

2022

# ANNUAL REPORT



DAVID SCOTT SCHOOL



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# 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

# Who we are?

**The David Scott School or DSS is a Specialist independent senior secondary school for young people who have been marginalised from the mainstream system.**

Established in 2017 in the outer south-eastern Melbourne suburb of Frankston, Victoria, DSS focuses on young people's stories, lived experiences, systems, interests, capabilities, skills and strengths. Education and educational connectedness are key determinants of life chances across the course of an individual's life span, and yet the opportunities provided to some young people are significantly greater than those available to others. As such, DSS was set up to challenge the negative associations many young people have with schooling, remove any barriers to their success and build connections to support them in completing their secondary education. In so doing, DSS hopes to broaden our students' aspirations as they move into further education, purposeful employment and becoming engaged citizens.

## Our vision and mission

Our Vision is that the students we work with receive a high-quality 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 change ready, learning ready and future ready.

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 local and educational communities to harness their resources to support the goals of young people and to use their 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.

## INDIVIDUALITY

Working in harmony with others and appreciating diversity.

## ACCOUNTABILITY

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



## 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.

# COMMITMENT TO CHILD SAFETY

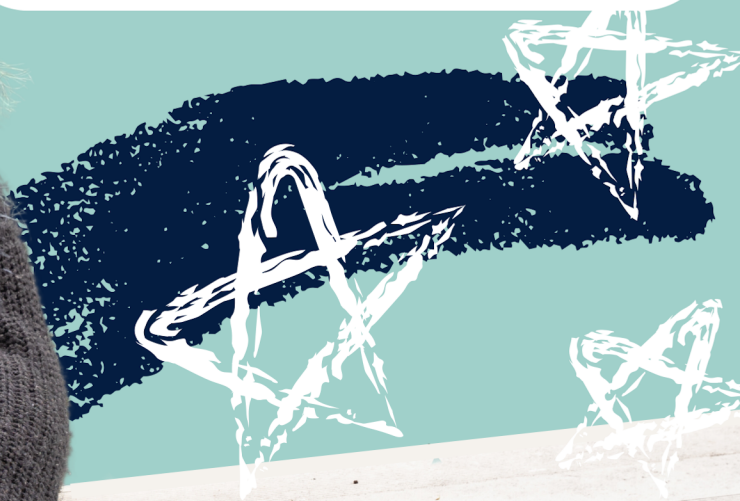
The David Scott School is committed to the safety and wellbeing of all young people. This will be the primary focus of our care and decision-making. The David Scott School has zero tolerance for child abuse.

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 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.

The school uses a strength-based framework to ensure that young people who have experienced school exclusion or disconnection can access meaningful and high-quality 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 'Youth' division. Embedded in the David Scott School model is a student-centred approach with a tri-partite support system. Through this approach the school endeavours to meet the needs of all students in the context of their lives through the domains of 'Teaching and Learning', 'Wellbeing and Engagement' and 'Careers and Pathways'. DSS works with students to maintain their ability to be 'learning-ready', 'future-ready' and 'growth-seeking'.

In 2022, the school delivered the Victorian Certificate of Applied Learning (VCAL) across three levels; Foundation, Intermediate and Senior. This was the last year that this certificate was delivered in full as the Victorian Government implemented reforms to the certification pathways for school completion. Throughout the year, the school staff have worked hard towards the 2023 delivery of the Victorian Certificate of Education (VCE) - Vocational Major (VM) and Pathways certificate (VPC). The school has delivered these transferable school completion certifications to a cohort of less than 150 young people between 15 and 20 years of age.

The school's experience affirms broader Australian 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. At DSS we acknowledge success through broad recognition mechanisms. One of these mechanisms is the successful completion of the VCAL certifications. In 2022, despite the challenges of students finding their way back to face-to-face school connection after significant periods of lockdown in 2020 and 2021, 49 students completed VCAL certifications whilst others utilised the flexibility and student-centred focus of the DSS model to carry their certifications through to the 2023 (these students will be reflected in the 2023 Annual report).

An additional mechanism that the DSS uses to recognise student success and positioning is an in-house research function. In 2022, this function affirmed the role that the DSS played in the lives of young people with lived experience of school disconnection. Through in-house research in 2022, we determined that 88% of students agree or strongly agree with the statement: 'I feel confident in my connection to my education', and 92% of students agree or strongly agree with the statement: 'I feel connected to the school community 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 delivered the curriculum whilst supporting students and their families/carers to overcome barriers to educational connectedness and achievement and develop skills and capabilities that are critical for life and work. With a staff : student ratio of approximately 1:3, students are provided with support that leads to the best conditions for educational opportunity and success.





