

**YOS Independent School  
Revised Strategic Plan (2019-21) – First Cut**

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| <b>Our vision</b>     | <b>Young people overcoming adversity, building independence</b>   |   |  |  |   |
| <b>Our purpose</b>    | <b>Youth Outreach Service: Challenging young people to grow- whatever it takes</b>  |   |  |  |   |
| <b>Our goals</b>      | <b>Develop our Physical Space to be a welcoming, high quality community school</b>  | <b>Build our Organisational Capacity including systems, resources and staff team</b>  | <b>Develop our Education Program to provide flexible, quality learning opportunities</b>   | <b>Grow, Develop and Maintain Holistic Services to meet the complex needs of young people</b>  | <b>Put Faith into Action to live a faith that responds to our community</b>   |
| <b>Our strategies</b> | <ol style="list-style-type: none"> <li>1. Short-term improvements to the Lawnton space <ul style="list-style-type: none"> <li>• New furniture that allows for students' own space/ predictability</li> <li>• Break-out room/withdrawal space</li> <li>• Review whole classroom space, reception area and outdoor space</li> <li>• Improvements/ beautification of outdoor space – vegie patch?</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. Review our performance against key approaches – trauma-informed, restorative justice, client led, strengths-based.</li> <li>2. Improve communication and information systems <ul style="list-style-type: none"> <li>• Review information sharing and skills sharing procedures</li> <li>• Implement information folder for essential information e.g. medical info on students</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. Employ a Head of Curriculum to coordinate and accelerate curriculum development.</li> <li>2. Secure re-accreditation</li> <li>3. Embed all curriculum in the Social and Emotional Learning Framework (SEL) <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Assessment</li> </ul> </li> <li>4. Align and overlap Essential English and Numeracy</li> <li>5. All students to complete BKSb (or other numeracy and literacy assessment to determine ACSF</li> </ol> | <ol style="list-style-type: none"> <li>1. Increase interagency connections</li> <li>2. More guest speakers <ul style="list-style-type: none"> <li>• Sexual health</li> <li>• Self-esteem</li> <li>• Drug and Alcohol Program</li> </ul> </li> <li>3. Use 12<sup>th</sup> Night Theatre appropriately</li> <li>4. Better use of timetabling for a more consistent approach</li> <li>5. Develop volunteering opportunities for students - social enterprise, gardening, volunteering as giving.</li> <li>6. Continue to work within the SEL Framework.</li> <li>7. Provide more support for and interaction</li> </ol> | <ol style="list-style-type: none"> <li>1. Corps officers more involved in journey of faith with students</li> <li>2. Chaplaincy program</li> <li>3. 'Fellowship lunch' once a month.</li> <li>4. Volunteering/mentoring program - 'big brother/sister'</li> <li>5. After school youth group.</li> <li>6. Spiritual journey coordinated with SEL</li> <li>7. Celebrate special occasions e.g. Christmas, Easter</li> <li>8. Support students to develop a sense of purpose bigger than themselves - act of giving to others</li> <li>9. Use storytelling to grow spiritual awareness</li> <li>10. Conversational prayer circles</li> </ol> |

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|  | <ul style="list-style-type: none"> <li>• Wet weather area and procedure</li> </ul> <ol style="list-style-type: none"> <li>2. Short-term Goodna improvements. <ul style="list-style-type: none"> <li>• Outdoor space beautification</li> <li>• Explore alternative locations.</li> </ul> </li> <li>3. Application for BGA grant finalised, continue fundraising to match this.</li> <li>4. Research re culturally appropriate and responsive learning spaces</li> <li>5. Review vehicles – e.g. a bigger bus.</li> <li>6. Review use of neighbouring Lawnton facilities for activities <ul style="list-style-type: none"> <li>• Improve access to the oval e.g. a bridge.</li> <li>• Improve and increase access to and use of swimming pool,</li> </ul> </li> </ol> | <ul style="list-style-type: none"> <li>• Develop flow chart re communication</li> </ul> <ol style="list-style-type: none"> <li>3. IT Framework review <ul style="list-style-type: none"> <li>• F:drive cleanup and formatting – check with IT re improving stability of drive</li> <li>• Establish a school database – notes, group SMS, etc</li> <li>• Develop our online presence – websites, social media etc.</li> </ul> </li> <li>4. Audit of all forms including enrollment form <ul style="list-style-type: none"> <li>• Review what information needs to be captured for various purposes.</li> </ul> </li> <li>5. Improve staffing systems and processes <ul style="list-style-type: none"> <li>• Review staff orientation and implement a system of training as staff begin work</li> </ul> </li> </ol> | <p>level) in orientation weeks - capture data to pick up needs in curriculum.</p> <ol style="list-style-type: none"> <li>6. Develop and write assessments for FSK.</li> <li>7. Investigate and develop our SEL curriculum</li> <li>8. More intentional and structured Circle Time and activities to support SEL</li> <li>9. Link with third parties for ‘elective’ ideas, science, art etc.</li> <li>10. Ensure staff hold appropriate qualifications to train and assess VET subjects.</li> <li>11. Develop a larger range of vocational subjects for students - make-up, hair, art, drama, singing, music.</li> <li>12. Ensure staff in class are informed about class workings and are able to fully support students -</li> </ol> | <p>with families and carers:</p> <ul style="list-style-type: none"> <li>• Family BBQs</li> <li>• Parent/teacher interviews</li> <li>• Family worker</li> <li>• PPP program</li> </ul> <ol style="list-style-type: none"> <li>8. Networking with other SAS schools</li> <li>9. Teacher Aids support for activities/outdoor recreation.</li> </ol> | <ol style="list-style-type: none"> <li>11. YP devotion roster</li> <li>12. Increase mindfulness practices</li> </ol> |
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|  |  | <ul style="list-style-type: none"> <li>• Develop online training resources.</li> <li>• Organisational chart outlining each staff member's expectations and duties</li> <li>• Review staff hours and look at existing staff hours</li> <li>• Review expectations re external supervision, MyChats and PD – can supervision be a coach instead of a counsellor/psych?</li> <li>• Clarify accountability systems in team.</li> </ul> | <p>improve communication between classroom staff.</p> <p>13. Develop an attendance framework that enables students to stay socially engaged in school, helping to overcome obstacles e.g. going to gym</p> <p>14. Move towards students working on semesters rather than year levels - build in extra time to build on gaps and needs including through VET and 'in-school' traineeships.</p> |  |  |
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