



2024

Annual Report to the School Community



DOXA School Bendigo

118 Hargreaves Street, BENDIGO 3550

Principal: Vanessa Brown

Web: www.doxabendigo.catholic.edu.au

Registration: 2037, E Number: E3057

Principal's Attestation

I, Vanessa Brown, attest that DOXA School Bendigo is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 28 Mar 2025

About this report

DOXA School Bendigo is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

OUR SCHOOL VISION

Doxa School Bendigo is a Catholic specialist setting in the Sandhurst Diocese for vulnerable and disengaged students who experience difficulties in maintaining their place in mainstream education. We uphold the 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.

Vision

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

Mission Statements

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.

We do this by;

- Drawing on Gospel values, deriving inspiration from the life, work and spirit of Marcellin Champagnat, founder of the Marist Brothers.
- Offering a focused educational intervention, seeking to empower young people and their families with a spirit of hope.
- Supporting students in developing and enhancing healthy relationships with self, peers, family and community.
- Seeking to support students to maintain engagement in education through partnerships with schools, families and the broader community.
- Valuing the diversity, resilience, potential and unique gifts of young people.
- Characterising hope, humour, endurance and determination

Graduate Outcomes

That young people leave the Doxa School community with greater confidence as independent learners and being

more emotionally self-aware and better able to manage themselves as they undertake their future pathways.

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 their chosen pathway.

- 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.

To achieve our graduate outcomes, we will;

- Provide a safe, supportive and fair environment for our students, staff and families.
- 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.

College Overview

Doxa School Bendigo has been established to meet the need as an alternative educational option 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 transitional 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 2.0 and VPC, and a strong Student Wellbeing Team that supports the diverse and complex needs of our students.

During 2024 we had 47 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

2024 has been a year full of change for our school community, and with change comes both challenge and opportunity. Supporting young people through this journey takes more than just a classroom—it takes a village. We are incredibly grateful to our dedicated staff, supportive families, resilient students, and the wider community who continue to show up with care and commitment. Together, we are creating a space where every young person feels seen, supported, and empowered to learn and thrive.

Staff news:

We are fortunate to have a team of dedicated staff who go above and beyond every day to support our students and the school community. Their passion, professionalism, and unwavering commitment make a lasting difference, this year there were many changes to our staffing.

Kyleigh Rivett was a welcome addition to the role of Deputy Principal- Learning and Teaching. Ky has been at our school for many years, leading the school in VCAL/ VPC and Careers.

Sarah Bysouth, Laura Seddon and Samantha Holland joined our school in a classroom Wellbeing Worker role. Bringing knowledge and experience in working with disengaged young people to access their education and achieve their transition goals.

We also welcomed Joshua White as a classroom teacher bringing vast knowledge and experience working with young people to grow as learners.

At the beginning of the year, we wished Carla Dullard well as she went on maternity leave and welcomed a beautiful little boy to her family.

We also farewelled Len Watson. His work with both staff and students to support growth and learning made him a valued member of our team.

Throughout the year we said goodbye to long term staff member Tony White. Tony has been at Doxa school since it opened in 2006. Over his time with us Tony has left a lasting impact on the school community through contributing his vast knowledge and experience in supporting the wellbeing needs of young people.

Council news:

Over the course of the year there were a few changes to the Advisory Council membership. We farewelled Ms Kyleigh Rivett and Ms Emma Boxshall as staff representatives. Both Kyleigh and Emma have shown dedication and passion over their time on the Advisory Council and their contributions will be missed.

We welcomed three new members to the council, Ms Kate Taylor, Senior Advisor DET, Ms Josie Thomas, Skills and Jobs Centre Manager Bendigo Kangan Institute and Ms Claire Taylor, our staff representative.

All members of the Advisory Council provide support and advice on a range of issues that face our community. Other members include Mr Eli Geary, Deputy Chief Executive Officer of Lively and our council co-chair, Ms Julie Feiss, Family relationships practitioner and Our council co-chair, Ms Julie Harrison, CEO of the Doxa Youth Foundation, Ms Emma Neilson, Industry Engagement Manager of Goldfields LLEN, and Colleen Marchant DSB Business Manager and Council Secretary. We are extremely lucky to have such a highly skilled and knowledgeable Advisory Council, and I would like to formally thank each of them for their time, expertise and support throughout 2024.

