



# DOXA School Bendigo

## Bendigo

2020

Annual Report to the School Community



Registered School Number: 2037

# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Our College Identity and Vision Statements.....3
- College Overview .....4
- Principal’s Report .....5
- Catholic Mission and Identity and Education in Faith.....7
- Learning & Teaching .....8
- Pastoral Wellbeing.....12
- Child Safe Standards.....15
- Leadership & Management .....16
- College Community .....19
- Future Directions .....20

## Contact Details

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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 2017 (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)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

18/03/2021

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Our College Identity and Vision Statements



### OUR SCHOOL VISION

Doxa School Bendigo is a Catholic School in the Diocese of Sandhurst that is committed to the safety of all young people. We uphold values of our Faith, the dignity of human life made in the image of God and the right of our young people to live safely in ours and the wider community.

### VISION

To inspire a greater number of young people and families in our community to reach their full potential through quality leadership and practice.

### MISSION

Doxa School Bendigo is a transition school in the Catholic tradition, which engages young people, their families and the wider community in an experience of whole person growth.

### GRADUATE OUTCOMES

That young people leave the Doxa School community with greater confidence as independent learners, more emotionally self-aware and better able to manage themselves as they undertake their future pathways.

Situated on Jaara Land.

We acknowledge all who have cared for  
and travelled this land before us

## College Overview



### SCHOOL OVERVIEW -

2020

Doxa School Bendigo has been established to meet the need for an alternative option for education for vulnerable students in the wider 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 a range of difficulties that affect their ability to engage in learning in a mainstream school setting. It provides supported and flexible education options for vulnerable students 12 years of age and older whose educational journey has been a challenging one for them.

The Doxa Youth Foundation and the Catholic Education Office of the Diocese of Sandhurst are the stewards of our school. Doxa School Bendigo educates in the Marist tradition of service to the marginalised and vulnerable continuing our relationship in this way with former stewards, the Marist Brothers. We are Governed by the Diocese of Sandhurst through our Canonical Administrator, the Reverend Father Junray Rayna, Administrator of St Killian's Parish, Bendigo.

Our current programs provide for students in years 7 to 12 in an enrolment of 12 months or more to support their re-entry into their mainstream school or another appropriate educational setting. We also transition students to vocational pathways. We have a strong focus on literacy, numeracy and social and emotional learning to help our students build the resilience and confidence they need to take the next steps towards success on their life's journey. We undertake this work with a curriculum that offers the Victorian Curriculum and VCAL, and a strong Student Wellbeing Team that supports the needs of our students.

We currently have 54 students enrolled in our community and we are committed to building strong and supportive relationships with our students and their families, and also the various organisations and individuals that provide a range of supports for young people in our region.

## Principal's Report

### PRINCIPAL'S REPORT

*What a challenging year 2020 was for all of us. It brought so much uncertainty and a whole new way of being as we negotiated the COVID 19 pandemic whilst trying to stay healthy, managing on-site and remote learning, managing general lock-downs on a state-wide scale and still doing our best to provide the support required by our students and their families. It was amazing to see how our staff team banded together to support each other and the students through these difficult times. Our students should be congratulated on the manner in which they responded to the challenges and achieved success on so many levels. My sincere thanks to our staff team, our students and their families for their support and understanding throughout the year.*

#### **Staff News:**

We experienced a level of stability in our staffing for 2020 and were able to add a teacher, Mr Rohan Wightman to support a new program we trialled for the year. We were also able to employ Mr Aminda Polonowita in a part-time role supporting a particular student and doing some general teaching in our program.

During the course of the pandemic we had staff members working from home for parts of the year and this was the case for our Business Manager Ms Alison Maclaren. While Alison found it challenging she did an excellent job of looking after the school's finances but in the end she decided to seek other opportunities. Alison concluded her time with Doxa School in term 3 and found another job. I wish her, Mark and Scarlette all the best for the future and thank her for her support over the past few years.

