

ANNUAL REPORT

2021



DAVID
SCOTT
SCHOOL

Contact Details

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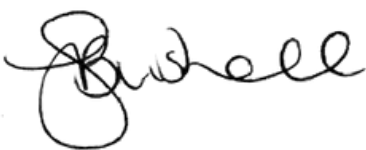
ABN: 24 603 467 024

FEDERAL DET NUMBER: 2112

MINIMUM STANDARDS ATTESTATION

I, Stacey Bushell, 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)



Stacey Bushell
Acting Principal

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Vision

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

Mission

The David Scott School has been established to deliver a personalised and high-quality senior secondary (VCAL) education that focuses on the domains of Teaching and Learning, Wellbeing and Engagement and Careers and Pathways. The David Scott School engages young people who have been marginalised from mainstream educational settings as a consequence of complex personal circumstances.

The schools' mission is to support the development of confident and competent 21st Century learners. The David Scott School staff are innovative and inspiring educators who collaborate and contribute to learning communities through evidence-informed practice. The work of the David Scott School strengthens our communities of practice by contributing to their resources and supporting the goals of all young people. The David Scott School contributes to influencing 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.

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 and/or Torres Strait Islander 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 11 child safe standards:

- Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
- Families and communities are informed and involved in promoting child safety and wellbeing.
- Equity is upheld and diverse needs respected in policy and practice.
- People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- Processes for complaints and concerns are child-focused.
- Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- Implementation of the Child Safe Standards is regularly reviewed and improved.
- Policies and procedures document how the organisation is safe for children and young people.



ENVIRONMENTAL CONTEXT

The David Scott School is a Specialist Assistance independent senior secondary school located within the Frankston City LGA. The school's purpose is to work with vulnerable young people who have experienced disconnection to reconnect them to their education, their community and their futures.

Through unconditional positive regard, the school enables young people who have been excluded from education for a variety of reasons to access meaningful education: an education that recognises their pasts, works within their personal contexts, embraces their capabilities and builds the foundations and pathways for broad aspirations. The David Scott School plots pathways with young people to futures of purpose and possibility.

The David Scott School sits under the Brotherhood of St. Laurence's broader Community Programs division. The David Scott School delivers a strength-based, tri-partite approach to meet the needs of the students within the domains of 'Teaching and Learning', 'Wellbeing and Engagement' and 'Careers and Pathways'.

In 2021 the school has delivered the Victorian Certificate of Applied Learning (V.C.A.L.) across three levels; Foundation, Intermediate and Senior. In 2022, the school will work towards a 2023 delivery of the Victorian Certificate of Education (V.C.E.) Vocational Major. The school delivers these transferable certifications to a cohort of less than 150 young people between 15-19 years of age.

The school's experience affirms broader research that evidences the importance of a learning community of this size as providing a safe space for students to feel welcomed, secure, engaged and empowered. The success of this model has been evidenced through the successful completion of the VCAL certificate of 68% of students as well as significant research with students this year determining that 95% of David Scott School students agree or strongly agree with the statement: I feel connected to the community of staff and students at DSS.

The school's highly skilled staff team includes specialist teachers and education support staff, vocational trainers, educational pathway transition practitioners, community engagement staff and a multidisciplinary wellbeing and engagement team. The staff team collaboratively deliver the curriculum whilst supporting students and their families/carers to overcome personal barriers to educational connectedness and achievement and develop skills and capabilities 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 the best conditions for educational opportunity and 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.

During 2021, the David Scott School team worked ambitiously towards the development of more flexible learning spaces to provide an environment which is more appropriate for 21st Century learners to build their capabilities in. This included the opening of three further classrooms on the adjacent site to the original buildings. Throughout 2021, the school (in conjunction with BSL) furthered a feasibility study into the potential opportunity to create a purpose-built facility which will reflect the particular needs of our cohort, the changing nature of education, and provide an example of an holistic approach being embedded across the school and infrastructure – evidencing the value that our community places on the meaningful education of our students

