



DOXA School Bendigo Bendigo

2022 Annual Report to the School Community



Registered School Number: 2037

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Minimum Standards Attestation

I, Vanessa Brown, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

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 great 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.

College Overview

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 compliments 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 Diocese of Sandhurst represented by Catholic Education Sandhurst Limited.

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 diverse and complex needs of our students.

During 2022 we had 41 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

Despite the challenges that we have all faced over the past few years, our school has continued to thrive and grow thanks to the hard work and support of our staff, students, families and wider school community.

Staff news:

Our community has been fortunate over the past few years to have experienced a stable staff team. This was the same during 2022. In the later part of the year, we welcomed Emily Jeffery to our teaching team. Emily has become a valued member of our team and I thank her for her contribution to the Doxa School community during the year.

At the end of the year John Russell retired from Principalship of Doxa School Bendigo. John has been the Principal since 2006 when the school opened. He has led the school community through many stages of development and growth and the genuine compassion and love that he brought to this community will be missed. We wish him the best for all that his retirement brings and as I step into John's huge shoes, I will strive to continue the Doxa journey with kindness and authenticity.

Council news:

Over the course of the year there were a few changes to the Advisory Council membership. Two long-standing members retired from the council, this included Ms Cath Dillon, Deputy Director of Catholic Education Sandhurst and Ms Liz March, CEO of Access Group Australia. We thank them for their support and time that they have given generously to the council and Doxa School community.

We welcomed three new members to the council, Ms Julie Feiss, Family Relationships practitioner, Eli Geary, Operations Officer of Lively and Ms Emma Nielson, Industry Engagement Manager of Goldfields LLEN.

All members of the Advisory Council provide support and advice on a range of issues that face our community. Other members include Mr Michael Hockley, our council chair, Ms Julie Harrison, CEO of the Doxa Youth Foundation, Ms Carolyn Harkin, Ms Kyleigh Rivett, our staff representative and Ms Emma Boxshall, our Finance Officer and Council Secretary. I formally thank them for their support throughout 2022.

Professional learning

In 2022 Professional Learning was a lot easier to access with a range of training now being offered online or in person. Being able to access ongoing professional learning is essential to continued professional growth of our staff team and support the individual needs of our students, families and wider community.

A team of staff presented at the 'Doing School Differently' conference where they were able to share the foundations of the Doxa school model and what *doing school differently* looks like at our school. This was well received and provided a lot of learning for the staff team to reflect and review.

School life

Our school community is rich with extracurricular opportunities for students to explore their passions and interests. We have continued to offer a wide range of activities and experiences in the afternoon programs, allowing students to connect with their peers and pursue their interests outside the classroom.

I would like to thank our dedicated staff, students and families for their commitment to Doxa School. Over this past year we have experienced a lot of change as a community, and we have worked together to continue to achieve fantastic outcomes for our young people.

We have learnt a lot about our strength, stamina and kindness that we hold as a community. Take care of each other and may you find joy in the small things.

Vanessa Brown

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

We aim to:

- Continue to re-design our sacred spaces to be appealing, calming, informing and sacred.
- Conduct an Action Research Project 2020- 2023 - Re-contextualisation and Prayer.
- Investigate how to 'Celebrate the Doxa School Bendigo Story.' Building the story from its foundations up to its current structure in celebration of the work achieved and for historical context.

Achievements

Our main achievements in 2022 were:

- The successful continuation of our Action Research Project.
- The redevelopment of our waiting area to be more welcoming, encouraging of cultural safety and Catholic.
- Continuing to embed a culture of prayer in our community.
- Maintaining our professional learning sessions each term.

VALUE ADDED

- Recognise and celebrate special seasons such as Lent and Advent.
- Celebrate Marcellin Champagnat's Feast Day.
- Visit St Kilian's Church and participate in parish events.
- Hold staff liturgies with local parish
- Hold our end of year Awards Evening to celebrate our community and student achievement

Learning and Teaching

Goals & Intended Outcomes

We aim to:

- Undertake a review and redevelopment of our school wide SELS program.
- Undertaking a review and redevelopment of our school wide Student Experiences program.
- Develop and implement whole school understanding of The Science of Learning (SoL).
- Implement and review our careers program (meeting the needs of our community).
- Share and plan for the changes to VCAL certificate for 2023.

Achievements

Our main achievements in 2022 were:

- Completing a review and redevelopment of our school wide SELS program.
- Undertaking a review and redevelopment of our school wide Student Experiences program.
- Developing the staff's understanding of The Science of Learning (SoL).
- Reviewing and re developing a careers program that meets the needs of our community.
- Implement planning for the changes to VCAL certificate for 2023.

