

State Award Submission Cover Sheet

Title of submission:

'Cans to Coffee' – School-based skills training for students with disabilities

School/s:

Aspley Special School

District:

Brisbane North

Region:

Greater Brisbane

Key contact person:

Name Chris Lassig
Phone number 32632288
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Principal:

Name Chris Lassig
Phone number 32632288
Email address class1@eq.edu.au

Please nominate the Showcase category for your project. Please nominate one category only. (See section 1.2 of the guidelines for more information)

<input type="checkbox"/>	Showcase Award for Excellence in the Early Phase of Learning
<input type="checkbox"/>	Showcase Award for Excellence in the Middle Phase of Learning
<input checked="" type="checkbox"/>	Showcase Award for Excellence in the Senior Phase of Learning
<input type="checkbox"/>	Showcase Award for Excellence in Inclusive Education
<input type="checkbox"/>	Showcase Award for Excellence in Leadership
<input type="checkbox"/>	Showcase Award for Excellence in Innovation
<input type="checkbox"/>	Showcase Award for Academic Excellence
<input type="checkbox"/>	Showcase Award for Excellence in Community or Industry Partnerships

OPTIONAL multimedia items:

(For further information see guidelines appendix L)

If included, please nominate (✓) (Copyright Perm. Ref #00127802 - AMCOS)

To be supplied on one compact disc with the hard copy. Multimedia items are not required electronically.

- Submission required in hard and electronic copy
- Maximum five pages of submission information and 10 pages of appendices (excludes the cover sheet and project summary)
- Minimum font size of 11 points
- Multimedia material optional

For further details see guidelines section 3 – How to enter.

SIGNATURE/S OF PRINCIPAL/S

Date

To be completed by the Executive Director (Schools) after completion of the checklist:

I support this submission and its entry in the Showcase Awards for Excellence in Schools 2008. This submission meets the requirements set out in the Executive Director's Checklist.

Signature of Executive Director (Schools)

Date

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State Award Submission Template

Submission overview:

Aspley Special School's unique 'Cans to Coffee' initiative focuses on improving the achievement of school to post-school transition outcomes for students with disabilities through school-based skills training. The Kingfisher Recycling Program is the world's largest school-based recycling program that not only reduces the school's ecological footprint but serves as a training centre for students and a community recycling hub. The Frothee Coffee Shoppee and associated programs provides students with opportunities to develop a range of hospitality-based life skills that are subsequently transferred to real life and employment situations.

Description:

Aspley Special School (ASS) provides educational programs for 52 students aged between 12 and 19 years of age with intellectual impairment and additional disabilities. Forty percent of students have an additional disability (autism, physical, vision and hearing impairments) with seventeen percent having multiple impairments. Many students require additional support for specialised health requirements and complex and challenging behaviours. As a result, our students require the highest level of support and adjustments to access the curriculum. To provide this our school has in excess of 30 staff comprising teachers, teacher aides, therapists, specialists and ancillary team members.

The school is unique in that it is one of only two special schools in Queensland that provides programs only for secondary aged students with disabilities. This uniqueness has enabled the school to develop and maintain a focus on learning experiences tailored to preparing students for post-school life. As such, all programs are centred on ensuring students are ready to 'transition' into the broader community as independently as their capability enables.

For many students with a disability, quality transition outcomes are not always fully realised. A lack of access to skills training opportunities has negatively impacted on the quality of transition education outcomes for these students. Meadows et al in their research for EQ into Quality Outcomes for Students with a Disability (2006, p9) notes that "the provision of meaningful work experience was impeded by a lack of staff to supervise...limited availability of suitable placements, Workplace Health & Safety (WH&S) laws and the significant needs of some students". These issues coupled with logistic complexities including cost and transport can mean that traditionally many students have limited exposure to ongoing and needs satisfying skills training as part of their transition education.

Aspley Special School's innovative "Cans to Coffee" initiative has enabled all students at our school to access ongoing skills training by developing a suite of training programs and providing them on the school campus. This school-based approach has removed many of the complexities associated with traditional off-campus training and work experience and maximised transition outcomes for students.

"Cans" – Kingfisher Recycling Centre

Recycling at ASS began in 1983 with can crushing as a work experience option - raising \$25 for the year. Since that time, 'can crushing' has been transformed into the world's largest (by volume of product recycled) school-based recycling program that has generated in excess of \$200,000 (\$60,000 in the last 3 years) and provided skills training opportunities for hundreds of students with a disability.

Every student at ASS engages in recycling-related skills training each week, participating in activities including can crushing, glass sorting, cardboard packing, lid removal, stamp recovery, tree planting and mulching. All students regardless of their disability are involved – even students with multiple impairments in wheelchairs use their elbow to remove stamps from envelopes.

Students are expected to operate within a work-like environment and complete designated tasks, follow expectations, work within set procedures and adhere to WH&S standards. Students develop and practice valuable life and employment-related skills including staying on task, adhering to quality control measures, exhibiting safe behaviours and displaying acceptable work ethics. These skills can subsequently be refined and transferred to a range of work and supported work environments.

All staff are inducted and trained in the key aspects of the recycling program and with the support of the Kingfisher Coordinator accompany students to the centre. Clear educational goals are identified for each student linked with their Senior Education and Training (SET) Plans. Student achievement, behaviours and attitude at Kingfisher is reported through SET Plan reviews and end of semester reports. As determined through their SET Plans and discussions with parents and carers, some targeted students access the program more frequently than their peers to enable them to develop new and/or specific skills at Kingfisher. For example, a student may need to refine mulching skills to enable them to prepare for grounds keeping work experience on site or at neighbouring schools.

