

2025 Annual Report to the School Community

School Name: Mackellar Primary School (5297)



- 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 2026 at 01:23 PM by Simon McGlade (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 29 April 2026 at 01:54 PM by Simon McGlade (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

Mackellar Primary School, located in the suburb of Delahey in Victoria, continues to provide a dynamic and inclusive learning environment guided by its vision of “Empowering Global Citizens.” Positioned within a diverse and well-connected Melbourne community, the school draws strength from its local context while maintaining a strong outward, global perspective. In 2025, the school’s enrolment and staffing profile remain consistent, with 300 students supported by a team of 40 staff, including two principal class members, 23 teachers (comprising one Leading Teacher and three Learning Specialists), and 15 Education Support staff, including administrative and maintenance personnel.

The school’s vision underpins all aspects of teaching and learning, with a clear focus on developing student agency, responsibility, and a strong moral foundation. This vision is brought to life through four interconnected pedagogical principles inspired by the school’s bee mascot. “Bee Connected” promotes meaningful relationships within and beyond the school, fostering a sense of belonging and real-world engagement. “Bee Collaborative” emphasises teamwork and shared responsibility, preparing students to contribute positively in a global context. “Bee Curious” encourages inquiry, questioning, and a passion for discovery, while “Bee Creative” supports innovation, critical thinking, and self-expression.

Mackellar Primary School’s values of Resilience, Teamwork, Respect, and Learning remain central to its culture, shaping both student behaviour and learning outcomes. A strong commitment to social and emotional development is evident through the implementation of School-wide Positive Behaviour Supports and the Rights, Resilience and Respectful Relationships program. These approaches support the development of respectful, confident learners equipped with essential interpersonal skills.

Student wellbeing continues to be a priority, supported by the Mental Health in Schools Leader. Programs such as art therapy, music therapy and Seasons for Growth contribute to a proactive and supportive approach to mental health, enhancing student engagement and emotional resilience.

Teaching and learning at Mackellar Primary School reflect a structured and responsive approach. English and Mathematics are delivered through explicit, sequential instruction, with differentiation ensuring all students are appropriately challenged and supported. Inquiry learning uses Future Focused Learning model, incorporating 10 Shifts of Practice to prepare students for the demands of a rapidly changing world.

The curriculum is complemented by specialist programs including Physical Education, The Arts, Italian, Digital Learning, and Food Technology, providing a broad and engaging educational experience. Targeted support is available through a range of intervention programs, alongside opportunities for extension through the school’s high-ability program.

The school maintains strong partnerships with families and the wider community, encouraging active participation and engagement. Under the leadership of Principal Simon McGlade, the school continues to build staff capacity and respond to student needs, ensuring ongoing improvement and a commitment to excellence in education.

Progress towards strategic goals, student outcomes and student engagement

Learning

The introduction of a synthetic phonics approach in 2025 marked a significant enhancement to the school's literacy program. During Term 1, a number of staff undertook targeted professional learning to support effective delivery, with implementation commencing shortly thereafter. By Term 3, the program was fully embedded across all Prep to Year 2 classrooms. This initiative was further strengthened through the establishment of targeted phonics intervention groups for students in Years 3–6. These groups, led by a Learning Specialist and the school's speech pathologist, prioritised students identified through data analysis—particularly those receiving equity funding—who required additional support in foundational literacy skills.

The English program in 2025 maintained a strong focus on explicit, systematic, and scaffolded instruction. This approach has contributed to positive outcomes across both Teacher Judgement and NAPLAN data, with the exception of Year 5 Reading, which showed comparatively lower performance, including in Relative Growth from 2023 to 2025. A key area of progress has been the consistent implementation of structured reading goals for all students. These goals—developed at class, group, and individual levels—were led by staff and informed by student input, and are now embedded across the school. In conjunction with writing goals, they support student agency and ownership of learning, underpinned by the use of accurate and timely data.

In Mathematics, 2025 saw a substantial focus on strengthening curriculum delivery through the development of school-based units of work and aligned assessment tasks. This work followed a curriculum audit which identified opportunities to enhance the sequencing and coherence of teaching and learning, particularly in response to the implementation of the Victorian Curriculum 2.0. Complementing this, targeted intervention supports were expanded for students requiring additional assistance, forming part of the school's developing Multi-Tiered Systems of Support framework.

To further support evidence-informed practice, the school has successfully established a centralised data repository. This platform consolidates English and Mathematics data alongside broader curriculum and wellbeing information, enabling staff to plan with increased precision and responsiveness.

Due to time and staffing constraints, the planned implementation of student goal-setting in Mathematics was not achieved in 2025. This remains a priority and has been incorporated into the 2026 Annual Implementation Plan.

