

2024 Annual Report to the School Community

School Name: Macedon Primary School (1660)



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

Attested on 29 April 2025 at 09:57 AM by Andrew Bloomfield (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 08 May 2025 at 08:08 AM by Andrew Bloomfield (Principal)

HOW TO READ THE ANNUAL REPORT

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

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

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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

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

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

NAPLAN

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

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

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

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

About Our School

School context

Set on Wurundjeri land at the foot of Mount Macedon, Macedon Primary School has a long and proud history of providing high-quality learning opportunities for children. The school is the custodian of five acres of bushland known as Middle Gully Reserve, located across the road from the main school site. Middle Gully provides a unique natural setting for children to explore and develop knowledge, skills, attitudes and values.

In 2024, specialist programs are offered in French, STEM (Science, Technology, Engineering and Mathematics), Physical Education, Visual Arts and Forest School. Forest School continues to build on the school's commitment to outdoor learning and utilising the natural environment as a key educational resource.

The staff comprised 23.08 equivalent full-time staff, including one principal class, a leading teacher, Learning Specialist, 10 classroom teachers, a Disability Inclusion Coordinator, a learning tutor, and seven part-time support staff. The Student Family Occupation (SFO) Index was in the 'low' band, representing a low level of socio-educational disadvantage in the community.

The school's vision is to develop a safe and supportive school environment that engages students in comprehensive and innovative student-centred programs. Students are empowered through student voice and agency to become active and engaged learners who shape and drive their own motivation and learning. The school culture and purpose are guided by a strong sense of shared values.

In 2024, Macedon Primary School's core values were changed to, **Kindness, Respect and Resilience**:

- **Respect** – Fostering a culture of care and responsibility towards others, ourselves and our environment.
- **Kindness** – Encouraging empathy, compassion and positive relationships within our school community.
- **Resilience** – Developing the ability to overcome challenges, embrace learning and persist through difficulties.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2024, Macedon Primary School maintained its strong focus on student learning outcomes, with results continuing to exceed both State and Similar School averages across multiple areas. Teacher judgements against the Victorian Curriculum showed that **94.8% of students achieved**

at or above expected standards in English and 94.5% in Mathematics, both well above State averages and reflecting consistent, high-quality teaching practice.

NAPLAN results again affirmed the school's academic strength, particularly in **Year 3 Writing**, where **96%** of students achieved in exceeding or strong—outperforming both the Similar Schools average (85%) and the State average (78%). This outstanding result is a clear indicator of the school's effective early years literacy programs and commitment to high expectations for all learners.

Other notable 2024 NAPLAN achievements include:

Reading – Strong and Exceeding Proficiency Levels

- Year 3: 85.7% (Similar Schools 78%, State 68.7%)
- Year 5: 80.8% (Similar Schools 85%, State 73%)

Numeracy – Strong and Exceeding Proficiency Levels

- Year 3: 80.8% (Similar Schools 77.5%, State 65.5%)
- Year 5: 80.8% (Similar Schools 76.4%, State 67.3%)

Writing – Top Two Bands

- Year 3: 96% (Similar Schools 85%, State 78%)
- Year 5: 77% (Similar Schools 79%, State 73%)

Throughout 2024, the school implemented several key initiatives to drive improvement. These included:

- Completion of targeted **PLC inquiries** focusing on **differentiation, using student feedback to improve performance**, and **parent engagement**
- **Improved moderation processes**, enhancing the consistency of teacher judgement
- Strategic preparation for the **2025 introduction of Mathematics 2.0**
- Strengthened use of data through the creation of a **whole-school data wall**, the introduction of **data triangulation**, and the use of **data snapshots** to identify and support students needing extension or intervention
- The **Grade 1/2 team's use of Improvement Cycles in Mathematics** led to more targeted teaching and resulted in **fantastic growth in student achievement**

These initiatives, alongside a dedicated teaching team and a clear focus on evidence-based practice, have ensured that Macedon Primary School continues to deliver strong academic outcomes while preparing students for future learning success.

Wellbeing

In 2024, Macedon Primary School continued to prioritise student wellbeing, with a strong focus on supporting vulnerable students, refining support systems, and embedding inclusive practices. The school's goals centred around improving transitions, deepening inclusive education practices, and creating safe and supportive environments for all students.

