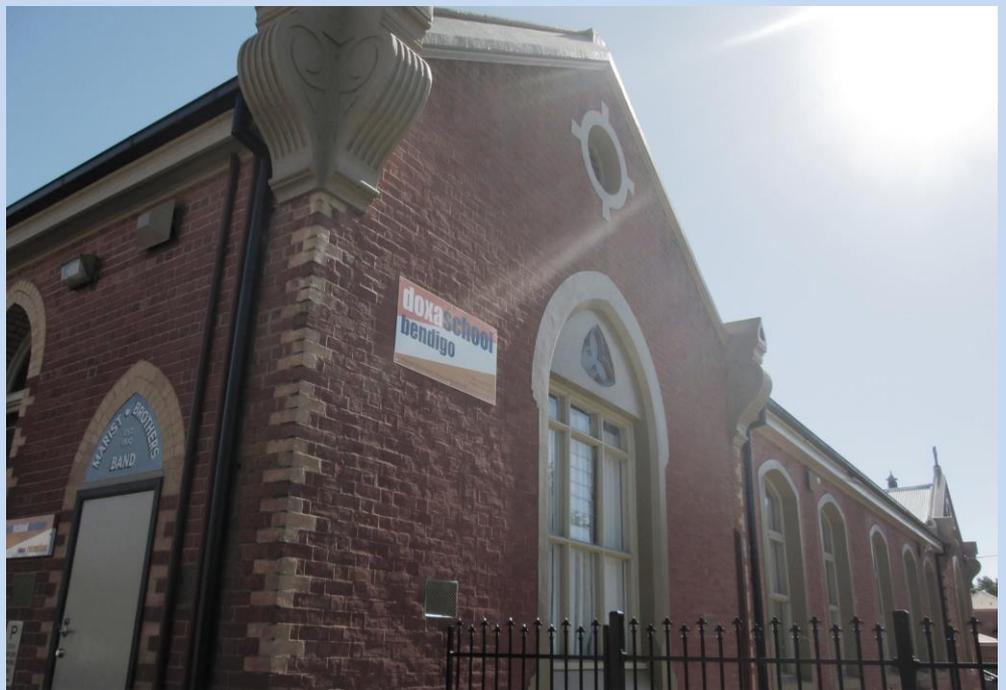


2015

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



Doxa School Bendigo

118 Hargreaves Street Bendigo

REGISTERED SCHOOL NUMBER: 2037

doxa school bendigo
a transition school educating in the Market tradition

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Contact Details

ADDRESS	118 Hargreaves Street Bendigo VIC 3550
PRINCIPAL	Mr John Russell
PARISH PRIEST	Fr Rom Hayes
SCHOOL BOARD CHAIR	Mr Michael Hopkinson
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EMAIL	principal@doxabendigo.catholic.edu.au
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Minimum Standards Attestation

I, John Russell, attest that Doxa School Bendigo is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our College Vision

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

Our College 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.

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

College Overview

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

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

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

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

During 2015 we had 47 students enrolled in the Junior and Senior programs, and 13 staff, both full and part time.

Principal's Report

Every year is a busy year in a school and 2015 was no different for the community of Doxa School. We saw a staff change, added to some of the experiential learning opportunities for our students and had some successful parent activities particularly dinners and a couple of morning teas.

Annual Doxa Awards

Our celebration at the end of 2015 was a moving and joyful occasion with many students acknowledged for their efforts during the year. It was pleasing to see so many family members, community representatives, supporters from the many organisations that support our school and representatives from our parish and Governors attend. This wasn't just an opportunity to celebrate the students' successes but also to thank families and supporters for their efforts throughout the year but also to congratulate and thank the staff for their dedicated and patient support of their students.

Staff News

Our staff team has remained relatively stable during 2015 with only one change that saw Anthony White, our Junior program teacher for over three years finish with us at the end of term one. Anthony joined our staff team at the beginning of 2012 and shared his teaching skills and versatility in lots of other areas to enhance our program during the past three years. We were fortunate to have the opportunity to offer Carina Johns the role of classroom teacher taking her out of the literacy support role she was doing. Carina stepped into this role brilliantly and we were able to gain the services of one of our volunteers, Kerry Longridge to take on the Literacy Support role. Kerry had worked for a number of years as a Literacy Support expert in Victoria and South Australia with various Catholic Education Offices.

