

ANNUAL REPORT TO THE SCHOOL COMMUNITY

2019

doxa school bendigo

valuing the diversity, resilience and potential of young people



DOXA

DOXA SCXHOOl BENDIGO,

118 Hargreaves Street
Bendigo



SCHOOL REGISTRATION NUMBER: **2037**

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Contact Details

ADDRESS	118 Hargreaves Street Bendigo, 3550
PRINCIPAL	John Russell
PARISH PRIEST	Rev Father Junray Rayna
SCHOOL BOARD CHAIR	Mr Michael Hockley
TELEPHONE	(03) 5442 8140
EMAIL	principal@doxabendigo.catholic.edu.au
WEBSITE	www.doxabendigo.catholic.edu.au
E NUMBER	E3057

Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

April 10th 2020

OUR COLLEGE VISION

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

VISION

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

MISSION

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

GRADUATE OUTCOMES

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

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

COLLEGE OVERVIEW

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

This program aims to re-engage students who are at risk of not completing their compulsory years of education because of a range of difficulties that affect their ability to engage in learning in a mainstream school setting. It provides supported and flexible education options for vulnerable students 12 years of age and older whose educational journey has been a challenging one for them.

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

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

We currently have 46 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

It is only with the support and hard work of a community that our students can achieve success in their endeavours. With this in mind I would like to extend my sincere gratitude to the wonderful staff team, our parents and carers and the many members of the broader Bendigo and Central Victorian community who contribute to the work we do as a school in supporting our young people to be the best they can be. 2019 has been a year filled with challenges, great experiences and a lot of learning and I thank all who participated and contributed to everything that happened in our community this year.

Staff News

As our school community grows we are finding that staff changes are inevitable and at the end of 2018 this was the case. Long time teaching staff members, Mr Paul Dickeson and Ms Carina Johns finished their time with us at the end of 2018. While we miss the energy and enthusiasm they both brought to our community it was an opportunity to introduce new people to our team. We were fortunate to be able to offer teaching positions to Mr Brad Gargiulo and Ms Ruth King. Brad is an early career teacher who had spent some time supporting us in a CRT role during 2018 and during 2019 he managed our young class of junior secondary boys. He brings a lot of energy to his work. Ruth came to us as an experienced educator after ten years teaching within, and leading the technology team at Eaglehawk Secondary College. Ruth has made the transition from a specialist teacher to a general classroom teacher brilliantly, through hard work and persistence. She has looked after one of the Victorian Curriculum/VCAL classes this year. Both Brad and Ruth have made themselves valued and valuable members of our staff team.

There was another addition to our staff group with Ms Carla Dullard joining our Wellbeing Team in a part time role supporting students in Ruth's class group. Carla is young, enthusiastic and skilled in her work with young people. She had previously completed a placement with us as a student, spent some time working with some significant youth support organisations in Melbourne, and we are pleased to have been able to offer her a role with us. She brings new ideas and knowledge to an already diverse and talented wellbeing group.

The decision was taken at the end of 2018 to explore adding Classroom Support staff to our team to provide some extra hands-on support for teachers and free up our wellbeing team to support students outside the classroom. The process of finding the right people for the roles didn't conclude until the end of term 1 and we had two new staff members join us in this role in a part-time capacity for the remainder of the year. Ms Lillie Keogh and Ms Amy Templeton joined our staff team. Lillie has just completed her teaching qualification and was keen to get experience in a setting like Doxa School as a pathway into teaching. Amy has just completed her Certificate in Education Support and while she had volunteer experience in school she was excited to join our staff team in a professional capacity. I'm sure that this year has been an interesting learning experience and it was pleasing to see both classroom assistants grow into their roles throughout the year.

Board News

I am very fortunate to have a very supportive group of people that make up our Advisory Board. During 2019 the Board was lead by Mr Michael Hockley as chair. Michael took over as chair after our previous chair Chris Coughlan left the team after 8 years of service. Michael has been a Board member for 4 years now and I thank him and the rest of the group for their support during 2019. All members of the Board provide support and advice on a range of issues that face our

community. Other members include Ms Cath Dillon, Deputy Director of Catholic Education Sandhurst, Ms Liz March, CEO of Access Group Australia, Ms Carolyn Harkin, Board member of Catholic Superannuation Fund, Ms Kyleigh Rivett, our staff representative and Ms Alison Maclaren, our Business Manager and Board Secretary. I formally thank them for their support throughout 2019.