#### **Board News:**

I am very fortunate to have such a supportive group of people that make up our Advisory Board. During 2020 the Board was led by Mr Michael Hockley as chair. Michael has been a Board member for 5 years now, and I thank him and the rest of the group for their support during 2020.

All members of the Board provide support and advice on a range of issues that face our community. Other Board members include: Ms Cath Dillon, Deputy Director of Catholic Education Sandhurst, Ms Theresa Mangion, acting CEO of the Doxa Youth Foundation, Ms Liz March, CEO of Access Group Australia, Ms Carolyn Harkin, Board member of Catholic Superannuation Fund, Ms Kyleigh Rivett, our staff representative and Ms Alison Maclaren, our Business Manager and Board Secretary. I formally thank them for their support throughout 2019. I would like to thank Ms Emma Boxshall who undertook extra days and stepped into the role in the latter part of the year. Emma has taken on this challenging role with the support of the finance office staff of Catholic Education Sandhurst and has done a marvelous job.

#### **Professional Learning:**

Ongoing Professional Learning is essential for continued professional growth and to enable our school community to support our students and families in the best possible way. 2020 threw up lots of challenges regarding professional learning with most activities confined to the virtual world. I know many of us found the on-line world draining at times, but it enabled us to keep in touch with others and learn some new skills.

A number of staff members accessed on-line study in a range of areas. Our Emergency Management training went to an on-line platform, some staff members undertook learning around

language and there were a variety of on-line courses relating to Trauma Sensitive practice that staff undertook. The on-line model of learning is here to stay and does provide some creative options. As a result of the pandemic, we didn't spend what we would normally spend on professional learning in 2020.

**School Life:**

I would like to congratulate the staff team for their efforts in providing a relevant program for our students. They took on the challenges of remote learning and on-line classrooms and made these work for many of our young people. It was difficult to maintain and build on our experiential learning program with little happening as far as excursions and camps for 2020.

Various aspects of our regular school life were absent as well such as work experience, and structured workplace learning, our elective program that sees our students interact more broadly in the community, our Doxa Café was closed for the bulk of the year and lots of other activities that would normally occur, didn't.

I thank our parents for their patience during 2020, as they were encouraged not to attend the school for meetings or to catch up with staff members due to COVID restrictions. Many meetings happened on-line and while this wasn't ideal our parents helped to make it work.

Thanks to all who supported our community during 2020, I'm sure we all hope for a different year in 2021 where we will have more freedom to undertake a greater range of opportunities and interact more openly. We have learnt a lot during 2020, and I am confident we will be stronger for it. Take care and may God's Blessings go with you all.

***John Russell***

***Principal***

## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

Like many aspects of our school life our Education in Faith and Catholic Identity were impacted by the pandemic which led us to seek out alternative ways to connect and learn in this area. We used on-line tools to enable us to continue our professional learning with Kylie Smith from Catholic Education Sandhurst and continued our Action Research Project on Recontextualising Prayer in the Doxa School Community.

Unfortunately we were unable to celebrate as a community our feast day and the various church seasons due to the COVID lock-downs.

This also hampered our goal of improving our community's connection to our Parish community through our Café and Liturgies.

### Achievements

Our main achievement was to successfully continue our Prayer Action Research Project. It was pleasing to be able to build on what we began in 2019 during a challenging year that made it difficult to meet as a community. We were able to plan for future developments in this area as well.

Some members of our staff team were able to begin their Ministry of Catholic Education course on-line during 2020. We will continue to work towards all staff members completing this program.

#### VALUE ADDED

Despite COVID 19 we still managed to celebrate mass as a staff team at the beginning of the year. Our Staff team participated in our ongoing action research project on Prayer during the year using on-line meetings and presentations.

Most planned student activities for 2020 were unable to be undertaken.