Wellbeing

For the third consecutive year, Mackellar Primary School was recognised with the Gold Award for School-Wide Positive Behaviour Supports (SWPBS), reflecting a sustained and deeply embedded commitment to fostering a safe, inclusive, and supportive learning environment for all students. This achievement is underpinned by the consistent and strategic implementation of the school's

positive behaviour framework, including a clearly articulated rewards system applied across both classroom and playground settings. Weekly, explicitly taught behaviour lessons further reinforce expectations, while strong partnerships with families ensure a shared and consistent approach between school and home.

Student wellbeing outcomes have been further strengthened through the refinement of a comprehensive scope and sequence for the Rights, Resilience and Respectful Relationships program. In alignment with SWPBS, this work has contributed to measurable improvements in student behaviour, with school data indicating a reduction in incidents of inappropriate behaviour. The school has also expanded its Tier 2 supports, enhancing its capacity to respond proactively to student needs. Initiatives such as the PLAY program—where student leaders facilitate structured games during break times—alongside art therapy, music therapy, and Seasons for Growth, collectively contribute to a culture where wellbeing is prioritised as integral to learning success.

Significant progress has also been made in the ongoing development and implementation of Disability Inclusion Profiles, ensuring that students requiring additional support are identified and catered for with precision and care. A growing number of students are now accessing tailored supports, including speech therapy, targeted intervention programs, structured daily learning adjustments, and mental health initiatives. This process is strengthened by meaningful collaboration with families and active student participation, ensuring that all voices are valued. Regular Student Support Group meetings and associated professional consultations provide a structured and responsive framework for monitoring progress and adapting supports.

Together, these initiatives reflect a highly responsive and inclusive approach, where student wellbeing and academic growth are viewed as interconnected and equally essential to achieving positive outcomes for every learner.

Engagement

With an average attendance rate of 90.7%, attendance at Mackellar Primary School in 2025 reached its highest level since at least 2021, reflecting the school's ongoing success in providing a safe, engaging, and supportive environment in which students can thrive. A key contributor to this improvement has been the inclusion of attendance case management as a standing agenda item within Professional Learning Community meetings. This approach has strengthened the school's capacity to provide targeted, wrap-around support for students requiring additional assistance. The promotion of positive attendance habits has been further reinforced through the recognition of both class and individual attendance at assemblies, establishing clear expectations and celebrating consistent engagement with learning.

Student leadership continues to play a vital role in shaping a positive and connected school culture. Student leaders exemplify the school's values in action and actively contribute to the realisation of the vision of "Empowering Global Citizens." Their involvement in significant events such as Day for Daniel and Remembrance Day, engagement with visiting dignitaries including government representatives, and participation in community events such as dawn services and leadership forums, reflects a strong sense of responsibility and pride. These experiences not only build leadership capacity but also position students as authentic role models within the school community.

The strength of partnerships between home and school remains a defining feature of Mackellar Primary School. Increasing levels of parent participation in school events, along with ongoing

support for classroom and whole-school initiatives, demonstrate a shared commitment to student success. This collaborative approach continues to enhance student engagement and contribute to positive educational outcomes.

A dedicated Learning Specialist has further strengthened our focus on student voice and agency across the school. This is reflected in the 2025 Attitudes to School Survey data, which indicates positive student perceptions in these areas. Opportunities for student agency are embedded across the curriculum, particularly through student-led inquiry in Humanities, Science, and Health, where learners increasingly influence the direction of their investigations. Similarly, in English, students actively collaborate with teachers to set class, group, and individual learning goals in Reading, Writing, and Oral Language, informed by data and ongoing teacher-student dialogue. Collectively, these practices foster a strong sense of ownership, engagement, and purpose in learning.

Other highlights from the school year

The introduction of a full-time speech pathologist in 2025 has significantly strengthened the school's capacity to identify, understand, and respond to student communication and language needs. This role has enabled the provision of targeted 1:1 and small group intervention, delivery of phonics-based support programs, and practical recommendations to classroom teachers to enhance inclusive practice. The speech pathologist also plays an integral role in multidisciplinary case discussions and student profile meetings, ensuring that support plans are evidence-based and responsive. Building on the success of this model, the school will explore the appointment of a kindergarten teacher and an occupational therapist in 2026 to further enhance educational, transition and allied health support across physical, sensory, and functional domains.

2025 also marked the second whole-school production, titled *The Age of Reason*. The production showcased each year level through performances directly connected to their inquiry learning, highlighting the integration of curriculum and the performing arts. The event was once again fully attended, reflecting strong community engagement and support for students' creative expression. This biennial initiative will be complemented in 2026 by our second whole-school visual arts exhibition, further celebrating student creativity and achievement.