# OUR STUDENT COHORT

The David Scott School supports young people from a broad range of circumstances and cultural, social and financial systems, all of whom have immensely diverse skillsets, talents and attributes. However, most of them have a common alignment of experience relating either to a history of trauma, disconnection and/or of difficulties at school. In addition, every student arrives at DSS with a different lived experience both inside and outside the school environment, and often holds complex narratives of the failure of the mainstream education system. As such, each student at DSS is seen as having their own needs and strengths, with all learning and interactions at the school individually personalised.

However, there are some cohorts at DSS that are represented in numbers which are disproportionate to the local community, and which require from school staff a greater awareness of, and attention to, their particular needs. These cohorts include students who:

- identify as Aboriginal and/or Torres Strait Islander
- identify as LGBTIQ+ (lesbian, gay, bisexual, trans/transgender, intersex, queer, asexual and other)
- have mental health challenges
- have experience of family violence
- face employment challenges and/or financial hardship
- are homeless or at risk of homelessness and/or experiencing insecure housing
- have experience of out-of-home care
- have caring and/or parenting responsibilities.

Although within the school community, these cohorts and their families are not treated as any one homogenous group, DSS has developed supportive practices – that include a personalised approach for each student – to ensure that all students have the best conditions, accessibility and strengths-based approach to be positioned for success.

"It's just different here. No-one judges me for having a bad day and not being able to do what I could do yesterday. No-one says I'm not as good as I should be ..... or not as together as everyone else. They just see me and check in and they keep trying..... And all the other kids, y'know, we're all here because it hasn't been easy. So, everyone just kind of knows that. So that helps (sic). Overall, I don't know really, where I'll go or what I'll do. But for now, I'm here. And that matters to me."

- Senior Student

## CHARACTERISTICS

<b>MALE</b>	53 STUDENTS IDENTIFYING MALE
<b>FEMALE</b>	60 STUDENTS IDENTIFYING FEMALE
<b>OTHER SEX</b>	2 GENDER DIVERSE STUDENTS
<b>INDIGENOUS</b>	6 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 justice services.



# Message From The School Council Chair

The Covid 19 pandemic years were difficult for everyone but particularly for schools. Changes in the ways teaching and learning were delivered put tremendous pressure on staff, students and their families. A large number of schools were forced to close their doors and move to a remote learning environment.

At the David Scott School we are very proud of the fact that we never locked down during the pandemic and our staff remained available to support students and families throughout this difficult time and its aftermath. Nevertheless, the pandemic challenges were considerable and they did restrict the full range of support which we were able to deliver for our students.

So, it was an enormous relief to welcome in the 2022 year and a return to the provision of a more familiar, on-site education program encompassing the full range of Teaching, Wellbeing, Pathways and Career Planning support the school has to offer.

Our work continues and is made possible by a dedicated staff team that in 2022 numbered some 31+ FTE. I take this opportunity to acknowledge and thank all our staff for their hard work during the year. However, in particular, I wish to thank Stacey Bushell, our Acting Principal in 2022, for her outstanding contribution. The successful outcomes that our students have achieved in 2022 are in no small part due to Stacey's leadership and she is to be congratulated.

