



EDUCATIONAL REVIEW 2024



Preshil
Education
Committee

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Executive Summary

The purpose of this Report is to review the current academic program of Preshil (and its delivery) as part of the Strategic Plan and in relation to the current statements of the school's Mission, Vision, Values and Strategic Pillars.

MISSION	Our mission is to foster a community that supports students to forge a path for themselves, informed by their passions and talents.
VISION	We envision a school that is progressive and embraces new ideas in a learning community enriched by its diversity.
VALUES	We treat each other with kindness and respect. We have the courage to learn and grow. We're a community that collaborates.

The current program

After a phased introduction beginning in 2013, since 2018 Preshil was fully and exclusively part of the International Baccalaureate (IB) Programme rather than following the Victorian Certificate of Education (VCE) program. In 2024 the VCE Vocational Major (VM) was introduced.

Changes in the educational landscape since 2012

There have been substantial changes in Victorian education in the last decade, particularly in terms of school-to-work pathways and vocational education. A revamped work-related certificate called the VM has been introduced into the VCE, and access to technical and further education courses has been facilitated. In 2023, Preshil was accredited to offer the VM in the first year of the new certificate.

This Report examines the curricula available to the school in 2024 and examines the operation of the International Baccalaureate Diploma Programme (IB DP) at the school. The Report shows that there is significant competition among the twenty two IB DP schools in Victoria for a small number of students.

The Review process

This Review was based on an environmental scan, a review of *The Strategy Planning Report* produced by Dr Jeremy Yuille of Meld Studios in 2023, and an analysis of data collected by the school.

Parent, student, teacher and alumni stakeholders were consulted, and feedback was sought in school community meetings and surveys. This information was analysed and findings and recommendations were formulated.

The progressive approach of Preshil

Preshil is the oldest and most august progressive school in Australia. The development of the school was shaped by some of the most influential progressive educational thinkers of the twentieth century. The school has been a seminal proponent of child-centred and play-based learning

As part of the Review process, the *Courage* document that is subtitled the *Core Elements of Preshil, The Margaret Lyttle Memorial School* was examined. A draft set of principles was distilled under the following headings as a basis for reviewing the alignment of current practice with the founding educational philosophy of Preshil.

THE PRESIL EDUCATIONAL PRINCIPLES



The detail view of the approach is [BELOW](#)

The findings of the Review

It was found from historical minutes of school meetings that when it was decided to join the International Baccalaureate Organization (IBO), the School made certain projections that have proved to be optimistic in terms of the potential interest in the IB and the likely expansion of the program in Australia.

An examination of IB data shows that the program has not expanded much in Australia since 2012. Specifically the Career-related Programme (CP) which is not provided in Victoria. It is estimated that in 2023 there were around 750 IB graduates in Victoria in comparison with some 57 000 undertaking the VCE.

An examination of the available IB data in Victoria shows that:

- the overwhelming majority of the 22 schools offering the IB in Victoria also offer the VCE;
- the IB Career-related Programme (CP) offering is not approved in Victoria due to localised VRQA restrictions.
- the 'partial DP' involves students undertaking only specific subjects of interest and it does not result in a Year 12 qualification. IB subject grades are given but a year 12 certificate is not.
- IB students are required to take studies from five different areas whereas VCE students are only required to study three of four units from the English area;
- while five other subject areas are required, the arts area is optional in the IB PD;
- The IB DP requires students to complete 3 higher level subjects, which involves 240 hours of coursework per subject over 2 years and 3 standard level subjects, which involves 150 hours of coursework for each subject over 2 years;
- IB DP is a fixed two year program. This is in contrast to the VCE which is accessible from younger ages and can be completed over numerous years allowing young people to pace themselves and create learning plans that meet their distinct learning needs and aspirations.
- IB DP retains little scope to customise to meet individual learning needs and is commonly judged to be more demanding or less accessible than equivalent VCE studies ;
- there is a good deal of commonality in equivalent VCE and IB curriculums for content;
- students can select from a wider number of VCE subjects in the same area of study than the IB offers or allows and;
- the IB is generally presented by Victorian schools as more appropriate for academically inclined and tertiary oriented students, particularly those aiming to study outside Australia.

From the Preshil surveys and data collection on enrolments

In the past 5 years there has been a marked trend of declining enrolments in years 9-12, as an analysis of student attrition over the past 5 years has shown a doubling in the number of young people leaving to pursue alternative pathways at other schools from those years. The IB Diploma Programme has seen more young people also leave the program once they have started, with evidence suggesting the study demands were significant, and have left the school to undertake VCE elsewhere.

Resourcing demands impacting teaching and learning

The review has identified several systemic impacts on school caused due to the resourcing demands directly related to the International Baccalaureate (IB) Programme. These constraints significantly affect various aspects of our school's operations, including professional development (PD), student learning supports, staff workload, and financial allocation.

Alignment with Strategic pillar and with Preshil progressive approach

The core issues identified are centred on Preshil's ability to meet the needs of its young people and the current programs lack of flexibility in delivery, timing, and subject choice. This lack of flexibility is not aligned with core strategic pillars and the now established Preshil Educational Principles.

Recommendations

As a result of the Review of Preshil's academic programs, the following actions are recommended with the aim of enhancing student learning experiences, improving senior pathway offerings, optimising resources, improving operational structures, and supporting teacher effectiveness.

Recommendation 1: The approach to senior schooling is reimagined to offer more courses and support for those young people.

The Review Panel recommends:

- 1.1** Maintain the ability for students to obtain an International Baccalaureate (IB) Diploma with reduction in subject breadth. Addition of a VCE study program aligned to students' needs and the maintaining of the VM in the senior years;
- 1.2** increase operation capacity and student choice with the creation of some open age classes where the senior subjects and curricula support teaching and learning for more young people between years 9 and 12;
- 1.3** Increase support for individualised learning and understanding student needs with creation of five year learning plans, developed for each high school student to assist them in talent development and the selection of studies for a senior school pathway;
- 1.4** young people are supported with additional resources including adult mentors to assist them through the subject and course selection process.

Recommendation 2: A middle school program be established which focuses on the developmental and transition needs of early adolescent students

The Review Panel recommends:

- 2.1** The middle school program builds upon the learning from the IB MYP and is re-designed through the lens of Preshil's progressive approach to education. It supports our young people by fostering learning and growth through rich, inquiry-based, task-oriented learning. The program emphasises creating connections to the world around them, which are essential for early adolescent social learning and self-actualisation;
- 2.2** Preshil's formal involvement in the IB Primary Years Program (PYP) and the IB Middle Years Program (MYP) is discontinued from 2025;
- 2.3** the creation of vertical academic electives that include multi-age groupings of students from Years 7 to 10 to support and encourage point-of-need and interest learning, and broader peer mentorship.

Recommendation 3: The phases of curriculum reform rollout and any associated support are implemented in accordance with guiding principles, distinct operational needs and in consultation with the community.

The Review Panel recommends:

- 3.1** the draft Preshil Educational Principles proposed in this Review and a set of philosophical and cultural principles are all used as reference points for shaping approaches to teaching and learning;
- 3.2** the resources currently absorbed into the running of the PYP and MYP are reallocated to other areas of the school program, such as the further development of student wellbeing and learning inclusion support services;
- 3.3** teachers are supported to adopt and adapt to the recommended changes and needs of the strategic pillar associated with teaching and operational effectiveness;
- 3.4** teachers will transition away from the PYP and MYP retaining the inherent strengths of the IB whilst further developing the Preshil approach

In summary, this Report recommends maintaining the current programs at senior school while integrating and offering both the International Baccalaureate Diploma Programme (IB DP) and a broader suite of VCE

offerings from 2025 onwards, meaning that Preshil offers a more tailored and adaptable educational environment for its young people.

Implementation Roadmap

Senior school subject offering

In addition to the International Baccalaureate Diploma Programme (IB DP), from 2025 Preshil will offer a small selection of VCE subjects. These VCE subject offerings will be selected strategically in an effort to open up and phase in this pathway option for our young people. In future years, we expect the VCE offering to continue to expand based on student demand.

The timetable will be redesigned in such a way that it enables movement and, importantly, student choice across the various timetable blocking grids rather than being constrained by year levels. This will allow young people to explore their strengths, talents and passions at earlier ages and access point-of-need learning more readily.

The IB Diploma subject offering will be reduced over time to allow for more equitable and balanced parallel pathway options for our young people.

Careers and pathways program

Starting in 2025 Careers will lead a comprehensive careers and pathways program that will enable all high school students to work with an adult mentor to assist them in developing a personalised five year learning plan.

This plan will be revisited as needed and formally each year prior to the course selection process. This is an important mechanism designed to support and inform students about subjects, pathways and career options.

Middle school program

A re-emphasised middle school program (Years 7 and 8) will be introduced from 2025 with an intentional focus on the developmental and transition needs associated with these young people.

This will involve the establishment of a core group of middle school teachers who will collaborate on the aspired interdisciplinary nature of this program and pastoral needs of our young people.

While Preshil's formal involvement in the IB Primary Years Programme (PYP) and the IB Middle Years Programme (MYP) will be discontinued from 2025, the Primary and Middle school curriculums will continue to align with the Victorian Curriculum (Vic Curric 2.0). This is a requirement of Victorian Registration and Qualifications Authority compliance.

The resources currently absorbed in running of the PYP and MYP will be reallocated to other areas of the school program to enhance our students' learning experience. This might include resourcing broader curriculum development, best practices in professional development, student wellbeing initiatives, and learning inclusion and support.

From 2025, vertical academic electives that include multi-age groupings of students from Years 7 to 10 to support and encourage point-of-need and interest learning, and broader peer mentorship.

A framework for continuous improvement

The school's philosophical and cultural framework will be used as an anchor point for shaping future approaches to teaching and learning across all levels of the school. In this instance, seeking alignment with the emergent Preshil Educational Principles outlined within this report.

A vision for the future: Realigned, reemphasised and reimagined.

Our four distinct student developmental stages of schooling at Preshil, the kindergarten and primary years, the middle years, and the senior years, will each be part of a Preshilian renaissance. Due to the individual nature and contextual needs with these periods of child and adolescent development, and our own organisation's current operating and reimagined models, our approach to each phase of schooling transformation will differ.

In summary, we see more of a realignment to the Preshil culture and principles being required at the kindergarten and primary school levels, with a move away from the constraints of the PYP. We will see our kindergarten and primary staff being able to leverage the learnings gained from investment in that program and incorporate these learnings into our curriculum moving forward. At the same time we will focus on the Preshil Educational Principles as a framework to anchor our deeper cultural and pedagogical alignment.

Our intentional approach to a re-emphasised middle school program will focus on the developmental needs associated with young people of that stage. The program design will aspire to support our young people to build the skills, attitudes and connections to the world around them which are all essential parts of this early adolescent self-actualisation period. In addition, our program at Preshil will uniquely position our young people in preparation for a later senior years experience, which will afford them far more flexibility, choice and autonomy over their own learning journey.

The coda of this report is worth reading in itself ([LINK TO CODA](#)). It is entitled *A Reimagined Senior School Experience*. This vision features the following aspects.

Open Age & Pathways Focused

- Modern education must prepare students for diverse career paths due to rapid societal changes.
- Reimagining Senior School (Years 9-12) involves offering flexible, individualised learning opportunities connected to the community and supporting self actualisation

Innovative and Flexible Education

- Fostering critical thinking, creativity, and problem-solving skills
- Offering flexible timetables for personal projects, vocational studies, micro-credentials, and pre-university subjects.
- Vertical subjects for mixed-age or mixed-ability groupings to enhance collaboration and peer learning.

Flexibility and Choice

- Allowing young people to learn at their own pace and level, increasing investment, engagement and motivation.
- Supporting diverse learning needs and aspirations, fostering creativity and independence.

Collaboration and Social Learning

- Mixed-age groupings enhancing collaboration and mentoring among peers.
- Continuous assessments providing real-time feedback for effective learning experiences.

Personalised Learning and Career Advising

Preshil Education Committee Academic Program Review Report

- Aligning career pathways with students' interests, abilities, and goals, incorporating applied learning to enhance engagement and accomplishment.
- Integrating job exploration into curricula, enabling students to earn industry certifications, tertiary credits, and gain real-world experience before graduation.

Annual Planning Process

- Yearly planning involving our young people, mentors, and parents to update learning plans.
- Focusing on discovering strengths, exploring work, identifying values, setting goals, and taking steps toward achieving them.

Parental Involvement

- Engaging parents in the planning process enhancing their involvement and support, aiding effective decision-making by students.

Introduction, Scope and Methodology

History

Preshil, The Margaret Lyttle Memorial School, is Australia's oldest progressive school. It was founded in 1930 by Margaret J. R. Lyttle (known as Greta) who began teaching five pupils in the living room of her Hawthorn home. The school was moved to the Arlington Campus in 1934 where it operated as a primary school only until the establishment of the secondary school in 1973. Yallambie was purchased in 1975 for expansion into a separate secondary campus, followed by Blackhall in 1979 and Kalimna much later in 1990. The Yallambie campus was subsequently sold.

The school aimed to create a sense of family and community, allowing young people to naturally connect with peers of all levels and develop at their own pace naturally along their own lines. Preshil is shaped by the ideas of such influential educational thinkers such as Rudolf Steiner, Maria Montessori, John Dewey, Friedrich Froebel, and its founding principal, Greta Lyttle. Seminal educationalists like A.S Neill, Dorothy Howard, Jean Stirrat, and others were influenced by Preshil's child-centred and play-based learning. Preshil played an important role in developing progressive pedagogy at local, national, and international levels. Its child-centric approach is now widely recognised in mainstream education. In 2023, Preshil celebrated its 90th birthday.

Preshil arose out of the Progressive Movement of Europe, England and America at the turn of the twentieth century that emphasised individuality, creative and critical thinking, social inclusion and democratic ideals.

On founding Preshil, Greta Lyttle was 55 years old and had been teaching primary-aged children since she was sixteen. She had immersed herself in the philosophy of progressive schooling and was by all accounts, a formidable intellectual and a wonderful and intuitive teacher. The founding principles, or core elements of Preshil, were established in the pioneering work of Greta and fully embodied by her niece, Margaret E Lyttle ("Mug") during her 50 years at the helm after her aunt's death. Mug reflected that in 1930 when Greta established the school "*The climate at the time was one of intellectual ferment and examination of social values....which was given added impetus by the damage inflicted by World War 1 and the confluence of the Depression and the rise of fascism in the 1930s*".

Both Margarets had an association with the progressive education movement of Australia and for many years Margaret E Lyttle and Preshil participated prominently in the activities of the New Education Fellowship (NEF) in Victoria. Mug was a member of NEF and WEF (World Education Fellowship) from 1938. Mug travelled to Germany in 1955 to the NEF conference and visited schools in Europe and the UK, including A S Neill's school Summerhill in England. Educational thinkers such as Froebel, Montessori and Dewey as well as the post Freudian psychoanalytic movement influenced both Margaret Lyttles. Art education was pioneered at the school where famous art educator Frances Derham worked in the 1930s.

The Margaret Lyttles took aspects of different educational theories over the decades to develop a Preshil educational approach without following a specific pedagogical framework for students, such as those advocated in Montessori or Steiner schools. The Ms. Lyttles were influenced by various international educationalists in the context of a world at war. Their approach reflected their view that children could lead their own learning at their own pace. Participatory democracy was an essential practice of these efforts.

Preshil has always had an openness to individual learning with an emphasis on student agency, creativity and initiative. The approach of the Ms. Lyttles was based on the overarching values of respect for community, social justice and democratic ideals. Self-actualisation and individuality precluded seeking to fit young people into a single system. The contents of a standardised curriculum to the extent that this became required, were to be addressed through the initiative and interests of the student, taking into account their

learning styles and developmental needs. Each child would necessarily differ as they took responsibility for their own learning and contribution in the community.

[50 years of progressive education \(smh.com.au\)](http://smh.com.au)

Mission & Vision

In May 2024, following an extensive consultation with the community and an examination of the history of Preshil and its artefacts, the Preshil Board decided on a new articulation of the school’s Mission, Vision and Values.