Kingfisher is open to the public 24 hours a day, everyday of the year. To enable this to occur, the school partners with volunteers to ensure that processing continues outside school hours. More than fifteen volunteers donate in excess of 2500 hours of their time to assist students to process on average 450 tonnes of recyclable material (Appendix 1.1) each year. Volunteers include graduated students, ex-staff, local community members and retired professionals. One band of retirees begin packing cardboard at 4am every Wednesday morning and have finished their contribution by the time most staff and students arrive at school.

“Coffee” – The Frothee Coffee Shoppee and Hospitality Programs

Hospitality skills training at ASS culminate in selected students operating the Frothee Coffee Shoppee for between sixty and one hundred customers most Fridays. To represent our school in this sought after program, students must first develop a suite of skills through engaging in a range of school-based hospitality and life skills programs.

All students at ASS participate in an individualised living skills program each week. This program exposes students to the kitchen environment as well as introducing them to simple cooking and snack making skills, health and hygiene practices and general kitchen procedures. On consolidation of these skills, students are eventually introduced to higher level skills and a hospitality work ethic through their involvement in the Coffee Shop Cooking program. Scones, slices, pikelets and quiche are produced by students in this program for subsequent sale in the Frothee Coffee Shoppee.

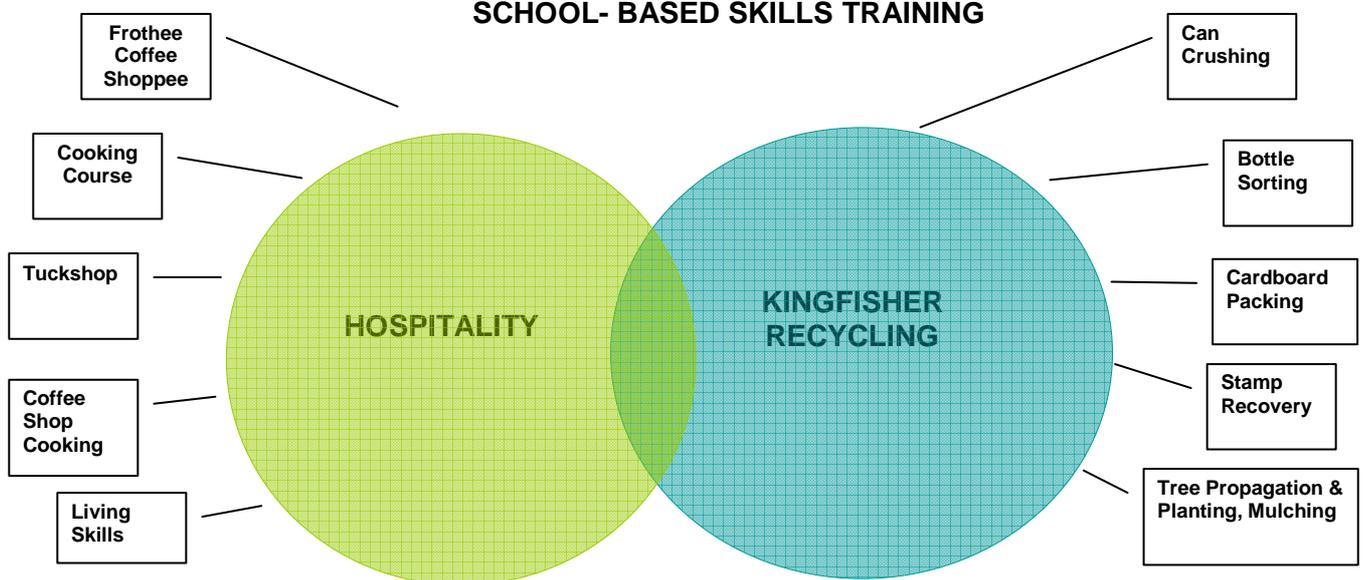
These life skills and cooking programs are complemented by students operating all aspects of the school tuckshop (one day a week) and participating in a 10 week basic cookery course (based on units of competency from the Hospitality training package) that trains students in commercial kitchen operations. All students are provided with the opportunity to further refine social and etiquette-related skills developed in these hospitality programs through regular visits as customers to the Frothee Coffee Shoppee.

The Frothee Coffee Shoppee is operated by hospitality trained and accredited teachers in a commercial standard kitchen using routines and procedures approved by the hospitality industry. Students complete 2 days training before opening the coffee shop to the public and are trained in hygiene and workplace health and safety practices as well as specific food and beverage skills. Students are rostered through all aspects of operating a coffee shop including front of house tasks such as greeting and seating guests, taking and serving orders, managing money and clearing away at the end of business. The back of house tasks the students engage in are preparing espresso coffees, making cold drinks and toasted sandwiches and plating the dessert and savoury side of the menu. All students are involved in final cleaning procedures to accepted hospitality standard.

The commercial standard training facility welcomes students with multiple disabilities and has a purpose built wheelchair accessible area so these students can fully participate. There is a strong emphasis on students developing a positive work ethic as well as extending social skills through customer relations and team building. The coffee shop is truly a community focal point with locals, families and friends and businesses using it as a place to meet and enjoy quality beverages, food and service. In fact a number of large businesses with which the school has developed corporate partnerships (Bunnings, The Good Guys) use the Frothee Coffee Shoppee as a regular team meeting venue.