"David Scott School is an amazing alternative to mainstream schools, it's a casual environment where everyone can be themselves, the teachers are 1 on 1 to make sure they help you wherever your learning level may be, they're also always trying to help in anyway they can. There's no pressure on how long to take throughout the years as well. You take the time you need to complete the work instead of only needing to do a bit in mainstream, which then leaves you clueless for that next year level. If the school doesn't work out for you then they help you with other options too." (Intermediate students)



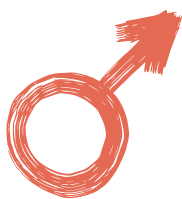
CHARACTERISTICS OF OUR STUDENT COHORT

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 education system continues beyond the classroom addressing issues of food scarcity, unstable or inconsistent accommodation and linkages to a range of external support services for many 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.



64 Male Students



61 Female Students



3 Gender X Students



4 Indigenous 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

2021 was the 5th year since the David Scott School commenced operation and the 2nd year with our targeted cohort of 120 students. It was also the most challenging year the school has faced driven by the ongoing difficulties of Covid 19.

Despite these challenges the school was agile, fluctuating between the demands of remote learning and face-to-face operation. The school remained open to support vulnerable students and ensured the wellbeing of all members of the school community remained a paramount priority.

As reflected in attendance and outcomes data, DSS maintained strong outcomes across all metrics. This included 100% of eligible Year 12 students achieving a senior certificate, with a great highlight being the Year 12 graduation ceremony which was held in person for the first time in two years.

All this was possible because of the dedication and contribution of our more than 30+ FTE staff. They continued to be tireless in their efforts, focused on the support of our students. So too our students who responded and were engaged when it would have been easy not to be and the results speak for themselves.

There were many other things to celebrate in 2021 including:

- continued maturity of the development of our school model, particularly wellbeing and careers and the ongoing impact of a significant investment in research headed by Dr. Jodie Long working with the Education research team at the Brotherhood of St Laurence and participating in a range of other educational research projects.
- preparation for the major change in 2022 of the Senior Secondary Education Reform of moving VCAL into VCE including involvement of the Principal, Catherine Arnold as a key representative in consultation and curriculum design.
- continued major progress toward special purpose facilities with completion of the purchase of the land at 22 High Street Frankston on which new classrooms were erected early in 2021, followed by entering into a separate contract to purchase the land at 24-26 High Street at year end, allowing the School to plan for the next stages of development.

There is much to be excited about looking forward for the David Scott Scholl, all driven by the enthusiasm and dedication of the staff and School Council, to which I extend my great thanks.



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 school's strategic direction and maintains 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



As we farewelled 2020 and prepared for a full return to face to face learning in Term 1, it seemed that the COVID challenges impacting our school's operation were behind us. So, who would have thought 2021 was to be another year navigating the trials of a pandemic? Pivoting between circuit breaker lockdowns, remote learning and face to face delivery continued to showcase the adaptability and resilience of all members of our school community.

My thanks to all in the David Scott school community for the safe and responsible manner with which they supported the health and wellbeing of themselves and others through completing rapid antigen testing, wearing masks, abiding by site protocols and fulfilling the vaccination requirements placed upon the education sector. Our inclusive workplace bubble served us well through challenging times.

With the extension of the pandemic and consequent changes to school operations, many of the experiential activities that occur during a "typical" school year; notably excursions, structured workplace learning and the whole school camp were regrettably cancelled.

Term 4 however, saw the school return to a Covid "normal" state and given the disappointment of the reduced school experience for all our students, one event that marks the conclusion of the school journey was able to be held – the 2021 school valedictory for our senior students and their loved ones. An amazing night to recognise and celebrate the achievements of the class of 2021 was held and was the panacea needed after a long and exhausting passage through school life, exacerbated in times of Covid.

My congratulations to all our graduates; with special acknowledgement to our scholarship recipients, for the perseverance and resilience shown over the last 12 years. Our students' unwavering commitment to their goals resulted in success that carries them beyond the gates of our school, and I wish them all safe and fulfilling futures.

I trust this report will provide an interesting and valuable insight into the work of the David Scott School, showcasing the dedication of all who play a part in its success.

