

2025 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 27 March 2026 at 09:38 AM by Jessica James (Principal)

- As executive officer of the school council, I attest that this 2025 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 20 May 2026 at 09:11 AM by Emma Ford (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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
 - Senior Secondary Completions and mean study score
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - how many exiting students go on to further studies or full-time work
 - how many Year 7 students remain at the school through to Year 10
 - average absence days per student
 - student attendance rate

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Preston High School is a coeducational school that opened in 2019 and will grow to 1,450 pupils in 2026. 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 2025 saw the graduation of the school's second 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 2025 the school had more than 105 staff including more than 16EFT 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 support this, the school uses thorough and rigorous assessment practices, underpinned by developmental rubrics, that help students identify their next areas for growth and enable teachers to tailor instruction with precision to individual learning needs.

In VCE, the strength of this approach is reflected in the school's 2025 outcomes. The mean Study Score across Year 12 subjects was 29, in a context where students are encouraged to undertake a scored VCE wherever possible. Of the 130 students who received an ATAR, 8.5% achieved an ATAR above 90, and 43% achieved an ATAR placing them in the top 25% of the state. In addition, 7% of subject study scores were 40 or above, compared with 4% across the school's region.

These results reflect not only a strong and robust VCE program, but also the sustained effort of both teachers and students over their years at Preston High School.

NAPLAN results in 2025 for Years 7 and 9 include:

Year 7 - Reading (21% above State), Writing (19% above the State), Spelling (15% above the State), Numeracy (16% above the State), and Grammar and Punctuation (24% above the State).

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

Year 9 - Reading (24% above State), Writing (17% above the State), Spelling (19% above the State), Numeracy (20% above the State), and Grammar and Punctuation (26% above the State).

The percentage of students in strong or exceeding NAPLAN Reading in Year 9 has gone from 85% to 88%. The percentage of students with high or medium relative growth in NAPLAN has improved by 4.5%.

The percentage of students in strong or exceeding NAPLAN Numeracy for Year 9 has improved from 81% to 84%.

In 2025, the school refined its goal-setting processes for senior students to more deliberately build student ownership of learning. This strengthened approach supported students to set meaningful goals, monitor their progress, and reflect on the learning behaviours required to achieve success. In turn, this contributed to greater student agency and an increased capacity for self-regulation across their senior studies.

Wellbeing

The positive management of relationships, reflected in the Managing Bullying measure in the Student Attitudes to School Survey, continues to show a strong result for Preston High School, with 51%, compared to 50% for similar schools. Individual measure of percentage of students not experiencing bullying is a strong result with 91% for the school, 89% for similar schools and 87% for the state.

At Preston High School, wellbeing is grounded in a strong commitment to learner growth, with the belief that students' success in learning is fundamental to their overall wellbeing. When students experience progress in their learning, it strengthens their confidence, engagement and connection to school. This is supported by structures that ensure each student is known and has a meaningful relationship with a significant adult through the Da Vinci and Bandler Parks Mentor programs, and the Ada program in the senior years. Through this approach, the school creates an environment where students are supported to grow academically while also being cared for socially and emotionally.

In 2025, the school continued to strengthen its goals and targets for wellbeing through the further development of the Academic Care framework, led by Academic Heads of Cohort working closely with each year level. This approach helped ensure that student wellbeing support remained proactive, targeted and connected to the needs of each cohort. Over the same period, the school's work in Disability Inclusion has also expanded, with the team growing to include a leading teacher, and additional learning support staff.

Engagement

Attendance is a key measure of student wellbeing and engagement. In 2025, student program teams refined the processes and supports used to promote regular attendance, including strengthened interventions for students experiencing school refusal and truancy. These efforts were supported by broader strategies to increase students' connection to school.

As a result, Preston High School saw an improvement in the proportion of students attending 95% or more of the time, increasing from 23% in 2024 to 30% in 2025. This compares favourably with 26% in similar schools and 24% across the state. The expansion of lunchtime clubs and activities also played an important role in improving students' sense of belonging and engagement, which in turn supported stronger attendance outcomes.

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

The student engagement in Sports increased by approximately 5% with more sports and trainings being offered from Year 7-12.

The school's outstanding Performing Arts program continued to expand, with increased participation in Instrumental Music across Voice, Brass, Woodwind, Double Reed, Percussion and Strings. This growth was further highlighted by an exceptional school production that sold out, reflecting both the quality of the program and the strong engagement of the school community.

Other highlights from the school year

Student agency and voice were strongly demonstrated through the success of the student-led Kingfisher Festival. Organised by the Year 10 cohort, the event involved a half whole-school activity day in which students participated in a range of activities, collecting Kingfisher coins that could be used at a barbecue, ice cream stall, photo booth and sporting games. The day was highly successful and highlighted the power of student leadership in creating engaging and inclusive school experiences.

The strength of the school's Arts program was also evident through a range of showcase events. The Art Festival celebrated VCE artwork alongside work from Years 7 to 10, while Media Night provided an opportunity for students to share their VCE film productions with the wider school community. Together with the school's Music and Art programs, these events reflected a vibrant and diverse creative culture.