Our staff team undertook professional development in Choice Theory and Reality Therapy throughout the year and this has been invaluable in developing a healthy team culture. It has certainly enhanced our work with the students as well as the personal and professional growth and self-awareness of the staff.

The staff are to be commended for their professionalism and dedication to the students and the development of our programs during 2015.

Board News

I would like to take this opportunity to extend my gratitude and also the gratitude of the wider school community to our Board of Management for their support of me and our school community during 2015. We undertook a significant Board review over the summer as a result of a number of long term board members vacating their roles. We were able to evaluate our needs as a group and target areas of development and direction. As a result our Board was slow starting during 2015 but the time taken to get a group together was worth it with a high

quality Board being assembled. The team will be valuable contributors to our upcoming Strategic Plan development and future directions of our community.

Michael Hopkinson Deputy Director of the CEO is our Board Chair and assisted by Denis Byrne from St John of God Hospital, Christopher Coughlan, experienced Educator and former community partnership broker with the GLEN, Anne Brosnan, Director of the GLEN, Carolyn Harkin, former Finance Manager at the Catholic Education Office, Andrew Cameron as representative of the Doxa Youth Foundation and Peter Carr Senior Leader of our School.

School Life

With our Learning and Teaching review in 2015 our programs came under scrutiny and saw recognition of the things we do well and impetus to continue to develop and improve many aspects of our curriculum and broader learning opportunities. The VCAL program continues to grow as do student numbers. 2015 has been a year of review for our Junior program, assessment and reporting and Personal Development across the whole school. Vanessa Brown has been coordinating these curriculum review processes and has done a wonderful job of working through this range of complex roles.

There were a variety of opportunities for students to experience learning opportunities outside the classroom with camps, excursions, visiting speakers and the elective program. In our Personal Development program we saw the introduction of the RULER program to help develop our students' emotional awareness and literacy and this was particularly successful with the senior group and will be introduced more deliberately with our Junior group.

School Review:

Our school review in 2015 addressed Learning and Teaching and the staff team completed a thorough evaluation of the program along with the support of parents and the School Board. The validation panel that met in August gave us positive feedback, commending our successes and outlining areas for improvement. The process is a positive and encouraging one and gives us an opportunity to reflect on our community and how we can continue to improve. In 2016 we will undertake a Full School review including Catholic Identity.

2015 has been a successful year for our community, busy, challenging, joyful and one of growth and we look forward to continuing this journey of growth through 2016.



John Russell
Principal

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	-
Other fee income	-
Private income	220,866
State government recurrent grants	280,553
Australian government recurrent grants	913,939
Total recurrent income	1,435,358
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	1,031,795
Non salary expenses	284,934
Total recurrent expenditure	1,316,729
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	-
Other capital income	15,484
Total capital income	15,484
Total capital expenditure	60,659
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	

