

Looking towards the future



Contents

Contents 2

Acknowledgement of Country 3

Executive Overview 4

Chair of the Board Report 5

Principal’s Report 7

Business Manager
& Company Secretary’s Report 10

Student Overview 13

Student Outcomes Summary 14

Graduation Pathways and Results 16

Staff and Governance Overview 19

Governance 20

Staffing Changes during 2025 22

Acknowledgement of Country

We acknowledge the Wurundjeri Woi Wurrung people of the Kulin Nation, as the Traditional Custodians of the Land on which we are situated.

We pay respects to Elders past and present, and extend this respect to any Aboriginal or Torres Strait Islander people.



Edward, Loft Room

“This is my smoking ceremony reflection and this is how I felt.

Today at the smoking ceremony, I felt really nice with the smoke, but the smoke really smelled. The person who was talking’s name was Uncle Perry. Uncle Perry was talking about the smoke taking away your bad spirits, about being lucky to be on this aboriginal land, and more aboriginal culture.”

Executive Overview

Chair of the Board Report

I am pleased to present my report as Chair of the Board for 2025. 2025 was a year of deliberate and considered change for Preshil, guided by the School's Strategic Plan and its long-standing commitment to progressive education and Preshil's Educational Principles.

Preshil's vision is to foster a connected community that supports students to forge pathways shaped by their talents, interests and passions. Throughout the year, the Board has focused on ensuring that governance, strategy and resourcing remain aligned with this vision, and that decisions are made with a clear view to the long-term interests of students and the School.

Governance and Strategic Review

In 2025, the Board worked closely with the Principal and leadership team to progress the outcomes of our comprehensive strategic review. This process required careful consideration of Preshil's educational model, campus configuration and future sustainability. While some decisions arising from this review were complex and challenging, the Board remained committed to acting with clarity, responsibility and purpose.

Campus Change and Continuity

A significant outcome of the strategic review was the Board's decision to sell the existing senior campus,

Blackhall, and invest further in our primary and middle school facilities at Arlington and seek a new campus for Years 9-12. This decision was made after careful deliberation and with an understanding of the deep connection many in the community hold to a place that has been home to generations of senior students.

The Board acknowledges the sadness felt by members of the community in saying goodbye to this space and recognises the memories, relationships and milestones embedded within it. At the same time, the Board is confident that this decision enables a strong and sustainable future for senior learning at Preshil, and for Preshil to lead in progressive education in Australia.

The acquisition of the Senior Studio Campus at Lincoln Square represents an important step forward in realising Preshil's vision for older students. Opening in 2028, the new campus will support increased student agency, independence and connection to the wider world, aligned with Preshil's progressive, studio-based approach to learning.

In recognising the importance of continuity, the Board is committed to ensuring that significant artefacts and meaningful elements from the former senior campus are respectfully transferred and incorporated into the Lincoln Square campus, allowing the School's history to form part of its new home.

In addition, plans to evolve the Arlington campus to include Middle School will strengthen continuity through the middle years and support students at a key developmental stage within an environment grounded in connection, inquiry and care.

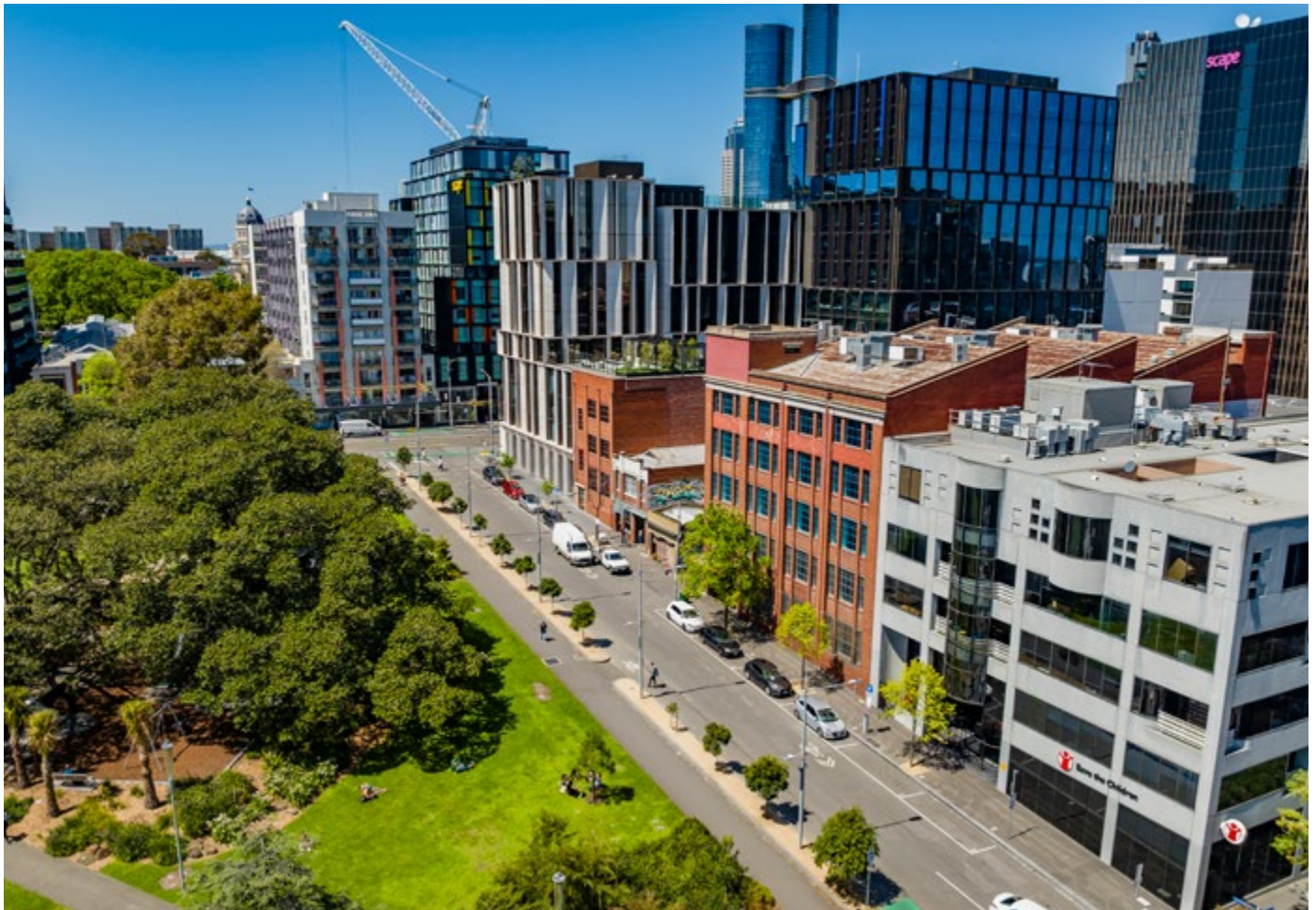
Stewardship and Community

The Board has continued to maintain strong financial oversight, supporting sustainability while enabling strategic investment in people, programs and future infrastructure for the benefit of students.

