

# 2021 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](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 2021 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 12 April 2022 at 03:55 PM by Sean Butler (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 02 May 2022 at 12:13 PM by Danielle Parker (School Council President)

## How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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)
- 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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.

'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 disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

## About Our School

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### School context

Preston High School is a coeducational school that opened in 2019 with one hundred and twenty-five year 7 students (Cohort2024 - named after their year of graduation) and will grow to 700 students from Year 7-10 in 2022. Overseas students who reside in the school zone and enroll at Preston High School participate in the Victorian Curriculum program with their peers; there is no English Language Centre provision at the school. The year 2022 will see the commencement of the VCE program in selected studies for Year 10 students. Preston High School's first Year 12 program will commence in 2024.

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 focused. 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 and graduates of Teach for Australia. In 2021 the school had 65 staff (none of Aboriginal or Torres Strait Islander heritage) including 7EFT Education Support Staff, 1 Business Manager, 2 Assistant Principals and 9 Leading Teachers / Learning Specialists.

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 with an anticipated long term enrolment of approximately 1,200 pupils.

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## Framework for Improving Student Outcomes (FISO)

In 2021, the School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Evaluating Impact on Learning, Empowering Students and Building School Pride and, boosting Intellectual Engagement and Self-awareness. This included:

- Consolidation of an inspiring instructional model.
- Differentiated learning and assessments.
- Boosting student agency and self-regulation.
- Enhancing relationships.

To support implementation of these KIS, Learning Specialists worked closely with staff and professional learning for teachers was aligned to this work. Positive achievement in the School Staff Survey showed clear evidence of their impact.

The establishment of Professional Learning Communities was another important action but this was less sustainable than hoped in 2021 in light of pandemic related periods of remote learning that were not conducive to teachers observing and working closely on classroom practice together.

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## Achievement

Student achievement data continues to reflect strong learning achievement and growth. In 2021 Preston High School utilised online platforms very effectively to provide a full and synchronous learning program for all students in the full curriculum during periods of Remote Learning that were necessitated by the pandemic. This, and the maintenance of excellent classroom practice in onsite learning, combined to produce strong achievement data.

Of note, NAPLAN data shows Preston High School students achieving above Similar Schools and the State while teacher judgement data indicates the school's teachers have rigorous and high standards.

Students respond well to developmentally defined curriculum skill progressions and developmental rubrics that ensure all students can see the progress that they are making and the areas that they need to work on throughout a unit of work.

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## Engagement

Preston High School's student engagement data reflects the very positive data in the annual statewide Student Attitude to School Survey.

Preston High School's Student Absence data is very strong and reflective of students desiring to be at school. This is particularly important given the influence of the pandemic on illnesses in 2021. The school's most important strategy for maintaining strong attendance data is a commitment to a rich and engaging learning program that empowers students by unrelentingly focusing on learner growth with feedback and developmental data at the finger-tips of students in their developmental rubrics. Preston High School students were, on average, in attendance at school for two more days than students in similar schools and in attendance at school for six more days than students across the State.

Because the school opened in 2019 there is no long-term trend data for student retention or exits and consequently this data is not displayed in the report.

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## Wellbeing

Preston High School's data drawn from the annual State-wide Student Attitudes to School Survey is consistently strong across all measures.

Students' sense of 'Connectedness' at Preston High School is nearly 10% ahead of both Similar Schools and the State. A strong co-curricular program with opportunities for students to enhance their participation and engagement is pivotal to this success, as is the presence of a strong pastoral care connection provided through the Mentor program and the Inspire Leaders program. Students participate in curriculum within Respectful Relationships and teachers utilise a restorative practices approach when working on student relationships.

During periods of Remote Learning the maintenance of a full-program and synchronous online learning experience helped students stay connected to their peers and teachers.

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## Finance performance and position

Preston High School maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus that will be invested back into priority areas, programs and amenities for the benefit students. Equity funding has supported the provision of academic catch-up through the enhanced curriculum programs for students. The School Council has contractual arrangements with Noone Imagewear and Hungry Hamper as external service providers as well as agreements with the Department of Education and Training (DET) in areas of Middle Years Literacy and Numeracy (MYLNS) as well as the Professional Learning Communities (PLC) initiative. The School Council also enters into an annual arrangement with School Sport Victoria who manage Divisional, Regional and State sporting competitions that students access.