Sincerely,

Catherine Arnold



School Pedagogy

The David Scott School tripartite model is underpinned by three core pillars of 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, relationship-based 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 flexible and real-world curriculum, the school program includes transferable learning, skills, capabilities and credentials including;

- literacy and numeracy,
- industry-specific vocational training,
- personal development skills,
- work related skills,
- structured workplace learning,
- and vocational pathways.

The pedagogical approach at DSS is underpinned by positive relationships, trauma aware practice (including teaching, learning and behavioural approaches) and advantaged thinking. The approach has been developed to provide all students with planned, relevant and engaging learning with a commitment to minimising any barriers to access. This approach enables each individual student to be recognised for the strengths and knowledge they already have whilst building further knowledge, skills and capabilities within a supportive environment. This approach provides the conditions for students to gain recognised and meaningful schooling certification and to make a successful transition to life beyond the school gates.

To cater for the individual needs, interests, lived experiences and aspirations of the diverse student population, the curriculum has been developed to incorporate individual, class and whole school learning activities that extend beyond the classroom. This includes the utilisation of and connection to the broader community whilst maintaining a commitment to the applied learning, relationship-based pedagogical practice.

To achieve this, DSS has implemented a scaffolded approach to the Victorian Certificate of Applied Learning at foundation, intermediate and senior levels with a focus on school connection and engagement. The delivery of this curriculum occurs during school hours for three days a week whilst Vocational Training and work or work experience opportunities occur for the other two days a week.





Student VCAL Completion

2021 posed significant challenges and opportunities with the continuing impact and uncertainty of the impacts from Covid-19 as well as a Victorian state government announcement regarding the future abolishment of VCAL (beginning 2023) in favour of a vocational pathway through a VCE certificate.

Throughout 2021, DSS maintained a student population of 120 whilst building the support for the increasing alumni population as is the intention of the school model.

The Covid 19 context of broad uncertainty and social disconnection throughout the year outside of school was described more keenly by DSS student population to other students (Clarke, 2021) and DSS shifted focus for some students to ensure that wellbeing concerns were being met by maintaining connection and safety for these students.

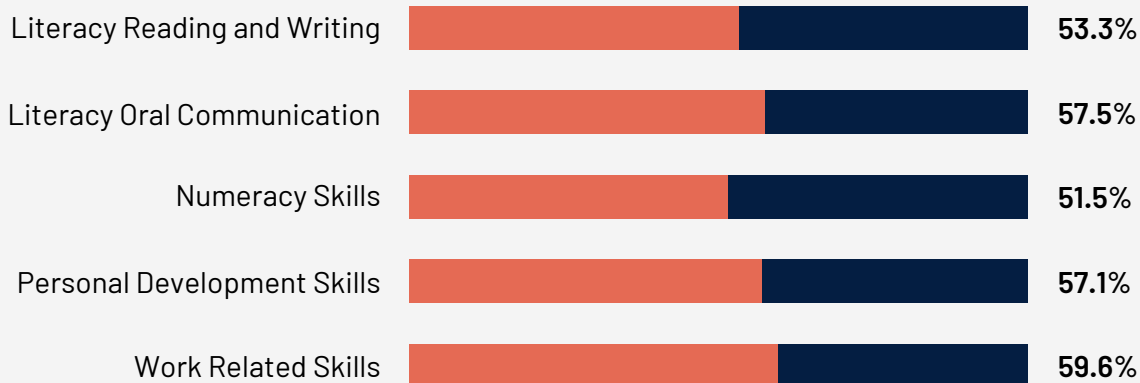
DSS maintains 'rolling' enrolments (students can enter or complete certificates at any time throughout the academic year) which impacts student opportunity to complete 1000 nominal hours of learning at a specific temporal point. These students are likely to complete the requirements approximately one year after enrolment – although this is not the only pathway to educational success that is valued at DSS. Some students take longer or shorter periods of time to complete their learning as adjustments for individual circumstances are made. This includes adjustments such as modified timetables, tailored academic programs, wellbeing/engagement intervention and the navigation of complex family and social systems that can all significantly impact the pace in which any individual student progresses through their certification. DSS is clear that this certification is accessible in flexible time frames.