The Board thanks our Principal, Aaron Mackinnon, for his visionary leadership throughout a year of change, and acknowledges the professionalism and commitment of Preshil's staff. We also thank families for their trust, engagement and partnership.

Preshil has always been willing to think deeply and act with intention. Guided by clear purpose and strengthened by community, the Board remains confident in the School's direction and its capacity to support students to shape meaningful pathways into the future.

Emma Zipper
Chair of the Board
Preshil – The Margaret Lyttle Memorial School
2025



Principal's Report

This year represents a significant period of growth, clarity, and purposeful transformation for Preshil. Building on the foundations established in 2024, we have moved decisively from reflection into action, bringing to life a vision of education that is both deeply human and future-focused.

There remains something unmistakably unique about Preshil. It is found in the trust we place in young people, the mutual regard that underpins our relationships, and the shared belief that education should be a journey towards identity, purpose, meaning and deepening adequacies. This year, that belief has not only endured, it has strengthened, evolved, and taken more of a shared congruence across all areas of the School.

Culture and Strategy

A central pillar of our work this year has been the continued articulation and activation of our educational philosophy.

Following the 2024 Educational Review, we established the Preshil Educational Principles as a clear and enduring expression of who we are and how we approach learning. In 2025, our focus shifted to elevating and embedding these principles into daily practice.



Through initiatives such as our staff Breakfast Club, held fortnightly on Wednesday mornings, and a cycle of shared professional learnings, we have created structured opportunities for deep professional dialogue amongst our team, ensuring that our philosophy is not simply stated, but lived.

Leadership development has also been a key priority. Through targeted coaching, the introduction of human-centred frameworks, and a deliberate leadership realignment, we are building a cohesive leadership culture grounded in clarity, collaboration, high performance, and care. This work is shaping a school environment where high expectations and unconditional positive regard coexist in meaningful ways.

Importantly, this year has also seen a deliberate focus on strengthening “One Preshil”, a unified community across campuses, generations, and stakeholder groups. This includes deeper engagement with families, more intentional alumni connections, and a continued commitment to ensuring that our culture remains both inclusive and aspirational.

Academic and Administrative

Our academic program has undergone significant and intentional evolution.

In 2025, we implemented a series of initiatives arising directly from the Educational Review, creating a more aligned and flexible learning continuum from Kindergarten through to our senior years.

A key milestone has been the introduction of a carefully curated suite of VCE subjects, complementing our existing IB Diploma Programme and enabling a multi-pathway model. The opportunity for students in Years 9 and 10 to commence early VCE studies represents a meaningful shift, one that expands choice while maintaining the integrity of our personalised approach to learning.

At the Middle School level, the launch of Vertical Academic Electives has been particularly impactful. By removing traditional year-level constraints and offering open-age electives, we have empowered students to pursue areas of genuine interest and passion. This model reflects our belief that learning should be driven by and allow for autonomy, mastery and purpose in all aspects of design and delivery.

At Arlington, our transition away from the IB PYP has allowed us to reassert a distinctly Preshil approach, balancing inquiry, explicit teaching, and child self-determination. This evolution demonstrates our willingness to adapt while remaining anchored in our core values.

Across all campuses, there has also been a strong focus on strengthening instructional practice, literacy development, and curriculum alignment, ensuring that our progressive philosophy is supported by rigour and clarity.

Collectively, these developments reinforce an important truth: while we are a small school, we are not limited by scale. Through thoughtful design and a commitment to innovation, we continue to offer a rich, diverse, and deeply personalised educational experience.



Community Engagement and Events

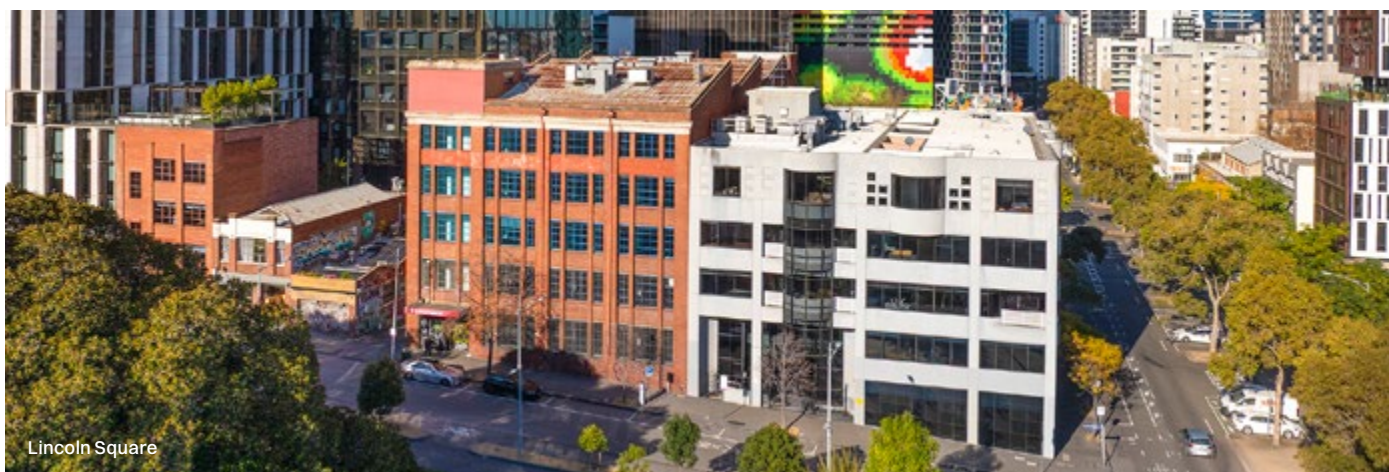
Preshil's strength has always been its community, and this year we have continued to invest in deepening those connections.

Our partnership with families has been strengthened through more intentional engagement structures, including the ongoing development of our Parent Representative network. This work reflects a broader commitment to transparency, collaboration, and shared responsibility in the educational journey.

