

2019 Annual Report to The School Community



School Name: Dimboola Memorial Secondary College (7770)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 02 March 2020 at 02:49 PM by Anne Gawith (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 March 2020 at 10:42 AM by Teresa Smith (School Council President)

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 160 students. Our overarching vision is for all students to reach their academic, social, emotional and physical potential. This will occur in a safe environment where they develop independence, self-discipline, resilience, acceptance of others and a sense of achievement. To achieve this vision, we aim to develop a culture of collaborative learning for staff and foster strong links with our community.

The data indicates that approximately 50% of the student population falls into the lowest quartile of the ICSEA categories, with 6% in the top quartile. In 2019, 50 families were eligible for the Camps, Sports and Excursions Fund (CSEF) payments. Approximately 70 students travel to school on buses, from a range of outlying areas. 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 26.8 EFT staff: 2 Principal class, 21 teachers and 9 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2019, DMSC identified one key area from the Framework for Improving Student Outcomes (FISO) to include in the Annual Implementation Plan. (AIP) Goals and strategies were centred on Excellence in Teaching and Learning with an explicit focus on adopting consistent teaching and learning protocols, and high impact teaching strategies. Internal and external data sets informed teacher practice and feedback gathered throughout the school year attests to improvements in this area. The 2019 Student Attitude to School Survey, showed a rating of 96.6 (out of 100) for differentiated learning challenge, 96.3 for effective teaching time and 95.7 for stimulated learning. In 2020, DMSC will again work towards achieving best practice in the areas of Excellence in Teaching and Learning, with a continued focus on implementing High Impact Teaching Strategies and embedding opportunities for student voice and agency into the curriculum.

Achievement

In 2019, DMSC reported on the Victorian Curriculum. All teaching staff continued with relevant professional development and audited their Unit Plans to ensure that all aspects of the curriculum were being covered. All Scope and Sequence documents reflect the Victorian Curriculum, including all of the new capability domains. Our school continued to perform soundly in terms of student achievement, with DMSC ranking similarly or higher than like schools. NAPLAN benchmark growth between Years 7 and 9 was again very good, with 82% of students between Years 7 and 9 showing Medium or High growth in Writing. In reading, the percentage of medium and high benchmark growth was 81% and in numeracy, it was 90% of students showing medium or high growth. Once again, the percentage of Year 9 students in the top 2 bands for Reading was higher than similar schools. Our VCE results in 2019 were very good with DMSC again rating above the State for the median study scores in English, Maths and for all studies – and DMSC was the highest performing school in the Wimmera area with a median score for all VCE studies of 31.8. (Well above State which was 27.3) Our VCAL completion rates declined in 2019, with several students requiring additional time to complete the course requirements. The 100% completion rate in VCE was excellent.

Engagement

Student attendance data at all levels improved in 2019; and students with more than 20 days of absence, was less than similar schools and the State result. DMSC was 29% and the State data is 32%. 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 2019 and is one strategy designed to improve attendance and engagement with the school. Student retention data was above similar schools – as was the four year comparison. Students exiting to further studies and full time employment declined in 2019, however still fell within the 60% range of all government schools. This will continue to be an area of focus in 2020, with a staff member being supported to complete post-graduate studies in Careers Education. Student success is highlighted and celebrated through the presentation of Academic and Values Awards (each term) and by annual Contribution and Merit awards. The Student Attitude to School Survey continues to show a high level of school connectedness, with a result in the top quartile and significantly above other government schools. DMSC students placed themselves on the 95th percentile for this school factor.

Wellbeing

Dimboola Memorial Secondary College provides a diverse and holistic approach to student wellbeing. Student Attitude to School Survey results are markedly 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 2019 was again exceptional – revealing a very connected and safe student cohort. The students' attitudes to the school's management of bullying were much higher than similar schools and in the top 5% of all schools, with a percentile ranking of 97.5%. The respect for diversity measure was also again in the top quartile, with a percentile ranking of 93.5%. Vertically structured Mentor Groups continued in 2019 and provided a platform on which many wellbeing initiatives could be delivered. Various aspects of the additional core capabilities in the Victorian Curriculum have been delivered in our Mentor program. Respectful Relationships learnings and strategies, and general pastoral care are all implemented in Mentor Groups. All students in Years 7-10 have an Individual Learning Plan and all students have a Career Action Plan. (CAP)

Financial performance and position

Dimboola Memorial Secondary College managed its funds responsibly and used the income and resources to prudently maximise the impact on student learning in 2019. The school produced a small surplus without cutting essential programs or curriculum offerings. Much of the surplus is from a bequest to the school and will be used for major works in future years. 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. DMSC also had a building project completed in 2019, with an entire wing refurbished. Some additional school funds were used to purchase new furniture for some of the refurbished spaces.




