



Tom Quinn Community Centre Alternative School (Bungara School)

(A Queensland Non-State Independent School)

The Salvation Army

Annual Report 2017 *(based on 2016 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. Over the course of its inaugural year enrolments fluctuated between 15 to 18 students. Due to need it is expected that enrolments will increase over time.

A MESSAGE FROM OUR PRINCIPAL – David Eke

2016 was the inaugural for the Tom Quinn Community Centre Alternative School with enrolments opening in Term 2. The School was established to cater for students who have disengaged from mainstream education. For these students, with multifaceted and highly complex needs, mainstream education simply does not work. For the teachers and support staff at the school it means looking at education a little differently.

Although, the school is officially known as the Tom Quinn Community Centre Alternative School, staff, students, and parents colloquially call it “Bungara”. Bungara being an aboriginal word meaning “Goanna”. This makes sense as Goannas are often seen around the school precinct, but I am also reminded of a story about a Goanna and an Emu who raced one another. The first race was along a long straight path. Due to the Emu’s long legs and the Goanna’s stubby legs the Emu won this race easily. However, the Goanna asked the Emu for another race, this time around a tree. As the Emu had long legs he couldn’t turn quickly and as the Goanna has stubby legs with sharp claws he jumped onto the tree and ran around the base and won. The moral of the story is a simple one, each of us have gifts, we just need to find out what they are to be successful.

The staff at Bungara School 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.

SALVATION ARMY MISSION STATEMENT

The Salvation Army is a Christian movement dedicated to sharing the love of Jesus. We share the love of Jesus by:

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

As the Tom Quinn Community Centre Alternative School is part of the wider Salvation Army we embrace the Mission of the Salvation Army.

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 an 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, people with disability, working businesses, commercial kitchen, warehouses and workshops. The school uses Luminosity Brain training to gather data and create routine for these very disengaged students and has found this to be a very successful and powerful strategy.

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.

ACADEMIC

As the school is in its inaugural year there is no NAPLAN data to report on. In addition, with parental approval, students were withdrawn from NAPLAN testing for the 2016 school year. It is expected that in the future, students in Year 10 will engage in formal Vocational Education training.

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. There are many factors that influence these students and many of them come from a situation of disengagement and disadvantage and a home background that does not support their seamless integration into mainstream schooling. We have students referred that are clients of the juvenile justice system and the Department of Community Services. The school has a number of indigenous students enrolled, and at the end of the school year the number of students who identified as indigenous was 20 percent.

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, Landcare, Commercial Kitchen, Café, Workshop and Warehouse. 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 will aim to provide more events and programs outside of school as we improve our students' ability to work together and learn appropriate behaviour conventions for certain situations. Future visits include going to Brisbane to visit museums, art galleries and QPAC performances, going on a fishing charter, attending Bundaberg restaurants with a plus one, having regular sporting classes outside of school such as jiu jitsu classes and competitions and going on school camps and other trips.

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 2016.

	Term 2	Term 3	Term 4	Total
Year 7	74.4%	58.8%	48.7%	60.6%
Year 8	58.8%	65.2%	59.1%	61%
Year 9	74.8%	76.0%	80.6%	77.1%
			Total	66.3%

Note the school started to take enrolments in Term 1 for a Term 2 start. Over the 2016 year no student was enrolled in Year 10.

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

"This school [understands] my anger a bit more and there are not as many kids [so] it lets me control my anger better"

"This school will help me to [focus on] my work and what is going to happen in the future and that is really important because we are here to help ourselves to learn new things and learn what we need to know in the future."

"I like this school because we get fed food, breakfast and lunch. And also the teachers aren't as strict and they know us better because not as many people come here and it helps the teachers get to know us."

"I always got suspended for getting into fights but at this school violence isn't accepted. I feel normal at this school I love how we get treated like men and get fed well. The teachers at this school do their job really good and they always make us laugh."

"At lunch time we go out to the eating area and eat very good cooked meals and there always good. The students here respect me and make me laugh cause there always funny. I want to stay here it helps me a lot and helps me concentrate and get along with people."

"Where I am now I belong I chose to be here but I am actually glad that I'm here because I have never had cool teachers and pretty cool class mates. It's cool how we earn money and when we misbehave we get fines which mean money gets taken off our bank."

STAFF PROFESSIONAL DEVELOPMENT

Participation

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

Child Protection Training (All staff)

Expenditure

\$900

RETENTION AND ABSENCE

Retention

As 2016 was the school inaugural year staff retention cannot be calculated.

Absence

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
4	315	5	98%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 98% in 2016			

OUR STAFF (2016)

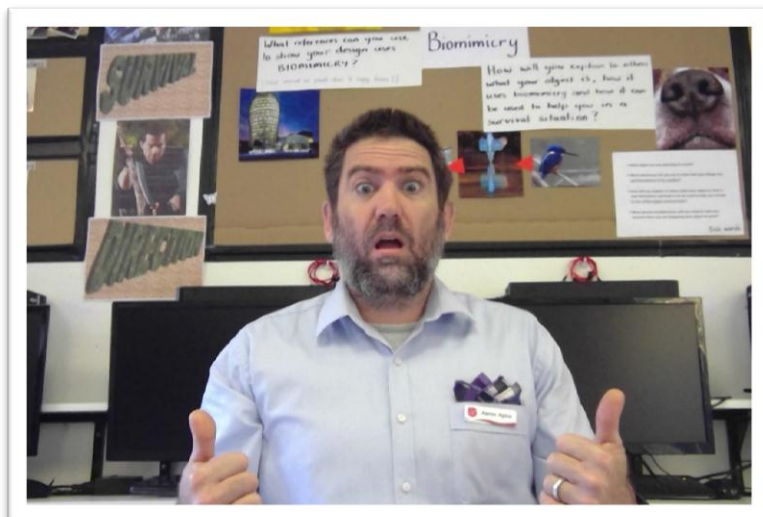
Breakdown

Position	Quantity
Teacher	2 (1 Acting Principal)
Youth Worker	0.7 FTE (Employed November 2016)
Educational Support	0.6