MISSION	Our mission is to foster a community that supports students to forge a path for themselves, informed by their passions and talents.
VISION	We envision a school that is progressive and embraces new ideas in a learning community enriched by its diversity.
VALUES	We treat each other with kindness and respect. We have the courage to learn and grow. We’re a community that collaborates.

Strategic Pillars

The Board also outlined the following six strategic pillars to guide actions and meet its goals in a new 3-year Strategic Plan to be launched in 2024:

- One Preshil
- Built For Purpose
- Aligned Educational Program
- Student Centric
- Clear Preshil Identity
- Operational Excellence

Background

The Board has asked the Education Committee for a review of the current academic program (and its delivery) in the context of Preshil's Mission, Vision, Values and Strategic Pillars. This is to ensure that the program is:

- student centred and suitable for all;
- embodies the school's ethos of nurturing individual potential;
- fosters inclusivity;
- enables innovation in individualised learning; and that
- best prepares students for their future academic and career paths.

The Education Sub-Committee

The group was requested by Preshil Council to review the current academic program of the school. It has four members drawn from the Council.

Daniel Ingvarson

Daniel Ingvarson, the chairperson of the sub-committee, joined the Council in 2022. A former Preshil student, he began his career in IT and education in 1987. Daniel built Australia's first Education Internet Service Provider in 1993, the first school-specific internet gateway in 1995, and in 1998, he developed the first internet portal that linked logins and internet activity within a centralised infrastructure. In 2014, Daniel moved to New York to work with the State Education Department, enabling the development of secure digital ecosystems. Upon returning to Australia, he was appointed EdTech Ambassador and authored a strategic review of EdTech for the Victorian Government.

Dr Graham Parr

Dr Graham Parr has been a member of the Preshil Council since 2020. He is currently an Associate Professor in the Faculty of Education at Monash University, where he lectures and conducts research in English teaching, curriculum, and international education. Before transitioning to academia, Graham taught English and literature for 14 years in secondary schools in Australia and the US. Over the past 12 months, his research interests have led him to research schools and professional learning in diverse countries, including the US, China, Fiji, and England.

Dr Doug Mccurry

Doug McCurry was a researcher at the Australian Council for Educational Research (ACER) from 1988 to 2021, specialising in testing and assessment. Prior to ACER, he taught for twelve years in various Victorian schools and was the chairperson and executive examiner for Year 12 English Literature in Victoria (1980-1992). Doug's research interests included the assessment of generic skills, socio-cultural reasoning, and writing. He held a PhD on collective teacher judgement and authored the monograph *The Art of Item Writing*, with a companion piece in preparation. Doug also taught at Preshil and remained engaged with the school for over thirty years.

Aaron Mackinnon

Aaron Mackinnon joined Preshil as Principal this year. He is an educational leader known for progressive, human-centred approaches. Aaron led the start-up of a micro-school for twice-exceptional learners in Seattle and served as Assistant Principal at Templestowe College in Melbourne. His innovative work earned him the New Voice in Educational Leadership award in 2016. Aaron also supported teacher development as a Teaching Fellow at the University of Melbourne.

This Review was based on an environmental scan, a review of *The Strategy Planning Report* produced by Dr Jeremy Yuille of Meld Studios in 2023, and an analysis of data collected by the school.

Parent, student, teacher and alumni stakeholders were consulted, and feedback was sought in school community meetings and surveys. This information was analysed and findings and recommendations were formulated.

Scope of the Review

There are three key aspects to the review based on the Strategic Pillars. Any educational program implemented at Preshil must:

- be appropriate for our Mission;
- meet diverse student needs;
- support the long term sustainability of the school; and
- be consistent with the distinctive pedagogical approach of Preshil.

The scope of this review covers the senior, middle, primary and kindergarten students, however its focus is on senior secondary. The scope acknowledges that different cohorts may have different needs and so will be assessed both separately and together.

The outcomes address:

- Recommendations for improvements based on the scope;
- Processes to minimise any disruptions for students and the school community;
- Timeframes most practical to implement these recommendations; and
- The relationship between curriculum and assessment regimes.

Methodology

The review was conducted over 4-5 weeks and took in a school and community consultation. All key stakeholders were heard and recommendations and decisions are to be delivered to the Board and the community.

The 4 steps undertaken were:

- Gather - data, research, educational needs.
- Consult - stakeholders' feedback
- Analysis - on balance evaluations across the needs of different parts of the school
- Recommendations

Recommendations Sought

The Board has asked the Education Committee for a review of the current academic programs (and their delivery) to ensure they:

- suit all cohorts,
- are student centric,
- embody the school's ethos of nurturing individual potential
- foster inclusivity
- enable innovation in individualised learning

Preshil Education Committee Academic Program Review Report

- best prepare students for their future academic and career paths
- is complementary to a Preshil pedagogical approach

The Preshil Strategy Planning Report

As part of the strategy planning process Dr Jeremy Yuille of Meld Studios conducted a review in 2023 to consider the issue of the alignment of the school's operations, ethos, and community engagement with its core values. The review reported that the school's aspirational identity is not consistently reflected in its daily operations. It concluded that there is a degree of misalignment between curriculum challenges, enrolment complexities, and operational inefficiencies that are exacerbated by a cultural divide between campuses.

The report identified five key elements of the Preshil identity:

- Inclusivity
- Progressive Ethos
- Holistic Development
- Community Engagement
- Academic Flexibility

The report proposes four recommendations to address these issues:

- Defining Our Core
- Elevating Education
- Operational Harmony
- Unified Community

In terms of the current review of curriculum, the second issue of elevating education is central. The Meld report concludes that the 'school must refine its academic offerings to meet the community's needs, fostering a collaborative curriculum development process that includes both educators and students'. The report identifies a 'palpable tension between the demands of the curriculum and the varied learning needs of students'. According to the report 'staff express concerns about their ability to manage workloads effectively while also meeting the academic and behavioural needs of students'.

The report describes the International Baccalaureate (IB) Programme as appearing to be a subject of mixed feelings among both staff and parents at the school.

'On one hand, the IB is seen as a positive addition to the school's offerings, providing an internationally recognised curriculum that aligns with the school's progressive educational philosophy.'

There are tensions between the rigorous academic demands of the IB and the learner profiles of the students.

'Staff also express concerns about the fit of the IB Programme with the school's ethos. ... This suggests that while the IB brings certain benefits, it also introduces complexities that are not easily reconciled with the existing educational model of the school.'

According to the report there is a 'tension between the school's aspiration for a high standard of education and the practical needs of its diverse student body' because the IB Diploma Programme is 'highly conceptual and demands a particular set of learning skills that many students struggle with'.

The report comments that the issues raised about the International Baccalaureate Diploma Programme (IB DP) in the senior school do not apply to the earlier years.

'The flexibility of the IB Programme varies significantly between the lower and higher years. While the program allows for adaptability in the middle years, it becomes more rigid in the senior years, posing challenges for students with specific learning needs.'

The report comments that a 'mismatch between the IB Programme and the student needs creates a tension leading to student disengagement and academic struggles. The lack of curriculum flexibility in the senior years may cause families to leave the school, particularly if their children have specific learning needs'.

Under the heading 'Viability and Enrolment - Preshil as a business', the report states that the 'school's financial sustainability is closely tied to its enrolment numbers, and both are currently under significant pressure'.

Adding to this complexity, the school's enrolment policy and student recruitment practices have emerged as areas of significant tension.

'The lack of a well-defined enrolment policy and the pressure to improve enrolments have led to the admission of students who may not be well-suited for the school's culture or academic environment.'

The Strategic Pillars and the Educational Program

The pillar of an aligned educational program provides the strategic basis for the Board's requirement for this review.

This pillar is interpreted as an educational program that meets the Mission. In practice, it means:

- strategically refining Preshil's curriculum to better align with its progressive educational values while addressing the specific needs of its diverse student body; and
- ensuring that all educational programs embody the school's ethos of nurturing individual potential and fostering inclusivity to effectively prepare students for their future academic and career paths.

By aligning the academic program with these goals, Preshil aims to enhance student engagement and success, reduce misalignment between student needs and educational offerings, and distinctly position itself in the educational landscape as a leader in progressive, personalised education.

Additionally, the Strategic Pillar of 'Operational Excellence' outlines the needs to operate educational programs in such a way as to attract and retain enrolments at a sustainable level over the longer term. In the past 5 years, there has been a marked trend of declining enrolments in the senior school years.

Whilst the kindergarten, primary and middle years are within the scope of this review, there will be a particular focus on the academic programs available to students in years 9-12 because an analysis of student attrition over the past 5 years has shown a doubling in the number of students leaving to pursue alternative pathways at other schools from those year levels.

The review is prudent; it is the first since Preshil became an IB World Continuum School in 2018 and since offering the VCE Vocational Major (VM) program in 2024. The loss of enrolments in recent years led to a decision to introduce an alternative to the IB Diploma Programme in 2022. With a new Mission and Vision for Preshil, and strategic pillars of 'A Clear Preshil Identity' and 'Student Centric' it is necessary to first outline the important and unique parts of the Preshil learning experience to ensure that the school's practices maintain alignment with its ideals. However, it should be noted that any curriculum change is significant and takes considerable time.

It is important to articulate the Preshil approach in order to ensure that the academic programs offered are most suitable for all our student cohorts and aligned with the School's mission.

The current academic program

Kindergarten and Primary Years Programme (PYP)

In the primary school, the IB Primary Years Programme (PYP) was introduced in 2019 and is combined with the Victorian standard curriculum and the Preshil approach. The PYP is a framework that is implemented in accordance with IBO rules and requirements. It must have a PYP Coordinator. During its introduction at Arlington, the staff noted that some of the requirements of the PYP were at odds with the Preshil Principles (such as documentation in advance of child-based inquiry). Accordingly, the school sought permission to ignore certain requirements that would be inconsistent with project, experiential or inquiry-based learning specific to the Preshil approach.

Middle Years Programme (MYP) 7-10

In year 7 students move into the IB Middle Years Programme (MYP), a framework that guides curriculum design and delivery of the Victorian standard curriculum and is integrated into the Preshil approach. An MYP Coordinator is appointed as required under the IBO Rules. In Years 9 and 10 the MYP framework continues in order to prepare students for entry into the senior years (IB DP or VM).

Senior Secondary - Years 11-12

In Years 11 and 12, Preshil currently offers the options of undertaking the 2-year IB Diploma Programme (IB DP), a 'partial DP' or the VCE Vocational Major (VM).

Unlike most other IB DP schools, Preshil does not apply eligibility criteria regarding academic results or regular submission of work for undertaking the IB DP. Preshil staff meet with each Year 10 student to review their preparedness for the IB DP or a 'partial DP'. In 2023 the school introduced the VCE Vocational Major (VM) as an option for students who wanted a particular focus for their work in senior school or who did not want the breadth and rigours of the IB DP.

The 'partial DP' involves students undertaking only specific subjects of interest and it does not result in a Year 12 qualification. IB subject grades are given but a year 12 certificate is not. With the help of the school, tertiary entry can be negotiated on the basis of some IB results, GAT results and a portfolio of work.

It had been part of the initial plan for the introduction of the IB that students would be able to take the IB Careers Programme (CP), but the Victorian Registration and Qualifications Authority (VRQA) has made it clear that it will not support or recognise that program because it is the equivalent to the VCE Vocational Major (VM).

At this stage, the Vocational Major is offered only in Creative Industries with VET studies taken from an offsite provider and with the Person skills, Work-related skills, literacy and numeracy studies done onsite.

Context of the decision to adopt the IB

Preshil made a decision to introduce the IB in 2012, commencing with the MYP in 2014 and transitioning to the IB DP as a sole offering in 2018.

The following is recorded in the Council Minutes for the meeting dated 11 December 2012 as the rationale for the decision.

'At the outset, the Chair thanked councillors for their attendance over the two weekends. He spoke to the unanimous agreement for the school to evolve into a Preshilian IB. He said the decision was based on the need for the school to provide an offering competitive in the marketplace and to lift the student numbers. He spoke to the need for development of a business plan and strategy for the school to move in the direction of an IB school.'

Key Discussion Points

A councillor noted a question which will be asked of the council is that there are only 1,600 IB students in Victoria and how the school would deal with this. The Principal said it represented more the fact that few

schools offer it in an attractive way. The IB, it was stressed, would be offered as part of fitting in with the overall Preshil philosophy. A councillor considered there was some risk with the school moving to an IB structure. It was noted once the school announces its move to an IB school, that it would not be able to be implemented for some years. As such, the mid years program needed to be fully worked through and understood. In addition, Years 7, 8, 9 and 10 numbers will need to increase. It was indicated that the IB proposal would be an agenda item at the forthcoming AGM and that it was important the school had a strong representation from all sides (particularly parents) with a fully developed presentation being a priority. Discussion ensued and the Principal viewed it was necessary there be a steering committee that included Heads of Campus, Irene Nikolaidis, Chris Wilson as a consultant, Jeremy Griffith, Georgina Williams, Bronte, Natalie Toohey. It was highlighted that councillors need to act as ambassadors for the IB proposition.'

In the minutes of the AGM held in 2013, the following was communicated to the Community:

'Of particular note, the Principal said, was that the gradual implementation of the International Baccalaureate (IB) into the Senior School would provide a curriculum framework and program aligned to the educational values Preshil had sought to represent, offering a genuine alternative to the high stakes, competitive regimentation of the VCE.

David Ali asked, in relation to the introduction of the International Baccalaureate (IB), whether it was with VCE or instead of VCE. The Principal replied that it would be instead of the VCE in 2018 and until then the VCE would be offered. She stressed she would be happy to offer a Q&A to discuss it in more detail with interested parents. The IB she said offered a small school such as Preshil, which wants to emphasise holistic education, an inquiry and project based approach which was also personalised. She added that the VCE was proliferating at such a rate the school would need to offer about 40 subjects, which was not where the future direction of the school was intended to go. She said that further down the track it may be the school will discuss opportunities for students who may want to go elsewhere to undertake VCE, but both are not intended in the long-term to be offered. In the light of this, a middle school program will be introduced which was more in line with Preshil's philosophical approach to moving students on to the IB.

Jane Sawyer asked what market research had been undertaken in terms of the introduction of the IB and how the Council had decided to introduce it. She said as a parent and teacher on leave she had not received any information or request for her opinion. The Chairman responded the process was a long one of nine months, and was very inclusive, with workshops being held with parents, students, alumni, prospective parents, parents who had left, those thinking of leaving as well as current parents. Council then had three aspects top of mind, being (1) education; (2) Preshil philosophy; (3) financial viability of a school of Preshil's size, and that these were interdependent.

Two key themes from the research were a stronger academic rigour in the school, as well as the ability to attract enough students. He spoke to the IB being far more aligned to the Preshil philosophy than the VCE.

The Principal said teachers on leave were included in the workshops. However, she said next year there will be many opportunities to be involved in the process of learning about both the Middle Years and the Diploma. With such a well credentialed program, she said the IB afforded a long lead time to ensure staff were aware of its content and requirements.'

Thus, the primary driver for introducing the IB was a concern about student numbers, and the school's capacity as a small school to compete with offering a choice of subjects in VCE that was competitive in the marketplace. It was thought that in offering the subject choices of the IB DP (with the Groupings and set subjects), that this would be more competitive and cost effective. It was also predicted that the IB market would grow significantly in coming years, bringing with it additional enrolments to the school.

The IB was thought to be more aligned with Preshil philosophy than the VCE, but this was a secondary consideration.

In 2016, then Principal Marilyn Smith wrote the following in an article for School News in Australia entitled 'With collaborative courage Preshil lives on'.

'Preshil plans to offer the newly developed careers program alongside the diploma course, which is particularly suited to those students who already know their career path and who need to focus all their energies on building portfolios and specific skills, rather than to pursue a broad-based range of subjects. These two offerings allow students to select subjects in ways that result in a genuinely bespoke course. They honour the same regard for individuals that has always distinguished the school... At Preshil's secondary school we are well on the way to becoming an exclusively International Baccalaureate (IB) school. The IB Learner Profile supports them to be open-minded as well as caring; risk-takers as well as principled.'

