

2025 Annual Report to the School Community

School Name: Warreen Primary School (5607)



- 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 05 March 2026 at 09:27 AM by Joanna Stanford (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 20 April 2026 at 12:04 PM by Joanna Stanford (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

Warreen Primary School is a government school in Melbourne's Western suburb of Truganina. It is a high growth corridor reflected in the school's population growth. In 2024 we opened with an enrolment of 296 and this grew rapidly through the year to 398 at the end of 2024. In 2025 we had a school population of 597 and grew steadily to about 650 students at the completion of the year. The school is anticipated to continue to grow due to a number of new housing estates in the school zone.

Warreen is Bunurong for 'wombat' and we have built both the Bunurong culture and our name into our school culture. Our Vision, Mission and Values underpin all staff, student and community decisions in regard to learning and wellbeing at our school.

Our Vision: We strive for excellence to be the best we can be. We believe in ourselves and each other. We are proud to be a member of our school and of our community.

Our Mission: To provide a respectful and supportive positive climate for learning, where every member has a strong connection and advocate. We embrace all aspects of learning to achieve academic, social and emotional wellbeing and excellence.

Excellence: We are brave, curious and persistent, aiming to be the very best we can be in all aspects of learning, through individual and community action.

Respect: We are kind and respectful to ourselves, our school and each other. We show pride, respect and kindness in all that we do at school.

Belonging: We care and show responsibility for our community of learners, we value our diversity, and are proud of our school.

We have a diverse student population with many moving recently to the Truganina North area and Warreen school zone. We have a growing staff population due to the enrolment increases. Our staff are committed to the education of our students and growing the culture of our school. Our staff profile is diverse from experienced staff to graduates. We have a beautiful school grounds and gardens. Our children take delight in playing in a range of outdoor play spaces and our students have excellent classroom environments in which to learn.

Progress towards strategic goals, student outcomes and student engagement

Learning

As a newly opened school, we welcomed students from a range of local, interstate and international schools. Our first term focused on building a strong culture of belonging. Students

were engaged in meaningful learning about our school values, with a deliberate emphasis on embedding social, emotional and academic learning across all classrooms.

Year level teams plan collaboratively using the Victorian Curriculum and student data to design units of work on a cyclical basis. Teachers carefully consider the needs of their cohorts and differentiate learning accordingly. Classrooms are well organised and demonstrate visible evidence of learning through anchor charts and student work samples linked to clear learning intentions.

Teaching and learning programs focus on reading, phonics, writing, numeracy and interdisciplinary studies. Students participate in engaging, differentiated units of work tailored to their individual learning needs. All learning is delivered through a consistent lesson structure to ensure curriculum delivery and pedagogical practices are research-based and support optimal student growth.

Our opinion data reflects this positive approach. In the Student Attitudes to School Survey, Effective Teaching was endorsed at 95%. Students report that teachers clearly explain learning intentions, support them to do their best and provide appropriate assistance. Stimulated Learning received an 89% positive endorsement, with students indicating that learning is interesting and engaging. High Expectations for Success was endorsed at 98%. Both Differentiated Learning and Sense of Confidence received 95%, demonstrating that students feel understood, appropriately supported and challenged. Across these measures, our school ranks between 1–5 when compared with similar schools across the state.

Our first NAPLAN results provide both celebration and direction for growth. In Reading, 81% of Year 3 students achieved Strong or Exceeding, well above benchmarks for similar schools, network schools and the state. In Year 5, 69% of students achieved Strong or Exceeding, slightly below benchmark comparisons; this has been identified as an explicit focus area for staff for the remainder of 2025.

In Writing, Year 3 results were particularly pleasing, with 81% of students achieving Strong or Exceeding, well above benchmarks. In Year 5, 70% of students achieved Strong or Exceeding, also above benchmarks for similar schools, network schools and the state.

In Numeracy, 69% of both Year 3 and Year 5 students achieved Strong or Exceeding, placing our results above benchmarks for similar schools, network schools and across the state.

These results affirm the strong foundation established in our first two years while providing clear direction for continued improvement and growth.

Wellbeing

We maintain a strong focus on fostering a culture of belonging, with an emphasis on Tier 1 supports to ensure successful learning environments and a positive climate for learning. Students are engaged in meaningful learning about our school values, with social, emotional and academic development intentionally embedded across all areas of the curriculum.

Consistency is a priority across every classroom, specialist subject and playground setting. All wellbeing and engagement processes are clearly documented in our *Positive Climate for Learning* framework. This document articulates our wellbeing procedures and routines with clarity and purpose, explicitly linking them to our school values and expectations.

