

**2013 Annual Report to
the School Community**

Dimboola Memorial Secondary College

School Number: 7770



Name of School Principal:

Rob Pyers

Name of School Council President:

Robin Kuhne

Date of Endorsement:

28th April 2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

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 varied needs and interests of its approximately 180-200 students. The workforce of the College includes the equivalent of 30.44 staff including support staff. The fundamental purpose of Dimboola Memorial Secondary College is to enable every student to reach his or her full academic, social and physical potential in an environment where they develop independence, self-discipline, a sense of achievement, high self-esteem and respect for others. The College has recently opened a new Science and Language Centre and Community Health Fitness Centre including a state of the art synthetic hockey field and tennis court arena.

Dimboola Memorial Secondary College believes that:

Every student has the capacity to learn, to experience success, to learn and work in a safe, caring environment where individual differences are respected and have an opportunity to express their opinions and an opportunity to make a positive contribution to the school.

The schools workforce profile consists of: 2 Principal Class Officers, the equivalent of 26 Teachers and 17 Education Support Officers.




Achievement	Engagement	Wellbeing
<p>This year Dimboola Memorial Secondary College students achieved at levels below the state median in all NAPLAN categories at Year 7 and at a similar level in Year 9. The 9 performance is within the expected range given the background and characteristics of our students. Over the past four years, NAPLAN results have demonstrated that the performance of our Year 7 students is below the state median but Year 9 students achievement is closer to median. While this is encouraging, the school is committed to ensuring the best possible start for its Year 7 students and is continuing with the implementation of a comprehensive literacy and numeracy strategy which includes involvement in the University of Melbourne Assessment for Learning Program. VCE results placed the College below the state median with an average ATER above our like school group and with a four year average of study scores above 40 above like schools. The VCE results will however continue to be an area for focus. The VCAL Program continues to develop and is now considered to be a positive alternative to VCE in Years 10-12 with a variety of streams and options and a high completion rate.. Our whole of school improvement focuses will continue to be targeted to improving literacy and numeracy, the implementation of agreed values and the continued use of ICT to support student learning. The College has implemented Individual Learning Plans for all students at risk with a focus on literacy and numeracy and health and wellbeing and plans to extend this in 2014 to all students in Years 7 and 8.</p>	<p>The College has continued to make improvements in its student attendance. The average number of absences was at or below the state average once again in 2013. The introduction of electronic roll marking and an increased focus on long term absenteeism will assist the College to continue to decrease the absence rate further. It is encouraging to note that the Attitude to School survey for 2013 continues to indicate an increase in levels of Student Connectedness to School on previous years. The overall student opinion survey continues to reflect an excellent learning environment and positive relationships between staff and students. We believe that this can be largely attributed to our current strategies related to enhancing staff-student relationships and encouraging and building student leadership and voice. The College has also focused on the use on the new college values and taking pride in the history. We will continue to expand programs and initiatives in this area in 2014 including the consolidation of a number of community partnerships and mentoring programs designed to enrich and engage the learning experience. The College will also reintroduce in 2014 traditional Parent/Teacher Interviews following feedback from parents to work alongside the student led student/parent/teacher conferences introduced in 2013. Student retention remains at state benchmark and the College will focus on improving the tracking of students post DMSC and improved Career Action Plans.</p>	<p>Dimboola Memorial Secondary College provides a diverse and holistic approach to student wellbeing which is reflected positively in the high comparison results of similar schools. This data has continued to improve during recent years as the College has focused on a range of programs and structural changes to meet the needs of a more diverse and transient student cohort. The College has been active in developing its curriculum program to meet the needs of the students and has reviewed the entire Year 7 to 12 curriculum structure and introduced a Pre VCE and PreVCAL pathway at Year 10. The introduction of a College Counsellor, the Junior and Middle School Team Structure and the Mentoring Program have all been received positively. The College has also focused on increasing its community presence and the development of programs focused on developing individual students needs in preparedness for employment through the Managed Individual Pathways and the delivery of VET at a local level. This approach is something which the school is committed to developing further. Current initiatives in this area include: *Extended use of Managed Individual Pathways for all students at Years 9,10,11 & 12 and in particular students undertaking VCAL. *Extending the programs and resources available to support at risk students who have the potential to leave formal education, including individualised learning plans and the Satellite VCAL Program *Implementation of the MATES Reading Program along with Mates Mentoring program The discipline of students is based on principles of procedural fairness and corporal punishment is not permitted.</p>

For more detailed information regarding our school please visit our website at <http://www.dmcs.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 188 students were enrolled at this school in 2013, 99 female and 89 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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> Similar</p> <p> Similar</p>
<p>NAPLAN Year 7</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 7 assessments are reported on a scale from Bands 4-9.</p> <p>Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 9 assessments are reported on a scale from Bands 5-10.</p> <p>Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary


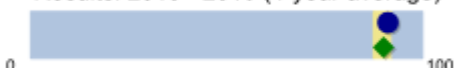










Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 5 - Year 7</p> <p>Relative gain of students from Year 5 to Year 7 in the following domains; Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Year 5-7 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>45%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>68%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>48%</td> <td>38%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>57%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	45%	15%	Numeracy	21%	68%	11%	Writing	48%	38%	14%	Spelling	29%	57%	14%	Grammar and Punctuation	19%	57%	24%	<p>NAPLAN Relative Growth 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: 2013: </p> <p>Results: 2010 - 2013 (4-year average): </p>	<p> Higher</p> <p> Higher</p>																								




Students in 2013 who satisfactorily completed their VCE: [100%](#)
 Year 12 students in 2013 undertaking at least one Vocational Education and Training (VET) unit of competence: [24%](#)
 VET units of competence satisfactorily completed in 2013: [99%](#)
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2013: [100%](#)





Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="568 786 1026 882"> <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>89 %</td> <td>92 %</td> <td>88 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	89 %	92 %	88 %	90 %	92 %	93 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
89 %	92 %	88 %	90 %	92 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (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>Results: 2012</p>  <p>Results: 2009 - 2012 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary 2013

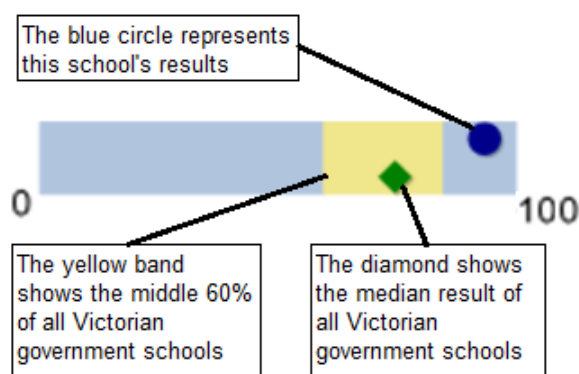
What are student outcomes?

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.



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 Indigenous 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.

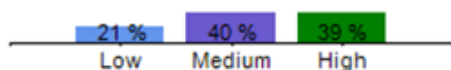
What is this school doing to improve?

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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$432,187
Government Grants Commonwealth	\$60,000
Government Grants State	\$12,925
Revenue Other	\$172,892
Locally Raised Funds	\$230,014
Total Operating Revenue	\$908,018

Expenditure	
Books & Publications	\$7,290
Communication Costs	\$6,629
Consumables	\$104,986
Miscellaneous Expense	\$181,474
Professional Development	\$58,776
Property Maintenance	\$287,258
Salaries & Allowances	\$99,613
Trading & Fundraising	\$63,515
Travel & Subsistence	\$26,427
Utilities	\$51,113
Total Operating Expenditure	\$887,081

Net Operating Surplus/-Deficit **\$20,937**

Asset Acquisitions **\$85,891**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$123,951
Official Account	\$7,711
Other Accounts	\$418,409
Total Funds Available	\$550,071

Financial Commitments	
Operating Reserve	\$22,000
Asset/Equipment Replacement < 12 months	\$60,857
Capital - Buildings/Grounds incl SMS<12 months	\$39,743
Maintenance - Buildings/Grounds incl SMS<12 months	\$9,643
Beneficiary/Memorial Accounts	\$221,699
Revenue Received in Advance	\$2,000
School Based Programs	\$39,654
Region/Network/Cluster Funds	\$1,975
Repayable to DEECD	\$65,000
Asset/Equipment Replacement > 12 months	\$87,500
Total Financial Commitments	\$550,071

Financial performance and position commentary

Dimboola Memorial Secondary College managed its funds responsibly and used the income and resources prudently to maximize the impact on student learning in 2013. The income of just over \$908018 involved approximately \$505000 from Government Grants and the rest from locally raised funding. The locally raised funds included payments from parents and guardians for camps and excursions, essential items and trading operations.

Expenditure of \$887081 involved almost \$287258 on property maintenance including the establishment of the new DMSC Hospitality Centre whilst considerable amounts were spent on consumables, trading and utilities. The \$181474 for miscellaneous included expenditure on the delivery of VET, staffing and running of the Dimboola Health and Fitness

Centre and the reply into the Condition Assessment Review. The operating surplus of \$20937 is in line with department guidelines.

The financial commitment statement indicates that most of the funds carried forward are allocated to replacement of assets and maintenance including the College's 1 to 1 Notebook Program. Maintenance will continue to be a high cost expenditure in 2014 as the College manages aging infrastructure.



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

**National Partnership 2013
Allocation**

Low SES School Communities	\$54,968
Improving Literacy and Numeracy	\$53,796
Empowering Local Schools	\$25,000

School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

- Building leadership capacity (coaching, professional learning)
- Building teacher capacity (in-school support/coaches)
- Improved monitoring of student performance information

National Partnership for Empowering Local Schools

The Empowering Local Schools National Partnership empowers participating schools to make decisions at the local level and supports them to better respond to the needs of students and the school community. Schools participated in one of four initiatives: School Partnerships, Specialisation Grants, Supporting Professional Practice or Local Administration Bureau.