## Highlights of 2022 included:

- We continue to put significant resources into the development of our school model and practice guide for the delivery of school services. Dr Jodie Long is leading this important work with the assistance of the Education Research team at the Brotherhood of St Laurence. Jodie regularly participates in a range of educational research projects.
- All staff have worked hard to implement the two new qualifications at Senior School level: the VCE Vocational Major and the Victorian Pathways Certificate (VPC). This work commenced in 2021 and we have been fortunate to be at the forefront of researching the impact of this important change.
- Much work has been put into a master plan for the redevelopment of school buildings and student recreational facilities. Work continued in 2022 to complete the master plan and progress to detailed design. A purpose-built school, with accommodation that is fit for purpose, is essential to support the educational needs of our students. Stage 1 of the project is well advanced and it is anticipated that 2023 will see a tender for the appointment of a builder.
- Attendance levels were maintained, with a whole school average of approximately 55%, this level is consistent with prior years and is a credit to the hard work of staff to maintain student engagement.
- The school, in partnership with the broader resources offered by its connection to the Brotherhood of St Laurence, continues to be a strong advocate for marginalised young people experiencing barriers to education.
- We moved to a target of 120 students in 2020 and have been able to maintain this level despite a pandemic-induced drop-off in general school enrolments. The school now has a considerable number on its waiting list.
- In 2022 we welcomed 57 new students across all year levels – Foundation, Intermediate & and Senior.
- This year 49 of our students completed their educational certificate.
- We celebrated our 2022 year-end with an awards night at the Frankston Arts Centre on 8 December 2022. The night was attended by approximately 200 people and included staff, students and their families. It was a wonderful opportunity to recognise the achievements of our students and the staff that support them. What a joy it was to see the smiles on the faces of family members and friends present as they celebrated with the students.

## Thanks for your contribution:

- Our inaugural School Principal, Catherine Arnold, concluded her time with the school in 2022 at the completion of her contract. Catherine made an outstanding contribution in first establishing then leading the school during its fledgeling years. We would not be in the strong position that we find ourselves in today had it not been for Catherine's determination and initiative. On behalf of the entire David Scott School community, I take this opportunity to thank Catherine for her contribution and to wish her the very best of success in her professional and personal journey moving forward.
- My predecessor and former Council Chair Ian Paroissien, was forced to retire due to ill health in 2022. Ian was a Council member for four years and Chair for three. Ian continues to have a keen interest in the David Scott School and after many years of committed and enthusiastic service his devotion to the broader purpose of the school has seen it continue to expand and improve. Ian leaves with our thanks and best wishes for a speedy and complete recovery.
- 2022 saw the retirement of two Council members, Noeline Horton and Bishop Kate Prowd. Both were long standing Council members and in Noeline's case a member of Council and the Risk sub-committee since commencement of the school in 2017. I thank them both for their support and tireless contribution to the school council.

## Welcome to our new Principal.

Joining our staff team in 2023 will be our new Principal Michael Scicluna. Michael is an experienced educator having spent 14 years at the Pavilion School in Preston working as a teacher and for the last four years as Principal. He is an innovative educational leader with a reputation for improving the life outcomes of young people through education. We look forward to welcoming Michael in 2023.

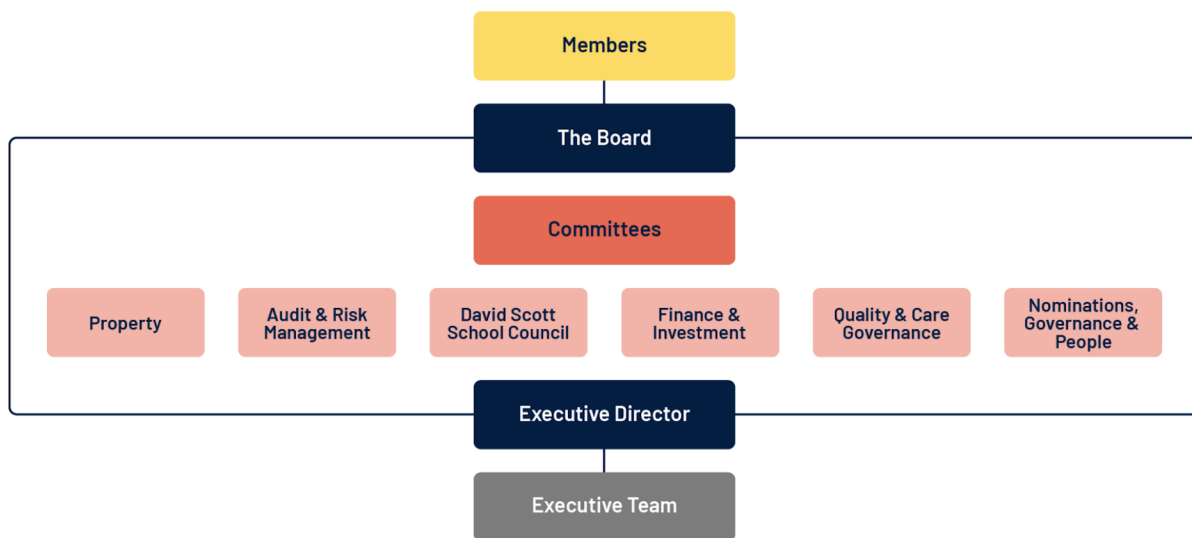
There is much to look forward to in 2023 as the David Scott School continues to grow and mature.