The school's camping and outdoor education program continued to provide rich, developmental experiences across year levels. The Year 5 and 6 camp to Phillip Island was a particular highlight, offering students a four-day, three-night program designed to build independence, teamwork, and resilience through a range of structured activities. Earlier year levels also participated in age-appropriate transition experiences, including a Prep breakfast at school, a Year 1 extended evening program, and a Year 2 overnight stay. These progressive experiences build confidence and prepare students for the upcoming Year 3 and 4 camp in 2026, which will extend over three days and two nights.

Financial performance

In 2025, the school once again maintained a healthy financial position and was able to fund all elements of our annual plan, including the addition of a fulltime speech pathologist to our staff. We were also able to continue our school improvement plan with a section of synthetic turf replaced as it has fallen into disrepair. In addition to the funds provided through the Student Resource Package, the school also received funds from a number of additional sources throughout the year, these were:

- A capital works grant of \$512,756 from the Victorian School Building Authority to refurbish a set of bathrooms closest to our school gymnasium;
- \$30,000 from our Outside Hours Care provider for use of the school's facilities, utilities and cleaning;
- \$5,600 from the Australian Sports Commission's Sporting Schools Grant to provide Bike Education lessons and sport coaches for students; and
- \$15,000 from a local shopping centre competition and a further \$1130 from a supermarket local community grant, which together funding the upgrade of Digital Learning equipment.

Equity funding received by the school was used primarily for school-based coaches in the areas of English, Mathematics and Student Agency as these areas align directly with our AIP goals and activities. In addition, consultants were used in these areas to further upskill school-based coaches, and build content and teaching capacity for staff. The use of consultants however, has steadily declined over years and this will continue in 2026 as our exit plan for consultants reaches its final stages.

**For more detailed information regarding our school please visit our website at
<https://mackellarps.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 301 students were enrolled at this school in 2025, 139 female and 162 male. 51% had English as an additional language and NDP 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 **High**.

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	72.3%	
	Similar schools	89.2%	
	State	82.0%	

School Staff Survey

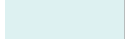
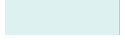
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	87.1%	
	Similar schools	78.0%	
	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	83.3%	
	Similar schools	78.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	80.1%	
	Similar schools	74.0%	
	State	84.2%	

NAPLAN

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

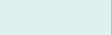
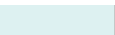
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	75.8%		65.6%
	Similar schools	59.0%		57.6%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	53.7%		60.4%
	Similar schools	62.6%		63.7%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	69.7%		62.3%
	Similar schools	51.7%		50.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	47.5%		54.9%
	Similar schools	54.8%		54.2%
	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	55.9%	
	Similar schools	73.2%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	44.4%	
	Similar schools	74.2%	
	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	72.1%		83.8%
	Similar schools	81.6%		80.3%
	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	86.2%		84.7%
	Similar schools	80.9%		78.6%
	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	18.5	19.0
	Similar schools	23.1	23.4
	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	92.5%	
Year 1	School	89.7%	
Year 2	School	90.9%	
Year 3	School	90.4%	
Year 4	School	90.6%	
Year 5	School	90.1%	
Year 6	School	89.9%	

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	\$4,202,447
Government Provided DET Grants	\$825,409
Government Grants Commonwealth	\$13,238
Government Grants State	\$0
Revenue Other	\$15,094
Locally Raised Funds	\$246,312
Capital Grants	\$0
Total Operating Revenue	\$5,302,500

Equity	Actual
Equity (Social Disadvantage)	\$426,446
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$426,446

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

Expenditure	Actual
Student Resource Package ¹	\$3,930,235
Adjustments	\$0
Books & Publications	\$6,922
Camps/Excursions/Activities	\$107,577
Communication Costs	\$6,914
Consumables	\$112,154
Miscellaneous Expenses ²	\$28,512
Agency Staff	\$0
Professional Development	\$27,202
Equipment/Maintenance/Hire	\$145,188
Property Services	\$78,131
Salaries & Allowances ³	\$115,569
Support Services	\$402,393

Expenditure	Actual
Trading & Fundraising	\$46,840
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$47,362
Total Operating Expenditure	\$5,054,998
Net Operating Surplus/-Deficit	\$247,502
Asset Acquisitions	\$7,636

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	\$147,201
Official Account	\$19,684
Other Accounts	\$0
Total Funds Available	\$166,885

Financial Commitments	Actual
Operating Reserve	\$187,461
Other Recurrent Expenditure	\$13,731
Provision Accounts	\$13,156
Funds Received in Advance	\$57,969
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$9,700
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$282,016

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.