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 the 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 enrolment 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



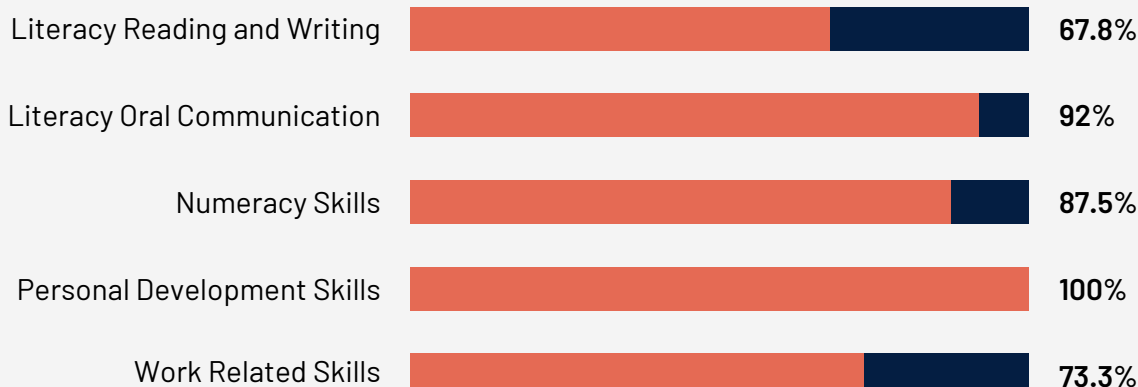
Total students enrolled in Foundation VCAL (N=46) Students who were eligible to complete VCAL (N=21) Eligible Student Foundation VCAL completion Rate: 42.8%

INTERMEDIATE



Total students enrolled in Intermediate VCAL (N=44) Students who were eligible to complete VCAL (N=28) Eligible Student Intermediate VCAL completion Rate: 60.7%

SENIOR



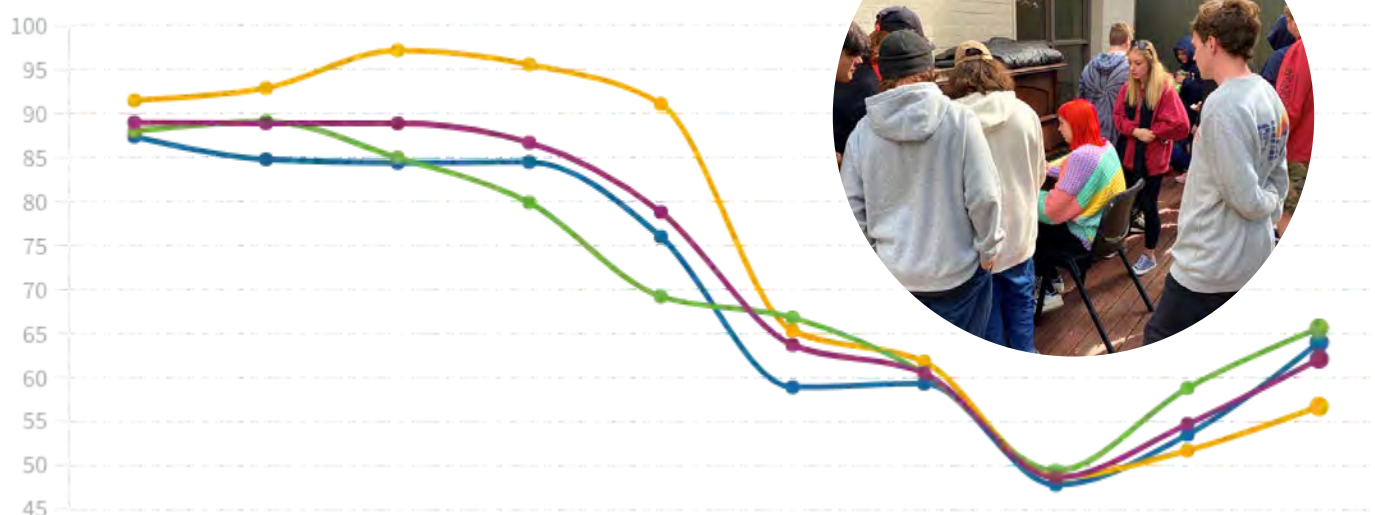
Total students enrolled in Senior VCAL (N=32) Students who were eligible to complete VCAL (N=20) Eligible Student Foundation VCAL completion Rate: 100%

2021 Student Attendance (By Month)

Attendance data at the David Scott school is reported by whole school, by month. 2021 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. Another significant impact on rates of attendance was the transition periods where students with mental health conditions faced the challenges of returning to onsite school operations.

