

David Scott School

2017 – Annual Report



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**DAVID
SCOTT
SCHOOL**

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David Scott School 2017 Annual Report

Contact Details

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FEDERAL DET NUMBER: 2112

Minimum Standards Attestation

I, Catherine Arnold, attest that David Scott School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

29-10-2018

Our School Vision

All young people receive a high-quality education that empowers them to reach their potential and equips them for a good life.

Mission Statement

We deliver an individualised approach for disadvantaged and disconnected young people that brings together education, transition and wellbeing.

We influence education policy for young people through evidence informed practice and outcomes

We collaborate and contribute to a Community of Practice

We harness the resources of the community to more effectively support the goals of young people

School Overview

Established in January 2017, The David Scott School is a specialist independent senior secondary school located within the Frankston City LGA. The David Scott School is based within the Brotherhood of St Laurence in Frankston and encourages learning outside the classroom to promote positive links between young people, the workforce and the community. The school delivers the Victorian Certificate of Applied Learning (VCAL) across three levels; Foundation, Intermediate and Senior. Our curriculum is delivered in a highly individualised pedagogical approach and provides ample opportunity for strength based applied learning.

Through a hands-on and flexible curriculum, the school program includes, literacy and numeracy units, industry-specific vocational training, personal development skills, work experience, and vocational and pathways guidance to help students on their pathway to employment or further training.

Our school program specialises in innovative learning via 'real world' projects that integrate VCAL curriculum.

Our dedicated team includes award winning teachers, trainers, counsellors and youth workers, who collaboratively deliver the curriculum whilst supporting students to overcome personal barriers to educational achievement and develop the skills that are important for life and work.

Our connection with our young people does not end when they graduate. We continue to support them to ensure a successful transition to further education, training or employment.

Principal's Report

Welcome to the inaugural annual report of the David Scott School for the year 2017. The following report is made available to the whole school community via our website and is submitted to the VRQA.

As the year of establishment, 2017 has been a significant year of growth for our school community and I am thrilled to take up the position of Principal at the David Scott School, overseeing the development of a specialist senior secondary college for "at risk" young people in the Frankston/Mornington Peninsula area. After a successful 12 months of operation, the decision was taken by the School Council to increase our cohort size to 55 students, reflecting the demand among young people to reengage with a highly individualised learning environment.

Acknowledgement and thanks must be given to the work of staff who facilitated the smooth transition from a successful community program to an independent school. The High Street Frankston site is now abuzz with young people who are able to access a tailored senior secondary education among a suite of other BSL programs such as Transition to Work and Reconnect.

Integral to the development of our school is the creation of a best practice, applied learning, educational model underpinned by the latest evidence informed pedagogical practice. The support of the Brotherhood of St Laurence's Research and Policy Centre has been invaluable in exploring and documenting elements of the educational model as it continues to evolve.

It is always so rewarding for those working in education, to see young people experience learning success. Students at the David Scott School have participated in a range of vocational training courses aimed at providing insight into potential career pathways. Similarly the increased uptake of structured workplace learning has seen a supported first step in to the world of work.

Student voice is fundamental to our pedagogical approach and 2017 has also seen the induction of the DSS Student Leadership team whose aim is to shape student engagement activities for the wider cohort. Their first foray into designing the school jumper is well underway at the time of writing.

I take this opportunity to thank all members of our school community. We look forward to an even bigger and more successful year in 2018. Our staff are to be congratulated for rising to the challenge of developing a new school and our students and parents for coming on this important journey with us.

Catherine Arnold

Staff at the David Scott School

Catherine Arnold – Principal June 2017 - Ongoing	Full VIT registration: 180742 Master of Education (Sec) (Arts) Graduate Diploma of Case Management and Client Services CERT IV Training and Assessment Graduate Certificate of Horticulture	1.0
Elizabeth Clifford – Acting Principal January 2017 – June 2017	Full VIT registration: 304772	1.0
VCAL Teacher – Bernard Silva	Full VIT registration: 300588	0.8
VCAL Teacher – Regan Pearce	Provisional VIT registration: 389784	0.8
VCAL Teacher – Olivia Williams	Provisional VIT registration: 424676	1.0
Pamela Elias – Wellbeing Coordinator	CERT IV Mental Health Diploma of Youth Work Diploma of Professional Counselling	0.8
Lynda Murray – Business Manager		0.8
Aaron Quarrell – Administration Trainee		1.0
Madison Sill – Educational Support Officer		0.6
Sue Pearson – Educational Support Officer		0.6
Carla Dullard – Educational Support Officer		0.6
Elizabeth Hassel – Pathways and Transitions Officer		0.6
Michelle Thorn – Youth Worker		0.8
Janet Sharp – Youth Worker		0.8

Student VCAL Outcomes:

VCAL Successful Completion Rates by Level by VCAL Strand:

Foundation: (n = 21)

Literacy Reading and Writing: 64%
Literacy Oral Communication: 85%
Numeracy Skills: 67%
Personal Development Skills 68.3%
Work Related Skills: 78.5%

Intermediate: (n = 25)

Literacy Reading and Writing: 72%
Literacy Oral Communication: 89%
Numeracy Skills: 63%
Personal Development Skills 83%
Work Related Skills: 87%

Senior: (n = 10)

Literacy Reading and Writing: 64%
Literacy Oral Communication: 67%
Numeracy Skills: 14%
Personal Development Skills 53%
Work Related Skills: 50%

VCAL Certificate Attainment by Level:

Foundation: 5 students

Intermediate: 8 students

Senior: 5 students

Student VET Outcomes:

A total of 39 students were enrolled in vocational training including;

Certificate II in: Hospitality, Building and Construction, Automotive, Business, Computer assembly and repair, Racing (Stable hand).

Certificate III in: Community Services, Allied Health Assistance, Retail.

10 students completed school Based apprenticeships in Parks and Gardens and Food Processing.

Student Attendance

Student attendance figures are pleasing given our transition from a community based program to a registered independent school, and the nature of the students enrolled.

The majority of our cohort have experienced interrupted schooling and are working to re-integrate back into a school setting. Our students' attendance may be further impacted by issues of homelessness, mental health issues, and complex family backgrounds. Much effort has been invested by the wellbeing team in supporting young people's ability to attend regularly.

Whole School Attendance Data by Term

Term 1: 82.80%	Term 2: 72.82%	Term 3: 75.39%	Term 4: 63.65%
			2017: 72.03%

Year 10 Attendance Data by Term (My School Data)

Semester 1: 75%	Attendance >90: 2%	Semester 2: 76%	Attendance >90: 14%
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Financials

Year Ended 31 December 2017

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Revenue	
Private Income	0
State Government Recurrent Grants	364,835
Commonwealth Government General Recurrent Grants Program	1,386,897
Other State Government Grants	6,975
All other Commonwealth Government Recurrent Grants	0
ABSTUDY Allowances Paid Direct to School	0
Total revenue	1,758,707
Expenses	
General Teaching Staff	533,206
Non-Teaching Staff	72,010
WorkCover	7,095
Superannuation	56,852
LSL (expenses/provision including annual leave)	62,179
Total salaries	731,342
BSL organisation support	313,366
Teaching, Admin & Clerical expenses	245,294
Building & Grounds Operations	
Rent & Operating Lease expenses	162,299
Depreciation	1,664
Total non-salaries	722,623
Total expenses	1,453,965
Operating surplus	304,742
Revenue from non-operating activities	0
Expenses from non-operating activities	0
Non-operating profit	0