

2015 Annual Report to the School Community

Dimboola Memorial Secondary College

School Number: 7770



Name of School Principal: Anne Gawith

Name of School Council President: Robin Kuhne

Date of Endorsement: April 11th 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Dimboola Memorial Secondary College is the only provider of secondary education in the town of Dimboola and accordingly, strives to provide a comprehensive curriculum with a broad range of pathways and options to meet the various needs and interests of its approximately 180 students. The data indicates that 53% of the student population falls into the lowest quartile of the ICSEA categories, with 4% in the top quartile. In 2015, 68 families were eligible for the Camps, Sports and Excursions Fund (CSEF) payments. The school's enrolment was lower this year and there is a predicted fall over the coming years. Approximately 80 students travel to school on buses. Years 10-12 students can access VETiS programs, both here at school and also through a range of providers in the larger regional centre, Horsham. A strong VCAL program is offered at Years 11-12, as well as VCE subjects, which are also available to students in Year 10 and higher. Australian School Based Apprenticeships are taken up by a small number of students. Instrumental music and a well-planned camps program contribute to a rich school environment. At Dimboola we aim to develop each student's full academic and social potential in a stimulating learning environment. Our school values are: Freedom, Care, Excellence, Honesty and Respect. The college has a mix of new and old buildings including our historic memorial building which is the town's war memorial. ANZAC Day and Remembrance Day are significant events at the school. The workforce of the school includes the equivalent of 31.3 EFT staff: 2 Principal class, 22.0 teachers and 9.3 Education Support Staff.

Achievement

Achievement of students in Years 7-10 against the AusVELS is within the middle 60% of Victorian government schools and similar to schools whose students have similar characteristics. However, the data is still below the median of all government schools. Year 7 NAPLAN data is close to similar schools in Reading, Spelling and Grammar and Punctuation, and above similar schools in Persuasive Writing and Numeracy. The Year 7 cohort is slightly below all schools across all areas, with spelling showing the greatest deficit. The Year 9 NAPLAN data is excellent with the cohort substantially above similar schools in Persuasive Writing and Grammar and Punctuation, and above similar schools in Reading and Numeracy and similar to the matched cohort in Spelling. Of particular note is the very high gain in student growth from Year 7 to Year 9 in all areas of the NAPLAN. This cohort showed exceptional growth in both spelling and numeracy. VCE results for 2015 were just under the state median, however they were higher than for similar schools. The VCE pass rate was 100%. 99% of VETiS units undertaken were satisfactorily completed. Teachers continued to focus on Powerful Learning and Visible Learning strategies – and the school is adopting the instructional model of Marzano's High Reliability Schools. Teachers continue to utilise Learning Intentions, Success Criteria and Academic Vocabulary. QuickSmart Numeracy ran throughout 2015. All students in Years 7-9 have Individual Learning Plans and all students in Years 10-12 have CAP Plans. PSD students have tailored ILPs and are well supported with more Aide time than the funding provides. There is a specific focus on developing their pro-social behaviours and managing their pathway through school and beyond.

Engagement

Student attendance data at all levels was higher than for similar schools and only slightly under the state median. All student attendance figures are greater than 90%. Individual students have absence concerns, often exacerbated by external factors, and the school continues to work hard to encourage students to regularly attend school. The pastoral care model of Mentor Groups continued in 2015 and is one strategy designed to improve attendance and engagement with the school. Student retention data for 2014 was higher than the state median and higher than similar schools and was also an improvement on the previous year. However the four year average remains similar to comparison schools. Students exiting to further studies and fulltime employment was lower than like schools and fell outside the 60% range of all government schools. The four year average data is closer to the state and similar to comparison schools. Student success is highlighted and celebrated through the presentation of Academic and Values Awards (twice per term) and by annual Contribution and Merit awards. The Student Attitude to School Survey continues to show a high level of school connectedness and student safety is also above the middle 60% of schools. A wide range of extra-curricular activities in the areas of sport, music, drama – including a school production, and a variety of camps are offered throughout the year.

Wellbeing

Dimboola Memorial Secondary College provides a diverse and holistic approach to student wellbeing. Student Attitude to School Survey results are higher than both the state median and similar schools. The four year average is also well above both of these measures. Vertically structured Mentor Groups continued in 2015 and provided a platform on which many wellbeing initiatives could be delivered. Significant work was done around Cyber-Safety in 2015, with all students and staff involved in the program. SafeMinds strategies and general pastoral care were all implemented in Mentor Groups. All students in Years 7-9 have an Individual Learning Plans and senior students have a Career Action Plan (CAP). VETiS programs delivered here at Dimboola (Hospitality and Building and Construction,) allow for wider participation. Senior students at risk are able to enroll in Satellite VCAL – providing a supported connection with the school. The MATES Mentoring Program operates and provides a further level of support for students who have been deemed to be at risk. The discipline procedures in place are based on the tenets of restorative practice and are implemented consistently across the school.

Productivity

Student numbers remained steady in 2015 – approximately 190 – and the staffing profile was unchanged. Subject offerings are diverse because of the current staffing mix. Memorial Secondary College is fortunate to have a large, well-maintained oval and two relatively new buildings that are enjoyed by students. There are several buildings which require urgent attention and some Condition Assessment Review Funding has been allocated, for works to commence early in 2016. Dimboola benefits from membership of the Wimmera and Southern Mallee cluster of schools for delivery of VETiS and Virtual School programs. Most VET courses are run through Skillinvest or the Wimmera Trade Training Centre, with two programs delivered onsite. The Wimmera schools work cooperatively to maximise student programs and share resources where possible. Dimboola is strongly supported by its community for programs such as Work Experience and Work Placement. In 2015, a Community Action Network was formed with the assistance of the LLEN. This dynamic and varied group of interested parties worked on ways that community links could be strengthened with the school and offered practical support for a range of programs. The Hindmarsh Shire is a strong supporter of education in the area, working with various student groups on a range of projects.

