

2025 Annual Report to the School Community

School Name: Karwan Primary School (5596)



- 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 13 March 2026 at 12:57 PM by Ashley Craig (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 27 March 2026 at 07:57 AM by Ashley Craig (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

Welcome to Karwan Primary School, a thriving and well-established learning community in the ever-growing suburb of Tarneit. Established in 2023, our school continues to grow and mature within the high-growth Wyndham corridor in Melbourne's west, enrolling students exclusively from our designated neighbourhood zone and responding proactively to the needs of our expanding community.

Karwan Primary School is committed to empowering every learner to reach their full potential, today and into the future. Our mission is to provide a safe, inclusive and high-expectations environment where every individual is known, valued and respected. We intentionally foster curiosity, a love of learning and strong relationships, while continuing to strengthen our connections with local, wider and global communities. Our core values of Respect, Responsibility and Resilience remain central to our culture and guide our daily interactions, learning experiences and decision-making.

Karwan Primary School has experienced sustained and significant growth. Building on the strong foundations established in our first two years, the school ended the year with 832 students, reflecting the continued residential development within our catchment. Our community remains proudly diverse and inclusive, with the majority of students coming from language backgrounds other than English. Equity-funded students, learners from refugee backgrounds and students identified with disabilities through the Nationally Consistent Collection of Data continue to be strongly represented. Our Student Family Occupation and Education (SFOE) index reflects a low to medium socio-economic profile, reinforcing the importance of targeted support, high-quality teaching and strong wellbeing structures.

To support this growth and complexity, the school's leadership model has continued to evolve. The Principal is supported by two Assistant Principals with portfolios for Teaching and Learning and Health and Wellbeing, alongside nine Learning Specialists and newly established Professional Learning Team (PLT) Leaders across year levels. This distributed leadership approach strengthens instructional consistency, builds leadership capacity across the staff and ensures timely support for both students and teachers.

Our staffing profile has expanded significantly, with a large and skilled teaching workforce complemented by allied health professionals, Integration Aides, administration staff, a Business Manager and a full-time Facilities Manager. Together, this team ensures high-quality learning programs, effective operations and a safe, well-maintained environment that supports student engagement and wellbeing.

In 2025, Karwan Primary School operated 37 straight classes across Prep - Year 6 year levels. We deliver a comprehensive, guaranteed and viable curriculum with a strong emphasis on literacy, numeracy, health and wellbeing, supported by high-quality teaching practices. Specialist programs in Digital Technologies, French, Performing Arts, Physical Education, Science and Visual Arts continue to enrich student learning and provide opportunities for creativity, collaboration and student voice.

Karwan Primary School continues to benefit from state-of-the-art facilities, including contemporary learning spaces, collaborative common areas, a gymnasium, science and technology laboratories, performing arts and visual arts spaces, and expansive outdoor areas. As enrolments have increased, additional learning spaces and play areas have been developed to ensure the environment remains fit for purpose and supports both learning and wellbeing.

Following the completion of our inaugural School Review in 2024, 2025 marked the first full year of implementation of our School Strategic Plan (SSP). This plan provides a clear and ambitious roadmap for the next phase of our journey, with a strong focus on improving student learning outcomes, strengthening instructional practice, building leadership capability and deepening community partnerships.

As we reflect on our journey to date and look ahead, Karwan Primary School stands as a vibrant, inclusive and forward-focused school community. In 2026, we remain committed to continuous improvement, collective responsibility and ensuring every child is supported to thrive, while every family feels welcomed, respected and deeply connected to our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, Karwan Primary School continued to strengthen the quality and consistency of teaching and learning, building on the foundations established in previous years. A key focus was the implementation of a refined whole-school planning model, which, combined with the revised unit planning template, supported more consistent and high-quality curriculum documentation. Ongoing professional learning in VTLM 2.0 (Victorian Teaching and Learning Model 2.0), with an emphasis on explicit teaching, has further strengthened teachers' ability to plan for and deliver evidence-based instruction across all curriculum areas.

The embedding of Learning Intentions and Success Criteria in all lessons has enhanced clarity for students and teachers alike, supporting a more coherent approach to learning across the school. Middle leaders have played a pivotal role in lifting the quality of collaborative practice, ensuring structured and sequenced Professional Learning Teams (PLTs) data discussions occur each term, as well as whole school moderation and triangulation opportunities. These sessions have made data-driven dialogue a consistent feature of school practice, allowing teachers to adjust planning and instruction in response to student learning data.