A team of teachers and teacher aides from ASS and participating schools are responsible for hospitality-related skills training. This team rotates roles and programs to develop a range of skills and knowledge and layers of leadership particularly important for ensuring ongoing sustainability. All staff are provided with extensive training prior to delivery of programs – often shadowing more experienced staff members to ensure the necessary skills are acquired to ensure high industry standards are maintained and outcomes for students maximised.

ASPLEY SPECIAL SCHOOL SCHOOL- BASED SKILLS TRAINING



Connection to QSE – 2010 and/or Education and Training Reforms for the Future:

'Expanding educational options for students in the senior phase' is a priority area highlighted in Education Queensland's Strategic Plan. Specific strategies to achieve this goal and other systemic priorities as outlined in Queensland State Education – 2010 directly linked with the 'Cans to Coffee' initiative include:

- *Learning (LE1)* Improved learning outcomes for the diverse range of students – improving learning outcomes for all students including those with disabilities;
- *Learning (LE 3)* Increased number of students completing the Senior Phase of Learning – ensuring access to a range of meaningful/sustainable learning pathways and maximising participation in school-based training whilst offering a flexible range of learning options.
- *Schools (SC 1)* Innovative and distinctive strategies responsive to student, parent and community needs – through supporting successful student transition, cooperative alliances to enable students to transition through the phases of learning and beyond.
- *Schools (SC2)* Productive partnerships with parents, the community, business and other educational providers – developing the school as a public asset and centre for learning and community engagement, partnering with the community to reduce the school's ecological footprint, increase student engagement in workplace and community organisations and expanding links between schools and industry.
- *Workforce (WO1, WO2 & WO3)* School workforce has the capability and flexibility to deliver objectives – through providing induction and training for staff in specialist areas, developing layers of leadership to ensure continuity of programs and maximisation of student outcomes and promoting safe and healthy learning environments.

“Cans to Coffee” is different to skills training in other school settings in that it combines 5 key features. Each feature is not unique in itself but it is the melding of all five that makes this initiative truly innovative.

School Based Skills Training – Hosting work experience and skills training on site has significantly reduced/removed complexities pertaining to the availability of placement places, level of supervision, transport logistics and cost that traditionally impact on student access.

Income Generating – Educational programs are rarely cost neutral let alone profitable. Income (Appendix 2.3 & 3.3) is generated from both programs. Future profit growth is anticipated with the expansion of corporate partnerships and concurrent reduction in expenditure.

Corporate Partnerships – Exist with a number of local businesses in the hospitality and recycling industries. These productive partnerships have reduced running costs, increased profit, provided specialist resources and advice and will lead to increased work-related opportunities for students.

Student Access – In the past three years students with a disability from ASS and 12 other schools on the northside of Brisbane have accessed skills training opportunities through this initiative (Appendix 1.1 and 4.4). Many more students from mainstream schools have visited.

Volunteering Opportunities – More than 20 volunteers support the work of students and staff in both programs, adding value to the learning experience, enhancing student outcomes, enabling more students to access programs and consolidating the school as a community hub.

Outcomes:

Measures used to assess the success of transition education and the quality of student outcomes for students with a disability are linked with their level of preparedness for post-school life and centred on employment/engagement in meaningful activities, community access and social networks. *“That is, a school-leaver with disabilities who has an activity-filled day and participates regularly in community life with family and friends could be viewed as experiencing a successful transition to post-school life”* (Meadows et al, 2006, p3).

Key outcomes of the Kingfisher Recycling Centre include:

- significant community recycling hub (Appendix 1.2) with volunteers partnering with students to process recyclable materials;
- traditional barriers to accessing skills training/work experience removed by having training on site and limiting restrictions pertaining to availability, transport, cost and supervision;
- all ASS students exposed to extensive range of skills that subsequently are transferred to work, supported work and real life environments;
- a total of 400 hours/week of community service is performed by students and volunteers to ensure centre is accessible 24/7;
- school’s and local community’s ecological footprint significantly reduced;
- students with disabilities from other schools provided with opportunities to access skills training (Appendix 1.1);
- a skilled and knowledgeable workforce in the areas of recycling and environmental education;
- staff and students from other schools developing recycling programs based on knowledge and skills gleaned from ASS programs; and
- generation of a significant income stream for the school (Appendix 1.3).

Key Outcomes of the Frothee Coffee Shoppee and Hospitality Programs:

- targeted students provided with opportunities to develop hospitality specific skills;
- students gaining competency and independence in a range of hospitality and life skills (Appendix 4.2);
- students exposed to work-like environment centred around quality control measures, industry WH&S standards, strong work ethic and high expectations;
- achievement of student priority goals pertaining to hospitality-related work experience and life skills;
- students from 12 other state and non state schools accessing training opportunities since 2005 (Appendix 4.4);
- students completing additional hospitality-related TAFE certification/traineeships on graduating from school;
- a large, skilled team of staff who can deliver a range of hospitality-related courses for the entire range of students with a disability;
- development of school-based expertise in other school settings through staff supporting students in the ASS setting and introducing like programs in own schools;
- students gaining open and supported employment on completion of courses and/or leaving school; and
- income generated (Appendix 4.3) and reinvested back into hospitality resources and infrastructure – cost neutral learning program.

