

# 2020

## ANNUAL REPORT





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## CONTACT DETAILS

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ADDRESS: 22 – 26 High Street, Frankston VIC 3199

PRINCIPAL: Ms. Catherine Arnold

SCHOOL BOARD CHAIR: Mr. Ian Paroissien

TELEPHONE: (03) 8781 5911

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[www.bsl.org.au](http://www.bsl.org.au)

ABN: 24 603 467 024

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 2020 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)



CATHERINE ARNOLD  
PRINCIPAL

## Our 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.

## Mission & Objectives

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.



## Enactment of our Philosophy

The enactment of our school philosophy lives 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 and in all organisational structures and practices.

The vision and values of the school sit at the centre, upholding the expectation that our work consistently aligns with the school's purpose. Regular evaluation processes are 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.

## Statement of Democratic Principles

The David Scott School is committed to the principles of a liberal democracy.

- We believe in an accountable, democratically elected government
- We respect and observe the rule of law, and believe that no person is above the law
- We believe in equal rights for all before the law, regardless of race, ethnicity, religion, sexuality, gender or other attributes
- We believe not only in the freedom of religion, but also the need to practice tolerance and understanding others' beliefs
- We believe in the value of freedom of speech and freedom of association, but also acknowledge that we have the responsibility not to abuse this freedom
- We believe in the values of openness and tolerance, and value and respect all members of the school community regardless of background.

This Statement of Democratic Principles is communicated to staff, students, parents and guardians and the school community.



# DAVID SCOTT SCHOOL VALUES

## INDIVIDUALITY

Working in harmony with others and appreciating diversity.

## EQUALITY

Speaking and acting with fairness, free from bias and giving opportunity to all.

## KNOWLEDGE SEEKING

Maintaining an openness to gaining the knowledge and skills to be a lifelong learner and a productive global citizen.

## ACCOUNTABILITY

Being someone who gives their personal best and is willing to accept responsibility for what they do.



# 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 they play 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
- 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 at the Brotherhood of St Laurence's (BSL) High Street Centre, under the BSL's broader Community Programs division and delivers a strength based, holistic approach to meet the needs of young people at risk of educational exclusion. The school delivers the Victorian Certificate of Applied Learning (VCAL) across three levels; Foundation, Intermediate and Senior to a cohort of less than 150 young people between 15-19 years of age. The school's experience to date highlights the importance of a learning community of this size as providing the right dynamic for students to feel welcomed, secure, engaged and empowered. The success of this model was further evidenced by the awarding of the Frankston and Mornington Peninsula LLEN's School Best Practice Award in late 2019.

The school's highly skilled and dedicated team includes specialist teachers and education support staff, vocational trainers, a multidisciplinary wellbeing team consisting of mental health 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. With a staff – student – ratio of greater than 1:4, students are provided with support that leads to educational success. 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, dynamic and flexible learning spaces that provide a technologically rich environment appropriate for 21st Century learners. To this end, during 2020, the school acquired land adjacent to the existing High Street site and has planned for the creation of additional learning spaces to be fully functional in the 2021 school year. In line with the expansion of property, resources, staff and students, the school has commenced exploration to create an exciting site master plan that will see the future of the school reflected in a state of the art, purpose-built facility.

In 2018 the school commenced the accreditation process for the eSmart program and in 2019 we reached the milestone. In 2020 the school continues to be a fully accredited member of the eSmart program, has become an active member of the Department of Education and Training's Respectful Relationship Initiative, with aspirations to become a lead school in the Frankston Mornington Peninsula Region.





# CHARACTERISTICS OF OUR STUDENT COHORT

As a Specialist Assistance School, the David Scott School works to support students marginalised from mainstream education and those who were unable to experience educational success in more traditional settings. Our holistic system of education continues beyond the classroom addressing issues of food scarcity, unstable or inconsistent accommodation and linkages to a range of external support services for a number of our students.

Our students continue to overcome significant barriers to their participation and success in education, including complex mental health challenges, transient home life compounded by family breakdown, history of bullying, intersection with the juvenile justice system, substance use and physical health issues.

Our work is underpinned by trauma informed practice and consistently applies a strength based approach, founded on unconditional positive regard.



4 INDIGENOUS STUDENTS



63 MALE STUDENTS



57 FEMALE STUDENTS



2 GENDER X STUDENTS

Students enrolled at DSS come from diverse geographic locations including LGA's covering Melbourne's inner and outer South East, Metropolitan and Regional Melbourne and are referred by an array of services, schools, government departments, hospitals and juvenile justice services.