STUDENT LEARNING OUTCOMES

While standardised assessments have limited value for us in tracking student progress we do use them. We also rely on a range of testing tools to inform our Individual Learning Plans to provide information about student learning.

All students demonstrated an ability to set goals and work towards and achieve them. All students demonstrated growth in their academic, social and emotional learning throughout 2022.

Of the students who left us at the end of 2022, three successfully completed their VCAL certificate, four transitioned to a mainstream school to complete their senior years, five have gained full-time employment, four have gained apprenticeships and four are working with agency support to seek other learning or employment opportunities.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	124.4
Year 9 Numeracy	464.1
Year 9 Reading	421.9
Year 9 Spelling	345.0
Year 9 Writing	123.6

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	***	-	***	***
YR 07 Numeracy	-	***	-	***	***
YR 07 Reading	-	***	-	***	***
YR 07 Spelling	-	***	-	***	***
YR 07 Writing	-	***	-	***	***
YR 09 Grammar & Punctuation	-	**	-	**	**
YR 09 Numeracy	-	**	-	**	**
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.

Student Wellbeing

Goals & Intended Outcomes

We aim to:

- Identifying the key areas of a wellbeing assessment.
- Building practices for the use of a wellbeing tool.
- Provide targeted professional learning and support for all staff, informed by our practice model and individual staff need.
- Continue to review and evaluate policy and practice approaches with all staff.

Achievements

Our main achievements in 2022 were:

Continuing to embed a culture of being Safe, Kind and Curious throughout our community.

Continue to develop appropriate tools to gather data and plan support for all students individual needs.

To continue to use processes through leadership to support staff members' well-being and professional practice.

Professional learning for staff to support student well-being.

Professional learning for staff to support effective implementation of policy and practice approaches.

Regular student focused sessions in staff meetings directly addressing individual student needs.

Maintenance of positive and regular family contact to build positive and effective relationships with the school community.

VALUE ADDED

Activities and strategies that supported Pastoral Wellbeing in the Doxa School community during 2022 were:

- Development and implementation on a Safe, Kind and Curious student assessment tool.
- Development of the Safe, Kind and Curious afternoon program.
- Presenting at the 'Doing School Differently Conference' on the Doxa School Model and how students are supported with our Pastoral well-being program.
- Met with feeder schools regarding referral and application processes and how we can partner to support students transition in and out of Doxa School effectively.

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 well-being 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 were conducted each term within COVID safe guidelines, 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	62.5%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	null%
Y08	73.5%
Y09	32.6%
Y10	29.0%
Overall average attendance	45.1%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	null
VCE Completion Rate	null%
VCAL Completion Rate	null%

Child Safe Standards

Goals & Intended Outcomes

Child Safety is at the forefront of all we do at Doxa School. The school wide approach to the Child Safe Standards has impacted the work of our Leadership Team as well as the broader staff team during 2022.

Our goals in this area in 2022 were:

- To continue to provide Professional Learning for our staff about their obligations regarding the Child Safe Standards.
- To review and update all relevant Codes of Conduct.
- The review and evaluation of our Child Safe policy and procedural documentation.
- The review and evaluation of our Child Safe Risk Register.
- To assess our current compliance with the updated Child Safety Standards.
- Complete pilot program for 'Child link', including training modules and feedback.

Achievements

Our achievements with regard to the Child Safe Standards during 2022 were:

- Regular Professional Learning for the staff team.
- All staff members completed online Mandatory Reporting and PROTECT learning modules.
- The review and updating of all relevant policy and procedural documentation relating to the Child Safe Standards, including the Child Safe Risk Register and the Child Safe Policy.
- Regular information sharing regarding the school's Child Safe practices with the broader school community.
- Completed pilot program for 'Child link', including online training modules and providing online meeting to provide feedback.
- Successfully implemented our Compliance strategy regarding the updated child safe standards.
- Updated and simplified risk management practices and complaints handling processes.
- Refined engagement and involvement of Families and communities in promoting child safety

Leadership

Goals & Intended Outcomes

We aim to:

- Implementing family engagement strategies
- Engage in 'Leading Teams' Professional Development (Brendan Maher) to develop internal leadership capacity
- Develop strategic Leadership processes (Supported change for 2023)

Achievements

Our main achievements in 2022 were:

