



2016 Annual Report

YOS Lawnton Independent School



The Salvation Army

YOS Lawnton School

Annual Report 2016

Table of Contents

SCHOOL SECTOR	3
A MESSAGE FROM OUR PRINCIPAL	4
YOS LAWNTON PHILOSOPHY /MISSION STATEMENTS.....	5
YOS LAWNTON HISTORY	7
YOS Lawnton	7
HIGHLIGHTS	8
YOS LAWNTON – CURRICULUM.....	10
SUPPORT SERVICES	11
EXTERNAL PROVIDERS OF HEALTH & WELL BEING.....	12
Our P.A.R.T.Y.....	12
OUR STUDENTS	13
STUDENT TESTIMONIES	13
YOS Lawnton Independent Non State School Enrolments	15
ACADEMIC ACHIEVEMENTS	15
Characteristics of the Student Body	16
YEAR 12 OUTCOMES	21
KEY STUDENT OUTCOMES	22
EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT	24
FINANCIALS	26
EXTRA CURRICULUM PROGRAM REPORT.....	29
DRIVE FOR LIFE PROGRAM – YOS 2017	30
Learner Driver Mentor Program	31
OUR STAFF	34

Independent Non-State School

Address: 27 – 29 Lawnton Pocket Road
Lawnton, 4501

Phone: (07) 32858522

Total Enrolments: 54

Year Levels Offered: Yrs 10, 11 & 12

Type of School: Co-educational School

Contact Person: Darren McGhee (Principal)

A MESSAGE FROM OUR PRINCIPAL



GREETINGS

At the end of 2016 the YOS Lawnton celebrated the graduation of 18, year 12 students. YOS Lawnton said goodbye to students who started with us in our inaugural year. We celebrated their academic and personal development and the relationships that had formed during the process. All school students, families, staff and community supporters joined with us at the Victorian Golf Club for a meal and awards ceremony acknowledging the work student all students had done throughout 2016

On the night many testimonies were shared by students. The stories of adversity they many had to overcome to complete their education was inspiring and a raw reminder of the place special assistance schools such as YOS Lawnton have. Students spoke about our school being a safe port in the world, a second or last chance to gain education, a place were they didn't face the sting of being rejected. Those testimonies highlighted the schools values at work, as stories of acceptance, thankfulness, forgiveness and tolerance were told, viewing students as young people growing towards adulthood, despite the adversities that have come their way.

The aim of the school has been to ensure the quality of life for young people who come our way not be diminished by broken education pathways, broken relationships and poor circumstances. As we grow we aimed to become artful at repairing brokenness.

This year we increased enrolments from 21 to 36 students. Operated two classrooms, increased the Curriculum and Extra –Curricular Activities. Restorative justice and trauma informed practices integral to YOS Lawnton behaviour management strategy continues to be successful, matching our values of stretching ourselves to ensure young people remain in school. The process of considering conflicts as opportunities to teaching not punish, to value accountability over correction and maintain the dignity of everyone in the process has been hard to enact but the results have mended relationships and increased self awareness of the impact that behaviour has upon others.

I would like to thank all of the staff, volunteers and the Pine Rivers Corp for the support we receive, the extra mile walked, the unforeseen sacrifices all of which have improved the lives of young people at our school.

Expectation of 2017 are to seek expanding the capacity of the school and increase curriculum options:

- A partnership with TAFE to offer VET courses onsite and improve transitions from the school to TAFE is underway.
- Two purpose built classrooms for students will be built and occupied early January
- Introducing career assessments for all students
- Improving the transitions pathways from school to work and further education
- Prioritized access to the YOS Drive for life program enabling young people at the school the opportunity to get their learners and provisional driving licenses

YOS LAWNTON PHILOSOPHY /MISSION STATEMENTS

THE SALVATION ARMY MISSION STATEMENT

We see a Spirit-filled Army of the 21st Century convinced of its calling moving forward together into the world of the hurting, broken, lonely, dispossessed and lost, reaching them by all means with the transforming message of Jesus bringing freedom, hope and life

YOS LAWNTON MISSION

Young people overcoming adversity and building independence.

YOUTH OUTREACH SERVICE PURPOSE

Challenging young people to grow – whatever it takes

YOS LAWNTON PHILOSOPHY

YOS Lawnton considers that appropriate responses to poverty, inequality, racial discrimination and exclusion from mainstream services, are founded in the enactment of the transforming gospel and character of Jesus Christ.

For a young person to experience a high quality of life it is dependent upon the establishment and encouragement of individual aspirations and a life of purpose. To further these ideals access to and the delivery of quality educational, training and employment opportunities is required. For a student to maximize a high quality of life, it will require a supportive community, a positive learning environment, social, spiritual and emotional development and the maturity of moral and social justice values.

YOS Lawnton considers it a service to the community and a privilege to work with the community, students and parents to provide education and social supports that will equip young people with the knowledge, understanding, skills and values to have a life of quality and purpose.

GUIDING PRINCIPLES/ OBJECTIVES

The guiding principles are linked to the character of the God we serve and a sound understanding of good practice held in the community:

1. A enthusiasm for learning should be developed and nurtured through positive learning experiences and a positive learning environment
2. YOS Lawnton acknowledges the Aboriginal and Torres Strait Islander peoples of Australia as the traditional owners of this land and supports the right of Indigenous people to self-determine and their cultural expression
3. Social inclusion practices that reflect restorative justice principals and restore relationships
4. Students and parents should be involved in decision making that actively affects them
5. YOS Lawnton will improve the social, education and employment outcomes of young people particularly those that are at risk or have disengaged from education, training and other main stream services

6. YOS Lawnton will display an unswerving commitment to young people by:
 - Involving members of the community and community organization in the developing education and training opportunities for young people
 - Re-engaging young people in education and training developing ways to promote the social outcomes of young people
 - Going “out of the way” to encourage and sustain young people in education, training and employment pathways
7. YOS Lawnton will work with parents to achieve the best outcomes for young people
8. YOS Lawnton with government and non-government agencies to achieve all of the principles above

YOS understands that young people and families will be attracted to our school:

- Because of their circumstance have low levels of social literacy
- May have limited resources and be socially disconnected
- Are searching for different educational and supportive environments

Education Curriculum Outcomes

Young people in our school will have the opportunity

- To establish and develop career aspiration and a life of purpose
- To achieve a Queensland Certificate of Education
- Pursue employment and training pathways in manufacturing, hospitality and other industry sectors
- Improve their social literacy and relationship skills
- Boost their health and wellbeing
- To cultivate artistic skills

YOS LAWNTON HISTORY

YOS Lawnton

YOS Lawnton evolved out of the Strategic Planning of The Salvation Army Youth Outreach Service (YOS). YOS has been in operation since 1972 offering alternative education, employment, accommodation, outreach and support program to disadvantaged young people in the Brisbane and Moreton Bay Regions.

In 2013 YOS had been operating in partnership with Queensland Department of Education, The Distance School of Education, Viertel Foundation and The Salvation Army Pine Rivers Corp an alternative education program for 16 young people. The program offered young people who had disengaged from mainstream school in the Moreton Bay region a 3 day a week education program supported by a part time teacher and Youth Worker.