Our whole-school expectation matrix clearly defines expected behaviours. These expectations are reinforced through our daily routines and rituals, including value points, rewards and consistent classroom procedures. Our processes are highly visible across the school, and teachers receive explicit professional learning to ensure fidelity and consistency in the implementation of our wellbeing approaches. This ensures that students experience a predictable, supportive and structured environment.

For students requiring Tier 2 and Tier 3 supports, we implement a range of targeted strategies and adjustments to enable active participation in learning. We have been successful in securing Disability Inclusion funding for a number of students, allowing us to provide more precise and effective support at their point of need.

As a result, this was positively endorsed in our opinion data. 96% of students believed after 1 year of being at our school that they had an advocate at school. Managing Bullying was at 93% and inclusion was 95%. We saw a correlation with our Parent Opinion Data with a positive endorsement of 91% for school connectedness and 89% for positive behaviours. These were excellent results that reflected the emphasis we placed on learning and our values. This data is celebrated with our students, staff, school council and wider school community.

Engagement

Student engagement is a key focus at our school to ensure that students understand the importance of attendance and actively participate in their academic, social and emotional learning.

“Doug the Wombat” is a highly celebrated part of our culture at Warreen Primary School. Each fortnight, we track attendance, and the class with the highest attendance hosts Doug in their classroom for the following fortnight. Our Student Attitudes to School Survey (AtoSS) data shows a 93% positive endorsement for attendance attitudes. Students also reported that parents view attendance as important, with a 100% endorsement. Despite this strong perception, attendance remains an area of focus. Our attendance strategy emphasises the importance of arriving on time and attending school every day. Extended cultural and family holidays taken during term time continue to present challenges, with some students missing significant portions of the academic year due to extended absences.

Our fortnightly school assemblies are led by our School Captains and celebrate student achievement and behaviours aligned to our school values through Values Certificates. Year levels also showcase their learning, reinforcing a culture of pride and high expectations.

Student voice and agency are activated across the school, particularly in Year 6. Students apply for a range of leadership roles and contribute to school decision-making, including input into clubs and initiatives linked to our values. We offer a variety of lunchtime and recess clubs that provide opportunities for students to explore interests, develop skills and engage in both structured and creative play. These have included Lego Club, sports clubs, drawing and art, and a chess club and tournament.

Our students also participated in TEDx Tarneit, where they confidently presented thought-provoking topics to a large in-person and online audience, demonstrating strong communication skills and confidence.

Our specialist program includes Physical Education, Science, Art and Performing Arts. Each area delivers a rich and engaging curriculum, further enhanced through additional lunchtime and after-

school programs that extend learning opportunities and provide students with diverse experiences beyond the classroom.

Other highlights from the school year

Our School has been open for 2 years, and the positive learning culture we have developed is one to be truly celebrated as this is the foundation of growing a vibrant and active school culture. When we have visitors to the school, there is a common theme in the feedback we receive. We hear that our school is settled, our classroom environments provide a wonderful place to learn, our teachers are dedicated and our students are engaged in learning. We hear that our community is engaged, friendly and feel welcome in our school.

Our curriculum is now fully documented with staff input to ensure the Victorian Curriculum is implemented in depth and breadth so that it can be differentiated for our learners. We are building a culture in our school around celebrations. These include the following:

1. Meet the Teacher in the first weeks of school to ensure every family has an effective relationship with the classroom teacher
2. Harmony Week: A true celebration of cultures, community and how we learn together at our school
3. Family Conferences: a time for families to have the time to learn about their child's social emotional and academic growth at school and continue a school and family partnership
4. Book Week: To emphasise the love of reading we have at our school
5. Science Afternoon: bringing the skills of our specialist team together to have a hands-on family experience of Science in our Curriculum
6. Swimming Program: to ensure our students across the school understand Water safety and have this experience at our local pool
7. Excursion and Camping Program: Students visit a range of experiences over 7 years of school to enhance their curriculum and outdoor education program
8. TedX: Students prepare and present a Ted Talk to a large audience and online community.
9. We host a range of community events such as Auskick and Dadfit to allow our community to be involved in sport and community events.
10. End of Year Picnic: We come together as a whole school to celebrate our school year through fun games, performances, and a picnic. Kelly Club also provides sport activities and games at this time, strengthening our partnership.

Financial performance

All expenditure at Warreen Primary School has been strategically aligned to each funding source. Resourcing the school across 2024–2025 required careful planning and precision, as we channelled limited establishment funds into the essential requirements of opening a new school.

