



2025

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 2025 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 11 Mar 2026

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 theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given to us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, LME Global and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

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 2025 we had 57 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

This year has been one of continued growth, resilience, and achievement across all areas of our community. Our students have demonstrated a strong commitment to their learning and wellbeing, supported by the dedication and professionalism of our staff and the ongoing partnership with families and the wider community.

Throughout 2025, our community has remained focused on fostering a supportive and inclusive environment where every student is encouraged to reach their full potential. We have strengthened our academic programs, expanded co-curricular opportunities, and reinforced our commitment to student wellbeing. These efforts are reflected not only in our academic outcomes but also in the confidence, creativity, and character displayed by our students.

I would like to acknowledge the hard work and commitment of our staff, whose passion and expertise continue to drive our success. I also extend my sincere thanks to our families and community partners for their ongoing support and engagement, which play a vital role in enriching the educational experience we provide.

Teneille Smith was a valued addition to the leadership team in her role as Deputy Principal – Learning and Teaching, bringing with her a strong passion for learning and a commitment to enhancing teaching practice.

Hayley Sherry and Kim Egan joined our school as Classroom Wellbeing Workers, contributing valuable knowledge and experience in supporting disengaged young people to re-engage with their education and achieve their transition goals.

Deb Hunt also joined the Administration team, bringing with her a wealth of knowledge and experience that has greatly strengthened the team.

Throughout the year, we farewelled long-term staff members Colleen Lingard, Emma Boxshall and Aminda Polonowita. All have made significant and lasting contributions to our school community, and their dedication and impact will be greatly missed.

We are extremely fortunate to have a highly skilled and knowledgeable Advisory Council, and I extend my sincere thanks to all members for their time, expertise, and ongoing support throughout 2025.

Throughout the year, we continued our journey alongside all Catholic Education Sandhurst Ltd (CESL) schools in the rollout of Magnify Sandhurst—the Diocese-wide program focused on growth and improvement for every student, every teacher, every school, every day.

Through this work, CESL has partnered with experts to strengthen practice in key areas including Catholic Mission and Formation, the neuroscience of learning, improved literacy and numeracy outcomes by embedding a low-variance, knowledge-rich curriculum, and ensuring positive learning environments. This is further supported through an instructional coaching model.

2025 marked a significant year of implementation for this ambitious investment in learning and teaching, and we look forward to continuing this important work into the future.

Our school community remains rich in extracurricular learning opportunities, providing students with meaningful ways to explore their interests and build connections. A wide range of afternoon programs and excursions were offered, including a camp experience to Camp Kookaburra, where students engaged in challenging activities and explored new environments.

We continued our termly morning teas, bringing together students, families, and staff in a relaxed and welcoming environment. These gatherings have been a valuable opportunity to build relationships, share feedback, and strengthen our sense of community.

Our end-of-year Celebration and Awards Evening was once again a highlight of the school year. Well attended by students, families, staff, and supporters, the evening provided an opportunity to recognise and celebrate the achievements and efforts of our school community. We were pleased to welcome representatives from Catholic Education Sandhurst Ltd, St Kilians Parish, the Doxa Youth Foundation, and the Marist Brothers.

As we reflect on the achievements of 2025, we also look forward with optimism. We remain committed to continuous improvement, innovation, and ensuring that DSB continues to be a place where every student feels valued, challenged, and inspired.

Vanessa Brown
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

We aim to:

- Embed a vibrant prayer culture in the school community
- Further development on 'Celebrating 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.
- Establish a peaceful garden space

Achievements

Our main achievements in 2025 were:

- Further development of shared dialogue and understanding through professional development for staff.
- Embedding authentic staff prayer culture.
- Establishing peaceful garden space
- Establishing gentle and thoughtful prayer practices in the classroom.
- Establishing Prayer into community events, i.e. Feast Day, Awards Evening, morning teas.
- The continued celebrations of Easter, Advent and Marcellin Champagnat's Feast Day.

Value Added

The community morning tea remains an important part of school life. Each term, a different class group takes responsibility for organising the event, leading prayers, and preparing refreshments. Staff, students, families, and visitors come together to share stories and enjoy a range of treats.

Participation in St Kilian's Parish activities have increased, including hosting a stall at the Easter Ethical Market where student-made craft items were sold to raise funds for the parish.

