

YUNA PRIMARY SCHOOL



ANNUAL REPORT

2020

Forward Together

School Vision

Yuna Primary School strives to provide a safe, caring and stimulating environment whereby all students are supported and challenged to achieve their personal best through effective teaching and learning practices. We share a commitment to ensure students develop the skills required for lifelong learning and understand the values to make positive contributions to the community and society.



Student Background

Index of Socio—Educational Advantage (ICSEA).

School ICSEA Value: 1078

Average ICSEA Value: 1000

Source: Parent Information

School Context.

Yuna Primary School is a Level 3 school that was re-established in on its present site in 1962. It is located 75 kilometres east of Geraldton, in the Chapman Valley Shire.

The school is the hub of the community and is encompassed by broad acre farming.

The school is extremely well resourced. Students have access to two swimming pools with daily swimming for 6 months of the year. They participate in In-Term swimming lessons on site in Term 1. Students enjoy a variety of play based activities revolving around a mini putt putt course, go-karts, trampolines, an undercover basketball court, an adventure playground and a fairy garden. The school has access to the Shire's community oval, tennis courts, library, community centre and hall.

All classrooms are equipped with interactive white boards, ipads and computers.

The school is supported by an active P&C, who contribute to the wellbeing of students, infrastructure and learning programs.

Our Values

The school community selected the following four values. They are integrated into all areas of our school's operations.

Learning, Excellence, Equity & Care.

School Profile

Index of Community Socio-Educational Advantage (ICSEA).

Our School Index of Community Socio-Educational Advantage (ICSEA) is slightly higher than the average for schools, indicating relative advantage of educational advantage. This is measured by parents' occupation and level of education completed.

A Message from the Principal

Welcome to the Yuna Primary School 2020 Annual Report.

This report provides a snapshot of the school's activities and performance throughout the year.

2020 was a year "like no other". We commenced in early February with great sympathy and concern for those affected by the bushfires in the Eastern States and quickly became aware of the spread of a new virus named "COVID 19".

As the term progressed, the seriousness of the situation became more and more evident as the virus quickly spread across the world, arriving in Western Australia.

Our school, along with all other WA schools closed in Week 9 of Term 1 as directed by the Government to protect members of the local and broader community. Staff worked tremendously hard during this time to prepare online and home learning packages to cover short, medium and long term absences, in what was at the time, a very uncertain future.

However, WA remained tentatively safe, and classes resumed in Week 2 of Term 2. By the end of Week 4, all students had returned to "face to face" lessons. Personal hygiene, social distancing and deep cleaning became, and continue to be paramount to the safety and wellbeing of all members of the school and community.

Whilst this experience was consuming and challenging, it brought together staff and community in a strong and supportive way, echoing the school's vision of "*Forward Together*".

Many events were cancelled or postponed. However, as time went on, with strict Government restrictions in place, students were able to participate in the athletics carnivals, the summer sports carnival and the concert.

In Term 3, we welcomed Mrs Susanne Warr to our school staff for 6 weeks, while Mrs Williamson recovered from knee surgery. Her support was greatly appreciated.

Our school continued to build and consolidate partnerships with other small schools in the region including Chapman Valley, Binnu, Walkaway and Mingenew schools. We had the opportunity to combine with these schools for excursions, sporting events and staff professional development. Data and positive feedback from a variety of stakeholders supported the initiation of regular collaborative learning days in 2021 with Binnu and Chapman Valley Primary Schools.

I wish to acknowledge the hard work and dedication of the staff. Each and every member is fully committed to the school and works tirelessly to support and challenge students to achieve their full potential.

I would also like to acknowledge the tremendous support provided by the Yuna P&C, School Council and community members. This wonderful group of volunteers provide valued opinions and support to our school, contributing to a safe, engaging and productive learning environment.

It gives me great pleasure to present the Yuna Primary School Annual Report for 2020.

Mrs Roseanne Ulrich



A Message from Yuna Primary School P&C



2020 for the P&C began with some slight changes. After three years of being the Treasurer, I happily handed over the role to Rodney Allen. I took on the role of President. Liam Mann continued as Vice President and Bronwyn Earl continued as Secretary.

The year was unlike any other. COVID restrictions, isolation and navigating the unknown, meant that things had to be done differently. This did not stop the P&C from supporting the school. We were able support the purchase of two new laminators, a guillotine and new fabric for the notice boards in the office. We also financially supported the costs of our highly valued swimming pool.

I would like to thank Bronwyn Earl for organizing the catering for the Grain Research and Development Cooperation (GRDC). This was shared with the Yuna CWA. Thank you to Jasmyn Allen and Alicia Pawelski for organising the catering for the Chapman Valley Shire event. Thank you to Liam Mann for helping to organise the busy bee in Term 3.

Thank you to all parents who helped at the CHUNABI Picnic Sports and the NCVISSA Athletics Carnival. This year Chapman Valley and Yuna Primary Schools hosted the NCVISSA Athletics Carnival on the football oval in Nabawa. Both P&C's came together to share the workload. We organised the canteen, and had great menu for the day. This was enjoyed by students, staff and parents from the participating schools. Everyone managed to help in some way and made the day run as smoothly as possible. Profits from the canteen were shared between both schools.

Throughout the year the P&C worked with school staff and Year 6 leaders to provide a canteen for students for one day per week. I would like to thank Mrs Ullrich for allowing us to continue with this opportunity which is relished by the students (and their lunch packing mums). Thank you to Alicia Pawelski and Sarah Creasy for sharing the canteen coordinator role.