For more detailed information regarding our school please visit our website at
<http://www>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

School Profile

Enrolment Profile

A total of 196 students were enrolled at this school in 2015, 103 female and 93 male. There were 0% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



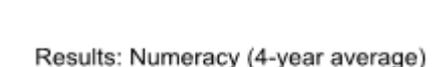
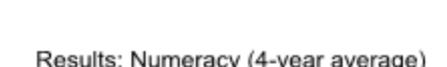
Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years 7 to 10 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: 
 Result for this school:  Median of all Victorian government secondary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 5-7)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>60%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>52%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>38%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>42%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	60%	20%	Numeracy	24%	60%	16%	Writing	40%	52%	8%	Spelling	35%	38%	27%	Grammar and Punctuation	35%	42%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	60%	20%																							
Numeracy	24%	60%	16%																							
Writing	40%	52%	8%																							
Spelling	35%	38%	27%																							
Grammar and Punctuation	35%	42%	23%																							
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data (Year 7-9)</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>50%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>29%</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>58%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>21%</td> <td>63%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>37%</td> <td>42%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	50%	28%	Numeracy	18%	29%	53%	Writing	11%	58%	32%	Spelling	16%	21%	63%	Grammar and Punctuation	21%	37%	42%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	50%	28%																							
Numeracy	18%	29%	53%																							
Writing	11%	58%	32%																							
Spelling	16%	21%	63%																							
Grammar and Punctuation	21%	37%	42%																							
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2015: </p> <p>Results: 2012 - 2015 (4-year average): </p>	<p> Higher</p> <p> Higher</p>																								

Students in 2015 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2015 undertaking at least one Vocational Education and Training (VET) unit of competence: **38%**
 VET units of competence satisfactorily completed in 2015: **96%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2015: **71%**

Performance Summary

Key: Range of results for the middle 60% of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="566 817 1021 913"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>93 %</td> <td>93 %</td> <td>96 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	91 %	90 %	93 %	93 %	96 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	91 %	90 %	93 %	93 %	96 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Similar</p>												
<p>Students exiting to further studies and full-time employment</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year.</p>	<p>Results: 2014</p> <p>Results: 2011 - 2014 (4-year average)</p>	<p> Lower</p> <p> Similar</p>												

Performance Summary

Key: Range of results for the middle 60 % of Victorian government secondary year levels: Result for this school: Median of all Victorian government secondary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

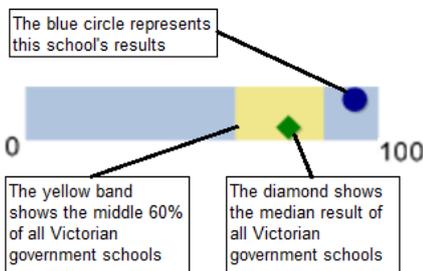
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

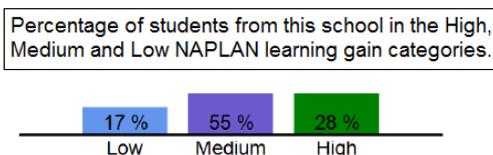
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

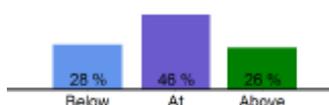


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,660,598
Government Provided DET Grants	\$498,190
Government Grants State	\$35,457
Revenue Other	\$44,688
Locally Raised Funds	\$221,236
Total Operating Revenue	\$3,460,168

Funds Available	Actual
High Yield Investment Account	\$86,622
Official Account	\$22,479
Other Accounts	\$433,227
Total Funds Available	\$542,328

Expenditure	
Student Resource Package	\$2,691,943
Books & Publications	\$2,902
Communication Costs	\$6,120
Consumables	\$95,166
Miscellaneous Expense	\$148,834
Professional Development	\$14,154
Property and Equipment Services	\$219,121
Salaries & Allowances	\$80,966
Trading & Fundraising	\$50,984
Travel & Subsistence	\$23,113
Utilities	\$42,814
Total Operating Expenditure	\$3,376,116

Financial Commitments	
Operating Reserve	\$70,000
Asset/Equipment Replacement < 12 months	\$38,697
Maintenance - Buildings/Grounds incl SMS<12 months	\$28,450
Beneficiary/Memorial Accounts	\$232,394
Revenue Received in Advance	\$15,522
School Based Programs	\$11,639
School/Network/Cluster Coordination	\$7,626
Repayable to DET	\$40,000
Asset/Equipment Replacement > 12 months	\$18,000
Total Financial Commitments	\$462,328

Net Operating Surplus/-Deficit **\$84,052**

Asset Acquisitions **\$62,377**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Dimboola Memorial Secondary College managed its funds responsibly and used the income and resources to prudently maximise the impact on student learning in 2015. The school produced a surplus without cutting essential programs or curriculum offerings. Equity funding was used to ensure that all students had access to a broad educational program and also to strengthen the literacy and numeracy programs within the school. The Health and Fitness Centre continues to utilise financial resources and the school's one-to-one laptop program also accounts for a sizable amount of expenditure. Maintenance of several old buildings – both inside and out – will be a priority in 2016.