The demand for the program by young people, issues regarding ongoing funding and a desire to offer young people a more comprehensive education package lead to the staff of YOS to imagine operating an Independent Non State Accredited School (Special Assistance)

In 2014 YOS put a proposal to The Salvation Army to establish the first Salvation Army School in Qld. In achieving the support of The Salvation Army governance board YOS put in an application to become an Independent School. That application was successful and YOS Lawnton was granted a provisional school license. January 26 2015 YOS started with 21 students its first day as an Independent school. On 17th November, of that year YOS was granted full accreditation as an Independent Non State Accredited School

HIGHLIGHTS



Bli Bli Water Park – Student Activity



Pine Rivers Red Shield Appeal breakfast launch –
Student Presentation Key note speaker Nicki Green



Graduation Fund Raising – Fortitude Valley Train Station



YOS Lawnton
New School
Building/Mural



Year 12 Students

YOS 2016 Graduation



School Student Awards
Reciprocates

YOS LAWNTON – CURRICULUM

In 2015 YOS Lawnton had gained accreditation for its senior English and Pre-vocational Maths Communication by the Queensland Curriculum and Assessment Authority and in 2016 added Social Community Studies. Year 10 students undertake English and Mathematics based on the Australian Curriculum

Curriculum 2016

- Integrated studies Year 10 Mathematics and English
- English Communication Year 11 & 12 (4 QCE Points)
- Prevocational Mathematics Year 11 & 12 (4 QCE Points)
- Literacy / Numeracy (BKSB Australian Core Skills framework)
- Social & Community Studies (4 QCE Points)

Distinctive Curriculum Offering

- A number of students participated as key speakers in public speaking engagements on behalf of The Salvation Army: One event had in attendance 900 people including the QLD premier, QLD Governor General and other Queensland dignities.

Extra -Curriculum Activities 2016

- Hospitality Cert II ((4 QCE Points)
- Health & Well Being Activities
- First Aid
- Integrated studies Year 10 Mathematics and English
- BKSB – connecting to the Australian Core Skills framework
- English Communication Year 11 & 12
- Health and wellbeing courses
- Community Service Activities (YOS Spring Fair & Corps activities)
- Rock and Water workshops
- Individual Anger Management
- One off Wellbeing Programs
- Recreation Activities
- Transitions to Workforce
- Short Vocational Courses
- Student Vocational placement
- Case management practices

Planned Improvements to the Curriculum 2017

- TAFE Cert II in Business (4 QCE Points)
- TAFE Foundational Skills (4 QCE Points)
- ICT Cert II (4 QCE Points)
- TAFE Harrison Career Assessments for students
- Student Driver Program (RYDA Program) – (Drive for Life)
- Social and Emotional Program
- Career Development (1 QCE Point)

SUPPORT SERVICES

YOS Lawnton because of its “special assistance” status is aligned to many community service providers who deliver direct support, education, information and advocacy to students and staff. Listed below are the major support service providers:

- Hot House – Drug & Alcohol counselling
- Youth Development Foundation and Employment Outcomes – Job seeking, work prep
- Centrelink – Human Services – Strathpine/Caboolture – Financial Assistance
- TSA (The Salvation Army) Welfare Services – Salvos Connect – Welfare Assistance
- Encircle Pine Rivers – Counselling, Welfare Assistance
- YAC (Youth Advocacy Services) – Legal Advice
- The Salvation Army Pine Rivers Corp – Community Connections, Health & Wellbeing. Generally just great people to have around
- Qld Dept Youth Justice – Legal Support
- Viertel Foundation – School partners
- Paul Toon – Group Supervision
- Bev Irwing – Individual Supervision
- Independent Schools Qld (ISQ) – Governance & Operation guidance
- QCAA – Curriculum advice
- Institute of Urban and Indigenous (Health and Cultural Support)
- Legal Aid Qld – Legal support
- Brisbane Youth Service – supported accommodation
- Intercept Youth & Family Service – support for Families and Young people
- Sarina Russo Strathpine
- Kids, Youth, Community (KYC) – Counselling
- Corinne Neilsen – Individual Supervision
- Petrie Police & Booyah Project

Guest Speakers that came to YOS:

- First Air – First Aid Alive
- TSA – Money Care
- Qld Police Services
- College Australia
- Churchill College
- TSA Legal Services – Legal Guidance
- Institute of Urban and Indigenous Health
- P.A.R.T.Y Program
- Australian Red Cross – Save a Mate

EXTERNAL PROVIDERS OF HEALTH & WELL BEING

Australian Red Cross - Save a Mate Program

Save-a-mate's purpose is to promote the health and wellbeing of young people by providing education, service and support on key current and emerging health issues, particularly those related to alcohol and other drug use and mental health.

Institute of Urban Indigenous Health - Deadly Choices Program

Deadly Choices is an initiative of the Institute for Urban Indigenous Health ([IUIH](#)) in South East Queensland and is funded by Queensland Health.

Deadly Choices aims to empower Aboriginal and Torres Strait Islander people to make healthy choices for themselves and their families – to stop smoking, to eat good food and exercise daily. Deadly Choices also encourages our people to access their local Community-Controlled Health Service and complete an annual 'Health Check'.

Governments have committed to 'Closing the Gap' in Indigenous Health but only our communities can make this happen.

YOS - Anger Management - Program

The YOS Anger Management Program offers flexible support and guidance to young people around issues relating to understanding anger, impacts of anger, conflict resolution and coping skills. The program consists of 5 individual hourly sessions. Our program has been designed around the Four Elements of Wellbeing and the Cycle of Anger.

Four of our highly skilled Youth Workers deliver this program to young people aged 12 to 25 with at least 10 young people completing the program in 2016.

Our P.A.R.T.Y.

Our P.A.R.T.Y. stands for Prevent Alcohol and Risk-Related Trauma. This may not seem like your definition of a party but we want to make the good times last by showing you how to make smart choices in your life.

When you attend a P.A.R.T.Y. program you will meet some people who unfortunately made some pretty bad choices or who had someone make a bad choice for them. They are now having to live with the consequences - and these are the ones who survived.

You will also meet people who help severely injured patients everyday including emergency service professionals, doctors, nurses and allied health professionals.

It really gives people an insight to make the right choices - and the consequences for their actions - student

OUR STUDENTS

STUDENT TESTIMONIES

What YOS Lawnton has meant to me over the last few years



YOS was the absolute best thing I have ever done. I cannot believe how far I have come with the help and support of the staff. I have passed the first term in my diploma at the Australian Institute of Creative Design. I would not have been able to do that course with my anxiety. But I was always supported and encouraged by the YOS staff. I thank them for helping me to overcome my anxiety and achieve my year 12 certificate. I would not be where I am today without YOS. I cannot recommend YOS enough. All I can say is give it a shot. Again, thank you guys so much for everything you have done for me. I really appreciate it.

I am currently completing a Diploma of Screen and Media (Specialist Make-Up Services) at The Australian Institute of Creative Design

By – Rebecca Harvey – Year 12 – 2016



School has been a big part of my life, but when I look back to that part in my life I only remember the bad. Primary School was a bad and sad part of my life, being bullied. I found it hard to cope with the constant bullying; this went on even when I moved to a new school. I made great friends, who I'm still friends with today, then I found out that my Uncle who was my best friend passed away and I didn't go to school for weeks. I was broken.

When I did go back the teacher told everyone to go easy on me because of what happened, but the bullies used it as a trigger against me and the bullying only got worse until I finished Primary School.

I was so happy to begin high school, I made friends and soon hung out in a group with them, then my best friend since childhood past away from an asthma attack and I was in mourning for weeks, my family and I spent a lot of time with my friends to make sure they I was doing ok. I got back to school and the bullying started again, my friends started to join in and this went on for a few months until I would go home upset and afraid.

I would mask my real emotions from my parents so they wouldn't ask what was wrong. I started archery with my dad to get my mind off what was happening in my life, I have met plenty of legendary archers and I still hunt and shoot with them today.

Eventually I took a dark turn to drugs, this went on for about a year or so. The bullying in High School went on for two years until I finally got to move to a new school.

I started year 10 at at my new school and made friends with most people there. I hung out in a huge group of mates that I trust so much I can call them family. Year 11 started and I was getting bad grades. I stopped going to archery as much as I used to because I was too busy dealing and doing drugs with my mates. A few mates and I got caught by my parents while under the influence of pills. They took me home and was given a stern lecture and I knew by just getting caught that it was time for me to make a change and stop. I took a few weeks off school to recover but when I got back I was told stuff by the principal that my parents did not want to hear.

He told me that I shouldn't change classes when I wanted to because they wanted to expel me and they kep telling me this for about three or four months until I called the school and arranged a meeting to speak with them. This didn't happen, they just expelled me.

I was at home looking for jobs for about three weeks then I told my parents that I still wanted to learn so we found YOS and I was enrolled and I love it.

