

2019 Annual Report to The School Community



School Name: Preston High School (8241)



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

Attested on 30 March 2020 at 10:11 AM by Sean Butler (Principal)

The 2019 Annual Report to the school community:

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

Attested on 20 April 2020 at 12:22 PM by Ken Griffin (School Council President)

About Our School

School context

Preston High School is a new, coeducational school that opened in 2019 with one hundred and twenty-five year 7 students (Cohort2024 - named after their year of graduation) and has grown to over three-hundred students in 2020 with the addition of Cohort2025. Our community aspires to and demands an exceptional and academically focused school that prepares our children for successful and fulfilling lives in the mid-21st century and beyond. Because of this, we have an unrelenting and positive focus on learner growth. Knowing every learner and challenging them to rapidly progress is at the heart of what we do.

Our Mission: Empowering tomorrow's leaders.

We are future focussed. This means we keep our finger on the pulse of innovation and changes in the economy and society that will affect young people in their lives after school. We are committed to young people graduating with the skills, attributes and knowledge to position them to be powerful actors in determining their future. Our young people will graduate with a toolbox of skills, knowledge and dispositions to enable them to lead a meaningful and successful life.

Our Motto: Lead, Explore, Inspire

Lead: Leadership is something we all exhibit. We lead the way in crafting educational experiences that prepare young people for the future. Our community members lead engagement and action in support and promotion of the school. Our teachers lead colleagues in collectively enhancing professional practice. Our students undertake specific curriculum and community engagement activities to help them develop the suite of skills they require to be leaders in their community.

Explore: We embrace and promote curiosity about the unseen or uncertain and we believe that learning is the outcome of an exciting leap into the unknown. We provide opportunities for young people to pursue areas of passion, talent and interest within and beyond their curriculum. We explore the reaches of what is possible in teaching, learning, and engaging with our community.

Inspire: We do things every day that are remarkable. We seek out and celebrate what makes us unique and powerful. Our community informs our aspirations. Our teachers have a granular knowledge of their students learning and inspire them to strive into the next level of challenge. Our students represent themselves and our school in ways that inspire confidence from our community and from other students. We make a difference in the lives of other people. We do things that matter.

Vision:

We envision Preston High School as a highly regarded academic institution with broad discipline based programs engendering confidence in learners as well as specialist programs to enable young people to flourish in areas of passion or talent. We empower young people to be the leaders of tomorrow.

Our Values: Excellence, Inclusion, Community.

Our value of excellence means we are unashamedly aspirational for our school and our students. We have high expectations for academic growth and other pursuits that together equal being part of our community. We all strive toward excellence. Everything we do is done with passion, commitment and dedication.

Our value of inclusion means that we seek opportunities for every talent, passion and interest to be pursued and for all students to focus on their individual aspirations. We value students taking the lead.

Our value of community means we are outward facing. We seek to connect locally and globally in meaningful partnerships relevant to our work. We represent ourselves with dignity and pride in all our interactions. We care for others.

The school's workforce is dominated by staff with Master's degree qualifications, in particular from the M.Teach program at the University of Melbourne.

Preston High School is located in the heart of Preston with a school zone encompassing parts of Thornbury and Regent/Reservoir. The school will grow each year with the addition of one new cohort until 2024.

Framework for Improving Student Outcomes (FISO)

In 2019, Preston High School's AIP focused on the following four elements from the Department of Education and Training's Framework for Improving Student Outcomes (FISO):

- Curriculum Planning & Assessment,
- Building Practice Excellence
- Empowering Students and Building School Pride
- Building Communities

The School's FISO work involved the construction of a compelling 'curriculum narrative' from year 7-12 (the Da Vinci years at 7&8, the Parks Bandler year at 9, and the Senior Years inspired by Ada Lovelace at year 10-12) and the construction of a powerful curriculum design framework that includes a unique lesson model. The Victorian Curriculum (F-10) is mapped developmentally through years 5-10 with the resulting curriculum map then informing the selection of 'power standards' and the construction of developmental rubrics that are assessed by teachers and students formatively throughout a unit to drive learning growth and also summatively to assess that growth. Empowering students through enabling them to understand their individual learning progressions and their progress was critical activity. Additionally, the work of the school on these FISO initiatives involved the creation, with our first cohort, of our Mentor program and the articulation of the expected norms of learning and social behaviours that define a Preston High School student.

To support implementation of the key improvement strategies relating to curriculum and teacher practice, the school dedicated significant professional learning time and resources to assist teachers. To support community building, the Da Vinci program classes (2 hours per week) and four Da Vinci days were dedicated to engaging students with building the frameworks for student participation and leadership.

The school has successfully implemented these strategies and they have attracted significant interest in the professional community with visits occurring from the Dean of Education and other staff from the Melbourne Graduate School of Education, Department of Education and Training curriculum design teams and a number of schools.

Achievement

In its first year of operation, Preston High School exceeded expectations for learner growth. Measured by the PAT Reading and Numeracy tests from ACER, students made an average growth score of 5.2 in reading and numeracy where one year's growth can be represented by a score of 3.2. NAPLAN results (see performance report attached here) show results in the top 20% of all schools. The school is rated as 'Above' similar schools in all measures where the data is available for this school (i.e. there is no Year 9 data until 2021).