School Life:

Throughout the year we began the journey, with all Catholic Education Sandhurst schools (CESL) in the rollout of 'Magnify Sandhurst'. Magnify Sandhurst is the new Diocese-wide program of growth and improvement for all schools: every student, every teacher, every school, every day. This evidence informed, multi layered program will have a four-year implementation plan with adjustments along the way.

This exciting new venture saw CESL form partnerships with experts to building our knowledge and practice in Catholic Mission and Formation, The Neuroscience of Learning, Leading Improved Literacy Outcomes, Embedding Low Variance, Knowledge Rich Curriculum and Assuring Positive Learning Environments. This is all then supported through an Instructional Coaching program.

2024 saw only the beginning of this ambitious and significant investment in to learning and teaching in Sandhurst. We are excited to continue this learning journey into the new year!

Our school community is rich with extracurricular learning opportunities for students to explore their interests and build meaningful connections with others. We have continued to offer a wide range of activities and experiences in the afternoon program and excursion opportunities. Students participated in a Camp experience to Creswick, where we engaged in a range of challenge activities and new places to explore.

We continued the termly morning tea for students, families, staff and Catholic Education staff to come together over a yummy treat. This has been a lovely opportunity to build relationships, give feedback and share stories.

Doxa School Celebration Evening:

As always, our end of year celebration and Awards evening was well attended and provided an opportunity to congratulate students, staff, families and supporters for their efforts during the year. It was wonderful to have representatives from Catholic Education Sandhurst, The Doxa Youth Foundation and The Marist Brothers. Celebrating students' achievements and individuals' effort is always a great way to finish a year! I look forward to what 2025 will bring.

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:

- Embed a vibrant prayer culture in the school community
- 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 2024 were:

- Further development of shared dialogue and understanding through termly PD for all staff
- Embedding authentic staff prayer culture
- Establishing gentle and thoughtful prayer practices in the classroom
- Building towards 'Peaceful Spaces' in the school community for reflection
- Establishing Prayer into community events, ie Feast Day, Awards Evening, morning teas.

Value Added

- Introduction of Prayer as a part of the community morning tea. Each term a different class group organises the event and facilitates prayers and prepares for the Morning Tea. Staff, students, families and visitors share stories over a selection of delicious treats.
- Increased participation in St Kilian's Parish and events, including
 - running of a stall at the Easter Ethical Market. Selling student Craft items to raise funds for the Community Garden.
 - Technology students building and installing garden beds for the Parish Community Garden
- Recognise and celebrate special seasons such as Lent and Advent.
- Celebrate Marcellin Champagnat's Feast Day.

Learning and Teaching

Goals & Intended Outcomes

We aim to:

- Establish an authentic Data Plan,
- Embed school wide Learning and Teaching approaches identified as Direct Explicit Instruction & Science of Learning.
- Embedding of school wide documentation
- Establish wider program review and redevelopment plan.

Achievements

Our main achievements in 2024 were:

- Revising how we collect and use Learning data to inform our practice across the whole school.
- Continue to develop whole school understanding of The Science of Learning (SoL) and how this most impactful in our Learning.
- Continue the shared understanding and further learning of Direct Explicit Instruction (DEI) and its usefulness across our space.
- Embedding of School wide documentation, including reviewing components and adapting to meet the best practices models of DEI and SoL.
- Implement the review of the wider school program, including Student Experiences and SELS.

Student Learning Outcomes

This year we have explored our opportunities for growth in the learning and teaching program. We have reshaped our planning documentation and Assessment methods to inform teachers, students and parents about learning growth.

We will continue to access a range of assessments and tools to inform our Individual learning Plans and student learning growth.

