

# 2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 02 March 2025 at 03:11 PM by Sean Butler (Principal)

- As executive officer of the school council, I attest that this 2024 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 07 May 2025 at 11:56 AM by Sean Butler (Principal)

# HOW TO READ THE ANNUAL REPORT

## 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

## 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

### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
- Senior Secondary completions and mean study score

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### 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
- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

## 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').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

### NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### School context

Preston High School is a coeducational school that opened in 2019 and will grow to 1,300 pupils in 2025. Overseas students who reside in the school zone and enrol 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 2024 saw the graduation of the school's first Cohort of Year 12 students.

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 Purpose: 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 2024 workforce was dominated by staff with Master's degree qualifications, in particular from the Master of Teaching program at the University of Melbourne and graduates of Teach for Australia. In 2024 the school had more than 100 staff including more than 12EFT Education Support Staff, 1 Business Manager, 4 Assistant Principals and 12 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 until approximately 2027 with an anticipated long-term enrolment of approximately 1,500 pupils

## Progress towards strategic goals, student outcomes and student engagement

### Learning

Preston High School is unrelentingly focused on maximising learner growth. To this end, the school utilises thorough and rigorous assessment methodologies, underpinned by developmental rubrics, to enable students to identify and focus on their areas for growth and to enable teachers to tailor their teaching to a student's needs with a high degree of precision. In VCE, the 2024 the mean average Study Score for Year 12 subjects was 29 in a context where all students are encouraged to complete a scored VCE where possible. This reflects a robust VCE program but also the sustained effort of teachers and students throughout their years at Preston High School.

#### **NAPLAN results in 2024 for Years 7 and 9 include:**

Year 7 - Reading (21% above State), Writing (18% above the State), Spelling (14% above the State), Numeracy (15% above the State), and Grammar and Punctuation (20% above the State).

#### **Which grew in Reading, Spelling, Numeracy and Grammar and Punctuation to:**

Year 9 - Reading (23% above State), Writing (16% above the State), Spelling (17% above the State), Numeracy (22% above the State), and Grammar and Punctuation (24% above the State).

In 2024 the school progressed work on our goals through work on student goal setting, which impacts on students' agency in their learning and their capacity to self-regulate their learning behaviours.

## Wellbeing

The positive management of relationships (described as management of bullying in the performance summary attached to this report) continues to have a strong positive result for Preston High School with a 4.1% stronger result than the State and Similar School average. Individual measures within the Student Attitude to School Survey continue to show strong performance. The central pillar of wellbeing at Preston High School is: An unrelenting focus on learning growth, which means every child experiences success in relation to their own personal growth. Success in learning is a foundation for wellbeing and, a focus on the connection of each child with a significant adult through the Mentor and Ada programs within the school. The school's goals and targets around enhancing wellbeing were progressed in 2024 through an expansion of the Academic Care framework supported by Academic Heads of Cohort working with each Cohort of students including the students undertaking the new VCE-VM program. In 2024 the school commenced (with all schools in North-East Melbourne Area) the transition from the Program for Students with Disability to the Disability Inclusion program.

## Engagement

Student attendance is a key indicator of student wellbeing and engagement. In 2024, student program teams focused on refining processes to support attendance. The student absence rate was 5.7 days per student better than the State average. Across the course of High School this equates to an extra 7 weeks of schooling that students have attended beyond the State average. Average attendance rates between year levels in 2024 had very low variance (1%) indicating that student attendance is well supported across the schooling experience. Enhancing student agency in their learning continues to be a focus for the school and is supported by a systematic and school-wide utilisation of developmental rubrics that are used by students as a tool to focus their learning.

Camps in 2024 included a year-level camp at year 7 and 9, with senior camps underway for 2025 to visit China and France.

The school's exception program in Performing Arts saw a growth in Instrumental Music Provision (encompassing Voice, Brass, Woodwind, Double-Reed, Percussion and Strings) and the exceptional and sold-out production of Mary Poppins.