What has changed in the educational landscape since 2012

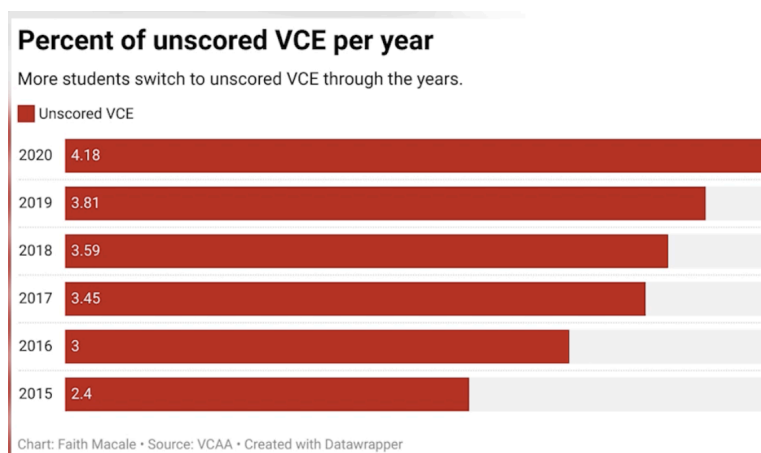
A good deal has changed, particularly in the most recent years, in Victorian education. There has been an increase in both vocational studies and unscored VCE since 2012. This trend has been influenced by various factors, including the impact of targeted educational reforms and COVID-19.

Increase in Vocational Studies

The introduction of the new VCE Vocational Major in 2023 reflects a significant shift towards integrating vocational education within the VCE framework. This change is part of the Victorian Government's efforts to give all senior secondary students access to vocational and applied learning options. The reforms were influenced by the Firth Review of 2019, which aimed to enhance vocational pathways and improve transitions between school, post-secondary education, and work.

Increase in Unscored VCE

The number of students completing the VCE without doing external assessments has increased notably, especially during and after the COVID-19 pandemic. Factors contributing to this trend include heightened stress and anxiety among students which were exacerbated by the pandemic and lockdowns. Many students opted for the unscored pathway to alleviate the pressure of exams.



These changes indicate a broader recognition of the diverse needs and talents of students, and the need to give students multiple pathways to achieve their educational and career goals.

The Victorian Certificate of Education (VCE) has undergone significant changes, especially with the introduction of new programs and reforms aimed at enhancing vocational and applied learning pathways.

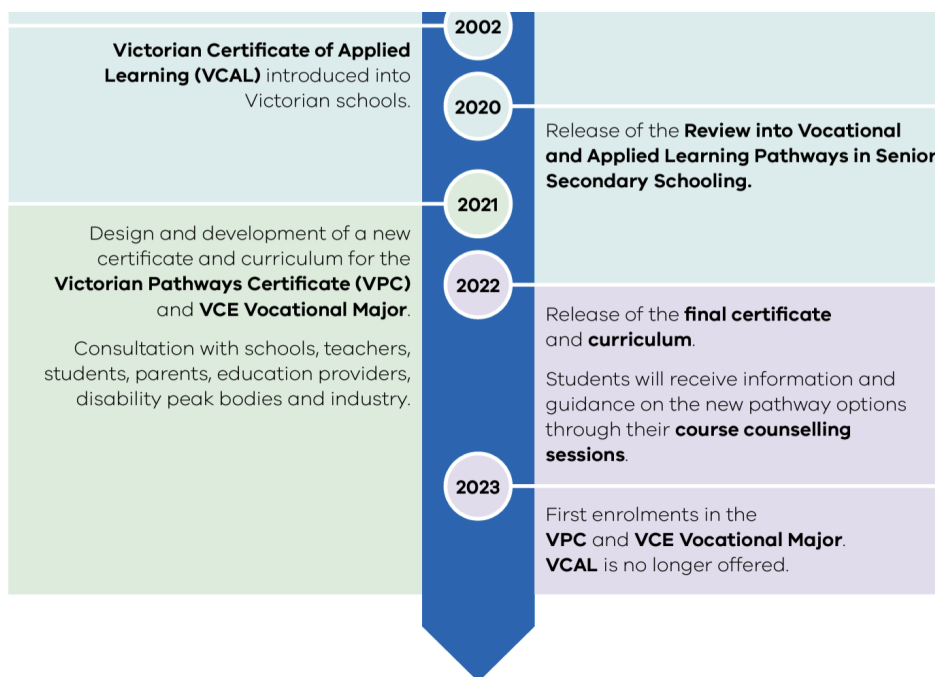
Reforms and Pathways

The Firth Review of 2019 and subsequent reforms have emphasised improving the quality and perception of vocational education, aiming to provide students with clear vocational pathways. These reforms are set to be fully integrated by 2025, further transforming the senior secondary education landscape in Victoria.

The introduction of the VCE Vocational Major and Victorian Pathways Certificate

Starting in 2023, the Victorian education system introduced the VCE Vocational Major (VM) and the Victorian Pathways Certificate (VPC) to replace the Intermediate and Senior Victorian Certificate of Applied Learning (VCAL) and Foundation VCAL, respectively. This change aims to integrate vocational education more fully into the VCE, providing students with broader pathways that recognize different types of learning and skills equally under one VCE framework.

These changes reflect a broader trend towards valuing diverse educational outcomes and providing students with various pathways to success, whether through traditional academic routes or vocational and applied learning options.



Reform of the General Achievement Test

The GAT has undergone significant reforms to include explicit literacy and numeracy standards starting in 2022.

The GAT was restructured into two sections. Section A specifically assesses literacy (reading and writing) and numeracy skills, while Section B continues to assess general knowledge and skills across various domains such as mathematics, science, technology, the arts, and humanities.

Section A is to be taken by all VCE and Vocational Major students. Sections A and B are to be taken by all VCE and IB DP students. This reform aims to provide a more detailed and standardised assessment of students' literacy and numeracy skills.

The new Literacy and Numeracy Standards are aligned with Level 3 of the Australian Core Skills Framework. All students must undertake Part A of the GAT meaning that their literacy and numeracy skills are measured against the standards. Students receive statements indicating whether they have met or not met the standards, and those who excel receive a notation of 'excellence'.

Those enrolled in at least one VCE or scored VCE VET Unit 3–4 sequence are required to sit for the GAT, must do parts A and B of the GAT which means they are given a standardised score of their Literacy/HASS reasoning and Numeracy/MST reasoning.

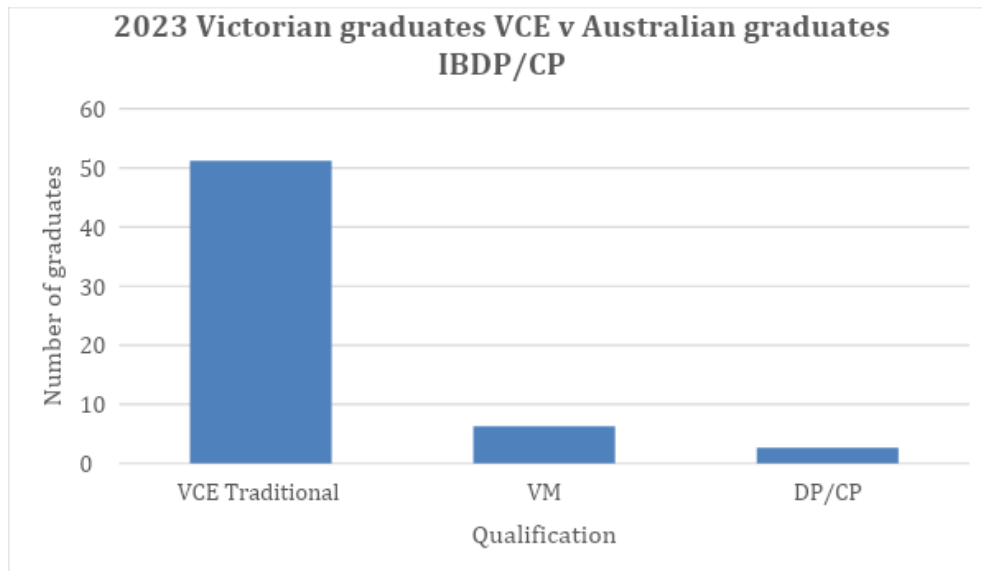
These changes have substantially raised the value of the GAT scores.

The senior secondary participation rates in Victoria

Size of the cohort

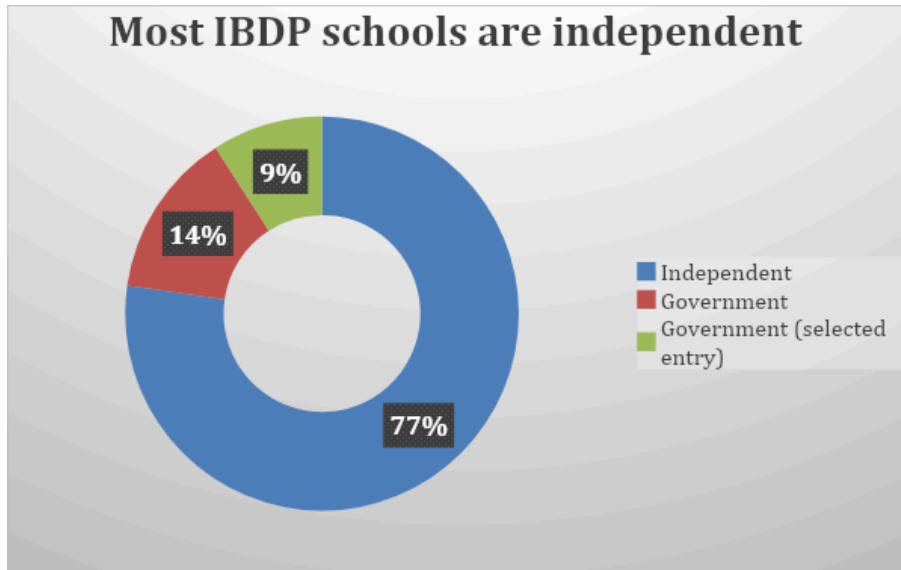
In 2023, 57,601 students graduated with a VCE certificate. This was comprised of 51,214 who completed traditional VCE and a further 6,387 who were VCE Vocational Major students (representing 11.1%).

By contrast, there are no available statistics for Victoria for Year 12 IB Graduates, however, in 2023 a total of 2646 students across all States and Territories of Australia received their IB Diploma Programme (IB DP) and Career-related Program (CP) results. There are 80 Australian schools that offer the IB DP, 3 of which also offer the CP. This means that 27.5% of the schools are in Victoria, which would mean a market where 22 Victorian schools are competing for as little as 728 students (assuming an average). Even if half the total of students were in Victoria, that would mean that Preshil is one of 22 schools competing for 1323 students.

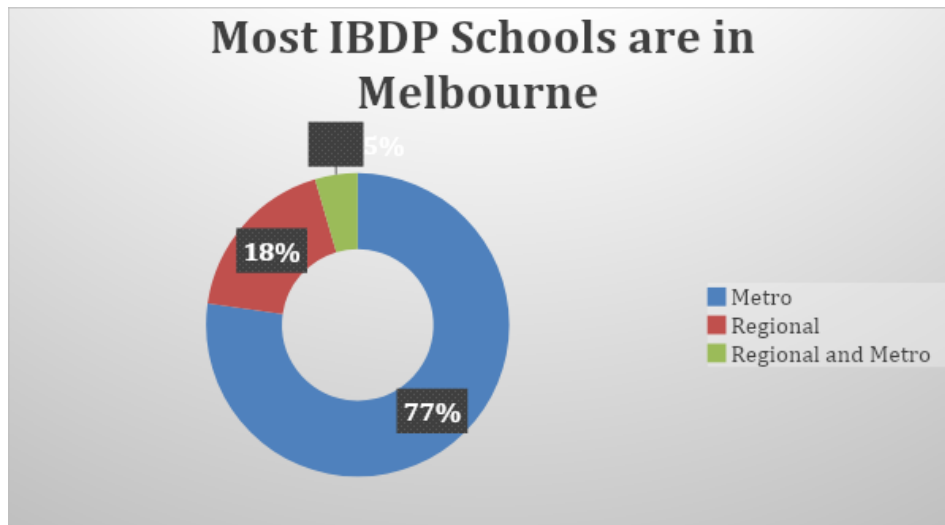


Composition of the IB DP certificate in Victoria

There are 22 schools offering the IB DP to students in Victoria. The majority (17) of these are independent schools. Of the 5 Government schools offering the IB DP in Victoria, 2 schools are selective entry schools based upon academic ability with examination entry. Another 2 have a Select Entry Accelerated Learning (SEAL) program and are large schools with selection criteria for students to be eligible to undertake the IB DP.



Overwhelmingly, IB DP schools are in metropolitan Melbourne. 18 have campuses in the greater Melbourne area. 5 are regional schools with 2 of those in Geelong and the other 3 small independent schools are in regional centres. There are 10 schools that have over 1000 students, 5 schools with 500 or more students and 7 with less than 500 students.



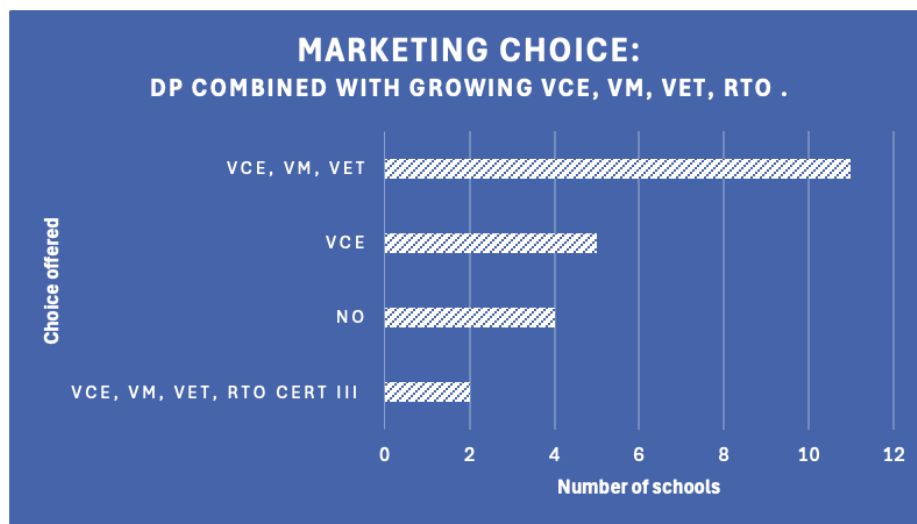
There are 4 schools in Victoria that offer a IB DP only curriculum. They are all smaller, independent schools with total enrolments ranging between 135 and 369 students, and all cover the P-12 cohort. 2 of those schools also have kindergarten.

Notably, 2 of these IB DP only schools are Steiner schools who offer a very limited subject choice. The regional Steiner school only offers 6 subjects in the IB DP, 1 subject per group category and the metropolitan Steiner school offers 10 subjects in total but excludes Group 6 with no subjects in the creative arts (instead offering choices in science and maths).

The remaining 2 IB DP only schools are evangelical Christian schools in regional centres. They offer little information publicly about the subjects they offer.

Preshil and Melbourne Montessori were both similar to the other small schools but are each currently offering an alternative pathway through the VCE Vocational Major (VM).

The rest of the 18 IB DP schools offer a choice between undertaking the VCE (with or without an ATAR), the Vocational Major with VET subjects and the IB DP. A few schools have obtained a licence to offer TAFE qualifications.



The operational practice in schools where choice is available seems to be to align the traditional VCE subjects to the IB DP subject offerings, presumably to assist with managing resources. In addition, most schools state upfront that subjects are not guaranteed and are subject to enrolment numbers in either program. In many cases, there is also only a single Group 6 creative arts subject offered in the IB DP or none at all. For the most part, the subjects of the IB DP align across the competing schools with little difference within each of the IB DP or VCE offerings.