**For more detailed information regarding our school please visit our website at [www.phs.vic.edu.au](http://www.phs.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 482 students were enrolled at this school in 2021, 247 female and 235 male.

11 percent of students had English as an additional language and 1 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).

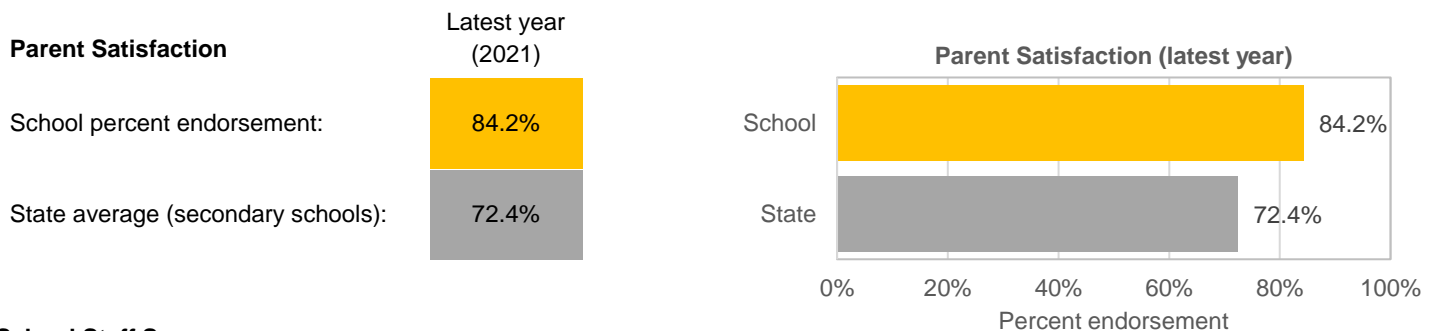
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

### 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.

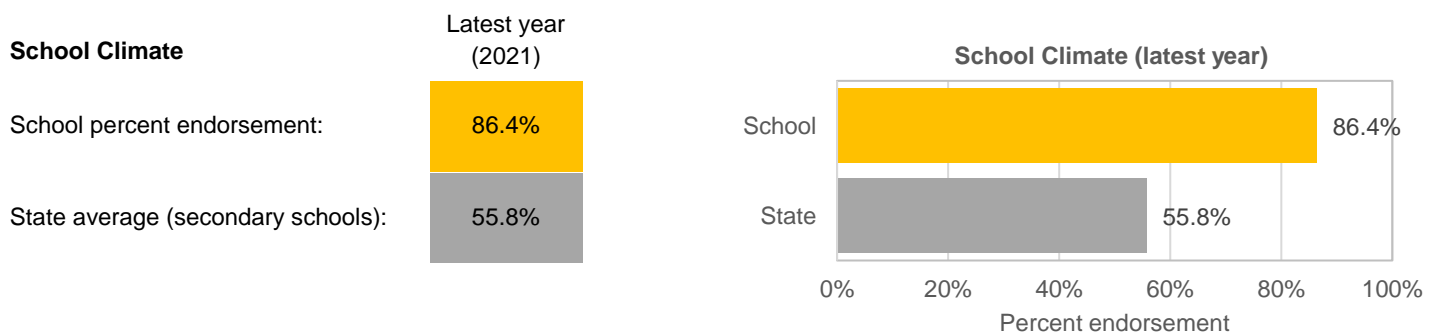


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

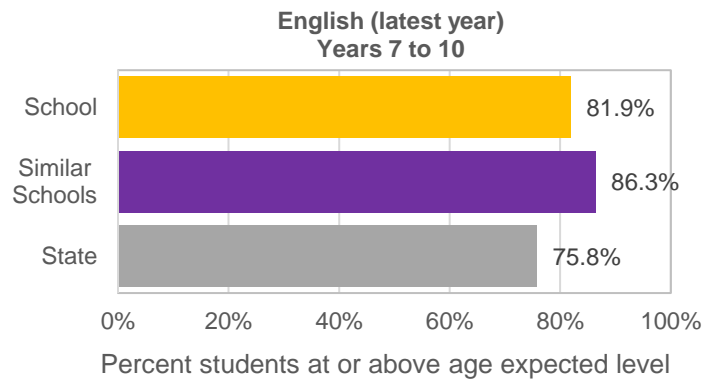
81.9%

Similar Schools average:

86.3%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

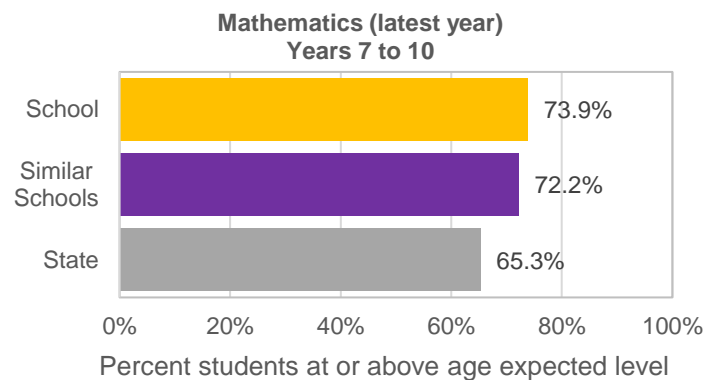
73.9%

Similar Schools average:

72.2%

State average:

65.3%





**ACHIEVEMENT (continued)**

**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.

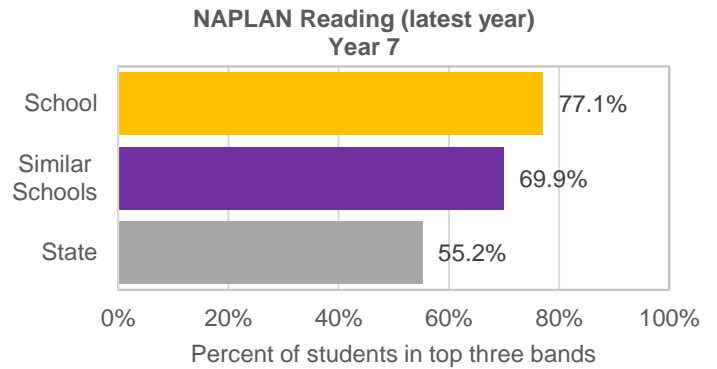
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

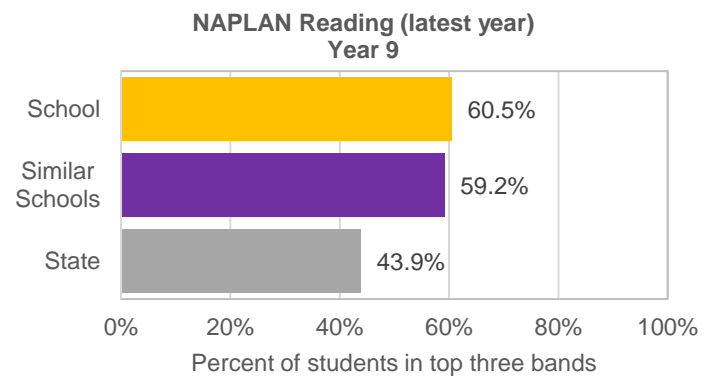
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.1%	76.6%
Similar Schools average:	69.9%	70.5%
State average:	55.2%	54.8%



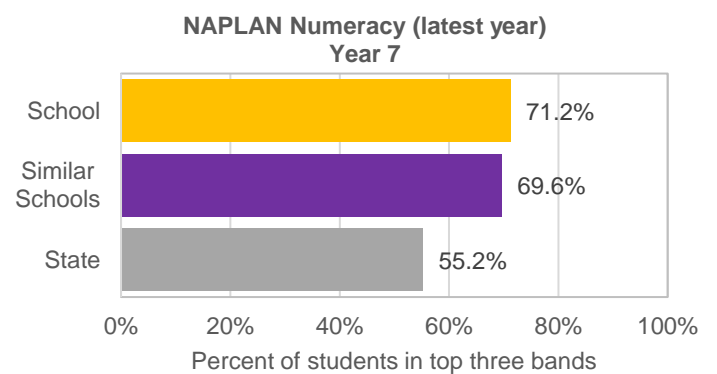
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.5%	60.5%
Similar Schools average:	59.2%	62.0%
State average:	43.9%	45.9%