## MESSAGE FROM THE SCHOOL COUNCIL CHAIR



The combination of continued growth and the impact of COVID-19 resulted in 2020 being a year of extraordinary challenge and performance for all staff and students in the short history of The David Scott School..

We began this year full of optimism increasing our staff to 31 and our student intake to our initial goal of 120 students. It did not take long for the challenges of the year to emerge with COVID-19 and the immediate demands to adapt have remained ever since. Shifts to online education, which would normally take months to deliver happened in days. Requirements to support students at the school continued whilst at the same time most staff were supporting families at home on top of the pressures imposed by lock downs.

Despite all this, the results achieved by our students are outstanding and in particular our senior students; more than 80% of whom were successful in achieving their VCAL certificates and graduating from the David Scott School. This is a wonderful testimony to everyone, many of whom were new to the school, for their ability and effort to work together and adjust in very challenging and difficult times.

On behalf of the School Council I particularly want to acknowledge the dedication and contribution of our staff. They were tireless in their efforts constantly adjusting with little time to plan. Their singular focus was the support of our students. The leadership team, and in particular Stacey Bushell as Acting Principal, led from the front, and deserves all the thanks and accolades their effort richly deserve.

For our Principal, Catherine Arnold, 2020 was as tough as it gets but through some significant health challenges Catherine never lost faith in or passion for the school. Catherine won the biggest battle of all and we were all delighted to welcome her back in Term 3.

The achievement of our staff and students was not the only thing to celebrate in 2020. So too was the march toward special purpose facilities which begun with the purchase of the land at 22 High Street Frankston on which new classrooms will be erected early in 2021.

2020 was a celebration of the human spirit overcoming adversity, of dreams over difficulty, and a celebration of resilience and the ability to adjust in very challenging and difficult times. Since the beginning of the School in 2017 a resilience and focus has been built that has delivered the outcomes that the students are experiencing and augers well for the continuing journey of the School. These are the attributes that David Scott demonstrated so clearly in his leadership of the Brotherhood of St Laurence.



Ian Paroissien

# GOVERNANCE



**Brotherhood of St Laurence**  
Working for an Australia free of poverty

David Scott School is an Independent Specialist Assistance School registered with the Victorian Registration and Qualifications Authority (VRQA) and an active member of Independent Schools Victoria. 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 in 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 for the day-to-day management of the David Scott School.



**Ian Paroissien**

BCom, ACA ANZ, Deputy  
Chair Brotherhood of St  
Laurence



**Michael James**

BCom, GAICD, FCA ANZ,  
CPA



**Lucia Boxelaar**

BS(Hons), PhD



**Carol Smith**

DipEd(Primary),  
PGradCertBus/OutRec,  
GCLeadGDEd, High  
Performance Leadership  
Coaching Awardee,  
Member  
of the Chair Academy  
(Leadership Development  
in Higher Ed)



**Bishop Kate Prowd**

BA (Hons), BA (Hons in  
psych), BDiv, Masters of  
Psychology (Clinical)



**Claire Murray**

BA, B Ap. Sci., MBA,  
M Arch.



**Noelene Horton AM**

BA, Dip Ed, MA (Th St),  
FACE, FACEL, GAICD



# PRINCIPAL'S REPORT



In a year where it remains difficult to see and feel optimism among the chaos of the COVID 19 contagion; where the challenges faced by those working and learning in schools were exacerbated by the fluctuations of remote to face to face learning directives, there are many positives which have come out of these difficult times.

Our school mindset, one of strengths-based confidence, saw the opportunities that this pandemic presented to our school community. As a specialist assistance school, we navigated the blended model of onsite/remote delivery, supporting an already vulnerable cohort to pilot their way through learning challenges. We have worked together with agility and flexibility to provide support for each other this year, and consequently are strengthened by the even greater level of collaboration and cooperation within our community.

Our teaching and learning staff got inventive, creating and delivering inspiring hands on projects for remote learners that provided meaningful learning opportunities, whilst the cohesion of our support staff ensured student wellbeing remained at the forefront of everyone's mind. Our pathways team worked diligently to ensure students were as prepared as they could be for life beyond school in a rapidly changing work environment. Our students showed amazing resilience and understanding and should also be congratulated. The adaptability of the school and the "above and beyond" promise to our students never faltered, and the results achieved by our cohort this year evidence the commitment of every member of our team to unwavering success.

Celebrating the milestones of educational success also required creativity and our graduating class were afforded the opportunity to triumphantly acknowledge their efforts via a virtual graduation, recorded and streamed to loved ones and supporters. Their final day of schooling was celebrated with a breakfast and a carnival themed lunch, providing a joyful platform to share the moment with peers and staff.