- The establishment of a Family Engagement Staff Team to review our practices in this area.
- Participation of our Leadership Team in professional development provided by Brendan Maher from Leading Teams.
- Continued development of a whole school understanding of the new Governance Structure and its impact on policy and procedure.
- Continued work with our Advisory Council regarding the new Governance structures.
- Recruitment of three new Advisory Council members
- Regular access to CESLtd Finance Office staff members to strengthen our daily financial management processes.
- Transition to a new CESLtd approved auditing company and process.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2022
First Aid Training
Mandatory Reporting online module
Disability Standards in Education online modules
Emergency Management modules presented through Dynamiq
Staff training in "PROTECT: Responding and Reporting Child Abuse" training modules
PROTECTING CHILDREN-Mandatory Reporting and other obligations - training modules
Action Research Project on Prayer at Doxa School.
Spirituality days- The Gospel of Luke
Staff and Student Professional Boundaries and relevant Codes of Conduct.
MOJO mindset - Ben Crowe

Australians Together- Building Confidence workshop
 Professional Reading - 'Stop Talking. Start Influencing' Jarod Cooney Horvath
 Other Professional Learning opportunities accessed by some staff teams or individuals included:
 Doing School Differently
 The emotional Labour of Leadership- Brendan Spillane
 Advanced Behaviour Modules- Dan Pedro
 Information Sharing Reforms and Family Violence - DEECD/ DHHS

Number of teachers who participated in PL in 2022	6
Average expenditure per teacher for PL	\$920

TEACHER SATISFACTION

Our staff team is to be commended on their positive approach to the challenges they have faced during the past few years. 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. Each day our staff team works tirelessly supporting vulnerable, disengaged and marginalised young people and do this with compassion, care and professionalism.

Past Insight SRC school surveys have consistently indicated a high level of staff satisfaction pertaining to Organisational and Teaching Climate. This data puts levels of staff satisfaction in the top percentile in comparison with Victorian secondary schools.

Through Annual Review Meetings teaching and non-teaching staff regularly discuss their passion for this work and reflect a dedication to their roles, the staff team and the school community that is generally indicative of strong levels of satisfaction.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	77.8%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	57.1%
Graduate Certificate	14.3%
Bachelor Degree	57.1%
Advanced Diploma	0.0%
No Qualifications Listed	14.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	6.0
Teaching Staff (FTE)	6.0
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	7.0
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- To enhance implement revised Parent Engagement strategies.
- To continue the work on strengthening our Catholic Culture within our staff team, in our curriculum through the celebration of sacred seasons and feast days and developing a more obvious Catholic environment.
- Embedding our Positive Behaviour Culture of being Safe, Kind and Curious in our everyday life within the school community and throughout the Curriculum.
- Developing a Culturally safe environment and community.

Achievements

- The creation of a welcoming and culturally sensitive waiting area.
- The continued development of Curriculum materials to support our Positive Behaviour initiatives.
- The continued celebrations of Easter, Advent and Marcellin Champagnat's Feast Day.
- The commissioning of a Message Stick by indigenous artist, Troy Firebrace, to include in our Sacred Space. The writing of 'Our Doxa Message Stick' statement.
- The formation of a Staff team dedicated to Parent Engagement which revised our Parent Engagement Strategies.

VALUE ADDED

We were able to participate in a few activities and celebrations related to such occasions as Book Week, Easter and Lent, Advent and Christmas, Marcellin's Feast day, Naidoc week, Anzac and Remembrance Day and our End of Year Awards Evening.

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 approach-ability and support they experience from our staff team.

This is reinforced by the data from past 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. These results have been consistently high over the past decade.

Staff members consistently report that conversations held with parents and guardians reflect a high level of support for our school community and the support we provide students and families. These conversations occur during regular ILP meetings and through the many casual conversations and phone calls between staff members and parents /guardians.

Future Directions

Our Strategic Directions 2021-2026 have many goals that we are working towards, some of our future goals include:

- Developing a strong visual connection to our Catholic Identity within the school environment.
- Recording and Celebrating our school story.
- Providing support for the Spiritual Growth of our staff team.
- Enhance and embed a Leadership Culture within our community.
- Build Leadership Capacity.
- Develop a Family Engagement Framework.
- Continual Curriculum development, including the implementation and review of Vocational Pathways Certificate and the Science of Learning
- Continue to develop and improve pathway strategies to support our students including the review and redevelopment of a careers program
- Continue to develop and improve processes for the collection and use of learning data
- Review, evaluate and enhance our student engagement strategies.
- Continue to provide a Child Safe and Culturally Inclusive community.
- Continue to have a strong focus on Wellbeing for all community members through Family Engagement, the development and use of appropriate Wellbeing Tools, staff Professional Learning and support.
- Embed all school management Policies and Procedures in line with CES Ltd governance structures.