

2025 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 16 March 2026 at 02:32 PM by Andrew Bloomfield (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 04 May 2026 at 12:31 PM 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

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

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

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

The Victorian Curriculum

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

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

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

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'. 'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

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

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

About Our School

School context

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. In 2025, the school proudly celebrated its 150th anniversary, marking a significant milestone in its rich history and strong connection to the local community.

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 2025, specialist programs offered were French, STEM (Science, Technology, Engineering and Mathematics), Physical Education, Visual Arts and Forest School. Forest School builds on the school's commitment to outdoor learning and utilising the natural environment as a key educational resource.

The staff comprised 18.41 equivalent full-time staff, including one principal class, a leading teacher that is also Disability Inclusion Coordinator, Learning Specialist, 10 classroom teachers, 4 specialist teachers, a Disability Inclusion Coordinator, a 0.6 Mental Health and Wellbeing Leader, and six 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: Macedon Primary School strives to empower every student to reach their full potential through innovative and comprehensive learning. We aim to foster resilience, self-worth and respect for others, while encouraging initiative, persistence and excellence to prepare students for lifelong learning in a changing world.

Macedon Primary School's core values are, **Kindness, Respect and Resilience**:

- **Respect** – We care for others, ourselves, and our environment by being kind and responsible.
- **Kindness** – We show kindness by caring about how others feel and making everyone feel welcome and happy.
- **Resilience** – We keep trying, stay positive, and learn from challenges, even when things are hard.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Macedon Primary School maintained a strong focus on student learning outcomes, with student achievement continuing to reflect the impact of high-quality teaching and targeted improvement strategies. A key highlight was the school's strong performance in NAPLAN relative

growth data. In Reading, 78.8% of Year 5 students achieved high or medium relative growth from Year 3 to Year 5, slightly above Similar Schools (78.4%) and above the State average (74.7%). In Numeracy, 78.1% of students achieved high or medium relative growth, well above Similar Schools (73.4%) and the State average (74.0%). These results demonstrate that students are making strong learning gains over time and reflect the school's commitment to targeted teaching and intervention.

Other notable 2025 NAPLAN achievements include:

Reading – Strong and Exceeding Proficiency Levels

- Year 3: 82.5%
- Year 5: 85.7%

Numeracy – Strong and Exceeding Proficiency Levels

- Year 3: 82.5%
- Year 5: 85.3%

Teacher judgements against the Victorian Curriculum also remained strong, with 93.4% of students assessed at or above age expected standards in English and 90.7% in Mathematics.

Throughout 2025, the school implemented several key initiatives to support continued improvement. These included:

- A strong focus on building staff understanding of the Victorian Teaching and Learning Model 2.0 (VTLM 2.0), with professional learning provided through a curriculum day, webinars and planning discussions
- The introduction of updated planning templates to support greater alignment with the elements of learning in VTLM 2.0
- Strengthening Professional Learning Community (PLC) practices through protected meeting time and a sharper focus on formative assessment, differentiation, adjustments and data analysis
- Increased use of pre-assessment, exit-ticket data and other formative assessment practices to target teaching more effectively at students' point of need
- Ongoing work to build greater consistency in planning and teaching practice across teams.

These initiatives, alongside a dedicated staff team and a clear focus on evidence-based practice, ensured that Macedon Primary School continued to deliver strong academic outcomes while further strengthening whole-school teaching and learning processes.

Wellbeing

In 2025, Macedon Primary School continued to prioritise student wellbeing, with a strong focus on strengthening whole-school approaches, refining support structures, and building the foundations for more consistent wellbeing practices across the school. The school's work centred on developing clearer behaviour expectations, strengthening social and emotional learning, and providing targeted support for students requiring additional assistance.

One key area of progress was the introduction of School Wide Positive Behaviour Support (SWPBS). Throughout the year, staff worked collaboratively to develop whole-school behaviour matrices, explicit teaching lessons linked to the school's values, and a consistent reward system for classrooms, individuals and the broader school community. These matrices were displayed across the school and shared with families through the newsletter to build common understanding

and consistency. The school also began developing aligned classroom procedures and protocols to support a stronger and more consistent approach.

The school also began reviewing the Respectful Relationships program and commenced work on creating a whole-school scope and sequence to support more consistent delivery of social and emotional learning. This work will strengthen the explicit teaching of relationship skills, emotional understanding and positive behaviours, and will complement the implementation of SWPBS.

