

2025 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 16 April 2026 at 01:24 PM by Paul Bombaci (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 29 April 2026 at 07:42 PM 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
 - 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

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.

A total of 613 students were enrolled at this school in 2025, 295 female and 318 male. 52% had English as an additional language and 1% were Aboriginal or Torres Strait Islander.

22% equity funded, 135 captured in the NCCD annual collection about students with a disability. 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 2025 and 24 students funded through Disability Inclusion.** The Family Occupation and Education (SFOE) is 0.3337 (low-medium) as compared to 2024 which was 0.3323.

The staffing profile at the end of 2025 consisted of 3.0 Principal Class Officers, 2.4 Leading Teachers, 2.8 Learning Specialists, the equivalent of 35.6 FTE teachers, 27 ES classroom staff. Non-classroom ES consists of 8.6 FTE, including a 0.8 Speech Pathologist.

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

The school's improvement focus for 2025 was based on the English Position Statement and the intention to improve our English NAPLAN and Teacher Judgement data.

The school introduced UFLI, a systematic synthetic phonics program, across Foundation to Grade 2. This program aligns with the VTLM 2.0 and uses evidence-based teaching strategies that support students in acquiring and retaining new knowledge. UFLI was implemented for 25 minutes each morning across Foundation to Grade 2, systematically teaching core skills that set students up for success in Reading and Writing as they progress through school.

In addition to a systematic synthetic phonics program, the school revised its teaching practices to place a greater emphasis on the 'Big 6' of English. The 'Big 6' refers to six key components that are essential to the development of reading: phonics, oral language, phonological awareness,

vocabulary, fluency, and comprehension. The Reading Instructional Model was modified to ensure every year level targets the development of these skills in an age-appropriate way.

To complement the significant work invested in Reading, the school also revised its approach to teaching Writing. Each year level implemented dedicated Sentence Structure and Vocabulary lessons multiple times per week. These sessions taught key grammar and punctuation skills in a systematic way, which were then applied when creating different text types. This change resulted in a greater emphasis on the explicit teaching of these skills — an area identified through NAPLAN as requiring further focus. Alongside changes to curriculum content, teachers also refined their instructional approach by implementing the 'I do, we do, you do' model and embedding more frequent checks for understanding within Writing sessions.

Wellbeing

As per previous years there was a continued focus on Wellbeing in 2025. There were a number of staffing changes to the Wellbeing team due to staff returning from leave with the composition being a 0.6 Leading Teacher and 0.8 MHWL who were supported by the Principal team, a Speech pathologist and an Education Support Officer. 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 undertook a change, implementing small group themed play stations, tactile and sensory in nature. The space can simultaneously cater for a number of small group activities, e.g. Social Thinking Program, girls support group, transition to secondary school support group and language intervention. 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 and in 2026 we will participate in the SWPBS partnership, as has our work with the Respectful Relationships Initiative.

Sense of Connectedness in Years 4-6: 75% positively endorsed, increased from 67% in 2024.

Management of Bullying in Years 4-6: 71% positively endorsed compared to state average of 75.8% and similar schools 74%

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.
- Risk register has been updated 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. Work on updating and re-implementing this started in term 4 in readiness for 2026. This will also see the introduction of Class Dojo points.
- Students in Years 3-6 participated in Project Rockit sessions focusing on bullying and cyber safety as well as the Butterfly Project which focussed on body positivity.
- Established Child Safe spaces in each community (students have taken photos of these on their iPads so they have access to those at home).

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 through Positive Classroom Management Strategies, namely Opportunities to Respond. We continued our work on improving student attendance and implemented further strategies to address poor attendance for particular students such as SSGs and DET referrals. The average number of absence days however continued to be a concern with it being 26.3 days. More work on this area will be a focus in 2026.

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 70 families already seeking paediatric support for their children.

Financial performance

Throughout 2025, 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.