We all looked forward to the concert at the end of the year, a highlight of the Yuna community. Unfortunately, due to COVID restrictions, we were unable to provide our usual spread of sweet and savoury platters and the numbers had to be capped. Thank you to Jasmyn Allen and Sarah Creasy who organized some sweet treats for the students, graciously donated by Northampton IGA.

The P&C throughout 2020 typifies the way our community works. The workload was shared amongst many to achieve great things for the children of our community.

Finally, I would like to acknowledge Miss Sultanowsky's contribution to our school. How incredibly lucky we were to have had her teach our children for the last 15 months. Her enthusiasm, kindness, dedication and passion for teaching shone through and contributed to a bright future for our students. On behalf of the P&C I would like to wish Miss Sultanowsky well in her new role at Jurien Bay District High School.

In conclusion, as parents of a small school we are lucky to be able to see the direct impact of our P&C's efforts, and to hear directly of their achievements and the fun they have in their engaging learning environment.

I wish the Yuna Primary School, the P&C, community members and our beautiful students all the very best for 2021 and beyond. Keep swimming, keep sharing the workload and keep smiling.

Corrine Smith

P&C President 2020

STAFFING 2020

PRINCIPAL:

Mrs Roseanne Ullrich

MCS: Mrs Jenna Williamson

Senior Class Teachers:

Mrs Brenda Williamson

Mrs Gemma Healy-Maver

Junior Class Teacher:

Miss Caitlyn Sultanowsky

Education Assistants

Mrs Cath St Quintin

Mrs Samantha Thompson

Library Officer

Mrs Mauretta Brooks

Cleaner

Mr Iaian MacLeod

Gardener

Mrs Karen Newman

Volunteer

Mrs Margaret MacLeod

School Community Highlights—2020

Despite the uncertainty and the difficulties with COVID-19 restrictions in 2020, students were able to participate in a variety of challenging, enriching and enjoyable learning activities to compliment the curriculum.

- In-Term Swimming Lessons
- Swimming Games and Activities
- CHUNA Swimming Carnival
- Year 6 Leaders Camp
- ANZAC Reflections Learning Display.
- Young Writers Workshop
- Tennis
- Simultaneous Reading Day
- Book Fair
- Daffodil Day
- Mother's Day Celebration
- Jump Rope for Heart.
- NAIDOC Day
- GWN Weather Wall
- RAC Imagine Experience.
- World of Math's Day
- Trampoline Activities
- Mini Putt Putt
- Go-Kart play
- NCVISSA Cross Country
- CHUNABI Picnic Sports
- Father's Day Celebration.
- NCVISSA Athletics Carnival
- SCITECH Visit
- EZRA Dancing via Zoom
- Police Visit
- Term 1, 2 and 3 Assemblies.
- Open Classrooms—Term 3
- Inquiry Research Learning Centre Presentation
- End of Year Concert.



Staff Highlights

The total Full Time Equivalent (FTE) was shared amongst 10 staff members. The school is fortunate to have quality team members who share their diverse learning passions with students, peers, and colleagues within our network.

This year saw the addition of a COVID cleaning allowance to assist with the disinfecting of high touch areas regularly throughout the day.

The staff have high expectations and are dedicated to ensuring success for all students. They are great role models and demonstrate our school values of learning, excellence, equity and care.



Staff—Professional Learning 2020

Sounds Write

Classroom Observations and Feedback

Brightpath

Ketawa

School Council / Board Training

TEACHWELL

Aboriginal Cultural Awareness

Asbestos Awareness

Reporting to Parents—Special Needs

Leading a Culture of Whole School Assessment

Performance Management to Lead Improvement

Financial Management in Schools

Introduction to Schools Resourcing

Excursion Policy PL

CONNECT PL—online.

Leading Improvement in a Small School
(Rescheduled to 2021).

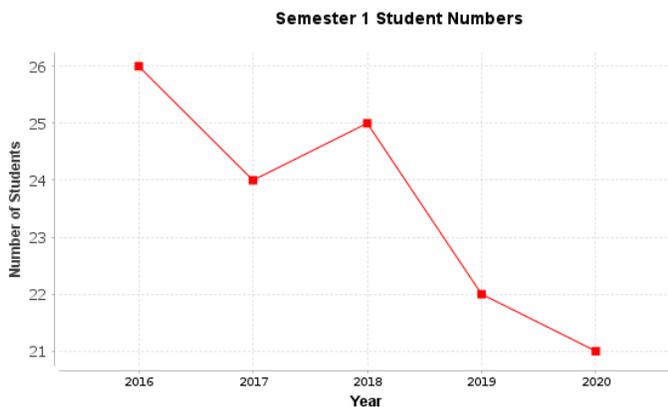
Student Enrolments—Semester 2—2020

Yuna Primary School commenced the year with 20 enrolments ranging from Year 1 to Year 6. This was down 1 enrolment from the previous year.

2021 will see a decrease in numbers with no new students on the horizon, and 5 students transitioning to high school. It is projected that numbers will continue to decline over the next two years, without the addition of new families to the area.

Student Numbers - Trends

Semester: 1



Semester 1	2016	2017	2018	2019	2020
Primary (Excluding Kin)	26	24	25	22	21



Student Numbers

(as at Semester 2—2020)

Primary	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time			4	2	2	4	3	5	20

	Kin	PPR	Pri	Sec	Total
Male			12		12
Female			8		8
Total			20		20

	Kin	PPR	Pri	Sec	Total
Aboriginal					
Non-Aboriginal			20		20
Total			20		20

Attendance

Due to the impact of COVID 19 on attendance in schools, it will not be reported on. The school will continue to reflect on 2019 data when planning to increase attendance.