Sincerely,  
**Mike James**

David Scott School is an Independent Specialist 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. BSL's Corporate Governance Framework establishes layers of accountability and controls to ensure that the organisation meets or exceeds required standards and community expectations in its decisions, services, research and advocacy. The following diagram outlines the structure underpinning BSL's governance.



**Ian Paroissien**  
BCom, ACA ANZ



**Michael James**  
BCom, GAICD, FCA ANZ, CPA



**Lucia Boxelaar**  
BS(Hons), PhD



**Carol Smith**  
DipEd(Primary),  
PGradCertBus/OutRec,  
GCLeadGDEd



**Bishop Kate Prowd**  
BA(Hons), BA(Hons in psych),  
BDiv, Masters of Psychology  
(Clinical)



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



**Revd Dr Alex Ross**  
BA, Dip Ed, MA(ThSt),  
FACE, FACEL, GAICD



**Mr Stephen Newton AO**  
B.A., B.Ed., FACE, FACEL, FIML

# PRINCIPAL'S REPORT

Throughout the year of 2022 we worked together to find the new normal, post two years of Covid interruptions. In some ways the year was even more challenging than those behind us, as many found it hard to be back together all of the time, similarly to the rest of the education sector in Victoria. And while the world tried to settle into this new way, our DSS community continued to support one another to achieve great success.

The tireless work that our staff cohort continue to do to connect with our young people and create supportive relationships, assisted to create the return to a full year at school together. It was exciting to see the reintroduction of being able to offer more local learning activities, excursions, and incursions. Along with having our annual whole school camp back again, all of which are important experiences and connection activities in our students lives.

In amongst the final year of delivering the various VCAL certificates, it was our first year of the requirement that VCAL students completed the General Achievement Test (GAT). We worked across the year to prepare for the upcoming introduction of the reform changes coming into effect in 2023, all while ensuring our students wouldn't feel the impact of this change in their day to day schooling lives.

Our students voice continued to be integral in what we do, with some of our student leaders creating a 'Pride Club' designed to embrace our student's diversity. This included an addition of a flag pole to the school during an event, again reminding our students that they are accepted for who they are.

The DSS Connect (Alumni) program was launched mid-year as another ongoing support for our past students to reconnect or maintain connection with the school community. With the understanding that our students can face extra challenges when transitioning from school, DSS Connect was created to ensure they had regular events in place with various topics to support them in the wider world.

Congratulations to the graduating students and their families who have navigated some of the hardest years in education to finish off their schooling experience. We had many more incredible young people gain sensational achievements alongside our graduating group.

Every member of our school staff bring strength, passion and a diversity of experience that all help to support our students to learn and grow. Their efforts across the year do not go unseen, as for without them none of the work we do is possible. An additional acknowledgement and thanks to our school leadership team that supported our staff and students across the year. A special mention to our school council and wider BSL staff who support the work that we do for our students.

This report should allow you to see a summary of the work that goes on to support our students and their individual goals across the year.

Stacey Bushell - Acting Principal





# School Pedagogy

The David Scott School pedagogical practice is based on the assumption that all students are capable and deserving of a high-quality education that helps them to reach their potential and walk confidently into the next chapter of their lives.

The DSS pedagogy is underpinned by an applied learning approach, which ensures that learning is 'real-world' appropriate, authentic and engaging.

The tripartite model enacted at the David Scott School positions each young person at the centre of their learning experience supported by three core pillars of practice:

- Teaching and Learning - ensuring our students are "learning ready"
- Wellbeing and Engagement - ensuring our students are "growth-ready"
- Careers and Pathways - ensuring our students are "future ready"

The school delivers a personalised, integrated curriculum with a school-wide pedagogical approach that stretches well outside the classroom. Each young person is seen and understood as an individual with specific strengths, capabilities, talents, needs and circumstances.

Students at DSS have all experienced significant school disconnection and/or trauma and staff at DSS ensure all practices are founded in trauma-informed practice and seen through an advantaged-thinking lens.

