

2025 Annual Report to the School Community

School Name: Mount Macedon Primary School (0415)



- 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 30 April 2026 at 03:29 PM by Joseph Flynn (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 06 May 2026 at 08:16 AM by Joseph Flynn (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

In 2025 Mount Macedon Primary School has been given the overall performance group of 'High', indicating a range of student outcomes are high across a range of learning and wellbeing measures. We achieved a rating of 'Medium' for our LEARNING performance group and a rating of 'high' for our WELLBEING performance group.

Mount Macedon Primary School is a small, rural school, sited on the side of a mountain, approximately 65km from Melbourne. We have a purpose-built main school building with 5 classrooms, and a STEAM (Science, Technology, Engineering, Art, and Music). In 2024, we had 135 students and 12.5 FTE staff. The school is capped at 125 students due to it being a Category 1 Bushfire at Risk school. It was razed by a bushfire in 1983 and so Emergency Management is a core focus at the school. The school has a low Student Family Occupation and Education Index. We currently only have a handful of equity funded families. Mount Macedon is a rural, commuter belt community. MMPS's parents groups - Friends of the School (FOS) and FETE Committee, as well as our School Council are cohesive and productive groups that focus on increasing student outcomes and community engagement at MMPS.

Our MMPS School Vision is 'Mount Macedon Primary School aims to develop positive, independent, resilient and inquiring students who are ready for the future' and we underpin this through four main pillars.

Positivity: MMPS places a strong emphasis on fostering a positive and supportive learning environment. Our Positive Education approach prioritises the development of strong relationships, emotional intelligence, pride in learning, and recognition of achievement. Student voice data further reinforces this, with 85% of students reporting a strong sense of school connectedness, and 92% indicating that they are happy to be at school.

Inquiring: At MMPS, students are supported to develop as lifelong learners, encouraged to reflect on what they know, co-construct new learning opportunities with staff, and take meaningful action as a result of their learning. Student voice data highlights this strong learning culture, with 82% of students indicating that they want to learn new things and 88% reporting that they consistently try their best at school, both results sitting 7% above similar schools for the same metrics. This is underpinned by the rigorous and consistent implementation of the International Baccalaureate (IB) Primary Years Programme (PYP), ensuring a high-quality, inquiry-driven approach to teaching and learning.

Resilience: MMPS continues to strengthen and embed a comprehensive approach to student wellbeing across all areas of the school. Leadership has worked in close collaboration with the Wellbeing and Inclusion Coordinator to implement proactive strategies that support student wellbeing and build resilience. This work has been further strengthened through the implementation of Mental Health in Primary Schools Initiative (MHIPS), supporting a whole-school approach to mental health and wellbeing. Individual learning plans and regular Student Support Group (SSG) meetings ensure that the diverse needs of students are consistently identified and addressed. This is complemented by the implementation of The Resilience Project across all year levels, contributing to a consistent and developmentally appropriate approach to wellbeing across the school.

Independence: MMPS places a strong emphasis on nurturing curious, inquiring learners who develop a lifelong love of learning. The structure and philosophy of the IB Primary Years Programme (PYP) underpins this work, supporting students to actively explore their place within the global community and recognise their capacity to take meaningful action. Through this approach, students are supported to become independent, open-minded and reflective individuals, equipped with the knowledge, skills and dispositions to contribute positively to the world around them.

In 2025 MMPS had 6 classrooms. These were Foundation, Grade 1/2, Grade 2/3, Grade 3/4, Grade 4/5 and Grade 5/6. We had 8 classroom teachers (including part-time teachers), 6 specialist teachers (Art, Japanese, Digi-Tech, Music, STEM and PE) and 5 Education Staff (ES) that support our students. We are a fully accredited IB School, offering the Primary Years Program. We are the smallest IB School in Australia. The PYP provides the students with the opportunity to undertake challenging inquiry learning, to develop a holistic approach to their learning and wellbeing, to become active citizens in the community, and to connect with other students globally. We do not specifically offer programs for overseas students. 2025 saw MMPS move to 6 classrooms due to an increase in enrolments for the year. This decision saw MMPS utilise the STEM/ART room as a classroom and ART move to the school hall. Moving to 6 classrooms resulted in many adjustments across the school, including changing of the specialist timetables and reduction in the number of specialists some year levels had.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, student learning outcomes at MMPS remained strong across both teacher judgement and NAPLAN. Teacher judgements show that 95% of students in English and 94% in Mathematics were working at or above the expected standard, both above similar schools and state averages. NAPLAN results also reflect high achievement, with a large proportion of students in the Strong and Exceeding proficiency levels:

- Year 3 Reading: 78.6% (below similar schools 82.4%)
- Year 5 Reading: 100% (above similar schools 89.1%)
- Year 3 Numeracy: 92.9% (above similar schools 79.1%)
- Year 5 Numeracy: 89.5% (above similar schools 82.9%)

Across 2025, we focused on strengthening the consistency and quality of teaching across the school. Teachers took part in regular professional learning to build their understanding of the Victorian Teaching and Learning Model (VTLM 2.0) and what this looks like in the classroom. In Term 3, staff reviewed the new Victorian lesson plans and explored how they align with our current approach, trialling them in classes to support clear and effective teaching.