Many of the larger schools have obtained an international student licence (CRICOS) pursuant to which they can procure students from overseas with different subject offerings within the IB such as Chinese or Arabic Language & Literature instead of English.

How do IB DP Schools present their Year 11/12 offering?

For the most part, IB DP schools offer choice of VCE or IB, describing the IB DP as a suitable option for those seeking a traditional university route, are more academically minded and generalist in their aspirations, and are more able to cope with the higher academic and essay writing demands (20,000 word approx. total across all subjects each year). VCE is described as a more flexible option that allows for vertical offerings, with adaptable timings for completion. It is described as particularly more suitable for those who have a specific area of strength, talent and/or passion. Some of the more progressive schools (including the Government ones) are offering students the option of learning at their own pace and accelerating or slowing down the VCE or VM undertaken over multiple years. The IB is noted in the explanatory material of most schools as contrasting with this flexibility because it must be completed over a binary 2-year period. The IB is offered particularly as a choice for those wishing to study overseas and to contribute to the world as a good global citizen.

Whilst the latter can be said of the marketing of the IB DP schools that only offer the IB DP, these messages are contextualised within the ethos of the specific school community whether Christian, Steiner or Montessori.

While it was planned that the IB at Preshil would be accompanied by the IB Careers-related Programme (CP) that program has not been, and is unlikely to ever be approved by the VRQA for general use in Victoria.

Emerging Trends in senior school provision

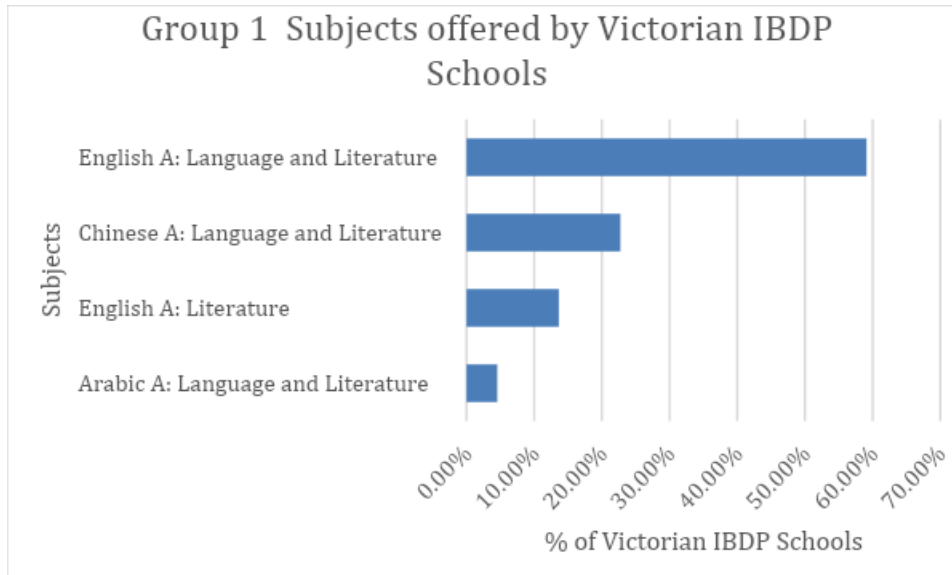
There has been significant growth in the number of schools offering not only VCE with an ATAR but non-scored VCE and VM with VET subjects. A smaller number of schools are gaining Registered Training Organisation status so as to offer their own Certificate III options on campus. This is a fast-growing market, with some schools looking to differentiate themselves from others through offering more flexible timing of completion and multi-age classrooms.

Comparison of the subject content and demands

A recent study by the IBO compares the alignment of some VCE and IB studies (IBO 2022) in some core subjects in both certificates.

The alignment study on the VCE undertaken by the IBO research team in 2022 sets out a comprehensive comparison of the core subjects. For the most part, the study concludes that standard level IB studies align with their VCE counterpart, although it is concluded that the IB studies go beyond the VCE equivalent in terms of content and demand.

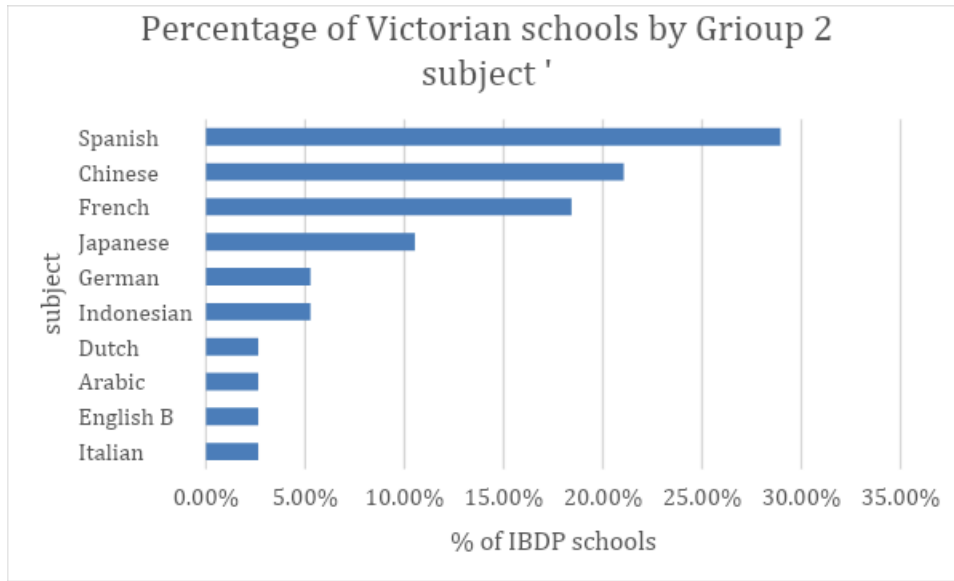
Subject Choice:



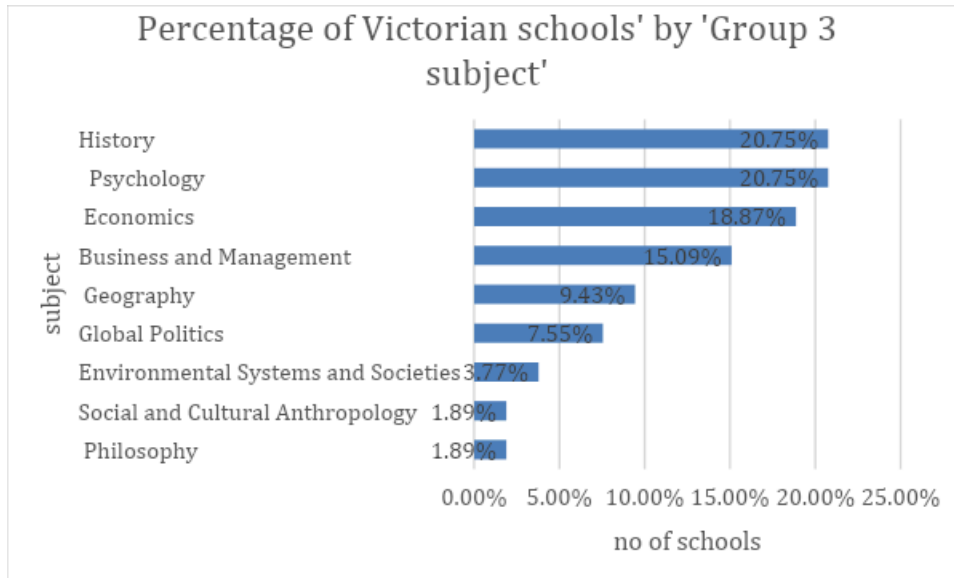
In most cases, IB DP schools offer only Language & Literature for Group 1 with the exception of Chinese and Arabic in specific schools that host international students on certain visa types.

While it is possible to teach up to 25 different languages in Group 2, in IB DP schools there are a fairly standard set of languages available. Most are European, and indigenous languages (including Hebrew) and AUSLAN are not permitted and no schools offer the 2 classical languages allowed. It is unclear why indigenous languages are precluded. Given the Preshil focus on inclusivity this should be considered in the context of our indigenous students and families and the reconciliation process. The VCE offers a study of Victorian Aboriginal languages.

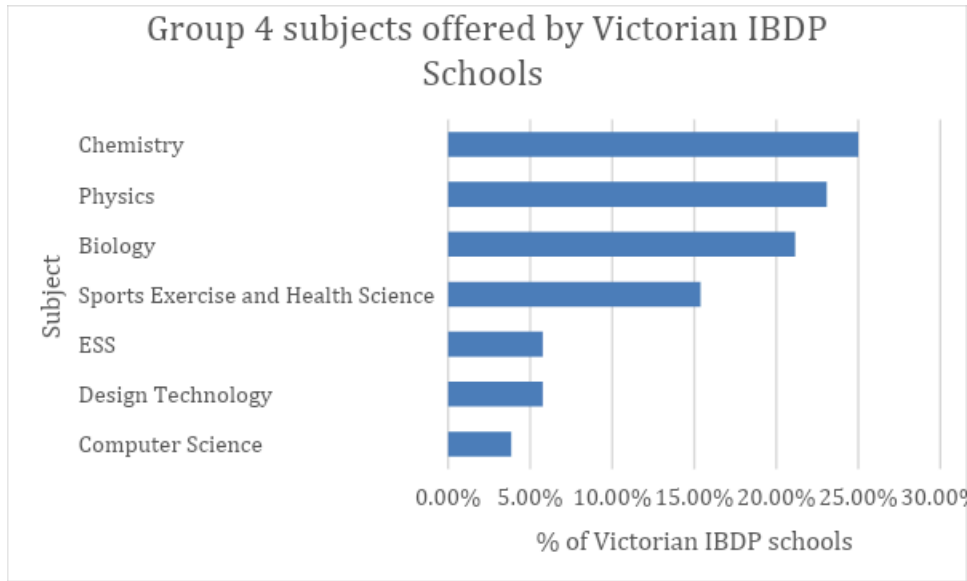
Chinese is offered in many schools that have international student licences together with English as a second language. In some schools languages are only available online with tutors offered at additional cost.



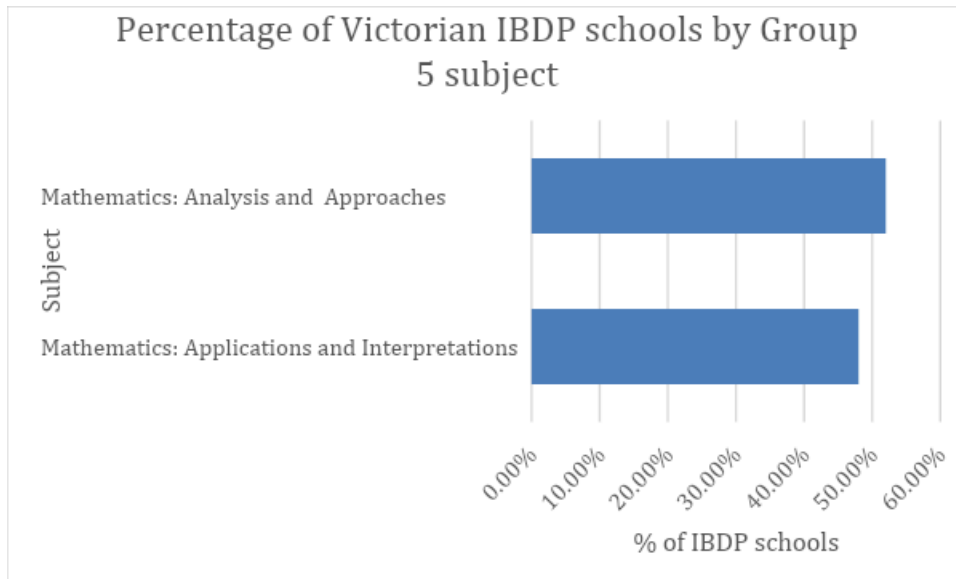
Of the 11 subjects available to be offered in Group 3, 2 are not offered at all (world religions and IT in a global society). History, psychology, business management and economics are the most common and even these are not all offered every year, depending upon class sizes even in larger schools.



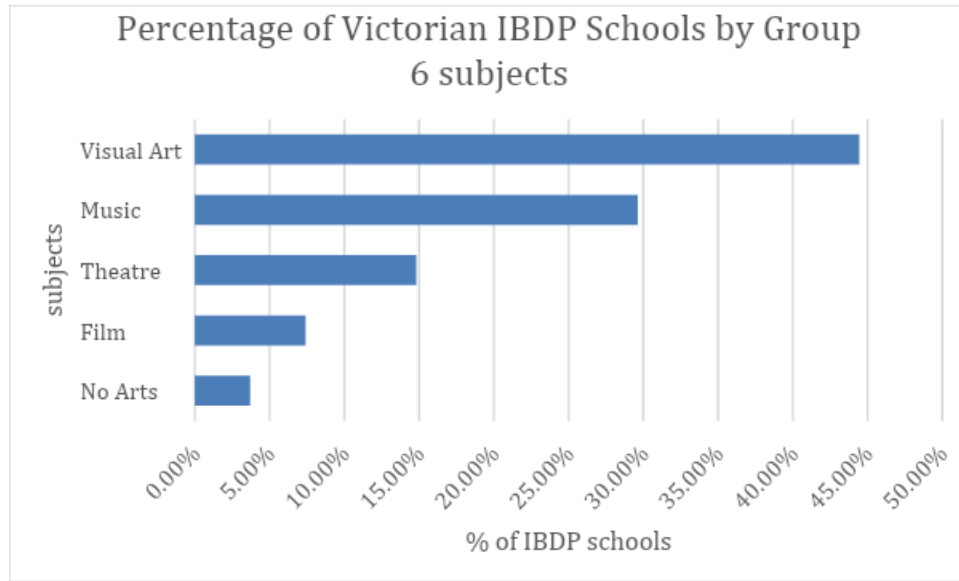
Of the 7 science subjects available in the IB DP, for most schools the science subjects are limited to 3 or 4 subjects with the traditional sciences the most popular, It is noted that the Grouping requirements do not allow those students who have a specific interest in science to do more than 2 subjects in this group (and to do this they will need to forgo doing a Group 6 subject in the Arts). This may impact university entry in scientific or biomedical fields which may have more than two subject prerequisites or courses which assume knowledge in multiple scientific disciplines.



Mathematics is required for completion of the IB DP but the requirements are not attractive for those who are gifted and talented in mathematics because they cannot do more than one study. Again, a student wishing to do multiple maths and sciences studies (including computer science, for example) is unable to do this due to the subject grouping requirements of the IB DP.



The IBO is aware that take up of the Arts, Group 6, is low internationally by IB DP students and has sought to understand this. Recent research undertaken indicates that as many as 75% of IB DP students opted out of the Arts in favour of taking a second subject from another grouping. The Group 6 subject group is the only optional part of the IB curriculum, and in many European schools there are no Group 6 subjects offered. In Victoria, the Group 6 offerings by schools are primarily in the area of Visual Art and Music, This is a much more limited range of subjects than is available in VCE. This has been the source of some attrition for Preshil students in the latter years who wish to continue on with the Arts. Tertiary entry for arts courses is generally achieved through audition, portfolio and interview, rather than through academic results alone.



Key findings from the review of student records

A review of the student exit records undertaken reveal general and emergent trends.

Student attrition is generally multifaceted and rarely, if ever, a single reason. However, common reasons relating directly to the academic offering included the following:

- The academic program proving to be or thought to be unsuitable for some students due to various factors including learning preferences or differences. This is consistent with a recent alignment study done by the IBO research team in 2022 with the VCE where it was found that the demands of the IB Diploma Programme subjects, particularly at higher level, exceeded the volume and workload demands of the corresponding VCE subject, even though at the standard level, the content of VCE and IB DP was aligned.
- The rigidity of the IB Diploma Programme (IB DP) which limits students' capacity to undertake multiple areas of interest within specific fields due to IB DP subject grouping requirements, which can limit students who have specific interests, talents, or passions they wish to pursue, such as in the arts. Notably, the IBO research team has conducted a study on the low enrollment in Group 6 Art subjects in IB schools worldwide. Although recommendations have been made to improve this situation, they have not been implemented by the IBO. Many IB schools in Europe, for example, do not offer any Group 6 subjects since they are optional, and students often prefer to take an additional science or humanities subject instead. In Australia, many schools in Victoria offer only visual arts as a Group 6 subject. This issue is recognized as a significant limitation of the IB Diploma Programme.

