

2024 Annual Report to the School Community

School Name: Truganina South Primary School (5498)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 30 March 2025 at 10:44 AM by Paul Bombaci (Principal)

- As executive officer of the school council, I attest that this 2024 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 30 March 2025 at 10:44 AM by Paul Bombaci (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
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Truganina South Primary School is located on Parkvista Drive Truganina in the City of Wyndham. The school is built as part of a Public Private Partnership agreement. Enrolments fluctuated between 645 and 665 throughout the year. The student population is extremely diverse with 58% of students identified as English as an Additional Language (EAL), 22% equity funded, 43% captured in the NCCD annual collection about students with a disability and 1% Aboriginal or Torres Strait Islander. The diversity of the school is represented by more than 60 different language groups, with 85% of our students' parents born overseas as well as this an average of 20% of our students. Thirty Four (34) students were supported as part of the PSD in 2024 and 24 students funded through Disability Inclusion. The Family Occupation and Education (SFOE) is 0.3323 (low-medium) as compared to 2023 which was 0.3350.

The staffing profile at the end of 2024 consisted of 3.0 Principal Class Officers, 2.0 Leading Teachers, 2.8 Learning Specialists, the equivalent of 35.6 FTE teachers, 25 ES classroom staff. Non-classroom ES consists of 8.6 FTE, including a full time Speech Pathologist. 2024 saw the school undertake recruitment for a new Principal, as Linda Danese retired at the end of term 1, with Paul Bombaci commencing as Principal in Term 3.

The curriculum is delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Key components of the teaching programs at Truganina South Primary School include the effective teaching of Literacy and Numeracy skills. The School provides high quality programs in Visual Arts, Performing Arts, Science, Physical Education and LOTE (Mandarin) which students participate in weekly for the entire year.

Progress towards strategic goals, student outcomes and student engagement

Learning

Working towards our goals set out in our 2024 AIP we focused our PLC Inquiries on Numeracy, with Literacy practices continuing to be monitored and embedded across the school.

A Numeracy vision and instructional model was implemented with a continued focus on developing staff capacity to implement mathematical proficiencies of fluency, understanding, reasoning and problem solving. Through the PLC initiative teams of teachers worked together to analyse assessment data, and to develop units of work, for both Numeracy and Literacy, aimed at catering to the learning needs of all students using data to drive and inform all planning. Teams met weekly to reflect on student progress and plan and implement the use of instructional practices aimed at differentiating learning in response to students' needs.

As evidenced in our English Online Interview (EOI) data for our 2024 Foundation students working towards level 1 showed that many are coming to school with English Literacy skills well below that of students in our network and like schools.

Reading: our students 16%, network 13%, similar schools 19% and state 32%.

Writing: our students 8%, network 28%, similar schools 30% and state 32%.

Speaking & Listening: our students 15%, network 22%, similar schools 26% and state 37%.

There was a 4% increase in the reading results, which is now also higher than the network percentage.

Our Year 3 and 5 NAPLAN data provides an indicator of achievement in Literacy and Numeracy in these year levels. Students in 'strong' or 'exceeding' proficiency level of NAPLAN are working above level.

Year 3

Reading: 62% of students in 'strong' or 'exceeding' as compared to similar schools 65%, state 69% and network 62%.

Writing: 66% of students in 'strong' or 'exceeding' as compared to similar schools 77%, state 78% and network 71%

Numeracy: 53% of students in 'strong' or 'exceeding' as compared to similar schools 59%, state 65% and network 55%

Year 5

Reading: 68% of students in 'strong' or 'exceeding' as compared to similar schools 71%, state 73% and network 68%.

