

# 2017 Annual Report to the School Community



School Name: Dimboola Memorial Secondary College

School Number: 7770

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## 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 160 students. The data indicates that 47% of the student population falls into the lowest quartile of the ICSEA categories, with 6% in the top quartile. In 2017, 50 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 70 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 25.7 EFT staff: 2 Principal class, 22 teachers and 10 Education Support Staff

### Framework for Improving Student Outcomes (FISO)

In 2017, 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 centred on Excellence in teaching and learning and Community engagement in learning. Within the Excellence in teaching and learning domain, our school had an explicit focus on, Building practice excellence and Curriculum planning and assessment. Internal and external datasets and feedback gathered throughout the school year attests to improvements in both of these FISO areas. In the domain of Community Engagement in learning, the key focus was Building communities. The appointment of a Communities Connection Coordinator and the introduction of the Hands on Learning Program played key roles in improvements in this area. The Student Attitude to School Survey, clearly shows improvement in these areas, as does the relevant data sets from the Parent Opinion Survey. In 2018, DMSC will again work towards achieving best practice in the areas of Excellence in Teaching and Learning, with an explicit focus on implementing High Impact Teaching Strategies.

### Achievement

In 2017, 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 new 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 growth between Years 7 and 9 was again very good, with all students between Years 7 and 9 showing Medium or High growth in Numeracy. The percentage of Year 9 students in the top 3 bands for Reading and Numeracy over the past four years, places us higher than similar schools. The Year 7 NAPLAN Reading data shows DMSC students well above similar schools. Our VCE results in 2017 were exceptional with DMSC rated as the 8<sup>th</sup> best government school in Victoria, with an all-study average study score of 34. Our ATARs ranged between 74 and 99, with all students securing a place at university or employment. Study scores of 40+ were achieved in seven different subject areas. Our VCAL completion rates were also very good, again with the majority of students transitioning into further study or employment.

### Engagement

Student attendance data at all levels was similar to like 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 2017 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 is higher than 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 2018, with improved CAP planning and career support strategies in place. 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 well above most government 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 2017 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 15% of all schools. Vertically structured Mentor Groups continued in 2017 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 7-10 have an Individual Learning Plan 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 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 168 students were enrolled at this school in 2017, 84 female and 84 male.</p> <p>&lt; 10 percent were EAL (English as an Additional Language) students and 9 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></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:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 7</b></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><b>NAPLAN Year 9</b></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>	<ul style="list-style-type: none"> <li> Similar</li> <li> Higher</li> <li> Higher</li> <li> Higher</li> </ul>

## 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: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b> Low: 18%, Medium: 59%, High: 23%</p> <p><b>Numeracy</b> Low: 19%, Medium: 71%, High: 10%</p> <p><b>Writing</b> Low: 23%, Medium: 50%, High: 27%</p> <p><b>Spelling</b> Low: 18%, Medium: 50%, High: 32%</p> <p><b>Grammar and Punctuation</b> Medium: 82%, High: 18%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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><b>Reading</b> Low: 32%, Medium: 53%, High: 16%</p> <p><b>Numeracy</b> Medium: 57%, High: 43%</p> <p><b>Writing</b> Low: 30%, Medium: 35%, High: 35%</p> <p><b>Spelling</b> Low: 24%, Medium: 43%, High: 33%</p> <p><b>Grammar and Punctuation</b> Low: 43%, Medium: 33%, High: 24%</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></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: 2017 0 to 50 scale, school score is higher than state median.</p> <p>Results: 2014 - 2017 (4-year average) 0 to 50 scale, school score is higher than state median.</p>	<p><span style="color: blue; font-size: 2em;">●</span> Higher</p> <p><span style="color: blue; font-size: 2em;">●</span> Higher</p>
<p>Students in 2017 who satisfactorily completed their VCE: <b>100%</b>                      Year 12 students in 2017 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>33%</b>                      VET units of competence satisfactorily completed in 2017: <b>100%</b>                      Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2017: <b>90%</b></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: ◆

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 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>90 %</td> <td>90 %</td> <td>83 %</td> <td>91 %</td> <td>90 %</td> <td>95 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	90 %	83 %	91 %	90 %	95 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	90 %	83 %	91 %	90 %	95 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p>												
<p><b>Exit Destinations</b></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><b>Results: 2017</b></p> <p><b>Results: 2014 - 2017 (4-year average)</b></p>	<p><span style="color: lightblue; font-size: 24px;">●</span> Lower</p> <p><span style="color: lightblue; font-size: 24px;">●</span> Lower</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: ◆

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p>	<p><span style="color: blue; font-size: 24px;">●</span> Higher</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p>	<p><span style="color: blue; font-size: 24px;">●</span> Higher</p>

# 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)

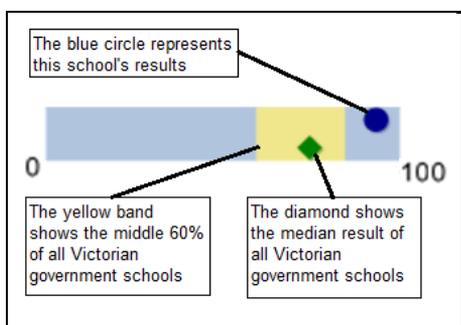
### Engagement

- 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).

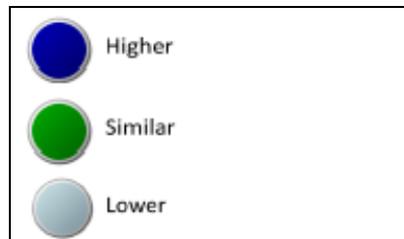


## What does *School Comparison* refer to?

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 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to the [2017 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, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,683,342	High Yield Investment Account	\$236,363
Government Provided DET Grants	\$427,699	Official Account	\$20,861
Government Grants Commonwealth	\$312	Other Accounts	\$396,157
Government Grants State	\$11,547	<b>Total Funds Available</b>	<b>\$653,381</b>
Revenue Other	\$32,303		
Locally Raised Funds	\$185,507		
<b>Total Operating Revenue</b>	<b>\$3,340,709</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$184,998		
Equity (Catch Up)	\$31,739		
<b>Equity Total</b>	<b>\$216,738</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,558,082	Operating Reserve	\$85,177
Communication Costs	\$8,478	Asset/Equipment Replacement < 12 months	\$49,500
Consumables	\$96,624	Maintenance - Buildings/Grounds incl SMS<12 months	\$62,177
Miscellaneous Expense <sup>3</sup>	\$116,982	Beneficiary/Memorial Accounts	\$193,227
Professional Development	\$16,514	Revenue Received in Advance	\$30,792
Property and Equipment Services	\$166,266	School Based Programs	\$22,335
Salaries & Allowances <sup>4</sup>	\$54,130	Provision Accounts	\$2,000
Trading & Fundraising	\$39,220	Asset/Equipment Replacement > 12 months	\$160,000
Travel & Subsistence	\$14,330	Maintenance -Buildings/Grounds incl SMS>12 months	\$48,172
Utilities	\$51,065	<b>Total Financial Commitments</b>	<b>\$653,381</b>
<b>Total Operating Expenditure</b>	<b>\$3,121,693</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$219,017</b>		
<b>Asset Acquisitions</b>	<b>\$90,201</b>		

Dimboola Memorial Secondary College managed its funds responsibly and used the income and resources to prudently maximise the impact on student learning in 2017. The school produced a 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. Maintenance of several old buildings – both inside and out – will be a priority in 2018.

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.