Evidence:

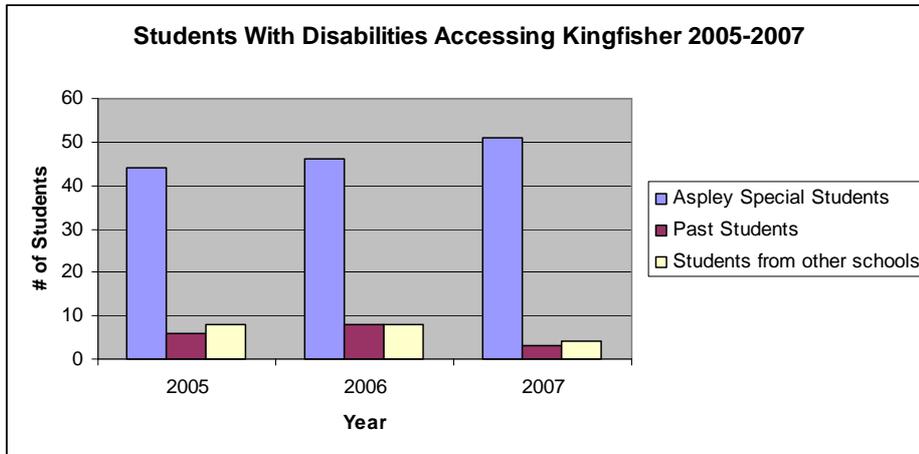
- 100% of ASS students participated in three or more skills training programs (as identified in SET Plans) during their transition education;
- Significantly high percentage of SET plan goals pertaining to skills training/ work experience achieved;
- Over 150 students with a disability from Brisbane North state and non-state schools accessed skills training programs at ASS in past 3 years (Appendix 1.1 & 4.4);
- Very high parent satisfaction (3.1 out of 4.0 in 2007) with the outcomes of transition education and how the school is preparing their child for the future (Appendix 3)
- In excess of 1400 tonnes of recyclable materials processed in past 3 years generating \$60,000 income (Appendix 1.3);
- Extensive recognition of achievement by being awarded numerous local, state and national business and environmental awards including Australia's leading environmental awards for organisations that take up the vision, pursuit and practice of environmental excellence – the Banksia Award for community groups twice (Appendix 2);
- Skills training provided to 89 students through preparing and serving beverages and meals for more than 5000 paying customers at the coffee shop in past 3 years generating \$25,000 (Appendix 4.3);
- More than 50% of students displaying competence in key hospitality skills that can be directly transferred to work and supported work environments (Appendix (4.2);
- Very strong customer satisfaction with the quality of the dining experience at the coffee shop – 99% of customers rate their experience as excellent or very good (Appendix 4.1)

Personnel involved in the project (names and roles):

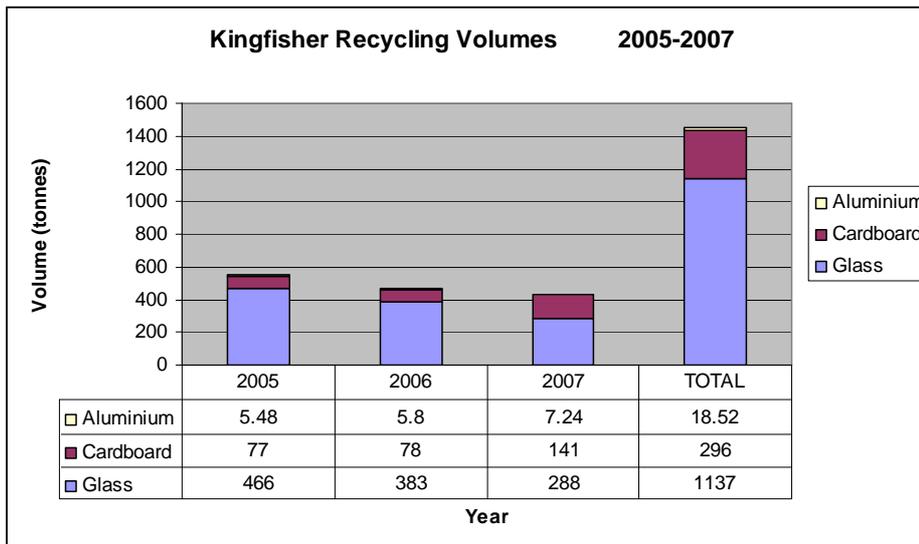
Hospitality
<ul style="list-style-type: none"> • Sandra Clark (Coordinator/Teacher) • Kylie Taylor (Teacher) • Debbie Voysey (Teacher) • Maria Briggs, Sue Scott (Teacher Aides) • Marel Golledge (Volunteer)

Kingfisher Recycling
<ul style="list-style-type: none"> • Gayle Morton (Teacher) • Kevin O'Brien (Kingfisher Coordinator) • Bruce Rasmussen (Education Support Officer) • Christine Longland (Teacher Aide) • Harry Johnson (Volunteer)

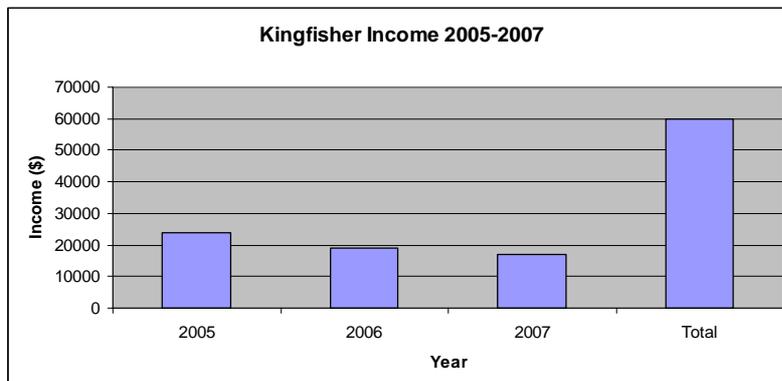
Appendix 1 – Data Evidence Kingfisher Recycling Program



Appendix 1.1 Since 2005, on average over 50 students and adults with a disability from across Brisbane’s north have accessed Kingfisher each year.



