2025 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 (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 30 March 2026 at 09:33 AM by Charlotte Pyers (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 30 March 2026 at 09:33 AM by Charlotte Pyers (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

- School Profile
  - student enrolment information
  - the school's 'Student Family Occupation and Education' category
  - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
  - school staff responses to the School Climate area of the School Staff Survey
- Learning
  - English and Mathematics for Teacher Judgements against the curriculum
  - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
  - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
  - Senior Secondary Completions and mean study score
- Wellbeing
  - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
  - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
  - how many exiting students go on to further studies or full-time work
  - how many Year 7 students remain at the school through to Year 10
  - average absence days per student
  - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

At Dimboola Memorial Secondary College (DMSC), we aim to develop each student's full academic and social potential in a stimulating learning environment. Dimboola is the only provider of secondary education in the town of Dimboola in the Wimmera region, 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 129 students - 69 female and 60 male in 2025, with 9% of the school's population being Aboriginal or Torres Strait Islander peoples.

Our vision statement is: To develop each student's full academic and social potential in a stimulating and safe learning environment. This will occur in an 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. Our school values are: Excellence, Honesty, Respect, Care and Freedom.

The overall school's socio-economic band value in 2025 was Medium, which was the same as 2024 and 2023. The workforce of the school included the equivalent of: 2 Principal class, 20 teachers and 12 Education Support (ES) Staff.

Our school performance report in 2025 was rated HIGH, a consistent achievement as DMSC was rated HIGH in 2024 and 2023 (INFLUENCE). School staff survey results showed a 79.5% positive endorsement of the school well above the state average for secondary schools of 59%. Parent satisfaction was at 80.6% in 2025, above the state average of 74%.

Years 10-12 students can access VETiS programs, through several providers in the larger regional centre of Horsham. A strong VCE Vocational Major (VM) and Victorian Pathways Certificate (VPC) program is offered at Years 11-12, as well as VCE subjects, which are also available to students in Year 10 and higher. A Headstart Coordinator, shared with other Wimmera schools, is employed to assist students with School Based Apprenticeships, work experience and future employment. Instrumental music, a well-planned camps program and strong SVL (Student Voice and Leadership) team contribute to a rich school environment.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, the state-wide priority goal around learning was a key focus. As much as possible was done to ensure that this priority goal was targeted effectively.

All teachers focused on numeracy in our Professional Learning Communities (PLCs) as a means of improving student outcomes. Year 9 students had 61% in the strong and exceeding bands for Numeracy, which was above similar schools but just below the state. NAPLAN results for Year 9 students in Reading showed that 50% of students were in the strong or exceeding band, below state and similar schools. Reading will be our whole-school focus in 2026 to improve the skills of all students, particularly our NAS (Needs Additional Support) students. The VCE mean study score in 2025 improved and was 31, above both 2024 and 2023's results, achieving our AIP goal. 100% of all VCE students completed their studies in 2025.

Our employment of Education Support staff in classrooms and the Middle Years Literacy and Numeracy Support (MYLNS) initiative, focussed on building student capability in literacy and numeracy. A whole school PIVOT survey for all year levels and classes proved to be an effective method for staff to obtain honest and consistent student feedback on their classroom delivery style; and teachers adjusted their methodology in order to improve their practice and ultimately student outcomes.

Our value Excellence is also demonstrated with awards each term and our end of year awards to acknowledge academic emphasis, and attitude and effort results. We continued to focus on differentiation, particularly extension curriculum, to improve the outcomes of all ranges of abilities in our classes. The ongoing promotion of extra teacher support, at lunchtime and after school sessions for students needing extra assistance, also assists improving student outcomes. The 2025 Attitude to School Survey (AtoSS) result of 87% for high expectations for success highlights this.

Wellbeing

Dimboola Memorial Secondary College provides a diverse and holistic approach to student wellbeing and we have consistently achieved outstanding results in this area. All wellbeing data sets were above the state, and this a continued priority each year.

In 2025, 66% of students gave a positive endorsement of being connected with their school, compared to 50% for the state and 49% for similar schools. Emotional awareness and regulation was at 80%, which was much higher than like schools and the state figure of 69%. Life satisfaction for our students was at 63% which was also higher than similar schools and the state. The students' attitudes to the school's management of bullying were much higher than similar schools and the state, with 68% of students saying that the school manages bullying well compared to both similar schools and the state. 83% of students believed that they had an advocate at school, compared to 65% for the state. Respect for diversity had a 65% positive endorsement compared to 44% for the state. This remains an area that requires some work, as 24% of students responded negatively to this question on the AtoSS survey.