I met people that I could easily relate to and I've made some good mates.

Soon after that my grandmother past away and she was a big part of my life, I took a few days off school to plan and attend her funeral. I hung out with mates to get my mind off things like I do most days and I felt better because they knew what I was going through.

I got back to YOS and they started helping me with my learners licence and getting resumes ready, so now I feel much better about my future.

By – Brendon – Year 12 2016



I first came to YOS in 2016, year 11. Before that I was at Morayfield State High School. I left there because I was being bullied and teased because I smoked. I was also suspended because I wasn't going to school.

I found out about YOS through my GO, Chenoa Matthews, who referred me to a whole bunch of different opportunities, such as schools, courses, ready-for-work, but I chose YOS.

I was accepted while I was in the interview with the Deputy Principal Cheryl and told that I could start the next Monday. At first, I was shy and then I sat with Beccy and Kate and they made me feel very welcome. Over the next week or two I was lucky enough to make more friends. I felt like I actually had friends that I could trust.

I felt the school work was pretty easy especially with the help of Nell and Dina. I thought this school's structure was better than any other school I have been to. People actually help you and you don't get bullied, and for people that have difficult lives YOS are able to help and support them.

In the future I would like to become a photographer or lifeguard. My favourite type of photography is landscape and I would like to work for myself as a freelance photographer. I would also like to work at South Bank as a Life Guard.

By – Tylyn



You have acquired an amazing group of staff and I think they deserve to be acknowledged for the hard work they are constantly doing.

Your staff goes above and beyond to provide endless support to every single young person that walks through the doors of YOS.

For me personally, they have helped with many things, including taking me to my Dr's / hospital appointments, getting me to and from school, obtaining my learner's licence and helping me mend a broken and lost friendship.

The staff at YOS, especially Dina, who was the first I met at YOS back in 2013 have helped me achieve and live a better life since day one. Dina has been immensely supportive of my health-mental and physical. She is a constant flow of encouragement and she pushed me (and everyone) to do things we're usually afraid to do.

Dina has empowered me to make amends with some negative actions from my past and I couldn't thank her enough. Cath and Nell have been amazing and reignited my passion for learning and have always encouraged me to try my best even when I think I can't.

I am extremely grateful that I met this lovely group of people and they gave me an opportunity to start fresh.

I will forever hold it in my heart.

Kate Husband.

YOS Lawnton Independent Non State School Enrolments

Breakdown of Students

In 2016 YOS enrolled 54 students in grades 10, 11 and 12. A small number of these returned to mainstream, some moved out of the area, others had personal and health reasons which affected their attendance and their ability to continue at this time and a small number starting full time work. Those with personal and health reasons will be re enrolled when and if their circumstances changes.

All of the students met the criteria for special assistance. Many of the students had been disenfranchised, expelled or suspended from main stream local schools. Some of them had been bullied and/or suffered significant mental health issues. Some students faced disrupted home lives, couch surfing for shorter or longer periods of time throughout the year. For some of the students their previous attendance at mainstream schools had been very erratic.

YOS graduated 34 students.

Year Levels Offered

Year 10: 7

Year 11: 8

Year 12: 19

ACADEMIC ACHIEVEMENTS

2016 Academic and Life Skill achievements:

YOS Graduated Year 12 – 18

Year 12 9 completed English Communication

9 completed Prevocational Maths

Year 11 4 completed English Communication

4 completed Prevocational Maths

Year 10 3 completed English

3 completed Mathematics

VET Certificates:

Cert II in Hospitality was offered to the students in 2016. Unfortunately due to participation numbers this was cancelled

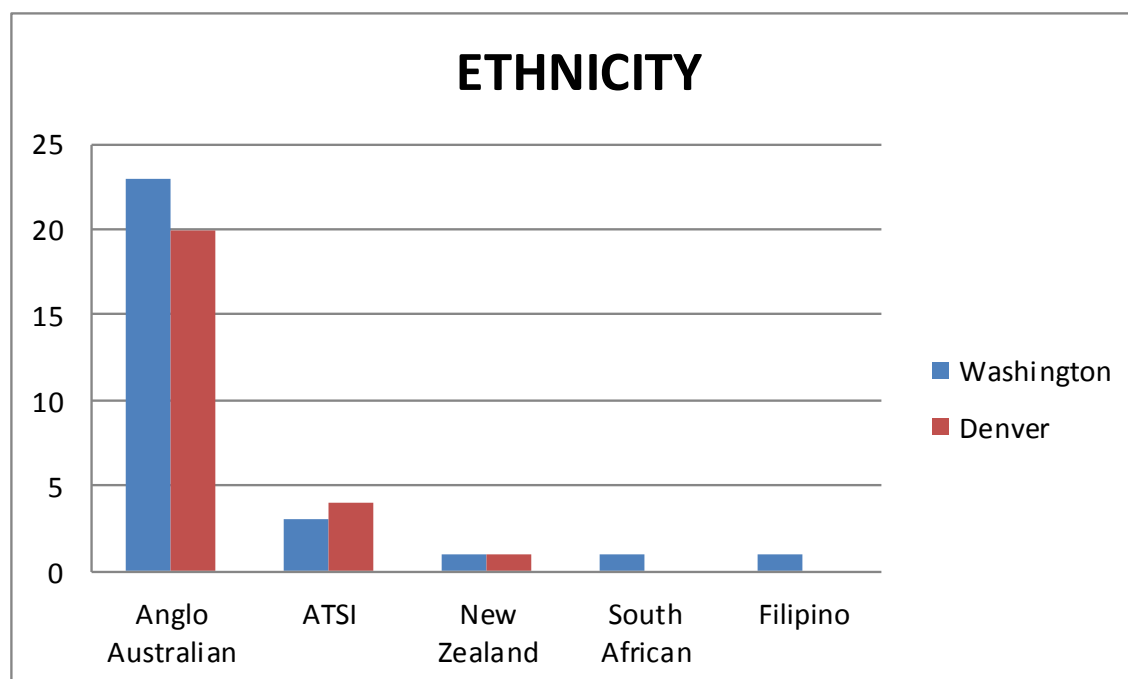
BKSB – Basic Key Skills Builder – Online assessment to determine numeracy and literacy levels. (All students are assessed and assisted to build key skills)

YOS Lawnton assessed 38 students through BKSB

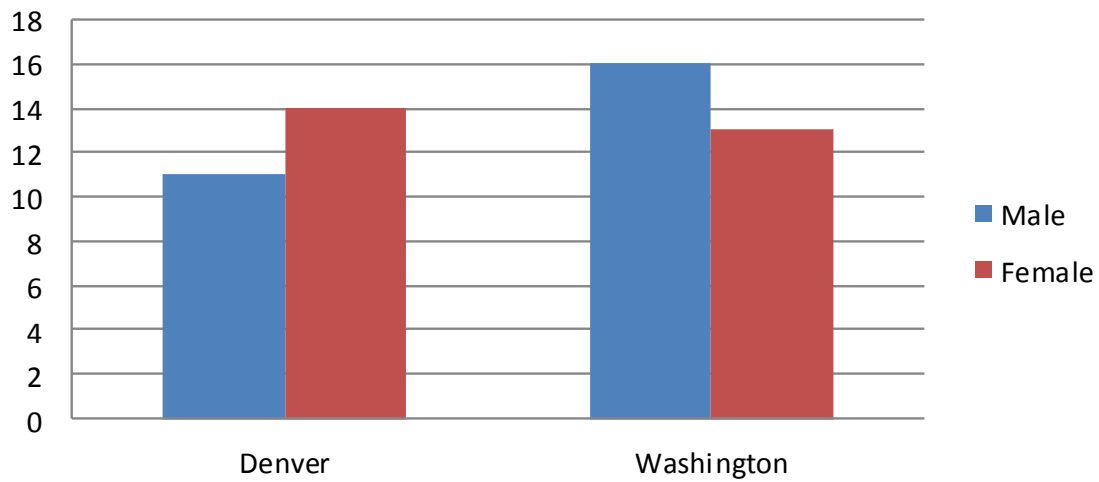
English		Maths	
	No. of Students		No. of Students
Level 1	1	Level 1	2
Level 2	16	Level 2	18
Level 3	14	Level 3	7
Level 4	6	Level 4	12
Level 5	0	Level 5	1

Within the Australian Core Skills Framework (ACSF) it also identifies areas of strength and areas to work on through diagnostic testing and produces work individualised to each learner's needs. The BKSB testing is now standard in most TAFE Collages. In order to gain VET FEE-HELP, students need to achieve on Exit Level 3 in both reading and numeracy.