As enrolments increased throughout the year, we were able to further develop program budgets to better support teaching and learning. Funding was prioritised for essential classroom furniture and equipment, along with high-quality literacy and numeracy resources. Warreen Primary School is currently operating in surplus across both credit and cash budgets. These funds are being strategically reinvested to resource the school as we continue to grow, having doubled in size, and to further strengthen all curriculum areas. Financial management remains prudent and responsive to ongoing enrolment growth.

In our initial years, a number of students enrolled requiring additional support through the Disability Inclusion funding model. As confirmation of this funding was not received until late 2025, it was difficult to anticipate within forward planning. As the funding was not received during the 2025 school year, the school was required to reallocate existing funds to ensure appropriate support for students.

With School Council approval, fundraising revenue has been directed towards the staged development of our outdoor play spaces. Stage 1, *Our Tiny Town*, has been completed. This includes custom-built cubby houses representing community shops and services, designed to promote imaginative play and social development. Stage 2, the installation of Gaga pits, has been deferred to 2027–2028 due to current funding constraints.

The school holds a licensing agreement with Kelly Club as our Outside School Hours Care (OSHC) provider, ensuring families have access to high-quality before and after school care.

**For more detailed information regarding our school please visit our website at
<https://www.warreenps.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

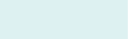

A total of 602 students were enrolled at this school in 2025, 312 female and 290 male. 84% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

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 **Low - Medium**.


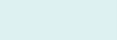

Parent Satisfaction Summary

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	88.7%	
	Similar schools	83.9%	
	State	82.0%	

School Staff Survey


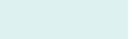


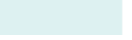

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.4%	
	Similar schools	75.6%	
	State	77.4%	

LEARNING


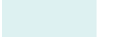


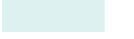







Teacher Judgement of student achievement against the Victorian Curriculum

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	86.5%	
	Similar schools	82.8%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	82.5%	
	Similar schools	80.0%	
	State	84.2%	

NAPLAN

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





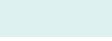

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	81.0%		73.4%
	Similar schools	62.6%		62.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	69.3%		68.1%
	Similar schools	67.7%		68.8%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	69.4%		64.8%
	Similar schools	56.0%		56.6%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	69.3%		66.4%
	Similar schools	61.1%		61.2%
	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	72.6%	
	Similar schools	74.7%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	90.1%	
	Similar schools	76.7%	
	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		2-year average
Years 4 to 6 % positive endorsement	School	91.9%		91.2%
	Similar schools	79.6%		79.6%
	State	77.1%		76.9%

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		2-year average
Years 4 to 6 % positive endorsement	School	93.5%		93.0%
	Similar schools	78.4%		78.4%
	State	76.4%		75.9%

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	24.2	23.7
	Similar schools	24.7	24.6
	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	86.5%	
Year 1	School	85.5%	
Year 2	School	87.9%	
Year 3	School	88.9%	
Year 4	School	89.9%	
Year 5	School	89.5%	
Year 6	School	86.6%	

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	\$7,190,892
Government Provided DET Grants	\$1,336,576
Government Grants Commonwealth	\$11,253
Government Grants State	\$250
Revenue Other	\$175,625
Locally Raised Funds	\$266,484
Capital Grants	\$0
Total Operating Revenue	\$8,981,081

Equity	Actual
Equity (Social Disadvantage)	\$37,734
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$1,813
Equity Total	\$39,547

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

Expenditure	Actual
Student Resource Package ¹	\$6,396,524
Adjustments	\$0
Books & Publications	\$77,326
Camps/Excursions/Activities	\$110,557
Communication Costs	\$6,881
Consumables	\$163,657
Miscellaneous Expenses ²	\$44,337
Agency Staff	\$67,449
Professional Development	\$23,959
Equipment/Maintenance/Hire	\$402,342
Property Services	\$143,494
Salaries & Allowances ³	\$149,908
Support Services	\$156,290

Expenditure	Actual
Trading & Fundraising	\$30,691
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,349
Utilities	\$46,754
Total Operating Expenditure	\$7,821,517
Net Operating Surplus/-Deficit	\$1,159,563
Asset Acquisitions	\$58,583

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	\$1,233,964
Official Account	\$56,504
Other Accounts	\$0
Total Funds Available	\$1,290,468

Financial Commitments	Actual
Operating Reserve	\$237,499
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$569,067
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$310,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,116,566

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.