In 2025 DMSC had one staff member with time allocation for the Wellbeing role. They work closely with the Assistant Principal and Principal to form the Wellbeing team. In 2025, we were fortunate to again secure the services of a Mental Health Practitioner for one day each week in partnership with three other Wimmera schools. This continues to be a bonus for our students, who can access the services of a trained psychologist. A tiered approach to dealing with any wellbeing issues is adopted at DMSC and cases are triaged according to need. Our pastoral care approach involves continued implementation of Resilience Rights and Respectful Relationships (RRRR) and

this extended to Year Level Assemblies in 2025. Smaller cohort numbers enable both teaching and Education Support staff to know the students.

Engagement

Student attendance data improved in 2025. The average number of absence days for all students in 2025 was 24.5 days, which was positively below both similar schools (32.8) and the state (30.2). All year levels had attendance rates in the eightieth or ninetieth percentile in 2025. The school continues to work hard to encourage students to regularly attend school, which includes weekly and term attendance awards as well was working with support programs. Our AtoSS data in 2025 on attitudes to attendance was 90%, much higher than the state and similar schools.

The Hands on Learning (HOL) program continued in 2025 and assists student connectiveness to school and engages our students that need extra support. HOL assists with attendance and to improve our participant's sense of belonging at school. Each Wednesday (Wellbeing Wednesday) the whole school plays games and activities with staff, to improve teacher-student relationships and to promote physical health. Another part of our whole school wellbeing program is the Free Soup Tuesdays in winter and our Free Fruit Fridays in summer, these proved to be very popular with students and is ongoing.

Our SVL group emphasises the importance and value of student agency, whilst improving school experiences for students. In 2025 we implemented the student voice mailbox in the front office which encouraged students to make suggestions about how to improve the school and to express any concerns that they have, this has resulted in some positive changes.

In 2025 we engaged the Proactive Policing Unit to deliver several sessions to our students on being safe online. The presenters were very engaging and provided valuable educational knowledge about the law and how students can engage support when needed. This complemented our RRRR program.

Other highlights from the school year

Dimboola Memorial Secondary College offers a strong program of extra-curricular activities at all year levels to engage students. Students in Years 7, 8 and 9 were able to participate in their year level camps and Year 10 students enjoyed their Careers Camp in Melbourne and Work Experience program. VCE students had the opportunity to attend study sessions at a range of locations. Our VM and VPC students achieved Outcomes whilst engaging in school community projects. Our Year 12 students were also able to celebrate their Year 12 Formal evening with family and friends, acknowledging that this year level were our 2020 COVID Year 7s. Instrumental music and a well-planned camps program contributed to engaging student attendance.

In 2025 DMSC continued to strengthen our ties with the RSL with our ANZAC Day events and Remembrance Day assembly. We held the traditional gunfire breakfast for our local community

and continually promoted the values of freedom and sacrifice, whilst celebrating our unique history as a memorial school.

Other highlights included the school play titled *This Murder Was Staged*, which was performed to our school community by a variety of students involved in the production. NAIDOC week was also celebrated with a smoking ceremony, indigenous games and food using native products. This week promoted inclusivity and cultural safety for our First Nations' students and parents.

Financial performance

In 2025 DMSC was successful in obtaining the Department of Families, Fairness Housing Futures Ready Fund of $30,000 to be used over two years 2025 and 2026. This provided more educational opportunities which were either free or financially subsided for parents, by the school. The fund and the School Savings Bonus reduced the need for parental financial contributions in 2025.

Equity funding of **$113,660** was used to employ ES staff in classrooms to provide more assistance and support. In 2025 we did not receive any Disability Inclusion funding however, 2026 should yield such funding due to applications being completed. The continued employment of a Head Start person and Mental Health Practitioner improved employment and wellbeing outcomes for our students. DMSC continued to provide community use of our Health and Fitness Centre to a variety of tennis and hockey clubs, requiring a financial commitment. In 2025 we continued to run our canteen at a financial loss, to provide affordable food five days a week and to supply two local schools with weekly lunch orders.

The school's one-to-one laptop program also accounts for a sizable amount of expenditure. Maintenance of buildings and grounds also continues to be a large expenditure item, as there is considerable acreage to maintain and some older buildings. In 2025 minor renovations took place in the administration building (built 1981) to upgrade the reception area, improving the occupational health and safety of those that work in this space. We also upgraded the bell system and phones throughout the school to improve our communication systems.

Minimal fundraising initiatives took place in 2025. DMSC was successful in obtaining a grant from the Hindmarsh Landcare Network Environment which funded VCE VM&VPC plus HOL projects.

