

# 2020 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](http://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 2020 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 19 April 2021 at 10:15 AM by Sally Klinge (Principal)

The 2020 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 30 April 2021 at 10:24 AM by Neil Zippel (School Council President)

# How to read the Annual Report

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## What's changed in 2020?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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.

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## 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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Secondary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Secondary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*
- all subjects for Victorian Certificate of Education (VCE) examinations

### Engagement

Student attendance and engagement at school, including:

- how many Year 7 students remain at the school through to Year 10
- how many exiting students go on to further studies or full-time work

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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.

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### What does 'NDP' or 'NDA' mean?

'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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### What is 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 a disability 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').

## About Our School

### School context

Dimboola Memorial Secondary College 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 157 students - 78 female and 79 male. 13% of the school's population were Aboriginal or Torres Strait Islander. 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 school's socio-economic band value is medium, which is higher than in past years. In 2020, 48 families were eligible for the Camps, Sports and Excursions Fund (CSEF) payments. Approximately 42 students travel to school on buses, from a range of outlying areas. Years 10-12 students can access VETiS programs, through a range of providers in the larger regional centre of 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, 22 teachers and 9 Education Support Staff. There are no Aboriginal and Torres Strait Islander staff.

### Framework for Improving Student Outcomes (FISO)

In 2020, 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. Some of the AIP actions such as the use of NAPLAN as a measure of student growth, could not be used due to remote learning. Staff continued with the goals and targets that they had identified in their Performance and Development plans, but targets were difficult to meet and needed to be adjusted to suit remote learning. Staff did this by obtaining student feedback through the use of regular online surveys, which were also provided to parents to gauge the effectiveness of our online curriculum delivery. Parents provided a positive endorsement of the school's communication and curriculum delivery during both periods of remote learning. The 2020 Student Attitude to School Survey, showed a rating of 78% for differentiated learning, which was well above the results for like schools and the state. In 2021, 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, particularly differentiated learning tasks to promote independent learning skills and embedding opportunities for student voice and agency into the curriculum.

### Achievement

In 2020, DMSC reported on the Victorian Curriculum. All teaching staff continued with relevant professional development where possible due to the disrupted year which involved remote learning for much of Terms 2 and 3. Staff audited their unit plans to ensure that all aspects of the curriculum were being covered and modified to reflect the content that was delivered remotely via the school's online learning platform Edmodo. During remote learning, staff were able to utilise online resources for content delivery and assessment, and subsequently develop new ways of differentiating tasks to engage students. Some students responded well to the use of WebEx in senior classes and some junior classes as a means of delivering content, while others found the challenges of working independently from home to be overwhelming and difficult. In 2021, we plan to incorporate organisational and life skills in the curriculum to assist students to become independent thinkers and learners. Teacher Judgement of student achievement in English and Maths for students in Years 7 to 10 showed that 64% of students were at at or above age expected standards, which is still below the state average for both of these subjects. NAPLAN tests were cancelled due to the pandemic. Our VCE results in 2020 were very pleasing in light of the challenging year of remote learning. DMSC was again the

highest performing school in the Wimmera area, with a median score for all VCE studies of 31. The four year average for the mean VCE study score is an excellent 32, well above state and similar schools averages. Our VCAL completion rates improved in 2020, with 79% of all VCAL units being completed and all Year 12 VCAL students completing their studies. The 100% completion rate in VCE was outstanding, given the disruptions during the year due to the COVID-19 pandemic.

**Engagement**

Student attendance data at all levels did not improve in 2020; with the average number of days absent for students in Years 7 to 12 being 21.9 in 2020. 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 2020 and is one strategy designed to help improve attendance and engagement with the school. Student retention data for students in Years 7 to 10 was above similar schools at 76% – as was the four year comparison. Students exiting to further studies and full time employment was 76.3% 2020, with a four year average of 75.5%, which is below state average and similar schools data. This will continue to be an area of focus in 2021, with a greater emphasis being placed on career pathways in younger cohorts - in particular the Year 9 and 10 year levels. Student success is highlighted and celebrated through the presentation of Academic and Values Awards and in the introduction of Effort Awards in 2020 (each term) and by annual Contribution and Merit awards. Attendance Awards are also given to students who have 100% attendance for the term and these awards are well-received by students. During the period of remote learning, there were a number of students who became disengaged and did not "attend" school virtually. The school worked with both the individual students and families to try and reconnect them with their learning - including offering to attend on site.