ENTRY & EXIT ANALYSIS OVERVIEW

ENTRY & EXIT (2013 to 2023)

YEAR	ENTRY	EXIT	Reason for exit: PROGRAM RELATED - ALTERNATIVE PATHWAY	Reason for Exit COMBINED OTHER
2013	26	19	4	15
2014	26	28	9	19
2015	29	22	12	10
2016	31	30	7	23
2017	35	12	1	11
2018 START OF IB DP				
2018	35	36	12	22
2019	48	20	11	9
2020 COVID				
2020	35	41	15	31
2021	35	51	30	21
2022	34	36	20	16
2023	28	46	15	31

- In the 5 years on record prior to the commencement of the IB DP we had **33** exits directly related to academic programs where students sort an alternative pathway option.
- In the 6 years of the IB PD we have had **103** exits directly related to academic programs where students sort an alternative pathway option.
- In the 5 years on record prior to the commencement of the IB DP we had a combined exit number of **111**.
- In the 6 years of the IB PD we have had we had a combined exit number of **230**.

Preshil Education Committee Academic Program Review Report

YEAR LEVEL BREAKDOWN

Year	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11		YEAR 12	
	ENTRY	EXIT	ENTRY	EXIT	ENTRY	EXIT	ENTRY	EXIT	ENTRY	EXIT	ENTRY	EXIT
2013	14	5	1	1	5	4	4	5	2	1	0	3
2014	1	4	5	4	10	9	4	4	4	7	0	0
2015	8	4	6	0	3	6	7	7	4	5	1	0
2016	9	5	3	3	5	8	5	5	4	7	5	2
2017	11	2	8	2	4	3	8	4	3	2	1	2
2018	4	4	7	4	9	7	8	9	5	10	2	2
2019	2	1	10	3	12	3	19	10	5	3	0	0
2020	7	5	3	6	10	9	8	11	7	10	0	0
2021	3	6	8	10	11	4	9	18	4	9	0	4
2022	3	3	6	10	13	7	8	9	4	4	0	3
2023	1	6	2	4	13	13	10	16	2	7	0	0

ANALYSIS OF IB DP AND VET OVERVIEW

YEAR	YEAR 11 Enrolled courses				YEAR 12 Enrolled Courses				Comple ted partial course s with VET	Did not complete or receive the full Diploma
	Start as FULL IB DP	Start as PART IB DP with VET	Transfer - PART IB DP with VET	Transfer -PART IB DP NO VET	Start FULL IB DP	Start PART IB DP with VET	Transfer to PART IB DP with VET	Graduate Full Diploma		
2019	22	0	0	4	19	0	0	12/19	NA	3
2020	32	0	0	3	22	0	0	17/22	NA	5
2021	37	1	0	5	27	3	0	TBC	3	2
2022	37	2	1	2	29	1	1	24/26	NA	2
2023	22	4	1	1	19	0	0	17/19	NA	2
2024	26	4	0	1	22	3	2			

Costs of the current programs

The IBO charges an annual fee for registration for each of the PYP, MYP and IB DP. The school is required to pay fees to the IBO for exams, audits, reviews, assessments and IBO mandated training for staff (including accommodation and travel for any assessors visiting on-site for review purposes).

On current enrolments in the IB DP, \$2,200 per student of their tuition is passed directly onto the IBO to cover direct fees charged by the IBO. However, the actual cost of offering the IB DP to students is closer to \$4,000 per student per year once indirect costs are factored. This excludes teacher salary and the cost of required resources (such as a separate coordinator for each of the IB PYP, MYP, Diploma Programmes). Notably, the IBO rules require registered schools to seek approval for organisational change as there are contractual obligations to ensure the resourcing meets the IBO's expectations.

In the case of the VCE Vocational Major (VM), there were launch costs in the order of \$200k in the first 18 months, which included staffing, Continuous Professional Development (CPD), subject registration and building works. This was funded entirely through donation and so has had no impact on the bottom line. Unlike the IBO, the VRQA does not charge schools to conduct audits and the professional development costs are minimal. From 2025, without additional enrolments, the program will operate at a loss. The school's break even point under the current operating model in 2024 is 295 students with current enrolments at 227. This reflects the expense of the current operating model, including the costs of offering the current educational program.

Tuition structures and managing costs in IB DP Schools

In most cases, IB DP schools have found ways to address the significant additional expense of offering the IB DP. There is a mixture of extra charges (that is, passing the IBO direct and indirect costs onto the parents/families with an appropriate margin to ensure a profit) and/or cross subsidisation through the charging of higher tuition to international students. This combined with tight control over subject offerings with minimum enrolment numbers (and appropriate terms to allow annual increases to cover costs) has meant that many schools are managing to profit from the IB DP, or at least not operate at a loss.

In offering a choice of programs, enrolments are retained at a healthy level across the school. Students who wish to transfer into VCE in the second year of the IB DP are able to do so within the same campus with the support of the school.

In a smaller school, the high costs of operating the IB DP (comprised of \$87k in direct fees in 2023, before taking into account mandatory professional training, space, staffing and assessment activities), make it a challenge in the context where offering a choice of programs has not been funded through an appropriate tuition structure. This would be a challenge to pass on to parents/families at this juncture. One Government school, Albert Park College, has permission from the Department of Education to charge over \$4300 a year in full upfront, giving an indication of the true cost of running the program as an option in Years 11 and 12. In terms of innovation, there is at least one school starting to charge for VCE and VM/VET subjects on a per unit basis, more like many universities, again with overseas students as a specific target market.

If Preshil is to continue to operate the IB Diploma Programme, the Board should consider moving to competitive market rates for the program, as Preshil has simply absorbed the additional costs when the IB Diploma Programme was introduced. It should also review the subject offerings refining them to ensure that there are sufficient students taking a subject to make it affordable to offer the IB Diploma Programme longer term. With such small numbers of enrolments it is hard to see how both the IB DP and an alternative program such as VCE could affordably be offered without significant changes to tuition structures. Otherwise, Preshil could consider obtaining a licence for international students (as some of the larger schools do, particularly for Chinese students). There would need to be subjects offered in Chinese language, for example, to compete with those larger institutions and achieve scale, without an accompanying boarding school.

The market for IB Diploma Programme students has grown at a rate of approximately 100 students per year since 2011 (from circa 1600 graduates in 2011 to 2700 graduates in 2023 across the whole of Australia). Since the business case assumed a minimum of 300 students with an increase to 550 by 2023 with a IB DP only program for years 11 and 12, the assumptions in the business case were never achieved and are not likely to be achieved based upon the small number of graduates across the country, especially with 22 schools offering the program in Victoria alone. Operating with staffing levels and resources that assumed 300 students as a starting point, has turned out to be aspirational and led, to some extent, to the school having less cash flow than anticipated and less capacity to invest in the school's infrastructure.

Parent, Student & Staff Consultation

The review surveys

There were three electronic surveys developed as part of the review.

There was a survey of BK parents that had 106 responses.

There was a survey of Arlington parents with 40 responses.

There was a survey of BK students with 75 responses.

The curriculum survey responses

The following are some key impressions from the survey responses.

There is considerable support for the IB DP. Less for the PYP and MYP.

Some support for the idea that the IB is particularly appropriate for Preshil.

Some recognition that the IB is not Preshil.

There is a recognition that the IB DP is demanding.

There is little understanding of the comparative advantages of the VCE and the changes that are being made in the VCE and Victorian curriculum.

There is some warm support for the current performance of the teachers and hence the school.

There are concerns about some aspects of the current performance of the school. There are some concerns about:

- the number of students at some levels
- student application and behaviour
- catering for the wide range of abilities and needs
- communication between teachers and parents

It is hard to be definite from this data about the prevalence or magnitude of these concerns.

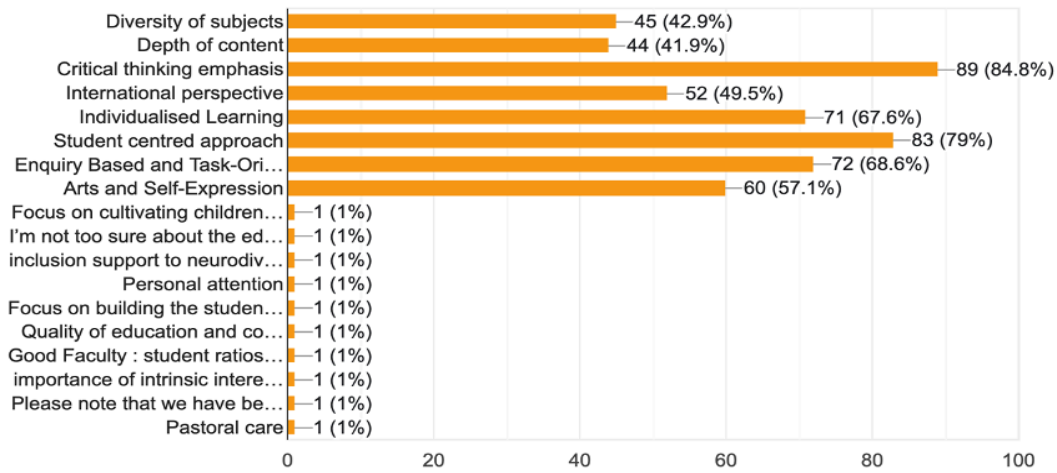
The surveys, particularly in the question about academic values, points to the principles that underpin the Preshil approach to schooling.

Note that there were some differences in the following data from the three surveys. There were some differences in the questions asked and the modes of response used.

The BK responses relating to academic values

What academic values do you appreciate about our current approach?

105 responses



The Arlington responses relating to academic values

What academic values do you appreciate about our current programme?

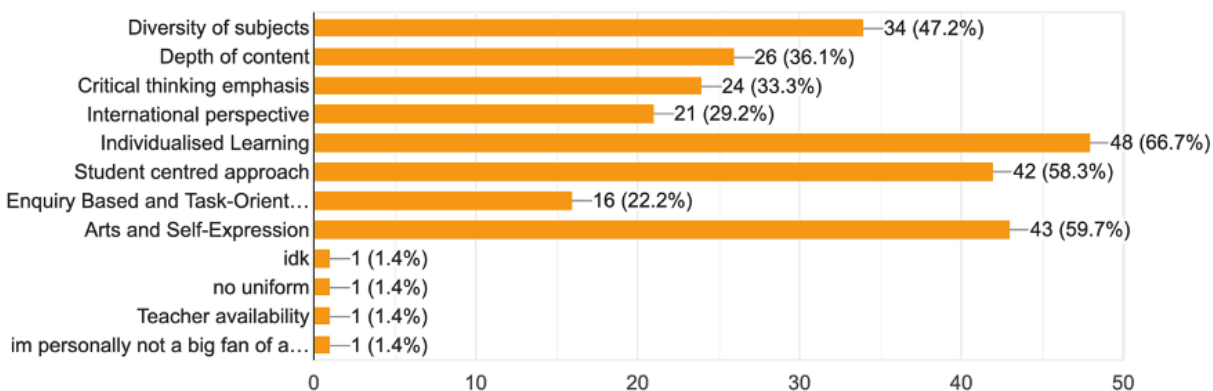
40 responses



The student responses

What academic values do you appreciate about our current approach?

72 responses



The following are the most significant results of survey question questions relating to values.

Individualised learning and Student-centred approach

BK (second and third highest at 71% and 79%), Arlington (second highest at 17% and fifth highest at 9%), students (second and third highest at 66% and 58%)

A striking result is the prominence of Critical thinking (highest at BK 84%) and Critical and creative thinking (highest Arlington at 18%).

Art and self-expression were prominent with BK (57%), Arlington (third highest at 12%) and students (third highest at 59%).

These results are consistent with the Mission to 'foster a community that supports students to forge a path for themselves, informed by their passions and talents'.

Staff feedback

The following is a synthesis of teacher reactions in a workshop that were recorded electronically.

The following comments culled from the record of the meeting offer a good rendition of the Preshil ethos and culture.

*Focussing on individual children and their interests and strengths
Putting students at the centre of the learning journey*

*Emphasising staff student relationships
The school as relationships first and curriculum second*

Aiming for students to feel acknowledge by and connected to their teachers

*The school as a community supporting students
Aiming for young people to be fully included in the community*

*Encouraging high expectations driven by passions
Nurturing independence and ownership of academic aspirations*

Strength focussed rather than deficit or remedial focused

*Flexibility, choice, autonomy
A diverse program and experiences
Openness for students to make choices and discover interests*

*Teachers who are thoughtful and reflective
Passionate, expert teachers able to cater to diverse learning needs
Teachers as expert observers of children who know how to facilitate next steps in learning
Taking time to focus on knowing and understanding students and designing a program in response*

*Offering choice and electives
A range of diverse enrichment programs*

Inquiry-based Learning that provides opportunities for students to explore their interests outside of the common curriculum

A curriculum that gives students the opportunity to purposefully choose a path that reflects their interests.

A small school with small class sizes and a homely environment that belongs to the children and where they feel safe

Parent Feedback

The following is a synthesis of reactions of parents in an electronic feedback process.

What is Working Well:

- 1. Small Classes:**
 - Small class sizes allow for more individualised attention and support from teachers.
 - Excellent teacher-student relationships.
 - Flexibility in curriculum delivery and the ability to change or combine groupings based on need.
- 2. Teacher Quality and Engagement:**
 - Dedicated, passionate, and effective teachers.
 - Teachers actively ensure parents are aware of their child's needs and progress.
 - Supportive teacher feedback and care.
- 3. Learning Environment:**
 - Engaging and calm environment fostering creativity.
 - Holistic and imaginative approaches to learning.
 - Learning through play and cross-fertilization between subject areas.
- 4. Student Experience:**
 - Students feel known and supported.
 - Students articulate their learning and feel confident.
 - Positive peer relationships and a sense of community.
- 5. Programs and Initiatives:**
 - Drama program, electives, and wellbeing team are exceptional.
 - Homework club and after-school support are beneficial.
 - Child-led learning is promoted and supported.

What is Not Working Well:

- 1. Communication:**
 - Communication often seems targeted at children rather than parents, lacking balance.
 - Issues with communicating the school's strengths and achievements effectively.
 - Slow responses to parent concerns and inadequate resource recommendations.
- 2. Assessment and Tracking:**
 - The assessment model makes it difficult for parents to understand their child's performance and progress.
 - Concerns about how students are tracking and the effectiveness of the IB Programme for some learners.
- 3. Management and Staffing:**
 - High turnover of staff, losing good teachers and learning needs staff.
 - Recent management approaches perceived as inflexible, leading to a loss of parent trust.

- Difficulties in senior school leadership communication and responsiveness.
- 4. Program Concerns:**
 - IB Diploma Programme is seen as potentially challenging for neurodiverse learners.
 - The Changemaker program, while well-intentioned, is not meeting expectations.
 - Issues with elective selections and the integration of special needs students.
- 5. Student Wellbeing and Support:**
 - Bullying appears to be on the rise.
 - Some students feel they don't have a place in year 11 and 12 offerings.
 - Concerns about individual learning difficulties not being recognized or assisted adequately.
- 6. Community and Inclusion:**
 - Perceived lack of community involvement and support.
 - No trial days before enrolling, making it hard for potential students to adjust.
 - Some operational challenges in supporting children with special needs.

Overall, while the school's strengths lie in its smaller class sizes, teacher engagement, and supportive learning environment. There are concerns regarding communication, assessment clarity, management practices, and inclusivity for students with diverse needs.'