It is important to reflect and in catching our breath, to give thanks to all who contributed to our school's success in 2020. I want to thank our school parents and guardians; an integral part of the remote learning experience, who spent countless hours encouraging their students to persevere after hours sitting in front of a screen. I want to thank our School Council who were consistent in their support, never questioning but trusting unequivocally and allowing us to do what was needed.

Thank you to the staff team at David Scott; one that has continued to expand despite the challenges of 2020 and one where the skill set is matched by a mindset that underpins all we do.

A handwritten signature in black ink that reads "Catherine Arnold". The script is fluid and cursive.

**Catherine Arnold**  
Principal



# 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 delivers an innovative, integrated curriculum that is delivered with 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 participate in a range of interest-based electives that included health & fitness, music performance and production, outdoor survival skills and multimedia and movie creation.

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



2020 was a period of significant expansion in student numbers with a growth of 25% across all levels necessitating the addition of 2 classes at Foundation and Intermediate levels. To accommodate this, students at the David Scott School were enrolled on a “rolling” basis at any point during the academic year. The timing of enrolment impacts the ability to complete a fully eligible VCAL program when the requirement of 1000 nominal hours of learning cannot be met.

The eligibility requirement to meet 90 hours of vocational training was further impacted by COVID 19 restrictions, affecting overall eligibility.

Furthermore, a large number of students at David Scott School are also on modified timetables and tailored academic programs adjusted to meet significant social and emotional disabilities. A reduction in a full academic program immediately impacts eligibility and is reflected in the difference between enrolled and eligible numbers.

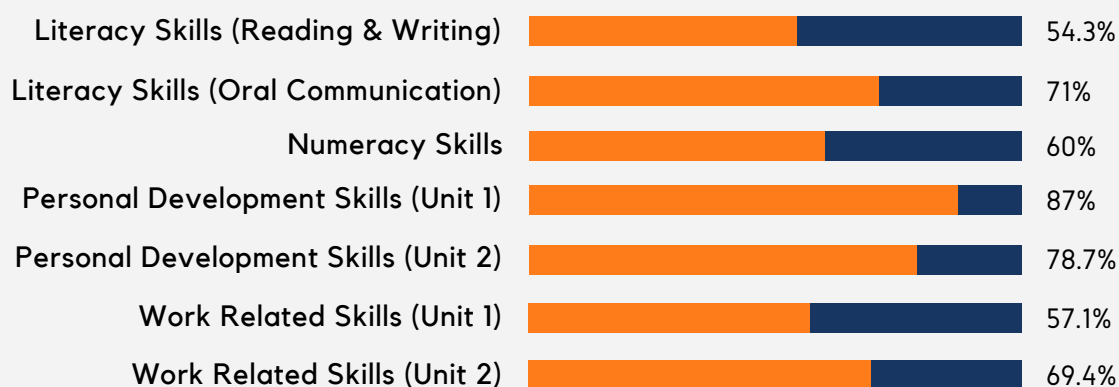
## IMPORTANT DEFINITIONS

Interpretation of these numbers is required to explain the concept of eligibility and the relation to successful completion of certificates at Foundation, Intermediate and Senior VCAL levels.

- **Students Enrolled:** Please note that “total students enrolled” refers only to number of students enrolled in the year level and does not reference variables to the student’s eligibility.
- **Students Eligible:** Refers to students who according to their VASS enrollment were eligible to complete the certificate in the year they were enrolled
- **Student Eligible Completed:** Refers to students that were eligible and completed the enrolled certificate.