Community events have remained a vital expression of our culture. Gatherings such as the Welcome Picnic, Back to School sessions, Parent and Staff Trivia Night, Winter Solstice and the reimagined Summer Sol celebration have provided meaningful opportunities for connection, celebration, and reflection.

Experiential learning has also continued to play a significant role in our program. Opportunities such as the Peppercorns Sovereign Hill Camp, the on-country experience of Year 9 Central Australia trip, and the New Zealand Ski Trip have allowed students to engage with the world beyond the classroom, developing cultural understanding, independence, and global awareness.

These experiences reinforce our belief that education extends far beyond academic outcomes; it is fundamentally about connection, to self, to others, and to the world.



Lincoln Square

Campus Updates

This year has been transformative in terms of our physical environment and long-term planning.

Following the completion of our Strategic Plan and Educational Review, we have taken significant steps to align our campuses with our pedagogical vision. A key milestone has been the successful sale of the Blackhall campus, enabling us to reposition strategically for the future.

This has led to the acquisition of a new Senior campus site in Carlton, within the historic Lincoln Square precinct. This location offers strong alignment with our accessibility goals, demographic positioning, and the creation of spaces that reflect our educational philosophy.

Concurrently, we have progressed planning for a purpose-built Middle School at Arlington, alongside broader master planning work across the School. These developments are not simply about infrastructure, they represent a reimagining of how space can support learning, creativity, and community.

In the immediate term, capital works across our campuses have enhanced the quality and functionality of our learning environments, ensuring they continue to reflect the vibrancy and intentionality of our programs.

Closing Reflections

We are living in a time that calls for something more from education. Not refinement at the edges, but a more purposeful response to what learning can and should be. A progressive alternative. Education done differently. Unapologetically human, authentic, and interconnected.

We exist to walk alongside young people as they come to know themselves, recognise their potential, and respond to the world around them, critically, courageously, curiously, and with kindness. We just happen to be a school.

What is required is a deliberate commitment to the education of the whole child, one that nurtures the distinctly human capacities of empathy, discernment, creativity, ethical reasoning, and collaboration. These are not optional extras; they are increasingly essential.

At Preshil, we are not simply preparing young people for the future; we are inviting them to actively shape it.

This year has been one of courage, clarity, and momentum. We have honoured our past while making considered choices about our future. In doing so, we continue to position Preshil as a leading voice in progressive education, both within Australia and on a growing global stage.

To our staff, whose dedication brings this vision to life each day, thank you.

To our families, alumni, and Board, your trust and partnership make this work possible.

And to our young people, you remain at the heart of everything we do. You challenge us, inspire us, and remind us why this work matters.

With gratitude,
Aaron Mackinnon
 Principal.

Business Manager & Company Secretary's Report

Reflecting on the 2025 financial year, it is clear this has been a pivotal year for Preshil — one defined not only by financial recovery, but by deliberate structural, operational and strategic repositioning. Following the challenges experienced in 2024, the School entered 2025 with a clear focus: to stabilise, strengthen and create a sustainable foundation for the future. Over the course of the year, meaningful progress has been made across all three areas.

The School reported a strong financial turnaround, with a consolidated surplus of \$6.3 million compared to a deficit in the prior year. While this result was supported in part by property-related transactions, it also reflects more disciplined financial management, improved oversight and a clearer operating structure. Revenue remained anchored in core sources including tuition fees and government funding, while expenditure continued to be carefully managed in an environment of rising costs and necessary organisational change. Importantly, while the headline result is positive, there remains a continued focus on strengthening underlying operating performance as we transition to a more sustainable model.

This progress is also reflected in the School's balance sheet and liquidity position, with cash reserves strengthening significantly and net assets increasing. This provides Preshil with a much-needed platform of stability, enabling us to manage short-term pressures, respond to changing enrolment dynamics and invest thoughtfully in our strategic priorities. It also marks an important shift from a period of constraint to one of intentional and considered growth.

A defining feature of 2025 has been the repositioning of the School's property strategy, anchored by the decision to sell the Blackhall campus and reinvest into the future of Preshil. This decision followed careful consideration of multiple scenarios, recognising that maintaining the status quo would continue to place pressure on the School's finances and limit our ability to invest in future-focused learning environments. The sale of Blackhall represents a significant and deliberate step forward, strengthening our financial position while enabling reinvestment into spaces that better align with our educational vision.

In parallel, the School progressed the acquisition of a new Senior Studio campus (Y9-Y12) at Lincoln Square in Carlton, representing a strategic shift toward a more accessible, connected and future-ready environment for our senior students. At the same time, we have continued to invest in Arlington, with a clear focus on the development and embedding of the Middle School (Y7-Y8) over the coming years. These initiatives, alongside essential capital works and master planning, reflect a cohesive and forward-looking approach to campus development, ensuring our physical spaces support the way our students learn: open, flexible and connected.

Financial Overview 2025

Operating Performance and Strategic Repositioning

The School's financial position has strengthened significantly. To provide a clear and meaningful view of performance, the information below distinguishes between core operating activity and one-off items.

The School's ongoing income continues to be driven by tuition fees and government funding, which form the foundation of Preshil's financial sustainability.

During the year, the School completed the sale of the Blackhall campus, generating a one-off financial gain. It is important to note that the amount reflected in the income section represents the net gain on sale, rather than the full sale proceeds.

Shortly following this, the School acquired a new Senior Studio campus at Lincoln Square in Carlton for approximately \$19.7 million, representing a deliberate reinvestment into Preshil's future and aligning our physical environment with our long-term educational vision.

Income

The School's operating income continues to be largely based on tuition fees and government funding.