The transition back to school following both periods of remote learning was very smooth, with only a small group of students requiring additional support with their re-engagement. This will continue to be a strong focus in 2021, as attendance continues to be a concern with a small group of disenfranchised students. Building student agency and voice is a focus in our PLCs and the Student Representative Council.

**Wellbeing**

Dimboola Memorial Secondary College provides a diverse and holistic approach to student wellbeing. The School Review was conducted at the start of Term 4 in 2020 and assessed the school's wellbeing program and successes over the previous four years as excelling. Student Attitude to School Survey results are higher than both the state and similar schools, although not all schools completed the survey in 2020 due to the impact of remote learning. The Student Attitude to School data in 2020 was again pleasing – revealing a generally connected and safe student cohort. 62.2% of students in 2020 gave a positive endorsement of being connected with their school, with the four year average being 68.2%, still well above state and similar schools averages. It should be noted that these results were slightly lower than in previous years, which the school believes was a reflection of the disconnect from school and their peers that some students experienced as a result of remote learning. The students' attitudes to the school's management of bullying were much higher than similar schools and the state, with 72% of students saying that the school manages bullying well compared to 60%. Vertically structured Mentor Groups continued in 2020, yet the ability to provided a platform on which wellbeing initiatives could be delivered was greatly restricted due to Covid-19 regulations not permitting the mixing of year levels. Mentor groups were used as a means of regularly contacting both student and parents during remote learning. Each Mentor would phone the parents and carers of students in their mentor group each week. This was well received during the first round of remote learning, however, parents were less inclined to respond to phone calls during the Term 3 remote learning period. WebEx was used as a means of staying socially connected for year level groups during remote learning and this proved to be very popular with the younger cohorts eg Years 7 and 8. 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 2020. The school produced a small surplus without cutting essential programs or curriculum offerings. Much of the surplus that appears on the financial report is from two bequests to the school. This money will be used for major works in future years and has also been specifically

earmarked for student scholarships in a legal document. 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. As part of a building project that was completed at the start of 2020, demolition works of Blocks D, E and P meant that a significant amount of the school's expenditure went towards the landscaping of the demolition site, which was approved by school council.

**For more detailed information regarding our school please visit our website at**  
<https://www.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.

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 157 students were enrolled at this school in 2020, 78 female and 79 male.

NDP percent of students had English as an additional language and 13 percent 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) which takes into account parents' occupations and education.

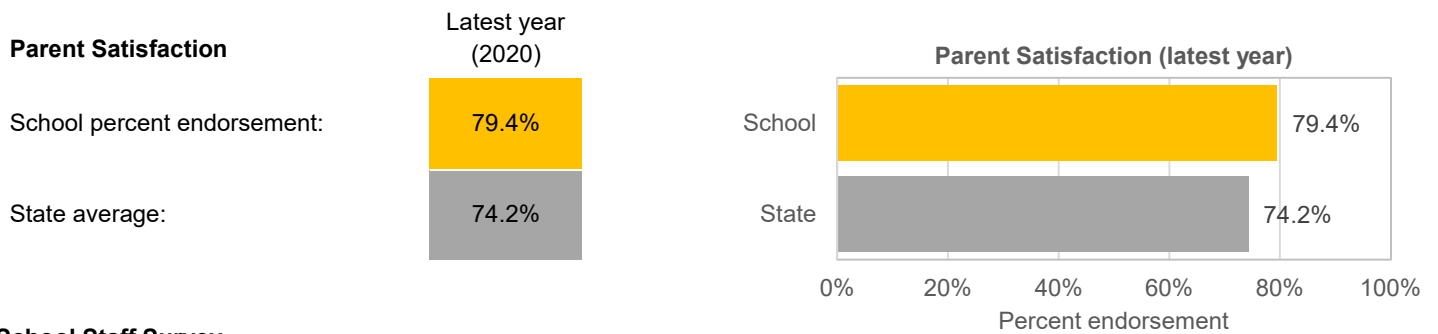
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

