

DAVID SCOTT SCHOOL

ANNUAL REPORT 2018



**DAVID
SCOTT
SCHOOL**

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Contact Details

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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)

Catherini Nabb

01-07-2019



David Scott School Vision

Our vision is that the students we work with receive a high-quality personalised education that inspires them to reach their potential and prepare them to live constructive, socially connected, and personally satisfying lives. Our student-centred approach empowers young people to be change ready, learning ready and future ready.

Purpose

The David Scott School has been established to deliver an individualised high-quality specialist senior secondary (VCAL) education that focuses on the domains of best practice teaching and learning, wellbeing, pathways and career transition support, for young people marginalised from mainstream educational settings as a consequence of complex personal circumstances.

The school's mission is to produce confident and competent 21st century learners, taught by innovative and inspiring school staff who collaborate and contribute to learning communities through evidence informed practice. This work empowers our communities of practice to harness their resources to support the goals of young people and to use the collective efforts to influence broader educational policy leading to systemic change.

Values

- **INDIVIDUALITY** – Working in harmony with others and appreciating diversity.
- **EQUALITY**– Speaking and acting with fairness, free from bias and giving opportunity to all.
- **READINESS TO LEARN** – Maintaining an openness to gaining the knowledge and skills to be a lifelong learner and a productive 21st Century global citizen.
- **ACCOUNTABILITY**- Being someone who gives their personal best and is willing to accept responsibility for what they do.

Enactment of school philosophy in all teaching and learning, wellbeing and pathways programs, in all documents, in all practice by staff with and for students, in work with the School Council and the community, in all school initiatives, in all internal and external interactions, in all organisational structures and practices, the vision and values of the school will sit at the centre, upholding the expectation that our work consistently aligns with the school's purpose. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the David Scott School.

Commitment to Child Safety

The David Scott School is committed to the safety and wellbeing of all young people. This will be the primary focus of our care and decision-making. The David Scott School has zero tolerance for child abuse.

The David Scott School is committed to providing a child safe environment where young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the safety of young people with a disability, as well as the cultural safety of Aboriginal young people and young people from culturally and/or linguistically diverse backgrounds.

Every person involved in the David Scott School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all young people is at the forefront of all they do and every decision they make.

To create and maintain a child safe organisation, David Scott School ensures ongoing compliance with the 7 child safe standards:

- strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- a child safe policy or statement of commitment to child safety
- a code of conduct that establishes clear expectations for appropriate behaviour with children
- screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- processes for responding to and reporting suspected child abuse
- strategies to identify and reduce or remove risks of child abuse
- strategies to promote the participation and empowerment of children



Environmental Context

the David Scott School is a specialist independent senior secondary school located within the Frankston City LGA, created to re-engage in education, vulnerable and disconnected young people unable to thrive in mainstream educational settings. The David Scott School is based within the Brotherhood of St Laurence's High Street Education and Employment centre and combined with a range of youth programs, delivers a strength based, holistic approach to meet the needs of "at risk" young people. The school delivers the Victorian Certificate of Applied Learning (VCAL) across three levels; Foundation, Intermediate and Senior to a cohort no larger than 120 young people between 15-19 years of age.

The school's experience to date highlights the importance of a community of this size as providing the right dynamic for students in this cohort to feel welcomed, safe, engaged and not overwhelmed.

The school's highly skilled and dedicated team includes specialist teachers and education support staff, vocational trainers, a multidisciplinary wellbeing team consisting of practitioners, youth workers, family support and community engagement officers, who collaboratively deliver the curriculum whilst supporting students and their families/carers to overcome personal barriers to educational achievement and develop the skills that are critical for life and work. The school has committed and continues to invest, a significant amount of money, personnel and time in the professional learning and development of staff.

The David Scott school is working towards the development of open, flexible learning spaces that provide a technologically rich environment appropriate for 21st Century learners. The school has commenced the accreditation process for the E Smart program.