Continuing to use the Professional Learning Community (PLC) framework in 2025 has helped us sharpen our planning in Literacy and Numeracy so it is more clearly targeted to the needs of our

students. Through continued work, we've been able to strengthen this approach and begin embedding it into our regular practice.

Ongoing professional learning and curriculum planning days have supported strong staff collaboration and greater consistency in how the curriculum is delivered. Staff have reported increased clarity and confidence in differentiating their teaching, leading to more targeted instruction and improved outcomes for students.

Wellbeing

MMPS is proud of the significant investment and direction it has taken to support the wellbeing of our students in 2025. The 2025 Attitudes to School Survey indicated the following results:

- *Sense of Connectedness*: 85% positive endorsement from Year 4-6 students, 10.6% above the Similar Schools average.
- *Managing Bullying*: 82.7% positive endorsement, 8.6% above the Similar Schools average.

Students also indicated high positive responses to questions around confidence at school (85% - 7% above Similar Schools for 2025) and perseverance (81% - 6% above Similar Schools). Below are the key actions and targeted initiatives we delivered in 2025:

Wellbeing – Key Actions (2025)

- Implemented The Resilience Project as the whole-school wellbeing framework, aligning with Resilience, Rights and Respectful Relationships (RRRR).
- Introduced the Mental health in primary school model to school. Mental Health Continuum understanding and shared language used and student check-ins (Skodel) to support a consistent, proactive approach to wellbeing.
- Expanded whole-school wellbeing activities, including Mental Health Awareness Month, Harmony Day, Reconciliation day, Wear it purple day + other significant days celebrated/recognised with the school and school community.
- Strengthened student voice and leadership through Wellbeing Leaders and Junior School Council.

Targeted & Intensive Supports

- Expanded small group wellbeing programs and targeted lunchtime engagement (e.g. soccer program, wellbeing Mondays last year)
- Increased access to external programs (The Man Cave, Mindful Girls, Branch Out, Brainstorm productions)
- Strengthened processes for Individual Education Plans (IEPs), Behaviour Support Plans and Student Support Groups
- Increased collaboration with Student Support Services and allied health professionals

Mental Health in Primary Schools (MHiPS)

- Continued MHiPS implementation, with a focus on building staff capacity and consistent whole-school practices

- Strengthened staff understanding of regulation, behaviour support and inclusive practices

Workforce & Resourcing

- Increased Education Support staff, strengthening capacity for targeted and individualised support

Family & Community Engagement

- Strengthened communication with families through Compass and parent information sessions
- Increased opportunities for family and community involvement in wellbeing initiatives

Data-Informed Practice

- Used student check-in data and other sources to identify needs and inform targeted support

Engagement

In 2025 our student Attitudes to School data showed that students find the work they are doing in class stimulating (87% -13% above similar schools) and 75% felt that they had a high level of student voice and agency (11% above similar schools). Motivation and interest of our students sits at 77% positive endorsement, 7% above similar schools data for 2025.

This data reflects our continued focus on building student voice and choice through the Primary Years Programme (PYP). The development of a whole-school inquiry curriculum has supported more cohesive and engaging units of work, with a clear focus on student interests and agency. These units provide regular opportunities for students to have a say in their learning and make meaningful connections to real-world contexts.

Throughout the year, we held regular attendance meetings involving leadership, wellbeing and administration staff to closely monitor data from Compass. These meetings allowed us to track overall attendance trends, identify students at risk of low attendance, and put targeted support plans in place. Over time, this consistent approach gave us clearer insights into patterns of attendance and helped guide more informed planning and support for students who needed it most. The average number of days a student is absent from MMPS (25.1) remains above that of similar schools, and we will continue to build on these processes to ensure consistent, targeted support for students with lower attendance into the future.

Other highlights from the school year

2025 has been a positive and productive year for our school, with a strong focus on student experiences and community connection. In Term Two, MMPS undertook its school review, providing an important opportunity to reflect on progress, celebrate strengths, and identify areas for ongoing development. Informed by this process, the school developed its new four-year strategic plan, with a clear focus on maximising learning growth for all students and strengthening

wellbeing across the school. This plan sets a shared direction for continued improvement, ensuring that every student is supported to achieve their full potential academically, socially, and emotionally over the coming four years.