Total opening balance	63,087
Total closing balance	14,061

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

VRQA Compliance Data

Teacher attendance	Teacher attendance rate per staff member was 97.29%												
Teacher retention	<i>Teacher Retention for 2015 was 100% .</i>												
Teacher qualifications	Four members of staff hold Bachelor of Education Degrees two have Bachelor of Arts and Diploma of Education qualifications. One has a Masters of Special Education, one has a Masters of Educational Leadership and one staff member has a Graduate Diploma of Technical Education. All teachers have appropriate VIT Registration.												
Staff Composition	<table border="0" style="width: 100%;"> <tr> <td style="padding-left: 20px;"><i>Principal Class</i></td> <td style="text-align: right;"><i>1</i></td> </tr> <tr> <td style="padding-left: 20px;"><i>Teaching Staff (Head Count)</i></td> <td style="text-align: right;"><i>8</i></td> </tr> <tr> <td style="padding-left: 20px;"><i>FTE Teaching Staff</i></td> <td style="text-align: right;"><i>6.8</i></td> </tr> <tr> <td style="padding-left: 20px;"><i>Non-Teaching Staff (Head Count)</i></td> <td style="text-align: right;"><i>6</i></td> </tr> <tr> <td style="padding-left: 20px;"><i>FTE Non-Teaching Staff</i></td> <td style="text-align: right;"><i>6.4</i></td> </tr> <tr> <td style="padding-left: 20px;"><i>Indigenous Teaching Staff</i></td> <td style="text-align: right;"><i>0</i></td> </tr> </table>	<i>Principal Class</i>	<i>1</i>	<i>Teaching Staff (Head Count)</i>	<i>8</i>	<i>FTE Teaching Staff</i>	<i>6.8</i>	<i>Non-Teaching Staff (Head Count)</i>	<i>6</i>	<i>FTE Non-Teaching Staff</i>	<i>6.4</i>	<i>Indigenous Teaching Staff</i>	<i>0</i>
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Expenditure and teacher participation in professional learning	All staff participated in First Aid training. Whole school Professional development focus for the year also included Choice Theory and Reality Therapy. The average expenditure on Professional Development was \$1500 per teacher.												
Student attendance	<i>The average rate of student attendance was 63%. Student Attendance is recorded on the SAS Administration System. Our policy is to contact all families in the event of absence. This is done via phone, text message and email depending on each parents ease of contact. Average attendance is impacted by a small group of students with anxiety issues and other barriers to attending school whose attendance has been very low. While attendance data can be lower than we would like the students who still struggle with attendance still attend at a higher level than prior to enrolment at Doxa School and their attendance tends to increase through the course of their enrolment. We have a high proportion of students with a very poor attendance history or who haven't attended school for many months or, in</i>												

some instances years.

Proportion of students meeting national benchmarks

During 2015 we had 9 year 9 students that sat the NAPLAN tests during semester 1. Most of these did not attend on all test days though most of them sat one or more tests. Students did not meet national benchmarks due to the nature of the special school setting that works with students with leaning, social and emotional issues.

Changes in national benchmark results from the previous year at Years 3, 5 and 7 changes from 2007

The nature of the program means these benchmarks aren't assessed. Students only attend our program for six to twelve months so results of Tests go to their mainstream school.

Value added information

There are a number of programs and events that we do in our school community to add to the basic program. Many of these are listed below:

Camps – Canoeing camp, Malmsbury Doxa Camp, Doxa City Camp

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

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

Community Activities – Parent Morning Teas, Family Dinner, Doxa Awards Night, in 2015 we also held a senior group end of year dinner.

NAPLAN results

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

Senior secondary outcomes

There were 16 students who left our Senior program at the end of 2015. Of these 5 are actively looking for work, 2 moved to mainstream school to pursue VCE or VCAL programs, 4 have entered Certificate programs in Aged Care and Community Services, 3 have obtained employment, and 1 has transitioned to a supported alternate program. One has had a child and is a full-time parent.

Year 9 – Year 12 student retention	<i>Of the 8 year 11 students enrolled at Doxa School at the end of 2015 4 have continued on to further study and 1 has gained employment.</i>
Post-secondary school destinations	Most of our students who complete their schooling move into the workforce through traineeships or apprenticeships or actively seek employment. A few move into further study. This was the case in 2015 with no students moving to tertiary study.
Parent, student and teacher satisfaction	<i>Insight SRC feedback consistently show a very high level of parent satisfaction with the school. Parents have opportunities to involve themselves in the life of the school and the education of their child formally and informally.</i> <i>We continually monitor our students for a range of reasons and find that their satisfaction with our school is high. While Insight SRC data reflects a lower level of satisfaction students tend to look at schools generally when answering the survey. All other indicators reflect satisfaction. While attendance data can be lower than we would like the students who still struggle with attendance still attend at a higher level than prior to enrolment at Doxa School and their attendance tends to increase through the course of their enrolment.</i> <i>2015 Insight SRC data indicates a moderate level of stress amongst staff which reflects the challenging environment we work in, the data also reflects very high staff morale and work satisfaction.</i>