All staff at DSS are trained and supported to follow a consistent approach to ensure that the conditions for students to have the best chance of success are met. These school-wide approaches are:

1. Building trust
2. Creating culture with students
3. Growth seeking
4. Sitting with discomfort
5. Supporting regulation and problem-solving
6. Restorative practice

The school-wide pedagogical approach incorporates all three school domains.

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 applied learning and relationship-based pedagogical practice.

To achieve this in 2022, DSS has implemented a scaffolded approach to the Victorian Certificate of Applied Learning at the 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. It includes:

- Literacy and numeracy,
- Industry-specific vocational training,
- Personal development skills,
- Work related skills,
- Structured workplace learning,
- Vocational pathways.

Whilst delivering the VCAL curriculum in 2022, staff at DSS have been working to ensure a smooth transition to the new VCE school reforms discussed below.

# VCE – VCAL reforms from 2023

From 2023, Intermediate and Senior VCAL have been replaced with the VCE–Vocational Major, or VCE–VM, which is referred to as a ‘vocational and applied learning program within the VCE’ (VCAA 2022). There will no longer be a senior secondary Leaving certificate available before the completion of VCE–VM which has the potential to impact DSS students from 2023 on.

DSS will continue to tailor the pedagogical approach for all students in the VCE–VM program to ensure that they can make informed choices within the specific industry sector of their choice and/or to facilitate pathways to further learning. The VCE–VM is assessed by demonstrating competencies.

A VCE–VM program includes five main areas and must include the successful completion of at least 16 units, over a minimum of two years, including:

- 3 units of VCE–VM Literacy (including a Unit 3–4 sequence)
- 2 units of VCE–VM Numeracy
- 2 units of VCE–VM Work Related Skills
- 2 units of VCE–VM Personal Development Skills
- 2 VET or school-based apprenticeships and traineeships credits at Certificate II level or above (180 nominal hours)
- Victorian Pathways Certificate.

This reform replaces foundation VCAL with a Victorian Pathways Certificate or VPC. This certificate has been primarily designed to help students reach entry-level employment despite the removal of all of the VET requirements that were embedded in the foundation VCAL program. There is also a less publicised transition into the VCE–Vocational Major (after 12–24 months of VPC).

The VPC program requires students to complete a minimum of 12 units, including:

- 2 units of VPC Literacy (or VCE–VM Literacy)
- 2 units of VPC Numeracy (or units from VCE–VM Numeracy)
- 2 units of VPC Personal Development Skills
- 2 units of VPC Work Related Skills.

At DSS in 2023 and beyond, students will also undertake accredited Vocational Education and Training, which is optional in the VPC but can contribute to certificate completion.

Whilst DSS staff have worked hard throughout 2022 to ensure that students are provided with the support that is needed for a smooth transition for these reforms, the school hold concerns about the structural inequality that the certification system may impose for student who have experienced school disconnection and/or trauma.



# Student VCAL Completion

2022 saw our students and staff work hard to embrace life back on campus and engage in the all the opportunities offered at school in a post lock-down world – both academic and beyond.

Throughout 2022, DSS broadened the definitions and measures of 'success' within school to align more closely to the changing nature of the employment, social, academic, wellbeing and economic landscape as well as student individual needs. Whilst the focus for most students remained on academic workloads, an increased number of students utilised the wellbeing and engagement function of the school as their primary focus for various periods of time. Whilst DSS continued to provide the conditions for successful VCAL completions, the school began a process of seeking broader mechanism of success measures, including working towards the introduction of an alternative school transcript to better recognise the growth and development of life skills and capacities.

Throughout 2022, DSS maintained a student population of 120 whilst continuing to grow the number of alumni as is the intention of the school model.

In 2022, 49 students completed their enrolled VCAL certifications, and many others continued their certifications into 2023 (this will be reflected in the 2023 data). In 2022, DSS maintained the flexibility of 'rolling' enrolments (students can enter or complete certificates at any time throughout the academic year) which supports students to reconnect to school whenever they are ready but can impact student opportunity to complete 1000 nominal hours of learning at a specific temporal point (such as the end of a school year). Whilst many students complete the requirements of their course approximately one year after enrolment, the model at DSS ensures that the courses work flexibly, with the needs of individual students maintaining centrality. This includes ensuring that the time with which students move through their certificate completions incorporates their life circumstances. Many students at DSS benefit from adjustments such as modified timetables, tailored academic programs, wellbeing/engagement intervention and school support to navigate complex family and social systems. All of these factors can significantly impact the pace in which any individual student has progressed through their certification in 2022 and DSS commits to maintaining these flexible and student centred opportunities as the state moves to the new VCE certification in 2023.