Recommendations

The recommendations of this Educational Review are the result of analysis regarding the overall findings from research, program evaluations, and community consultations conducted during the process. The committee has endeavoured to provide recommendations that are impactful and practical in terms of implementation. This required a deeper investigation into some superficial issues to understand the underlying reasons behind the challenges faced by the school. For instance, if we have experienced increased levels of attrition over the last decade, we need to identify primary systemic factors contributing to this outcome. Whilst this is often complex and multifaceted, based on these insights, we have articulated what we believe will lead to the most meaningful recommendations to achieve positive shifts within our learning community.

Key Areas of Recommendation

1. **An Aligned Educational Approach**

- **Identity and Philosophy of Learning:** There is a strong desire for a clearly defined identity and philosophy of learning. Establishing a unified vision and mission for our educational approach will create a cohesive and purposeful learning environment. This involves aligning our values, teaching methods, and student engagement strategies with our defined philosophy.

2. **Student Centric - Accessible and Flexible Curriculum Offerings**

- **Flexibility:** There is a need for more flexible curriculum offerings to cater to diverse student needs and interests. Providing varied learning pathways, including vocational and academic tracks, can help accommodate different learning styles and career aspirations. This flexibility should also extend to scheduling, allowing for personalised learning experiences.

3. **Teaching and Operational Excellence**

- **Academic Programs:** A focus on excellence across academic programs to continue the development of depth, complexity and rigour within all Preshil courses, providing an enriching learning environment for students. This involves supporting continued curriculum resourcing and development, teacher pedagogical development, and assessment for learning methods.
- **A Student Centred Excellence:** Striving for excellence within all aspects of student learning, student support, programs, careers development, school operations and administration to build high performance. This includes efficient resource allocation, effective communication channels, and streamlined processes to enhance overall student experience and school functioning.

Additionally, the Board has asked the Education Committee for a review of the current academic programs (and their delivery) to ensure they:

- Suit all cohorts
- Are student-centric
- Embody the school's ethos of nurturing individual potential
- Foster inclusivity
- Enable innovation in individualised learning
- Best prepare students for their future academic and career paths
- Are complementary to a Preshil pedagogical approach

These comprehensive evaluations and subsequent recommendations ensure that our academic programs align with our school's mission and values, ultimately creating a more effective and supportive learning environment for all students.

An Aligned Educational Approach

Identity and Philosophy of Learning: There is a strong desire within our broader community for a clearly defined identity and philosophy of learning. Establishing a unified vision and mission was the first step for our school in creating a cohesive and purposeful learning environment. This involved aligning our values, teaching methods, and student engagement strategies within articulated statements of purpose.

However, this review and the subsequent work completed as part of the strategic consultation process have revealed a deeper need for an identifiable philosophy or cultural element to be explored and articulated within our context.

During this review process, the Education Committee drafted possible options for what this might look like. This draft was constructed as a synthesis of the Courage document into nine key areas. Our recommendation is for this work to be the beginning of our community's aspiration to define our cultural and philosophical alignment as a school.

Therefore, this draft should be further explored within the broader community via engagement to ensure a co-constructed piece is developed that aligns comfortably with our school community.

The Preshil Educational Principles

The Preshil approach is an educational culture and ethos that is characterised by the following educational priorities and practices that are aligned with the Mission.

THE PRESHIL EDUCATIONAL PRINCIPLES



Individualised Learning

Preshil values the uniqueness of each child and aims to respect and accommodate individual differences, choice, needs and learning styles. Young people are encouraged to learn at their own pace and in their own way, without being held to fixed expectations or unnecessary comparisons with others.

Social Learning

Preshil recognises the importance of interpersonal and cultural learning and encourages young people to learn with and from each other. The school recognises different strengths and weaknesses in a supportive and non-judgmental culture. The school aims to create an informal and nurturing atmosphere where young people feel valued and heard, helping them to develop a strong sense of self while being responsible to and for others.

Understanding Behaviour

Preshil takes a social and psychological perspective on young peoples' behaviour. Rather than labelling young people, the school seeks to understand the origins of their behaviour and to help young people think critically about the impact of their actions on their personal relationships and the wider community. Teachers help children think about the impact of their behaviour on others, so as to cultivate self-awareness and self-discipline. The school is particularly concerned with encouraging empathy, mutual respect, and pro-social behaviours.

Fostering Learning and Growth

Learning at Preshil is encouraged by exciting curiosity and catering to individual interests and talents. The aim is for learning to be engaging and meaningful for the individual and in that sense self-directed.

Inquiry-Based and Task-Oriented Learning

Preshil promotes hands-on and project-based learning as much as possible. Inquiry-based learning provides flexible opportunities for young people to explore their interests outside of the common curriculum. The focus is on engaging children in meaningful tasks and activities that align with their interests and foster their personal growth by identifying their strengths and encouraging autonomy and skilful achievement.

Arts and Self-Expression

Preshil recognizes the importance of art, music, and drama as integral parts of education and essential to human experience. These creative outlets are seen as opportunities for self-expression, personal growth and community engagement.

Participatory Democracy

Young people at Preshil are encouraged to assume ownership and responsibility for their learning and the life of the school. They have a voice in decision-making processes, such as by suggesting and voting on project areas or bringing up issues for discussion in group forums. They are encouraged to have agency in matters that impact them.

Relationships and Community

Preshil aims to function as a close-knit community, where children, teachers and parents each play an important role. Relationships between teachers, young people and parents are informal, based on mutual respect and trust. Preshil believes in building relationships on a first-name basis, creating an informal and personal atmosphere. This approach helps to foster a sense of familiarity and trust between teachers, parents and young people and a sense of safety and community where children are seen for who they are and feel safe to express their authentic selves.

Purpose of Education

Preshil believes that education should prepare children to be thoughtful, peace-loving, and active citizens of the world. The school fosters tolerance, compassion and a concern for social justice. The school encourages children to be aware of and respond to the key issues of the times.

The approach to education at Preshil is student-centred, flexible, and focused on holistic development while fostering a love for learning and a sense of social responsibility.

Impacts on school operations

The Preshil Educational Principles have a direct impact on the school's culture and operating model, noting that the school still has regulatory compliance obligations. (i.e. to meet the VRQA standards and Commonwealth child care legislative requirements) that apply in all schools and kindergartens as well as specific additional operational requirements imposed by the IBO.

The Preshil Educational Principles require thoughtful planning and allocation of resources to ensure that student-centred learning, innovation and adaptability can be achieved for an educational program that benefits young people. Set out below are some key operational considerations that are specific to implementing the Preshil Educational Principles.

- **Qualified Educators:** Skilled teachers are needed who understand child-centred pedagogy, experiential learning, and collaborative approaches. Investing in specific professional development (including comprehensive induction in the Preshil Principles and culture) for educators this is crucial to the success of the program.
- **Flexible Curriculum and Materials:** Unlike textbook schooling, as a progressive school Preshil uses diverse resources—books, digital content, hands-on materials, and real-world experiences. A dynamic curriculum is required to accommodate young peoples' learning at different paces and levels, as well as supporting inquiry-based learning with young people having different passions and talents and asynchronous learning needs.
- **Physical Space:** Open classrooms, flexible seating, facilities for whole of school or community engagement and outdoor learning areas are important to implement the pedagogy and facilitate hands-on, project-based and experiential learning. Learning spaces that support the Arts, science, technology, design and nature study are especially important to allow for exploration, innovation and creative expression. Designing and maintaining such spaces requires financial resources. At Preshil, young people are encouraged to participate in the design of spaces in a demonstration of democratic principles. At Arlington, the distinguished architect Kevin Borland, famously engaged the children in the design of the school Hall as 'clients'.
- **Technology:** While not technology-dependent, Preshil needs to integrate technology thoughtfully to support interdisciplinary learning for young people in the context of a dynamic curriculum as well as to facilitate engagement and connection by young people with each other and with staff as well as with parents as partners. This requires investment.
- **Community Engagement and Parental Involvement:** Building partnerships with parents, alumni, local organisations, and experts enriches the learning experience. Budget is needed to run community events, workshops, develop communication materials and tools and engage guest speakers to support young people in their learning to broaden their horizons as world citizens who care about social justice and world issues.
- **Assessment Tools:** Preshil's assessment methods can differ from traditional contexts. The school may invest in competency based, portfolio, project assessment, and peer evaluations.
- **Inclusion and Diversity:** To prioritise diversity and inclusion, resources are allocated for training, materials, and programs that promote equity and understanding.
- **Student wellbeing and learning support:** Student wellbeing is prioritised through experienced student wellbeing and learning support professionals, with an understanding of the connection between learning and wellbeing.
- **Class sizes:** smaller class sizes allow for teachers to build relationships, support individualised learning and support young people in identifying their strengths and interests.
- **Collaborative teaching practices:** there is a need for a high degree of communication and collaboration between teaching staff in order to meet the individual needs of each student, to know them and understand their behaviours.

- **Processes that consider each student and allow for student agency and voice:** Preshil implements processes that consider the emotional, social and psychological context in which the student is learning. Restorative practices are used to teach young people how to navigate relationships in a constructive way and three-way conferences with young people, teachers and parents, allow young people to lead the discussion of their academic progress and goals. Whole of campus meetings occur where young people are able to raise issues of concern to them.

Student Centric - Accessible and Flexible Curriculum Offerings

There is a need for more flexible curriculum offerings to cater to diverse student needs, learning styles and interests. Providing varied learning pathways, including vocational and academic tracks, can help accommodate student choice, different learning styles, interest alignment and career aspirations. This flexibility should also extend to scheduling, allowing for personalised learning experiences.

The following section of this report outlines the Educational Committees recommendations for the various developmental levels of our young peoples' learning experience.

The Senior Years Program

Summary of Findings

IB and VCE Alignment to Preshil Mission and Educational Principles

In our evaluation of the current situation, we have considered the alignment of both the International Baccalaureate Diploma Programme (IB DP) and the Victorian Certificate of Education (VCE) with Preshil's Mission and broader Educational Principles. Our analysis reveals that neither program is clearly more aligned with our principles than the other. If anything, the VCE offers slightly more flexibility in terms of student choice, which is a core value of Preshil.

Benefits of the IB DP

The IB DP offers several significant benefits that align with Preshil's educational philosophy and principles.

1. **Critical Thinking:** The IB DP emphasises the development of critical thinking skills, encouraging young people to analyse and evaluate information, rather than simply memorising facts. This aligns with Preshil's commitment to fostering independent, inquisitive learners.
2. **Global Awareness:** The IB DP promotes an international outlook, helping young people become aware of and appreciate diverse cultures and perspectives. This global perspective is integral to Preshil's mission of nurturing globally minded citizens.
3. **Rigorous Academic Structure:** The IB DP is known for its challenging and comprehensive curriculum, which prepares young people for higher education and beyond. This rigour supports Preshil's goal of academic excellence and lifelong learning.
4. **Holistic Education:** The IB DP includes components such as the Creativity, Activity, Service (CAS) Programme and the Extended Essay, which encourage young people to engage in a wide range of activities and develop a balanced skill set.
5. **Assessment:** Criterion based, non-competitive (no bell curve distribution or ranking).
6. **Exams:** Ability to re-sit exams to improve results

Constraints of the IB DP

Despite its benefits, the IB DP has certain constraints that limit our flexibility and educational approach:

1. **Prescribed Curriculum:** The IB DP has a highly prescribed curriculum with specific requirements for each subject. This can restrict our ability to tailor educational experiences to individual student needs and interests.
2. **Rigid Assessment Methods:** The assessment methods in the IB DP are standardised and often exam-focused, which may not align with Preshil's preference for diverse and innovative assessment strategies.
3. **Limited Flexibility:** The structured nature of the IB DP limits opportunities for young people to explore subjects outside the prescribed curriculum, potentially stifling their creative and exploratory instincts.
4. **Early Commencement:** Aside from unique exceptions, the IB DP is a two year program. This prevents young people commencing the program at earlier years in an effort to distribute and manage workloads.
5. **Challenges for young people with Learning Needs:** The IB DP requires young people to complete nearly 20,000 words in essay writing during Year 12, which can be particularly challenging for young people with certain learning needs and preferences. This extensive writing requirement may hinder the ability of some young people to perform to the best of their abilities, thereby limiting our capacity to fully support their individual learning aspirations. It appears that the IB DP curriculum is best suited for young people with particular executive functioning strengths and learning preferences.

IB DP Martet Constraints

With a small clientele in Victoria (likely less than 1300 young people per year with 22 schools competing for them, 18 of which are in metropolitan Melbourne) there is not much room for a small school expanding IB intake.

The IB DP is a challenge for Preshil if enrolments are lost because the IB DP is considered to be unsuitable for some young people. It may seem unsuitable either because the student has a specific talent or passion that they wish to focus upon or because the demands of the IB DP are too much. This challenge is reflected in the retention analysis where the largest number of young people leaving Preshil is in the lead up to the senior secondary school.

The range of pathways for transition from school to further education or work have significantly expanded since the IB DP became the only option at Preshil. With the IB DP being the exclusive academic pathway available for young people until 2024, when the VCE Vocational Major (VM) has commenced. Young people who didn't wish to continue within this pathway needed to leave the school to seek alternative pathway options.

Of particular concern to Preshil, is the loss of young people in the Arts, as the IB DP has few subjects on offer in Group 6 - the Arts, and this Group is optional. The Preshil Educational Principles specifically mention the Arts and creative expression as an area of cultural strength and alignment. This has been valued by Preshil young people over the past 90 years and is an area for which the school has been particularly known over its history.

Benefits of the VCE

The VCE offers several significant benefits that align with Preshil's educational philosophy and principles.

Flexibility: the VCE can be both broad and focussed. Young people can readily move between different parts of the certificate. They can combine different aspects of the system into composite courses. They can accumulate units over years, and unlike the IB DP, young people retake a subject multiple times.

Assessment Diversity: The VCE includes a variety of assessment methods, including coursework, projects, and exams, catering to different learning styles and strengths. It can include both a scored and unscored option within each area of study

Comprehensive: The VCE has developed significantly in recent years to offer diverse pathways for transition to further education (university or TAFE) and employment. There is significant access to VET courses within the VCE, and the Vocational Major and the Victorian Pathways Certificate offer a very broad range of options for senior students.

Under the VCE umbrella, young people can mix and match different pathways and readily move between pathways. The current flexibility of the VCE curriculum arrangements may be even further increased in the near future.

Cultural fit: Like the certificates offered in most educational systems, the VCE has a tenor and ethos that Victorian teachers are familiar with. There is also a good deal of local support available for teaching and learning VCE studies.

Constraints of the VCE

Despite its benefits, the VCE has certain constraints that limit the nature of the certificate.

Normative assessment: The VCE is a norm referenced assessment system and there are some disadvantages to such a method of assessment.

The process of standardisation used to construct the tertiary entrance rank (ATAR) adjusts studies against each other for presumed difficulty. The statistical moderation of school-based assessments against external assessments is a disadvantage of the VCE, but this form of moderation allows flexibility in school-based assessments and simplifies the tertiary entrance processes.

Advantages and Deficits of Both Programs

Both the IB DP and the VCE have their respective advantages, and neither program presents any glaring deficits. Each program supports different aspects of student development and learning styles, which is why offering both can provide a more comprehensive educational experience.

1. Comparative VCE Advantages:

- **Flexibility and Choice:** The VCE offers a wider range of subjects and greater flexibility in subject selection, allowing young people to tailor their studies to their interests and career aspirations.
- **Assessment Diversity:** The VCE includes a variety of assessment methods, including coursework, projects, and exams, catering to different learning styles and strengths. It can include both a scored and unscored option within each area of study. Unscored VCE still results in a certificate unlike the IB partial.
- **Vocational Pathways:** The inclusion of the VCE Vocational Major (VM) provides pathways for young people interested in practical and vocational education, aligning with Preshil's emphasis on real-world learning experiences.

2. Comparative IB DP Advantages:

- **Holistic Education:** The IB DP's emphasis on a well-rounded education, including the Creativity, activity, service (CAS) Programme, Theory of Knowledge, and the Extended Essay, supports the development of a balanced skill set.
- **International Recognition:** The IB DP is recognized globally, providing young people with opportunities for higher education and careers worldwide.

