
THE SALVATION ARMY
TOM QUINN COMMUNITY CENTRE
ALTERNATIVE SCHOOL

(A Queensland Non-State Independent
School)

ANNUAL REPORT 2019

BASED ON 2018 DATA



Australia

8 KILLER STREET
BUNDABERG QLD 4670
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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. 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 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.

Highlights:

- Refurbishment of existing facilities to include for the addition of another classroom with new equipment and new toilet facilities for the school.
- 1st intake of VET training, two students completed a Certificate 1 in General Construction
- Addition of a Chill-Out Room

On a personal note, I have been involved with the initial conception of the school in 2016, and experienced the growth of the school from when it started to where it is now, this excites me as to 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.



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

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 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.

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 2018.

	Term 1	Term 2	Term 3	Term 4	Total
Year 7	44%	89%	81%	66%	70%
Year 8	90%	97%	95%	100%	93%
Year 9	77%	86%	79%	69%	78%
Year 10	76%	80%	80%	100%	84%
				Total	81%

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 WITHIN 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 TESTIMONIAL

Dear Steve, Aaron and Sarah

Thank you all so much for helping me to be who I am now! Being at this school was just amazing because I got to learn new things every day and have three well hearted teachers to be by my side the whole time. I know I had my meltdowns and treated use the way I shouldn't have, but I really appreciate you all treating me the same no matter what.

I'm really going to miss being around you guys so much, but that's life I have to move on at some point. I'm really glad that I made a really good connection with you guys honestly! Hopefully sometime soon I'll come visit and I'll have a good job and have my life sorted out and if that happens, that's all thanks to you guys!

Just remember all the fun and funny times we all had and how happy you guys made me.

Steve, you helped me get through a lot of tough situations and you always gave tips about stuff I don't know much about. You're such a great human to be around and I'm going to miss it.

Aaron, you and I have been through war after war against each other, but at the end of the day you're the main reason why I learnt so much in class. You would be surprised how much I really did like you.

Sarah, you helped me throughout my anxiety and anger, I really do appreciate what you have done it means a lot. You're so caring and have a wonderful personality.

Thank you all for caring about me and being who use are!

You guys are true legends!



GRADUATING STUDENTS

2018 saw us have our first graduating students who completed their Year 10 with us at TQCCAS. Cody* and Jack* were long term attendees here at school and we enjoyed and valued their participation in the school program and we were justly proud to present them with tool belts and gear when they graduated and also finished their Cert I in Construction. They were more chuffed with the safety shirts we had embroidered with their names on them. We hope that these boys continue to pursue their chosen careers as they both deserve a chance to prove themselves.

*names changed to protect the privacy/ identity of our young people/ individuals

TQCCAS TAKES FLIGHT

We got right into all things aeronautical this Term. Our subject was flight and we took this to another level... water. Students were tasked with creating an underwater glider that could effectively 'fly' under water using a staged learning process. First they had to sketch either on paper or digitally a concept idea of their glider, and this also had to have google images of what inspired their designs. Secondly came the Autodesk Fusion cad drawing of the 3D model which needed to be to scale within size specifications given. Once this was done we would import the model into Autodesk Flow Design which is wind tunnel software and the students could identify pressure and flow issues with their models, make corrections until. Step three was to 3D print ABS models of their designs and yes, off to the pool we went to test and evaluate their designs. Now you can't have a unit on flight without going back to basic enjoyment of flight. YES, we made paper planes and set up a measured strip out in our area to trial different designs, wing technology for distance and performance. This was more challenging than first thought as some struggled with following such precise procedures, intricate designs and consequences of rushing your folding.

We also had fantastic help from our volunteers in Paul and Michael as the students took turns in fabrication of old style balsa framed, paper wrapped rubber band powered model planes. This was a great success but you could not evaluate that from the distance flown, rather from participation and effort to try their best. They may not have flown large distances but the lessons taught and understanding was evident when we discussed how the planes performed.



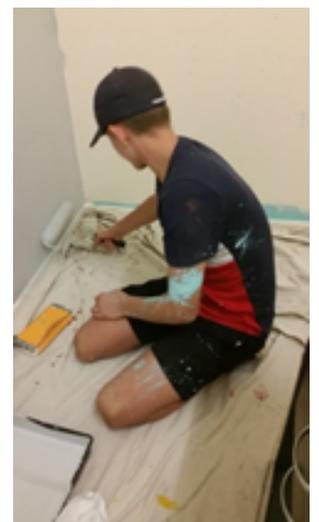
THE CHILL OUT ROOM IS BORN!