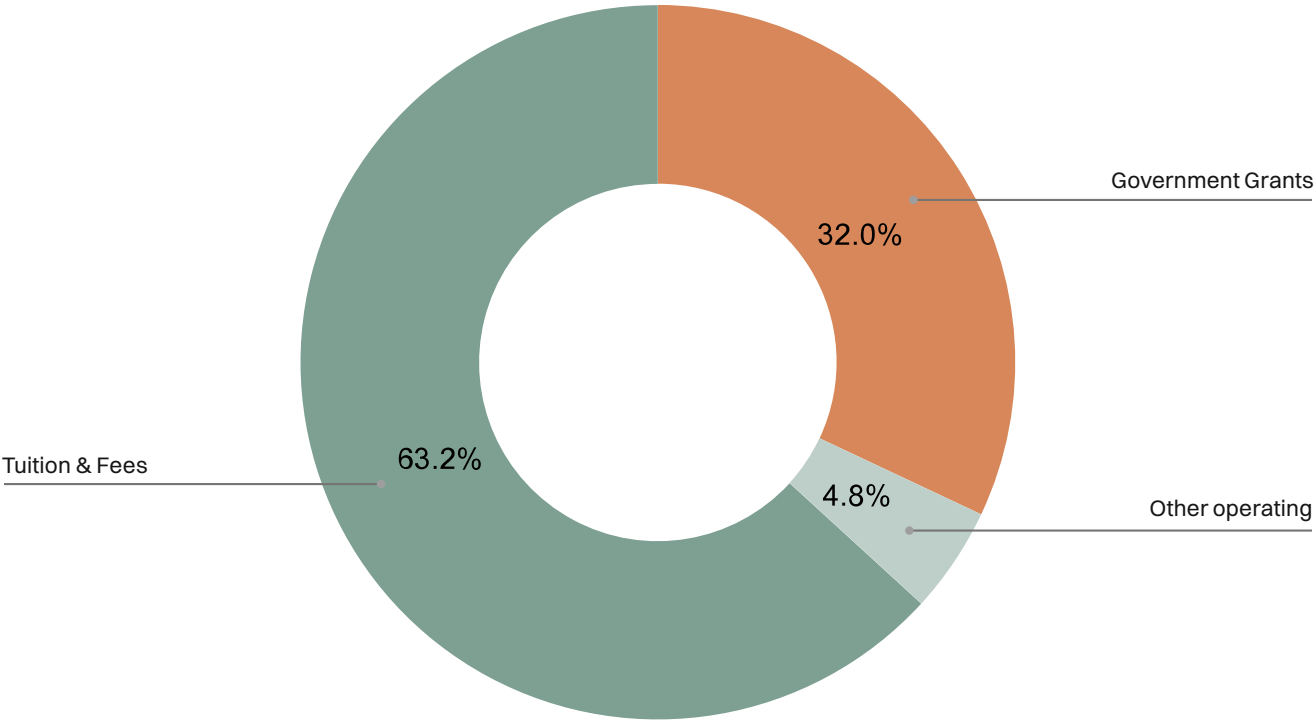
Operating Income (Total: \$9.54M)

Tuition & Fees:	63.2%
Government Grants:	32.0%
Other Operating Income:	4.8%

Non-Operating / Extraordinary Income (Total: \$10.04M)

Property Sale Gain:	98.2%
Other Non-Recurring Gains:	1.8%

Operating Income Mix 2025
Excluding Extraordinary Items



Expenditure

The School's operating expenditure remains largely focused on the delivery of high-quality education, with staff costs representing the most significant investment.

Operating Expenditure (Total: \$12.48M)

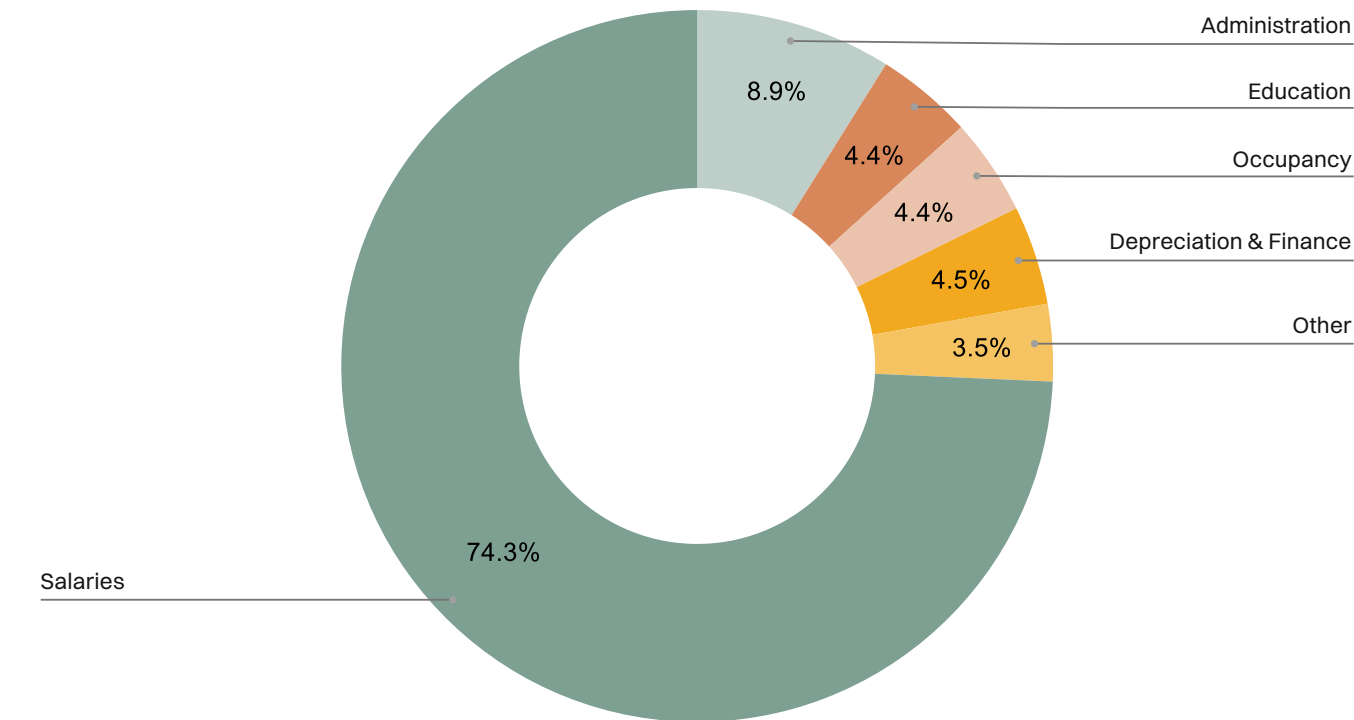
Employee Salaries:	74.3%
Administration Expenses:	8.9%
Education Expense:	4.4%
Occupancy & Maintenance:	4.4%
Depreciation & Finance Costs:	4.5%
Other Operating Expenses:	3.5%

Looking Ahead

Together, these decisions represent a deliberate shift in how the School is positioning itself for the future. With the transition from Blackhall, the establishment of the Lincoln Square campus, and the continued evolution of Arlington, Preshil is entering a period of meaningful transformation.

Our focus will be on delivering these priorities with discipline and care, while maintaining financial sustainability and continuing to invest in the future of the School.

Operating Expenditure Mix 2025
Excluding Extraordinary Items



Percentages shown reflect operating income and expenditure only.