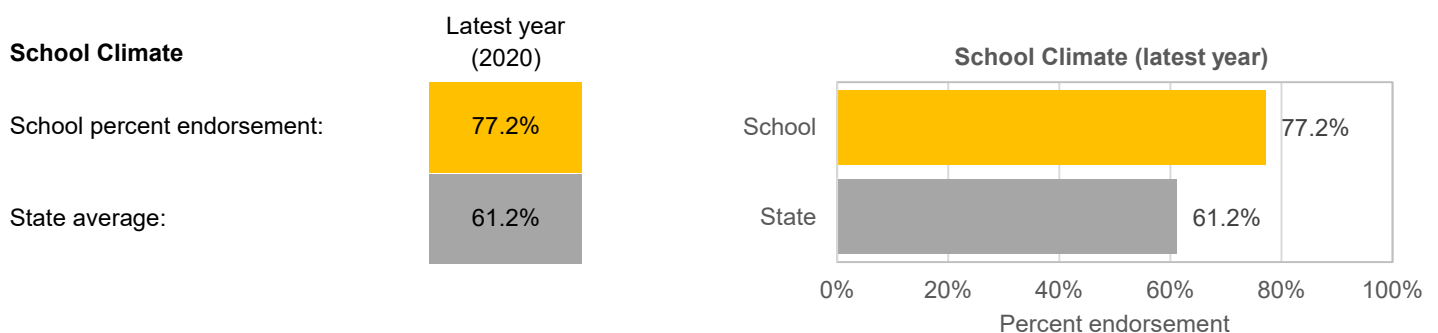


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

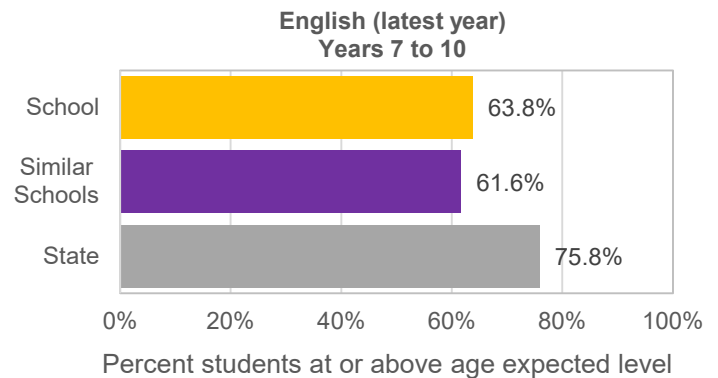
63.8%

Similar Schools average:

61.6%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2020)

School percent of students at or above age expected standards:

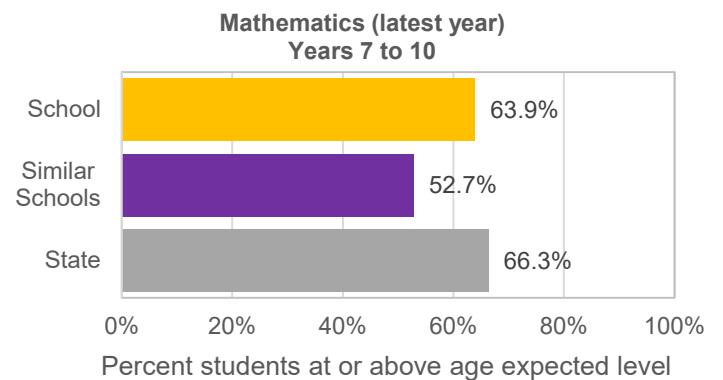
63.9%

Similar Schools average:

52.7%

State average:

66.3%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ACHIEVEMENT (continued)