■ Foundation ■ Intermediate ■ Senior ■ Whole School



Vocational Education and Training

Despite the continued 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.

At the Foundation level, our 2021 VETis program was enhanced with the introduction of an onsite Taster Program, where students rotated through a different Industry Course each term, sampling Kitchen Operations (n-28) Community Services (n-22) and Horticulture (n-18) units.

Meanwhile, many of our Intermediate students completed their VETIS component onsite in either Certificate II in Sport & Recreation (n-20), Certificate II in Active Volunteering (Public Safety) (n-14), or Certificate II in Public Safety (Active Volunteering) (n-24) via a mix of internal & external delivery arrangements.

The school also provided further opportunities via our external VET program. We saw four students participate in some studies in Certificate III Music Industry, Certificate II in Automotive Vocational Preparation, Certificate III in Early Childhood Education and Certificate II in Plumbing (Pre-apprenticeship). This option is targeted at students who have interests in a field of study outside of the David Scott School program and have shown some capacity to commit to and complete studies with an external provider.

To round out our VETis offering and to improve our student's overall employability, a series of short courses were also arranged and delivered onsite to students including:

- Use Hygienic Practices for Food Safety (n-45)
- Responsible Service of Alcohol (n-16)
- Provide First Aid (n-19)
- White Card (Construction Induction) (n-7)

Whilst it was another challenging year, the school continued to deliver a very strong, tailored VETis program to our young people.

Senior Graduate Stories:

#1: Commenced at DSS in 2021, successfully completed Year 12. Currently completing further study in Entertainment Management - Collarts and working casually in cleaning work with mum.

#2: Commenced at DSS in 2019, successfully completed Year 12. Currently working as a casual bartender.

#3: Commenced at DSS in 2020, successfully completed Year 12. Currently working in 2 casual retail jobs, taking a GAP year.

#4: Commenced at DSS in 2019, successfully completed Year 12. Currently working full time as a painter.

#5: Commenced at DSS in 2019, successfully completed Year 12. Currently working full time as a Café attendant.

#6: Commenced at DSS in 2019, successfully completed Year 12. Temporary living in WA. Currently working part-time at local Woolworth as a cashier, taking a GAP year.

#7: Commenced at DSS in 2019, successfully completed Year 12. Currently working in 2 part-time hospitality jobs, taking a GAP year.

#8: Commenced at DSS in 2020, successfully completed Year 12. Currently working in part-time in fast food hospitality, taking a GAP year.

#9: Commenced at DSS in 2021, successfully completed Year 12. Currently working in part-time as a construction labourer, saving up to commence further study in music production.

#10: Commenced at DSS in 2021, successfully completed Year 12. Currently working full time in fast food hospitality as a 2IC.

#11: Commenced at DSS in 2018, successfully completed Year 12. Currently referred to DSS partner CVGT-Yconnect program for additional job-seeking support.

#12: Commenced at DSS in 2018, successfully completed Year 12. Currently working as a casual pick packer, taking a GAP year.

#13: Commenced at DSS in 2019, successfully completed Year 12. Currently referred to DSS partner CVGT-Yconnect program for additional job-seeking support.

#14: Commenced at DSS in 2020, successfully completed Year 12. Currently working full time in fast food hospitality as a 2IC.

#15: Commenced at DSS in 2020, successfully completed Year 12. Currently referred to DSS partner CVGT-Yconnect program for additional job-seeking support.

#15: Commenced at DSS in 2020, successfully completed Year 12. Currently in full-time Admin traineeship.

#16: Commenced at DSS in 2019, successfully completed Year 12. Currently referred to DSS partner CVGT-Yconnect program for additional job-seeking support.

#17: Commenced at DSS in 2019, successfully completed Year 12. Currently job-seeking.