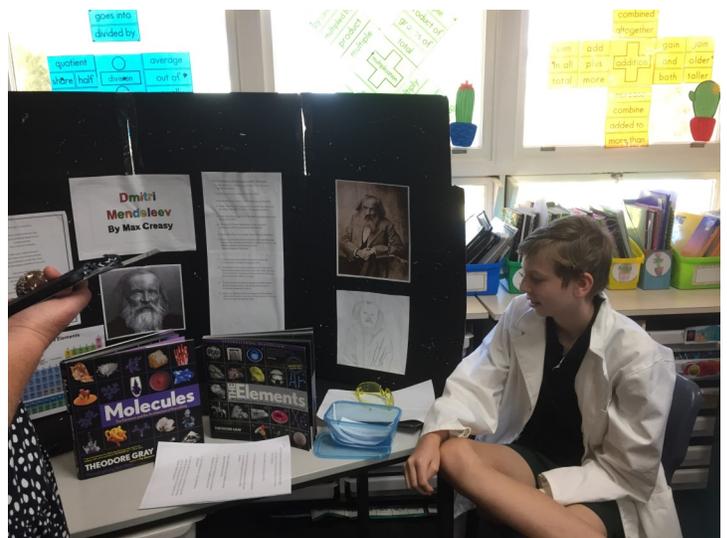
It is important to note, that as our numbers are small, when presenting data as percentages, one student can have a *significant* impact on the final result.

In 2019 student attendance at Yuna was **92.5%**, which is just above the WA Public Schools average of 91.6%.

ATTENDANCE—Yuna Primary School—2019

Total		
	School	State
2017	94.7%	92.7%
2018	94.3%	92.6%
2019	92.5%	91.6%

Improving *regular attendance* will continue to be a priority in 2021, with attendance codes and information distributed to parents via our parent information booklet, assemblies and newsletters. Yuna PS has a positive school culture with high expectations for student attendance.



Attitude Behaviour and Effort

The school's Behaviour Management Plan is based upon a whole school, positive and consistent approach to behaviour. Whole school and individual behaviour is reviewed regularly to support students and to ensure the safety and wellbeing of all.

A focus on positive incentives was maintained at a whole school level. This included daily raffle tickets and coloured pom poms for positive behaviour choices, in line with the Six Kinds of Best Values Program.

Home Reading was acknowledged and rewarded after 25, 50, 75, 100, 125, 150, 175 and 200 nights of reading. Students also received a book prize from the Principal to recognise their efforts and these important milestones.

Merit Certificates and awards were presented at Monday morning meetings and Whole School Term

The Six Kinds of BeThe Six Kinds of Best:

Be KIND to Yourself (Respect yourself)

Be KIND to Others (Respect others)

Be KIND to the Environment (Value the environment)

Be the Learning KIND (Seek knowledge)

Be the Achieving KIND (Achieve your potential)

Be the Community KIND (Contribute positively to society)



The Values Education Program - the 6 Kinds of Best, provides Yuna Primary School and teachers with a structured resource to develop and promote core values.

This program was implemented mid 2019 and is a proactive and positive way to support student behaviour.

The program aims to give students effective strategies to help them lead happy and successful lives through the development of positive self-esteem, care for others and good citizenship. The program supports students to develop a wide range of language, ways of speaking, cooperation and resilience skills.



Student Achievement Data

On Entry

On Entry testing is administered in term 1 and 4 to all pre-primary to Year 2 students. The assessment tests students knowledge and skills in the learning areas of speaking and listening, reading, writing and numeracy. The On-entry assessment results also indicate individual student's areas of need to the teacher. This information is taken into account when teachers plan explicit lessons and allocate resources. The comprehensive reports provided also support parents with strategies that can help at home.

NAPLAN

NAPLAN (National Assessment Program Literacy and Numeracy) was not held in 2020 as directed by the Education Department due to COVID-19. However, teaching staff used previous years' data and reflected on other assessments and work samples to identify students strengths and weaknesses.

BrightPath

Teachers used their knowledge of the Talk for Writing program and used Bright-path tool to analyse and record students' growth in writing. Goals were set and progress was monitored.

PAT (Progressive Achievement Tests)

Testing

Students were assessed using PAT Maths, Science and Reading tests. These tests measured student progress and identified areas of need.

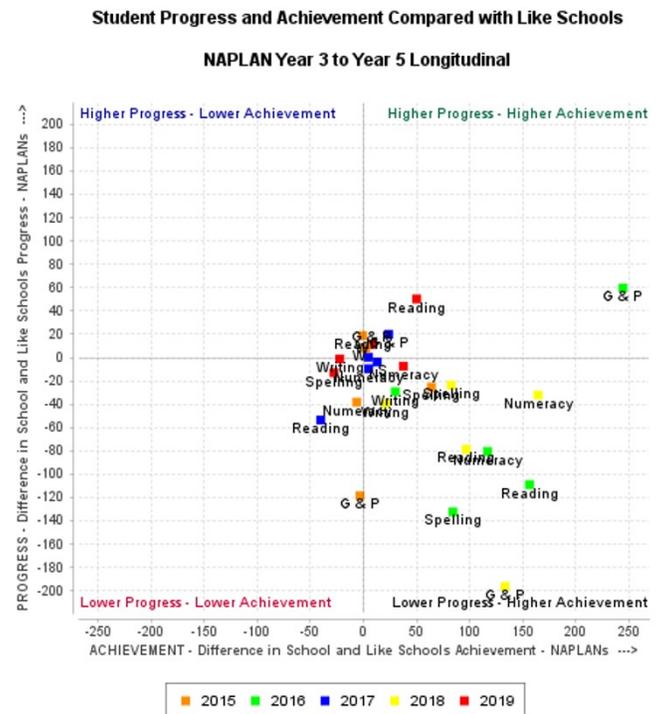
SoundsWrite

The Sounds-Write program was implemented in both classrooms as a whole school approach to improve students understanding of phonics. The associated assessment identifies students levels of understanding with programming and delivery of lessons and is designed to increase levels of achievement.