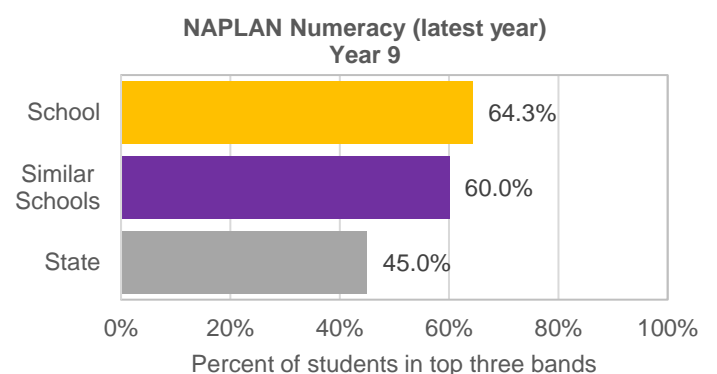
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.2%	71.3%
Similar Schools average:	69.6%	71.0%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	64.3%
Similar Schools average:	60.0%	62.3%
State average:	45.0%	46.8%



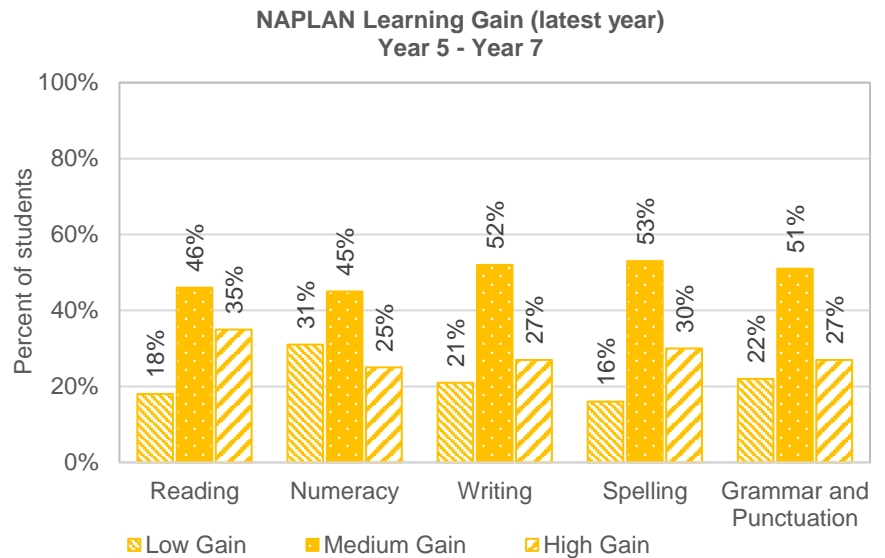
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

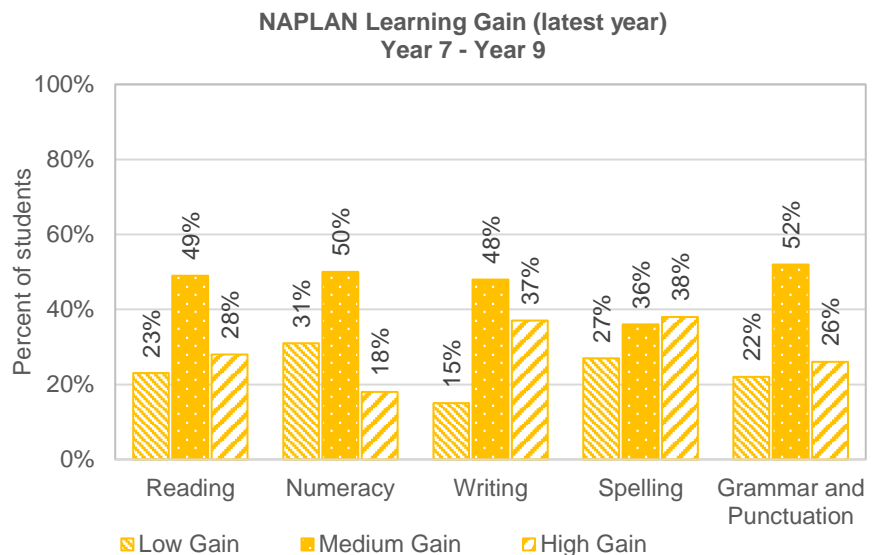
#### Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	18%	46%	35%	27%
Numeracy:	31%	45%	25%	26%
Writing:	21%	52%	27%	27%
Spelling:	16%	53%	30%	26%
Grammar and Punctuation:	22%	51%	27%	26%