#18: Commenced at DSS in 2019, successfully completed Year 12. Unsure of destination.

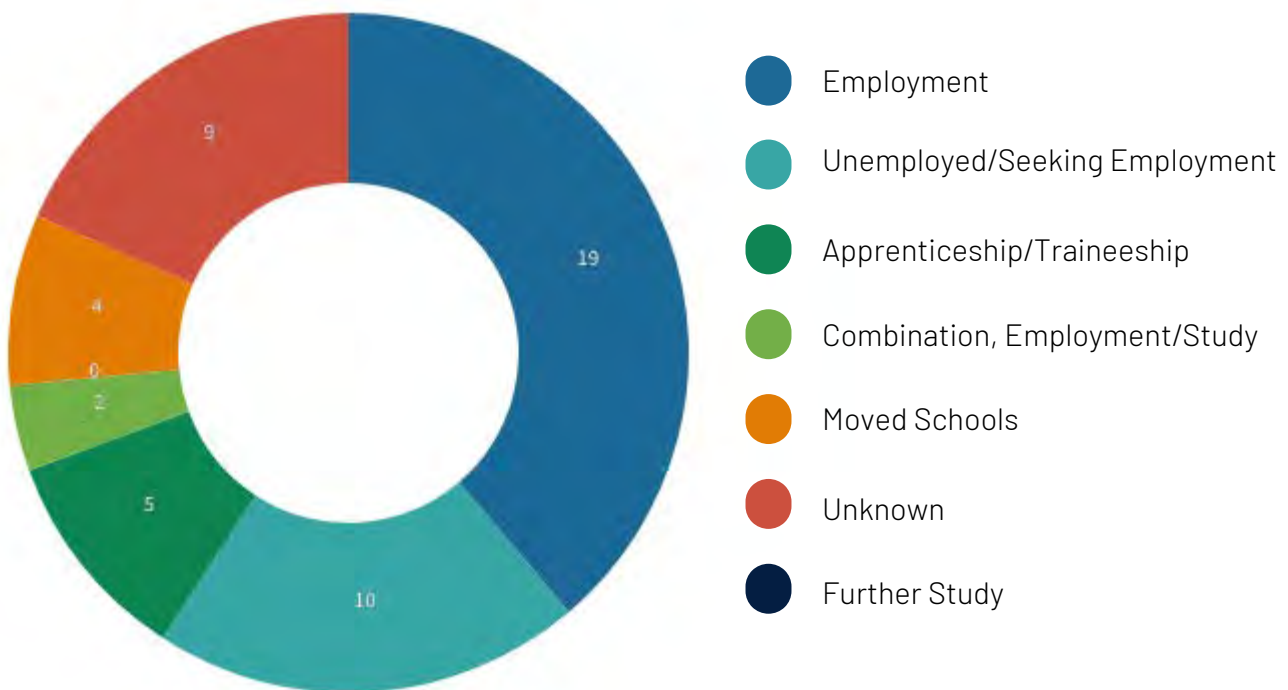
#19: Commenced at DSS in 2019, successfully completed Year 12. Currently in full-time Early Childhood traineeship.

Destination DATA

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 according to the following categories:



Staffing Profile & Professional Development

2021 saw an expansion in our total staff population in line with our model and school expansion.

The domain with the most significant expansion was Wellbeing and Engagement in line with the needs of the students, demands of the school and the broader educational context and expectations. The growth of this team recognises the importance of this domain in ensuring that DSS students maintain connection to education opportunity and evidences the DSS commitment to educating holistically and removing barriers to learning.

The careers and pathways domain also increased its capacity by one which has enabled stronger practice in servicing need both within the current DSS cohort and the DSS alumni – Australian research has evidenced a significant gap in expanded educational provisions at the point of post-school transition which can cause particular deficit functions for this cohort (Mills et al, 2016 and Smyth et al, 2013).

The David Scott School understands that all staff are educators in each interaction with a young person. The school continues its commitment to the professional development of educator practice and performance across all sectors of the school. DSS provides intentional professional learning to ensure whole school understandings, consistency and approach as well as domain-based learning and individual staff development. DSS coordinated a comprehensive range of professional development and learning activities focused on developing and maintaining best practice to support all DSS students in the educational climate of 2021 (including Covid19 lockdowns).

