

**doxaschoolbendigo**

a transition school educating in the Marist tradition

**118 Hargreaves Street, Bendigo**



## **2014 ANNUAL REPORT** to the School Community

REGISTERED SCHOOL NUMBER: **2037**

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## Contact Details

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<b>PARISH PRIEST</b>	Fr Rom Hayes
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## Minimum Standards Attestation

I, John Russell, attest that Doxa School Bendigo 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

## Our School Vision

***A School of peace and healing where  
spirits can be nurtured,  
and faith  
and hope restored.***

## Identity Statement

***Doxa School Bendigo is an educational setting for students who  
experience  
difficulties maintaining their place in mainstream education.***

## Vision Statements

Doxa School Bendigo;

- Is founded on Gospel values and uses the Jesus story to promote and support the holistic education of youth.
- From its beginning has drawn on the inspiration of Marcellin Champagnat (founder of the Marist Brothers).
- Offers a focused educational intervention, seeking to empower young people and their families with a spirit of hope.
- Supports students in developing and enhancing healthy relationships with self, peers, family and community.
- Seeks to support students to maintain engagement in education through partnerships with schools, families and the broader community.
- Values the diversity, resilience, potential and unique gifts of young people.
- Is characterised by hope, humour, endurance and determination.

## Graduate Outcomes

At Doxa School Bendigo we endeavour to educate our students to;

- Achieve academic success to meet their individual goals.
- Demonstrate a willingness and confidence to return and maintain their place in mainstream schooling or to consider other educational / work place pathways.
- Be able to develop and maintain healthy relationships with peers, family and within the wider community.
- Recognise the importance of compassion, empathy, kindness and respect in relationships.

- Display resilience, hope, humour, perseverance and determination.
- Understand the impact their choices have on the world in which they live.

## **Mission Statements**

To achieve our graduate outcomes we will;

- Provide a safe, supportive and fair environment for our students and staff.
- Provide tools and a structure to foster change in each individual.
- Provide role modelling and experiences to help build healthy relationships drawing on Gospel values.
- Build and nurture strong healthy partnerships with students, families schools and the wider community.

***Situated on Jaara Land.  
We acknowledge all who have cared for  
and travelled this land before us***

## School Overview

Doxa School Bendigo has been established to meet the need for an alternative option for education for students 'at risk' in the Bendigo region. This school complements other alternate educational providers in the region and it is open to students from all sectors.

This program aims to re-engage students who are at risk of not completing their compulsory years of education because of social, emotional and personal difficulties that are affecting their learning. It provides supported and alternative education for vulnerable students 12 years of age and older who are experiencing difficulties in mainstream education.

The Doxa Youth Foundation and the Catholic Education Office of the Diocese of Sandhurst form the governance of this school. Doxa School Bendigo educates in the Marist tradition of service to the marginalised and those less fortunate continuing our relationship in this way with a former governor, The Marist Bothers.

Our current programs provide for students in years 7 to 9 in a one or two semester enrolment to support their re-entry into their mainstream school or other appropriate educational setting. We also provide a program for students in years 10 to 12 which has a more flexible enrolment timeframe and while it is strongly focussed on developing personal skills is oriented towards transitioning students to vocational pathways.

During 2014 we had 44 students enrolled in the Junior and Senior programs, and 13 staff, both full and part time.

## Staffing 2013

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	6
FTE Teaching Staff	6.2
Non-Teaching Staff (Head Count)	6
FTE Non-Teaching Staff	4.2
Indigenous Teaching Staff	0

## Principal's Report

*2014 while being a busy year has been one of growth and change. Staffing has remained relatively stable and the changes to our program through 2012 -13 have been evaluated developed and embedded. This year our senior program shifted to the provision of Foundation VCAL and we began to develop our VET offerings in Engineering and Hair and Beauty which has added a new dimension to our school environment.*

### Annual Doxa Awards

As usual our year finished with our annual Doxa Awards night and it was well attended by families and supporters of our school community. The evening is a wonderful occasion for the students and their families as they celebrate the successes and challenges that the year presents. The pride of families and supporters for the achievements of our young people is a joy to witness. Over the course of 2014 32 students transitioned from our Junior or Senior programs in June or December to follow their pathway to work or study. Most of these young people have done so successfully. Of the 17 students who transitioned from the Junior program in 2014 one is employed full-time two transitioned to BTEC and twelve have made a successful transition back to mainstream schools. Of the 26 students in our senior program in 2014 13 have continued on at school, 3 have transitioned to TAFE, 5 have obtained work or traineeships and 5 are looking for work or deciding on further education.

### Staff News

There have been some minor staff changes during 2014. We were sad to lose Kylie Heasley from our Wellbeing Team at the end of term one. Kylie made the move to Tasmania and is working and continuing her studies in Law in Hobart. We miss her knowledge and skills and her sense of humour and wish her well for the future. Kylie was replaced by Samantha Holland who came to us as an experienced teacher and leader in her school and who is studying Social Work. Sam has brought educational experience and a passion for supporting young people to her new role and during the year joined our leadership team.