## Financial performance

Preston High School's financial position remains very strong with the support of our community. During 2024 the school invested in landscaping and building works to enhance the amenity of the school grounds and buildings as well as enhancing the library. Significant expenditure on technology (Laser cutter and 3D Printers in particular) have added major assets to the stock of STEM focused equipment. The school council maintains contracts with external suppliers for the provision of Vocational Education programs for senior students, the canteen and the school uniform. The school council also hires the school's stadium to local sporting clubs. The school

received funding from the State Government for all students which is supplemented by additional equity funding.

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 2.0 (FISO 2.0).

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 1,113 students were enrolled at this school in 2024, 552 female and 552 male.  
13 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

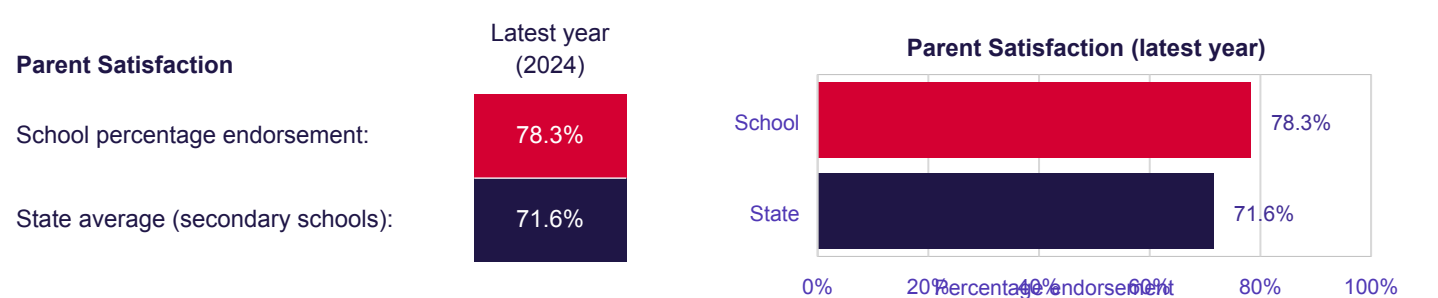
### Overall Socio-Economic Profile

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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian 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 percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percentage 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.

### School Climate

Latest year  
(2024)

School percentage endorsement:

82.3%

State average (secondary schools):

58.5%

### School Climate (latest year)



## LEARNING

**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 against the Victorian Curriculum

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

#### English Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

85.2%

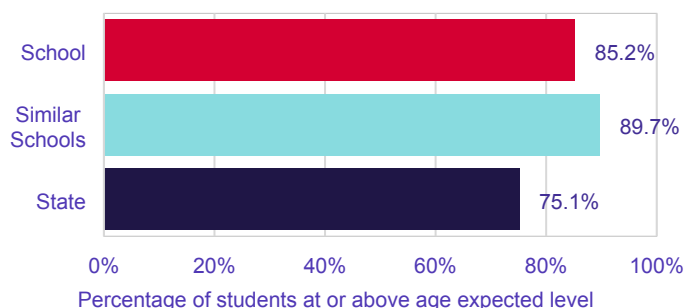
Similar Schools average:

89.7%

State average:

75.1%

### English (latest year) Years 7 to 10



#### Mathematics Years 7 to 10

Latest year  
(2024)

School percentage of students at or above age expected standards:

81.9%

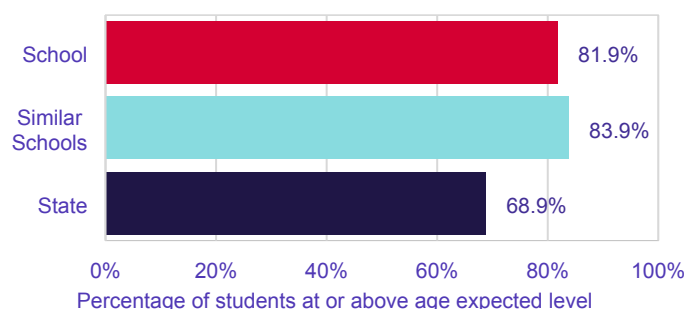
Similar Schools average:

83.9%

State average:

68.9%

### Mathematics (latest year) Years 7 to 10





## LEARNING (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.

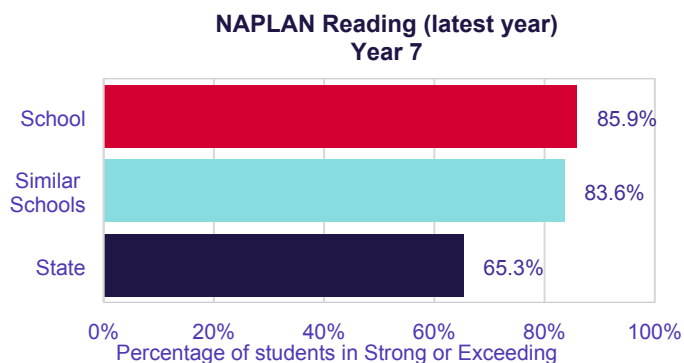
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

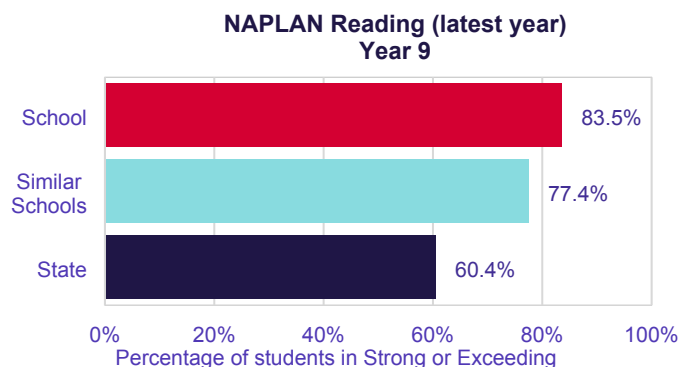
#### Reading Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.9%	86.5%
Similar Schools average:	83.6%	83.5%
State average:	65.3%	65.7%



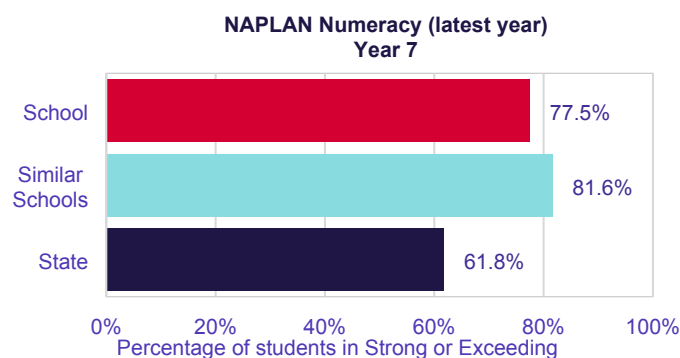
#### Reading Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	83.5%	82.2%
Similar Schools average:	77.4%	77.6%
State average:	60.4%	60.2%



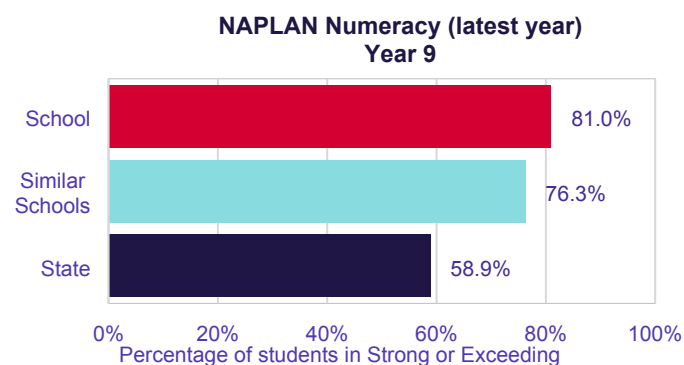
#### Numeracy Year 7

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	77.5%	81.8%
Similar Schools average:	81.6%	81.4%
State average:	61.8%	62.3%



#### Numeracy Year 9

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	81.0%	79.0%
Similar Schools average:	76.3%	77.0%
State average:	58.9%	59.4%



## LEARNING (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 (continued)

#### Reading Year 7

(2022)

School percentage of students in the top three bands:

76.2%

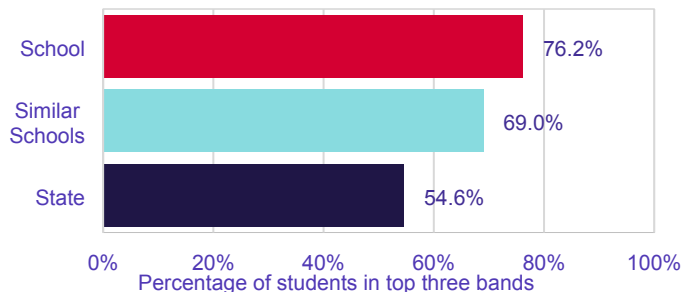
Similar Schools average:

69.0%

State average:

54.6%

#### NAPLAN Reading (2022) Year 7



#### Reading Year 9

(2022)

School percentage of students in the top three bands:

66.7%

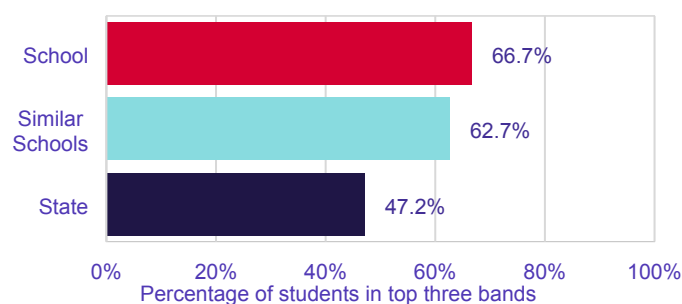
Similar Schools average:

62.7%

State average:

47.2%

#### NAPLAN Reading (2022) Year 9



#### Numeracy Year 7

(2022)

School percentage of students in the top three bands:

72.0%

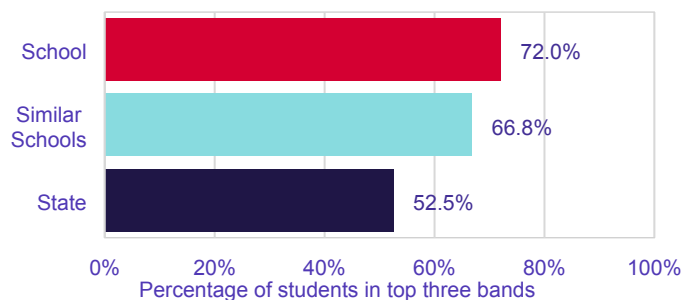
Similar Schools average:

66.8%

State average:

52.5%

#### NAPLAN Numeracy (2022) Year 7



#### Numeracy Year 9

(2022)

School percentage of students in the top three bands:

56.1%

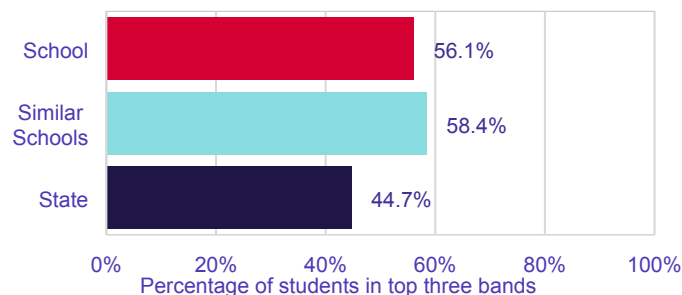
Similar Schools average:

58.4%

State average:

44.7%

#### NAPLAN Numeracy (2022) Year 9

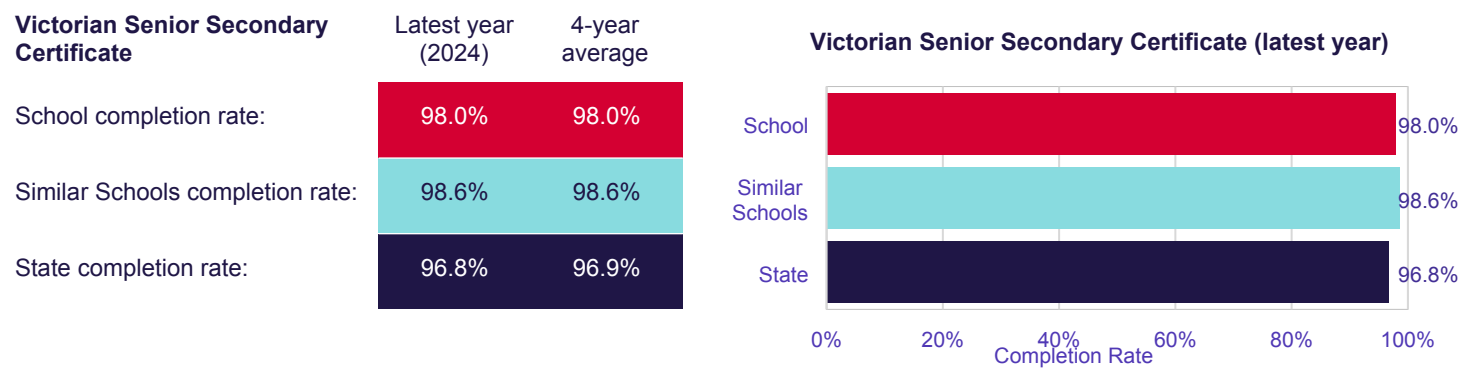


LEARNING (continued)

**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.

Victorian Senior Secondary Certificate

In 2023, the Victorian Curriculum and Assessment Authority introduced the new VCE Vocational Major (VCE VM), a vocational and applied learning program within the VCE, and the Victorian Pathways Certificate (VPC). This section reports on the Victorian Senior Secondary Certificate completion rate, which includes VCE and VCEC VM students at the School, Similar School, and State level.



Mean study score from all VCE subjects:	29.0
Number of students awarded the VCE Vocational Major	6
Number of students awarded the Victorian Pathways Certificate	NDA
Percentage Year 12 students in 2024 undertaking at least one Vocational Education and Training (VET) unit of competence:	16%
Percentage VET units of competence satisfactorily completed in 2024:	87%

## 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.

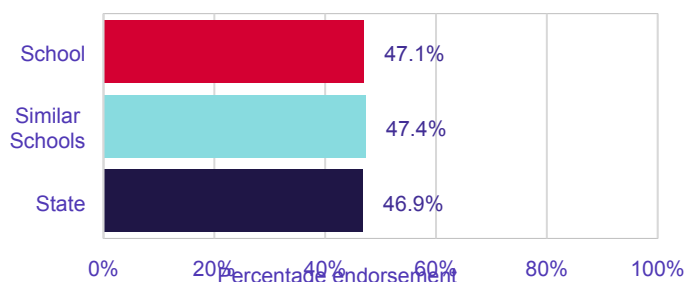
### Student Attitudes to School – Sense of Connectedness

The percentage 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 (2024)	4-year average
School percentage endorsement:	47.1%	52.5%
Similar Schools average:	47.4%	48.7%
State average:	46.9%	48.0%

#### Sense of Connectedness (latest year) Years 7 to 12



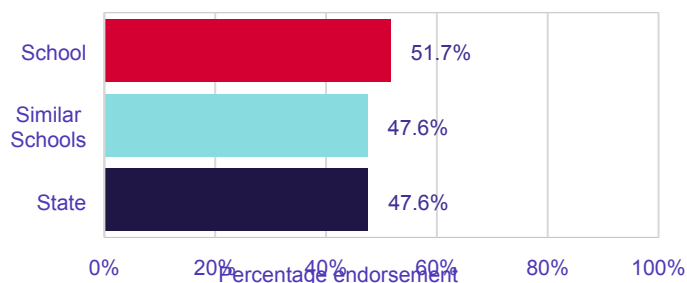
### Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	51.7%	57.4%
Similar Schools average:	47.6%	49.2%
State average:	47.6%	49.1%

#### Management of Bullying (latest year) Years 7 to 12



## ENGAGEMENT

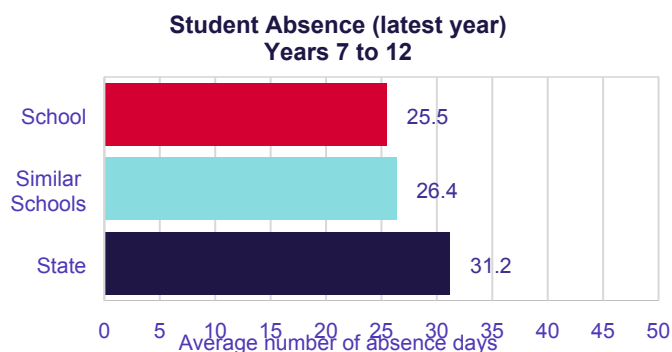
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years 7 to 12