One key area of progress was the **strengthening of systems and structures to support students with additional needs**. A new **Disability Inclusion screening process** was introduced to help identify and prioritise students for support, and the **Student Support Group (SSG) process was revised** to better meet the needs of families and streamline teacher involvement. These changes improved the consistency and effectiveness of supports for students across the school.

The school also continued to build inclusive social environments through the implementation of **structured lunchtime clubs**, such as Lego Club, Art Club and Tech Club. These spaces provided students who found the yard challenging with a safe and engaging alternative, contributing to a greater sense of belonging and emotional regulation.

The **Wellbeing Hub** played a central role in supporting students who experienced difficulties transitioning into the classroom. The **Wellbeing staff member worked closely with families**, offering a calm and supportive environment until students felt confident to enter class. This individualised approach strengthened student readiness for learning and helped reduce school-based anxiety.

A highlight of 2024 was the delivery of a **Social and Emotional Learning specialist subject**. This program incorporated **Respectful Relationships** and **Kimochis**, and explicitly taught students the language and skills of emotional regulation, empathy, and positive relationships.

The school maintained strong partnerships with **external agencies and community organisations** to provide wraparound support for students and families facing hardship, further enhancing the school's commitment to inclusion and wellbeing.

Student wellbeing data from 2024 shows that Macedon Primary School continues to perform close to or above Similar Schools:

- **Sense of Connectedness:** 72.8% (Similar Schools: 73.7%, State: 76.8%)
- **Management of Bullying:** 73.6% (Similar Schools: 72.6%, State: 75.5%)

While slightly lower than the previous year, these figures remain consistent and reflect the school's ongoing whole-school approach to social and emotional learning. The data also helps to inform ongoing refinement of wellbeing practices and targeted support in future planning.

Engagement

During 2024, Macedon Primary School maintained its strong focus on student engagement as a key driver of both wellbeing and academic success. A central area of improvement was student attendance. The school achieved an average of **17.8 absence days per student**, well below both the State average (21.8) and the Similar Schools average (20.6). Attendance rates across all year levels remained consistently strong at **91–92%**, demonstrating ongoing efforts to reduce school refusal and support regular school participation.

To deepen student engagement, the school continued its partnership with the **Quaglia Institute**, building on work from 2023. Staff conducted a Professional Learning Community (PLC) inquiry into how **student feedback can be used to improve teacher performance and classroom engagement**. This led to changes in lesson planning and delivery that better aligned with student interests and needs, strengthening motivation and connection to learning.

A variety of **extracurricular activities and key events** also played a vital role in building engagement across the school. Students participated in **excursions and camps**, including the Grade 6 City Experience and the Grade 5 Luna Park Excursion, while whole-school celebrations such as the **Winter Solstice, Billy Cart Races, and the Science Festival** provided authentic opportunities for students to connect with peers, showcase learning, and build community spirit.

A highlight in 2024 was the introduction of **targeted engagement groups** for students requiring additional support. A **girls' wellbeing group** was established to support students who were experiencing social challenges and disengagement, while a group of **Grade 1/2 boys worked closely with members of the local Men's Shed**. This intergenerational partnership focused on hands-on, practical projects, fostering positive role models, skill development, and a sense of purpose and connection for the participating students.

The school also enhanced its community partnerships by initiating **student visits to the BUPA aged care facility**, promoting empathy, communication and meaningful engagement beyond the school environment.

These initiatives reflect Macedon Primary School's commitment to providing a rich, inclusive and connected learning environment where students feel supported, inspired and valued.

Other highlights from the school year

In addition to our core focus on learning, wellbeing, and engagement, 2024 saw a number of other highlights that brought significant benefit to Macedon Primary School, our students, and the broader community.

A major achievement this year was the **enhanced utilisation of Middle Gully Reserve**, supporting a positive climate for learning through nature-based education. Students in Grades 1–6 participated in **weekly lunchtime visits to Middle Gully**, providing opportunities for exploration, outdoor play, and connection with the environment. Each grade also engaged in **Landcare activities once per term**, promoting environmental responsibility and teamwork. The continuation of **Forest School** as a specialist subject further enriched the curriculum, integrating science, outdoor skills, and creative arts in a natural bushland setting, and supporting the development of resilience, curiosity, and collaboration among students.