Teacher Judgements

Due to the low numbers of students at the school, the summary below will be provided.

The majority of students met the standard for Literacy and Numeracy and achieved a "C" grade or above. The advantage of a small school is the ability to group students according to ability whilst they remain in their classroom. Additional support is provided to students ranging from 1:1 to small group support. Due to the small numbers of students in each class, teachers are able to effectively focus on individuals and target specific areas of need.



Quality Teaching

Teachers and Support staff at Yuna Primary School are highly effective and valued resources.

Unfortunately, due to COVID 19, restrictions limited opportunities for staff to attend and participate in PL.

Staff did however, manage to attend 4 days of professional learning at the beginning of the year on the “Sounds Write” program enabling the initiation of the whole school approach towards teaching phonics.

Classroom teachers and the Principal also attended two days of professional learning on Brightpath hosted by Binu Primary school as part of the Small Schools Hub collaboration.

The Principal attended a workshop on Classroom Observations and Feedback, and implemented this strategy further in the school, focusing on Teachwell strategies.

The Senior Teacher and the Principal attended professional learning on the “Teachwell” approach, supported by the Geraldton Network. Teachwell is an evidence based approach that focusses on high impact instruction. This will continue into 2021 with additional training and coaching opportunities.



Effective Leadership

During 2020, staff worked together to lead improvement in the school. Data was collected and analysed and policies and procedures were reviewed. Areas for improvement were identified in line with the Public School Review document.

Through several whole school collaborative sessions, staff were able to set priorities for 2021 and develop the schools Strategic Plan for years 2021—2024. Plans were closely linked to the Departments Strategic Plan and Focus 2021 document.

Being a staff member in a small school provides additional opportunities for leadership. For eg, the coordination of the end of year concert, excursions, Cost Centre Manager and Teacher in Charge responsibilities.

The student Leadership group of five Year 6's, fulfilled their role to a high level and were able to represent the school on a variety of occasions such as leading school assemblies, welcoming visitors, liaising with the Principal and teachers and representing the student group at a Shire meeting.

The Principal will continue to access available professional learning opportunities to further develop leadership skills. This will include participation in the workshop titled “Leading Improvement in a Small School” Professional Learning, that was cancelled due to COVID 19.

Relationships and Partnerships

School Council

The School Council was chaired by Mr Perry St Quintin in 2020. Membership comprised of parent representatives Mrs Corrine Smith, Mr Tim Pawelski, Mr Travis Smith, Mrs Fiona Mann and community representative, Mr Brady Green. The staff representative was Mrs Brenda Williamson. The Principal attended School Council training to further understanding the functions of the council. School Council modules have been uploaded on the Connect site for members to access, with the intention of modules being presented at each meeting to inform members of their roles. 2021 will see the election of 2 new members, as 3 year terms come to an end for 3 members.

During 2020, the School Council worked together to endorse school policies, acknowledge Education Department documents and expectations and to promote the school and discuss challenges faced.

Yuna P & C

We are extremely fortunate to have an active and supportive P and C who participate in a range of fundraising activities to support student learning.

Chapman Valley Shire Council

The Chapman Valley Shire continued to support the school in a variety of ways, including use of the Shire oval, Rockwell bore and testing of the swimming pool water.

CABY (Creating a Better Yuna)

CABY continue to support the school with the costs involved with the swimming pools. Community members who have undertaken the required training and become an accredited “Key Holder”, are able to access the pool during Terms 1 and 4 and during the January school holidays.

YFIG (Yuna Farm Improvement Group)

YFIG have generously supported the school by allowing the use of their bus on a number of occasions.

Small Schools Hub

In 2020, the Geraldton Small Schools Hub was formed within the Geraldton Schools Network. Participating schools include the small “like-schools” of Chapman Valley, Binnu, Walkaway and Mingenew.

Since conception, the hub has gone from strength to strength. The purpose being to improve the quality of teaching and learning in our schools and ultimately, increase learning outcomes for students.

To achieve this, we aim to:

- Build effective partnerships.
- Share knowledge, skills, strengths and expertise.
- Promote celebrations and work together to solve problems.

Geraldton Schools Network

The school is part of the Geraldton School sNetwork. This is a highly effective and productive network allowing for collaboration between schools in the Greater Geraldton area to enhance educational programs, share best practice and work together to solve problems.

NCVISSA

NCVISSA is a sporting association of Public and Private schools in the region who come together to compete against each other in swimming, athletics and summer and winter carnivals.



Focus Areas for 2021

Student– Progress and Achievement

Literacy

Individual goals and targets will be set for each student in the area of literacy with the aim that 80% of students will achieve positive achievement and progress (moderate to very high).

Staff will continue to use the following programs to support a whole school approach and explicit teaching linked to the WA Curriculum:

- The Sounds Write program.
- Cars (The research-based Comprehensive Assessment of Reading Strategies) and Stars (Strategies to Achieve Reading Success)
- Guided Reading
- Explicit teaching of Grammar and Punctuation
- Brightpath Writing Tool
- Talk for Writing program
- Seven Steps Writing

Numeracy

Teachers will continue to set individual targets and goals for individual students in the area of mathematics with the aim that 80% of students will achieve positive progress and achievement (moderate to very high).