All staff undertook training on understanding the impacts of trauma, poverty and social class on adolescent development, behaviour and cognitive frameworks. All staff also undertook professional development on working respectfully with Indigenous populations, the utilisation of an advantaged thinking approach and the functions of behaviour as communication. All staff undertook mandatory training through online modules to ensure a child-safe school and an equitable and culturally inclusive workplace.

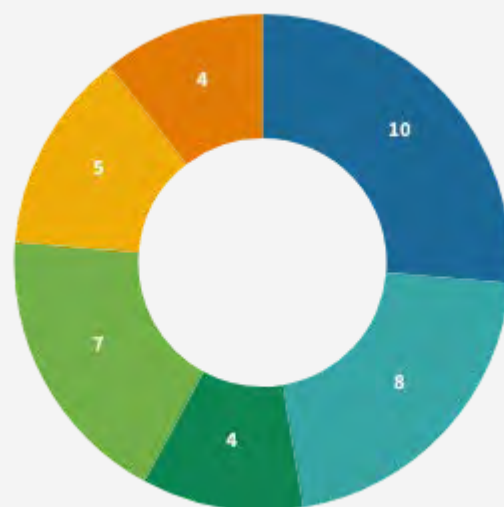
The school continued with the building of the 'Respectful Relationships' program and professional development was undertaken by all educators in this field – further embedding this program as a key strategy for our students to learn how to build healthy relationships, resilience and confidence.

All staff participated in a school-wide research project to monitor and evaluate the school model and professional learning was included in this review.

The school leadership team undertook a semester-long program to ensure a consistent and cohesive approach and to further develop leadership confidence.

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 innovative practice and remains fully equipped to contribute to systemic change in education.

Staffing Composition



- Teaching
- Education Support
- Specialist
- Wellbeing & Engagement
- Careers & Pathways
- Administration



Mills, M., McGregor, G., Baroutsis, A., Te Riele, K., & Hayes, D. (2016). Alternative education and social justice: Considering issues of affective and contributive justice. *Critical Studies in Education*, 57(1), 100-115. SCHOOL PEDAGOGY

Smyth, J., McInerney, P., & Fish, T. (2013). Re-engagement to where? Low SES students in alternative-education programmes on the path to low-status destinations?. *Research in Post-Compulsory Education*, 18(1-2), 194-207

School Leadership

The David Scott School is supported by a cohesive and highly skilled leadership team. Collectively, this team represents and advocates the respective streams of work as they align to the school model. Throughout 2021, a number of senior appointments were made at the school including all three domain leads.

Adam Densley was appointed as the interim Teaching and Learning lead (July 2021) and Emily McIntosh was appointed as the interim Careers and Pathways lead (November 2021) as Stacey Bushell (previously Careers and Pathways lead) continued in the position of Assistant principal. DSS also engaged Darcie O'Sullivan as the individual learning needs coordinator to recognise the extensive and complex needs of the DSS cohort in line with the intention and aims of the student-centred school approach.



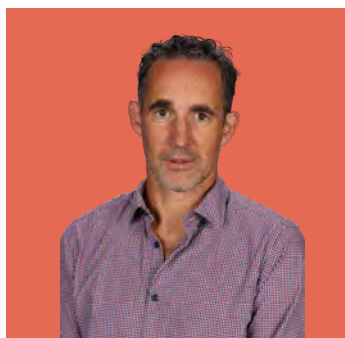
Catherine Arnold
Principal

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



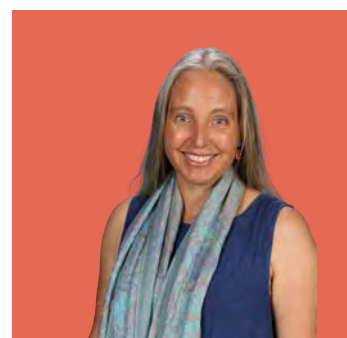
Stacey Bushell
Assistant Principal

BEd/(Secondary), BSOR, 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



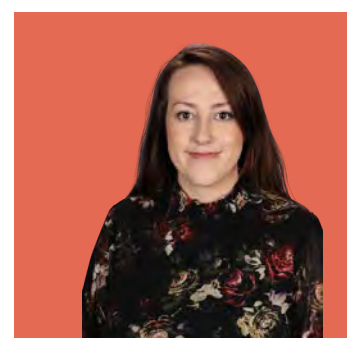
Adam Densley
Head of Teaching & Learning