Targeted coaching from Learning Specialists has reinforced explicit teaching routines and supported teachers to implement the VTLM 2.0 strategies effectively. While individual goal-setting structures and cohort data walls were not fully implemented, the strengthened PLT structures, improved data literacy, and consistent use of formative assessment have already contributed to more intentional teaching and improved monitoring of student progress.

Highlights of the year include the use of data to inform targeted planning, the increased consistency of explicit teaching routines, and the ongoing development of collaborative planning processes. Collectively, these initiatives have supported improved learning outcomes and strengthened teacher practice.

Wellbeing

In 2025, Karwan Primary School continued to strengthen a whole-school approach to wellbeing, with a clear focus on embedding consistent systems that enhance student safety, inclusion and connectedness. Building on last year's foundations, we further consolidated our School-Wide Positive Behaviour Support framework to ensure expectations are explicit, consistently taught, and reinforced across all settings. The behaviour matrix was refined through staff consultation, clearly distinguishing between minor and major behaviours, and explicit weekly lessons were embedded across classrooms. The consistent use of our acknowledgement system has supported a more predictable and positive learning environment.

Inclusive practice was a significant area of progress in 2025. All students on the Program for Students with Disabilities (PSD) successfully transitioned to the Disability Inclusion Profile, strengthening the alignment between funding, adjustments and classroom practice. Individual Education Plans and Student Support Group processes continued to be embedded, supported by Learning Specialists and allied health professionals. Staff professional learning in areas such as Zones of Regulation, environmental adjustments and complex needs has strengthened Tier 1 supports while ensuring targeted interventions are responsive and coordinated.

Mental health initiatives were further enhanced through ongoing Mental Health in Primary Schools (MHiPS) and social worker group programs, supporting students with social-emotional needs. A clear referral pathway ensured timely support, and the introduction of 'Coffee and Chat' sessions strengthened parent partnerships and promoted shared understanding of wellbeing strategies.

Attitudes to School Survey data in 2025 indicated areas of both strength and continued focus. While Sense of Inclusion and Managing Bullying remained positive overall, results highlighted the need to further strengthen students' perceptions of Teacher Concern and Connectedness. These insights will inform continued refinement of Tier 1 classroom practices and student voice initiatives in 2026.

Overall, the progress achieved in 2025 reflects a shift from establishing structures to embedding a sustainable, multi-tiered approach to wellbeing that supports improved student outcomes and a strong sense of belonging across our school community.

Engagement

In 2025, Karwan Primary School continued to prioritise student engagement as a key enabler of learning and wellbeing. A central focus this year was strengthening attendance processes to ensure consistent participation in learning. Analysis of attendance data identified a cohort of students attending below the 90% benchmark, with particular monitoring of those below 85%. In response, the school refined its monitoring systems through regular data analysis in Professional Learning Teams (PLTs), developed a whole-school attendance flowchart to clarify processes, and strengthened communication with families through ongoing Compass updates and proactive follow-up. The rebranding of 'Late Passes' to 'Welcome Passes' reinforced a positive approach to supporting students' daily connection to school. These actions have strengthened consistency, early intervention and shared accountability for attendance.

Strong partnerships with families have remained central to our engagement strategy. Families continued to connect with the school through Parent/Teacher Conferences, information sessions, open mornings, school tours and regular communication via Compass and social media. Teachers have maintained their role as the primary point of contact, fostering trust and ensuring families feel informed and supported.

Student voice and leadership opportunities continued to grow in 2025. Student leaders and the Student Representative Council (SRC) contributed to school initiatives and represented the school at community events, strengthening agency and responsibility. Our Year 6 students demonstrated maturity and leadership through participation in external programs and whole-school initiatives, serving as positive role models for younger students.

Engagement in learning has been further enhanced through a broad and stimulating curriculum. In addition to our established specialist programs in Performing Arts, Physical Education, Science and Visual Arts, the introduction of French and Digital Technologies last year has continued to enrich student learning experiences. Excursions, incursions and special event days have provided authentic, real-world learning opportunities, with high participation rates reflecting students' strong connection to school and enthusiasm for learning.

Together, these initiatives demonstrate our ongoing commitment to fostering high levels of engagement, connection and belonging across our school community.