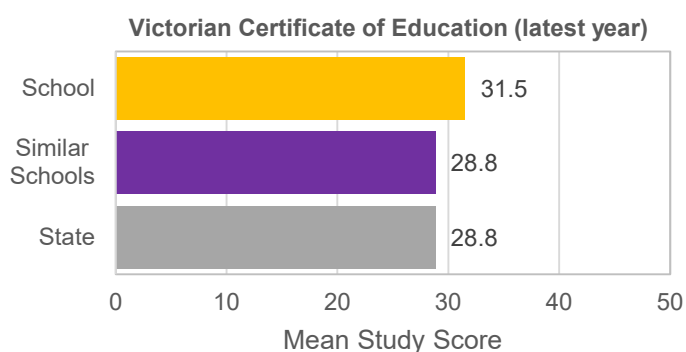
### Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

#### Victorian Certificate of Education

	Latest year (2020)	4-year average
School mean study score	31.5	32.0
Similar Schools average:	28.8	27.9
State average:	28.8	28.8



Students in 2020 who satisfactorily completed their VCE:

100%

Year 12 students in 2020 undertaking at least one Vocational Education and Training (VET) unit of competence:

31%

VET units of competence satisfactorily completed in 2020:

80%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2020:

79%

## ENGAGEMENT

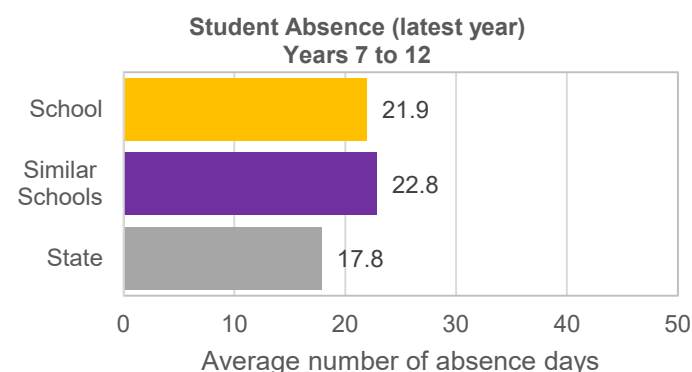
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years 7 to 12

	Latest year (2020)	4-year average
School average number of absence days:	21.9	20.6
Similar Schools average:	22.8	22.3
State average:	17.8	19.2



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

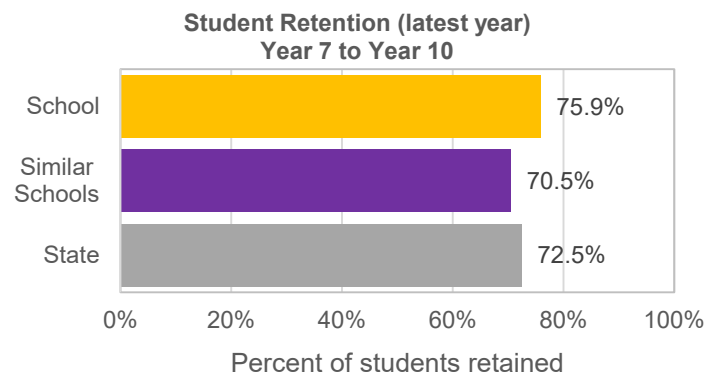
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2020):	87%	86%	89%	88%	89%	93%

**Student Retention**

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

**Student Retention Year 7 to Year 10**

	Latest year (2020)	4-year average
School percent of students retained:	75.9%	75.9%
Similar Schools average:	70.5%	72.2%
State average:	72.5%	72.9%



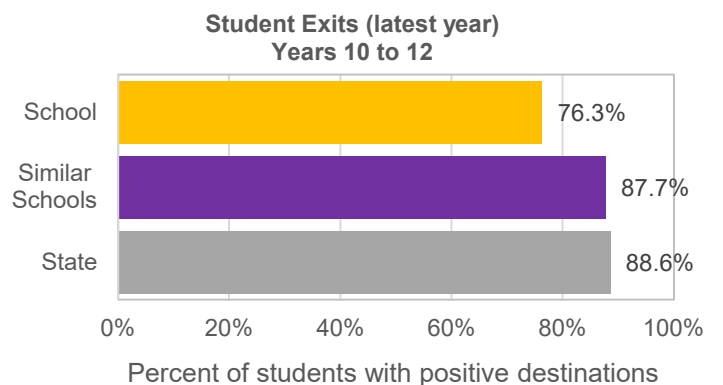
**Students exiting to further studies or full-time employment**