A. B.F.A.,
GradDipEd(Sec)



Jaime Rees
Head of Wellbeing & Engagement

BSW



Darcie O'Sullivan
Individual Needs Coordinator

BEd/(F-10) Special Education,
DIP Children Services

Finance Report 2021

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 high-quality education for our cohort.

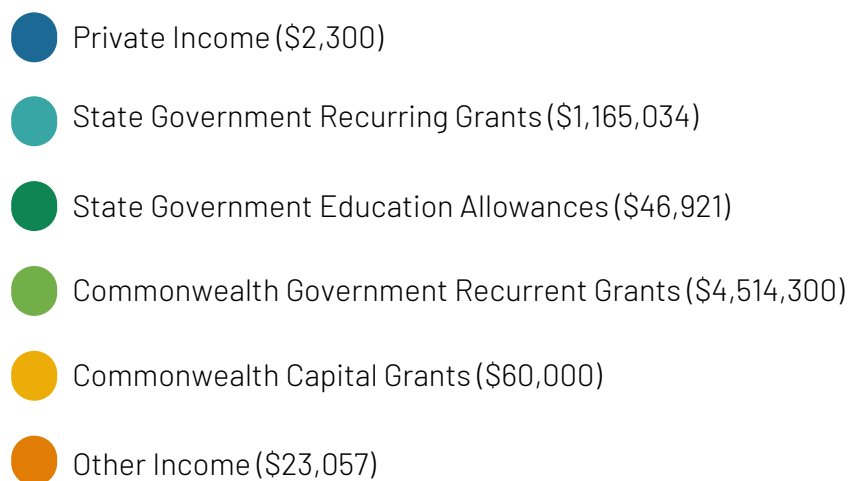
The school does not charge fees and students are provided with all the resources they need, including all excursions, materials, equipment (including laptop computers), breakfasts and Vocational Education and Training (VET) fees.

As is the case with many service-driven organisations, our greatest resource and expenditure is our people. While this is a cost, we see it as an investment. Our people are our greatest asset. They are the product that we deliver to our students each and every day, in sharing their skills, knowledge, expertise and passion.

Finance report reflects all revenue and expenditure between the period of 1st January 2021 and 31st December 2021.

Where The Money Came From?

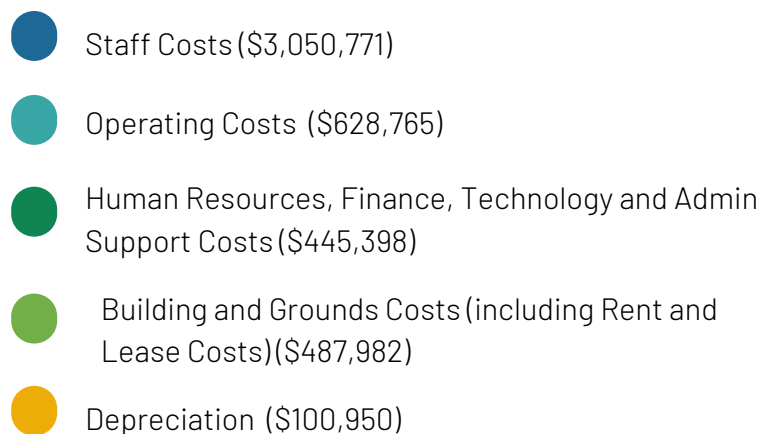
Total Income for the 2021 School year



Total Revenue: \$5,811,612

How The Money Was Spent?

An analysis of expenditure over 2021



Total Expenditure: \$4,713,865

Total Surplus: \$1,097,747

Capital Expenditure: \$1,096,936

DAVID SCOTT SCHOOL

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