Governance

David Scott School is an independent specialist school registered with the Victorian Registration and Qualifications Authority (VRQA). The David Scott School sits within the organisational structure of the Brotherhood of St. Laurence (BSL).

The Brotherhood of St. Laurence is an incorporated association, incorporated 1971. The David Scott School is governed by a School Council formed by the BSL Board. The purpose of the School Council is to lead the governance of the David Scott School, ensuring the school adheres to all legal obligations, set the schools strategic direction and maintain the school's connection to the Brotherhood of St. Laurence and its broader goals and visions.

The School Council is a formal committee of the Brotherhood Board and reports to the Brotherhood Board of Directors. The Principal is appointed by the School Council and holds overall responsibility of the day-to-day management of the David Scott School.

Council Members

Ian Paoissien: B. Com. Melbourne University, associate member Institute of Chartered Accountants in Australia and New Zealand. Deputy Chair Brotherhood of St Laurence.

Michael James: B. Com., Fellow, INSTITUTE OF CHARTERED ACCOUNTANTS, Graduate Member of The Institute of Company Directors, Member Certified Practising Accounts of Australia

Carol Smith: Dip Education (Primary), Post Graduate: Business and Outdoor Recreation, Leadership Development in Education. High-Performance Leadership Coaching Awardee. Member of the Chair Academy (Leadership Development in Higher Education)

Sally James: Principal Advisor, Youth Transitions. Brotherhood of St. Laurence.

Claire Murray: BA, B Ap. Sci., MBA, M Arch.

Noelene Horton: AM BA DipEd GradDipTh FACE FACEL GAICD

Catherine Arnold: Principal, Master of Education (Special Educational Needs), Bachelor of Education (Secondary) (Arts), Graduate Certificate in Career Development, Graduate Certificate in Case Management and Client Service, Advanced Certificate in Horticulture, Certificate IV Training & Assessment (TAA40104 & TAE40110).

Chair of Council Report

2018 was the second full year of operation of the David Scott School in Frankston and the School Council was particularly pleased with the school and student outcomes that the Principal Catherine Arnold and her dedicated team inspired and facilitated.

The School has a clear strategy to deliver the identified mission and vision:

- education through highly individualized teaching and learning based around a best practice VCAL program
- wellbeing that is integrated and supports students, teachers and learning
- careers and pathways integrated with the BSL youth work transitions program
- Investment in staff resources reflecting and important first steps in building the physical infrastructure to support the needs of staff and students
- A model built on evidence with strong support from the research arm of the Brotherhood of St Laurence and an expert panel of advisors

Most importantly the 60 students in 2018 responded and engaged. This reflected in the high attendance levels and academic results detailed in this report. What is not so obvious but underlies these statistics are the huge strides these students made in their confidence levels and their management of some challenging issues they have had and continue to face.

The David Scott School is a school in growth and development and 2019 is very exciting and challenging as we:

- transition from 60 to 90 students
- further invest in staffing in numbers and skills reflected in a planned ratio of 4 to 1
- investment in teaching & learning through curriculum enhancement, staff PDR & training
- imbed technology into the curriculum and pedagogy
- enhancement of the wellbeing program,
- continue to enhance student pathways, employer partnerships and work experience and explore post school tracking and support programs.
- invest in the School infrastructure for the immediate and future needs of the School.

None of this was possible in 2018 or going forward without the hard work and inspiration from Catherine Arnold and all the staff at the School and the Council want to acknowledge and thank them for this.

This has been a very positive start to the Journey of The David Scott School. David Scott was an inspiring figure at the Brotherhood of St Laurence and our aim is the School reflects his spirit in inspiring the students to create a bright future from a complex and difficult start.

Ian Paroissien

Principal's Report:

2018; the David Scott School's second year of operation, has been a year of significant consolidation and has seen a shift in focus from the operational to strategic development of the school. This year saw the construction of purpose built school staffing accommodation within the Brotherhood of St Laurence's High Street site and the commencement of extensive refurbishment of the school's student learning spaces. A significant investment in ICT has resulted in technology rich classrooms with increased capability for 21st Century learning.