Staff will continue to use the following programs to support a whole school approach towards the teaching of mathematics and explicit teaching linked to the WA Curriculum:

- Paul Swan resources.
- The Oxford Maths Workbooks and Online support materials.
- Mathletics.
- Matheroo Problems linked to NAPLAN.
- Mental Maths strategies.

High Quality Teaching

High Quality Teaching will be achieved through teacher self reflection, peer observations and feedback and targeted professional learning linked to school priorities and performance management. Close collaboration with teachers and administrators of schools in the Small Schools Hub will continue, with a focus on the Geraldton Network's Teachwell program.

Digital Literacy

Staff are committed to embed digital literacy within all curriculum areas, to build their capacity, along with that of students.

Health and Wellbeing

The health and wellbeing of staff and students is paramount and is supported by:

- Lessons on Protective Behaviours.
- Sun Safe Policy,
- Healthy Food Policy.
- 6 Kinds of Best Values Program.
- PATHs Program.
- Daily Fitness activities.
- Acknowledgement of special days and events such as birthdays.
-

National School Opinion Survey

In 2020, parents and staff were provided with the opportunity to share feedback through online and paper surveys. A brief summary of each is noted below.

1	2	3	4	5
Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree

Parent Survey Results

(4 online responses.)

Highest Ranking Items	
This school is well led.	5.0
Teachers at this school care about my child.	4.8
My child feels safe at this school.	4.5
I can talk to my child's teachers about my concerns.	4.5
This school looks for ways to improve.	4.5
My child's teachers are good teachers.	4.5
I would recommend this school to others.	4.3
Teachers at this school motivate my child to learn.	4.3
Teachers at this school treat children fairly.	4.3
This school has a strong relationship with the community.	4.3
This school is well maintained.	4.0
My child likes being at this school.	4.0
My child's learning needs are being met at this school.	4.0
Students behaviour is well managed at this school.	4.0
I would recommend this school to others.	3.5

Lowest Ranking Items	
This school takes parents opinion seriously.	3.8
Teachers at this school provide useful feedback.	3.8
My child is making good progress	3.8

Summary

Out of nine families, there were four responses.

All parents who responded indicated that they believed that the school provided a caring and safe learning environment for their children. Parents believe that teachers are good teachers, who strive to make improvements. The lowest ranked items indicated that there was some concern about the school meeting the needs of their individual children, and that of their progress. Parents believe that teacher's need to provide useful feedback and take parents opinions seriously.

1	2	3	4	5
Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree

Staff Survey Results	<i>(4 online responses.)</i>
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Highest Ranking Items	
This school looks for ways to improve.	5.0
Students at this school feel safe.	5.0
This school has a strong relationship with the local community.	5.0
Teachers at this school treat students fairly.	4.8
This school is well maintained.	4.8
Students at this school can talk to their teachers.	4.8
This school looks for ways to improve.	4.8
This school takes staff opinions seriously.	4.8
Student behaviour is well managed at this school.	4.8
This school works with parents to support students learning.	4.8
Teachers at this school care about their students.	4.8

Lowest Ranking Items	
Student behaviour is well managed at this school.	4.3
Students like being at this school.	4.3
Students learning needs are being met at this school.	4.3

Staff Feedback Summary

Four staff members completed the survey out of 10.

Data suggests that staff enjoy working at Yuna Primary School. They believe that the school provides a safe working environment whereby students are treated equally and fairly. They believe that the school looks for ways to improve and works closely with the community to achieve positive outcomes.

Student Feedback Summary

All students completed a hard copy survey. Results indicated that students are happy at the school and feel safe and supported by their teachers. They believe they are lucky to have a well-resourced school including the two swimming pools, the go-karts and mini golf. They enjoy going on excursions and participating in NCVISSA carnivals.



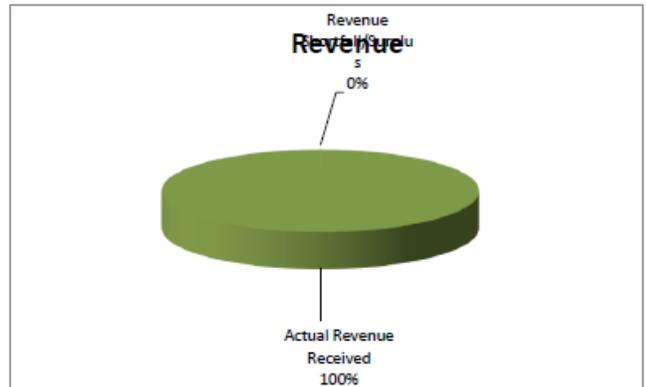
Yuna Primary School

Financial Summary

31 December 2020

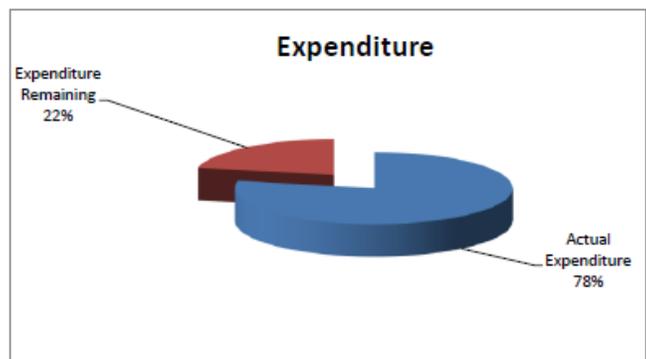
Cash Revenue:

Previous Year Closing Balance Brought Forward	\$ 46,651.04
Current Year Budgeted Revenue	\$ 67,592.00
Actual Revenue Received	\$ 67,610.57
Revenue Shortfall/Surplus	-\$ 18.57
Revenue Collected as a % of Current Budget	100.0%
Total Funds Available	\$ 114,261.61



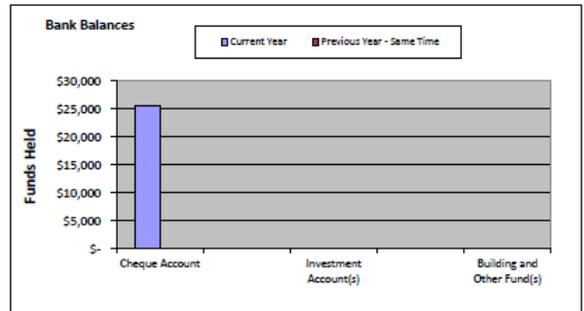
Cash Expenditure:

Current Year Budgeted Expenditure	\$ 109,171.00
Actual Expenditure	\$ 85,560.50
Expenditure Remaining	\$ 23,610.50
Cash Budget Variance	\$ 5,072.00
Variance as a % of Total Funds Available	4.4%
Actual Expenditure as a % of Budgeted Expenditure	78.4%



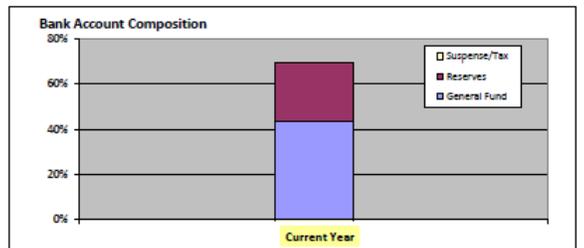
Reconciled Bank Balances:

	Current Year as at: #REF!	Previous Year - Same Time
Cheque Account	\$ 25,644.49	\$ -
Investment Account(s)	\$ -	\$ -
Building and Other Fund(s)	\$ -	\$ -
Total	\$ 25,644.49	\$ -



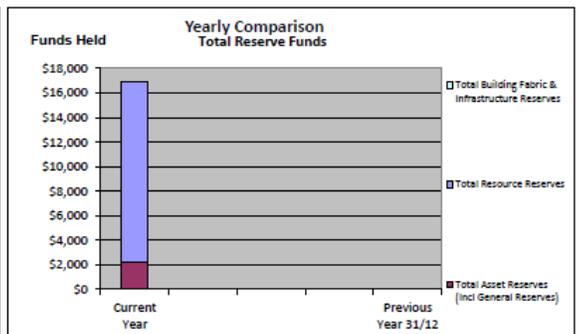
Bank Account Composition

General Fund	112%
Reserves	66%
Suspense/Tax	-78%



Equipment Replacement Reserves:

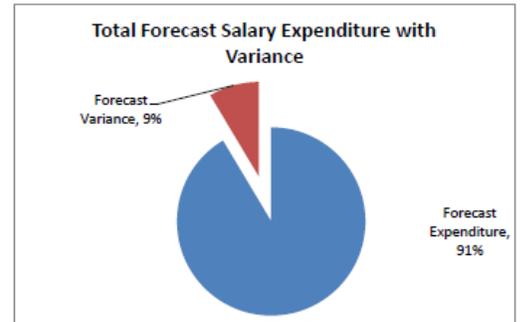
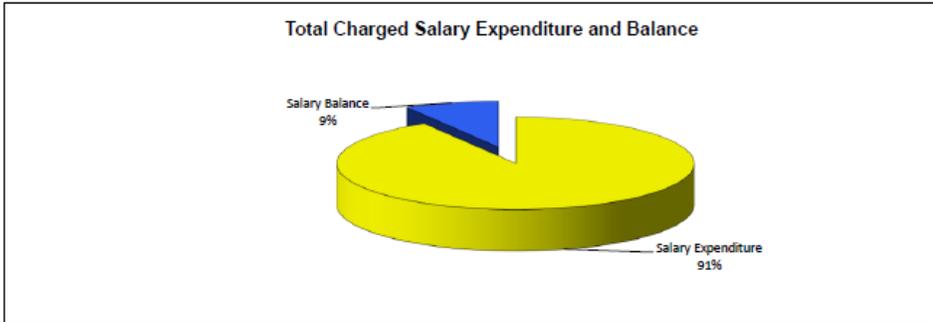
	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ 2,261.69	\$ -
Total Resource Reserves	\$ 14,699.29	\$ -
Total Building Fabric & Infrastructure Reserves	\$ -	\$ -
Total All Reserves	\$ 16,960.98	\$ -
Current Year Reserve Transfer Funds Included above	\$ -	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ 2,000.00	N/A