For more detailed information regarding our school please visit our website at https://dmsc.vic.edu.au

PERFORMANCE SUMMARY

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 129 students were enrolled at this school in 2025, 69 female and 60 male. NDA had English as an additional language and 9% were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	**School**	**80.6%**
	Similar schools	71.7%
	State	74.1%

School Staff Survey

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025
% positive endorsement School Climate (School Staff Survey)	**School**	**79.5%**
	Similar schools	61.5%
	State	59.3%

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

		2025
English Year 7 - 10 % of students at or above age expected standards	**School**	**69.4%**
	Similar schools	65.6%
	State	74.9%
Mathematics Year 7 - 10 % of students at or above age expected standards	**School**	**72.9%**
	Similar schools	64.9%
	State	70.5%

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

		2025	3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	**School**	**68.0%**	**66.2%**
	Similar schools	61.5%	60.0%
	State	65.9%	65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	**School**	**50.0%**	**65.6%**
	Similar schools	56.9%	57.5%
	State	62.7%	61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	**School**	**72.0%**	**64.8%**
	Similar schools	61.0%	58.8%
	State	65.6%	63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	**School**	**61.1%**	**60.7%**
	Similar schools	57.9%	58.7%
	State	61.9%	60.2%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025
Reading Year 7 to 9 % of students High or Medium relative growth	**School**	**61.1%**
	Similar schools	72.8%
	State	74.1%
Numeracy Year 7 to 9 % of students High or Medium relative growth	**School**	**61.1%**
	Similar schools	75.0%
	State	73.5%

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC).

This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCE VM students at the School, Similar School, and State level.

		2025	3-year average
VCE/VCE VM completion rate	**School**	**100.0%**	**97.1%**
	Similar schools	95.0%	95.6%
	State	97.2%	96.9%
Mean VCE study score	**School**	**31.0**	**NDA**
Total VCE VM students	**School**	**6**	**NDA**

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 7 to 12 % positive endorsement	**School**	**66.0%**		**67.3%**
	Similar schools	49.3%		47.5%
	State	49.8%		47.7%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 7 to 12 % positive endorsement	**School**	**68.2%**		**76.8%**
	Similar schools	57.0%		55.2%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024	4-year average
% of students exiting to further studies or full-time employment	**School**	**55.6%**	**70.7%**
	Similar schools	75.9%	72.8%
	State	81.5%	81.2%

Student retention

Percentage of Year 7 students who remain at the school through to Year 10.

		2025	4-year average
Real retention rate	**School**	**81.0%**	**81.5%**
	Similar schools	69.2%	66.2%
	State	68.8%	68.7%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Year 7 - 12	**School**	**24.5**	**28.1**
	Similar schools	32.8	32.2
	State	30.2	29.4

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025
Year 7	**School**	**92.5%**
Year 8	**School**	**86.7%**
Year 9	**School**	**85.5%**
Year 10	**School**	**81.3%**
Year 11	**School**	**93.0%**

		2025	
Year 12	**School**	**86.6%**	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	$3,162,768
Government Provided DET Grants	$806,031
Government Grants Commonwealth	$3,632
Government Grants State	$15,000
Revenue Other	$133,293
Locally Raised Funds	$152,689
Capital Grants	$0
Total Operating Revenue	**$4,273,413**

Equity	Actual
Equity (Social Disadvantage)	$89,920
Equity (Catch Up)	$23,740
Equity (Social Disadvantage - Extraordinary Growth)	$0
Equity Total	**$113,660**

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package[1]	$3,221,060
Adjustments	$0
Books & Publications	$927
Camps/Excursions/Activities	$24,895
Communication Costs	$3,897
Consumables	$83,682
Miscellaneous Expenses[2]	$35,016
Agency Staff	$0
Professional Development	$8,720
Equipment/Maintenance/Hire	$59,042
Property Services	$131,664
Salaries & Allowances[3]	$60,941
Support Services	$61,007

Expenditure	Actual
Trading & Fundraising	$69,870
Motor Vehicle Expenses	$24,830
Travel & Subsistence	$613
Utilities	$38,089
Total Operating Expenditure	**$3,824,253**
Net Operating Surplus/-Deficit	**$449,161**
Asset Acquisitions	**$46,731**

[1] Student Resource Package Expenditure figures are subject to change during the reconciliation process.

[2] Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

[3] Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	$2,495,117
Official Account	$36,578
Other Accounts	$692,821
Total Funds Available	**$3,224,516**

Financial Commitments	Actual
Operating Reserve	$100,532
Other Recurrent Expenditure	$5,054
Provision Accounts	$0
Funds Received in Advance	$7,417
School Based Programs	$20,326
Beneficiary/Memorial Accounts	$692,821
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$29,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$171,425
Asset/Equipment Replacement > 12 months	$603,075
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,629,650**

All funds received from the Department of Education, 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.