Student Overview

Student Outcomes Summary

Naplan 2025

Introduction

At Preshil, our focus remains on nurturing the whole child through a progressive, personalised education. While we do not place undue emphasis on standardised testing, we recognise the value of NAPLAN in offering a national snapshot of student achievement across literacy and numeracy domains. The 2025 results provide useful insights into student learning trajectories and opportunities for targeted support and celebration of progress. However, they should be considered in the context of small cohort sizes, where percentage variations may represent only one or two students. Preshil also encourages broad participation, including students on academic Inclusive Education Plans, reflecting our inclusive philosophy and emphasis on having the courage to have a go.

2025 Year 3 Key Patterns:

- Students showed strong achievement in Reading and Writing, with 58% of students performing in the Strong or Exceeding categories in both areas.
- Numeracy results were encouraging, with no students needing additional support and 50% of students achieving Strong or Exceeding proficiency.
- Spelling is an area of strength with 67% students achieving Strong or Exceeding.
- Grammar & Punctuation results demonstrated opportunity for continued growth and targeted support.

2025 Year 5 Key Patterns:

- Students demonstrated particularly strong Reading results, with 90% of students achieving in the Strong or Exceeding categories.
- Numeracy performance was also positive, with no students identified as needing additional support and 60% achieving Strong or Exceeding proficiency.
- Writing, Grammar & Punctuation and Spelling results showed at least 50% students achieving Strong or Exceeding in each of these categories.

2025 Year 7 Key Patterns:

- Strongest area: Numeracy (60% Strong)
- Highest Exceeding: Spelling (46.7%)
- Most support required: Grammar & Punctuation (40% below Strong)
- No students in Needs Additional Support for Spelling

2025 Year 9 Key Patterns:

- Strongest areas: Spelling and Numeracy (66.7% Strong in both)
- Highest Exceeding: Grammar & Punctuation (33.3%)
- Most consistently strong profile: Writing (58.8% at Strong; 82.3% at Strong or Exceeding)
- Most support required: Reading (25% below Strong)
- No students in Needs Additional Support in Writing or Grammar & Punctuation
- Most students are performing at or above Strong across all domains, suggesting a broadly capable cohort.

Year 3 NAPLAN Results

Learning area	Needs additional support	Developing	Strong	Exceeding
Reading proficiency	8%	34%	50%	8%
Writing proficiency	8%	50%	34%	8%
Numeracy proficiency	0%	50%	33%	17%
Spelling Proficiency	25%	8%	42%	25%
Grammar & Punctuation proficiency	25%	42%	17%	17%

Year 5 NAPLAN Results

Learning area	Needs additional support	Developing	Strong	Exceeding
Reading proficiency	10%	0%	60%	30%
Writing proficiency	10%	40%	50%	0%
Numeracy proficiency	0%	40%	50%	10%
Spelling Proficiency	20%	30%	20%	30%
Grammar & Punctuation proficiency	10%	30%	60%	0%

Year 7 NAPLAN Results

Learning area	Needs additional support	Developing	Strong	Exceeding
Reading proficiency	13%	13%	34%	40%
Writing proficiency	13%	7%	47%	33%
Numeracy proficiency	7%	20%	60%	13%
Spelling Proficiency	0%	13%	40%	47%
Grammar & Punctuation proficiency	20%	20%	27%	33%

Year 9 NAPLAN Results

Learning area	Needs additional support	Developing	Strong	Exceeding
Reading proficiency	12%	12%	50%	26%
Writing proficiency	0%	18%	58%	24%
Numeracy proficiency	6%	20%	67%	7%
Spelling Proficiency	6%	0%	67%	27%
Grammar & Punctuation proficiency	0%	20%	47%	33%

Graduation Pathways and Results

At Preshil, graduation is not simply a culmination of academic achievement—it's a holistic milestone that recognises each student's growth, individuality, and personal aspirations.

Our students are guided to pursue pathways that align with their strengths, passions, and values. Our destination outcomes reflect more than academic readiness — they demonstrate that our graduates are intentional, creative thinkers who step into the world with a clear sense of direction and identity. From university, vocational training or directly into the workforce, our students move forward confidently into their next chapters.

2025 marks a significant milestone for the school as it represents the first full year of the reintroduction of the **Victorian Certificate of Education (VCE)**, and the launch of the **Victorian Pathways Certificate (VPC)** following the introduction of the **VCE Vocational Major (VM)** in 2024.

The introduction of VCE alongside our existing International Baccalaureate (IB) offering has increased flexibility within the senior program, enabling students to pursue more personalised and specialised pathways aligned with their strengths, interests and future goals. Importantly, it has provided opportunities for some of our year 11 IB students to transition into year 12 VCE, with recognition of prior learning and equivalent credit for completed IB studies. This ensures students are not locked into a single pathway and can make adjustments as their interests and post school goals evolve.



Additionally, 2025 also marked the inaugural year of offering the **Certificate II in Creative Industries—Life Skills for Creative Business**. This program is available to both Preshil students and students from other schools, further strengthening our commitment to broadening access to vocational learning opportunities.

This course provides students with the opportunity to explore a range of areas within the creative industries with a particular focus on media design, business and promotion, which could be applied to any field of interest. Overall, the course equips students with transferable skills and pathways into the diverse and evolving creative industries sector.

The expansion of the senior studio offerings reflects the school's commitment to student-centered learning, providing genuine choice and adaptable pathways to empower young people to shape their educational journey.



Graduate outcomes at a glance

2025 Cohort (20 Students)

- 13 International Baccalaureate (IB)
- 3 Victorian Certificate of Education (VCE)
- 2 Vocational Majors (VCE VM)
- 1 Victorian Pathways Certificate (VPC)
- 1 did not complete the VCE in 2025.

Awards

- 11 awarded the full (IB) Diploma received notional ATARs
- 2 (IB) non-awarded Diploma received derived ATARs only
- 3 graduated with a VCE (both scored and unscored)*
- 2 graduated with a VCE VM (1 with a study score for VCE English and VCE Maths)*
- 1 graduated with a VPC

*5 transferred from the IB Diploma with year 11 credit into the VCE and VCE VM.

Results

VCE	
Mean VCE ATAR	48
IB	
Mean Passing IB Score	31.45
Mean IB ATAR	84 (range: 68.10 - 98.00)
Global Passing IB Mean	29.30
IB Scores above 35	5

Offers

Student outcomes in the 2025 admissions cycle were strong, with high levels of success in both first-round offers and alternative entry pathways.