Professional Learning

Ongoing Professional Learning is essential for continued professional growth and to enable our school community to support our students and families in the best possible way. We provided opportunities for our new staff to undertake training in Choice Theory, one of our key pillars of practice. A new opportunity for our staff was participating in the Ministry of Catholic Schooling presented by Catholic Education Sandhurst. This program is important for schools to support teaching staff in acquiring their accreditation to teach in a Catholic School and provides valuable learning for non-teaching staff. In 2019 three staff members participated and we plan to have more undertake the program in the future.

There were a range of full school and individual Professional Learning opportunities during the year with all staff participating in learning in some way.

School Life

While our program has continued to evolve and adapt to the needs of our students and providing valid pathways for our young people on their learning journey, we were able to add many opportunities for a range of experiences. Our work experience and Structured Workplace Learning program saw an increased number of students participate in successful workplace experiences. I would like to thank the support of the Goldfields Local Learning and Employment Network (GLLEN) for their support throughout 2019.

The Doxa Café continued to grow with the support of our St Killian's Parishioners and a number of other people from the offices in our vicinity. It was also fantastic to see so many of our families support the café. It became a regular weekly catch up for a number of them and some wonderful friendships have evolved. Thanks to all who have supported our students in the Café this year, your friendship and relationship with the students has been significant in their learning and personal growth.

Our camps program this year saw a two-night camp travel the Ocean Road and Warrnambool region in term 3. We also had a three-night camp that saw a group of students travel to Sydney and experience the sights and sounds of our largest and oldest city. Thank you to the staff that support our camps and excursions program and to our families who entrust the care of their children to us.

Thanks to all who supported our community during 2019 and may God's Blessings go with you all.

John Russell
Principal

Education in Faith

Goals & Intended Outcomes

Our focus in Education in Faith involves Professional Learning for our staff team and the celebration of and learning about special days and seasons for our students. During 2019 our staff group were provided with opportunities to explore our Catholic Identity through learning sessions supported by Kylie Smith from Catholic Education Sandhurst, some took the opportunity to participate in the Ministry of Catholic Schooling program and opportunities for staff participation in liturgy and prayer were provided.

Our school community celebrated the Feast of Marcellin Champagnat as our Founders Day. We also celebrate the Lenten Season and the Season of Advent with whole school and class activities and units within our Curriculum

The energy that the staff team bring to these professional learning and school celebrations is wonderful and it reflects a genuine interest and commitment to our Catholic Identity.

VALUE ADDED

Various Activities during 2019 included:

Staff Liturgies at the beginning and end of the school year.

Parish Mass during term 4 where staff and students participate in Sunday Mass and morning tea for parishioners at the school.

Community Lunch on Marcellin Champagnat's Feast Day.

Special Breakfast on Shrove Tuesday.

Wall displays related to Lent and Easter.

Specific Curriculum activities relating to the weeks of Advent.

Visits to our Parish Church, St Killian's.

As a specialist setting that doesn't provide a formal Religious Education program it is important that we still provide opportunities to learn, experience and participate in the Catholic Life of our school for students families and staff members.

Learning & Teaching

Goals & Intended Outcomes

- The continued development of our Individual Learning Plans to support students and be the central documentary focus for NCCD collection.
- Continue to develop curriculum documenting procedures to support NCCD collection and to be more consistent across the program.
- To continue professional development in Unit Writing with the support of Kaye O'Connor (CES)
- Continued provision of individualized learning programs for all students.

Achievements

- Establishment of shared drive in Google Docs for curriculum documentation that is used by all staff.
- Consistent Unit Planning and team approach to curriculum development.
- Uniform ILP structure that better serves NCCD collection.
- Ongoing development of SELS program to suit a longer term student enrollment.

STUDENT LEARNING OUTCOMES

Senior Secondary Outcomes

- Our senior students were working on Foundation or Intermediate VCAL and one student successfully completed their course.
- Others plan to return in 2020 to complete their Qualifications

Post-School Destinations as at 2018

Of the 12 students who left our school at the end of 2019:

- 3 moved away from the region 2 of whom enrolled at new schools and 1 was looking for work.
- 3 entered courses at Bendigo/Kangan TAFE
- 2 transitioned to Catherine McAuley College
- 2 found employment
- 2 are being supported by local mental health and wellbeing services

Student Wellbeing

Goals & Intended Outcomes

- Continued development of our Social and Emotional Learning program (SELS)
- Establishment of our PBIS program (PoPPI)
- Continued provision of a high level and quality of Wellbeing support for all students.