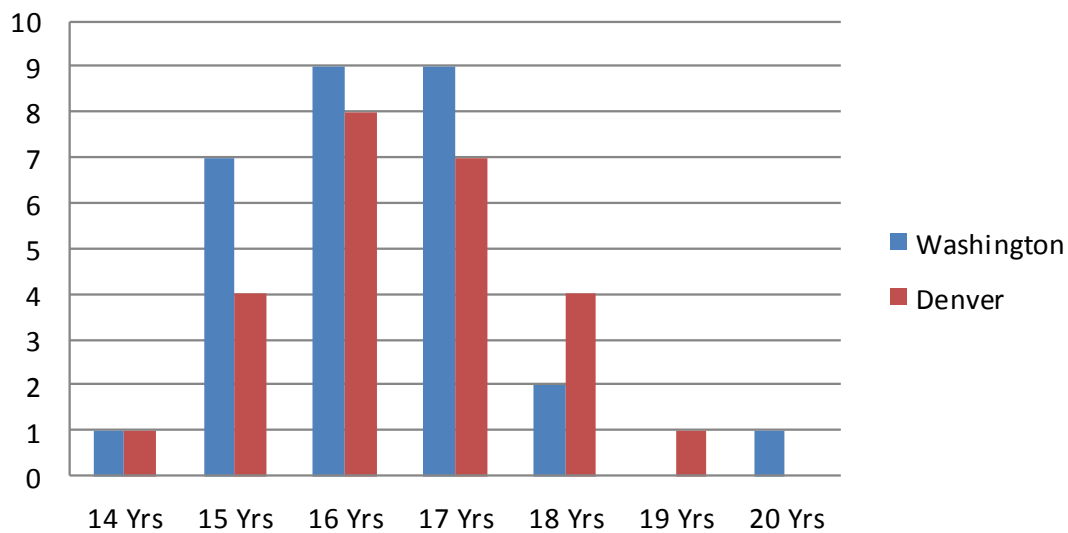
Characteristics of the Student Body

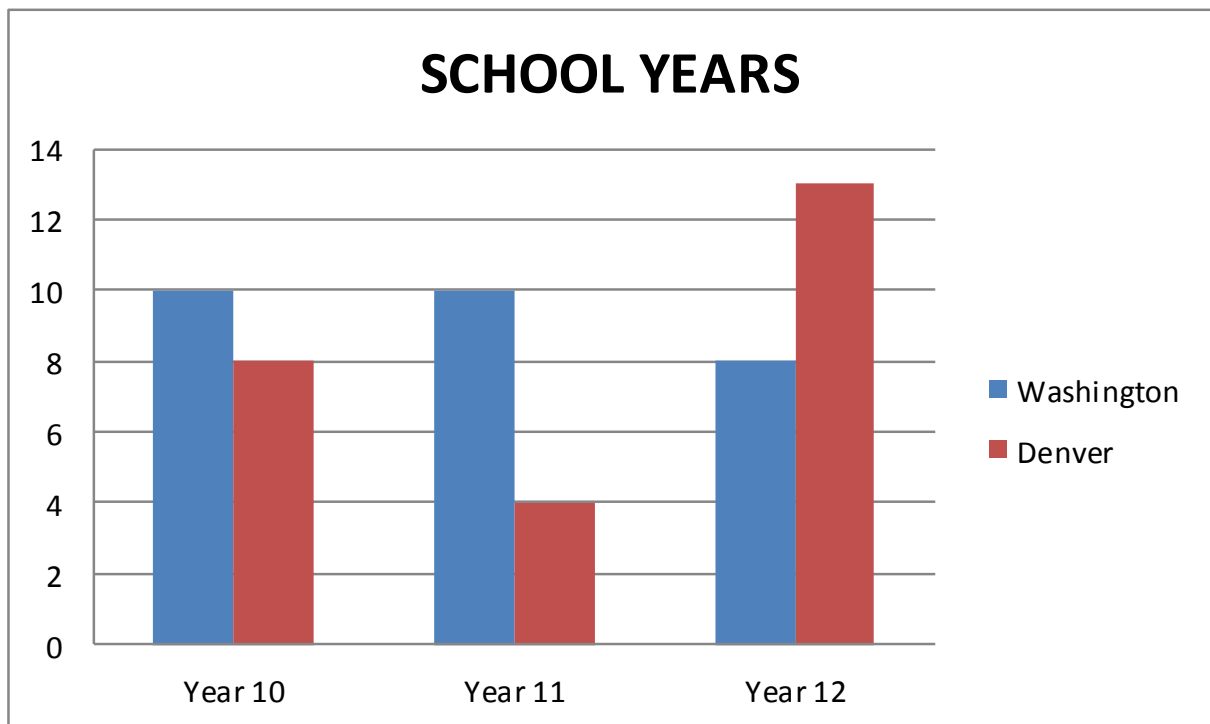


CO-EDUCATIONAL (Gender Breakdown)