Of the 16 students who applied through VTAC, 93.75% received a first-round offer. Half of these students (50%) secured their first preference, with further 31.25% receiving offers within their top three preferences. A small number of students received offers to lower preferences, and 12.5% did not receive a first round offer; however, 75% of these students secured offers in subsequent rounds.

In addition to the main VTAC rounds, one student received an early entry offer based on Year 11 results, reflecting the increasing availability of alternative entry pathways. A small number of students chose not to apply through VTAC, instead pursuing other options focused on work and skill development.

These outcomes highlight the breadth of post-school pathways available to our students and reinforce their strong positioning as competitive applicants across a range of tertiary and career opportunities.

Student Destinations

Courses

Our students received offers across a diverse and inspiring range of disciplines, including:

- Creative Arts (Animation, Interior Design)
- Engineering (Honours) Science Double
- Humanities and Law (Arts, Politics/Philosophy/Economics)
- Nursing (Scholars Program)
- Arts Psychology Double
- Accounting Commerce
- Archeology
- Forensic Psychological Science Double
- Education (Early Childhood & Primary)
- Foundation Studies pathway to Nursing and Paramedicine
- Diploma of Higher Education Studies pathways to 2nd Year Bachelor of Science

Institutions

Offers were received from leading institutions including:

- University of Melbourne
- RMIT
- Monash University
- Deakin University
- La Trobe University
- Collarts
- ACU

These outcomes demonstrate the strong preparedness of our students and their ability to access a diverse range of high-quality tertiary pathways.



Staff and Governance Overview

Governance

Preshil seeks to maintain strong and contemporary governance practices that support the School's long-term sustainability, strategic direction and educational purpose.

Preshil is a company limited by guarantee, the most common legal structure for independent schools and not-for-profit organisations. Historically, the Board is also referred to as the Council, and directors are referred to as Council Members. As a not-for-profit entity, Preshil has no shareholders or owners. Instead, members of the Preshil Association act in a stewardship capacity, with certain rights exercised through General Meetings in accordance with the Constitution.

All surpluses generated by the School are reinvested into supporting Preshil's educational purpose and future development. This includes providing a progressive educational environment that empowers students to develop naturally along their own lines, while also supporting innovative and evolving approaches to teaching and learning.

As a registered charity and company limited by guarantee, Preshil is regulated by both the Australian Charities and Not-for-profits Commission (ACNC) and ASIC, and operates in accordance with the ACNC Governance Standards. As a registered non-government school in Victoria, the School must also comply with the requirements of the Education and Training Reform Act 2006 and the Victorian Registration and Qualifications Authority (VRQA) Minimum Standards, including obligations relating to governance, financial management and child safety.

The Board is responsible for the strategic oversight and governance of the School. This includes setting strategic priorities, overseeing financial sustainability and risk management, monitoring organisational performance, and ensuring that the School operates in a manner consistent with its values and purpose. The Board delegates the day-to-day management and operations of the School to the Principal. To support effective governance and oversight, the Board operates through a number of Committees during 2025, including:

- Finance & Risk
- Strategy
- Remuneration & Nominations
- Buildings & Environment
- Education
- Advancement & Marketing

The Board continues to maintain a broad mix of professional skills, experience and perspectives across governance, education, finance, law, strategy, property, marketing and organisational leadership.

Under the Constitution, the Board may comprise up to 12 directors and includes the Principal, an educator appointed annually by the Principal, Board-appointed directors and directors elected by members at the Annual General Meeting.

2025 Board Members

Emma Zipper – President

Courtney Pearson – Treasurer

Aaron Mackinnon – Director and Principal

Doug McCurry – Director

Daniel Ingvarson – Director / Educator
Representative

Karolina Karon – Director

Louise Wright – Director

Liam Keegan – Director
(appointed June 2025)

Katherine O'Brien – Director
(appointed June 2025)

Ann Pocock – Director
(appointed June 2025)

June Steward – Director
(appointed June 2025)

Directors Ceased During 2025

Andrew Apostola

Graham Parr

Company Secretary

Larry Roadcap – Company Secretary
(resigned July 2025)

Sylvia Tossoun – Company Secretary
(appointed July 2025)



Staffing Changes during 2025

Departing Staff		
Name	Position	Final Day
Amanda Seefeld	Secondary Teacher	27/01/2025
Anson Li	Kindergarten Teacher	27/01/2025
Chelsea Prove	Kindergarten Assistant	27/01/2025
Chris McDuff	Secondary Teacher	27/01/2025
Dan Arnott	Secondary Teacher	27/01/2025
Elise Kyrgios	Secondary Teacher	27/01/2025
Felicity Robinson	Secondary Teacher	27/01/2025
Karri Hedge	Early Childhood Teacher	27/01/2025
Kat Girbau	Secondary Teacher	27/01/2025
Libby Gronn	Kindergarten Teacher	27/01/2025
Matt Barker	Secondary Teacher	27/01/2025
Michelle Brown	Secondary Teacher	27/01/2025
Naomi Gu	Secondary Teacher	27/01/2025
Nat Kunst	Secondary Teacher	27/01/2025
Rob Grundy	Secondary Teacher	27/01/2025
Tom Sharkie	Secondary Teacher	04/04/2025
Michelle Moore	Finance Manager	20/06/2025
Jason Shulman	Secondary Teacher / Head of Senior Studio	27/06/2025
Ken Fay	Secondary Teacher	27/06/2025
Larry Roadcap	Business Manager	18/07/2025
Sophia Georgoulos	Finance / Payroll Consultant	26/07/2025

William Craig	Secondary Teacher	06/08/2025
Cat Pacitti	IB Coordinator / Teacher	19/09/2025
Sevan Sarkisian	Laboratory Technician	05/11/2025
Karoline Kuti	Head of School (Blackhall)	12/11/2025
Brin Nadler	Primary Teacher	25/11/2025
Susan Wang	Secondary Teacher	25/11/2025
Annie Harding	Registrar	12/12/2025
Jay Blanchard-Lewis	Secondary Teacher	17/12/2025
France Karrubee	Secondary Teacher	31/12/2025
Hayley Canton	Secondary Teacher	31/12/2025
Phoebe Rose	Secondary Teacher	31/12/2025
Rosalie Webb	Secondary Teacher	31/12/2025