Achievements

- The formulation of our Key focus points of “SAFE”, “KIND” and ‘CURIOUS”.
- Development of a curriculum to specifically support our PoPPI program.
- Increased staffing levels to support student wellbeing.
- SELS program designed to cater for students who may spend a longer period of enrollment at Doxa School.

VALUE ADDED

- Employment of .6EFT increase in Wellbeing Team.
- Employment of 1.1EFT classroom support to free up Wellbeing Team members' time
- Teaching of PoPPI curriculum in term 4.
- Graphic design completed for PoPPI learning tools, visual aids and branding.
- Further developed SELS Program.

STUDENT SATISFACTION

Being at Doxa has been the best three years of my schooling life, although at the time I had severe anxiety and the transition to a new school was daunting, it has been a very positive, nurturing and caring environment that has helped me thrive to become confident in learning, meeting new people and pushing my boundaries to help me achieve things that I never dreamed I'd do! All the teachers and staff at Doxa are always understanding and kind and this is why Doxa has worked for me, my family and I will also be grateful. M.D

Doxa has been great with helping me with what I need and working with me to see what I like and what helps me. N.L

Some things that Doxa does for me that helps me is having a lot of support from the staff and speaking to wellbeing regularly. It helps me because I feel like I can always talk to someone and it helps me not bottle things up. H.S

STUDENT ATTENDANCE

Student Attendance is monitored at the beginning of each learning session each day.

Attendance is recorded for each session by the classroom teacher on the SIMON system.

Any absent students are followed up firstly by our administration officer at 10:00am each morning, or immediately they are notified of an absence in a subsequent learning session during the day.

Secondary follow up occurs with Wellbeing team members who follow up with the family or student as soon as practicable.

All attendance is recorded in the SIMON administrative system.

Child Safe Standards

Goals and Intended Outcomes

Further embedding CSS as a natural part of our culture as a community.

Achievements

- Further integration of CSS units in our curriculum in SELS, PoPPI and general curriculum.
- Continued staff development in CSS.
- CSS a standing item on all Staff, Board and Leadership team meetings.
- Annual addressing of Codes of Conduct with staff at the beginning of each year.
- All staff monitored for participation in relevant professional learning modules on CSS and Mandatory Reporting.
- Successful completion of our Child Safe Standards review.

Leadership & Management

Goals & Intended Outcomes

- Develop procedures for leadership structures within the community and Leadership Team formation
- Build leadership capacity within the staff team through targeted Professional Learning & Growth Coaching Model
- Create opportunities for students to develop Leadership skills
- Have sound financial management

Achievements

- Development of effective finance sub-committee of Advisory Board.
- Staff access to the CDLP program.
- Planning of Leadership Team Review to happen in 2020.
- Leadership student group implemented as an elective program.
- Positive feedback from Auditing of financial management, no budget deficit.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- Ministry of Catholic Schooling
- Catholic Identity sessions with Kylie Smith (CES)
- Choice Theory Basic Week
- Choice Theory Conference
- Careers Development Graduate Certificate
- Outlook Out of Home Care training and Conference
- Country Diocese Leadership Program
- Leadership/Coaching Programs
- Trauma Sensitive Practice
- First Aid Training (all staff)
- Emergency Management Training
- Cyber Safety training

There were a number of mandated training modules that staff undertake each year.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	8
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2,700