Our camps and excursions program provided valuable learning opportunities, including the Grade 4/5/6 camp to Queenscliff, the Grade 3 horse-riding camp, a whole school visit to Scienceworks, and a Grade 5/6 trip to Duneira Gardens. Our Bike Education program continued to support student confidence and independence, and the school production was again a highlight of the year. Our Friends of the School (FOS) group strengthened community engagement through events such as the Welcome BBQ, NEON Disco, and Mother's Day and Father's Day celebrations. We were also pleased to secure a Department of Veterans' Affairs (DVA) flag grant for new flagpoles at the front of the school and complete the installation of a new playground after years of planning.

Financial performance

In 2025, we were fortunate to secure a range of funding that has supported significant improvements across the school. A generous \$50,000 donation from a community member allowed us to begin redevelopment of the lower playground area, including new fencing, a gaga pit, soccer goals and landscaping, with further works to be completed in 2026. A grant from the DVA enabled the installation of new flagpoles, allowing us to proudly display the Australian, Aboriginal and Torres Strait Islander flags, alongside new native plantings.

We also received \$40,000 in bushfire funding, which has been used to remove wooden structures and reduce fire risk across the site. At the end of 2025, the school held a balance of \$298,676, with future planning focused on ICT upgrades, improvements to senior classroom exteriors, fencing works and ongoing investment in teaching and learning. The school also made two credit-to-cash transfers totalling \$177,719 to support these priorities moving forward.

**For more detailed information regarding our school please visit our website at
<https://www.mtmacedonps.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 134 students were enrolled at this school in 2025, 59 female and 75 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	55.6%	
	Similar schools	79.7%	
	State	82.0%	

School Staff Survey

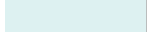
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

2025			
% positive endorsement School Climate (School Staff Survey)	School	86.2%	
	Similar schools	79.8%	
	State	77.4%	

LEARNING

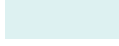
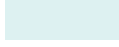
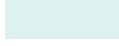
Teacher Judgement of student achievement against the Victorian Curriculum

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	95.0%	
	Similar schools	93.2%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	94.0%	
	Similar schools	91.9%	
	State	84.2%	

NAPLAN

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

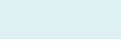
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	78.6%		91.4%
	Similar schools	82.4%		81.5%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	100.0%		95.6%
	Similar schools	89.1%		88.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	92.9%		86.2%
	Similar schools	79.1%		80.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	89.5%		86.7%
	Similar schools	82.9%		80.6%
	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	77.8%	
	Similar schools	80.3%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	63.2%	
	Similar schools	75.1%	
	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	85.4%		86.0%
	Similar schools	74.8%		74.8%
	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	82.7%		87.5%
	Similar schools	74.9%		74.1%
	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	25.1	22.3
	Similar schools	19.1	19.4
	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	91.5%	
Year 1	School	89.9%	
Year 2	School	87.6%	
Year 3	School	87.9%	
Year 4	School	83.1%	
Year 5	School	84.8%	
Year 6	School	86.0%	

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	\$1,463,106
Government Provided DET Grants	\$387,399
Government Grants Commonwealth	\$11,499
Government Grants State	\$0
Revenue Other	\$12,327
Locally Raised Funds	\$193,284
Capital Grants	\$0
Total Operating Revenue	\$2,067,614

Equity	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$5,000

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

Expenditure	Actual
Student Resource Package ¹	\$1,495,031
Adjustments	\$0
Books & Publications	\$194
Camps/Excursions/Activities	\$72,460
Communication Costs	\$1,021
Consumables	\$41,895
Miscellaneous Expenses ²	\$38,232
Agency Staff	\$0
Professional Development	\$10,095
Equipment/Maintenance/Hire	\$15,384
Property Services	\$156,768
Salaries & Allowances ³	\$83,979
Support Services	\$12,112

Expenditure	Actual
Trading & Fundraising	\$50,158
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,206
Total Operating Expenditure	\$2,000,534
Net Operating Surplus/-Deficit	\$67,080
Asset Acquisitions	\$0

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	\$200,779
Official Account	\$42,073
Other Accounts	\$55,823
Total Funds Available	\$298,676

Financial Commitments	Actual
Operating Reserve	\$84,251
Other Recurrent Expenditure	\$1,261
Provision Accounts	\$10,000
Funds Received in Advance	\$0
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$75,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$205,512

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.