New Staff		
Name	Position	First Day
Jay Blanchard-Lewis	Secondary Teacher	13/01/2025
Rob McArthur	Secondary Teacher / Pastoral Support Leader (Y11/12)	13/01/2025
Lisa McClure	Receptionist (Arlington)	24/01/2025
Alex Mason	Youth Work / Learning Support Assistant	28/01/2025
Annie Zhang	Early Childhood Educator (Diploma)	28/01/2025
Carolina Castano-Rodriguez	Secondary Teacher / Pastoral Support Leader (Y9/10)	28/01/2025
David Hoke	Secondary Teacher	28/01/2025
Glenn Morris	Secondary Teacher	28/01/2025
Kate Tamblyn	Learning Support Assistant / Secondary Teacher	28/01/2025
Ken Fay	Secondary Teacher	28/01/2025
Sandra Olarte	Early Childhood Teacher & Educational Leader	28/01/2025
Susan Wang	Secondary Teacher	28/01/2025
Tom Sharkie	Secondary Teacher	21/02/2025
Cherry Montgomery	Primary Teacher	17/03/2025
Melissa Widdowson	Accounts Officer	18/03/2025
France Karrubee	Secondary Teacher	21/03/2025
Phoebe Rose	Secondary Teacher	21/03/2025

Sevan Sarkisian	Laboratory Technician	24/03/2025
Sophia Georgoulos	Finance / Payroll Consultant	20/06/2025
Sylvia Tossoun	Business Manager	30/06/2025
Hayley Canton	Secondary Teacher	21/07/2025
William Craig	Secondary Teacher	21/07/2025
Raj De Zoysa	Finance & Payroll Manager	23/07/2025
Chelsea Greenwood	Secondary Teacher	23/07/2025
Brendan Murray	Head of Campus (Blackhall)	06/10/2025
Grace Ryan	Learning Support Assistant	06/10/2025
Janine So	Accounts Receivable Officer	26/11/2025
Eve Richardson	Admissions Manager	27/11/2025
Georg Robers	Finance Manager	09/12/2025
Roxanne Koa	Accounts Payable Officer	11/12/2025

Staff as at August 2025

Name	Position
Aaron Mackinnon	Principal
Alex Mason	Youth Work / Learning Support Assistant
Alice Boyle	Secondary Teacher
Amelia Wright	Reception / Data Administrator (Blackhall)
Anastasia La Fey	Learning Support Assistant
Andrew Belegirinos	Secondary Teacher
Annie Harding	Registrar
Annie Zhang	Early Childhood Educator (Diploma)
Brin (Julie) Nadler	Primary Teacher
Bronte Howell	Careers Counsellor
Carolina Castano-Rodriguez	Secondary Teacher / Pastoral Support Leader (Y9/10)
Caterina Pacitti	IB Coordinator / Secondary Teacher
Che Oliva	Library Technician
Chelsea Greenwood	Secondary Teacher
Cherry Montgomery	Primary Teacher
Claire Roberston	Primary Teacher
Clinton Morgan	Primary Teacher
Cressida Batterham-Wilson	Head of Campus (Arlington)
David Coulter	Secondary Teacher / Pastoral Support Leader (Y7/8)

David Hoke	Secondary Teacher
Debra Wright	Receptionist (Arlington)
Debrah Brinkworth	Primary Teacher
Emily Keegan	Secondary Teacher / Inclusive Education Coordinator (Blackhall)
Emma Borland	Secondary Teacher / Vocational Major Program Coordinator
Fleur Fogarty	Secondary Teacher / Visual Arts Coordinator
France Karrubee	Secondary Teacher
Glenn Morris	Secondary Teacher
Greg McCarthy	Facilities & Maintenance Manager
Greg Papadopoulos	Maintenance Officer
Hayley Canton	Secondary Teacher
Heesun Choi	Diploma Qualified Teacher
Jay Blanchard-Lewis	Secondary Teacher
Jordane Hyams	Primary Teacher
Julia Madden	Secondary Teacher
Julie Yan	Learning Support Assistant
Karoline Kuti	Head of Campus (Blackhall)
Kate Tamblyn	Learning Support Assistant / Secondary Teacher
Kris Austin	Secondary Teacher / Timetabler / Daily Org.
Laurence Page	Secondary Teacher / Production Coordinator
Lewis Kingston	Secondary Teacher
Lisa Genovese	Primary Teacher
Lisa McLure	Receptionist (Arlington)
Lorrayne Brooks-Dowsett	Inclusive Education Coordinator (Arlington)
Lou Darmanin	Learning Support Assistant
Lucy Lam-Po-Tang	Marketing, Community Engagement & Advancement Manager
Melissa Widdowson	Accounts Officer
Michael Price	Primary Teacher / Woodwork Coordinator
Michelle Berner	Secondary Teacher / Head of Music
Michelle Priestly	Primary Teacher
Nat Alexander	Learning Support Assistant
Natalie Kisilevich	Student Wellbeing Leader
Nicholas Adeney	Primary Teacher
Phoebe Rose	Secondary Teacher
Rob Gillett	Facilities Maintenance Manager
Rob McArthur	Secondary Teacher / Pastoral Support Leader (Y11/12)

Robert Brown	Art Technician
Rosalie Webb	Secondary Teacher
Rosie Grimm	Primary Teacher / Curriculum Leader
Sandra Olarte	Early Childhood Teacher & Educational Leader
Sevan Sarkisian	Laboratory Technician
Simone Braid	Secondary Teacher
Starlie Geikie	Primary Teacher
Susan Wang	Secondary Teacher
Sylvia Tossoun	Business Manager
Troy Davis	HR, Policy & Social Media Manager
Veronica Backhouse	School Counsellor



Staff Qualifications

Aaron Mackinnon

- Bachelor of Fine Art
- Graduate Diploma in Education

Alex Mason

- Bachelor of Science (Psychology)
- Certificate IV in Child, Youth & Family Intervention

Alice Boyle

- Diploma of Languages (French Language & Literature)
- Bachelor of Arts
- Master of Teaching (Secondary) Internship

Amelia Wright

Anastasia La Fey

- Certificate IV in Educational Support

Andrew Belegirinos

- Bachelor of Science
- Bachelor of Engineering (Honors)
- Masters of Teaching
- Masters of Geospatial Information Technology

Annie Harding

Annie Zhang

- Master of Teaching in Early Childhood & Primary

Brin (Julie) Nadler

- Bachelor of Arts in Modern Culture and Media
- Masters in French, Language & Culture
- Masters of Science, Education, Early Childhood & Elementary Education

Bronte Howell

- Graduate Certificate Career Development Practice
- Graduate Diploma Psychology
- Advanced Diploma of Business (Advertising)
- Certificate IV in Training & Assessment

Carolina Castano-Rodriguez

- PhD Education
- Masters of Education
- Bachelor of Biology / Molecular Biology

Caterina Pacitti

- Masters of Teaching (Secondary)
- Graduate Certificate of Arts (English Literature & Theatre Studies)
- Bachelor of Arts Honors in Philosophy (First Class)
- Diploma of Music