Long time staff member Vanessa Gillies returned from maternity leave in July and it was great to have her back on board. Her incredible knowledge of working with vulnerable young people and her dedication to the Doxa School community strengthened the staff team. We were able to maintain Louise Stobaus for semester 2 in a part-time support role. Louise had replaced Vanessa during her leave and had been a valued and valuable member of our team. Louise continued to support the junior teaching team and was able to dedicate some of her time to developing better risk management documentation for our many extra-curricula activities.

Again our staffing has remained relatively stable during 2014 and in a challenging environment like Doxa School this stability is incredibly helpful, I would like to thank the staff for their work during 2014 and congratulate them on the successes they experienced during the year in their professional work with the students, families and the staff team.

### Board News

I would like to take this opportunity to extend my gratitude and also the gratitude of the wider school community to our Board of Management for their support of me and our school community during 2014. The work done through our Pastoral Wellbeing and Stewardship of Resources Reviews was invaluable as well as their knowledge and support in strategic planning, risk management and staff wellbeing. It was with regret that we farewelled some

long term Board members and I would like to offer a special thank you to Bruce Pridham who has been a board member for 8 years and stepped down from the board during the year.

Bruce has always had a passion for our community and a tireless worker as a member of the board and a staff member during 2012.

At the end of 2014 two long term board members stepped down from the team both having served for 8 years as board members serving our community. Thank you to Karli Price and Francis Browne for their friendship, and their generosity in sharing the great gifts of their knowledge and skills in supporting me, the staff and the students of our Doxa School Community.

These changes at Board level provide us with a challenge as we have lost a significant level of wisdom and experience but it also gives us an opportunity to build a board during 2015 that will help lead our community into the future. Thank you to all board members for their service and dedication to our school community during 2014.

## School Life

Every year is a busy year in a school community and that was no different for Doxa School during 2014. There were the usual camps and excursions, elective programs and class projects. We had senior program trade days, workplace visits and VETiS programs supported by industry trainers. Visits from Reptile Encounters and the Bendigo Acquired Brain Injury support group entertained and informed our students. We also had program support from local organisations including Bendigo Community Health and Catholic Care. These organisations and their skilled professionals are an amazing support to our personal development program.

2014 saw further development of our VET programs with Engineering and Hair and Beauty and we plan to continue this during 2015.

Our senior canoeing camp in November saw more students participating and we also connected with Borinya School from Wangaratta as we did in 2013 but the camp was attended by students from the MCP Program from Notre Dame in Shepparton. This was a great camp and a valuable experience for all involved. A new event that graced our 2014 calendar was our end of year dinner for our senior group. About 20 students and staff attended the dinner at Barzurk in November and the evening was a great way to celebrate the end of a successful year.

Our junior students participated in our first surfing excursion to Torquay in February and had a fantastic day. Almost everyone managed to stand up on the boards and enjoy the experience. Our camp at the Doxa Youth Foundation camp near Malmsbury was another great experience for our junior students. On the camp the students were able to experience the trampolines, the ropes course and the giant swing which was a challenge for them.

All students participated in their educational program the seniors in Foundation VCAL and the Junior students in their individual and class based programs focussing on literacy and numeracy as well as personal development and social and emotional learning.

## School Review:

The school review cycle saw Doxa School having Pastoral Wellbeing and Stewardship of Resources aspects of our school performance reviewed by the school community. Our process was thorough and the validation panels for these reviews were highly complementary

of the process we undertook. Our community's self-evaluation was validated and commendations and recommendations provided by the panel that will help guide our future development. In 2015 we will review Learning and Teaching.

I'm sure the year ahead will hold more challenges and successes for our Doxa School family in Bendigo and we are looking forward excitedly to what the 2015 and beyond will bring.



**John Russell**  
Principal

## Financial Performance

Financial report data derived from the Australian Government Department of Education and Training (Federal DET) Financial Questionnaire and external audited reports		Notes on how to complete VRQA template from detailed DET Financial Questionnaire
School name:	DOXA School Bendigo	
Location address:	BENDIGO	
Reporting framework:	Modified Cash	
<b>Recurrent income</b>	<b>Tuition (includes</b>	<b>Derived from DET Financial Questionnaire no.</b>
School fees	-	RI.010
Other fee income	-	RI.020, RI.030, RI.040 and RI.050
Private income	144,140	RI.060
State government recurrent grants	293,515	RI.070, RI.080 and RI.090
Australian government recurrent grants	967,810	RI.100, RI.110 and RI.120
<b>Total recurrent income</b>	<b>1,405,465</b>	RI.130
<b>Recurrent expenditure</b>	<b>Tuition (includes</b>	
Salaries, allowances and related expenses	934,039	RE.030, RE.040 RE.050, RE.060 and RE.070
Non salary expenses	186,722	RE.080, RE.090, RE.100, RE.110 and RE.130
<b>Total recurrent expenditure</b>	<b>1,120,761</b>	RE.150
<b>Capital income and expenditure</b>	<b>Tuition (includes</b>	
Government capital grants	-	CI.010 and CI.020
Capital fees and levies	-	CI.030 and CI.040
Other capital income	-	CI.050
<b>Total capital income</b>	<b>-</b>	CI.060
<b>Total capital expenditure</b>	<b>79,580</b>	CE.010 and CE.020
<b>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</b>	<b>Tuition (includes boarding)</b>	
<b>Total opening balance</b>	<b>109,268</b>	LN.010, LN.030 and LN.050
<b>Total closing balance</b>	<b>63,086</b>	LN.020, LN.040 and LN.060