Success was also seen in extracurricular pursuits, with the school's chess team winning a number of competitions. These achievements further demonstrate the breadth of opportunities available to students and the school's commitment to supporting excellence across a wide range of interests.

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.

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 1,281 students were enrolled at this school in 2025, 629 female and 643 male. 14% had English as an additional language and 3% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	79.9%	
	Similar schools	72.8%	
	State	74.1%	

School Staff Survey

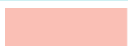
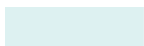
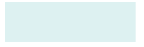
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.0%	
	Similar schools	62.8%	
	State	59.3%	

LEARNING

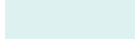
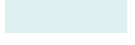
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Year 7 - 10 % of students at or above age expected standards	School	79.9%	
	Similar schools	90.1%	
	State	74.9%	
Mathematics Year 7 - 10 % of students at or above age expected standards	School	80.9%	
	Similar schools	85.6%	
	State	70.5%	

NAPLAN

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

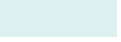
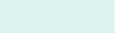
2025				3-year average
Reading Year 7 % of students Strong or Exceeding proficiency levels	School	86.9%		86.7%
	Similar schools	85.3%		84.1%
	State	65.9%		65.7%
Reading Year 9 % of students Strong or Exceeding proficiency levels	School	87.3%		84.2%
	Similar schools	80.2%		78.5%
	State	62.7%		61.0%
Numeracy Year 7 % of students Strong or Exceeding proficiency levels	School	82.4%		82.0%
	Similar schools	84.8%		82.6%
	State	65.6%		63.5%
Numeracy Year 9 % of students Strong or Exceeding proficiency levels	School	82.3%		80.3%
	Similar schools	80.0%		78.0%
	State	61.9%		60.2%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 7 to 9 % of students High or Medium relative growth	School	80.2%	
	Similar schools	76.9%	
	State	74.1%	
Numeracy Year 7 to 9 % of students High or Medium relative growth	School	71.0%	
	Similar schools	75.1%	
	State	73.5%	

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 VCE VM students at the School, Similar School, and State level.

2025				3-year average
VCE/VCE VM completion rate	School	98.7%		98.4%
	Similar schools	98.8%		98.6%
	State	97.2%		96.9%
Mean VCE study score	School	29.4		NDA
Total VCE VM students	School	22		NDA

WELLBEING

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).

		2025		4-year average
Years 7 to 12 % positive endorsement	School	48.3%		49.7%
	Similar schools	49.3%		48.1%
	State	49.8%		47.7%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 7 to 12 % positive endorsement	School	51.0%		54.1%
	Similar schools	49.6%		48.6%
	State	50.8%		48.6%

ENGAGEMENT

Students exiting to further studies or full-time employment

Percentage of exiting students going on to further studies or full-time employment.

		2024		4-year average
% of students exiting to further studies or full-time employment	School	91.5%		93.7%
	Similar schools	88.3%		87.5%
	State	81.5%		81.2%

Student retention

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

		2025		4-year average
Real retention rate	School	81.9%		78.6%
	Similar schools	78.7%		78.7%
	State	68.8%		68.7%

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025		4-year average
Year 7 - 12	School	22.7		23.5
	Similar schools	25.2		24.6
	State	30.2		29.4

Attendance rate

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

		2025	
Year 7	School	90.6%	
Year 8	School	86.0%	
Year 9	School	87.7%	
Year 10	School	88.2%	
Year 11	School	89.6%	
Year 12	School	89.6%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 19 March 2026.

Revenue	Actual
Student Resource Package	\$13,309,202
Government Provided DET Grants	\$3,092,081
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$257,057
Locally Raised Funds	\$1,798,037
Capital Grants	\$0
Total Operating Revenue	\$18,456,378

Equity	Actual
Equity (Social Disadvantage)	\$80,683
Equity (Catch Up)	\$94,961
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$175,644

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$13,857,102
Adjustments	\$0
Books & Publications	\$6,008
Camps/Excursions/Activities	\$791,456
Communication Costs	\$25,449
Consumables	\$201,870
Miscellaneous Expenses ²	\$152,054
Agency Staff	\$304,718
Professional Development	\$139,851
Equipment/Maintenance/Hire	\$342,923
Property Services	\$442,322
Salaries & Allowances ³	\$536,484
Support Services	\$446,148

Expenditure	Actual
Trading & Fundraising	\$8,087
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$135,098
Total Operating Expenditure	\$17,389,569
Net Operating Surplus/-Deficit	\$1,066,809
Asset Acquisitions	\$503,420

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$1,589,697
Official Account	\$208,868
Other Accounts	\$239,612
Total Funds Available	\$2,038,177

Financial Commitments	Actual
Operating Reserve	\$588,744
Other Recurrent Expenditure	\$33,887
Provision Accounts	\$0
Funds Received in Advance	\$439,119
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$238,381
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	\$933,840
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,233,971

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.