## FOUNDATION

33% (15/45)

## INTERMEDIATE

49% (22/45)

## SENIOR

40% (12/30)



## 2022 Student Attendance (By Term)

Nationwide in 2022, Australia reported a dramatic shift in school attendance with a nationwide decrease in attendance of over 5%. Victoria represented the state with the most prominent decrease in attendance despite remaining the state with the second highest level of attendance (second only to the ACT). Emerging research strongly links the significant decline in school attendance into 2022 in Victoria to the extended lockdowns that occurred in 2020 and 2021 (O'Connell, 2023).

Attendance data at the David Scott school is reported by the whole school. In alignment with the state and national data described above, 2022 presented the DSS with the flow on effect of the two years of Covid interruptions to students' routines, motivation, mental health and family complexity that impacted attendance. Students' mental health and wellbeing continued to be a factor in overall attendance across 2022 and on many an occasion on-site school attendance could not fit safely into the complex lives that some students lead. Throughout the year, school staff maintained a commitment to supporting each student individually in the context of the lives and the systems that surrounded them. One of the pillars of the DSS model is to minimise barriers to attendance and as such, DSS staff worked tirelessly to maintain connection and build pathways for school re-engagement for those who found attendance difficult or were simply unable to manage this on their own.

DSS staff acknowledge attendance as an important measure which tells one part of a narrative of engagement. DSS uses attendance data in the context of various and broad metrics that are collected and analysed.

	Foundation	Intermediate	Senior	Whole School
Term 1	61.28%	59.57%	51.50%	55.54%
Term 2	56.70%	55.38%	54.38%	55.49%
Term 3	63.35%	55.51%	54.69%	57.85%
Term 4	61.77%	53.68%	43.55%	53.00%
2022 Average	60.78%	56.04%	51.03%	55.47%





# Vocational Education and Training

Vocational Education and Training in schools (VETis) programs continued for students at the David Scott School in 2022. Again we noted that our students have greater success when completing VETis onsite, rather than the small handful who completed this at an external provider.

At the Foundation level, our 2022 VETis program continued with a combination of short courses and the onsite Taster Program, where students rotated through a different Industry Course each term, sampling Kitchen Operations and Community Services units. Students were also offered a unit of Developing Personal Effectiveness linked with the Careers sessions across semester 1. Meanwhile, many of our Intermediate and Senior students completed their VETis component onsite in either Certificate II in Sport & Recreation, Certificate II in Active Volunteering or Certificate II in Public Safety (Firefighting). The school also provided further opportunities via our external VET program. We saw some students participate in studies including Certificate II Hospitality, Certificate II in Applied Fashion Design & Technology and Certificate III in Visual Arts. 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, a series of short courses were also arranged and delivered onsite to students including:

- Use Hygienic Practices for Food Safety
- Responsible Service of Alcohol
- Provide First Aid
- White Card (Construction Induction)
- Prepare & Serve Non-alcoholic Beverages
- Prepare and Serve Espresso Coffee
- Traffic Control

The school continued to deliver a very strong, tailored VETis program to our young people which supports their completion of VCAL certificates, along with improving their resumes for employability.

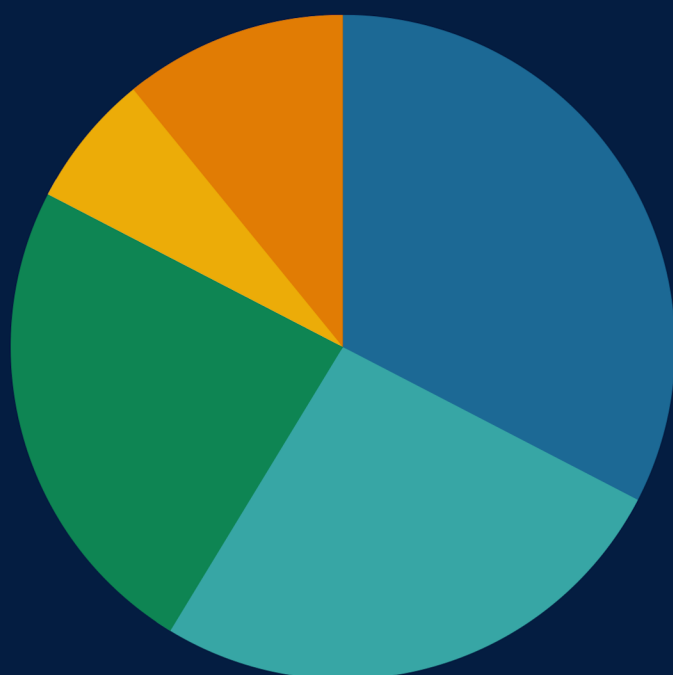


# Destination DATA

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:



## Exited Student Outcomes

- Employment (15 Students)
- Unemployed/Seeking Employment (12 Students)
- Apprenticeship/Traineeship (11 Students)
- Combination, Employment/Study (0 Students)
- Moved Schools (5 Students)
- Further Study (3 Students)
- Unknown (0 Students)

## Senior Graduate Stories:

- #1 Commenced in 2020 Successfully completed year 12. Currently completing a Carpentry apprenticeship.
- #2 Commenced in 2022 Successfully completed year 12. Currently completing his Cert III in Community Services.
- #3 Commenced in 2021 Successfully completed year 12. Currently working casually at Coles.
- #4 Commenced in 2019 Successfully completed year 12. Currently Completing an electrical apprenticeship.
- #5 Commenced in 2020 Successfully completed year 12. Currently working full time building roofs.
- #6 Commenced in 2019 Successfully completed year 12. Currently expecting her first child and is on maternity leave
- #7 Commenced in 2020 Successfully completed year 12. Currently living in Perth working Full time.
- #8 Commenced in 2020 Successfully completed year 12. Currently completing her study in Nursing.
- #9 Commenced in 2020 Successfully completed year 12. Currently completing his study in Personal training and business.
- #10 Commenced in 2020. Successfully completed year 12. Currently working part time at Woolworths.
- #11 Commenced in 2018, successfully completed year 12. Currently Job seeking.
- #12 Commenced in 2021, successfully completed year 12. Currently referred to DSS partner CVGT-Y connect program for additional job-seeking support.

# Staffing Profile & Professional Development

Across 2022 there were numerous appointments to the various positions across the school. Specifically, within the leadership team there were changes mainly in the latter part of the year. The recruitment of a new Principal began in Semester 2, after Catherine Arnold the inaugural Principal concluded her time with us. We are grateful for her contribution to the growth of our school throughout her time. At the conclusion of the recruitment Michael Scicluna was appointed and will begin in 2023. In the interim Stacey Bushell stepped back in to be Acting Principal. Adam Densley, Head of Teaching & Learning, finished at the end of the year, along with Craig Colgan, Business Manager moving to a part-time consulting role.

The school continues to support a young person with another Administration trainee beginning mid-year for a 12-month period while they also complete their Certificate III in Business. DSS also supported student placements in both Teaching & Learning along with Wellbeing.

The David Scott School continues to acknowledge that our staff have a significant contribution to our students, and as such want to ensure they continue to grow and learn in their own practice. 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 variety of professional development and learning activities across the year. The Wellbeing & Engagement team completed Dynamic-Maturational Model (DMM) training in preparation for a wider staff rollout. Other topics included preparing for the VCE Reform and continuing to collaborate to write the school Practice Guide. New staff were included in sessions around poverty and Youth Mental Health First Aid to ensure all staff have the same base line understanding.

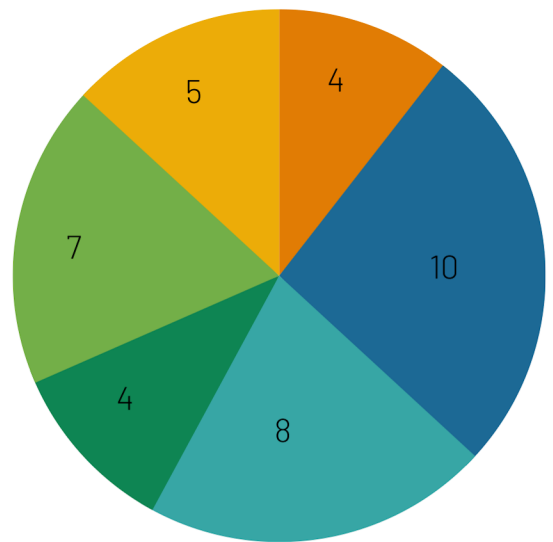
All staff undertook mandatory training through online modules to ensure a child-safe school and equitable and culturally inclusive workplace. With the introduction of the new Child Safe Standards in July the staff completed extra training to ensure their understanding was current.

