

**Replies to Questions on notice to Brotherhood of St Laurence
Senate Inquiry – School Refusal – 23 February, 2023**

Senator LIDDLE: I have a question about funding. You might have to provide this on notice. I am interested to know how much Commonwealth funding you get and how else you fund your programs.

Senator ALLMAN-PAYNE: As part of that question, could you provide, on notice, the amount of NCCD funding. It would be helpful for us to understand the overall funding envelope of that school. How much does it cost to run that school? In addition to NCCD funding, where are you drawing funding from to be able to provide that particular setting? As you said, this isn't what we need to do for every young child who is experiencing 'school can't'. You also mentioned that you're turning lots of young people away. Would you be able to quantify that for us? What's the unmet need? In a 12-month period, how many students are out there that you've had to turn away?

Our program is largely funded by NCCD. A lot of our young people receive funding through the social and emotional behavioural categories of the NCCD. The [David Scott School](#) has extensive funding for a significant portion of our young people. The total average recurrent funding per student is \$52,000 – the table below details the funding elements that make up this total – so with 121 students, the total federal funding is just over \$6.3million.

Funding element	Amount \$000	% Split
Base	16.1	31
School size	2.7	5
Disability	29.6	57
Socio-economic	3.8	7
Total Avg per student	52.2	100%

The total number of David Scott School students budgeted for in CY23 is 121 with the disability classifications set out in the table below;

Disability classification	No. of students	% Split
Extensive	65	54
Substantial	51	42
Supplementary	5	4
Total	121	100

Quantifying 'unmet need' is not as simple to numerically quantify as the literal number of phone calls taken and interviews given to places available. The unmet need before the pandemic was immense (as Jim Waterson and Megan O'Connell found in their 2017 paper 'Those who Disappear') and we do not have accurate data for the size of this problem during or 'post' pandemic. The phone calls or requests we take are from those with some (however tenuous) connection to services. The 'unmet' need would include the students who are disconnected and not actively reconnecting. Having said this, enquiries by phone to DSS rose by 165% between 2021 and 2022. In 2022, DSS took 319 enquiries and had a changeover (places available) of 49 students.

CHAIR: I have a couple of follow-up questions. I echo my colleagues in their thanks to you. It's been really insightful. I've followed a lot of the work of Brotherhood of St Laurence for some time. You must be proud to be working with such a good organisation. On page 5 of your paper, you refer to the Monterey Secondary College. With the rapid uptake of participants in the program that you're running there, from 35 to 118 individuals, can you tell us about that program and how it works?

The [Engagement Program](#) delivered at Monterey Secondary College is a co-designed model with the school that the Brotherhood of St Laurence initiated within Frankston North. We know from the data that the Frankston North community experiences high levels of socio-economic disadvantage. The program delivers tailored explicit teaching, social and emotional learning curriculum, regular wellbeing and therapeutic support, and enables goal setting supporting students to remain engaged in school. We have seen evidence of success of the program through evaluation of the ATOSS (Attitudes to School Survey) Data:

Stimulated Learning	2019: 7.9%	2021: 86.8%
Sense of Confidence	2019: 12.5%	2021: 85%
Effective Teaching Time	2019: 5.5%	2021: 88%
Self-regulation and goals	2019: 12.5%	2021: 83%

Our work is modelled to provide protective factors for students, enable parent/ family involvement in their child's learning, and apply flexible learning arrangements. Students exit the program once successfully transitioned into the mainstream classrooms and curriculum. We also partner with Berry Street and The Smith Family through the **Start.Stay.Thrive** initiative to embed the Berry Street Education Model into the model and support Learning for Life students in the program access vital resources to continue learning and participation. Intensive support is also provided during critical transitions such as in Year 7, into mainstream classrooms, and into tertiary education pathways. The rapid increase is due to revised screening procedures of the disadvantaged cohort of students from the school that are at risk of disengagement. Identifying students is the role of school leaders and teachers based on attendance, behaviours, wellbeing needs and historical factors.

Senator LIDDLE: Can you tell me more about HIPPY? Perhaps you can go into some detail about what is different about that program and why you target the group you do as part of HIPPY.

Some further information beyond what was provided at the hearing. [HIPPY](#) is delivered specifically in 100 disadvantaged communities identified by DSS. Our aim is to work with those parents and children who are not accessing formal learning due to cost, lack of cultural safety, inaccessibility, and 50 of our sites are targeted specifically in First Nation communities. Our HIPPY program also provides a peer-based model, meaning the tutors that work directly with the families are parents themselves who have previously completed HIPPY. This enables a transitional workforce approach for diverse community members to move into the Early Childhood and Community sector. We know that children's readiness for school and capabilities for success are strengthened when they have access to high quality formal education AND a rich home learning environment.