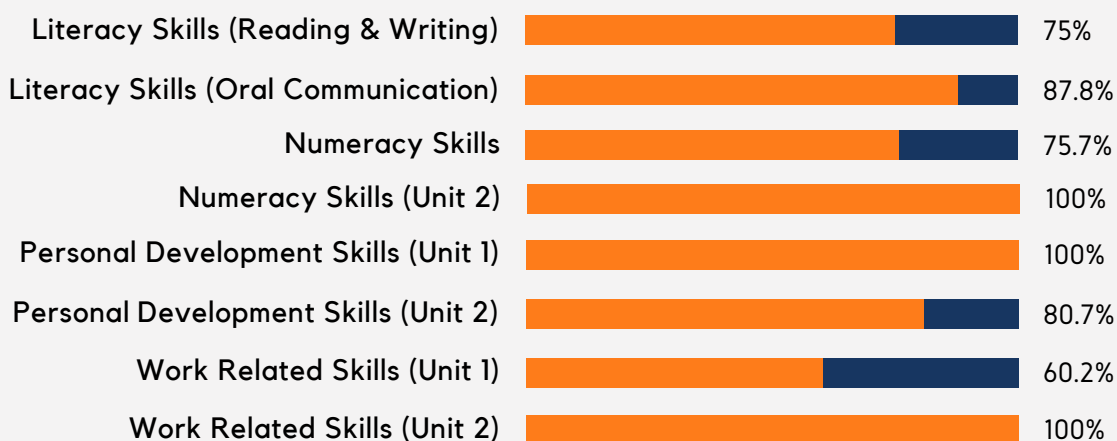


## FOUNDATION



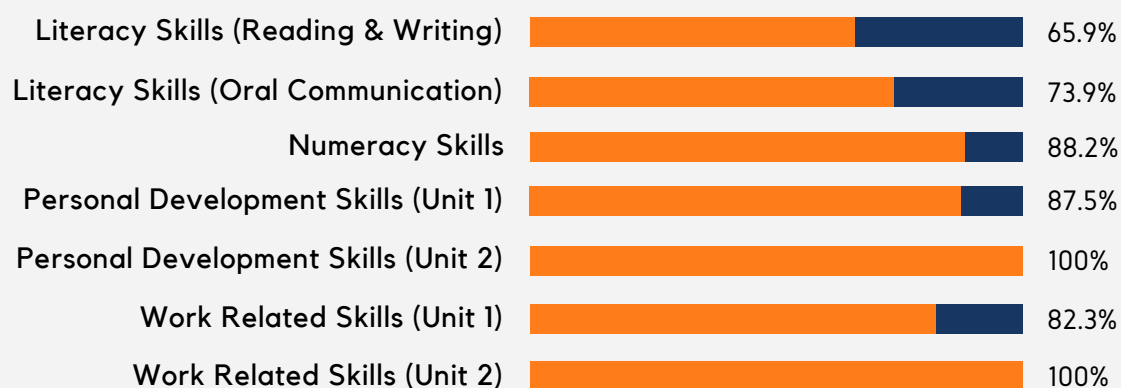
Total students enrolled in Foundation VCAL (N=64) Students who were eligible to complete VCAL (N=15) Eligible Student Foundation VCAL completion Rate: 100%

## INTERMEDIATE



Total students enrolled in Intermediate VCAL (N=55) Students who were eligible to complete VCAL (N=19) Eligible Student Intermediate VCAL completion Rate: 100%

## SENIOR



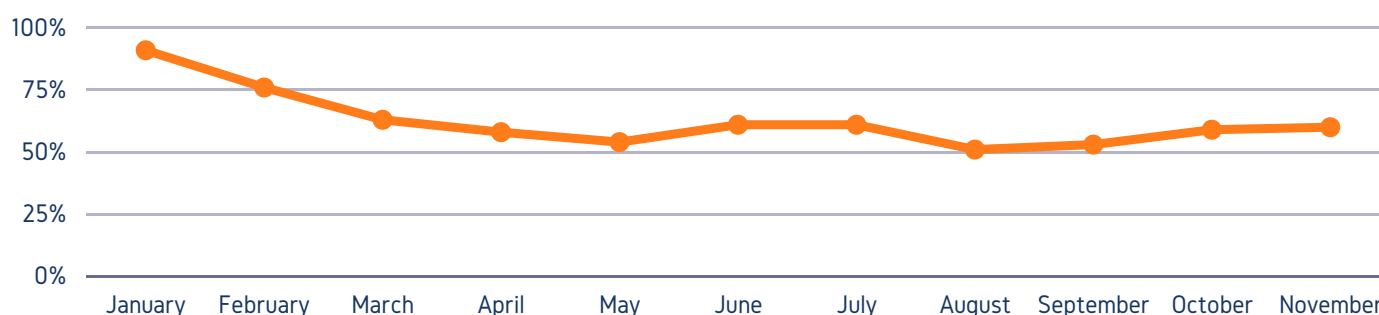
Total students enrolled in Senior VCAL (N=27) Students who were eligible to complete VCAL (N=17) Eligible Student Senior VCAL completion Rate: 88.2%

# STUDENT ATTENDANCE:

Attendance data at the David Scott school is reported by whole school, by month. 2020 presented the most interrupted conditions to school operations in recent history. As a Specialist Assistance school, the David Scott school remained open for the provision of education to vulnerable students, whilst balancing a supported online mode of delivery to students choosing to work remotely.

The impact of the fluctuation between lockdown remote learning directives and face to face teaching can be noted in the data, particularly months between June and August 2020. Another significant impact to rates of attendance were the transition periods where students with mental health conditions faced the challenges of returning to onsite school operations.

Attendance data is presented below:



## VOCATIONAL EDUCATION & TRAINING 2020

Despite the impact of COVID-19 on the delivery of the practical components of Vocational Education and Training in schools (VETIS) programs, students at the David Scott School were supported to continue with this critical component of their studies through a blend of remote and face to face provision.