DE's Framework for Improving Student Learning Outcomes informed the development of the budget and the allocation of funds to program budgets. We continued our financial support for wellbeing as well as planned school improvements. The 2025 cash/credit surplus of \$406,022 as at 31st December 2025, included a significant increase in unplanned Disability Inclusion - Tier 3 Individualised, which was received late in the year. From the surplus \$250,000 was utilised in credit to cash transfer in order to support the extra costs of CRT's and to supplement other budget programs.

Our main purchases in 2025 were:

- New server upgrade
- Online educational subscriptions for students
- Curriculum and teacher resources

- Bulk student resources

It is important to note that the factors which caused an increase in the surplus of \$406,022 as at the end of 2025, compared to a surplus of \$56,270 as at the end of 2024 was brought on by staffing adjustments and the inability to fulfill those roles, leave reimbursements, and the late and unplanned addition of Disability Inclusion - Tier 3 Individualised.

It's also important to note that our 2025 Fundraising events brought in a total profit of \$1,661.67.

All monies have been carried forward to 2025 with several major projects being investigated and or planned.

These include:

- Additional staffing in key areas
- Solar panel project
- Air conditioning project
- New iPads

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 613 students were enrolled at this school in 2025, 295 female and 318 male. 52% had English as an additional language and 1% 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	85.7%	
	Similar schools	82.5%	
	State	82.0%	

School Staff Survey

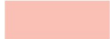
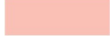
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	76.1%	
	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	69.6%	
	Similar schools	83.9%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	69.1%	
	Similar schools	80.6%	
	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	54.9%		58.1%
	Similar schools	63.5%		64.8%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	62.2%		69.4%
	Similar schools	71.0%		72.1%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%		51.7%
	Similar schools	58.1%		59.8%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	54.9%		63.6%
	Similar schools	64.7%		65.1%
	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	68.7%	
	Similar schools	75.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	73.1%	
	Similar schools	74.6%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	75.5%		73.2%
	Similar schools	77.8%		77.7%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	73.1%		71.0%
	Similar schools	75.1%		74.1%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

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

		2025	4-year average
Prep - 6	School	26.3	26.7
	Similar schools	23.2	23.8
	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	84.6%	
Year 1	School	85.3%	
Year 2	School	85.5%	
Year 3	School	87.1%	
Year 4	School	89.0%	
Year 5	School	87.9%	
Year 6	School	87.6%	

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	\$7,953,379
Government Provided DET Grants	\$872,798
Government Grants Commonwealth	\$32,851
Government Grants State	\$11,005
Revenue Other	\$51,401
Locally Raised Funds	\$242,489
Capital Grants	\$0
Total Operating Revenue	\$9,163,924

Equity	Actual
Equity (Social Disadvantage)	\$113,535
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$113,535

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

Expenditure	Actual
Student Resource Package ¹	\$7,813,609
Adjustments	\$0
Books & Publications	\$2,384
Camps/Excursions/Activities	\$142,702
Communication Costs	\$13,657
Consumables	\$128,709
Miscellaneous Expenses ²	\$29,133
Agency Staff	\$361,600
Professional Development	\$8,634
Equipment/Maintenance/Hire	\$59,711
Property Services	\$3,481
Salaries & Allowances ³	\$51,398
Support Services	\$15,737

Expenditure	Actual
Trading & Fundraising	\$13,842
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$64,914
Total Operating Expenditure	\$8,709,512
Net Operating Surplus/-Deficit	\$454,412
Asset Acquisitions	\$33,263

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	\$1,083,042
Official Account	\$26,209
Other Accounts	\$0
Total Funds Available	\$1,109,251

Financial Commitments	Actual
Operating Reserve	\$149,317
Other Recurrent Expenditure	\$1,709
Provision Accounts	\$0
Funds Received in Advance	\$24,048
School Based Programs	\$610,452
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	\$510,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,298,026

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.