The school continued leading in the 'Respectful Relationships' program. Professional development was undertaken - further embedding this program as a key strategy for our students to learn how to build healthy relationships, resilience and confidence.

The staff also completed a fun session turning our school values into life with graffiti artwork and giving back to the wider community by supporting organisations that support those less fortunate.

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



# 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.



**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

*\*Acting Principal from June\**



**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 Head of Wellbeing & Engagement

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



**Jaime Rees**

BSW



**Darcie O'Sullivan**  
Individual Needs Coordinator

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



**Emily McIntosh**  
Head of Careers

Grad Cert Business, DIP Counselling, Adv Cert Relational Gestalt Counselling, Cert IV Training & Assessment

# Finance Report 2022

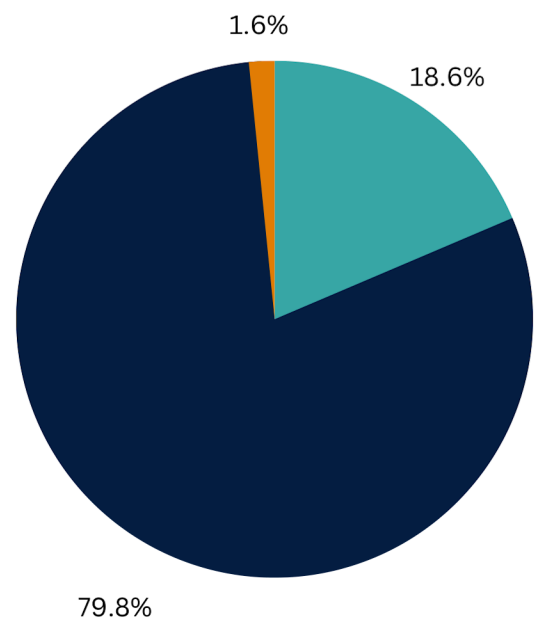
As a non-fee-paying school, the David Scott School acknowledges the support of State and Federal Government funding. The school ensures careful fiscal management to ensure viable operations and the provision of high-quality education for our cohort. The school does not charge fees and students are provided 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 2022 and 31st December 2022.

## Where The Money Came From?

Total Income for the 2022 School year

- State Government Recurring Grants (\$1,181,348)
- Commonwealth Government Recurrent Grants (\$5,071,242)
- Other Income (\$101,376)

**Total Revenue: \$6,353,966**



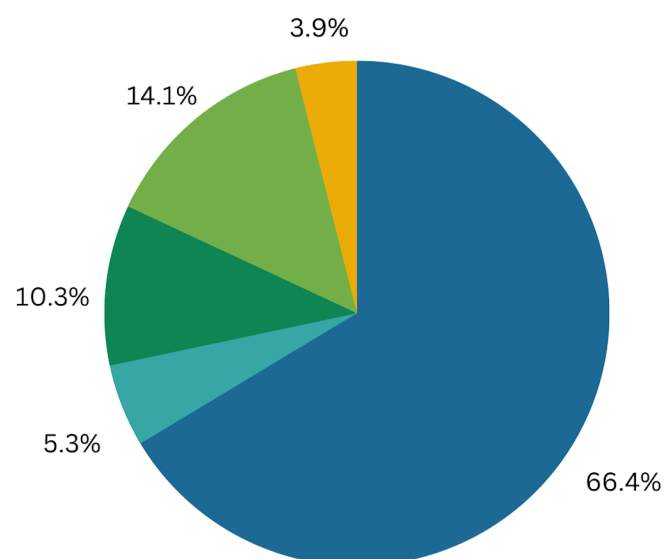
## How The Money Was Spent?

An analysis of expenditure over 2021

- Staff Costs (\$3,682,366)
- Operating Costs (\$294,114)
- Human Resources, Finance, Technology and Admin Support Costs (\$569,497)
- Building and Grounds Costs (including Rent and Lease Costs (\$783,841)
- Depreciation (\$217,752)

**Total Expenditure: \$5,547,570**

**Total Surplus: \$806,396**



# DAVID SCOTT SCHOOL

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