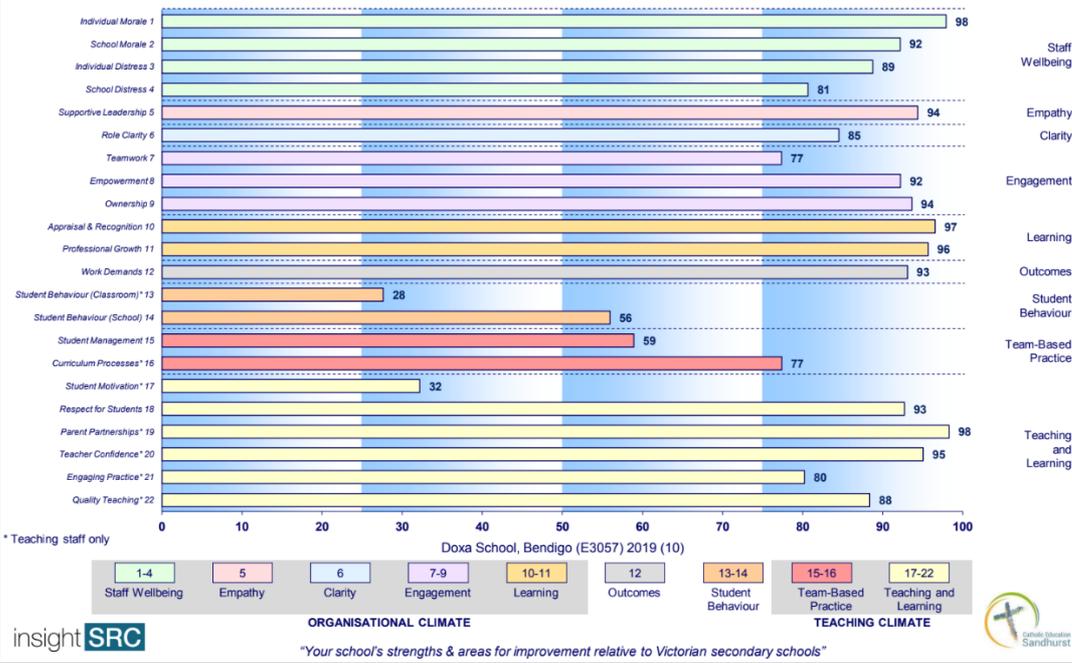
TEACHER SATISFACTION

Our School's Insight SRC Data reflected a general improvement in Staff satisfaction from 2018 with an increase in the Teaching Climate Aggregate Indicator to 72.6% in 2019 from 59.5% in 2018.

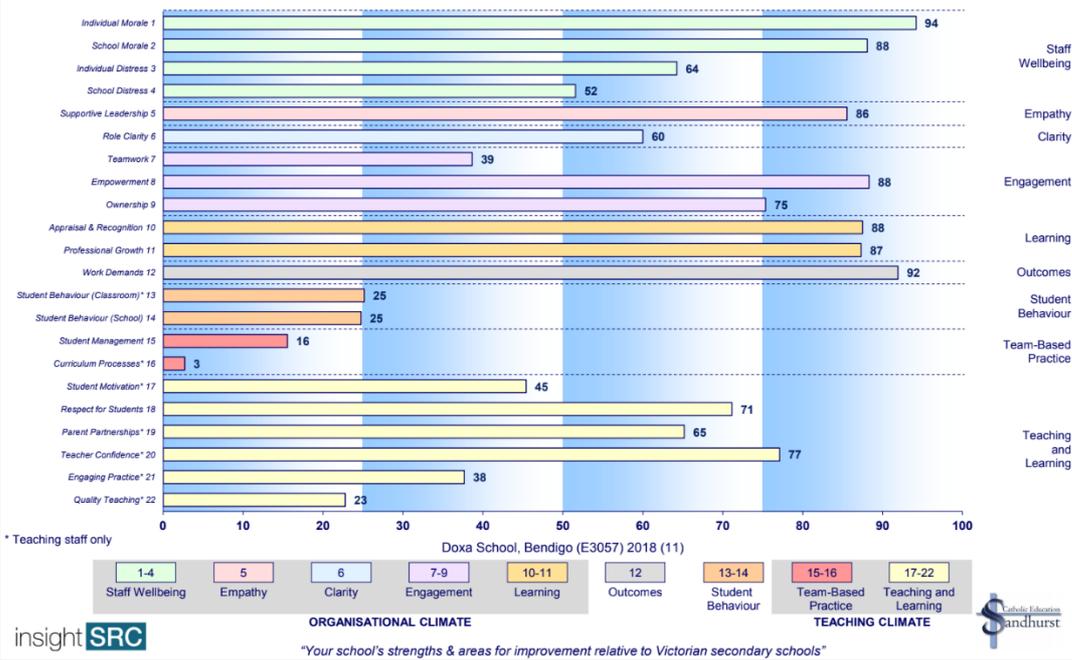
The survey data also indicated that almost all indicators relating to School Climate fall in the top Quartile when compared to other Victorian Secondary Schools including indicators of staff wellbeing, role clarity and empathetic leadership. These also included Indicators for Teamwork, Professional Growth and Appraisal and Recognition. Almost all of these indicators fall in the top 10% of Victorian Secondary Schools.

Our data reflects an engaged and empowered staff team and show an improvement from 2018 in almost all areas. This is reflected in the graphs below.

2019 school climate – percentiles ...



2018 school climate – percentiles ...



School Community

Goals & Intended Outcomes

- To provide a broad range of experiences for our vulnerable students.
- To provide individualised learning programs for all students in our care.
- To provide a high level of quality Wellbeing support for students with complex needs.
- To provide a wholistic program focussing on a broad range of learning.
- To celebrate achievements and connect with our community.