Writing: 60% of students in 'strong' or 'exceeding' as compared to similar schools 74%, state 73% and network 71%

Numeracy: 65% of students in 'strong' or 'exceeding' as compared to similar schools 65%, state 67% and network 61%

Wellbeing

As per previous years there was a continued focus on Wellbeing in 2024. There were a number of staffing changes to the Wellbeing team due to current staff on leave with the composition being Leading Teacher who was supported by the Principal team, a Speech pathologist and an Education Support Officer. We engaged 1 intern Social Workers for a semester as part of their placement for certification and 1 speech pathologist placement. The Wellbeing Hub continued to be a safe haven for students who needed space to support them as they navigate their emotions and challenges. The space itself is well resourced, tactile and sensory in nature. The space can simultaneously cater for a number of small group activities, e.g. Social Thinking Program, drumming and language intervention, and individual needs. During semester two, supportive groups for girls and year 6 transition were instrumental in supporting the wellbeing needs of our students in years 3-6.

We successfully completed our Child Safe audit, facilitated by our Assistant Principals. Our Child Safe Standards and Policies reflected the updated guidelines, in line with DET requirements and through professional learning, became familiar to staff. Our SWPBS initiative has been strengthened as has our work with the Respectful Relationships Initiative. Sense of Connectedness in Years 4-6: 67% compared to state average of 77% and similar schools 78%
84% of Year 4 students responded positively towards sense of connectedness.

Management of Bullying in Years 4-6: 67.7% compared to state average of 75.5% and similar schools 76.6%

Other work our Wellbeing team was able to complete included:

- Delivered staff Professional Learning each term including Emotion Coaching, Mandatory Reporting and Zones of Regulation.
- Continued to implement the Resilience Project, however from 2025 will have a whole school, consistent approach with Zones of Regulation.
- Risk register has been created and is updated regularly and shared in SSS meetings fortnightly. Our school rules have continued to be embedded across the school as well as our behaviour matrix. Our school rules are linked to our values and reflected through our behaviour choice chart and student awards.
- Our Behaviour Choice chart, linked to School Wide Positive Behaviour, continued to be implemented in all learning spaces.
- Established Child Safe spaces in each community (students have taken photos of these on their iPads so they have access to those at home).
- Re-established school values alongside the PLC team.

A growing concern is in the area of safe use of digital devices and spaces and the way in which students communicate with each other and other people beyond the school community. Although this misuse is occurring outside of school hours it is impacting the wellbeing of students at school. For 2025 we have engaged with Project Rockit, which will support our students in Years 3-6 in the understanding of cyber safety and bullying.

Engagement

Student engagement continues to be a major area of focus for Truganina South Primary School. To improve engagement, we took steps to foster greater connections between teachers and students, develop teacher capacity to provide students with greater voice and agency, and implemented strategies to address poor attendance for particular students such as SSGs. The school attended the Wyndham Network Attendance community of practice to implement a range of initiatives to address attendance issues. A highlight being the implementation of the school's attendance awards for the class with the highest attendance percentage and most improved on a fortnightly basis. 2024 Attendance data was similar to that of 2023 with the average number of absence days 25.8 compared the state average of 21.8 and similar schools 23.7.

In 2024, 46% of students had 20 or more days absent compared to the state average 39%, similar schools 44% and network 46%. This was an improvement of 1% compared to 2023. In 2024 the overall school attendance percentage was 87.0%

The main reasons for absence include family holidays, medical/illness and parent choice. Family holidays continue to have a significant impact on overall attendance, particularly at the start and end of the school year.

Our work with Community Hubs Australia and Mercy Health has continued to be strengthened by our Paediatric Outreach program which is run each Friday out of our Community Hub. Our Community Hub leader facilitates the appointments whilst our Wellbeing and Principal teams

facilitate the referrals, case conferences and ensuring that teachers are aware of outcomes, strategies and further referrals identified in each session. This initiative has been very well received by our community with over 45 families already seeking paediatric support for their children.