All students have demonstrated growth in their learning achievements, academically, socially and emotionally throughout 2024. Of the students who left us at the end of 2024, six transitioned to a mainstream school to complete their schooling, five transitioned to another educational setting for vocational

training, three have gained full-time employment and four are working with agency support to seek other learning or employment opportunities.

| NAPLAN - Proportion of students meeting the proficient standards | | | |
|--|------------|---|-------------------------------------|
| Domain | Year level | Mean Scale score | Proficient |
| Grammar & Punctuation | Year 7 | [ASR_Naplan.meanscalescore.Y7.Grammar] | [ASR_Naplan.proficient.Y7.Grammar] |
| | Year 9 | * | * |
| Numeracy | Year 7 | [ASR_Naplan.meanscalescore.Y7.Numeracy] | [ASR_Naplan.proficient.Y7.Numeracy] |
| | Year 9 | * | * |
| Reading | Year 7 | [ASR_Naplan.meanscalescore.Y7.Reading] | [ASR_Naplan.proficient.Y7.Reading] |
| | Year 9 | * | * |
| Spelling | Year 7 | [ASR_Naplan.meanscalescore.Y7.Spelling] | [ASR_Naplan.proficient.Y7.Spelling] |
| | Year 9 | * | * |
| Writing | Year 7 | [ASR_Naplan.meanscalescore.Y7.Writing] | [ASR_Naplan.proficient.Y7.Writing] |
| | Year 9 | * | * |

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

| Senior Secondary Outcomes | |
|----------------------------------|-----|
| VCE Median Score | * |
| VCE Completion Rate | * |
| VCE VM Completion Rate | * |
| VPC Completion Rate | 44% |

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

| Post-School Destinations as at 2024 | |
|--|---|
| Tertiary Study | * |
| TAFE / VET | * |
| Apprenticeship / Traineeship | * |
| Deferred | * |
| Employment | * |
| Other - The category of Other includes both students Looking for Work and those classed as Other | * |

Student Wellbeing

Goals & Intended Outcomes

We aim to:

- Build staff capacity through internal and external professional development and building Positive Psychology strategies into everyday practice.
- Review and revise Positive Behaviour Intervention Strategies (PBIS).

Achievements

Our main achievements in 2024 were:

- Continuing to embed a culture of being Safe, Kind and Curious throughout our community.
- Professional learning for all staff to build their knowledge in Positive Psychology strategies to support their daily practice.
- Continue to develop appropriate tools to gather data and plan support for all students individual needs.
- Professional learning for staff to support student well-being assessment.
- 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 in 2024 were:

- Positive Psychology strategies in daily practice to improve wellbeing in staff.
- Strengthened Art Therapy partnership with Latrobe university.
- Enhanced transition program.
- Review of PBIS to strengthen our practice.
- Redevelopment of the 'School Survey' to collect relevant wellbeing data.
- Enhanced enrolment procedures to better inform wellbeing assessments on enrolment.

Student Satisfaction

The end of the school year is a great time to have reflective discussions about how students feel about our school and their learning.

During the discussions in 2024, students indicated a high level of satisfaction with the school, staff and the space. Students value the smaller setting giving them a chance to learn at their level and pace. Strong relationships are built between all staff and students, particularly with their classroom teacher and wellbeing worker. Feeling supported to try new things in their learning and communicate when extra support is needed. Students feel that they are learning new ways to deal with conflict that allows everyone to continue to feel safe at school.

The School Survey data identifies the three strongest areas as 'Teacher-Student relationships', 'School Belonging' and 'Enabling Safety'.

Individual Learning Plan meetings were conducted each term and invited each young person and their family to experience positive feedback and individual goal setting. In this forum students consistently expressed confidence in the program, their ability to achieve their goals and the way in which our staff team support and work with them to achieve.