Appendix 1.2 In excess of 10,000 tonnes of materials have been recycled through Kingfisher since the program began including 18.52 tonne of aluminium, 296t of cardboard and 1137t of glass in the last 3 years. Figures don’t include materials reused, sold or distributed to charitable organisations.

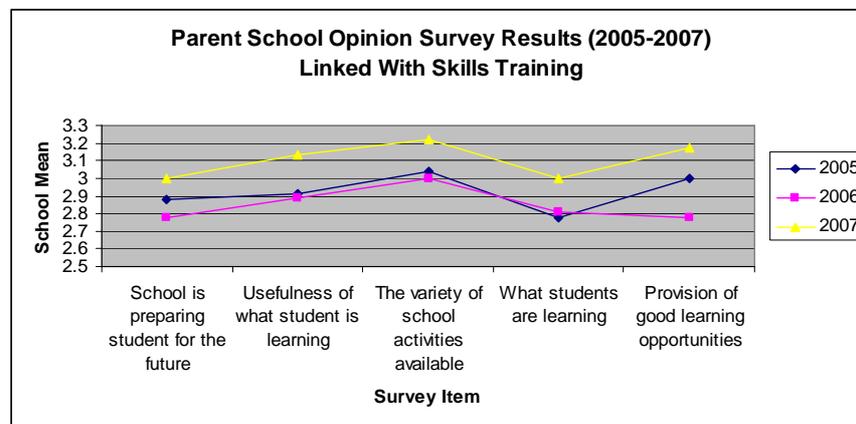


Appendix 1.3 Recycling processes undertaken by students with a disability and volunteers has generated \$60,000 since 2005 and since 1990 funded the construction of the centre itself and part funded other whole school projects including a hydrotherapy pool.

Appendix 2 – Kingfisher Community, Business and Environmental Awards

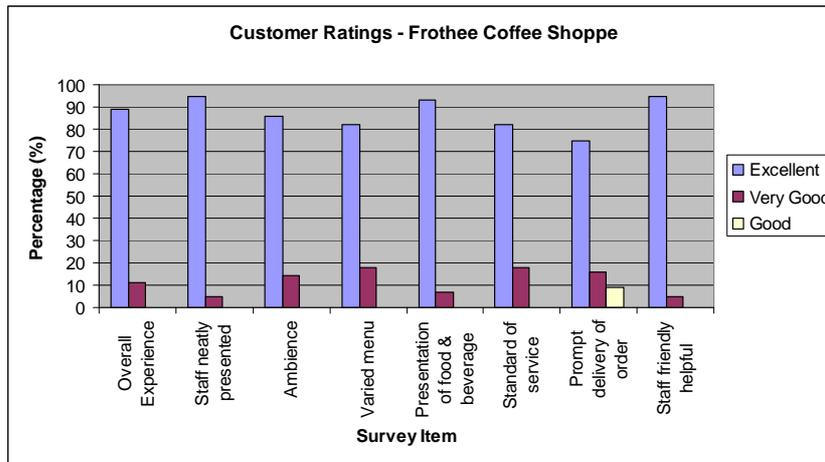
Comalco Exceptional Effort in Recycling – 1985	ABC Earthworm Awards for Science Winner - 1994
E.A. Butt Environmental Award 1988 & 1990	Griffith University Environmental Education Award – 1994
Comalco Aluminium Limited 1 st Prize – 1989 – Aluminium Cans Collecting	Brisbane City Council Waters Savers Award – 1997
Griffith University – “Division of Australian Environmental Studies” Award 1989	Quest Community Newspapers Business Achievers Award – 2001 Community Services
Top State – Queensland Environmental Award – 1990	National Community Link Volunteer Award Queensland for the Environments 2002
Banksia Award Community Groups -1991 and 1994	ARC Recycled Carton-board Competition Queensland Winner - 2002
Comalco Aluminium Limited 1 st Prize - School's Can Recycling Program – 1991	2006 Northside Chronicle Business Achievers Award Community Service/Non-profit organisation
The Great Garbage Grab 1 st Prize – Division 2 – 1992	2008 Northside Chronicle Business Achievers Award Nominee (yet to be announced) Community Service/Non-profit organisation
Griffith University Environmental Award for Youth – 1993	
The Great Garbage Grab 1 st Prize – Division 2 – 1993	

Appendix 3 – Parent Satisfaction with Key Aspects of Transition Education

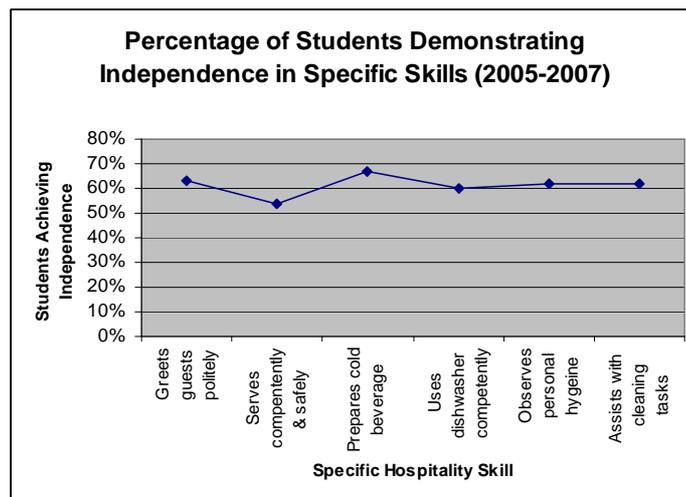


Appendix 3 Parents are very satisfied with how the school is preparing their child for post-school life – evidenced through specific parent survey results pertaining to how students are being prepared for the future by engaging in a variety of useful learning opportunities in particular skills training. Increasing satisfaction since the introduction of additional skills training programs in 2005 have culminated in an overall satisfaction rate in this area of 3.1 (out of 4.0) in 2007. Well above the state mean.