For more detailed information regarding our school please visit our website at
<http://www.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

Enrolment Profile

A total of 161 students were enrolled at this school in 2019, 75 female and 86 male.

ND were EAL (English as an Additional Language) students and 10 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.




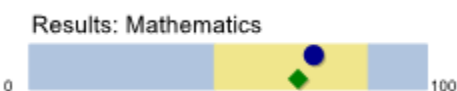


School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar </p> <p>Similar </p>

Performance Summary

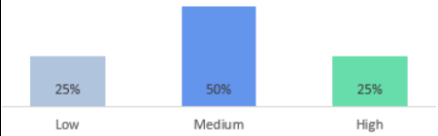



Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Above ●</p> <p>Similar ●</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: ■
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading 22% Low, 67% Medium, 11% High</p> <p>Numeracy 22% Low, 56% Medium, 22% High</p> <p>Writing 18% Low, 53% Medium, 29% High</p> <p>Spelling 50% Low, 33% Medium, 17% High</p> <p>Grammar and Punctuation 22% Low, 56% Medium, 22% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading 19% Low, 43% Medium, 38% High</p> <p>Numeracy 10% Low, 57% Medium, 33% High</p> <p>Writing 18% Low, 59% Medium, 23% High</p> <p>Spelling 23% Low, 50% Medium, 27% High</p> <p>Grammar and Punctuation 18% Low, 55% Medium, 27% High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<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: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above ●</p>

Students in 2019 who satisfactorily completed their VCE: **100%**
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **39%**
 VET units of competence satisfactorily completed in 2019: **88%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **70%**

Performance Summary

Key:		Key:													
Range of results for the middle 60% of Victorian Government Secondary Schools:		Similar School Comparison													
Results for this school: Median of all Victorian Government Secondary Schools:		Above	Similar Below												
Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>													
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>87 %</td> <td>90 %</td> <td>90 %</td> <td>89 %</td> <td>90 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	90 %	90 %	89 %	90 %	94 %	<p>Similar school comparison not available</p>	
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12										
87 %	90 %	90 %	89 %	90 %	94 %										
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Above </p>													
<p>Exit Destinations</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. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below </p>													

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,791,913	High Yield Investment Account	\$673,642
Government Provided DET Grants	\$708,821	Official Account	\$17,443
Government Grants Commonwealth	(\$390)	Other Accounts	\$175,455
Government Grants State	\$10,599	Total Funds Available	\$866,540
Revenue Other	\$28,393		
Locally Raised Funds	\$179,955		
Total Operating Revenue	\$3,719,290		
Equity¹			
Equity (Social Disadvantage)	\$200,412		
Equity (Catch Up)	\$13,566		
Equity Total	\$213,978		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,574,678	Operating Reserve	\$122,677
Communication Costs	\$7,183	Other Recurrent Expenditure	\$2,036
Consumables	\$114,901	Funds Received in Advance	\$69,000
Miscellaneous Expense ³	\$147,175	School Based Programs	\$21,000
Professional Development	\$45,107	Beneficiary/Memorial Accounts	\$175,455
Property and Equipment Services	\$251,651	Funds for Committees/Shared Arrangements	\$4,668
Salaries & Allowances ⁴	\$86,035	Asset/Equipment Replacement < 12 months	\$55,000
Trading & Fundraising	\$52,207	Maintenance - Buildings/Grounds < 12 months	\$14,200
Travel & Subsistence	\$22,996	Asset/Equipment Replacement > 12 months	\$20,000
Utilities	\$55,420	Maintenance - Buildings/Grounds > 12 months	\$388,000
		Total Financial Commitments	\$872,036
Total Operating Expenditure	\$3,357,353		
Net Operating Surplus/-Deficit	\$361,938		
Asset Acquisitions	\$69,341		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

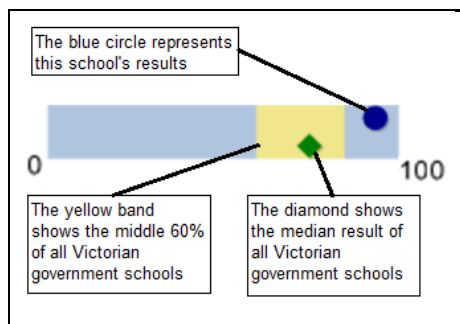
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

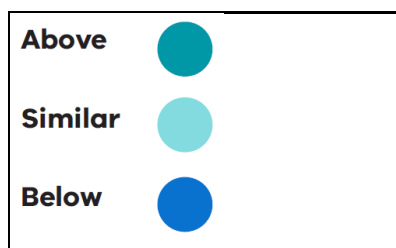


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').