Preston High School achieved these impressive results through a rigorous curriculum and assessment development focus that is unrelentingly and positively focused on maximizing learner growth. The measurement of achievement by growth (rather than raw score) alongside the provision of powerful developmental assessment tools indicates to students that the school values their learning progress as individuals and the schools' confidence in them to progress through effort.

Engagement

Parents, Staff and Student opinion survey results are all exceptionally high.

Student's sense of 'connectedness to their school' and 'confidence in the management of bullying' (the two measures shown in the attached data report) are both indicative of a highly engaged and positive school. Additional measures not included in this report such as a sense of 'stimulated learning' are equally high and illustrative of a positive and engaged student body. The school's work around the Da Vinci curriculum and its focus on Developmental Rubrics (the

school's growth focus) both contribute significantly to these results.

Student absenteeism is exceptionally low (students attend school more often). The school utilizes an online parent portal to enable families to monitor and support student attendance.

Wellbeing

Preston High School has developed a response to intervention model to support students who need additional support.

In the social and emotional domain this model starts with the allocation of a mentor teacher to each child. This mentor is their go-to person for any support needs. Where the social or emotional needs are greater, the next tier of intervention comes through Cohort Leaders or the Assistant Principal who draw on Regional resources (educational psychologists etc) as needed.

In the learning domain the School sees student's confidence and competence in learning as fundamentally linked to their sense of self and self-efficacy. Consequently, the Response to Intervention model provides additional support in literacy or numeracy for students who need rapid interventions to catch up to the expected level.

Financial performance and position

The school is in a strong financial position with a surplus resulting from strategic management of the credit allocation. The School Council has 'ring-fenced' \$400,000 of the apparent surplus in order to fund the establishment of the VCE program in 2023 and 2024. Additional surplus from 2019 is earmarked for projects related primarily to the ongoing expansion of the school's buildings and landscape as the population grows rapidly to 2024.

For the year of 2019 the school received grants for the purchasing of furniture and equipment to furnish the new school. The school received no additional special State or Commonwealth funding in 2019.




For more detailed information regarding our school please visit our website at www.phs.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile

Enrolment Profile

A total of 127 students were enrolled at this school in 2019, 65 female and 62 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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




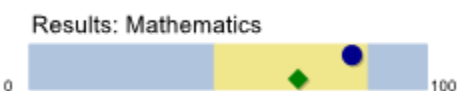


School Staff Survey

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

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



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Above </p> <p>Above </p>

Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>

Performance Summary

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

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p style="text-align: center;">No Data Available</p> <p style="text-align: center;">No Data Available</p>	<p style="text-align: center;">No Data Available</p>

Students in 2019 who satisfactorily completed their VCE: N/A
 Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A
 VET units of competence satisfactorily completed in 2019: N/A
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: N/A

Performance Summary

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

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,734,525	High Yield Investment Account	\$200,198
Government Provided DET Grants	\$643,664	Official Account	\$100,117
Government Grants Commonwealth	\$19,320	Other Accounts	\$7,188
Revenue Other	\$36,882	Total Funds Available	\$307,504
Locally Raised Funds	\$201,175		
Total Operating Revenue	\$2,635,567		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,316,827	Operating Reserve	\$98,995
Books & Publications	\$2,320	Other Recurrent Expenditure	\$12,825
Communication Costs	\$6,619	Funds Received in Advance	\$81,361
Consumables	\$105,608	Beneficiary/Memorial Accounts	\$23,540
Miscellaneous Expense ³	\$122,816	Asset/Equipment Replacement < 12 months	\$140,000
Professional Development	\$10,141	Capital - Buildings/Grounds < 12 months	\$100,000
Property and Equipment Services	\$282,241	Maintenance - Buildings/Grounds < 12 months	\$97,000
Salaries & Allowances ⁴	\$58,482	Total Financial Commitments	\$553,720
Trading & Fundraising	\$3,813		
Travel & Subsistence	\$3,807		
Utilities	\$33,632		
Total Operating Expenditure	\$1,946,306		
Net Operating Surplus/-Deficit	\$689,261		
Asset Acquisitions	\$59,643		

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

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

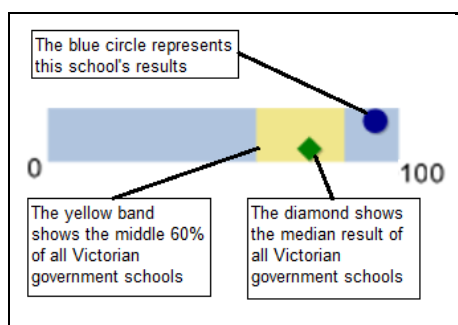
Engagement

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

Wellbeing

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

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

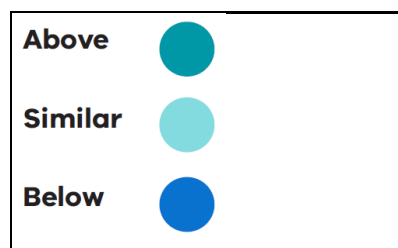


What does *School Comparison* refer to?

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

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

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



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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