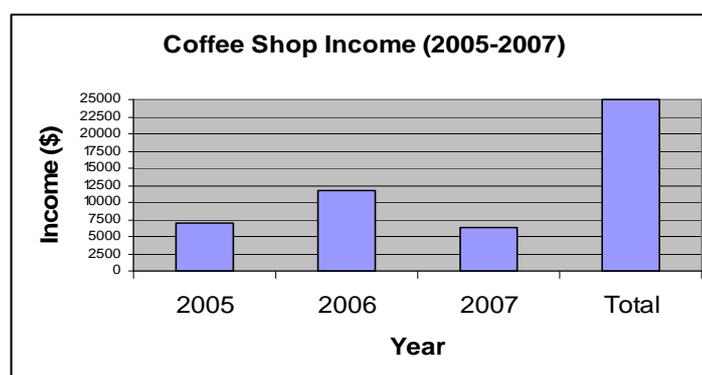
Appendix 4 Data Evidence of Outcomes – Coffee Shop/Hospitality Programs



Appendix 4.1 Customers are provided the opportunity to complete feedback forms which are collected and discussed with students at the end of each session. Feedback from customers is exceptionally high across all areas with 89% rating their experience as excellent. Customers find the staff friendly and helpful and that the presentation of staff and food/beverage is generally excellent.

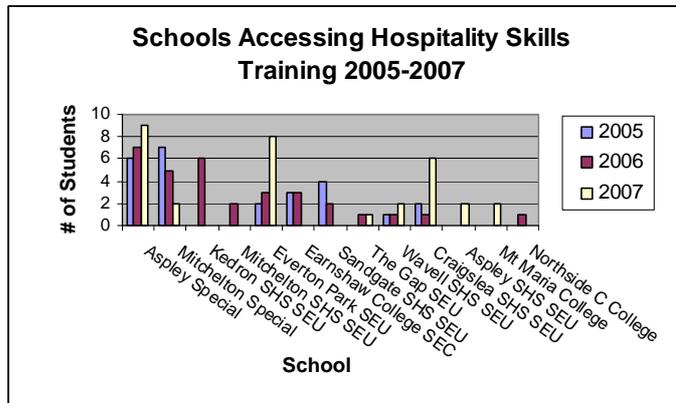


Appendix 4.2 More than 50% of students have displayed competence in key hospitality skills. All other students were able to demonstrate competency with some adult assistance. Independently demonstrating these skills are a very significant achievement for students with disabilities



Appendix 4.3 The coffee shop has generated significant income since it started in 2005 – generating almost \$25,000 that has been reinvested back into hospitality programs. With increased corporate sponsorship and concurrent decrease in expenditure an increase of income is anticipated with profit being able to be directed to other school priorities.

Appendix 4 – Evidence of Outcomes of Hospitality Programs



Appendix 4.4 89 students from 11 state and 2 non-state schools have accessed hospitality programs since 2005. All students enrolled in special schools, special education units (SEU)/special education classes (SEC).

Comments from students, parents, staff and customers

Participating Student Comments

“Loved learning about different types of coffee, working with money. I also enjoyed making new friends and serving customers”. Shaun 17

“My favourite part was talking to customers and working in the front of house. I loved making coffees”. Jeffrey 17

“I learnt about safe food preparation and safety in the kitchen – no running. I really liked wearing my uniform and helping customers”. Tamara 17

“My favourite is making slice and serving drinks. I learnt to be nice to customers”. Vanessa 15

“The teachers taught me to clean and sanitise and how to serve people. My favourite job is making toasted sandwiches and serving quiches”. Mike 15.

“I liked serving customers and learning to making new foods and coffee”. Sarah 18

Customer feedback (captured from customer feedback forms)

“The coffee shop is a great idea. More schools should do it. Great service and food. Good work. Thanks”

“What a great initiative. I particularly enjoyed the friendliness of the staff and date slice”. (Quentin Bryce)

“Congratulations on a great initiative.”

“What a great café. The students and staff are to be commended.”

“Very impressed how the students coped with the workload – it was very busy. Thanks for a wonderful morning tea. We will be back.”

“Coming from England and working myself with adults with disabilities I thought this was an excellent project and hope that I can carry this idea through when I return. Thank you for your hospitality.”

Parent Feedback

“The Frothee Coffee Shoppee is a wonderful place to visit. The children are going about their work and interacting with each other and customers. They are focused and enjoy the experience of achieving good work in a familiar environment. This raises their self worth and as a customer and family member this is an inspiring experience to be a part of.” Sue – parent of Scott.