Financial performance

In 2025, Karwan Primary School demonstrated strong financial management while addressing the needs of a growing student population. The school commenced the year with 780 students (February Census), increasing to 806 by August Census and 832 by year's end. This growth required careful planning in staffing, resources, and infrastructure to maintain high-quality learning and wellbeing outcomes.

By the end of 2025, the school achieved a financial surplus of \$413,034. These funds were strategically invested in 2026 to enhance technology, support workforce planning, and fund additional programs for the expanding student body.

Equity funding remained integral to student learning, with \$33,185 received in cash and \$34,518 in credit. This support ensured all students could access high-quality teaching, school-wide programs, excursions, and wellbeing initiatives, promoting an inclusive and engaging educational environment.

Voluntary Financial Contributions of \$35,860 and Community donations of \$1,718 also supported additional learning resources and student programs, highlighting the ongoing value of local engagement.

The School Council maintained several ongoing lease contracts and service agreements, including facility maintenance, ICT support, and professional learning partnerships. These arrangements provide continuity, value for money, and alignment with the school's educational priorities.

Overall, Karwan Primary School continues to prioritise responsible budgeting and resource allocation, delivering exceptional learning experiences while maintaining long-term financial sustainability.

**For more detailed information regarding our school please visit our website at
<https://karwanps.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 779 students were enrolled at this school in 2025, 401 female and 378 male. 80% 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	80.6%	
	Similar schools	81.5%	
	State	82.0%	

School Staff Survey

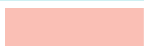
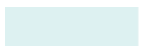
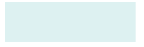
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	76.8%	
	Similar schools	76.1%	
	State	77.4%	

LEARNING

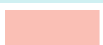
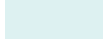
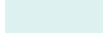
Teacher Judgement of student achievement against the Victorian Curriculum

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	89.9%	
	Similar schools	87.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	87.9%	
	Similar schools	84.7%	
	State	84.2%	

NAPLAN

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

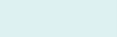
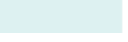
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	62.8%		62.8%
	Similar schools	69.6%		71.2%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	72.7%		69.7%
	Similar schools	75.2%		77.2%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	52.2%		52.4%
	Similar schools	65.3%		67.0%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	58.6%		54.9%
	Similar schools	72.1%		73.3%
	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	81.7%	
	Similar schools	76.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	75.4%	
	Similar schools	80.3%	
	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		3-year average
Years 4 to 6 % positive endorsement	School	73.7%		78.8%
	Similar schools	79.0%		80.2%
	State	77.1%		77.0%

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		3-year average
Years 4 to 6 % positive endorsement	School	72.2%		74.4%
	Similar schools	75.9%		76.5%
	State	76.4%		75.7%

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	29.1	29.3
	Similar schools	23.0	22.8
	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	83.9%	
Year 1	School	82.2%	
Year 2	School	85.0%	
Year 3	School	86.6%	
Year 4	School	87.2%	
Year 5	School	88.4%	
Year 6	School	87.3%	

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	\$8,774,373
Government Provided DET Grants	\$1,453,885
Government Grants Commonwealth	\$31,340
Government Grants State	\$0
Revenue Other	\$45,192
Locally Raised Funds	\$292,539
Capital Grants	\$0
Total Operating Revenue	\$10,597,329

Equity	Actual
Equity (Social Disadvantage)	\$67,704
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$67,704

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

Expenditure	Actual
Student Resource Package ¹	\$8,342,114
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$81,379
Communication Costs	\$4,315
Consumables	\$271,215
Miscellaneous Expenses ²	\$35,988
Agency Staff	\$334,465
Professional Development	\$35,856
Equipment/Maintenance/Hire	\$131,941
Property Services	\$71,909
Salaries & Allowances ³	\$43,729
Support Services	\$26,837

Expenditure	Actual
Trading & Fundraising	\$0
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$55
Utilities	\$45,795
Total Operating Expenditure	\$9,425,597
Net Operating Surplus/-Deficit	\$1,171,732
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	\$1,219,237
Official Account	\$31,111
Other Accounts	\$0
Total Funds Available	\$1,250,349

Financial Commitments	Actual
Operating Reserve	\$180,581
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$419,707
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	\$111,001
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$250,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$961,289

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.