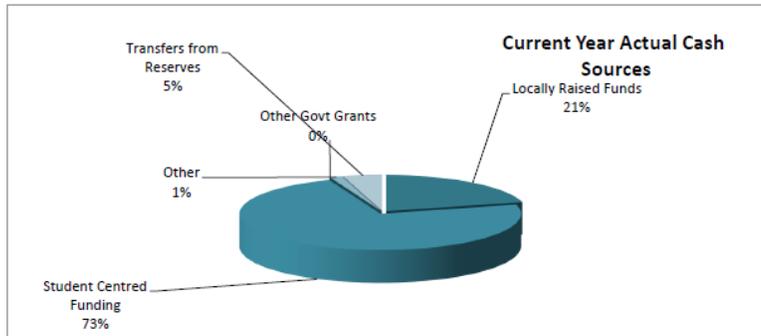
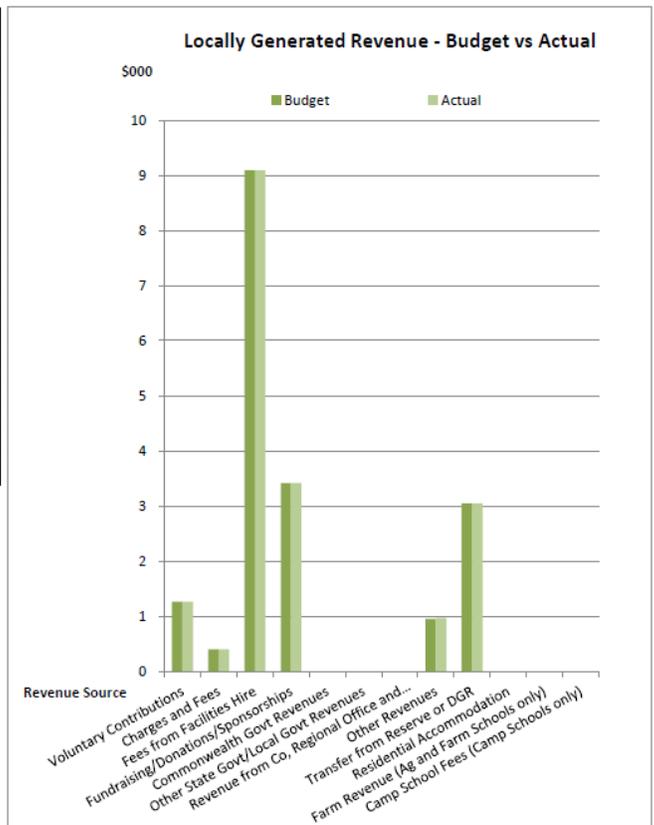
Yuna Primary School Financial Summary 31 December 2020

School Salary Allocation (SCFM)								
As at 31.12.20								
Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 28,022.00	\$ 630,544.00	-\$ 33,867.00	\$ 624,699.00	\$ 571,174.00	\$ 53,525.00	91%	\$ 571,174.00	\$ 53,525.00



Yuna Primary School Financial Summary as at 31 December 2020

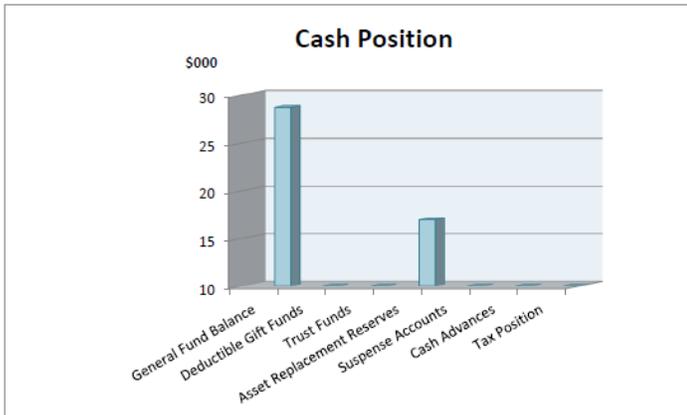
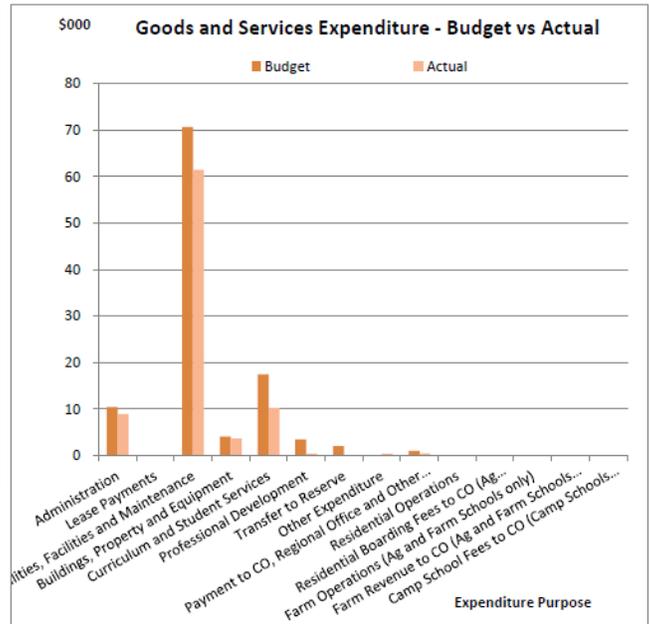
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 1,260.00	\$ 1,260.00
2 Charges and Fees	\$ 400.00	\$ 400.00
3 Fees from Facilities Hire	\$ 9,091.00	\$ 9,090.90
4 Fundraising/Donations/Sponsorships	\$ 3,413.00	\$ 3,412.93
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 947.00	\$ 966.05
9 Transfer from Reserve or DGR	\$ 3,045.00	\$ 3,045.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 18,156.00	\$ 18,174.88
Opening Balance	\$ 46,651.00	\$ 46,651.04
Student Centred Funding	\$ 49,436.00	\$ 49,435.69
Total Cash Funds Available	\$ 114,243.00	\$ 114,261.61
Total Salary Allocation	\$ 624,699.00	\$ 624,699.00
Total Funds Available	\$ 738,942.00	\$ 738,960.61