“I am so grateful she was given this opportunity. Sarah was initially uncooperative and worked ‘back of house’ and observed ‘front of house’. Now she is ‘front of house, takes orders and enjoys her involvement with customers... many friends of mine have been astounded by her performance – especially those who have witnessed difficult, uncooperative behaviour at home.” Robyn – parent of Sarah.

Appendix 6 – Letters of Support



Aspley State Special School

751 Zillmere Road ASPLEY Q 4034

PO Box 67 Zillmere Q 4034

Telephone: (07) 3263 2288 Fax: (07) 3263 7802



As principal of Aspley Special School I am honoured to work with a school community that is committed to maximising post-school transition outcomes for students with a disability.

Aspley Special School has been an innovator in providing school-based skills training for in excess of 20 years. Well before Kohler and Field (2003, p176) noted that a shift from “disability- focused, deficit-driver programs” transition programs was required, Aspley Special School, through the Kingfisher Centre was delivering an approach based on “abilities, options and self-determination”. Through the commitment and skill of staff this approach has proven to be successful and sustainable as part of the Kingfisher Recycling Centre and in recent years expanded to include a suite of hospitality programs centred around the “Frothee Coffee Shoppee”.

As an administrator in a range of special education facilities in South East Queensland, I have always admired the Kingfisher and Hospitality programs at Aspley Special School. These programs have a reputation for innovation and quality outcomes. More recently and since my appointment as Principal in 2007, I have witnessed the quality of the learning experienced first hand. As a passionate special educator I have been particularly impressed by:

- the range of skills students are exposed to;
- the diversity of student needs being met;
- the quality control and Workplace Health and Safety measures in place;
- the level of community engagement through volunteering, service delivery (clients) and corporate partnerships; and
- how the programs prepare students for post-school life.

The Kingfisher and Hospitality programs form an invaluable skills training hub for students with a disability on Brisbane’s North – with students from 13 state and non-state schools accessing services in the past three years. Not only is it a training hub for students with disabilities but also for teachers and associated staff. Almost every week professionals from all over Queensland visit or contact our programs to glean information to establish new or refine existing like programs.

I whole-heartedly support this Showcase Award Submission. I sincerely hope that these programs and the outstanding work of staff at Aspley Special School (that have received recognition in the broader community) is formally recognised within Education Queensland as best practice in maximising outcomes for students with disabilities in the senior phase of learning.

A handwritten signature in black ink, appearing to read 'Chris Lassig'.

Chris Lassig
Principal



Aspley State Special School Parents & Citizens Association

751 Zillmere Road ASPLEY Q 4034

PO Box 67 Zillmere Q 4034

Telephone: (07)32632288

Fax: (07)32637802

The Aspley Special School P&C is delighted to provide this letter of support to the Aspley Special School in their submission of the Kingfisher Recycling Centre's (KRC) activities to the Showcase Awards.

As a long term supporter of and parent at the school, I have been personally aware of the benefits of the KRC. Now, as Program Coordinator of a post-school service for people with disabilities who will access KRC as part of the developmental program at our service, I am even more acutely aware of the critical part a facility like KRC plays in the life of Students with Disabilities (SWD) and the wider community.

These benefits include:

- Work skills training - this incorporates a wide range of tasks and exposes students to a work ethic and an understanding of workplace health and safety.
- Transition opportunities for SWD - there is a dearth of these opportunities and KRC is well positioned to provide opportunities to practise for life beyond school.
- Provision of volunteering opportunities for past SWD to enable a sense of valued status within the community.
- Access for students from other schools to participation in work skills programs.
- Public recognition of skills and interaction with the wider community for SWD while working at the KRC - this is essential to the process of acceptance and normalisation for SWD.
- Increased environmental awareness for SWD through an understanding of recycling and waste minimisation.
- Specific training in plant propagation and bush regeneration.

The KRC is self-funded and has also contributed to other projects at the school, providing funds towards the construction of the therapy pool and its solar heating, purchase of greenhouses and a water tank and the purchase of storage sheds.

There is no doubt that the KRC is a huge asset to the Aspley Special School, many other schools and the wider community. It is a facility of which to be proud and parents heartily support this submission for recognition of the unique and valuable work carried out at KRC.

Yours sincerely

Jane Galtch
P&C President



BONNY BARRY MP

**STATE MEMBER
FOR ASPLEY**

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Telephone: (07) 3263 6703
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March 2008

To Whom It May Concern

It is with pleasure that I provide this letter of support for Aspley Special School for its submission to the Department of Education, Training and the Arts for its Showcase Awards for Excellence in Schools.

Aspley Special School's submission titled "Cans to Coffee - School-based Training for Students with a Disability" showcases the school's ability to prepare students for post school options by providing significant training in a variety of fields.

The Kingfisher Recycling Centre is the world's largest school-based waste minimisation centre. The Centre has been self funded due to the hard work of students and volunteers and has contributed to many school projects including the building of a therapy pool with solar heating, greenhouses and a water tank for plant propagation, storage sheds and the building of the Kingfisher Centre.

The Frothee Coffee Shoppe provides a training facility for students with a disability to learn skills used within the hospitality industry. This training is provided in a purpose built commercial kitchen and coffee shop at the school. The Frothee Coffee Shoppee has been a profitable project allowing the school to continually improve the facilities and support students accessing the program.

These facilities are offered to students from other schools to enable them to participate in work experience programs. These programs offer students with limited abilities the opportunity to learn skills that will give opportunities for their future. Skills learnt at the Kingfisher Recycling Centre and the Frothee Coffee Shoppee include offering an ability to understand workplace health and safety practices, work ethics, and a range of tasks and practical skills used to complete each job.