The school continues to recognise and celebrate significant liturgical seasons such as Lent and Advent, as well as marking Marcellin Champagnat's Feast Day.

A peaceful and welcoming garden space has been created at the front of the school, thoughtfully designed by the staff and students to reflect and honour culture and community.

Learning and Teaching

Goals & Intended Outcomes

We aim to:

- Establish an authentic Data Plan,
- Implementation of "Magnify Sandhurst"
- Embedding evidence informed pedagogy through the neuroscience of learning and improved literacy outcomes, including Explicit Instruction and Science of Learning.
- Embedding evidence informed high impact practices, including low variance and knowledge rich curriculum and positive and calm learning environments.
- Establish wider program review and redevelopment plan.

Achievements

Our main achievements in 2025 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 is most impactful in our Learning.
- Continue the shared understanding and further learning of Explicit Instruction and its usefulness across our space.
- Implementation of low variance and knowledge rich curriculum through the OCHRE resources.

Student Learning Outcomes

This year, we have focused on expanding opportunities for growth within our learning and teaching programs. We have refined our planning documentation and assessment approaches to better inform teachers, students, and parents about progress and development.

We will continue to use a variety of assessments and tools to guide Individual Learning Plans and support student growth.

All students have shown progress in their academic, social, and emotional development throughout 2025.

Of the students who completed their time with us at the end of 2025, two transitioned to mainstream schools to continue their education, eight moved into alternative educational settings for vocational training, nine secured employment, and five are currently working with support agencies to pursue further learning or employment opportunities.

NAPLAN - Proportion of students n			
2025 (current year)			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	[ASR_Naplan.meanscalescore.Y7.Grammar]	[ASR_Naplan.proficient.Y7.Grammar]
	Year 9	[ASR_Naplan.meanscalescore.Y9.Grammar]	[ASR_Naplan.proficient.Y9.Grammar]
Numeracy	Year 7	[ASR_Naplan.meanscalescore.Y7.Numeracy]	[ASR_Naplan.proficient.Y7.Numeracy]
	Year 9	[ASR_Naplan.meanscalescore.Y9.Numeracy]	[ASR_Naplan.proficient.Y9.Numeracy]
Reading	Year 7	[ASR_Naplan.meanscalescore.Y7.Reading]	[ASR_Naplan.proficient.Y7.Reading]
	Year 9	[ASR_Naplan.meanscalescore.Y9.Reading]	[ASR_Naplan.proficient.Y9.Reading]
Spelling	Year 7	[ASR_Naplan.meanscalescore.Y7.Spelling]	[ASR_Naplan.proficient.Y7.Spelling]
	Year 9	[ASR_Naplan.meanscalescore.Y9.Spelling]	[ASR_Naplan.proficient.Y9.Spelling]
Writing	Year 7	[ASR_Naplan.meanscalescore.Y7.Writing]	[ASR_Naplan.proficient.Y7.Writing]
	Year 9	[ASR_Naplan.meanscalescore.Y9.Writing]	[ASR_Naplan.proficient.Y9.Writing]

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	88%

*Data not reported for 2025 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 2025	
Tertiary Study	0
TAFE / VET	0
Apprenticeship / Traineeship	1
Deferred	0
Employment	4
Other - The category of Other includes both students Looking for Work and those classed as Other	4

Student Wellbeing

Goals & Intended Outcomes

We aim to:

- Redevelop 'Student Growth Program' including, Capabilities assessment, SELS, ILP, Transition & Pathway, Learning & Behaviour over two years.
- Review and revise Positive Behaviour Intervention Strategies (PBIS).

Achievements

Our key achievements in 2025 included:

- Further strengthening a whole-school culture grounded in being Safe, Kind, and Curious.
- Continuing to develop and refine tools to effectively gather data and plan targeted support for each student's individual needs.
- Providing professional learning for staff to enhance student wellbeing assessment practices.
Supporting staff through professional learning to ensure consistent and effective implementation of policies and practices.
- Prioritising regular student-focused discussions in staff meetings to address individual learning and wellbeing needs.
- Maintaining consistent and positive communication with families to build strong, collaborative relationships within our school community.

Value Added

Activities and strategies that supported Pastoral wellbeing in the Doxa School Community in 2025 were:

- Strengthened the Art Therapy partnership with La Trobe University, enhancing opportunities for student support and engagement.
- Improved and expanded the student transition program to better support successful pathways and continuity of care.
- Refined enrolment procedures to ensure more comprehensive wellbeing information is gathered at the point of enrolment, supporting early identification of student needs.