Achievements

- The further development of a school community that caters of a broad range of needs of students with a complex range of social, emotional and learning needs.
- A comprehensive and high-quality Wellbeing support program.
- Individual learning plans for each student that cater for academic, as well as social and emotional needs.
- The development of a community that celebrates together, both individual and community achievements as well as significant days and seasons in the life of our school.
- Nurturing positive, supportive family connection to support strong parent/carer engagement.

VALUE ADDED

- The Doxa Café is a great connection to our parish and local community.
- Birthday celebrations, Feast Day celebrations that include the Marist Brothers' Community and Board members and families.
- Family morning teas and community lunches.
- Camps and excursions/incursion program.
- Elective program that includes student connection to the broader community.
- Flexible work experience and SWL programs to support specific needs.
- Strong focus on providing a "Safe" place for vulnerable young people.

STUDENT AND PARENT/CARER SATISFACTION

Insight SRC Data provides solid evidence of a high level of satisfaction among our families and students. Student Data shows satisfaction levels in the top 50% of students in Secondary schools in Victoria and parent satisfaction in the top quartile and in the top 10% in most areas.

Future Directions

While Doxa School has limited opportunity for expansion on its current site there are plans to work towards providing better for the needs of our school and regional community in a variety of ways.

Our current site doesn't provide an adequate, hands on work area for students to undertake wood and metal work safely. We are part of the local TTC consortium and have planned with Catherine Macauley College the co-use of an industrial shed space that is yet to be constructed at their Junortoun Campus. This will provide a safer environment for our students to undertake technology subjects and projects that develop a range of hands on skills.

Another future initiative is the development of an aspect of our program to engage students who have significant attendance issues that result from a variety of challenges and barriers impacting their ability to access learning. The focus of this program will be a structured and relational connection to the student that enhances their ability to eventually connect with school, on-site, regularly. The program will need staffing and resourcing and our goal is to make this sustainable in the longer term.

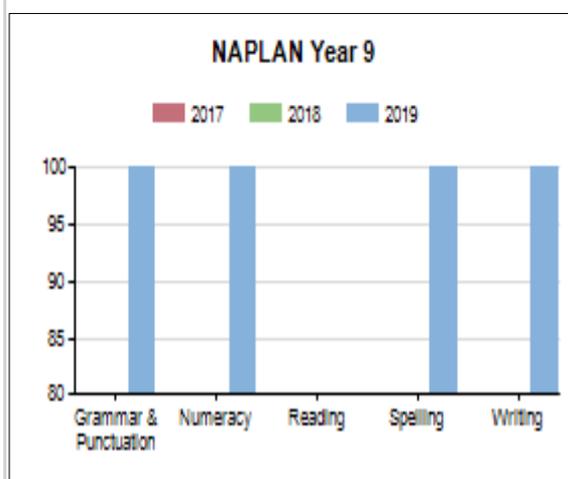
The development of a better targeted professional learning program that focusses on our Pillars of practice is a goal we are continually aiming to achieve. Our pillars of practice are, Catholic Identity, Choice Theory, Social and Emotional Learning and Trauma Sensitive Practice that support a Student Centred program. Maintaining a regular focus on these areas for staff to ensure they inform all we do has been challenging and an area for improvement for our community.

School Performance Data Summary

E3057
DOXA School Bendigo, Bendigo

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 09 Grammar & Punctuation	16.7	50.0	33.3	100.0	50.0
YR 09 Numeracy	40.0	71.4	31.4	100.0	28.6
YR 09 Reading	20.0	66.7	46.7	33.3	-33.4
YR 09 Spelling	50.0	25.0	-25.0	100.0	75.0
YR 09 Writing	12.5	50.0	37.5	100.0	50.0



Our NAPLAN results vary each year depending on our cohort of students. In 2019 we enrolled a small group of year 9 students who were generally more academic and actually attended the testing days.

This usually doesn't happen as our students' barriers to learning often mean they are unable or unwilling to participate in the NAPLAN tests.

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	87.5%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y08	72.5
Y09	54.6
Y10	38.3
Overall average attendance	55.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.0%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	78.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.7%
Graduate	50.0%
Graduate Certificate	0.0%

Bachelor Degree	66.7%
Advanced Diploma	16.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	6
Teaching Staff (FTE)	5.6
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	8.0
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	545.3
Year 9 Numeracy	565.3
Year 9 Reading	375.2
Year 9 Spelling	519.7
Year 9 Writing	484.6

Doxa School Bendigo'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