Yuna Primary School Financial Summary as at 31 December 2020

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 10,425.00	\$ 8,949.04
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 70,657.00	\$ 61,479.64
4	Buildings, Property and Equipment	\$ 4,105.00	\$ 3,628.54
5	Curriculum and Student Services	\$ 17,484.00	\$ 10,216.78
6	Professional Development	\$ 3,500.00	\$ 438.18
7	Transfer to Reserve	\$ 2,000.00	\$ -
8	Other Expenditure	\$ -	\$ 375.59
9	Payment to CO, Regional Office and Other Schools	\$ 1,000.00	\$ 472.73
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 109,171.00	\$ 85,560.50
	Total Forecast Salary Expenditure	\$ 578,764.00	\$ 475,161.00
	Total Expenditure	\$ 687,935.00	\$ 560,721.50
	Cash Budget Variance	\$ 5,072.00	

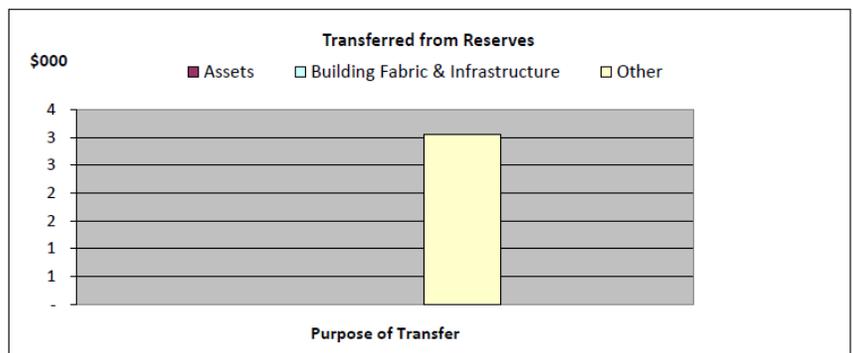


Cash Position as at:	
Bank Balance	\$ 25,644.49
Made up of:	\$ -
1 General Fund Balance	\$ 28,701.11
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 16,960.98
5 Suspense Accounts	\$ 70.00
6 Cash Advances	\$ -
7 Tax Position	\$ 20,087.60
Total Bank Balance	\$ 25,644.49

Reserve Transfers

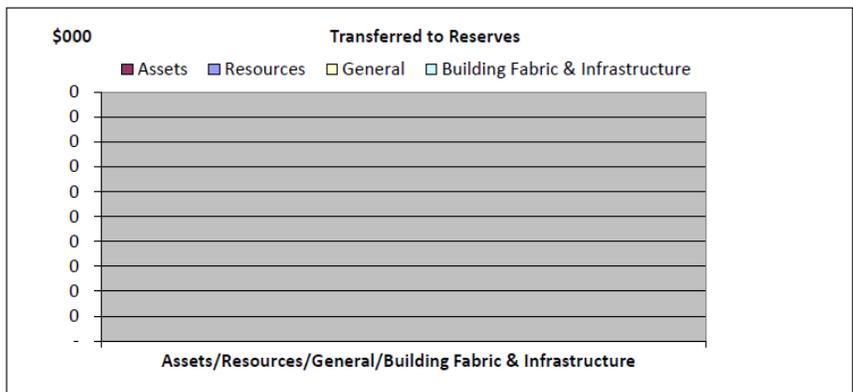
Transferred from Reserves:

Assets	\$ -
Building Fabric & Infrastructure	\$ -
Other	\$ 3,045.00
Total	\$ 3,045.00



Transferred to Reserves:

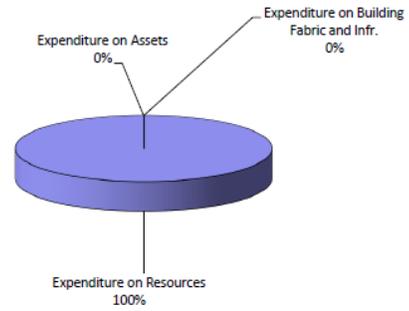
Assets	\$ -
Resources	\$ -
General	\$ -
Building Fabric & Infrastructure	\$ -
Total	\$ -



Asset and Resource Acquisitions

Expenditure on Resources	\$ 3,628.54
Expenditure on Assets	\$ -
Expenditure on Building Fabric and Infr.	\$ -
Total Resource/Asset Exp	\$ 3,628.54

Asset, Resource and Building fabric & Infrastructure Acquisitions

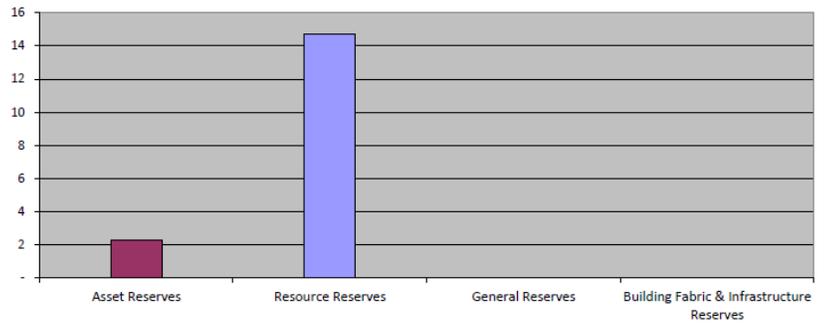


Reserve Balances

Asset Reserves	\$ 2,261.69
Resource Reserves	\$ 14,699.29
General Reserves	\$ -
Building Fabric & Infrastructure Reserves	\$ -
Total Reserves	\$ 16,960.98

\$000

Reserve Balances



PRINCIPAL

Roseanne Ullrich

Signed: _____

Date: _____

SCHOOL COUNCIL CHAIRPERSON

Perry St Quintin

Signed: _____



YUNA PRIMARY SCHOOL

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