Student Satisfaction

The end of the school year provides an important opportunity to engage in reflective conversations with students about their experiences at school and their learning.

In 2025, students consistently reported a high level of satisfaction with the school, its staff, and the learning environment. They particularly value the smaller setting, which allows them to learn at their own level and pace. Strong, trusting relationships continue to be a key feature of the school, especially between students and their classroom teachers and wellbeing workers. Students also noted feeling supported to try new learning experiences and confident in seeking additional help when needed. Many expressed that they are developing new strategies to manage conflict, contributing to a continued sense of safety within the school.

School Survey data identified the strongest areas as Rigorous Expectations, Teacher–Student Relationships, and Student Safety.

Individual Learning Plan (ILP) meetings were held each term, providing an opportunity for students and their families to engage in positive feedback discussions and set individual goals. Within these meetings, students regularly expressed confidence in their learning program, belief in their ability to achieve their goals, and appreciation for the ongoing support provided by staff.

Student Attendance

At Doxa School, student attendance is recorded using the SIMON management system, which is widely used across schools in the Diocese and supports a range of administrative and management functions.

Attendance is recorded for each individual session and is the responsibility of classroom educators. Any student absences are noted, and administration staff contact parents/guardians each morning to ascertain the reason for absence. All information is recorded in SIMON.

If a student leaves the school without permission or does not attend subsequent sessions, the same procedures are followed. Parents/guardians are contacted as soon as possible and informed of the absence. Administration staff undertake ongoing follow-up to ensure absences are appropriately addressed.

These procedures apply consistently to all students, regardless of age.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	77.78

Average Student Attendance Rate by Year Level	
Y07	
Y08	36.17
Y09	33.52
Y10	32.91
Overall average attendance	33.22

Leadership

Goals & Intended Outcomes

We aim to:

- Develop a masterplan for 2025- 2030
- Upgrade the student toilet block
- Continue to build staff capacity through internal and external professional development opportunities

Achievements

Our main achievements for 2025 were:

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

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>CESL spirituality day - Pilgrimage: An ancient lens on a modern world & Exploring the lives and wisdom of great Christian Mystics, past and present</p> <p>Behaviour Curriculum</p> <p>Science of Learning</p> <p>Anaphylaxis Management, Asthma and CPR</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>Using PAT adaptive assessments</p> <p>OCHRE</p> <p>MultiLit</p> <p>Leadership Programs</p> <p>Worksafe HSR</p> <p>Graduate Certificate in Mental Health</p> <p>Cert IV in workplace assessment and training</p> <p>Safe use of Machinery for Technology</p>	
Number of teachers who participated in PL in 2025	16
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

Our staff team consistently brings a positive and proactive approach to their work. There is a strong culture of collaboration and mutual support, alongside a shared commitment to continually developing their skills and practices to best meet the needs of our young people and their families.

During Review Meetings, both teaching and non-teaching staff speak openly about their enthusiasm for their roles and their commitment to the school community. This ongoing reflection highlights a high level of engagement and satisfaction across the team.

Results from previous Insight SRC school surveys continue to reflect strong staff satisfaction, particularly in areas such as support, and safety. While these positive outcomes have been sustained through periods of change, we acknowledge that transitions can bring challenges, particularly within a small and closely connected community.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	1
Bachelor Degree	5
Advanced Diploma	0
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	6
Teaching Staff (FTE)	5.2
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	7.5
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 2025 were:

- The Cafe program
- Participation in St Kilian's Parish and events, including 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 strengthening of relationships between TAFE, Latrobe and local community agencies.

Parent Satisfaction

Families continue to share highly positive feedback about their experiences within the Doxa School community. They consistently highlight the strong sense of support, the approachability of staff, and the positive and inclusive school environment.

This feedback is reinforced by data from the ORIMA School Survey, which shows very high levels of family satisfaction, particularly in the areas of school climate, communication, and student safety. These results have remained consistently strong over a period of time.

Staff also report that their ongoing interactions with parents and guardians reflect a deep level of trust and support for the school and the work we do. These connections are

strengthened through regular Individual Learning Plan (ILP) meetings, as well as frequent conversations and phone communication between staff and families.

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