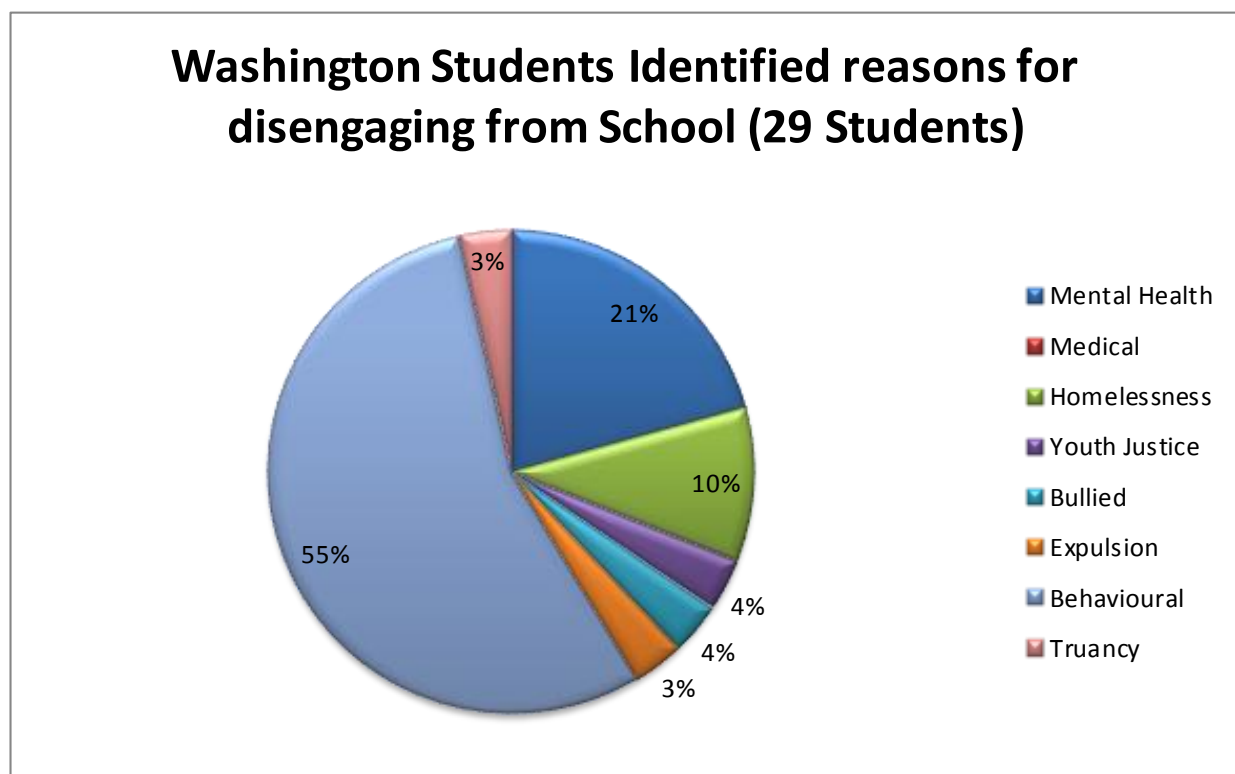


STUDENTS AGE'S

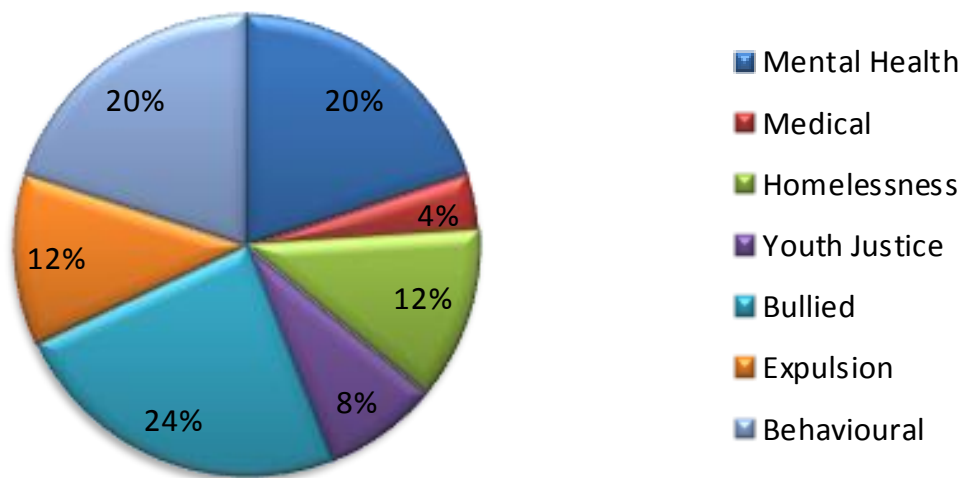




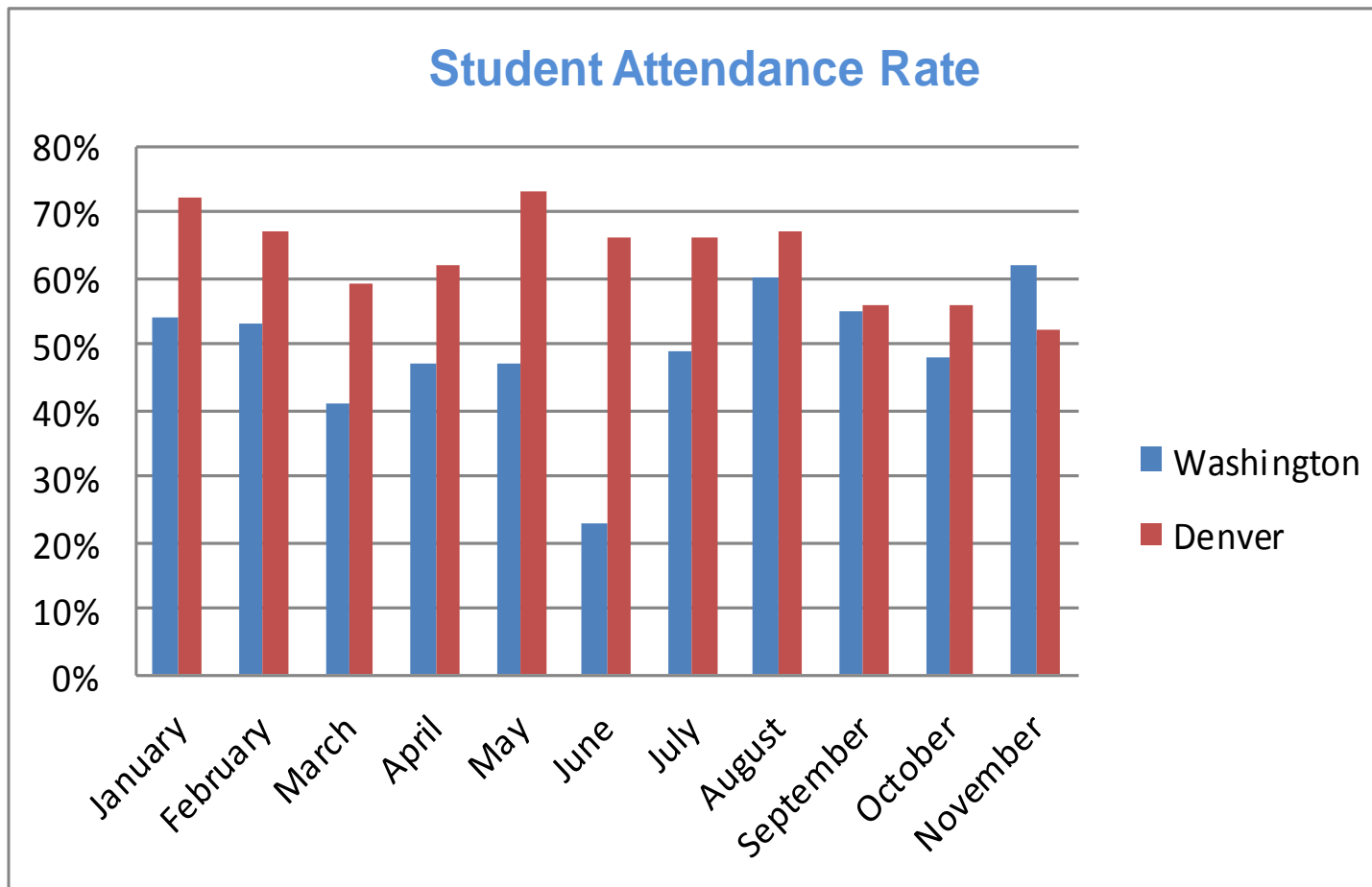
It should be noted that during the educational year YOS Lawnton School had a small number of students who due to life circumstances were enrolled but did not complete significant schoolwork and chose to leave before census days.



Denver Students Identified reasons for disengaging from School (25 students)



YOS Lawnton has two strategies for encouraging school attendance. Students and/or their significant carer's are contacted if the student has not arrived at the school. Students with irregular attendance patterns are identified and youth workers work with students to improve their attendance.



	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students *	0	0	0

* The school didn't operate in 2014 so the apparent retention rate from Year 10 to Year 12 rate can't be calculated for this year

YEAR 12 OUTCOMES

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	11
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	2
Number of students awarded a Queensland Certificate of Education at the end of Year 12	1
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	0%

School Response Rate to the Survey

Number of Year 12 students in 2016	Number of responses received from students	Percentage response rate
11	0	0%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2016	Number of Students in each category	Percentage of Students in each category
University (degree)	1	10%
VET total (Cert IV + III, I-II, apprenticeship, traineeship)	4	36%
Working full-time	3	27%
Working part-time/casual	0	0%
Seeking work	3	27%
Not studying or in the labour force	0	0%
Total Year 12 students	11	100%

KEY STUDENT OUTCOMES

Average student attendance rate (%) for Denver Class

Denver Class			
Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
4644	27	1273	3371

The average attendance rate for the whole school as a percentage in 2016 was 73%

Average student attendance rate for each year level

Years	Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance
Year 10	1660	10	323	1337
Year 11	996	6	273	723
Year 12	1826	11	677	1149

Denver Class	
Year levels	Average attendance rate for each year level as a percentage of 2016
Year Group 10	81%
Year Group 11	73%
Year Group 12	63%