Students are able to interact and network with other students, staff and businesses within the Brisbane North area through the programs.

I am pleased to support the Aspley Special School submission for the Showcase Awards for Excellence in Schools. As a regular attendee to these facilities I have seen the excellent work experience opportunities the school provides the students. The skills gained in these real life situations are invaluable.

I wish the school the best of luck with its submission and the continuation of these programs. Please do not hesitate to contact my office should you need to speak to me regarding my support for this application.

Yours sincerely

A handwritten signature in blue ink that reads "Bonny Barry".

Bonny Barry MP



Mitchelton State Special School

Kedron Avenue
MITCHELTON QLD 4053

Telephone 07-3355 5161 / 3355 5355
Fax 07-3355 1798

To whom it may concern

I would like to acknowledge the significant contribution Aspley Special School is making towards important life skills and work experience opportunities for students with a disability. Mitchelton Special School has accessed both the Kingfisher Recycling Centre and the Frothee Coffee Shoppee for many years on a weekly basis. Both school based work experience programs provide an extremely well developed educational and skills training program for all students.

While many schools provide quality work experience opportunities I wish to commend the Aspley based programs for their additional contribution and successes with involving our wider community. In particular, both programs provide a tremendous opportunity to promote important social issues and responsibilities. The Frothee Coffee Shoppee promotes the skills of students with a disability to our wider community through excellent hospitality service to weekly guests. This program is a wonderful example of students developing work related skills which are transferable to an ever increasing demand in our community for hospitality. Many students with a disability clearly demonstrate great potential in this industry. Aspley's program, I believe, is second to none for supporting students with a disability.

Aspley's commitment to supporting broader social responsibility issues is also demonstrated through their commitment to our environment. Students with a disability are not only learning to develop meaningful work skills but their efforts are reinforcing valuable conservation and recycling messages throughout our wider community.

I can confidently state that many individuals have gained tremendous life skills from participating in these programs. Importantly, both programs have provided wonderful opportunities for family and wider community members to witness the valuable contributions and work skills of students with a disability.

I commend both programs to the panel and congratulate all staff involved in providing quality educational opportunities for our students.

Sincerely

Wayne Wilkinson
Principal

showcase08

AWARDS FOR EXCELLENCE IN SCHOOLS

Joe Antonini
Po box 2175
FortitudeValley q 4006

30-05-08

To whom it may concern,

RE: Showcase Submission

I have had over 25 years of hospitality experience with our establishments ranging from restaurants to bars, cafes & fast food.

CURRENT MAJOR ACHIEVEMENTS Badabing Bar & Bistro at Westfield Chermshire - Established October 2006

Salad & Juice Fuel at Riverside Centre 123 Eagle St Brisbane- Est. Sept 2005

PAST MAJOR ACHIEVEMENTS

Ki Bar & Bistro at Mincom Central 192 Ann st Brisbane
Established December 2000. Finalist Cafe of the Year 2003/04

The Purple Olive Restaurant at 79 James st New Farm
Established November 1995. Finalist Restaurant of the year 1997/98.
Finalist Queensland business achievers award 1998.

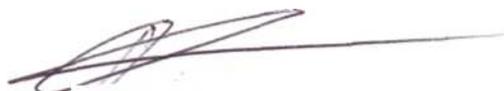
In 2007, I received an invitation from one of our customers to attend the Coffee shop at Aspley Special School, and see the quality of work they were doing. I was amazed at the standard of training, professionalism in systems and their implementation, cleanliness and quality of product delivered. The atmosphere was one of focused training, nurturing & strong values in a loving environment. The experience the students gain at the Aspley Special School Cafe simulated a controlled working environment producing food, drinks and service of the same, if not of a better quality than a lot of cafes in Brisbane.

It was a humbling experience that changed my world in one visit. I immediately offered my services to assist the school in any way possible. I have since introduced several other corporate businesses to the school, (Segafredo Coffee, Oz Grown Fruit & Vegetables, QFS Queensland Food Services, Norco Milk) and all have agreed to donate a large portion of the school's yearly supply or give the stock at cost price. Such is the impact these wonderful teachers and students have had. I have several other large companies, (Golden Circle, Paramalat, & Queensland Commercial Catering) also interested in donating to the school.

A long-term goal would be to partner Aspley special School with restaurants & cafes taking students for work experience and possible employment in a non-discriminatory environment. This goal is fast becoming a reality with a number of companies coming on board to provide consumables and resources for hospitality programs. Recently as part of Education Week, I was able to invite these firms to visit the school in my role of 'Principal for the Day' – an experience I will never forget.

I am honoured to be associated with Aspley Special School and support the Showcase submission.

Badabing Bar & Bistro and Fuel Salad & Juice
Director



Joe Antonini

To Whom It May Concern



In my role as a Television Weather and Environment presenter, I've had the pleasure of an ongoing link with the Aspley Special School Kingfisher Program.

I first reported a story on the Centre over 16 years ago and immediately recognised the significant work it was doing in a most important area.

Over the years it's become obvious the Centre has achieved so much. Firstly they've provided a caring, supportive environment for many students with disabilities. More than that, it's given them a sense of worth, and at the same time provided skills to take with them in their lives. It's allowed them social interaction with the public and students from surrounding schools.

The other significant legacy, is the promotion of the importance of recycling in the greater community. It's a simple message that's more important now, than ever before.

I have no hesitation in supporting the Aspley Special School in all their future endeavours.

Yours faithfully

John Schluter

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