Is our current program failing to meet the diverse needs of our young people?

School exit data shows concerning numbers of young people who ceased enrolment in 2023. In particular 46 young people had left the senior school over the 2023 period, 29 of whom were in Years 9 and 10. This would indicate that the current program/s across the senior secondary is not meeting the needs of all of our young people.

A full analysis of all exits (including student history, correspondence, complaints and incidents) was examined to determine the cause of high rates of attrition in 2023. In addition, a review was conducted of aggregate exit data per year level and trends over a 10-year period to assess whether the 2023 experience was part of a broader trend which was summarised within this report.

The findings of this analysis concludes that the school has experienced higher levels of attrition directly related to the academic program (young people seeking alternative pathway options) in the years following the commencement of IB PD. Further, there has been a total combined (health, wellbeing, academic, other) increase in attrition during this same period.

Recommendation

In light of these considerations, we propose offering the continuation of the IB DP and in conjunction with a broader suite of VCE offerings in 2025. This dual offering will allow Preshil to cater to a broader range of student needs and preferences, aligning with the schools inclusive and flexible educational philosophy.

To accommodate for these various pathway offerings, we recommend Preshil adopt a Scaled Tuition Structure to align with young peoples' selected pathways.

In the simplest terms, this could include a model such as the following.

- **IB Diploma:** Requiring an additional fee on top of the standard base tuition fee. The precise determination of this fee structure will require further costing analysis. However, an initial costing example would be for an additional \$2500 fee on top of the standard base tuition fee to cover the direct fees charged by the IBO. To support a fee transition such as this, we recommend including any general and inflationary tuition increases to base tuition costs be absorbed into this additional IB related cost during 2025 and 2026. This will effectively lower the additional cost required by our young people and their families.
- **VCE Certificate:** Included within the base tuition fee.
- **VCE VM Certificate:** Reduced base tuition fee. A precise costing for this structure will require further analysis.

Implementing Mechanisms for Vertical/Multi-Age Learning

Integration: Opening up the curriculum beyond prescribed year levels will allow for more movement and subsequent subject offerings to become viable at both the lower and senior high school levels. This could include a wider range of subjects, such as niche or potentially harder-to-fill areas of study, providing young people with more options to tailor their education to their interests and career goals.

- Younger-aged students accessing VCE offerings earlier will increase the pool of young people selecting these subjects, enhancing their viability and the number of available offerings.
- Combined classes within the lower secondary (Years 7 and 8) and vertical electives across Years 7-10 will reduce the number of classes required at these levels, in addition to increasing the breadth and viability of offerings available at both the junior and senior levels.
- There are clear operational benefits to offering a more vertically aligned subject offering, and this is a key factor in Preshil being able to viably offer both the IB and VCE. This approach also clearly aligns with our mission and historical past. As noted in Margaret E. Lyttle's writing *THE WHY AND WHEREFORE OF IT ALL: 'Preshil became known almost immediately for Miss Lyttle's attitude to children and her belief that they should be allowed to work individually, each at his/her own pace, in accordance with his/her developing interests, and not in set age or grade groups'.*

Implementation Plan:

- **Interest Assessment:** Each year young people within Years 8-11 will complete and update a 5 year personalised learning planner with the support of a teacher mentor and family. This planner will provide a gauge of student interest in their preferred pathway certificate (IB DP and VCE respectively) to determine the offerings and feasibility of subjects for each of these programs in 2025 and each year thereafter.
- **Integration:** We are committed to integrating the VCE, including the VCE Vocational Major (VM), and the IB DP as much as possible in 2025 and beyond, to provide a cohesive and enriching educational experience for our young people. We recommend exploring ways to integrate potentially aligned courses within the IB DP, VCE and VM, where possible to allow for a further breadth of subject offerings within the various certificates.
- **Early Access:** We plan to offer young people access to VCE studies before Year 11, providing them with earlier exposure to this pathway and greater flexibility in their educational journey.

In summary, we recommend maintaining the current programs while integrating and offering both the IB DP and a broader suite of VCE offerings from 2025 onwards, ensuring that Preshil continues to provide a diverse and adaptable educational environment for its young people.

Conclusion

By limiting the binary constraints of year levels, we effectively open up the learning offerings available for our young people. This naturally lends itself to a model where our young people can more readily access areas of interest, passion, talent at any age and point of need level for learning. Adopting a studio school approach that incorporates choice through senior pathway options, vertical subjects, vocational education, and diverse learning opportunities, we can provide young people with uniquely personalised educational experiences. This approach addresses traditional education's limitations and prepares young people for future challenges and opportunities. Our commitment to innovative, personalised, and applied learning will facilitate our students academic success and later post-school pathways. As we continue to evolve and expand our offerings, we remain dedicated to the mission of empowering every student to forge their own unique paths at school and in life.

The Middle Years Program

Summary of Findings

Benefits of the IB MYP

The IB MYP provided a way for the middle school staff to reference and work from a framework that addressed the aspirational goals of the school. Particularly, greater consistency with many Preshil-aligned practices of inquiry and project based learning. The MYP explicitly focuses on inquiry-based learning. The MYP framework aimed to support the teaching staff in their endeavours through a formal process of planning and evaluation of the following key elements:

1. **Inquiry Learning:** young people experience education as the continued questioning of the world and the desire to make sense of their place within it. Eight broad subject areas are integrated, ensuring that these wonderings touch on a wide range of global issues from the scientific to the artistic.
2. **Interdisciplinarity:** The MYP requires that discrete subjects are taught in service to a larger inquiry, such that learning skills in maths or science are given purpose as they serve the purpose of unpacking a larger inquiry question. In this way, young people experience subject learning as essential to understanding the world around them.
3. **Approaches to Learning:** The MYP requires that a full articulation of skill development through the years is linked to inquiry-based learning so that young people experience not only what it means to pose questions and wonderings but also recognize and develop the skills they need to be successful inquirers.
4. **Conceptually Driven Learning:** The MYP emphasises the importance of making conceptual links between subject areas as an illustration of how conceptual/abstract thinking is central to understanding the world and making sense of our place within it.
5. **Teacher Professional Development:** The MYP has provided numerous opportunities for professional development, helping teachers to refine their instructional strategies and collaborate more effectively. MYP pedagogy has provided staff with opportunities to diversify and expand their teaching methodologies. The MYP pedagogy revolves around the 'inquire – action – reflection' cycle that urges learners to ask relevant questions, take subsequent action and reflect on the actions and consequences. This is a continuous cycle that builds student knowledge and understanding.

Constraints of the IB MYP

Despite these benefits, adherence to the MYP has constrained the learning experience at Preshil in a number of key ways.

1. **Time Pressures:** The MYP requirement that young people study eight subject areas across the year means that the curriculum can be crowded. Students may not have adequate time to experience the full inquiry cycle: tuning in, finding out, sorting out, going further, making conclusions, and taking action.
2. **Compliance to MYP:** A high proportion of teacher planning time is spent evidencing and adhering to the protocols of the MYP. The energy expended adhering to the MYP framework could be redirected to curriculum development or student learning enrichment.
3. **Repetition of Interdisciplinary Themes:** The MYP requires that the same themes be re-examined year after year, leading to a lack of expansive thinking when building the program for the year ahead. Teachers have focused on adherence to the themes rather than taking a more student led, creative and flexible approach to units of inquiry.
4. **Resource Allocation:** The implementation of the MYP has demanded significant resources, which could be redistributed to other areas of need within the school.

Recommendations

In light of these summarised findings formed as part of the broader research, evaluation, and consultation undertaken within the educational review process, we recommend the following actions:

1. From 2025 onwards, discontinuing IBO MYP. The teaching and learning shift of this change will be minimal, as we recommend continuing programs, curriculum delivery and instructional approaches that draw out the best practices of the MYP framework and are aligned to our Preshil educational Principles.
2. The middle school curriculum continues to align itself with the Victorian Curriculum (Vic Curric 2.0), as has been practised during the current period of IB MYP adherence. This is a requirement of VRQA compliance.
3. In removing the MYP framework, we recommend the school's philosophical and cultural framework be used as a reference to anchor our future approaches to teaching and learning. In this instance, finding alignment with the developing Preshil Educational Principles outlined within this report.
4. Repurpose the allocation of resources currently absorbed into the running of the MYP to other areas of the middle school program to enhance and benefit our young peoples' learning experience. This might include curriculum leadership, student wellbeing, learning and inclusion support.

A Middle School Reemphasised

The middle school at Preshil will act as a key developmental and transitional space for our young people, ensuring their move from Arlington into the broader high school context within a supportive and developmentally aligned learning environment. The new senior school pathways and open learning approach, which Preshil will implement between Years 9 and 12, will build directly on the foundation established within our middle school program. The middle school program will develop a strong sense of identity and connection for our young people to the world around them.

The middle school approach emphasises young peoples' responsibilities to themselves, each other, and the broader world, instilling a strong sense of purpose and increasing autonomy. As young people transition from middle to senior school, they will carry forward a tailored five-year plan that drives their educational journey through a personalised model celebrating their individuality while maintaining the core principles of the Preshil experience. This holistic approach ensures our young people are well-prepared to thrive academically and personally in their senior years and beyond.

Composite Development

Middle school at Preshil will be a composite structure comprising Year 7 and Year 8 students. These young people will work closely with staff who form a middle school teaching team. Having a composite group of 7 and 8 will allow young people to have a broader group of peers and greater access to point-of-need learning opportunities.

Mentoring and Connection

Within the Middle School we will develop an approach dedicated to fostering strong mentoring and connection opportunities for our young people with the introduction of a specialised teaching team. Each student will be supported by a team of adults. These mentors and core teachers will play a crucial role in our young peoples' development, providing guidance and support beyond academics. Our mentoring program will be designed to offer developmental support, helping young people to grow both personally and academically. Mentors will work closely with young people to understand their individual aspirations, offering advice and encouragement tailored to each student's unique journey. This relationship aims to build confidence, resilience, and a strong sense of purpose.

Vertical Elective Options

Our middle school students will access vertical elective offerings with more senior students from Years 9-10. This will give young people more choice, agency, and opportunity to connect with peers who share similar interests.

Holistic Development

Preshil is committed to building holistically rounded individuals through the continued implementation of Activities (formerly Electives) and Change Maker, both of which are not International Baccalaureate Organization (IBO) Programmes. These initiatives will allow young people to engage in meaningful projects and activities that foster personal growth, social responsibility, and a sense of purpose. By participating in these programs, young people will develop essential skills such as leadership, collaboration, and critical thinking, preparing them to be active, compassionate, and informed global citizens.

"By learning to make their own choices in ever more significant ways, children begin to learn the importance of making good choices and taking responsibility for them. When children can understand that their every action is the product of a choice they themselves make, whether consciously or unconsciously, they become more empowered to direct their own lives."

– Courage

Supporting Young peoples' Career and Individualised Learning Pathways with Morrisby and Teacher Mentors

To ensure each middle school student develops an individualised learning plan that aligns with their strengths, interests, learning and career goals, we utilise the globally leading career-matching tool, Morrisby, in combination with dedicated teacher mentors. This program is designed to enhance self-understanding and facilitate learning and early exposure to career options, allowing young people to make informed decisions about their school subjects and later senior school pathways.

Annual Planning Process:

Our middle school approach will involve a yearly planning process where each young person, their mentors, and parents collaborate to update the student's individualised learning plan. This continuous engagement ensures young people develop the knowledge, skills, attitudes, and confidence they need to make informed decisions and effectively manage their own learning. When young people create or update their plan annually, their schooling is enriched with essential opportunities to:

- Discover their strengths and talents
- Explore the world of work and their place in it

- Identify their values and interests
- Explore future learning goals and pathways
- Take proactive steps toward achieving their goals

Parental Involvement:

We believe that parents or carers play a crucial role in their child's learning development. By engaging parents through regular updates and including them in the planning and reflection process, we enhance their involvement and support, which is a key success factor for effective decision-making by young people.

Purpose-Built Spaces

In future years, we envision that any potential master plan process undertaken by the school will allow for purpose-built spaces that will further enhance our middle school aspirations for a student-centric community that nurtures agency for student growth, connection and self-expression.

Conclusion

In summary, our intentional approach to a re-emphasised middle school program will focus on the developmental needs associated with this demographic. The program design will aspire to support our young people to build the skills, attitudes, and connections to themselves and the world around them which are all essential parts of this early adolescent self-actualization period. In addition, our program at Preshil will uniquely position our young people in preparation for a later senior school experience, which will afford them far more flexibility and autonomy over their own learning journey.

The Primary Years Program

Summary of Findings

Benefits of the IB PYP

The IB PYP provided a way for the primary school to overlay a framework which addressed much of the intent of the project-based learning which had long been in place. The PYP Framework united the teaching staff in their endeavours through a formal process of planning and evaluation of the following key elements.

1. **Inquiry Learning:** Children experience education as the continued questioning of the world, and the desire to make sense of our place within it. Six broad themes are revisited each year ensuring that these wonderings touch on a wide range of global issues from the scientific to the artistic.
2. **Transdisciplinarity:** The PYP requires that discrete subjects are taught in service to a larger inquiry such that learning skills in maths or science is given purpose as it is in service to the unpacking of a larger inquiry question. In this way, children experience subject learning as essential to understanding the world around them.
3. **Approaches to Learning:** The PYP requires that a full articulation of skill development through the years is linked to inquiry learning so that children experience not only what it means to pose questions and wonderings, but also recognise and develop the skills they need in order to be successful inquirers.
4. **Conceptually driven learning:** The PYP emphasises the importance of making conceptual links between subject areas as an illustration of how conceptual / abstract thinking is central to understanding the world, and making sense of our place within it.

Constraints of the IB PYP

Despite these benefits, adherence to the IB PYP has constrained the learning experience at Arlington in a number of key ways.

1. **Time pressures:** The PYP requirement that children from Grade One onwards study six separate inquiry units across the year means that the curriculum is rushed. Children may not have adequate time to experience the full inquiry cycle; tuning in, finding out, sorting out, going further, making conclusions, taking action. (*cf. kath Murdoch*)
2. **Prescribed Programme of Inquiry:** The PYP requires that the full academic year's program of inquiry is written and audited ahead of time. This has led to a reduction in child-initiated inquiry, and spontaneous inquiry inspired by world events. This also represents a misalignment between our Preshil mission and the PYP.
3. **Repetition of transdisciplinary themes:** The PYP requires that the same themes are re-interrogated year on year, leading to a lack of expansive thinking when building the program for the year ahead. Teachers have focused on adherence to the themes rather than taking a more imaginative or playful approach to units of inquiry.
4. **Fidelity to the PYP:** A high proportion of teacher planning time is spent in evidencing and adhering to the protocols of the PYP. The energy expended adhering to the PYP framework could be redirected to curriculum.

Recommendations

In light of these summarised findings formed as part of the broader research, evaluation and consultation undertaken within the educational review process, we recommend the following actions:

- From 2025 onwards, the discontinuation of the PYP within the Arlington and Kinder contexts.
- The primary school curriculum continues to align itself with the Victorian Curriculum (Vic Curric 2.0), as has been practised during the current period of IB PYP adherence. This is a requirement of VRQA compliance.
- In removing the PYP framework, we recommend the school's philosophical and cultural framework be used as a reference for shaping the future approaches to teaching and learning. In this instance, finding alignment with the developing Preshil Educational Principles outlined within this report.

What will our new approach look like with the removal of the PYP?

Arlington will remain committed to the inquiry model as the basis for project-based learning, which is socially driven, collaborative and that asks the big questions. We will promote project-based learning from within a broad inquiry framework to balance the interests of the individual within the group endeavour. The disciplines will continue to be put in service to the inquiry process, so that a mathematical skill which is best matched to an inquiry will be taught in an embedded way; we also acknowledge that some discipline learning will sit outside of the inquiry process. We will move toward child-initiated inquiries which capture the imaginations of the cohort and give rise to projects and actions that reflect the learner and their passions – this will be a significant re-alignment with the Preshil Mission. Importantly, we will give time to each inquiry so that the learning can be immersive, imaginative and run its natural course, and so that our children do not experience inquiry learning as rushed, surface level or unfulfilling. Playworlds will continue to be central in the Early Years, as a tool for activating imagination and concept development. Significant Preshil traditions will punctuate the year, and be given time, fostering a sense of individual connection and place in our community, with Whole School Meetings being central to our shared community experience.