Average student attendance rate (%) for Washington Class

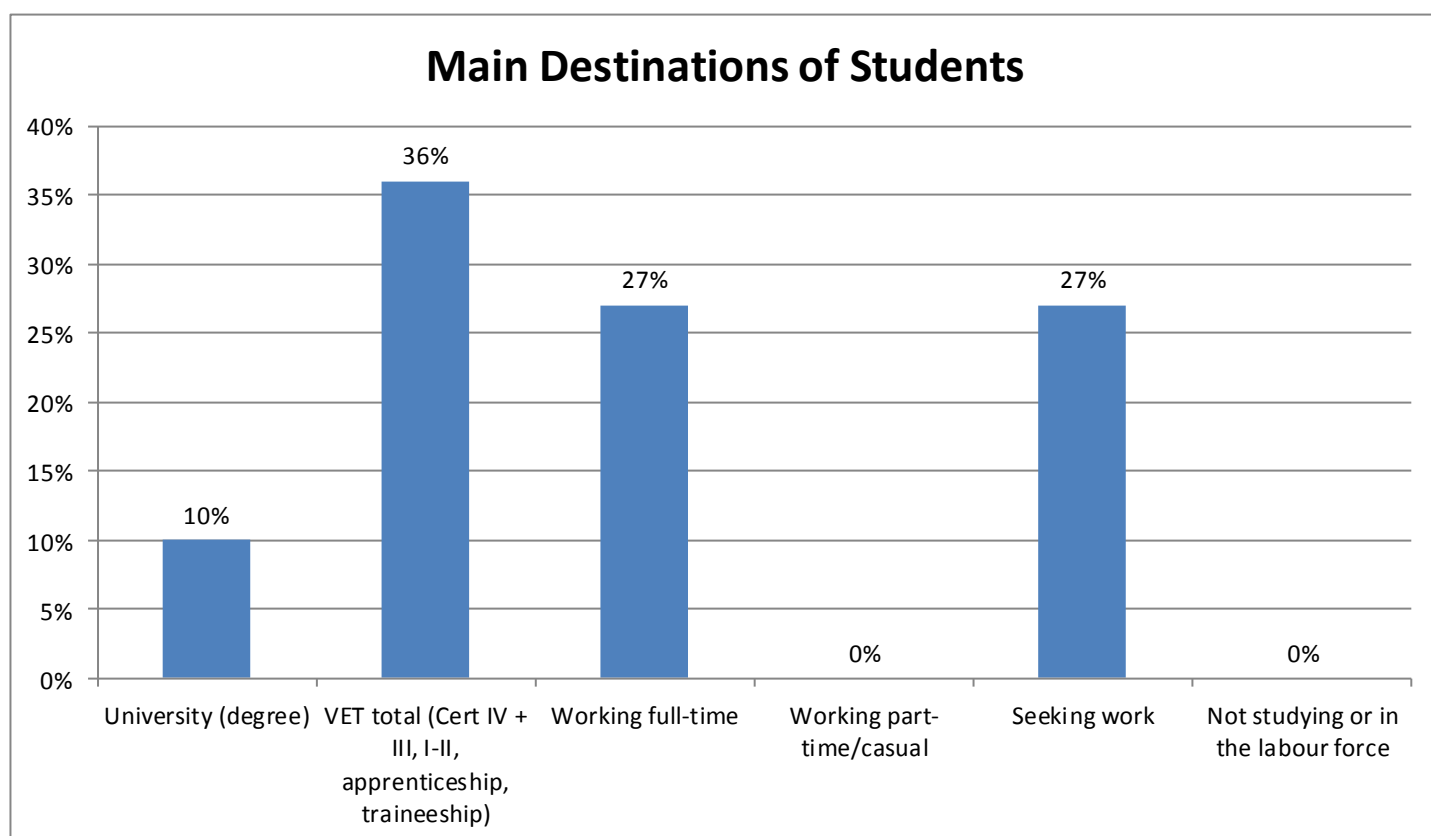
Washington Class			
Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
4644	27	1502	3142

The average attendance rate for the whole school as a percentage in 2016 was 68 %

Average student attendance rate for each year level

Years	Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance
Year 10	1826	11	590	1236
Year 11	1494	9	419	1075
Year 12	1494	9	465	1029

Washington Class	
Year levels	Average attendance rate for each year level as a percentage of 2016
Year Group 10	68%
Year Group 11	72%
Year Group 12	69%



Net Recurrent Income 2015	\$ Total	\$ Per Student
Australian Government recurrent funding	277,660	13,222
State/Territory Government recurrent funding	78,430	3,735
Fees, charges and parent contributions	0	0
Other private sources	17,631	840
Total Gross income (excluding income from government capital grants)	373,721	17,796
Less deductions	0	0

Total net recurrent income	373,721	17,796
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EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

STAFFING INFORMATION

Staff Composition 2016			
Role	Full Time	Part time	Indigenous
Teaching / Educators	7	1	0
Non-Teaching		1	0
Volunteers / tutors		2	0
Student placements		4	1

Qualifications of all Teachers

Qualification	
Masters	2
Bachelor Degree	100%

Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Karrikin Training Aboriginal / Torres Strait Islander Education Training	1
Trauma	2
Work Place Health & Safety	2
Child Protection	2
Professional Supervision	2
Restorative Justice	2
Fire & Safety	2
Training Education Assessment	2
Independent Schools Qld Assistant Schools Workshop	2
QCAA Moderation	2
Aboriginal / Torres Strait Islander Cultural Awareness Training	2
Development Teacher Mentoring Sessions	2
Asthma Awareness	2
First Aid	2

Qualification of Educators / Non-Teaching Staff

Description of PD activity	Numbers participating
Cert IV Career Development	1
Work Place Health & Safety	7
Child Protection	5
Trauma	7
Professional Supervision	7
Restorative Justice	7
Fire & Safety	7
Supervision Sessions	6
ISQ Special Assistant Schools Workshop	5
Aboriginal / Torres Strait Islander Cultural awareness Training	7
Asthma Awareness	6
First Aid	4



Youth Outreach Service - Brisbane

YOS Independent School

Statement of Financial Performance for the year ended 31 December 2015

	2015 \$
Revenue from Ordinary Activities	
Federal Government Funding	277,660
State Government Funding	78,430
Interest Received	629
Other Income	5,327
Support Funding	11,675
Revenues from Ordinary Activities	<u>373,721</u>
Expenses from Ordinary Activities	
Interest Paid	299
Resident Care	4,771
Depreciation	131
Domestic	387
Welfare	3,565
Maintenance	2,090
Minor Purchases	3,242
Utilities	1,385
Motor Vehicles	9,545
Catering	441
Employees' Salaries	144,047
Payroll On cost	33,909
Administration	16,655
Insurance	1,122
Overheads	12,066
Management Fees	28,555
Others	20,526 Note 1
Expenses from Ordinary Activities	<u>282,736</u>
SURPLUS / (DEFICIT)	<u>90,985 Note 2</u>

Note 1 Others includes Counselling Assessments, Training Costs, Subscriptions, IT leasing, Audit accrual.

Note 2 A commitment of \$125,000 was made in 2015 to expand the YOS Lawnton property and provide more services in line with the federal and state government funding.





Independent auditor's report to the Trustees of The Salvation Army Australia Eastern Territory ("The Salvation Army")

We have audited the attached Statement of Financial Performance (the "Statement") reported to the Australian Department of Education and Training (the "Department") for the 2015 Australian Education Act Recurrent Funding Program (the "Program") for the period from 1 January 2015 to 31 December 2015. The Statement has been prepared by the Trustees based on the Funding Agreement (the "Agreement") for the Program, for the purpose of fulfilling The Salvation Army's reporting requirements to the Department for the Program, using the basis of preparation described in Note 1 to the Statement.

Trustees' responsibilities for the Statement

The Trustees of The Salvation Army are responsible for the preparation of the Statement in accordance with the Agreement, and have determined that the accounting policies in Note 1 to the Statement are appropriate to meet the requirements of the Department. This responsibility includes selecting and applying appropriate accounting policies; making accounting estimates that are reasonable in the circumstances; ensuring the Statement is prepared and presented in accordance with the Agreement; and for such internal control as the Trustees determine is necessary to enable the preparation of the Statement that is free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on the Statement to the Trustees of The Salvation Army based on our audit. We conducted our audit in accordance with Australian Auditing Standards.