Students at Foundation level VCAL completed their VETIS component in either Certificate II in Sport & Recreation (n-34) or Certificate II in Hospitality (n - 31) through "in house" auspiced delivery arrangements. These students also undertook additional qualification training in First Aid (n-26) and Construction Induction (n - 13).

Students at Intermediate and Senior levels were afforded choice from a range of Vocational Education and Training in schools (VETIS) offerings that included: Certificate II in Plumbing, Certificate II in Building & Construction, Certificate II in Horticulture, Certificate II in Automotive Vocational Preparation, Certificate III in Early Childhood Education & Care, Certificate III in Community Services, Certificate III in Information, Digital Media & Technology, Certificate III in Interior Decoration Retail Services, Certificate III in Sport and Recreation Certificate III in Hospitality

Students at these levels also undertook additional qualifications in First Aid, Responsible Service of Alcohol (n-14) and Construction Induction.

One student also undertook a School Based Apprenticeship in Certificate III in Hospitality

Unfortunately, opportunities for our students to apply their acquired vocational skills in the workplace were severely limited by the pandemic. Despite these challenges, a number of students managed to undertake work placement in the field of their choice.





## SENIOR GRADUATE STORIES

- Completed Years 10,11 & 12 at DSS. Completed pre-apprenticeship training in Parks and Gardens. Commenced first year landscaping apprenticeship after graduation.
- Completed Year 12 at DSS. Has commenced a traineeship in pest control.
- Completed Years 11 & 12 with DSS as an independent minor. Currently working part time, waiting to enrol in a Certificate III in Individual Support. Supported by BSL Transition to Work program.
- Completed Years 11 & 12 with DSS. Currently working part-time in the retail sector and will undertake seasonal work in the snow fields after completing hospitality VET training.
- Completed Years 11 & 12 with DSS. Has commenced a hair dressing apprenticeship with a local employer.
- Completed Years 11 & 12 with DSS. Commenced employment as a trainee in the retail/hospitality sector.
- Completed Years 11 & 12 with DSS. Completed hospitality training and is now employed as Kitchen Hand at an aged-care facility.
- Completed Years 11 & 12 with DSS. Waiting to commence tertiary study in Education Support.
- Commenced with DSS as a former BSL RESET student. Completed Years 10,11 & 12 with DSS. Currently completing tertiary study in Youth Work. Recipient of the David Scott Scholarship.
- Commenced study prior to formal establishment of DSS, as a 15-year-old with significant learning needs stemming from illiteracy. Completed Years 10, 11 & 12 and hospitality VET training. Has commenced Certificate IV Community Services.
- Immigrated to Australia and completed Year 12 with DSS. Completed VET training in Sport & Recreation. Currently employed in a traineeship.
- VCAL award recipient. Completed Year 12 with DSS. Exploring opportunities to join the Defence Force. Working part time.
- Completed Year 12 with DSS, completing training in automotive and hospitality. Enrolled in further vocational training.
- Currently completing first year electrical apprenticeship.
- Currently in full time employment in the retail sector.





## SENIOR GRADUATE DESTINATIONS 2020

As our Senior graduates prepared to enter a world of work impacted globally by the far-reaching effects of the pandemic, concern about the security and opportunity of future pathways was at the forefront of the school community's collective minds.

The dedicated Pathways and Transitions team worked above and beyond to support what is typically an anxiety provoking time in the lives of Year 12 students, but evermore so as the year came to a close.

The data below outlines the post school destinations of the current cohort, grouped accorded to the following categories:



- 6 - Employment**
- 5 - Apprenticeship/Traineeship**
- 4 - Further Study**
- 0 - Seeking Employment**
- 0 - Unknown\***

\*In 2020, the school has maintained the strategic benchmark of ensuring our unknown student destination data remains at 0.





# STAFFING PROFILE & PROFESSIONAL LEARNING

2020 was a year of significant expansion at the David Scott School, both in student numbers and subsequently the required staffing profile. New positions were added to the school's team across all domains, and the calibre of high-quality recruitment continues to support the school's educational offerings.

The appointment of Dr. Jodie Long as Educational Research Lead has ensured that operational innovations are underpinned by a sound evidence base. Jodie's work continues to contribute to refinement of the school's educational model.

The David Scott School's commitment to practice excellence continued across all sectors of the school through a comprehensive and coordinated range of professional development and learning activities for all staff, ensuring our students continue to receive a high-quality education.

