

School Strategic Plan 2025-2029

Warreen Primary School (5607)



Submitted for review by Joanna Stanford (School Principal) on 08 November, 2025 at 04:38 PM

Endorsed by Maria Oddo (Senior Education Improvement Leader) on 09 November, 2025 at 07:54 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2025-2029

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School vision	We strive for excellence to be the best we can be. We believe in ourselves and each other. We are proud members of our school and of our community.
School values	We strive to be the very best we can be through the values of excellence, respect and belonging to our school community. 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 respect ourselves, our school and each other. We show pride 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.
Context challenges	Warreen Primary School is a new school school in Melbourne's west with growing enrolments. This new scenario has brought challenges in access to student data, trackable data and data trends. We have a number of students eligible for DI and we are working to ensure all students get the support that they need and are supported in their learning. Our School is predominately EAL
Intent, rationale and focus	School values and vision The school developed a motto (Believe – Become – Belong), a vision (striving for excellence, believing in ourselves and each other, being proud to be a member of the school community) and a mission (provide a respectful and supportive positive learning climate and advocate for learning to achieve academic, social and emotional wellbeing and excellence). The focus for the two years has been: · Building the culture of the school for all stakeholders and within the local community. · Developing and implementing a positive climate for learning (including a “How to Guide” of expectations and agreements for staff behaviour and practice)

	· Documenting the curriculum – Scope and sequences developed for literacy, numeracy and inquiry, – Unit planners and work programs – Expectations for each level of the PLC and planning sequence. · Sequential professional learning driven by the AIP and staff and student data. School culture · The successful creation of a positive and strong school culture is supported by survey data as discussed below. Interviews with staff, students and parents found that the school's work in this area has been extremely effective. All stakeholders reported a strong sense of belonging and community. Leadership was seen as supportive, inclusive and responsive to students, parents and staff. Parents and students knew what the school values are. Students spoke about these values and were proud to receive values bracelets to wear that reinforced both understanding and living of the values through their actions. · Teachers and parents referred to the positive climate for learning that exists in the school. Further evidence was provided by classroom observations where classes were calm and orderly with strong routines in place that were well understood by students. The school improvement team (SIT) and teachers referred to the 'how to guide' as being important to support consistency of teaching practice. Teacher capacity · All staff reported that the professional learning program had been an important tool in developing teacher capacity. This was essential given the wide range of experience amongst the teaching staff and the rapid growth in staff numbers in a short space of time. Professional learning curriculum days, whole school and team PLCs, coaching and learning walks, and the use of external coaches and facilitators, were central to developing teacher relationships and capacity. · The panel found that the curriculum was well documented, but given the context of a new school, further work is timeline in this area. The school review panel recommends the following areas of focus be prioritised in the next SSP: · Literacy and numeracy · Student agency in their learning · Attendance, in particular reducing unexplained absences · The use of student data in planning and teaching. Our focus for the next 4 years will be embedding our strategic plan goals and KIS to ensure student learning in maximised through high level PLCs, planning and documentation and skilled teachers. We will ensure we understand our students as learners and differentiation supports our learners through explicit responsive teaching and that students understand the learning have agency in their learning and achievement.
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Goal 1	Optimise the learning growth of every student in literacy and numeracy
Target 1.1	By 2029, increase the percentage of students achieving high and medium benchmark NAPLAN growth (Time Series Semester 2 to Semester 2) in: • *Reading from x% (2025) to y%. • *Writing from x% (2025) to y%. • **Numeracy from x% (2026) to y%. *Placeholder targets to be confirmed when data is available **Target to be advised at the end of 2026.
Target 1.2	By 2029, increase or maintain the percentage of students achieving strong and exceeding NAPLAN proficiency levels in: • Year 3 reading at 81% (2025). • Year 3 writing at 92% (2025). • Year 3 numeracy from 69% (2025) to 72%. • Year 5 reading from 69% (2025) to 74%. • Year 5 writing from 70% (2025) to 74%. • Year 5 numeracy from 69% (2025) to 72%.
Target 1.3	By 2029, increase the percentage of students achieving at and above expected level according to teacher judgements against the Victorian Curriculum 2.0 areas of: • Reading and viewing from 73% (2024) to 82%. • Writing from 78% (2024) to 80%. • Speaking and listening from 87% (2024) to 90%.

	Mathematics* from x% (2025) to y%. *Target to be advised at the end of 2025
Target 1.4	By 2029, increase the percentage of students achieving at or above expected growth according to teacher judgements (time series semester 2 – semester 2) against the Victorian Curriculum 2.0 areas of: - Reading and viewing from 56% (2024) to 75%. - Writing 68% from (2024) to 75%. - Speaking and listening from 77% (2024) to 80%. - Mathematics* from x% (2025) to y%. *Target to be advised at the end of 2025
Target 1.5	By 2029, maintain the percentage of positive responses to the Attitude to School Survey (AtoSS) in the factors: - Differentiated learning challenge at 95% (2024). - Stimulated learning at 89% (2024). - Effective teaching time at 95% (2024). - Motivation and interest at 91% (2024). - Sense of confidence at 95% (2024). - High expectations for success at 98% (2024).
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed curriculum planning and documentation, and instructional practices aligned to the VTLM 2.0.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect	

shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capability to collect, analyse and use learning data to inform differentiated learning.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Goal 2	Optimise student engagement and wellbeing
Target 2.1	By 2029, maintain the percentage of positive responses to the AtoSS in the factors: • Sense of connectedness at 92% (2025). • Sense of inclusion at 95% (2025). • Emotional awareness and regulation at 91% (2025). • Student voice and agency at 88% (2025). • Advocate at school at 96% (2025). • Managing bullying at 93% (2025). • Self-regulation and goal setting at 94% (2025).
Target 2.2	By 2029, decrease the percentage of unapproved absences from 5.9% (2024) to 5.0%.

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen tiered levels of support that enhance student wellbeing, engagement, and inclusion.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capability to collect, analyse and use wellbeing data to inform differentiated learning.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	