Those standards require that we comply with relevant ethical requirements and plan and perform the audit to obtain reasonable assurance whether the Statement is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the Statement. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the Statement, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to The Salvation Army's preparation and presentation of the Statement in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Trustees, as well as evaluating the overall presentation of the Statement.

Our procedures included the examination on a test basis, of evidence supporting the amounts disclosed in the Statement. These procedures have been undertaken to form an opinion whether, in all material respects, the attached Statement is prepared and presented in accordance with the Agreement, using the basis of preparation described in Note 1 to the Statement.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Auditor's opinion

In our opinion the attached Statement for the 2015 Australian Education Act Recurrent Funding Program (the "Program") for the year ended 31 December 2015 is prepared, in all material respects, in accordance with the Agreement.

Independence

In conducting our audit, we have complied with the independence requirements of the Australian Accounting Professional and Ethical Standards Board.

Basis of preparation and restriction on distribution and use

Without modifying our opinion, we draw attention to Note 1 to the Statement, which describes the basis of preparation. The Statement has been prepared as required by the Agreement for the Program for the purpose of reporting to the Department. As a result, the Statement may not be suitable for another purpose. Our report is intended solely for the Trustees and the Department and should not be distributed to parties other than the Trustees or the Department.

KPMG

KPMG

A handwritten signature in black ink that reads 'Daniel Robinson'.

Daniel Robinson

Director

Sydney

4 April 2016

EXTRA CURRICULUM PROGRAM REPORT

ACTIVITIES WORKER

Loving all (well, most) things outdoor, sporty and getting the body moving. It is an amazing blessing to be the Activities Worker at YOS; to be able to blend my passions with the youth. Even though I have worked with youth in various ministry roles over the years, I am certainly learning a thing or two.

This is a newly created position, of which I commenced in October 2016 so there is still much learning, growth and structure to be encountered and achieved.

Gradually, through lots of chats, building relationships and drawing on my colleague's experience, I am slowly gaining an understanding of the demographic I am working with. This helps in the planning of the activities.

In my role I organise .. Wednesday afternoon Sports – touch footy, soccer, obstacle races, ping pong comps, continuous cricket, old fashioned Sunday School picnic races, walks to a nearby park for games, tobogganing and fishing, indoor activities;.. Small Group Activities – fishing, kayaking, cooking bushwalking, craft;.. School Holiday Activities – Laser Force, Putt Putt, Regressive Food Crawl, Camps.

One of our highlights so far was roasting pork on an open fire in a camp oven (at School). The smell of sizzling pork wafted up to 100 metres away, right into their classrooms! The students enjoyed a sumptuous pork and salad wrap with gravy and apple sauce for lunch.

I wish for the youth to gain an excitement for life as they move forward; to realise the beauty and awesomeness of the outdoors; to grasp a sense of fun and healthiness while doing sports and recreational activities; to want to be fit and healthy; to learn team work and appreciation of others.

ADVOCACY & JUSTICE SUPPORT YOUTH WORKER



Hi there! My name is Marti and I am the Advocacy & Justice Support Youth Worker from the YOS Justice Team! My role is to support young people and their families who are navigating their way through the legal system. I attend Pine Rivers and Caboolture Magistrates Court each week on Juvenile Court days where I can be found advocating for young people and providing information and referrals for support. I also attend other Courts throughout the Moreton Bay and Brisbane Region based on the need of young people.

I provide one on one support to young people who want to build independence and overcome adversity and I facilitate individual and group activities such as Rock & Water (Gadaku Institute) and Anger Management. I am very passionate in Restorative Justice practice and community development and believe in working together to take care of each other.

During 2016 the Justice Team connected and provided information and support to over 380 young people aged 12-25 with over 109 young people from Aboriginal and Torres Strait Islander backgrounds. A total of 359 (12 of whom were young people from YOS) were successfully advocated for and a total of 190 referrals for support were made over the year

for young people experiencing homelessness, alcohol and substance misuse and mental health.

This role is built on collaborative relationships with many Government and Community organisations and we wouldn't be able to provide the support we do to young people without working so well with Youth Justice; Pine Rivers Community Legal Service and Legal Aid; Youth Advocacy Centre; Encircle; Ted Noffs Street University Caboolture; HeadSpace; CYMHS; Youth Development Foundation; Intercept Youth and Family Services; our local Queensland Education Guidance Officers; Queensland Courts and their staff; Booyah; Correctional Services; and the Queensland Police Service.

DRIVE FOR LIFE PROGRAM – YOS 2017

It seemed like a good idea to Darren and the YOS crew to start a new program to help young people get their drivers licence. Many of our young people simply have no means of getting their licence without our support.

The program is designed for those who do not have access to a vehicle or a licenced driver. Many of our young people also experience many other barriers apart from these.

Most of us are aware that in order to reduce the road fatalities, the Queensland government introduced a graduated licencing scheme in 2007 which meant that each learner had to accrue 100 hours driving experience before attempting a driver test. (The first ten hours of a qualified instructor would equate to 30 hours in their log book).

Many of the fatalities and injuries in road traffic crashes each year involve young people. Research has shown that the safest category of drivers are learner drivers however the highest risk category are P-plate drivers especially those in the first year or two.

A 17yr old P-plate holder is 4x more likely to be involved in a fatal road crash than a driver +26 yrs. Each road fatality statistic represents a tragedy. This is another reason why we believe the program is essential for our young people – so that we can be pro-active about imparting an attitude of being a safe and responsible driver.

Cheryl had initiated a drivers course in Lawnton about 4 years back which saw young people get their learners licence and some of them went on to participate and succeed in a Learner Driver Mentor Program (LDMP).

This year we are about to launch two programs; in Lawnton and Stafford respectively.

This means a truck load of preparation including the following:

Research. Networking with other agencies and organisations. Recruiting for volunteer mentors. Developing policies and procedures. Designing forms and documents. Creating training and education sessions for young people and mentors. Funding. Sourcing vehicles. Marketing and promotions. Insurance and legal matters. And a few other things.

One of the elements in our program that distinguishes us from other LDMPs is that we want to see the young people give something back to the community. One of our initiatives is for

the mentor and learner driver to provide some community transport for those who are struggling. For example, taking vulnerable people to a medical appointment.

The Drive for Life LDMP overview:

- Young person is interviewed and if eligible will then go on to obtain their learner's licence.
- The young person will then learn under a qualified instructor who will take them for up to ten hours (30 hrs on log book).
- The learner driver will then be matched with a mentor who will supervise them for up to 70 hrs.

This aspect of the program is the most important as it is driven by our volunteers – without which, the program will not succeed. Their mentoring influence is also much needed and appreciated for other reasons besides the driving component.

- All volunteer mentors must apply and meet strict criteria to be deemed suitable.
- The learners and mentors will also receive training and education along the way.
- At the end of the year we want to celebrate all the victories (great and small) with learners, mentors, family and friends.

Lawnton will launch on April 7th and Stafford will follow about a month later.

We are excited about the possibilities of what could come out of this.

We are also grateful for the amazing teamwork that has been formed - go Louise, Cheryl & Wayne !

If you know anyone who is **interested in making a difference** for a young person as a mentor – please let us know. All young people interested can be referred through YOS.

Learner Driver Mentor Program

What is Drive for Life?

The Drive for Life program offers disadvantaged young people the opportunity to achieve the mandatory hours necessary to obtain their P1 provisional driver licence in a safe and positive environment. Drive for Life offers the skills necessary to drive safely, responsibly and defensively for life.

The Salvation Army Youth Outreach Service recently identified a need for this program due to the number of young people we engage with who, for various reasons, are unable to accrue their logbook hours and witnessing the negative flow-on effect this has on those young people and their families.

Why we need this program

The Australian states and territories have introduced the Graduated Licencing Scheme, which means young people have to accrue at least 100 supervised hours of driving experience before they can get their driver licence.

While this change is welcome, and has seen a positive result in the decreased number of road fatalities, it does present barriers for those young people who do not have access to a vehicle nor an adult supervisor to assist them in accruing the 100 hours.