Other highlights from the school year

Many events were held across the year for our students and the wider community, strengthening the home school partnership and providing our students with different life experiences. Some of the events we hosted and attended included:

- Opening of Nerrat Wilam our outdoor learning space
- Whole school Colour Run - close to \$9,000 raised
- Whole school disco - \$3000 raised
- Cookie Dough fundraiser - \$2000 raised
- Camps for students in Years 3 to 6
- Foundation student 100 days of school celebration
- Excursions to Melbourne Zoo, Science Works, Gala days, Cross Country, Student Leadership excursion and leadership professional learning with Joanne Ryan
- Year 6 graduation
- Kinder to Prep transition
- Step up transition day (Years 1-6)

Financial performance

Throughout 2024, Truganina South Primary School managed funds in a fiscally responsible manner ensuring compliance with financial controls and accountability were adhered to and reflective of DET's current financial reporting framework, best practice financial management and aligned to applicable accounting standards, the Education and Training Reform Act 2006 and the Financial Management Act 1994. DET's Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to particular program budgets. The Victorian Government Schools Agreement 2022 (VGSA) has continued to provide us with challenges, in particular Time In Lieu for example. However, we continued our financial support for re-engagement and wellbeing as well as school improvements, whilst adhering to the requirements set out by the new VGSA.

The 2024 cash/credit surplus of \$64,395 as at 31st December 2024, with a significant increase in Disability Inclusion - Tier 3 Individualised.

Our main purchases in 2024 were:

- Payment for the outdoor learning space
- 70 new ipads
- Online educational subscriptions for students
- Curriculum and teacher resources.

It is important to note that funds expended were almost equal to the funds received with the 2024 cash/credit surplus being \$64,395 as at 31st December. A considerable drop in comparison to the \$630,107 cash/credit surplus in 2023 brought on by staffing adjustments and the inability to fulfill those roles. It's also important to note that our 2024 Fundraising events brought in a total profit of \$11,318.65. All monies have been carried forward to 2025 with several major projects being investigated and or planned.

These include:

- Development of the front of the school, including an inclusive playground
- Development of our buildings and grounds
- Installation of airconditioning across the school

In summation, all funds received from the Department, 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.

**For more detailed information regarding our school please visit our website at
<https://www.truganinasouthps.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 652 students were enrolled at this school in 2024, 319 female and 333 male.

58 percent of students had English as an additional language and 1 percent 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).

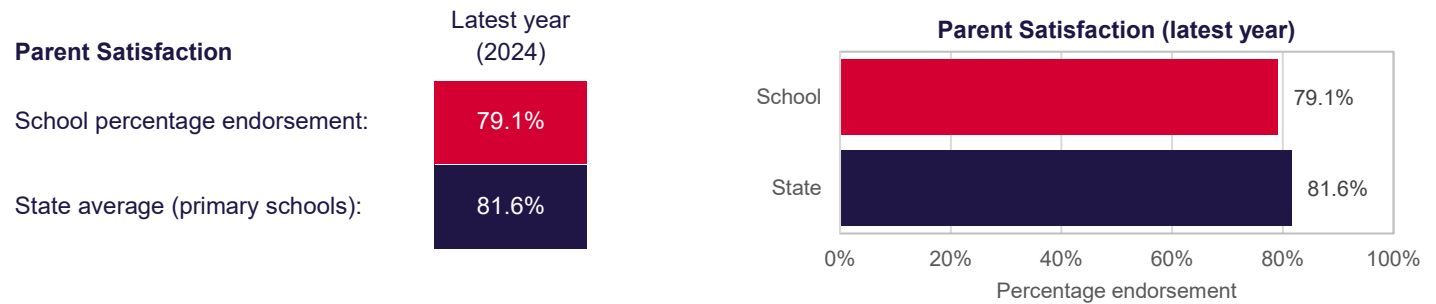
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