The **Grade 5/6 Bike Education program** was another key highlight that fostered student agency and engagement. Students participated in a structured program that developed their physical skills, confidence, and road safety awareness. This program culminated in the highly anticipated **Ride to Hanging Rock**, a challenging and rewarding experience that celebrated student growth, perseverance, and achievement.

Student voice, agency, and leadership were also supported through the offering of a diverse range of **lunchtime clubs**. Throughout the year, students were able to participate in **Tech Club, Dance Club, Knitting Club, and Lego Club**, among others. These clubs provided structured and inclusive spaces where students could explore their interests, develop new skills, form positive social connections, and contribute to the vibrant life of the school.

These initiatives demonstrate Macedon Primary School's commitment to providing a broad and engaging educational experience, aligned with FISO 2.0 priorities of building a positive climate for learning, strengthening engagement, and supporting the whole child. They also reflect the

school's vision of empowering students to become active, resilient learners within a supportive and inclusive community.

Financial performance

As at 31 December 2024, Macedon Primary School held a total of **\$380,880** across its accounts, including an operating reserve of **\$111,835**. This strong financial position enabled the school to support key improvement projects while maintaining sufficient contingency funds for future needs.

The school had several **financial commitments at year-end**, including:

- A **power upgrade to the EcoShed**, which will significantly enhance the functionality of the space for future STEM learning and environmental programs
- **Funds allocated for Macedon Primary School's Sport Association**
- An **operating contingency for Outside School Hours Care (OSHC)**
- The **native garden project** and the construction of the **Moongate at Middle Gully Reserve**
- **Building repairs and upgrades**, including work on the **staffroom kitchen**

In 2024, **voluntary parent contributions reached 72.43%**, totalling **\$39,815**, and the school community raised an additional **\$10,893** through various fundraising efforts. These funds were used to support teaching and learning programs and to enhance school facilities and student resources.

The school received a total of **\$8,569 in Equity funding**, which was directed towards supporting students with additional needs through targeted resources and the employment of education support staff.

Disability Inclusion funding supported a **0.6 FTE teacher** and provided for additional **Education Support staff, Allied Health personnel, professional learning, and resources** designed to better meet the needs of students requiring adjustments.

In addition, the school received **Bushfire At-Risk Register (BARR) funding totalling \$25,236.49**, which was used to reduce fire risk by clearing vegetation and minimising fuel loads around the school grounds in preparation for the bushfire season.

Overall, Macedon Primary School remains in a **stable and sustainable financial position**, enabling it to continue delivering high-quality learning programs, enhance its facilities, and invest in student wellbeing, safety, and engagement initiatives.

For more detailed information regarding our school please visit our website at www.macedonps.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 242 students were enrolled at this school in 2024, 127 female and 115 male.

2 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

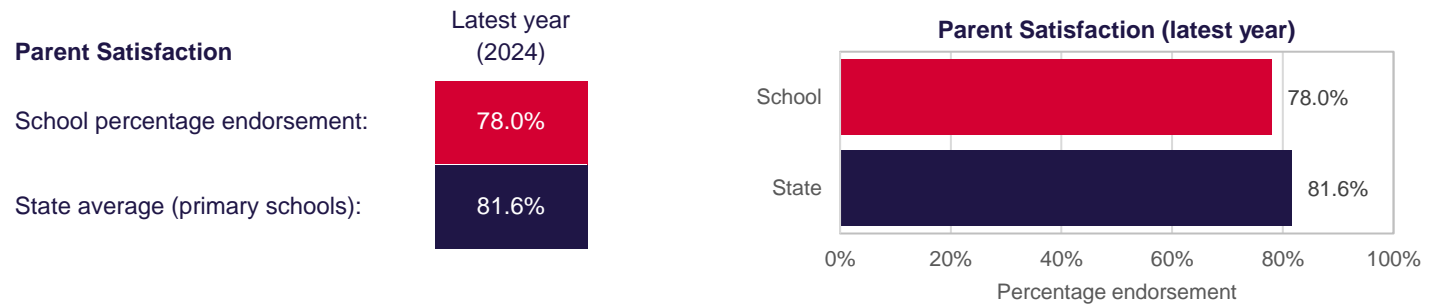
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