#### Learning Gain Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	49%	28%	27%
Numeracy:	31%	50%	18%	25%
Writing:	15%	48%	37%	27%
Spelling:	27%	36%	38%	29%
Grammar and Punctuation:	22%	52%	26%	24%



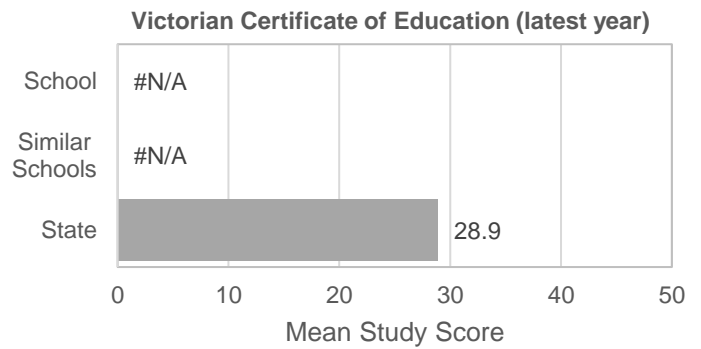
## ACHIEVEMENT (continued)

### 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 (2021)	4-year average
School mean study score	NDA	NDA
Similar Schools average:	30.1	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:



Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021\*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



\* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

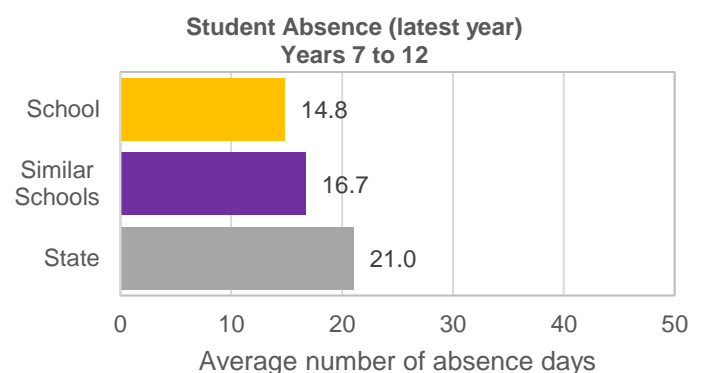
## ENGAGEMENT

**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 and 2021 may have been influenced by local COVID-19.

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	14.8	13.5
Similar Schools average:	16.7	16.1
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

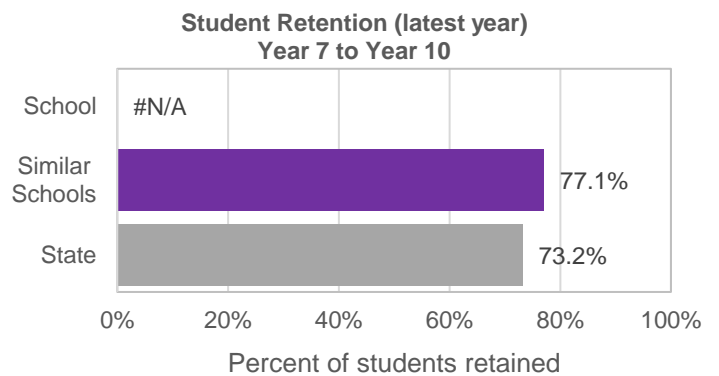
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	93%	92%	NDA	NDA	NDA

**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 (2021)	4-year average
School percent of students retained:	NDA	NDA
Similar Schools average:	77.1%	75.8%
State average:	73.2%	72.9%



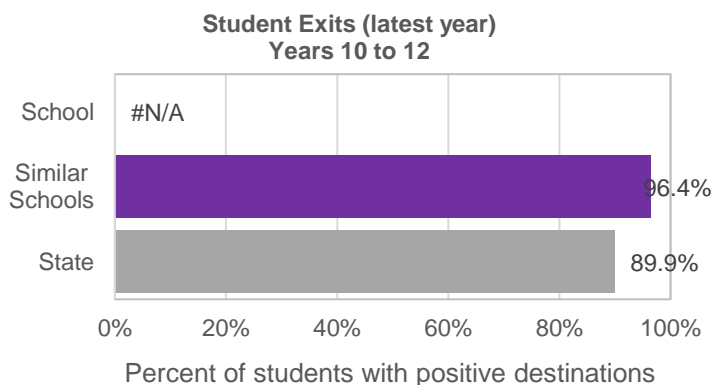
**Students exiting to further studies or full-time employment**

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 year when students exited the school. Data excludes destinations recorded as 'Unknown'.

