our sick bay when students are feeling unwell as there is a reclining chair, perfect for head and tummy aches. This one small transformative space has become such an integral hub of our school, a place where people connect, kindness and care is demonstrated and new skills are challenged and grown.





### CUBBY HOUSE

Students worked on building a cubby house for a local police officer that sadly passed away, leaving his wife and two young boys. With the support from the local Bunnings and other local businesses who supplied the building materials, the Tom Quinn Community Centre staff and school students worked tirelessly to complete the project for a surprise Christmas present for the boys.



### YWAM – showcase Magic and Basketball

November 2019, we had a visit from YWAM (Youth With A Mission) from Brisbane who came to be entertained by us with magic tricks and basketball. Who would have thought they would be teaching us a thing or two! Turns out, one of the lads from Sweden had some skills in card tricks and had the student's captive watching for his delicate 'slight of hand'. They were fantastic as our students practiced showing their tricks to them which helped our students with self-confidence, public speaking and presentation ability.

They joined us for a substantial 'Aussie Burger' lunch supplied by the TQ Kitchen and then for a combined basketball game at the PCYC, highlighting the skills that were taught as part of the school program on basketball shooting and ball handling skills.





## COMMUNITY ENGAGEMENT

**Sergeant Meg Owens** has been a supporter of the school since its early days and continues to visit each year, building relationships and talking to the students about ways they can interact and get along with the police in society. We have found her presence a valuable addition to our school and as shown in the photo, her particular method of classroom behaviour management was a hit (possibly more with the staff 😊). Thumbs up to Sergeant Meg and thanks for making time for us at TQCCAS.





**STAFF PROFESSIONAL DEVELOPMENT**

**Participation:**

- Cert IV Training and Assessment
- Engage in Life and Learning
- Clinical Supervision
- Discrimination & Equal Opportunity (eLearning Certification)
- Bullying & Harassment (eLearning Certification)
- WHS - Risk Management (eLearning Certification)
- Trauma Informed Care Level 1

**RETENTION AND ABSENCE**

**Retention:**

Through the course of 2019 two staff members left TQCCAS. The staff retention rate is 60 %

**Absence:**

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
5 FTE	151	8	94.7%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 94.7% in 2018			

**OUR STAFF (2019)**

**Breakdown:**

Position	Quantity
Principal	1
Teacher	2
Youth Worker	1
Educational Support	1



## STAFF PROFILES

**Principal** – Richard King. B Ed (Secondary), Cert IV in Training and Assessment

Richard started his teaching career in 1987, teaching at Emerald High School as a Manual Arts teacher then moving to Bundaberg in 1990 to take up a roll as a Construction teacher with Bundaberg College of TAFE. He started his career in the management position in 2002 as an Associate Director and moving to the Educational Manager position in 2005 for Wide Bay Institute of TAFE. This position involved managing staff in 4 locations throughout the Wide Bay area.

Years of experience in the educational sector enhances the school's ability to thrive and grow in a continually changing society. Richard is a keen fisherman and plays golf. He maintains his construction skills in woodwork and wood turning.



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

**Head Teacher** – Megan Veivers Dip of (Secondary), BBus, Grad Cert in Education (Applied Learning), Certificate IV in Training and Assessment



Megan has industry experience in both legal and human resources fields. She started her teaching career at Hervey Bay Senior College in 1989 where she was involved in piloting the integration of senior school subjects with TAFE certificates and assisted schools in the Wide Bay region to offer Certificate II in Business programs as part of an alternative vocational pathway.

Since that time, she has taught in a number of secondary schools across Queensland. After co-owning a business for a number of years, she returned to TAFE in 2007 and delivered programs in small business, leadership and management. Further, Megan has coordinated a number of community programs with the aim of assisting participants of all ages to develop resiliency, vocational and employability skills.

Megan enjoys gardening, walking and reading. She joined the TQCCAS school mid-way in 2019 and her current role at the school is to assist in curriculum development.



## 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.

## Youth Worker – Sarah McBead

Sarah joined the TQ team in Term 3, 2018. She comes from a background in Child Protection, having worked with children, youth and their carers and families for over 12 years.

Sarah has a passion for helping young people discover their worth and abilities despite the challenges they perceive to be blocking them. She is a cheer squad for students who are struggling to see their worth and is there for students to talk through their worries and frustrations.

Sarah spends a lot of time in the chill out room, somewhat because she likes the funky array of squeeze balls and playing Jenga, but mostly because she strives to make herself available for students to catch up with. Understanding each student as an individual, their strengths and challenges, is imperative to be able to provide the support they need at school for them to succeed.



Sarah enjoys anything creative and interactive. From traditional art drawing, to cake decorating and face painting, right through to crafting fire pits from upcycled metal with freehand plasma cut designs. Sarah looks forward to opportunities to bring her artistic flair to the school and provide students opportunities who also share her passion for the arts.



Financials



The Salvation Army Australia Territory

Territorial Headquarters

261-265 Chalmers Street, Redfern, New South Wales, 2016  
PO Box A435, Sydney South, New South Wales, 1235

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Tom Quinn Community Centre  
Alternative School  
Statement of Financial Performance  
for the year ended 31 December 2019

	2019 \$	2018 \$
<b>Revenue from Ordinary Activities</b>		
Government Funding - Federal	340,540	379,785
- State	81,531	102,826
Interest Received	2,851	2,517
Salvation Army Contribution	-	6,132
Revenue from Ordinary Activities	<u>424,722</u>	<u>491,260</u>
<b>Expenses from Ordinary Activities</b>		
Education/Training	1,899	4,760
Depreciation	24,464	6,793
Domestic	114	34
Maintenance	2,273	2,328
Minor Purchases	25,135	20,084
Utilities	617	848
Motor Vehicles	6,935	1,761
Catering	28	1,012
Employees Salaries	328,487	229,378
Payroll Oncost	34,340	27,969
Administration	4,364	8,376
Insurance	-	1,133
Service Delivery Charges	63,311	72,392
Others	34,092 <i>Note 1</i>	25,053
Brokerage	6,380	8,907
Unspent Government Funds	8,038	-
Expenses from Ordinary Activities	<u>540,477</u>	<u>410,828</u>
<b>(DEFICIT) / SURPLUS</b>	<u>(115,755) <i>Note 2</i></u>	<u>80,432</u>

*Note 1* Others include Audit Fee \$2,565, Professional Fees \$3,675, Training \$1,556, Resource Material \$25,710, and IT Leasing \$584.

*Note 2* Deficit as at 31 December 2019 \$115,755 is covered by prior years accumulated surplus \$125,555.

2017 Surplus	\$45,123
2018 Surplus	\$80,432
Accumulated Surplus as at 31 December 2018	\$125,555
2019 (Deficit)	(115,755)
Accumulated Surplus as at 31 December 2019	\$9,800



General **Brian Peddle**