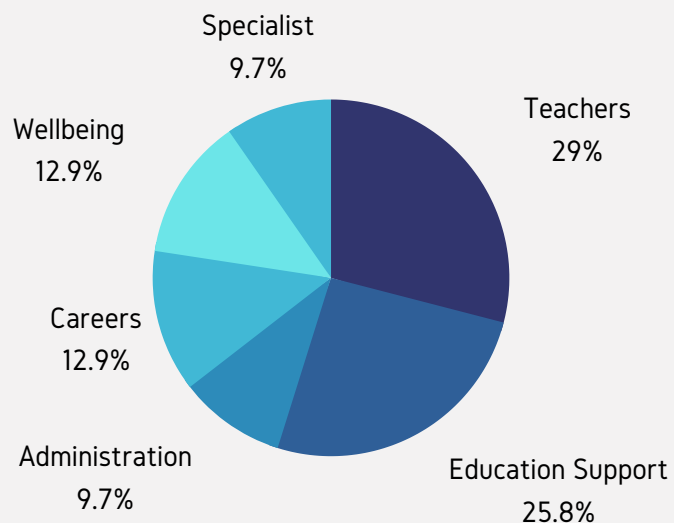
With the inclusion of new staff, a key area for development was continued cohesion across the team. To this end, the school worked to develop professional and personal strengths utilising diagnostic tools and undertaking analysis of personal and team leadership, team structure and team dynamics.

The school committed to a whole of school approach in embedding this program as a key strategy for our students to learn how to build healthy relationships, resilience and confidence.

The acquisition of an eLearning platform for staff training facilitated access to a comprehensive range of personalised learning modules, ensuring compliance with mandatory training courses whilst allowing exploration of educational interest based professional learning. The impact of Covid-19 also facilitated growth in ICT competency as staff became proficient in the use of numerous online platforms.

The assurance of the school's leadership and Council to continue to support the professional development of our team has ensured the school remains an incubator of best practice and remains fully equipped to contribute to systemic change in education.

STAFF BREAKDOWN





## SCHOOL LEADERSHIP

The David Scott School is supported by a cohesive and highly skilled leadership team. Collectively, this team represents and advocates the priority streams of work as they align to the school model. The expansion of the school necessitated the creation of the Assistant Principal position to support the Principal in operational matters. Similarly, the increasing complexity of managing the school's business required the appointment of highly skilled Business and Financial Manager to ensure compliance and sustainability as the school continues to evolve.

As the school continues to refine its model in theory and practice, the need to continue to enhance the capabilities of the Leadership team through purposeful recruitment, will result in the appointment of additional positions for the commencement of the 2021 school year.



**Catherine Arnold**  
Principal

MEd (Special Educational Needs), BEd(Secondary), GCert in Career Development, GCert in Case Management and Client Service, Adv Cert in Horticulture, Cert IV Training & Assessment



**Stacey Bushell**  
Assistant Principal

BEd/OutRec(Secondary) , Cert IV Training & Assessment



**Craig Colgan**  
Business Manager

BCom, MBs, CA



**Dr. Jodie Long**  
Research Lead

PhD, MChild&AdoleWel, BA(Hons), GDipEd(secondary), Professional Cert (Adolescent Counselling & Educational Planning for Students with Special Needs), GDipEdRes, Cert IV Training & Assessment