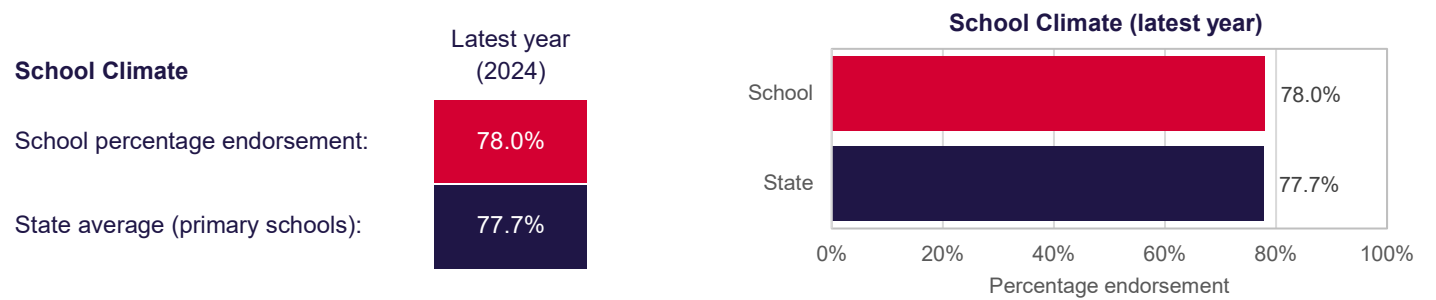


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



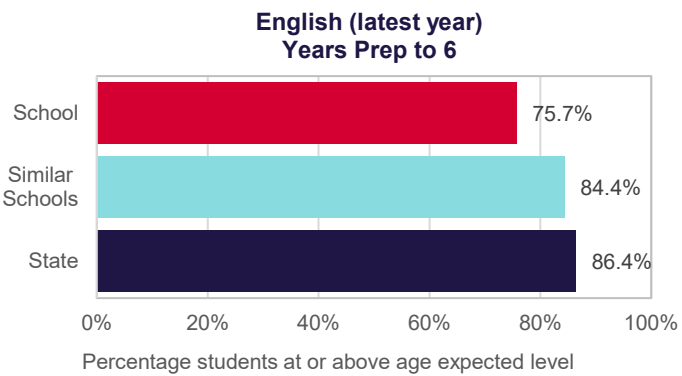
LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

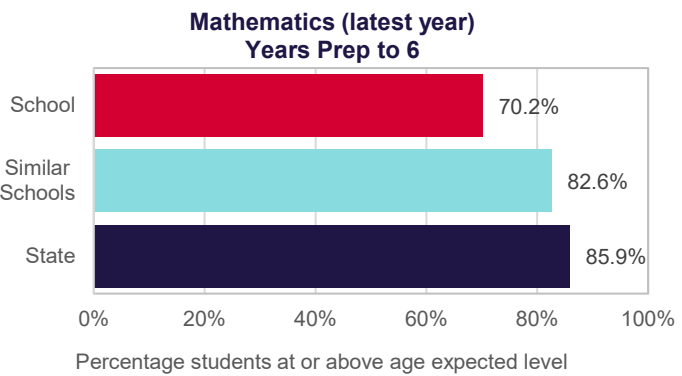
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	75.7%
Similar Schools average:	84.4%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	70.2%
Similar Schools average:	82.6%
State average:	85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

Reading Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

61.7% 59.5%

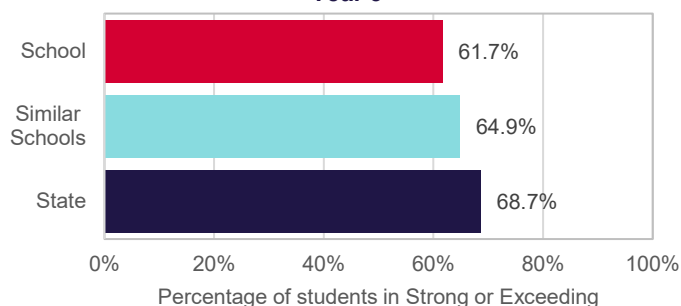
Similar Schools average:

64.9% 65.5%

State average:

68.7% 69.2%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

68.1% 72.7%

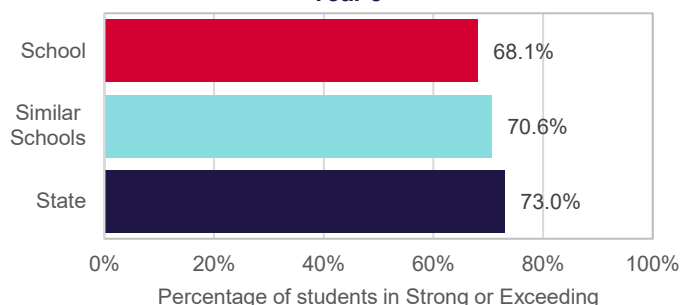
Similar Schools average:

70.6% 72.8%

State average:

73.0% 75.0%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

53.2% 52.4%

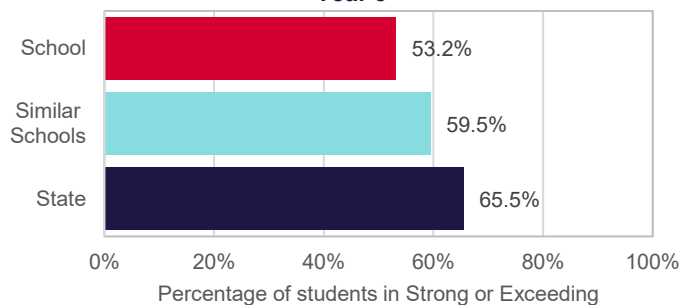
Similar Schools average:

59.5% 60.7%

State average:

65.5% 66.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

64.8% 67.6%

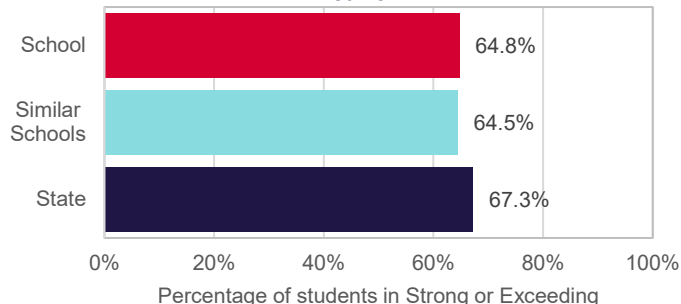
Similar Schools average:

64.5% 65.3%

State average:

67.3% 67.6%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Reading Year 3

(2022)

School percentage of students in the top three bands:

68.0%

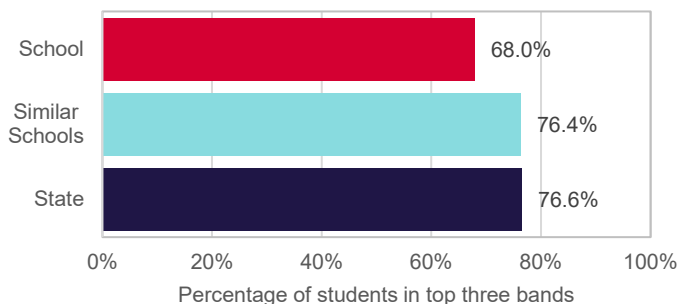
Similar Schools average:

76.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

59.3%

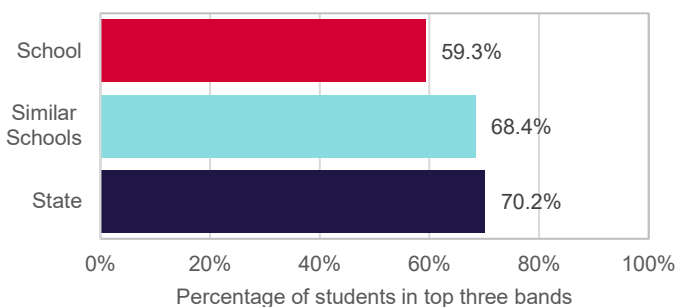
Similar Schools average:

68.4%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

58.4%

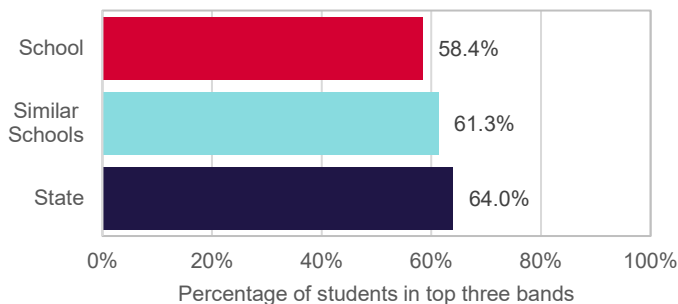
Similar Schools average:

61.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

38.4%

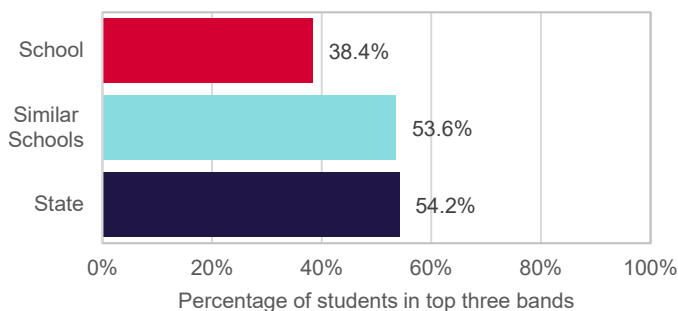
Similar Schools average:

53.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

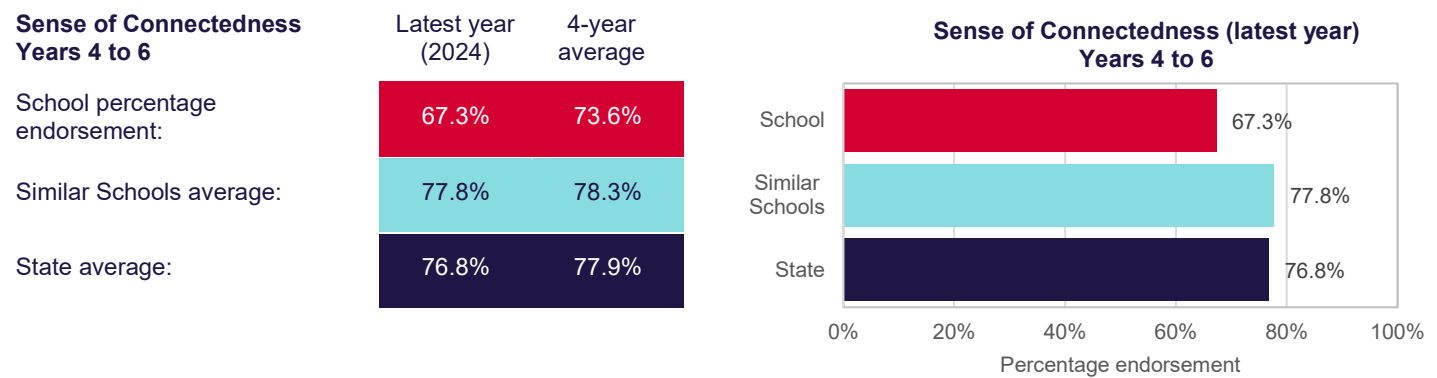


WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

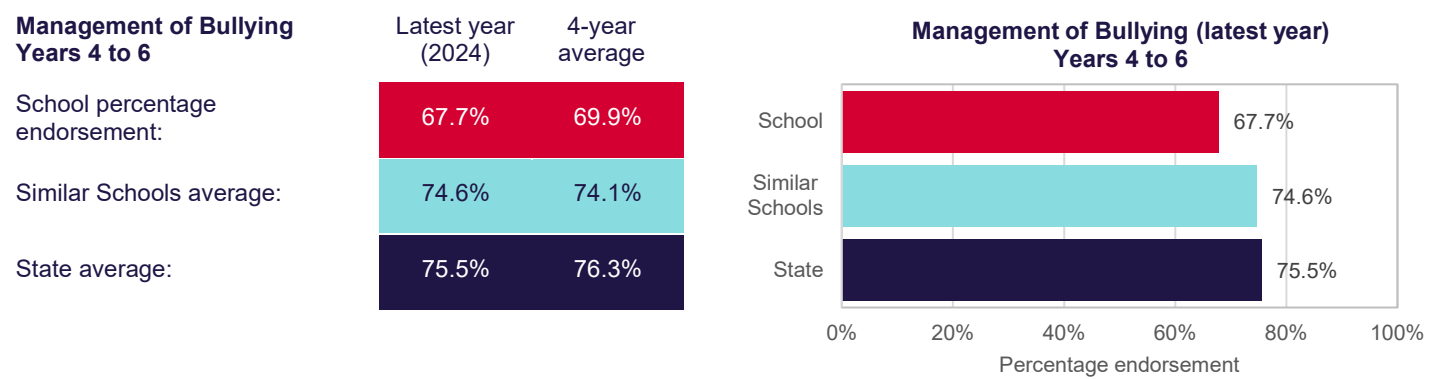
Student Attitudes to School – Sense of Connectedness