## Learning & Teaching

### Goals & Intended Outcomes

While 2020 through many challenges at our community we were still able to focus on the goals we set for ourselves in Learning and Teaching at the beginning of the year. Our key goals for 2020 were:

- Continue the development of our VCAL Assessment and Reporting procedures
- Continue to develop our Individual Learning Plans, aligning with PBIS, NCCD and enrolment procedures.
- Continue to develop WS approach to L& T, including weekly planners, unit planning and student adjustments.

Even in the COVID-19 world of on-line meetings our staff team was able to make progress in all these areas.

### Achievements

While the challenges of remote learning and on-line meetings made progressing our goals challenging we did achieve some excellent outcomes with our VCAL students with a number of them moving into further study in a range of fields including Building and Construction, Animal Studies and Allied Health.

2020 saw continued development of our Individual Learning Planning our program and unit planning and documentation of student adjustments. This journey is a continuing one.

One achievement this year was to undertake a very affirming Learning and Teaching review in which all areas of our program were evaluated by an external panel. The review report affirmed our journey to date and commended the pathway we have undertaken to develop a dynamic curriculum, responsive to the learning needs of our diverse cohort of students that is delivered by high performing educators who are able to document their work and their students' learning journeys.

### STUDENT LEARNING OUTCOMES

While standardised assessments aren't always useful in helping us track student progress we rely heavily on our Individual Learning Plans to provide information about student learning. While the year was very disrupted for our students we were able to work with students and families to establish goals for learning through on-line meetings and remote learning strategies that allowed students to have flexible ways to access the curriculum.

Our teaching team are to be commended on their dedication to their students and the flexibility they embraced to provide a mix of on-site and remote learning in order to cater for all students' needs.

Our senior students managed to achieve their goals in VCAL and their VETiS courses with many of them continuing studies at further education institutions.

While most of our students experienced some learning growth the disruptive year did make it difficult for them. We are proud of our young people for the manner in which they managed the year on all levels, socially, emotionally and academically.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 05 Grammar & Punctuation	***	***	***		
YR 05 Numeracy	***	***	***		
YR 05 Reading	***	***	***		
YR 05 Spelling	***	***	***		
YR 05 Writing	***	***	***		
YR 07 Grammar & Punctuation	***	***	***		
YR 07 Numeracy	***	***	***		
YR 07 Reading	***	***	***		
YR 07 Spelling	***	***	***		
YR 07 Writing	***	***	***		
YR 09 Grammar & Punctuation	**	**	**		
YR 09 Numeracy	71.4	**	**		
YR 09 Reading	**	**	**		
YR 09 Spelling	**	**	**		
YR 09 Writing	**	**	**		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.

[Image.NaplanYear5]

[Image.NaplanYear7]



## Pastoral Wellbeing

### Goals & Intended Outcomes

Our annual goals in Pastoral Wellbeing included:

- Continue to build staff capacity in presenting the Personal Development program
- Continue to support PoPPI to establish Positive Behaviour Culture in our community
- Continue to build staff capacity in implementing PBIS functionality in our space
- Review and consolidate outreach practices, procedures and policies
- Review and consolidate staff supervision and support practices

As with all areas of our school life during 2020, Pastoral Wellbeing was impacted by our staff teams inability to connect with students consistently, meet as a team and focus on our goals effectively.

### Achievements

During 2020 our community was able to act on some of our goals concerning our Positive Behaviour particularly around our school environment where new signage and technological equipment was introduced to enhance our Positive Behaviour culture and learning.

The achievement of many of our goals in this area were hampered by COVID restrictions and as the new year proceeds we will continue to work on these goals.

Our Wellbeing team did a wonderful job, under difficult circumstances in providing a high level of Wellbeing care for all our student during 2020.

#### VALUE ADDED

Unfortunately 2020 saw us being unable to provide experiences for our students that we would normally undertake to enhance wellbeing. Our Wellbeing Team still managed to provide a high level of one on one support for our vulnerable students.

One valuable learning for our students and our Wellbeing team was developing skills to manage online support. As these became more comfortable it allowed staff and students to connect in a positive and supportive manner.