**Daniel O'Hara**  
Teaching & Learning

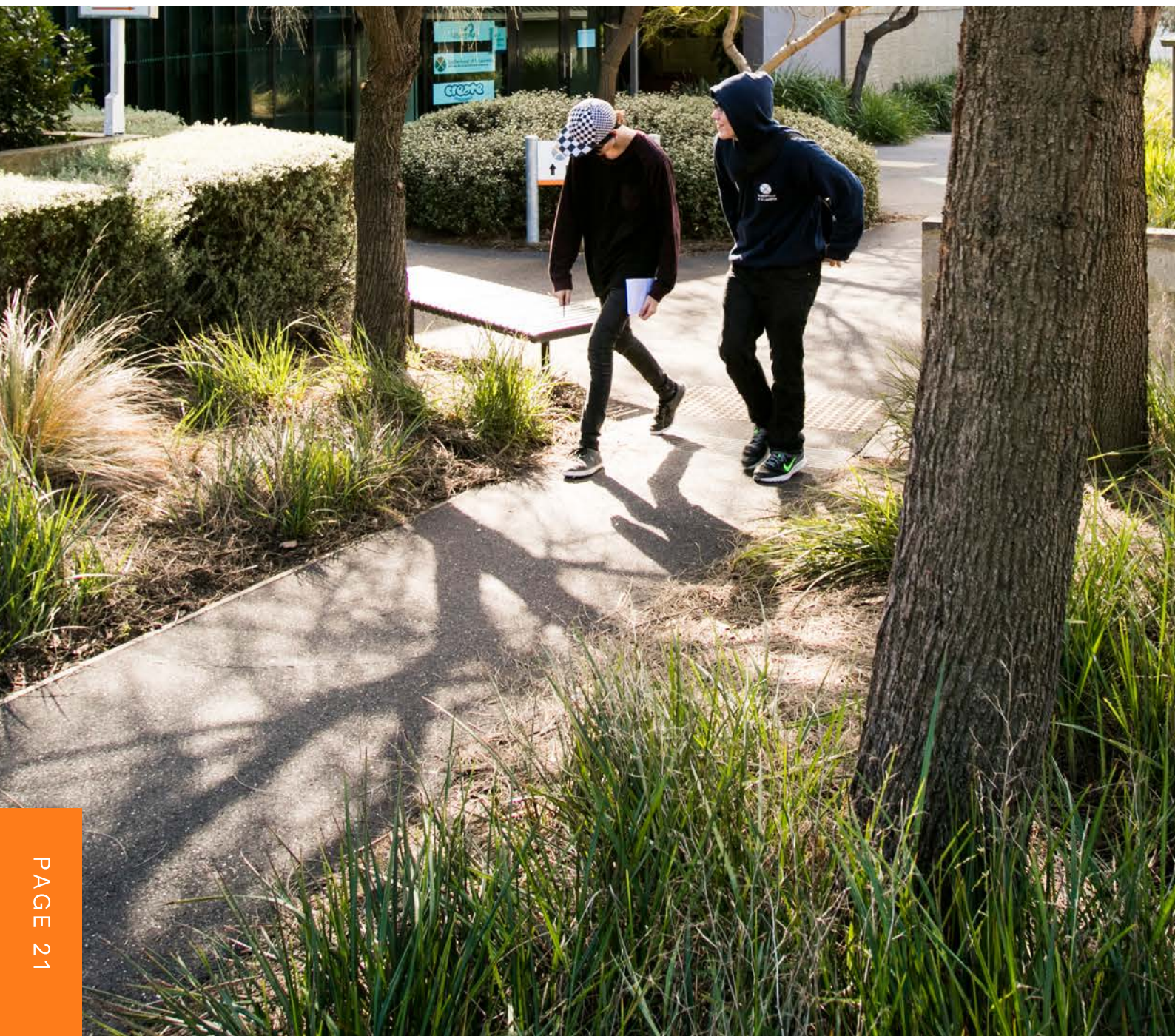
MEd, BEd(Secondary), DIPVET, DIPTDD



## FINANCE REPORT

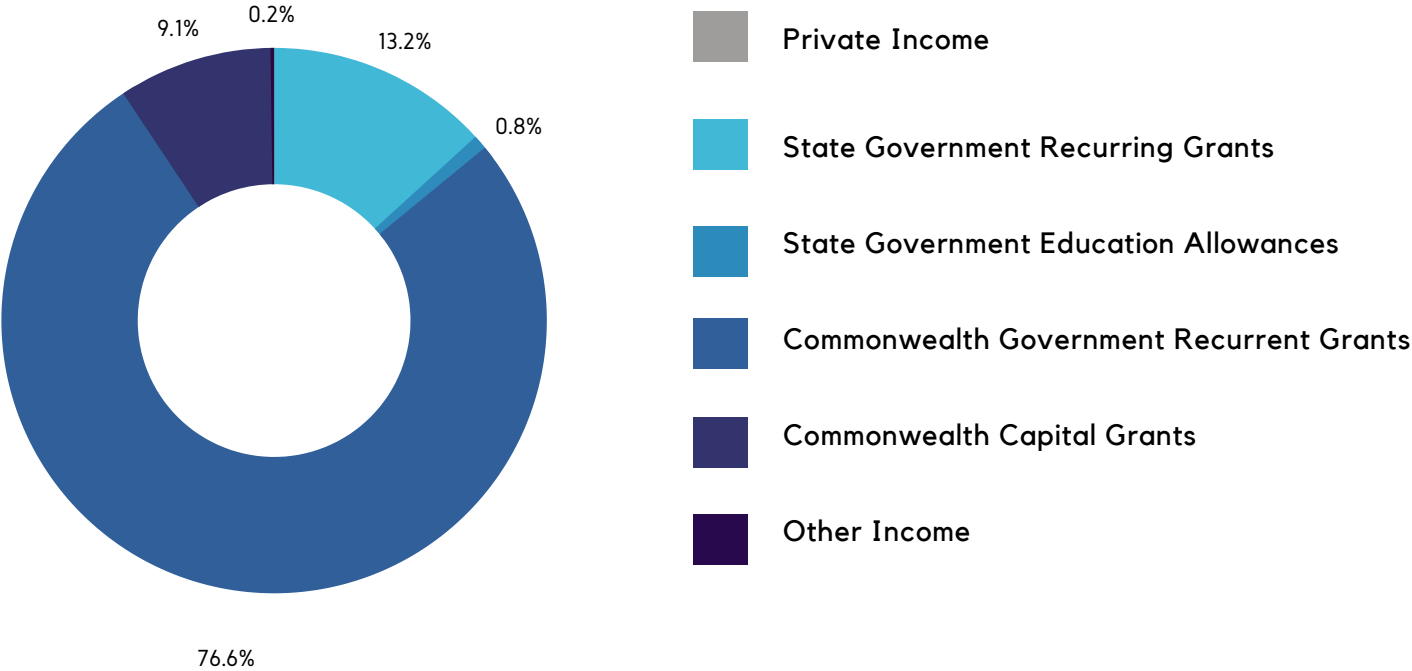
As a non-fee-paying school, the David Scott School acknowledges the support of State and Federal Government funding. The school ensures careful fiscal management to ensure viable operations and the provision of a high-quality education for our cohort. The most significant cost item remains staffing as a key component of total operating expenditure.