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).



Student Attitudes to School – Management of 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).

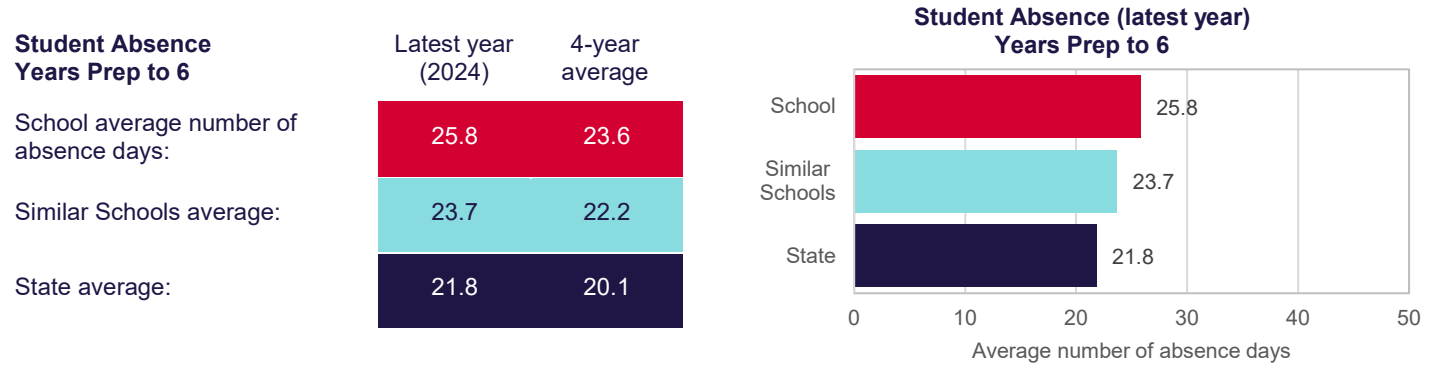


ENGAGEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	85%	85%	86%	89%	88%	88%	88%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$7,696,215
Government Provided DET Grants	\$686,478
Government Grants Commonwealth	\$61,325
Government Grants State	\$37,467
Revenue Other	\$61,382
Locally Raised Funds	\$226,443
Capital Grants	\$0
Total Operating Revenue	\$8,769,309

Equity ¹	Actual
Equity (Social Disadvantage)	\$116,221
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$116,221

Expenditure	Actual
Student Resource Package ²	\$7,642,891
Adjustments	\$0
Books & Publications	\$15,701
Camps/Excursions/Activities	\$60,859
Communication Costs	\$15,580
Consumables	\$134,289
Miscellaneous Expense ³	\$189,576
Professional Development	\$16,188
Equipment/Maintenance/Hire	\$76,544
Property Services	\$3,130
Salaries & Allowances ⁴	\$143,593
Support Services	\$387,700
Trading & Fundraising	\$12,614
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$69,289
Total Operating Expenditure	\$8,767,952
Net Operating Surplus/-Deficit	\$1,357
Asset Acquisitions	\$6,750

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 17 Feb 2025 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$902,008
Official Account	\$58,298
Other Accounts	\$0
Total Funds Available	\$960,305

Financial Commitments	Actual
Operating Reserve	\$188,125
Other Recurrent Expenditure	\$3,699
Provision Accounts	\$0
Funds Received in Advance	\$25,000
School Based Programs	\$815,300
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,500
Repayable to the Department	\$0
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	\$20,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,054,624

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.