	Latest year (2024)	4-year average
School average number of absence days:	25.5	22.5
Similar Schools average:	26.4	22.1
State average:	31.2	27.2



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

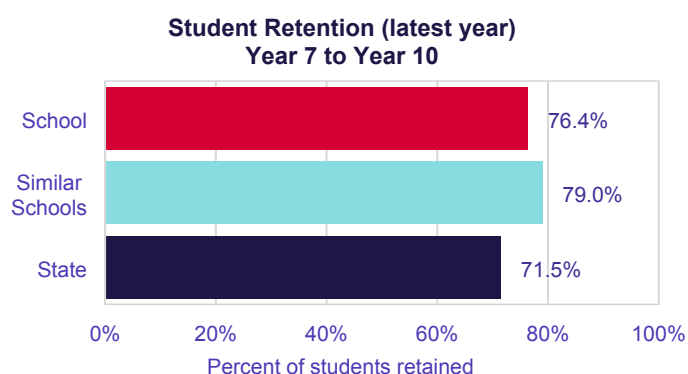
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2024):	88%	88%	87%	86%	87%	88%

### 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 (2024)	4-year average
School percent of students retained:	76.4%	78.0%
Similar Schools average:	79.0%	79.7%
State average:	71.5%	73.2%



## ENGAGEMENT (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.

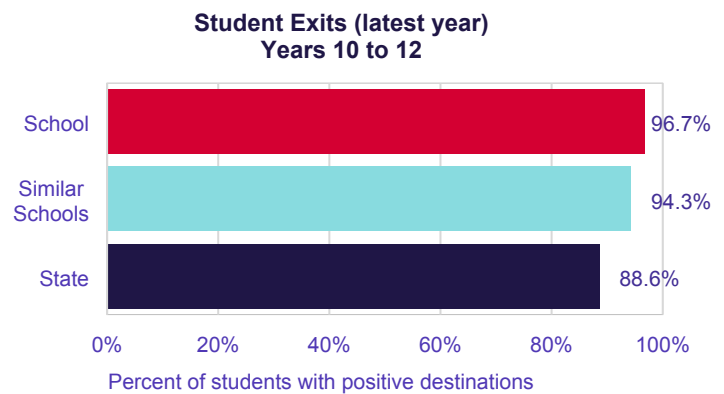
### Students exiting to further studies or full-time employment

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 (2023)	4-year average
School percent of students to further studies or full-time employment:	96.7%	97.9%
Similar Schools average:	94.3%	95.0%
State average:	88.6%	89.5%



# FINANCIAL PERFORMANCE AND POSITION

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$12,697,262
Government Provided DET Grants	\$2,048,973
Government Grants Commonwealth	\$13,514
Government Grants State	\$0
Revenue Other	\$105,922
Locally Raised Funds	\$1,111,475
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$15,977,145</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$69,488
Equity (Catch Up)	\$23,857
Equity (Social Disadvantage – Extraordinary Growth)	\$16,053
<b>Equity Total</b>	<b>\$109,399</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,024,405
Adjustments	\$0
Books & Publications	\$6,047
Camps/Excursions/Activities	\$319,167
Communication Costs	\$24,433
Consumables	\$360,342
Miscellaneous Expense <sup>3</sup>	\$122,033
Professional Development	\$38,493
Equipment/Maintenance/Hire	\$408,674
Property Services	\$443,994
Salaries & Allowances <sup>4</sup>	\$834,183
Support Services	\$612,806
Trading & Fundraising	\$1,230
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$149,796
<b>Total Operating Expenditure</b>	<b>\$15,345,603</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$631,543</b>
<b>Asset Acquisitions</b>	<b>\$425,753</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 22 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,218,434
Official Account	\$128,484
Other Accounts	\$177,547
<b>Total Funds Available</b>	<b>\$1,524,464</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$562,522
Other Recurrent Expenditure	\$171,496
Provision Accounts	\$0
Funds Received in Advance	\$1,135,496
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$176,424
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$46,468
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$20,000
<b>Total Financial Commitments</b>	<b>\$2,112,405</b>

*All funds received from the Department of Education, 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.*