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	96.4%	95.5%
State average:	89.9%	89.2%



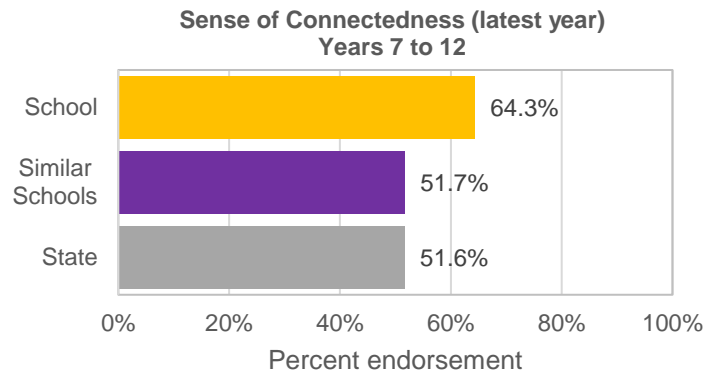
## WELLBEING

**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).

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	64.3%	66.5%
Similar Schools average:	51.7%	55.6%
State average:	51.6%	54.5%

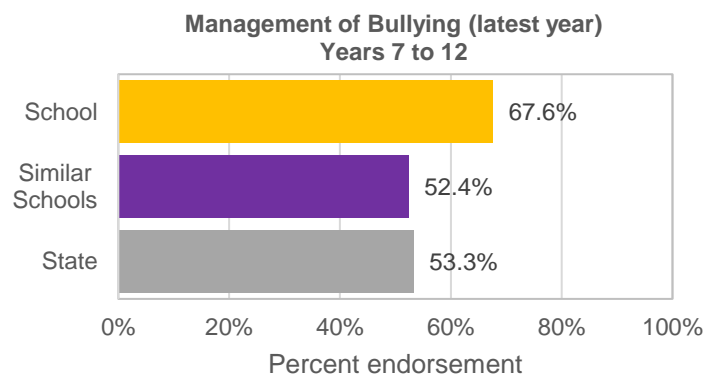


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	67.6%	72.0%
Similar Schools average:	52.4%	57.6%
State average:	53.3%	56.8%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,894,492
Government Provided DET Grants	\$1,607,027
Government Grants Commonwealth	\$15,250
Government Grants State	\$0
Revenue Other	\$59,606
Locally Raised Funds	\$562,952
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,139,328</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$18,463
Equity (Catch Up)	\$8,462
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$1,834
<b>Equity Total</b>	<b>\$28,759</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,417,234
Adjustments	\$0
Books & Publications	\$792
Camps/Excursions/Activities	\$154,520
Communication Costs	\$18,430
Consumables	\$133,915
Miscellaneous Expense <sup>3</sup>	\$36,450
Professional Development	\$10,952
Equipment/Maintenance/Hire	\$318,421
Property Services	\$141,887
Salaries & Allowances <sup>4</sup>	\$224,142
Support Services	\$95,415
Trading & Fundraising	\$619
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$53,137
<b>Total Operating Expenditure</b>	<b>\$5,605,913</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,533,415</b>
<b>Asset Acquisitions</b>	<b>\$529,443</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 10 Mar 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,296,311
Official Account	\$71,267
Other Accounts	\$79,844
<b>Total Funds Available</b>	<b>\$1,447,422</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$181,932
Other Recurrent Expenditure	\$245,547
Provision Accounts	\$0
Funds Received in Advance	\$332,969
School Based Programs	\$353,910
Beneficiary/Memorial Accounts	\$79,855
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$307,660
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$223,332
Asset/Equipment Replacement > 12 months	\$180,000
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,255,206</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.*