The Wellbeing Hub continued to play an important role in supporting students who experienced challenges transitioning to school or into the classroom. In 2025, the use of the hub was further refined to provide more targeted and responsive support for students needing help with regulation, readiness for learning and successful re-entry into class routines. This contributed to the school's broader commitment to creating safe, calm and inclusive learning environments.

Student wellbeing data from 2025 shows mixed results and will continue to inform future planning:

- **Sense of Connectedness:** 65.3% (Similar Schools: 74.6%, State: 77.1%)
- **Management of Bullying:** 73.7% (Similar Schools: 74.4%, State: 76.4%)

While student perception data did not yet reflect the full impact of this work, 2025 was an important foundation year in establishing the structures, language and systems that will support improved wellbeing outcomes into 2026.

Engagement

During 2025, Macedon Primary School maintained a 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 16.7 absence days per student, below both the Similar Schools average (20.1) and the State average (21.5). The average number of absence days per student decreased from 17.8 days in 2024 to 16.7 days in 2025, a reduction of 1.1 days. Attendance rates across all year levels remained strong, ranging from 91.0% to 92.5%, reflecting the school's ongoing efforts to support regular attendance and reinforce the importance of every day at school.

The school continued to work closely with families to support student attendance, regularly communicating with parents about attendance patterns and the importance of consistent school participation. This proactive approach helped ensure that attendance remained a visible priority within the school community and contributed to strong overall engagement across the school.

To deepen student engagement, staff continued to use Professional Learning Community (PLC) inquiries to explore how student feedback could be used to strengthen teaching practice and improve classroom engagement. This work supported teachers to reflect on their lessons, respond to student voice, and make adjustments that better met student needs. In 2025, the school also began introducing Skodel as a tool for students to provide staff with real-time feedback on their learning and engagement. This work laid important foundations for strengthening student agency and ensuring student perspectives increasingly inform teaching practice.

The school's School Wide Positive Behaviour Support (SWPBS) work also contributed to student engagement. Throughout the year, staff developed behaviour matrices, explicit teaching lessons and a reward system designed to promote positive behaviour, build consistency across classrooms and create more productive learning environments. While the full impact of this work is expected to be seen following the formal launch in 2026, 2025 was an important year in

establishing the structures and shared language needed to support stronger engagement across the school.

Other highlights from the school year

In addition to our core focus on learning, wellbeing and engagement, 2025 saw a number of other highlights that brought significant benefit to Macedon Primary School, our students and the broader community.

A major highlight of the year was the celebration of Macedon Primary School's 150th Anniversary. In November, the school community came together for a special fete, welcoming former students and families back to the school to celebrate its long and proud history. This was a wonderful opportunity to honour the school's past, strengthen community connections and celebrate the important place Macedon Primary School holds within the local community.

Another significant achievement was the school's success in securing a \$20,000 Equine Learning grant. This funding enabled targeted students to participate in Equine Learning, with a particular focus on supporting students with poor attendance and those who were experiencing difficulty transitioning to school. This program strengthened the school's capacity to provide innovative and responsive wellbeing supports for students who would benefit from an alternative approach to engagement and connection.

The school also celebrated strong success in sport, with the boys' team winning the Macedon Ranges Futsal Tournament, and both the girls' softball team and girls' tennis team progressing through to the State Championships. These achievements reflected the skill, teamwork and perseverance of students, as well as the commitment of staff and families in supporting school sport.

In 2025, the school also introduced French as its language program, broadening learning opportunities for students and strengthening the school's specialist offering. The school's strong commitment to outdoor education and student engagement also continued through the Bike Education program, the lunchtime Mountain Bike program at Middle Gully for Year 5/6 students, and a rich camping program. Students in Years 1/2 attended Lady Northcote, students in Years 3/4 attended Camp Wyuna, and students in Years 5/6 attended Portsea, providing valuable opportunities for independence, teamwork and personal growth.

These initiatives reflect Macedon Primary School's commitment to providing a broad, engaging and inclusive education that supports student growth, celebrates community and creates memorable learning experiences beyond the classroom.

Financial performance

As at 31 December 2025, Macedon Primary School held a total of **\$243,548** across its accounts. The school recorded total operating revenue of **\$3,191,956** and total operating expenditure of **\$3,176,690**, resulting in a modest **net operating surplus of \$15,265** for the year. This result

reflects careful financial management across the year while continuing to invest in teaching, learning, wellbeing and the maintenance of school facilities.