How will this benefit our young peoples' experience?

- Our children will experience an increase in academic agency through inquiry learning that is linked to their passions and encourages them to voice their views, explore their interests, and take action in response to their increasing depth of knowledge.
- Imaginative and creative thinking will preface conceptual understanding bringing a more playful and imaginative approach to conceptual and abstract development, opening up opportunities to emphasise

creative-expression, and link The Arts to inquiry at each stage of development (playmaking, artistic expression, music and song etc.).

· Democratic experiences through meetings and joint decision making will be central to how our children connect within and across the ages.

Which aspects of the PYP will we retain and emphasise?

Primary teaching staff underwent considerable training and professional development in service to the PYP framework. The retention and re-application of this knowledge within the Arlington project-based inquiry program will serve to maintain collaboration amongst the teaching team, with shared language, purpose and understanding.

Inquiry driven learning: We will maintain the parameters of inquiry as the driver for asking big questions, leaning into the unknown and exploring the world.

Conceptually driven learning: emphasising imaginative and creative thinking as the precursor to conceptual development. Reframing imagination as a key skill developed through play and delivering fidelity to our approach of embedding artistic and creative self-expression throughout the curriculum.

Skill Development: Which will now reference Victorian Curriculum 2.0 including foundational skills in digital literacy and the Capabilities; ethical, critical, personal and social and intercultural. All of which will equip children with skills to be able to research and inquire both individually and collaboratively.

Conclusion

The IB Primary Years Programme (PYP) review at Arlington highlighted its benefits and constraints. While the PYP has fostered structured inquiry, transdisciplinarity, and skill development, it has also imposed time pressures and rigid requirements that limit flexibility and responsiveness to student needs. Therefore, we recommend discontinuing the PYP from 2025 and aligning our primary school curriculum with the Victorian Curriculum (Vic Curric 2.0). This transition will retain the strengths of inquiry-driven and conceptually driven learning while allowing for greater flexibility to reflect our unique educational philosophy. By reallocating resources towards curriculum development, teacher capacity building, and student support, we will enhance the educational experience at Preshil, fostering student agency, creativity, and engagement.

Teaching & Operational Excellence

Summary of Findings

The following sections contain information related to the costs and resourcing associated with the International Baccalaureate (IB) Programme at Preshil and the negative systemic impacts these appear to have had on teaching and operational excellence.

The review has identified several systemic impacts on performance and teacher development caused by the resourcing constraints related to the International Baccalaureate (IB) Programme. These constraints significantly affect various aspects of our school's operations, including professional development (PD), staff workload, and financial allocation.

Professional Development Time Allocation

A substantial portion of the school's PD budget is dedicated to mandated IB-related professional development. Approximately one-fourth of the rolling cost each year is attributed to IB-related paid professional development. This considerable allocation affects the overall PD budget, limiting opportunities for staff to engage in other valuable professional development activities that could enhance their continued and broader teaching practice and subsequent student learning experience.

Planning and Professional Development Demands

IB compliance and administrative running demands require extensive staff planning and professional development time. This is exacerbated during required program evaluation periods, placing additional pressure on teachers and administrators. The rolling nature of these requirements year after year results in a continuous cycle of intensive workload for our staff.

Scheduling Challenges for Professional Development

IB-prescribed scheduling for professional development often requires staff to participate in workshops during evenings, weekends, and early mornings due to international time zones. These sessions incur additional time-in-lieu costs to the school and create onerous work conditions for staff. The impact of these scheduling requirements is significant, leading to potential burnout and reduced job satisfaction among teachers.

IB Coursework Requirements

IB Diploma Programme (IB DP) Higher Level (HL) courses require 240 hours of study over a two-year period, which does not fit within the regular timetable. As a result, additional classes are scheduled after 3:30 pm and during some lunch periods to meet the IB HL requirements. This leads to onerous work conditions for both staff and students, affecting their wellbeing and overall school experience.

Positions of Responsibility Allocation

Compliance with IB requirements necessitates specific positions of responsibility (POR) within the school, which absorb a considerable portion of the school's allocated POR budget annually through remuneration and time release. This allocation places significant limitations on other areas of the school that require appropriate leadership and resourcing. Areas such as curriculum leadership and inclusive education/student wellbeing leadership have higher needs than currently resourced, leading to gaps in support and development in these critical areas.

IB Curriculum Fees and Related Costs

The per subject cost and broader IB fees are considerable compared to Victorian Curriculum and VCE related studies, which have no fees associated with them. These IB fee costs absorb funding that could otherwise be reallocated into program materials and broader resources to improve student learning and

experience. The financial burden of IB fees limits the school's ability to invest in essential resources and support services that would benefit the entire student body.

Recommendations

Based on the findings from our educational review, we recommend the following actions to optimise resource allocation, enhance operational structures, and improve teaching and learning within our unique Preshil context.

Discontinue the IB PYP and MYP Programmes

To better align resourcing with the school's locally contextual needs, we recommend discontinuing the IB PYP and MYP Programmes. Discontinuing these programs not only meets our educational needs of being more aligned with our mission as a school, as stated in the previous section of this educational review, but it will also free up considerable resourcing that can be reallocated into our broader system. This realignment of resourcing will differ between the Arlington and Blackhall sites, and the school should consider optimising these changes for maximum effectiveness moving forward.

Review Operational Structures

1. Positions of Responsibility (PoR) and Leadership Resourcing:

- Conduct a comprehensive review of the school's operational structures to purposefully align PoR and leadership resources with our unique contextual demands.
- Allocate appropriate roles for curriculum development and leadership.
- Enhance student support systems for wellbeing and additional learning needs by developing teacher expertise in addressing varying student emotional and learning needs.

Teaching and Learning

1. Curriculum Development:

- Allocate resources to align with Victorian Curriculum 2.0 Prep–10 within the broader Preshilian approach and framework, as outlined in the Preshil Educational Principles.
- Develop a purpose-designed middle school curriculum for years 7 and 8.
- Develop a VCE-related curriculum to ensure a smooth transition and robust offerings for senior students. Initially, this might include exploring integrated VCE, VM, and IB DP subjects within some identified subjects to support the transition toward a broader senior school offering and student experience.

2. Staff Capacity Building:

- Focus on building broader curriculum skill sets among staff, including the ability to teach both VCE and IB Programmes.
- Implement initial VCE units in 2025, gradually increasing offerings each year to build capacity.
- Emphasise teacher development in point-of-need teaching, planning, and pedagogy to address varying student needs effectively. Focus on a strengths-based, talent-focused approach to teaching and learning in alignment with the school's new mission.
- Foster consistency in how teachers measure, track, and communicate individual student growth in various learning areas.

3. Pedagogical Alignment:

- Align teaching practices with the broader Preshil Educational Principles and potential pedagogical models.
- Ensure teachers are equipped to handle multi-level classes where young people can align their interests with point-of-need learning levels, minimising potential increases in teacher workload.

By implementing these recommendations, Preshil can create a more supportive, practical, and contextually aligned educational environment that caters to the unique needs of our young people. This holistic approach will ensure that our resources are used optimally, enhancing both teaching quality and student experience.

CODA A Reimagined Senior School Experience

Open Age & Pathways Focussed

It is more important than ever to prepare senior students for a variety of prospective career paths in the constantly-changing educational landscape. The rapid changes in society have an especially big impact on education.

Within this context, we propose a reimagining of the senior school as a studio learning model from Years 9 through 12 by exploring innovative ways to enrich our young peoples' educational journeys via an approach which aims to unlock or open up - rather than limiting - diverse learning opportunities, ensuring an experience that is both individualised and inherently connected to the community.

The Senior Studio Model

The senior learning years at Preshil will be guided by our innovative Senior Studio model, designed to foster and support individual pursuits within a meaningful community framework. Just as artisans, poets, philosophers, and entrepreneurs who thrive through meaningful connections rather than isolation, our Studio Learning approach empowers young people to explore their passions, strengths, and talents in continual titration with the world around them. This approach is designed to support alignment of our young people educational aspirations with authentic curriculum connections and post-secondary career planning.

Students will engage in personalised pathways that integrate various academic, vocational and career throughlines. Embracing an open-age model, learners progress at their own pace, driven by their interests and passions. Integral to this model is the cultivation of peer connections and adult mentorship, ensuring each student is supported by adults or, Studio Mentors, as they will be known, who understand them and collaborate in support of their individualised yearly plans, including a comprehensive five-year trajectory.

While embracing flexibility, our Studio School approach will remain rooted in the foundational core of Preshil's Educational Principles, which articulate the cultural and philosophical elements underpinning our program. This holistic framework ensures that young people excel academically and develop into well-rounded individuals prepared to navigate the complexities of their chosen paths beyond graduation.

Within this model, our young people will have the flexibility to tailor the curriculum to their aspirational goals, without being constrained by traditional paradigms that limit their capacity to freely forge their own educational journey. Instead, we will leverage curriculum options that are customised to fit each student's goals and learning objectives. This approach will ensure that our young people can follow various pathways, accessing the most suitable curriculum for their individual learning journey.

Studio Mentoring and Connection

Within the Senior School we will develop an approach dedicated to fostering strong mentoring and connection opportunities for our young people. Each student will be supported by a team of adults. These Studio Mentors will play a crucial role in the young persons' development, providing guidance and support beyond academics. Our mentoring program will be designed to offer developmental support, helping young persons to grow both personally and academically. The Studio Mentors will work closely with young persons to understand their individual aspirations, offering advice and encouragement tailored to each student's unique journey. This relationship aims to build a sense of place and belonging, confidence, resilience, and a strong sense of purpose.

Teachers as Role Models

As a school that puts relationships first, Preshil values the role of teachers as learners, and the role they can play as mentors facilitating career exploration, and identifying the strengths and interests of young people with guidance from the school's career practitioner. Teachers can inspire young people to explore various career options by sharing their own career experiences and providing information about different professions. They can help young people understand the practical applications of their subjects, making

connections between academic learning and real-world careers. Positive reinforcement from teachers helps young people overcome self-doubt and persist in their efforts to achieve their goals.

Empowering Young People Through Career-Connected Learning

Student engagement and accomplishment can be significantly increased by matching career pathways with each young person's unique interests, abilities, and goals as well as by incorporating applied learning. This method gives young people a sense of direction and purpose in their education while preparing them for their future employment. By allowing young people to relate what they are learning to real-world situations, the school can incorporate job exploration into their curricula so as to increase student motivation and engagement. Before graduating from high school, young people can advance towards industry certifications, earn tertiary credits, and obtain real-world work experience.

Personalised Learning and Career Advising

Personalised career counselling in addition to learning experiences should be tailored to each young person's interests and goals, aiding young people to make better decisions about their futures. Young people are more engaged and successful at schools that use these supports, where young people's interests and ambitions guide their academic path. In order to assist young people explore a wide range of professional alternatives and develop the skills necessary to achieve their objectives, career advising should start early, ideally in middle school.

Research has indicated that career planning and development can serve as a protective factor against stress and mental health problems by giving people a sense of agency over their future. Hope has a significant role in resilience and overall wellbeing. Young people who perceive a direct link between their academic pursuits and their intended careers are more likely to feel motivated and less anxious about their academic and professional prospects

Supporting Young Peoples' Career and Academic Pathways with Morrisby and Teacher Mentors

To ensure each student develops an individualised learning plan that aligns with their strengths, interests, and career goals, we will use the leading international career-matching tool, Morrisby, in combination with dedicated teacher mentors. This state endorsed and funded program is designed to enhance self-understanding and facilitate career exploration, allowing young people to make informed decisions about their school subjects, post-school pathways, and career goals.

Annual Planning Process:

Our approach would involve a yearly planning process where our young people, their mentors, and parents collaborate to update the student's individualised learning plan. This continuous engagement ensures young people develop the knowledge, skills, attitudes, and confidence they need to make informed decisions and effectively manage their career throughout life. When young people create or update their plan annually, their secondary schooling is enriched with essential opportunities to:

- Discover their strengths and talents
- Explore the world of work and their place in it
- Identify their values and interests
- Decide on their career and learning goals and pathways
- Take proactive steps toward achieving their goals

Annual planning also helps young people identify work-based learning opportunities of interest and will provide an opportunity to reflect on these experiences. For instance, young persons' goals for work experience, school-based apprenticeships, or traineeships can be recorded, ensuring they are well-prepared and can make the most of these opportunities.

Parental Involvement:

We believe that parents or carers play a crucial role in their child's career development. By engaging parents through regular updates and including them in the planning and reflection process, we enhance their involvement and support, which is a key success factor for effective decision-making by young people.

In summary, our use of Morrisby and teacher mentors, combined with an annual planning process, supports each student in developing a personalised learning plan, guiding them toward successful and fulfilling careers.

Innovative and Flexible Educational Models

Embracing innovative educational models can create dynamic and engaging learning environments that encourage the critical thinking, creativity, and problem-solving skills essential for future learning and career readiness. Programs integrating career exploration into daily instruction and providing opportunities for young people to tackle real-world problems have considerable impact.

Flexibility and Choice

Implementing a timetable across senior years 9 to 12 that allows young people to engage in personal projects, vocational studies, micro-credentials, or pre-university subjects, alongside their academic courses, offers several benefits. Vertical subjects enable young people to learn at their own pace and according to their current level of understanding, increasing engagement and motivation. This approach supports diverse learning needs and aspirations, fostering creativity, critical thinking, and problem-solving skills. Young people gain more control over their learning, fostering independence and self-directed learning skills essential for lifelong learning and success.

Collaboration and Social Learning

Vertical subjects often involve mixed-age or mixed-ability groupings, enhancing collaboration and peer learning. Older or more advanced students can mentor their peers, reinforcing their understanding while helping others. Continuous assessments allow for real-time feedback and adjustments to the learning process, which leads to more effective and meaningful learning experiences.

Preshil Senior Pathways

It is proposed that Preshil's senior pathways will include the Victorian Pathways Certificate (VPC), the VCE Vocational Major (VM), the Victorian Certificate of Education (VCE), and the International Baccalaureate Diploma Programme (IB DP). This range of programs caters to young persons' diverse interests, abilities, and future goals.

- **Victorian Pathways Certificate (VPC):** This is a flexible certificate for young people not ready to undertake the full VCE or VCE Vocational Major (VM), focusing on literacy, numeracy, personal development, and work-related skills. Students can commence this program as early as year 10 and continue until they are ready to move to the next program of choice or graduate with a Victorian Pathways Certificate. Young people can include other curriculum in their VPC learning program, such as VCE units, VM units and units of competency from nationally recognised VET to meet the VPC minimum requirement.
- **VCE Vocational Major (VM):** This is an integrated vocational pathway combining VCE subjects with VET qualifications and practical experience. On completion young people receive a year 12 Senior Secondary certificate but It does not reward an ATAR. It does involve a standardised assessment and reporting of reading, writing and numeracy. Students typically commence this program in year 11 and graduate at the end of year 12 with a Victorian Certificate of Education with the appellation 'Vocational Major'.

- **Victorian Certificate of Education (VCE):** This is a senior secondary certificate recognised within Australia and internationally, offering a wide range of subjects across various disciplines. Students typically commence this program in year 11 and graduate at the end of year 12 with a Victorian Certificate of Education. The certificate can be either without an external assessment or with a scored assessment and an Australian Tertiary Admissions Rank (ATAR).
- **International Baccalaureate Diploma Programme (IB DP):** This is an internationally recognised program emphasising critical thinking, research, and intercultural understanding, that prepares young people for higher education and the global job markets. Young people can complete this two year program during year 11 and 12 through internal and external assessments and examinations and are rewarded an individual IB scored Diploma and derived ATAR.

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