The Finance report reflects all revenue and expenditure between the period of 1st January 2020 and 31st December 2020.



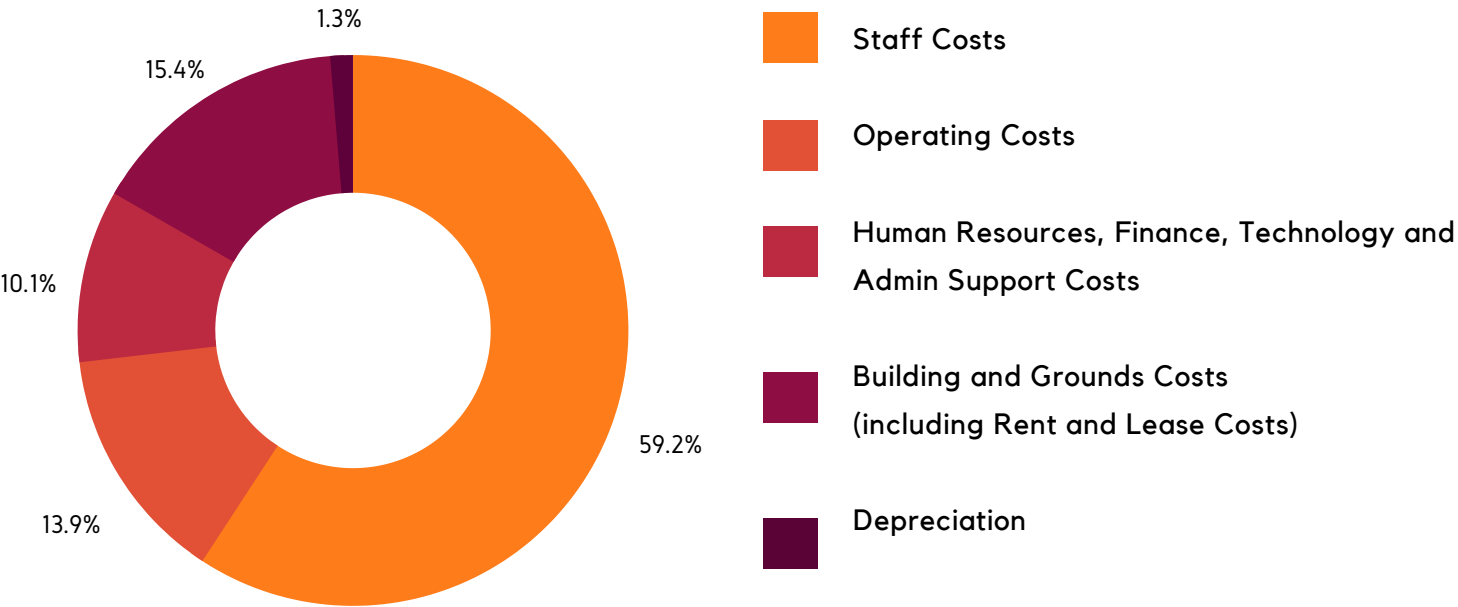


# INCOME



**Total Revenue:** \$5,921,157

# EXPENDITURE



**Total Expenditure:** \$4,304,258  
**Total Surplus:** \$1,616,899  
**Capital Expenditure:** \$1,687,434



# DAVID SCOTT SCHOOL

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