The school received **\$265,281** in locally raised funds and **\$7,650** in Equity funding. These funds supported a range of programs and resources across the school, including classroom programs, student wellbeing initiatives and targeted supports for students requiring additional assistance. Expenditure in key areas included **\$103,436** for camps, excursions and activities, **\$52,845** for equipment, maintenance and hire, and **\$171,333** for property services.

During 2025, the school also managed a number of unexpected expenses. These included the replacement of **two air conditioners** and works associated with **retaining walls**, which placed additional pressure on the school budget. Despite these unplanned costs, the school remained in a stable financial position and was able to continue supporting school improvement priorities and operational needs.

At the end of 2025, the school had a number of financial commitments, including an **operating reserve of \$131,838**, **other recurrent expenditure of \$37,374**, **funds received in advance of \$28,913**, and **\$14,700 allocated for asset and equipment replacement within 12 months**. These commitments reflect the school's ongoing need to plan carefully for future expenditure while maintaining sufficient reserves to respond to emerging priorities and facility needs.

Overall, Macedon Primary School remained in a sound and sustainable financial position in 2025, enabling the school to continue delivering high-quality programs for students while responding to both planned priorities and unexpected infrastructure costs.

**For more detailed information regarding our school please visit our website at
<https://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 232 students were enrolled at this school in 2025, 118 female and 114 male. NDP had English as an additional language and NDA were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	62.5%	
	Similar schools	79.1%	
	State	82.0%	

School Staff Survey

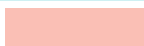
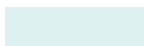
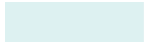
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	54.6%	
	Similar schools	81.4%	
	State	77.4%	

LEARNING

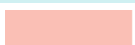
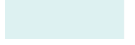
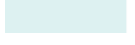
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	93.4%	
	Similar schools	91.7%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	90.7%	
	Similar schools	90.1%	
	State	84.2%	

NAPLAN

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

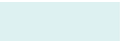
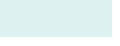
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	82.5%		79.8%
	Similar schools	80.4%		80.0%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	85.7%		84.4%
	Similar schools	87.4%		87.0%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	82.5%		80.4%
	Similar schools	78.4%		78.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	85.3%		83.1%
	Similar schools	80.2%		77.7%
	State	69.1%		68.1%

NAPLAN relative growth

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

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	78.8%	
	Similar schools	78.4%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	78.1%	
	Similar schools	73.4%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	65.3%		74.1%
	Similar schools	74.6%		74.5%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

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

		2025		4-year average
Years 4 to 6 % positive endorsement	School	73.7%		77.9%
	Similar schools	74.4%		73.9%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	16.7	18.2
	Similar schools	20.1	20.6
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	92.1%	
Year 1	School	91.0%	
Year 2	School	91.3%	
Year 3	School	92.5%	
Year 4	School	91.9%	
Year 5	School	91.1%	
Year 6	School	91.0%	

FINANCIAL PERFORMANCE AND POSITION

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

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$2,436,508
Government Provided DET Grants	\$371,701
Government Grants Commonwealth	\$87,499
Government Grants State	\$0
Revenue Other	\$30,967
Locally Raised Funds	\$265,281
Capital Grants	\$0
Total Operating Revenue	\$3,191,956

Equity	Actual
Equity (Social Disadvantage)	\$7,650
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$7,650

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

Expenditure	Actual
Student Resource Package ¹	\$2,385,665
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$103,436
Communication Costs	\$4,123
Consumables	\$83,839
Miscellaneous Expenses ²	\$19,785
Agency Staff	\$0
Professional Development	\$19,657
Equipment/Maintenance/Hire	\$52,845
Property Services	\$171,333
Salaries & Allowances ³	\$220,524
Support Services	\$33,545

Expenditure	Actual
Trading & Fundraising	\$49,938
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,000
Total Operating Expenditure	\$3,176,690
Net Operating Surplus/-Deficit	\$15,265
Asset Acquisitions	\$32,570

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

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

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$207,302
Official Account	\$35,330
Other Accounts	\$915
Total Funds Available	\$243,548

Financial Commitments	Actual
Operating Reserve	\$131,838
Other Recurrent Expenditure	\$37,374
Provision Accounts	\$304
Funds Received in Advance	\$28,913
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,700
Capital - Buildings/Grounds < 12 months	\$29,123
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	\$242,252

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.