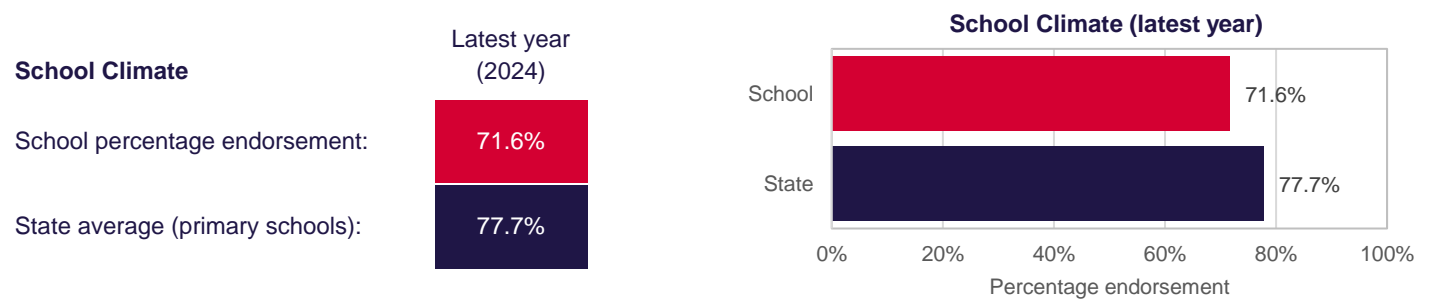


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



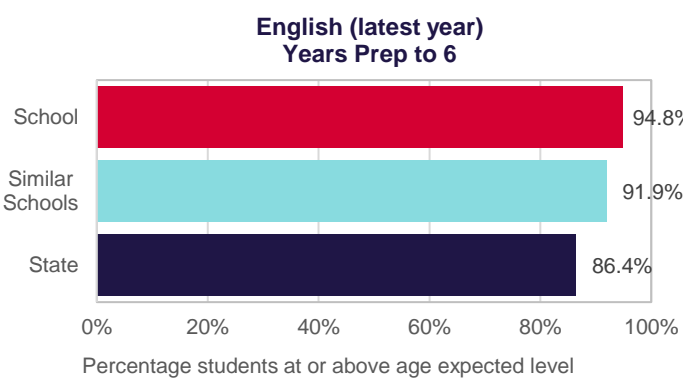
LEARNING

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

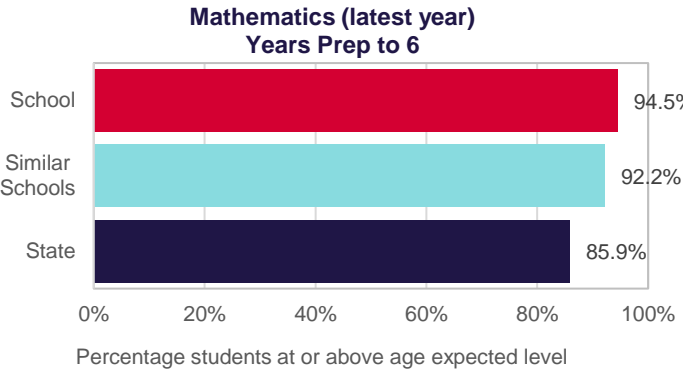
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.8%
Similar Schools average:	91.9%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	94.5%
Similar Schools average:	92.2%
State average:	85.9%



LEARNING (continued)