The strategic development has also extended to curriculum; including the creation of highly individualised elective and vocational education and training programs, supplemented by strategic wellbeing interventions and personal development programs. Our students have undertaken a range of vocationally focused training modules, have participated in a tailored Martial Arts Therapy Program and completed electives such as Sweet Treats, Boxercise, Creative Arts, Digital Photography, Activate and Studio Music.

The significant increase in student enrolments necessitated extensive recruitment across our staffing profile, and we welcomed to the team senior teachers with responsibility for wellbeing and teaching and learning, a youth and family practitioner, a community engagement officer and a school psychologist. We also welcomed our cuddliest team member – Millie the therapy dog who has been an invaluable addition to our student wellbeing team.

2018 provided the timing and opportunity to work with the Brotherhood's Research and Policy Centre to identify and test through practice, the elements of a best practice model of education tailored to the needs of our cohort. The school was fortunate enough to be hosted by "like" schools across the country to share learning around educational innovation.

The growth and evolution of the David Scott School is something that makes me tremendously proud and I take this opportunity to extend my heartfelt thanks to all members of the school community; most notably the School Board and staff and to our students who continue to inspire us to work harder every day.

Catherine Arnold



School Pedagogy:

The David Scott school model focuses on three core pillars of intentional practice:

- Teaching and Learning - ensuring our students are learning ready
- Wellbeing and Engagement – ensuring our students are change ready
- Careers and Pathways – ensuring our students are future ready

The school aspires to deliver an innovative, integrated curriculum is delivered in a highly individualised pedagogical approach that brings together best practice teaching and learning, supportive and personalised wellbeing approaches and tailored career pathways leading to sustainable school transition to further education, training or employment.

Through a hands-on, flexible and real-world curriculum, the school program includes, literacy and numeracy units, industry-specific vocational training, personal development skills, work related skills, structured workplace learning, and vocational pathways guidance to help students through their transition beyond school. The David Scott School is developing an innovative learning environment where individual student needs are central to curriculum provision.

The commitment to student centred learning is captured through individualised student learning plans as a collaborative road map to student success. The pedagogical approach also gives full consideration to the principles of advantage thinking, unconditional positive regard and trauma informed practice.

Classroom based learning is complemented by an extensive experiential learning program within the community, and students undertook a wide-range of incursions and excursions to reinforce theoretical concepts.

Students participated in a range of interest based electives that included health & fitness, art and craft, and food technology.

The school's ongoing commitment to teacher professional development has ensured staff are continuously developing best practice teaching strategies and are able to implement current and emerging learning principles.

Student VCAL Completion:

Student completion data submitted to Victorian Curriculum Assessment Authority

2018	Students	Students Eligible	Eligible (Completed)	Percentage Complete
Foundation	21	11	9	82.0%
Intermediate	21	15	10	62.5%
Senior	13	12	9	75.0%

Vocational Education & Training 2018

Students undertook Certificate II level training in: Hospitality, Building and Construction, Automotive, Business, Computer assembly and repair, Plumbing, Animal Studies, Kitchen Operations.

Students undertook Certificate III in: Community Services, Allied Health Assistance, Retail, Music Industries, Visual Arts, Information, Digital Media and Technology, Beauty Services, Tourism, Early Childhood Education and Care.

A student successfully completed their first year SBAT in Education Support.

In addition, students completed the following auspiced training "in-house".

	Complete
First Aid	93%
Construction Induction (White Card)	93%
Food Safety (Food Handlers Certificate)	91%
Sport & Recreation Modules	83%

Attendance:

Attendance Percentage:

Foundation	75.90%
Intermediate	87.10%
Senior	82.10%
Whole School	81.30%

Attendance Percentage, whole school by term:

Term 1	83.1%
Term 2	81%
Term 3	83.5%
Term 4	78.03%

Staff Report Staffing for 2018:

The David Scott School staffing profile included the following positions:

Teaching & Learning	Wellbeing & Engagement	Careers & Pathways
Senior Teacher VCAL Teachers Education Support Officers	Senior Teacher Psychologist Youth Worker Community Engagement Officer Youth & Family Practitioner	Pathways & Transitions Officer

These streams of work were supported by the school administration team which included our Principal, Business Manager and School Administration Officer.