#### STUDENT SATISFACTION

End of year reflective conversations and evaluations indicated a high level of student satisfaction with the school. Most often commended by students was the smaller setting worked better for them, the relationships with the staff particularly their teacher and designated wellbeing support worker was identified as another positive. Students also expressed an

appreciation of the way issues were dealt with, citing the different way of doing things at Doxa School meant they felt more respected and listened to that they had experienced at other schools.

ILP Meetings and goal setting meetings ran in term 4 and were a positive experience for students and families. In this forum students consistently expressed confidence in their program, their ability to achieve their goals and the supportive way our staff team worked with them to achieve them.

**STUDENT ATTENDANCE**

At Doxa School student attendance is recorded through the SIMON management system. SIMON is used by many schools in the Diocese and is an effective tool for a range of management tasks.

Student attendance is recorded for each individual session by classroom educators.

Student absences are noted and each morning administration staff contact parents/guardians to seek information regarding why students are absent. This is recorded in SIMON.

If a student leaves the school without permission, or doesn't present for subsequent sessions, the same protocols are followed and parents/guardians are contacted as soon as possible and informed of their student's absence.

Classroom educators are responsible for recording attendance in the SIMON system each session. Follow up regarding absentees is conducted by the administration staff.

This process is the same for all students regardless of age.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	90.9%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y05	null%
Y06	null%
Y07	74.4%
Y08	68.2%
Y09	59.9%
Y10	51.6%
Overall average attendance	63.5%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

## Child Safe Standards

### Goals & Intended Outcomes

Doxa School underwent a Full School Compliance Review during 2020. This review was an impetus for policy review and in this process all school policies were revamped to include a strengthened focus on Child Safety. This also occurred with a range of other school documentation and highlighted the developing focus placed on Child Safety through all aspects of our school community and school life.

Our Child Safety Officer completed the Child Safety Audit tool. This had been previously completed in 2018 and by revisiting the Audit tool it allowed us to evaluate our progress in the Child Safe space. It was pleasing to see continued progress in embedding the Child Safe Standards in all aspects of our school life.

While the disruption of COVID meant we were limited in our face to face contact with students but we still continued to present our Social and Emotional Learning program which is one delivery tool for educating our students in Child Safety. We were able to continue to teach our students how to keep themselves safe in their world and the online realm, as well as their obligations in helping to keep their peers safe.

### Achievements

During 2020 we managed to achieve some of our goals in the area of Child Safety and our Positive Behaviour program which included:

- Installing signage at the entrance to the school that depicts our positive behaviour motto of being Safe, Kind and Curious which is a key aspect of our Child Safe curriculum.
- As part of raising the visibility of our Child Safe message for our community we also installed a television to display information about our school but, most importantly, messages that reinforce a strong Child Safe culture.
- Creatively using online forums to deliver our Child Safe and Positive Behaviour curriculum.

## Leadership & Management

### Goals & Intended Outcomes

Our goals in the area of Leadership and Management included:

- Continue the formation and development of the Board of Management
- Review leadership structure
- Implement effective leadership structure, procedures and roles.
- Build leadership capacity within the staff team through targeted Professional Learning & Growth Coaching Model
- Continue to build capacity of the principal and Business Manager to meet the challenges of managing the school's resources
- Review and development of role descriptions to reflect current structures
- Develop and consolidate an ARM process that connects with our professional growth and wellbeing practices
- Review and develop resource management procedures to support school teams (vehicles, technology, shed program, Cafe)
- Review and develop our yard space

### Achievements

While the disrupted year we experienced in 2020 hampered our ability to achieve all our goals we were able to work towards completing many goals and completed some of those we planned to.

- Goals completed included:
- Landscaping of our school yard.
- Leadership structure review and development of a revamped structure.
- Review of Leadership Team and Administration Team role descriptions.
- Move from the purchase of major capital items to leasing

There were other goals that were worked on throughout the year, however, the restrictions imposed throughout lockdowns, the limitations of online communication, key staff members working from home and the resignation of our then Business Manager all proved to be barriers to achieving more goals in this area.

### PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

It was challenging for staff to participate in the normal range of Professional Learning activities that would usually be accessed during the school year in 2020, however, our staff team still participated in a range of professional learning activities. Some of these are whole school learning that are undertaken each year such as:

- First Aid Training
- Mandatory Reporting online module
- Disability Standards in Education online modules
- Emergency Management modules presented through Dynamic
- Staff training in "PROTECT: Responding and Reporting Child Abuse" training modules

There were also other Professional Development opportunities that our staff team accessed including:

- A number of sessions with Kylie Smith of Catholic Education Sandhurst as she supported us through our ongoing Action Research Project on Recontextualising Prayer in the Doxa School Community.
- The Science of Language and Reading was presented through La Trobe University and undertaken by some staff
- A range of online learning opportunities relating to such topics as Trauma Sensitive Practice, Literacy, Choice Theory and various learning strategies.

**TEACHER SATISFACTION**

Our staff team is to be commended on their positive approach to the challenges they faced during 2020. There was a high level of collegial support amongst the team and a willingness to learn the new ways of doing learning and teaching online.

Our community completed Insight SRC surveys during 2020 and the results of the survey indicated a high level of Staff satisfaction with results pertaining to Organisational Climate and Teaching Climate in the top percentile in comparison with other secondary schools in the state.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	97.2%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	93.8%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	16.7%
Graduate	50.0%
Graduate Certificate	16.7%
Bachelor Degree	66.7%
Advanced Diploma	16.7%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	8.0
Teaching Staff (FTE)	6.6
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	8.3
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

The goals we set in our Annual Action Plan relating to our School Community included:

- Continued development of our Parent Engagement strategies.
- Community celebrations of Special Days, our Feast Day, significant Christian seasons, Education and Cultural weeks.
- Continue to develop strong relationships with St Kilian's Parish community.
- Continue to embed a Positive behaviour culture in our community.

### Achievements

Many school community celebrations and activities could not proceed during 2020, however, our staff team were proactive in engaging students and their families as much as possible through phone and online contact.

Our school community is looking forward to being able to engage more meaningfully with each other, and celebrating important events in the life of our school during 2021.

#### VALUE ADDED

Unfortunately planned community activities were not able to be undertaken during 2020.

#### PARENT SATISFACTION

Anecdotally parents and guardians provide overwhelmingly positive feedback to our staff team regarding their experience of being part of the Doxa School community. Parents and guardians generally have a high regard for the support experienced by their students, and the approachability and support they experience from our staff team.

This is reinforced by the data from our Insight SRC survey results that indicate very high levels of satisfaction amongst our families, particularly in the areas of Community and Staff Engagement, where the results are in the 80's and 90's percentile ranges in comparison with all schools surveyed in Australia. Our parent and guardian satisfaction results were higher in 2020 than the average of our historical data from the survey, gathered over the past six years.

## Future Directions

Doxa School Bendigo was in the process of developing a Strategic Directions document to guide our community through the next few years. Some key aspects of our future planning include:

- Implementing and embedding the new Catholic Education Sandhurst governance structures
- Continued development of a Parent and Family Engagement strategy
- Continued development of our Learning and Teaching processes and practices
- The development of Professional Learning Plans for staff individually and as a staff team
- Embedding of our Positive Behaviour Culture throughout the school community
- A review of and implementation of an integrated SELS Program across the school's curriculum
- Planning and preparing for potential disruptions to our standard operation in the light of our learnings during 2020 and the disruptions experienced through COVID-19 lockdowns
- Planning and implementing strategies to strengthen leadership at all levels within our community, including the Leadership Team and Advisory Council
- To provide professional learning and support for our Administration Team to enable them to manage the school's resources and administrative systems effectively

This is not an exhaustive list of goals we intend to work towards, and, as a community, we look forward to what the future will bring for Doxa School Bendigo.