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 and is the responsibility of the 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. 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 | 14.29 |

| Average Student Attendance Rate by Year Level | |
|--|------|
| Y07 | |
| Y08 | |
| Y09 | 33.5 |
| Y10 | 32.9 |
| Overall average attendance | 33.2 |

Leadership

Goals & Intended Outcomes

We aim to:

- Develop a masterplan for 2025- 2030
- Upgrade to student toilet block

Achievements

Our main achievements for 2024 were:

- The beginning of the Masterplan process.
- Continued development of the Catholic Education Sandhurst Limited governance structures.
- Continued development of the Advisory Council.
- Commencement of the upgrade of the student toilet block.

| Expenditure And Teacher Participation in Professional Learning | |
|--|-----------|
| List Professional Learning undertaken in 2024 | |
| <p>CESL Spirituality day- The Gospel of Mark & Ecological Spirituality</p> <p>CESL Staff Retreat - The Ignatian Way; A reflection on Ignatian Spirituality.</p> <p>L2 First Aid Training</p> <p>Anaphylaxis Management, Asthma and CPR</p> <p>Brick by Brick- working with and understanding Autism</p> <p>Mandatory Reporting online module (Maram)</p> <p>Emergency Management modules (Bounce)</p> <p>Staff training in "PROTECT: Responding and Reporting Child Abuse" training modules</p> <p>PROTECTING CHILDREN-Mandatory Reporting and other obligations - training modules</p> <p>CESL staff learning modules completed throughout the year related to Staff and Student Professional Boundaries and relevant Codes of Conduct and compliance.</p> <p>Other Professional Learning opportunities accessed by some staff teams or individuals included:</p> <p>National Education Summit</p> <p>Using PAT adaptive assessments</p> <p>EDI engagement seminar</p> <p>National Student Wellbeing Program</p> <p>OCHRE</p> <p>Behaviour Curriculum</p> <p>Child Psychology</p> <p>Community of Practice</p> <p>Graduate Certificate in Religious Education</p> <p>ATAPs School Pilot Program</p> | |
| Number of teachers who participated in PL in 2024 | 16 |
| Average expenditure per teacher for PL | \$1000.00 |

Teacher Satisfaction

Our staff team has maintained their positive and engaging approach to working in our space. There is a high level of collegial support amongst the team and a willingness to grow their knowledge and practice to engage with and support our young people and their families.

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.

Past Insight SRC school surveys have consistently indicated a high level of staff satisfaction pertaining to school climate, support and safety. While we maintain our levels of satisfaction through periods of significant change, it is understood that the challenges that come with significant change impacts all in a small community.

| Teacher Qualifications | |
|-------------------------------|---|
| Doctorate | 0 |
| Masters | 4 |
| Graduate | 1 |
| Graduate Certificate | 1 |
| Bachelor Degree | 6 |
| Advanced Diploma | 1 |
| No Qualifications Listed | 2 |

| Staff Composition | |
|---------------------------------------|-----|
| Principal Class (Headcount) | 2 |
| Teaching Staff (Headcount) | 5 |
| Teaching Staff (FTE) | 5 |
| Non-Teaching Staff (Headcount) | 11 |
| Non-Teaching Staff (FTE) | 9.6 |
| Indigenous Teaching Staff (Headcount) | 0 |

Community Engagement

Goals & Intended Outcomes

We aim to:

- Continue the work to strengthen our relationship with the St Kilian's Parish by continuing to support local events and strategies.
- 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 identity.
- Embedding our Positive Behaviour Culture of being Safe, Kind and Curious in our everyday life within the school community and throughout the Curriculum.

Achievements

Our main achievements in 2024 were:

- Increased participation in St Kilian's Parish and events, including participation in the building of the Parish Community Garden and market days to raise funds for the community garden
- Increased participation in the student experiences program where students are able to explore, engage and build their participation in the local and wider community.
- The continued development of the termly family Morning Tea. Staff, Students, families and CES Ltd staff share stories and participate in games and activities over a selection of delicious treats.
- The continued development of Curriculum materials to support our Positive Behaviour initiatives.
- The continued celebrations of Easter, Advent and Marcellin Champagnat's Feast Day.

Parent Satisfaction

Families continue to provide overwhelmingly positive feedback to our staff team regarding their experiences as a part of the Doxa School community. There is an experience of high support, approachability and a positive school environment.

This is reinforced by the data from ORIMA School Survey results that indicate very high levels of satisfaction amongst our families, particularly in the areas of school climate, communication and student safety. 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 conversations and phone calls between staff members and parents /guardians.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.doxabendigo.catholic.edu.au