Professional Development:

Over the 2018-year David Scott School participated in a comprehensive range of professional learning activities to ensure our students continue to receive a high-quality education. The David Scott School leadership facilitated training through a number of recognised experts in the field of education practice.

Training included:

- Managing Challenging Behaviour
- Engaging Teaching & Learning with Adobe
- Student Assessment – Moving Forward
- FMPLLEN Professional Development Day
- Occupational First Aid
- Hygienic Practices for Food Safety
- Adolescent Counseling
- Risk & Critical Incident Management
- Getting Your School Started with Digital Technology
- School Based Innovation
- Resilient Futures (SAHMRI Conference)

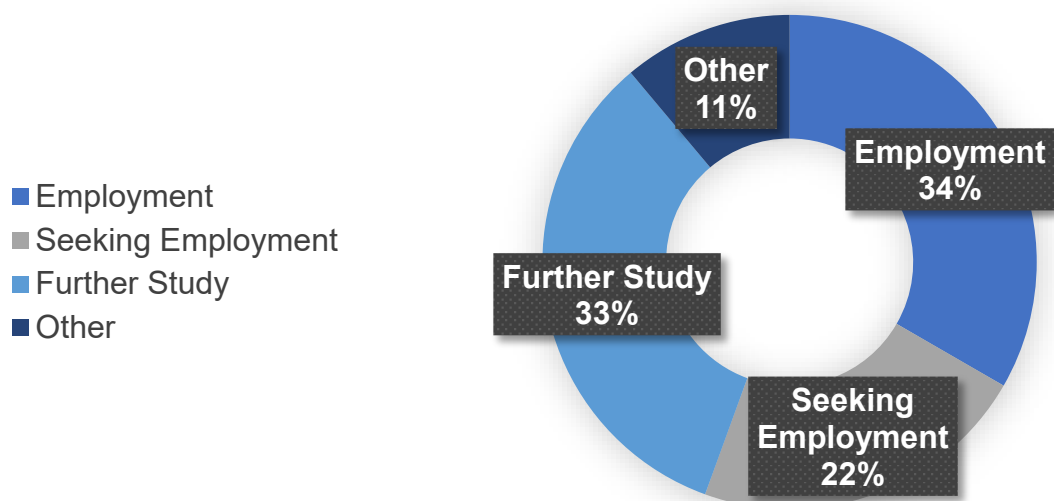
In addition to this, a number of staff successfully acquired their A Medium Rigid (bus) license, the Certificate IV Training & Assessment upgrade and participated in both the National Education Summit and the ACER Research Conference 2018.

Destination Data:

As at the conclusion of the 2018 school year the graduating class destination breakdown was as follows:

Employment	3 Students
Seeking Employment	2 Students
Further Study	3 Students
Other	1 Students

All students who successfully graduated found themselves either in employment, study and one undertook a gap year program abroad. Unknown student destination data is nil.



David Scott School celebration evening 2018, graduating seniors.

Finance Report

Finance report reflects all revenue and expenditure between the period of 1st January 2018 and 31st December 2018. Year Ended 31st December 2018

Revenue

State Government recurrent grants	308,968
Commonwealth Government recurrent grants	2,098,602
Other income	106,805
Total Revenue	2,513,997

Expenses

Teaching and non-teaching staff salaries	861,498
Education, VET and staff training expenses	146,121
Education research costs	121,248
Technology investments	269,872
HR, Finance, Technology and Administrative support	227,835
Rent and other school facility costs	195,380
Classroom and school refurbishment expenses	292,080
Other operating expenses	80,787
Total Revenue	2,194,821

Commitments for projects for completion in 2019	319,176
	2,513,997