Che Oliva

- Diploma Library & Information Studies

Chelsea Greenwood

- Bachelor of Fine Art (Hons)
- PGCE Secondary Art & Design

Cherry Montgomery

- Masters of Social Science (International Development)
- Graduate Diploma in International Development
- Graduate Diploma in Education (Primary)
- Bachelor of Business (Tourism & Hospitality)

Claire Robertson

- Bachelor of Fine Art (Visual Arts)
- Masters of Fine Art (New Media)
- Graduate Diploma in Education (Primary)

Clinton Morgan

- Bachelor of Education
- Postgraduate Certificate in Journalism

Cressida Batterham-Wilson

- Bachelor of Behavioural Science (Psychology)
- Bachelor of Teaching

David Coulter

- Bachelor of Science
- Bachelor of Arts
- Masters of Teaching

David Hoke

- Bachelor of Science (Biochemistry)
- PhD Biochemistry
- Master of Teaching (Secondary) Internship

Debrah Wright

- Certificate III Medical Administration
- Advanced Secretarial Course

Debrah Brinkworth

- Diploma of Arts
- Bachelor of Arts
- Graduate Diploma Teaching (Secondary)

Emily Keegan

- Bachelor of Arts
- Bachelor of Teaching (Secondary)
- Graduate Certificate Counselling Youth & Family Therapy

Emma Borland

- Bachelor of Fine Art
- Masters of Fine Art
- Master of Teaching (Secondary)
- Graduate Certificate in Autism Studies

Fleur Fogarty

- Bachelor of Education (Visual Arts)

France Karrubee

- Certificate IV in Training & Assessment
- Bachelor of Arts / Bachelor of Teaching

Glenn Morris

- Bachelor of Arts
- Graduate Diploma of Education

Greg McCarthy

- Certificate III in Carpentry
- Certificate IV (Youth Affairs, AOD, Juvenile Justice)
- Diploma in Community Services

Greg Papadopoulos

- Certificate II in Security Operations

Hayley Canton

- Bachelor of Health, Sport and Physical Education
- Master of Education in Health and Wellness Education
- Diploma of Youth Counselling

Heesun Choi

- Diploma of Early Child Education Care

Jay Blanchard-Lewis

- Master of Arts
- Post-Graduate Certificate in Education (Secondary)

Jordane Hyams

- Bachelor of Arts (Honours)
- Master of Teaching (Primary)

Julia Madden

- Bachelor of Arts
- Bachelor of Science
- Masters of Teaching Secondary (Internship)

Julie Yan

- Certificate in Primary Years Program

Karoline Kuti

- Bachelor of Music
- Bachelor of Arts
- Graduate Diploma in Education

Kate Tamblyn

- Bachelor of Creative Industries (Dance)
- Graduate Diploma in Psychology
- Bachelor of Education
- Master of Management (Education)

Kris Austin

- Bachelor of Physical & Health Education
- Graduate Diploma in Education

Laurence Page

- Bachelor of Education (Secondary)

Lewis Kingston

- Bachelor of Environmental Design
- Masters of Architecture
- Masters of Teaching (Internship)

Lisa Genovese

- Bachelor of Business Management
- Graduate Diploma Education (Primary)

Lisa McClure

- Diploma of Secretarial Studies

Lorrayne Brooks-Dowsett

- Bachelor of Education
- Graduate Diploma in Education Studies
- Graduate Diploma in Psychological Studies
- Masters in Special Education

Lou Darmanin

- Certificate III in Early Childhood Education & Care

Lucy Lam-Po-Tang

- Bachelor of Business (Business Administration)
- Bachelor of Arts (Graphic Design)
- Graduate Certificate in Communications & Media Studies
- Master of Education (Leadership & Learning)

Melissa Widdowson

Michael Price

- Diploma of Teaching (Primary)
 - Diploma of Teaching (Physical Education)
-

Michelle Berner

- Bachelor of Music
 - Master of Teaching
-

Michelle Priestly

- Diploma of Arts in Music
 - Graduate Diploma of Education (Secondary)
-

Natalie Alexander

- Bachelor of Accounting
 - Graduate Diploma of Psychology
 - Graduate Diploma in Professional Psychology
-

Natalie Kisilevich

- Bachelor of Science
 - Postgraduate Certificate Education
-

Nicholas Adeney

- Bachelor of Commerce
 - Bachelor of Teaching (Primary)
-

Phoebe Rose

- Bachelor of Education (Primary) (Honours)
 - Graduate Certificate in Modern Languages Education
 - Diploma of Counselling
-

Rob Gillett

Rob McArthur

- Bachelor of Arts
 - Diploma in Education
 - PhD History
-

Robert Brown

- Bachelor of Fine Art (Printmaking)
 - Bachelor of Multimedia Design
-

Rosalie Webb

- Bachelor of Arts (Literature & Sociology)
 - Master of Teaching (Secondary)
-

Rosie Grimm

- Bachelor of Arts (Social Work & Sociology)
- Bachelor of Primary Studies

Sandra Olarte

- Bachelor of Economics
 - Graduate Diploma in Education (Early Childhood)
-

Sevan Sarkisian

- Bachelor of Applied Science
 - TESOL Certificate
 - Certificate in Performance Edge, Leadership & Management
 - Certificate in Project Management
-

Simone Braid

- Bachelor of International Relations
 - Graduate Diploma in Teaching (Secondary)
 - Master of Teaching (Secondary)
 - Diploma in Languages
-

Sylvia Tossoun

- Master of Business Administration (Innovation & Leadership)
 - American Institute of Certified Public Accountants (AICPA)
 - Bachelor of Commerce (Accounting)
-

Starlie Gieike

- Bachelor of Arts (Fine Arts)
 - Master of Fine Art
 - Graduate Diploma of Education
 - Master of Creative Arts Therapy
-

Susan Wang

- Bachelor of Pharmacy
 - Master of Teaching (Mathematics Education)
-

Troy Davis

- Master of Employment Relations
 - Graduate Certificate in Industrial Relations
 - Graduate Diploma in Careers Education & Development
 - Diploma in Business (Human Resources)
-

Veronica Backhouse

- Bachelor of Social Science
- Graduate Diploma of Counselling & Psychotherapy
- Graduate Diploma in Education (Secondary)
- Diploma in Ecotherapy

At Preshil, we are, one and all,
learning and living together –
teachers, children and parents.

—Margaret E Lyttle

Preshil