*Note that the information provided above does not include the following items:*

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

## VRQA Compliance Data

<b>Teacher attendance</b>	<b>Teacher attendance rate per staff member was 98.2%</b>
<i>Teacher retention</i>	<i>Teacher Retention for 2014 was 100% with all teaching staff from 2013 remaining on staff.</i>
<b>Teacher qualifications</b>	<b>Four members of staff hold Bachelor of Education Degrees two have Bachelor of Arts and Diploma of Education qualifications. One has a Masters of Special Education, one has a Masters of Educational Leadership and one staff member has a Graduate Diploma of Technical Education. All teachers have appropriate VIT Registration.</b>
<i>Expenditure and teacher participation in professional learning</i>	<i>All staff participated in First Aid training. Whole school Professional development focus for the year also included Poverty Framework training, Positive Peer Support, Critical Incident training and Leadership Focus on Creating Positive Professional Communities. Two staff members have undertaken Middle Leadership Program training with QELI . The average expenditure on Professional Development was \$1400 per teacher.</i>
<b>Student attendance</b>	<b>The average rate of student attendance was 73.8%. This is almost exactly the same as 2013. Student Attendance is recorded on the SAS Administration System. Our policy is to contact all families in the event of absence. This is done via phone, text message and email depending on each parents ease of contact</b>
<i>Proportion of students meeting national benchmarks</i>	<i>During 2014 we had 15 year 9 students that sat the NAPLAN tests during semester 1. Most of these did not attend on all test days though most of them sat one or more tests. Students did not meet national benchmarks due to the nature of the special school setting that works with students with leaning, social and emotional issues.</i>
<b>Changes in national benchmark results from the previous year at Years 3, 5 and 7 changes from 2007</b>	<b>The nature of the program means these benchmarks aren't assessed. Students only attend our program for six to twelve months so results of Tests go to their mainstream school.</b>
<i>Value added information</i>	<i>There are a number of programs and events that we do in our school community to add to the basic program. Many of these are</i>

*listed below:*

*Camps – Canoeing camp, Malmsbury Doxa Camp, Port Campbell, Doxa City Camp*

*Excursions – Werribee Zoo, Geelong, Loddon Prison, various Industry and workplace visits, TAFE visits, Melbourne, Bendigo Art Gallery, Bendigo RSL Museum, Sacred Heart Cathedral, Righteous Pups*

*Guest speakers – Reptile Encounters, Bendigo Community Health, Bendigo ABI Support Group, Victoria Police*

*Community Activities – Parent Morning Teas, Family Dinner, Doxa Awards Night, in 2014 we also held our first senior group end of year dinner.*

## **NAPLAN results**

**Naplan results are sent home and are generally below expected Vels Levels. However it is most important that our students participate in this testing and we endeavour to provide this experience for them in a non-threatening and positive atmosphere.**

## *Senior secondary outcomes*

*We had a number of senior secondary students enrolled at Doxa School Bendigo during 2014. These students participated in the Doxa Vocational Program. These students completed studies in Foundation VCAL and CGEA. They are able to complete this over one or two years and in 2014 4 students completed their certificates in these courses with all other students completing units that they can follow on into 2015 at Doxa School or another program they transition to.*

## **Year 9 – Year 12 student retention**

**Of the 7 year 11 students enrolled at Doxa School at the end of 2014 3 have continued on to year 12 and 2 have gained employment.**

## *Post-secondary school destinations*

*Most of our students who complete their schooling move into the workforce through traineeships or apprenticeships or actively seek employment. A few move into further study. This was the case in 2014 with no students moving to tertiary study.*

## **Parent, student and teacher satisfaction**

**Parent and family satisfaction with the Program is strong and is evidenced by our end of year Doxa Awards Night and feedback through the Insight SRC Survey.**

**Evaluations from students indicate a high level of satisfaction with many aspects of the program and is reflected in conversations in class and the work students undertake with**

**our support staff.**

**2014 Insight SRC data indicates a moderate level of stress amongst staff which reflects the challenging environment we work in, the data also reflects very high staff morale and work satisfaction.**