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

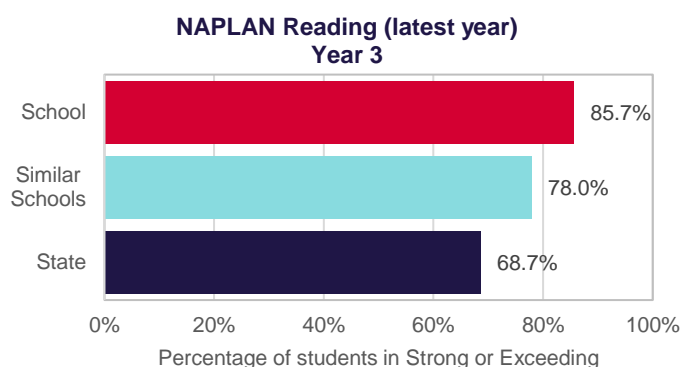
NAPLAN

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

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

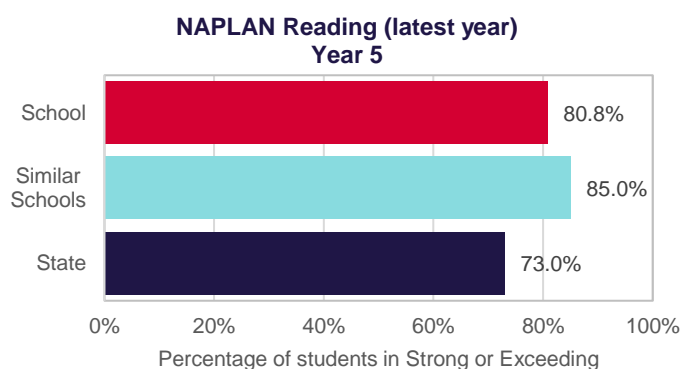
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	85.7%	78.3%
Similar Schools average:	78.0%	79.8%
State average:	68.7%	69.2%



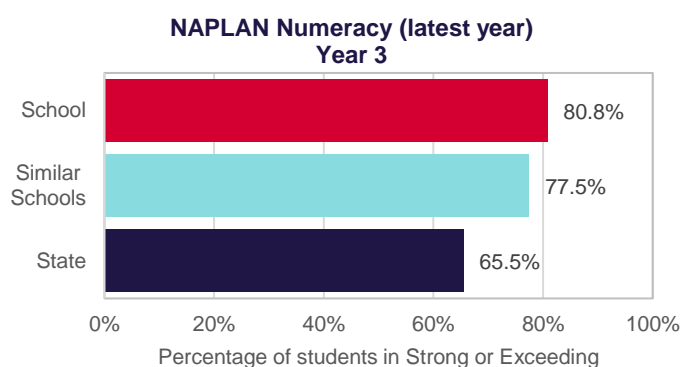
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.8%	83.6%
Similar Schools average:	85.0%	86.8%
State average:	73.0%	75.0%



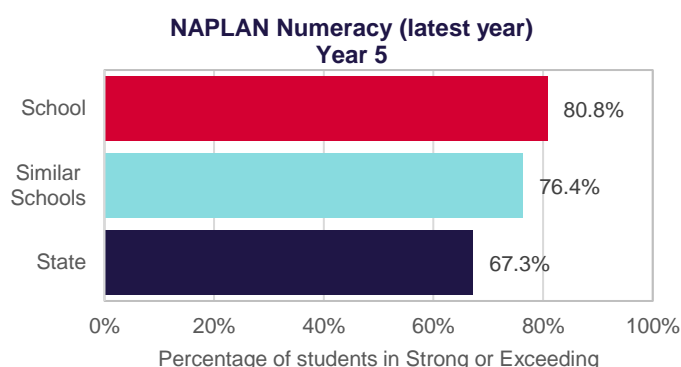
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.8%	79.1%
Similar Schools average:	77.5%	78.7%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	80.8%	81.8%
Similar Schools average:	76.4%	76.5%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

81.0%

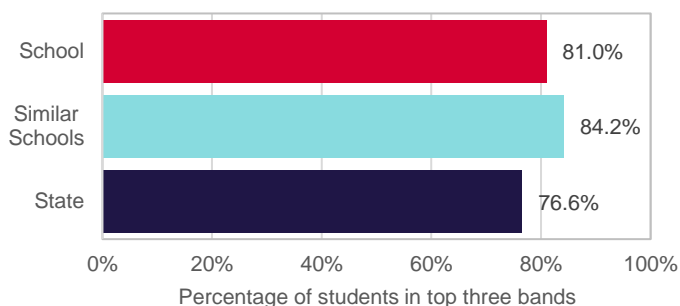
Similar Schools average:

84.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

83.8%

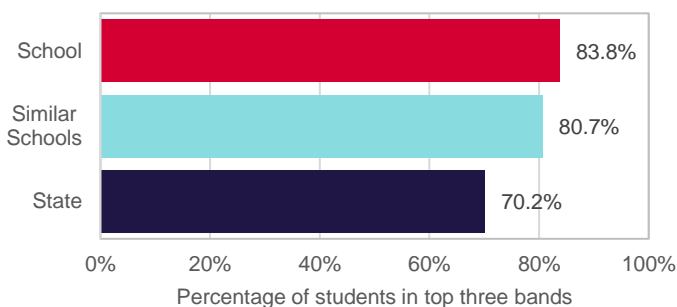
Similar Schools average:

80.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

78.6%

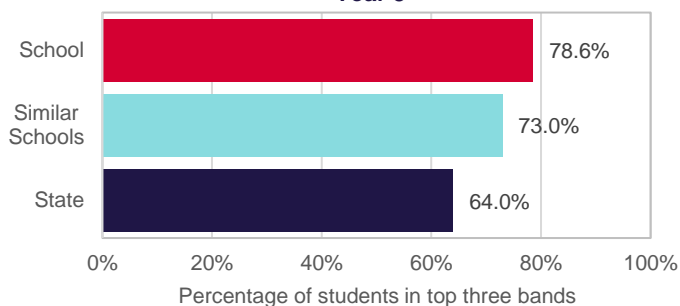
Similar Schools average:

73.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

54.1%

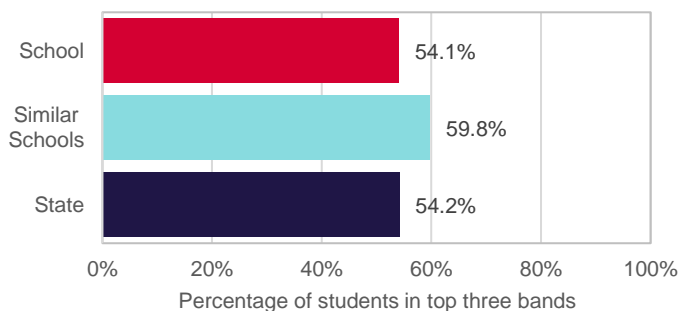
Similar Schools average:

59.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

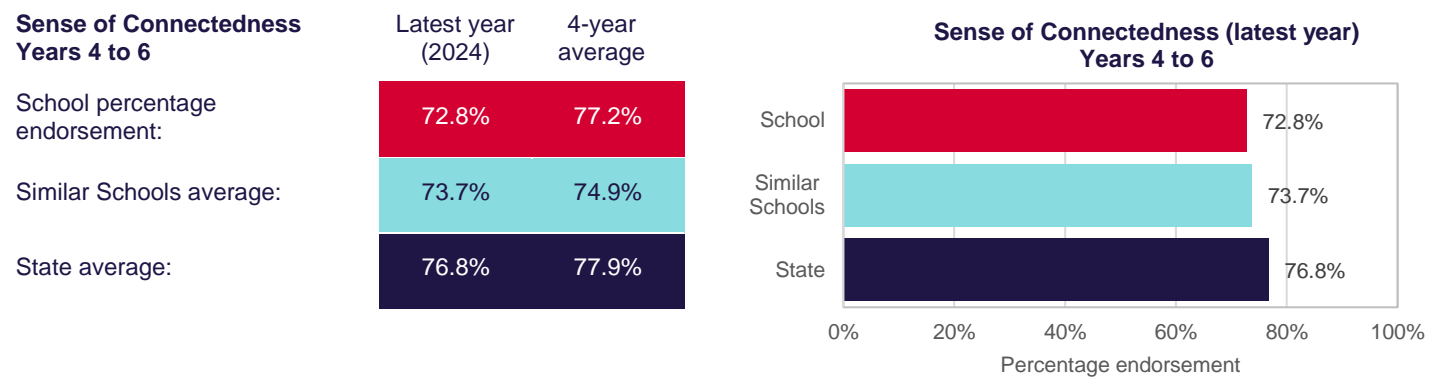


WELLBEING

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

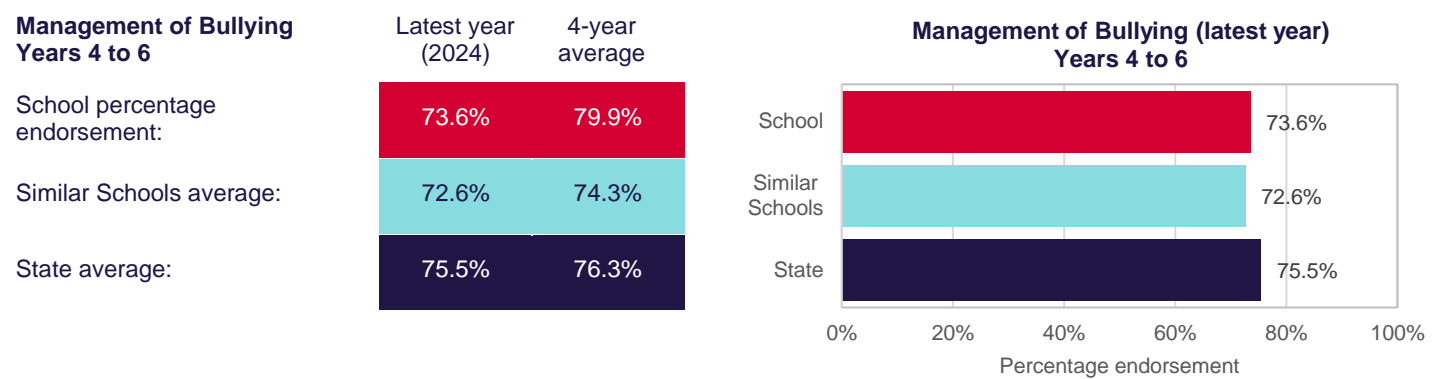
Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



Student Attitudes to School – Management of Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

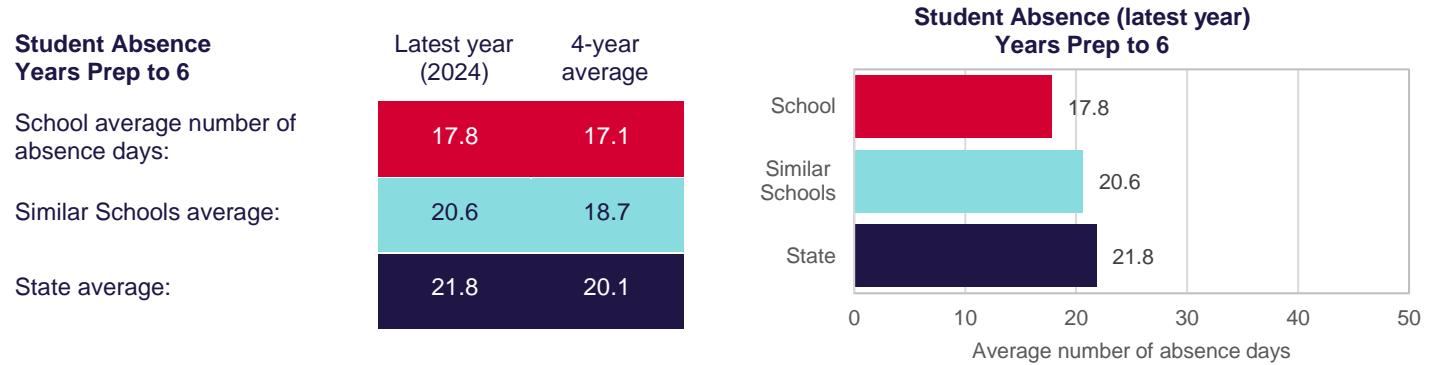


ENGAGEMENT

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

Average Number of Student Absence Days

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



Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	91%	91%	91%	91%	91%	91%



Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,382,967
Government Provided DET Grants	\$319,020
Government Grants Commonwealth	\$104,447
Government Grants State	\$0
Revenue Other	\$72,572
Locally Raised Funds	\$271,288
Capital Grants	\$0
Total Operating Revenue	\$3,150,294

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,569
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,569

Expenditure	Actual
Student Resource Package ²	\$2,544,038
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$105,738
Communication Costs	\$3,619
Consumables	\$102,629
Miscellaneous Expense ³	\$14,028
Professional Development	\$9,034
Equipment/Maintenance/Hire	\$13,791
Property Services	\$106,878
Salaries & Allowances ⁴	\$227,186
Support Services	\$25,365
Trading & Fundraising	\$34,139
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$28,101
Total Operating Expenditure	\$3,214,545
Net Operating Surplus/-Deficit	(\$64,250)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$354,875
Official Account	\$24,886
Other Accounts	\$1,119
Total Funds Available	\$380,880

Financial Commitments	Actual
Operating Reserve	\$111,835
Other Recurrent Expenditure	\$5,725
Provision Accounts	\$2,783
Funds Received in Advance	\$49,298
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,119
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$12,523
Capital - Buildings/Grounds < 12 months	\$51,623
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$237,906

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.