There are numerous setbacks for young people who cannot get their licence, such as difficulty in finding employment, transport to school and attending health appointments, just to name a few. This can lead to more significant issues for the young person, their families and communities.

Our goal is to equip young people who are struggling to:

- Learn road safety
- Obtain their learner licence and provisional driver licence
- Pursue their goals in life
- Connect with their local community

How the program works

- We identify a young person and assess their suitability for the program (aged 16-25 years).
- We assist them to obtain their learner driver permit, if needed.
- The young person is then provided with about 10 hours driving experience with a qualified instructor, which equates to 30 hours logbook time. This gives the learner the necessary road skills and awareness needed to continue their driving with a volunteer mentor.
- A volunteer mentor is identified for the learner driver, who provides safe and positive driving supervision until the learner accrues their 100 hours driving experience. This may look like about 1-2 hours driving per week.
- We provide the vehicle and the necessary resources to operate it, including fuel and insurance. We also breathalyse young people and operate cameras that record inside and outside the vehicle.
- We provide coaching and support for both the mentor and the learner driver.
- We want to facilitate a mission which can benefit other members of the community e.g. taking the elderly to a doctor's appointment.

This is as much about engaging both young people and mentors in their community as it is about licensing; we know that feeling part of a community assists with building a sense of belonging, improved mental health, developing pro-social behaviours and connecting to a shared social responsibility.

What we hope to achieve

The Drive for Life program will have two main purposes;

Assisting a young person to get their licence;

- Increased employability
- Better able to get to school/work
- Able to support their family with transport
- Increased independence
- Feelings of achievement after reaching a goal
- Having another identification document
- Better able to get to health/mental health appointments
- Better able to contribute to their community
- More able to engage with their friends and community, therefore becoming less socially isolated
- Increased knowledge about driving safely and living out social responsibility
- A reduction in road traffic crashes for provisional licence holders

Supporting vulnerable community members with transport and errands;

- Young people learn about and achieve a sense of social responsibility
- Driving will be purposeful and intentional
- Learning about the importance of time management, keeping appointments and commitments to others
- That key stakeholders can be acknowledged and endorsed by having their logo on the cars to promote their business.
- To create a hub of like-minded people both old and young that can do a little bit of life together and enjoy it as much as possible.

Who can be involved?

Community engagement and committed volunteers is crucial to the successful operation of the program. We welcome involvement, feedback and support from our learner drivers, volunteers, stakeholders and interested parties that are part of the local community. The YOS team are excited about the potential for helping young people through this program and any eligible person between 16 - 25 years can participate.

OUR STAFF



Name: Desiree Camden

Position: Educator/Youth Health and Well Being Worker

Qualifications: Cert III Community Studies, Bachelor's Degree in Human Services and Minor in Child Protections, Mental Health First Aid Certificate, First Aid, Certificate IV in Career Development

Experience:

- Working for Youth Connections at Worklinks
- Working in partnership with Headspace
- 6 months in residential care through Edmen communities
- 3 years in Boystown, 2 years at ProCare supervising family visits and transportation
- Ongoing Volunteer work for St Johns for 5 years

Highlights for 2016:

- School Graduation



Name: Dina

Position Educator/Youth Health and Well Being Worker

Qualifications: Dual Diploma in Youth Work and Community Welfare, First Aid, Mental Health First Aid

Experience:

- Worked at YOS since March 2012 as a Youth Worker in the Education programs
- 2008 – 2012: Links to Learning Project Officer with MTC Work Solutions. Creating and running programs for students at risk of disengaging from mainstream Education

Highlights for 2016:

- Graduation
- Seeing Young People achieve some amazing goals



Name: Cherry (aka Curly aka Chezza).... I have many nicknames, my real name is Cheryl

Position: Educator / Drive for Life – YOS Coordinator

Qualifications: Currently completing an advanced practitioner's course Diploma in Life Coaching, Bachelor of Behavioural Studies, specialising in Youth & Society and Crime, Corrections & Criminal Justice System. Cert IV in Volunteer Coordination, Cert IV in Transport & Logistics, . Cert IV in Disability Work

Experience:

- I worked for the PCYC as an Outside school hours care Coordinator for Under 12's
- I have been a 24 hour live in carer for an Under 12's Residential Unit with Department of Human Services
- Reiki Practitioner
- Worked at YOS since 2008
- I used to work with young adult women with Disabilities for Lifeline Community Care

Highlights for 2016:

- Being in touch with young people I used to work with 5-7 years ago and seeing how surprised they are when they know I haven't forgotten them.
- The young people sharing with me what has happened in their lives since I had last seen them.



Name: Cath

Position: Teacher

Qualifications: Bachelor of Arts (University of Melbourne. Diploma of Education. Professional Certificate in Adolescent Counselling.

Experience:

- Teacher – Portland High School, Victoria
- Teacher then Head of House Billanook College, Victoria

Highlights for 2016:

- Seeing our young people graduate, especially the Year 12's
- Rejoicing in the achievements of the young people in their school work and in overcoming obstacles in their lives
- Seeing the growth in self-esteem and confidence in our young people
- All the trivia questions the group become competitive with 2 clear winners with an amazing general knowledge



Name: Nell

Position: Teacher

Qualifications: Bachelor of Teaching. Bachelor of Education.
Certificate of Wellness Coaching, Cert IV Training and Assessment

Experience:

- Primary Teacher,
 - Woorabinda SS (1996-97)
 - Waraburra SS (1998-2004)
 - Narangba Valley SS (2005-2008)
 - Pine Community School (2012-2013)

Highlights:

- The new classrooms



Name: Cheryl

Position: Team Leader/ Educator

Qualifications: Cert IV Ministry, Cert IV Non-Clinical Mental Health
Drug & Alcohol studies. Diploma Management & Leadership

Experience:

- 5 Years The Salvation Army Youth Outreach Service
- Worked In NSW with various Community organisations as a human service worker and in leadership roles

Highlights:

- Birth of our 4th Grandchild



Name: Denise (aka Dee)
Position: Assistant Business Administrator
Qualifications: Cert III in Business Administration, Level 2 Word & Excel. Cert II & III in Hospitality.

Experience

- Started and ran own business with partner for 9 years where I Managed all Administration and sales
- Administration and sales for 20 years in different small businesses
- Office Manager in small Family owned business
- Organising and overseeing the running of a market

Highlights:

- Watching our new classrooms being built.



Name: Lyn
Position: Educator / Activities Worker

Experience:

- 36 Years in the Girls' Brigade – Girl, Leader, Captain, Divisional Secretary, Divisional Commissioner, Deputy State Commissioner, Extensions & Outreach Officer, Training Officer, Youth Delegate to the International Year of the Child Committee, Pioneer Pin & Queens Award recipient
- Sunday School Teacher
- Youth Group Leader
- RE Teacher
- Camps Leader with Scripture Union
- Personal solo outdoor pursuits local, state, national and abroad
- Founder and Leader of L.A.D.I.E.S. (2008-Current) – an outdoor Ladies group
- Mum to 3 adult lads and Nan to 3 g'kids

Highlights:

- Increasing numbers of students participating in activities
- Great tasting pork at our open fire activity (keeping my outdoor cooking reputation in tact!!)
- Building relationships and mutual respect with the Youth



Name: Ron

Position: Educator/ Youth Transition Worker

Qualifications: 31 Years Trade Background
Cert IV in Community Services
8 Years Community Service Sector
8 Years Youth Worker
5 Years Prison Chaplaincy Support



Name: Marti

Position: Advocacy & Justice Support

Qualifications: Bachelor of Social Science (Human Services)
Diploma of Retail Management – TAFE
Rock & Water Instructor – Gadaku Institute

I am often found out & about in the community connecting with young people, families, community groups & our stakeholders. I love music & dancing & a good cup of coffee.



Name: Darren

Position: Principal / Manager

Qualifications: Bachelor of Social Science
Grad Cert in Non For Profit Business Management
Diploma in Community Management
Master of Social Science