

2016 Annual Report to the School Community



School Name: Dimboola Memorial Secondary College

School Number: 7770



Name of School Principal:	Anne Gawith _____
Name of School Council President:	Robin Kuhne _____
Date of Endorsement:	March 20 2017 _____



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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

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 175 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 2016, 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 workforce of the school includes the equivalent of 26.7 EFT staff: 2 Principal class, 24 teachers and 6.7 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2016, DMSC identified two key areas from the Framework for Improving Student Outcomes (FISO) to include in the Annual Implementation Plan. (AIP) Goals and strategies were centered on **Excellence in teaching and learning** and **Positive climate for learning**. Within the Excellence in teaching and learning domain, our school had an explicit focus on, Building practice excellence and Curriculum planning and assessment. Data and feedback gathered throughout the school year attests to improvements in both of these FISO areas. In the domain of developing a Positive climate for learning, the key foci were, Empowering students and building school pride and Setting expectations and promoting inclusion. The Student Attitude to School Survey, clearly shows improvement in these areas, as does the relevant data sets from the Parent Opinion Survey. In 2017, DMSC will again work towards achieving best practice in the areas of Building practice excellence and Curriculum planning and assessment and we have also set goals relating to the FISO area of **Community Engagement in Learning**, with an explicit focus on "Building Communities".

Achievement

In semester two, 2016, DMSC implemented and reported on the Victorian Curriculum. All teaching staff undertook relevant professional development and audited their Unit Plans to ensure that all aspects of the new curriculum were being covered. Our school continued to perform soundly in terms of student achievement, with a DMSC ranking similarly to like schools. NAPLAN growth between Years 7 and 9 was again excellent, with significantly better than state averages in this area. Of particular note was that both Year 7 and Year 9 were equal to, or better than state in raw score NAPLAN results, placing us higher than similar schools. Our VCE results in 2016 were higher than similar schools, with both our English and Further Mathematics average scores bettering the state average.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student attendance data at all levels was higher than for similar schools and equal to the state median. 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 2016 and is one strategy designed to improve attendance and engagement with the school. Student retention data was similar to the state median and similar schools. – and 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. This will continue to be an area of focus in 2017, with improved CAP planning and career support strategies in place. 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 top 90% of schools.

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. The Student Attitude to School data in 2016 was exceptional – revealing a very connected and safe student cohort. Vertically structured Mentor Groups continued in 2016 and provided a platform on which many wellbeing initiatives could be delivered. Various aspects of the new capabilities in the Victorian Curriculum have been delivered in our Mentor program. Respectful Relationships learnings and strategies, and general pastoral care were all implemented in Mentor Groups. All students in Years 7-9 have an Individual Learning Plans and all students have a Career Action Plan (CAP).

For more detailed information regarding our school please visit our website at

<http://dmsc.vic.edu.au/>



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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 176 students were enrolled at this school in 2016, 85 female and 91 male. There were < 10% of EAL (English as an Additional Language) students and 6% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</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: ◆

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:
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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 Year 5 - Year 7</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>65%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>65%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>53%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	53%	18%	Numeracy	18%	65%	18%	Writing	29%	53%	18%	Spelling	12%	65%	24%	Grammar and Punctuation	18%	53%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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<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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Higher</p> <p>● Higher</p>																								
<p>Students in 2016 who satisfactorily completed their VCE: 92% Year 12 students in 2016 undertaking at least one Vocational Education and Training (VET) unit of competence: 26% VET units of competence satisfactorily completed in 2016: 98% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2016: 92%</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: ◆

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 2016 attendance rate by year level:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>93 %</td> <td>89 %</td> <td>89 %</td> <td>83 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	93 %	89 %	89 %	83 %	94 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Similar</p> <p>● Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
93 %	89 %	89 %	83 %	94 %	94 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Lower</p> <p>● Lower</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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

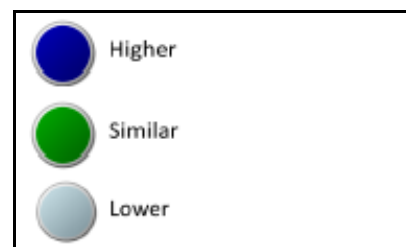
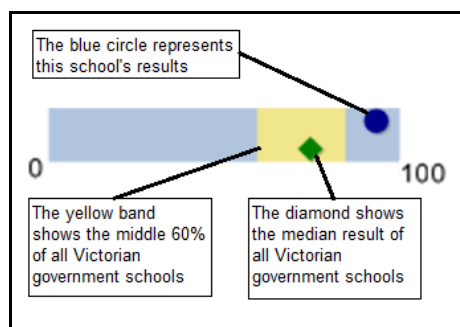
What are student outcomes?

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, P-12 and specialist schools, 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.

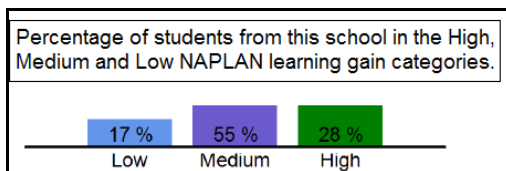
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,576,468
Government Provided DET Grants	\$472,280
Government Grants State	\$27,506
Revenue Other	\$56,044
Locally Raised Funds	\$209,656
Total Operating Revenue	\$3,341,953

Expenditure	
Student Resource Package	\$2,498,031
Books & Publications	\$187
Communication Costs	\$5,478
Consumables	\$88,598
Miscellaneous Expense	\$132,995
Professional Development	\$13,752
Property and Equipment Services	\$215,764
Salaries & Allowances	\$67,925
Trading & Fundraising	\$53,815
Travel & Subsistence	\$12,084
Utilities	\$47,530

Total Operating Expenditure **\$3,136,159**

Net Operating Surplus/-Deficit **\$205,794**

Asset Acquisitions **\$33,652**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$184,924
Official Account	\$18,379
Other Accounts	\$440,398
Total Funds Available	\$643,701

Financial Commitments	
Operating Reserve	\$70,000
Asset/Equipment Replacement < 12 months	\$14,500
Maintenance - Buildings/Grounds incl SMS<12 months	\$57,000
Beneficiary/Memorial Accounts	\$238,278
Revenue Received in Advance	\$51,414
School Based Programs	\$9,335
School/Network/Cluster Coordination	\$5,791
Asset/Equipment Replacement > 12 months	\$34,500
Maintenance -Buildings/Grounds incl SMS>12 months	\$162,883
Total Financial Commitments	\$643,701

Student Resource Package Expenditure figures are as of 08 March 2017 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.