Creating a space for students to retreat to when they are trying to regulate their emotions was a high priority this year. 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.

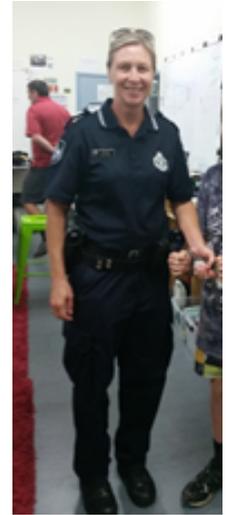
The chill out room also doubles as our sick bay when students are feeling unwell as there is a reclining chair, perfect for head and tummy aches. This one small transformative space has become such an integral hub of our school, a place where people connect, kindness and care is demonstrated and new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



COMMUNITY ENGAGEMENT



Sergeant Meg Owens has been a supporter of the school since its early days and continues this year to visit, build relationships and talk to the boys 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.



YMCA

Going to the gym is supposed to be good for you right?? Well we had to do a fair bit of convincing but it didn't take long for the students to get into it and burn off some of their energy. Jodie was our 'Queen of Pain' every Thursday afternoon and would run us through a varied program each week. You can tell it wasn't easy, look for the people lying down in some of the photos.



YWAM - SHOWCASE: MAGIC AND BASKETBALL

November 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 students captive watching for his delicate 'sight 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 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.



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)

RETENTION AND ABSENCE

Retention:

Through the course of 2018 two staff members left. 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 (2018)

Breakdown:

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



STAFFING PROFILES

RICHARD KING

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.

AARON AGIUS

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.



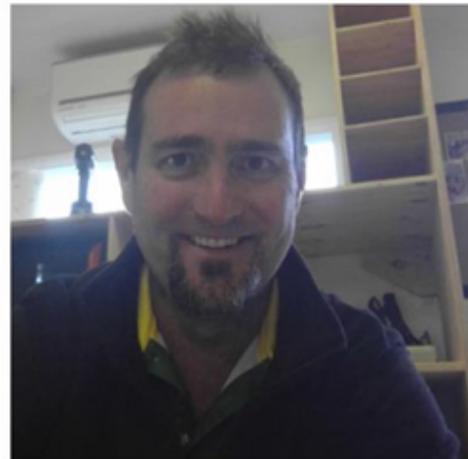
STAFFING PROFILES

STEVEN TAGGART

Educational Support

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.



SARAH MCBEAD

Youth Worker

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.



FINANCIAL

The Salvation Army
Australia Eastern Territory



**Tom Quinn Community Centre
Alternative School**
Statement of Financial Performance
for the year ended 31 December 2018

	2018 \$	2017 \$
Revenue from Ordinary Activities		
Government Funding - Federal	379,785	275,225
- State	102,826	45,267
Interest Received	2,517	1,018
Insurance Settlement	6,132	-
Revenues from Ordinary Activities	491,260	321,510
Expenses from Ordinary Activities		
Education/Training	4,760	2,488
Depreciation	6,793	2,234
Domestic	34	30
Maintenance	2,328	2,099
Minor Purchases	20,084	5,236
Utilities	848	802
Motor Vehicles	1,761	-
Catering	1,012	3,501
Employees Salaries	229,378	177,544
Payroll Oncost	27,969	31,751
Administration	8,376	7,368
Insurance	1,133	422
Service Delivery Charges	72,392	25,434
Others	25,053 Note 1	17,444
Brokerage	8,907	34
Expenses from Ordinary Activities	410,828	276,387
SURPLUS	80,432 Note 2	45,123

Note 1 Others include Audit Fees \$2,255, Consultancy \$3,575, Training for Employees \$1,890, Subscription \$90, Resource Material \$16,610, and IT Equipment Leasing \$633.

Note 2 Surplus of \$80,432 as at 31 December 2018 is committed to Tom Quinn Community Centre Alternative School. Independent Schools Queensland recommends that schools carry surpluses.