Profiles

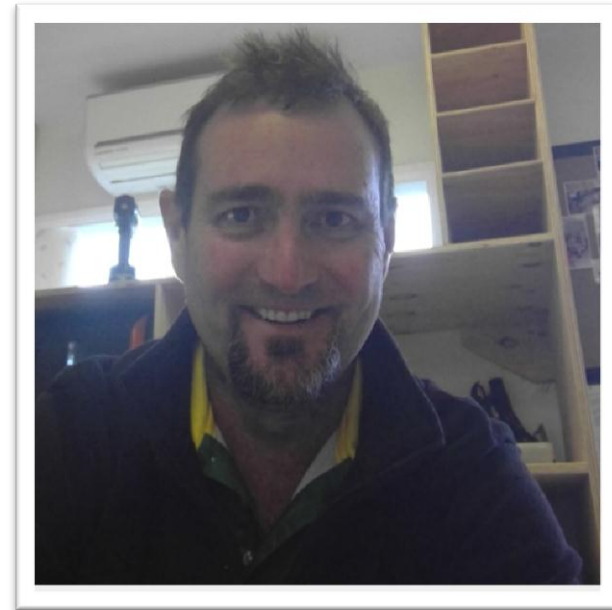
Teacher (Acting Principal) - Aaron Agius B.Ed B.V.A

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.

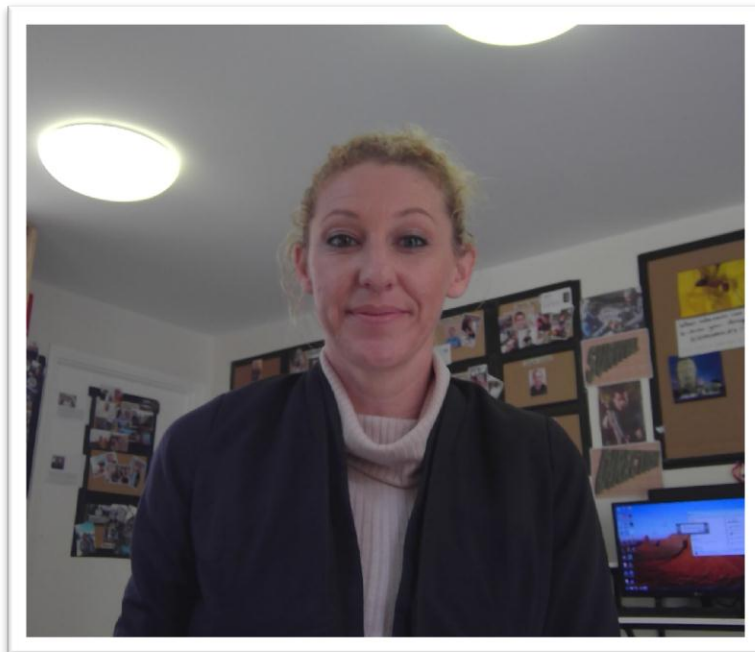


Steven Taggart has been a Youth Worker for 10 years and is keen to help students find avenues to future career pathways using the qualifications that he obtained doing 2 Trade Certificates. His last employment was working with 3D modelling and writing programs/operating CNC machining equipment that built 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.



Educational Support -Steven Taggart



Youth Worker – Tammy Bennett

Tammy Bennett has been a Teacher's Assistant since 2010, supporting teaching and learning in Queensland State Schools. Tammy has worked in the primary school sector throughout the Bundaberg District, working with children across the age spectrum; from 5-15 years. Her position as a Special Education Teacher's Assistant provides support to the instructional program within assigned schools with specific responsibility for assisting in the supervision and instruction of special needs students; observing and documenting student progress; implementing plans for instruction, and assisting students by providing for special health care needs.

Tammy has also worked alongside the Queensland Police Service and Youth Justice in providing moral support for students who have found themselves on the wrong side of the law to which she has implemented and governed agreements made by authorities to help prevent such students from reoffending. She has since joined the team at the Tom Quinn Community Centre Alternative School, as a Youth Worker. Her aim is to assist and support students on their individualism and current learning level, and she does her utmost to ensure all students are seen, heard, respected, valued and connected.

Tammy's personal interests are spending time outdoors, and she enjoys travelling, culture, fishing, water sports and camping.

FINANCIALS



The Salvation Army
Australia Eastern Territory



Tom Quinn Community Centre
Bungera Independent School
Statement of Financial Performance
for the year ended 31 December 2016

	2016 \$
Revenue from Ordinary Activities	
Federal Government Funding	177,539
State Government Funding	35,056
Interest Received	330
Revenues from Ordinary Activities	<u>207,925</u>
Expenses from Ordinary Activities	
Interest Paid	33
Maintenance	509
Minor Purchases	1,730
Utilities	148
Catering	1,490
Employees Salaries	140,244
Payroll Oncost	23,017
Administration	4,042
Insurance	1,007
Service Delivery Charges	20,301
Others	15,109 Note 1
Expenses from Ordinary Activities	<u>207,925</u>
SURPLUS / (DEFICIT)	<u>-</u>

Note 1 Officers Training Costs \$800, Resource Materials \$12,288, Other Services \$38 and Audit Fees \$2,785