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year.  
Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2019)	4-year average
School percent of students to further studies or full-time employment:	76.3%	75.5%
Similar Schools average:	87.7%	85.8%
State average:	88.6%	89.1%



**WELLBEING**

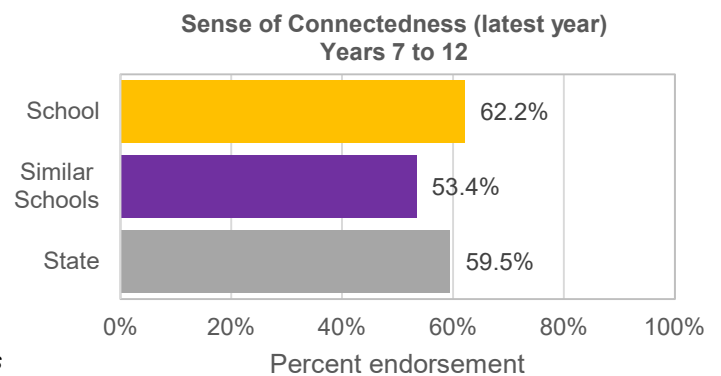
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	62.2%	68.2%
Similar Schools average:	53.4%	53.0%
State average:	59.5%	55.3%



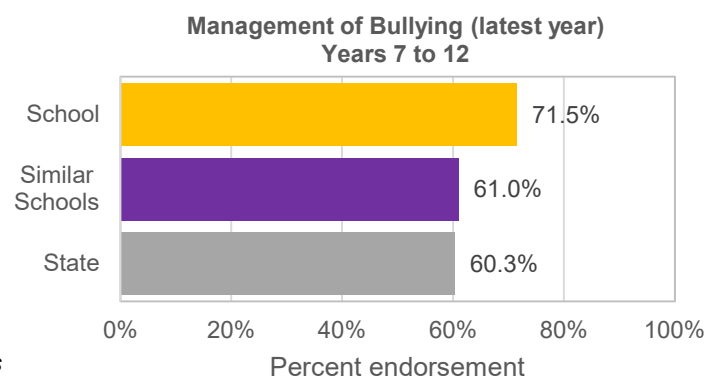
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent 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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 7 to 12</b>	Latest year (2020)	4-year average
School percent endorsement:	71.5%	76.8%
Similar Schools average:	61.0%	59.4%
State average:	60.3%	57.9%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,843,761
Government Provided DET Grants	\$818,760
Government Grants Commonwealth	NDA
Government Grants State	\$9,803
Revenue Other	\$18,967
Locally Raised Funds	\$648,911
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,340,202</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$177,217
Equity (Catch Up)	\$4,948
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$182,164</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,634,127
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$34,591
Communication Costs	\$12,695
Consumables	\$75,276
Miscellaneous Expense <sup>3</sup>	\$38,673
Professional Development	\$11,580
Equipment/Maintenance/Hire	\$132,972
Property Services	\$98,697
Salaries & Allowances <sup>4</sup>	\$54,075
Support Services	\$54,190
Trading & Fundraising	\$43,610
Motor Vehicle Expenses	\$11,086
Travel & Subsistence	NDA
Utilities	\$41,898
<b>Total Operating Expenditure</b>	<b>\$3,243,472</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,096,731</b>
<b>Asset Acquisitions</b>	<b>\$90,706</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 02 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$993,080
Official Account	\$40,474
Other Accounts	\$634,934
<b>Total Funds Available</b>	<b>\$1,668,489</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$98,761
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$105,001
School Based Programs	\$87,433
Beneficiary/Memorial Accounts	\$637,934
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$111,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$171,026
Asset/Equipment Replacement > 12 months	\$55,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$430,000
<b>Total Financial Commitments</b>	<b>\$1,696,154</b>

*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.*