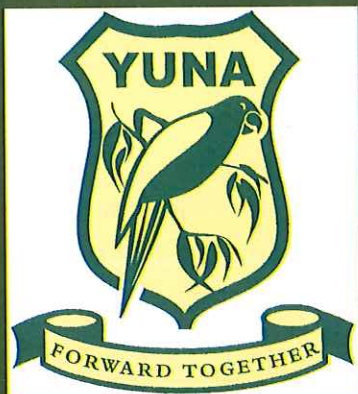


# YUNA PRIMARY SCHOOL



## ANNUAL REPORT

2021

*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 needed to make a positive contribution to the community and society.



## *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 broadacre farming.

The school is extremely well resourced. Students have access to two swimming pools with daily swimming for six 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.

### Student Background

Index of Socio—Educational Advantage (ICSEA).

**School ICSEA Value:** 1078

**Average ICSEA Value:** 1000

**Source:** Parent Information



## *A Message from the Principal*

Welcome to the Yuna Primary School 2021 Annual Report.

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

Last year, I remember stating that 2020 had been a year like no other. It certainly was. However, 2021 had another surprise in store for us, in the form of a category 3 cyclone at the end of Term 1. Unfortunately we still have COVID on the horizon.

The first part of the year was certainly challenging, but we ended up with our first real winter in many years, rewarding our farmers with magnificent crops. 2021 was undoubtedly a year of contradictions.

This year, our planning was directed by Focus 2021 and the Departments Strategic Plan, summarised by **“every student, every classroom, every day”**.

Students at our school have the benefit of multi-age grouped classes and low class sizes providing them with the opportunity to develop friendships with students of all ages. We place a strong emphasis on literacy and numeracy. Small class sizes enable us to provide individualised programs with 1:1 support and intervention when required. Our teachers have deep knowledge and understanding of developmental abilities, leaving them well-equipped to differentiate instruction for each individual child.

Our values of Respect, Responsibility, Care and Resilience build the foundation for our approaches to teaching and learning and form the basis of how we interact with each other. This is consolidated by the 6 Kinds of Best Values Program.

Once again, we have had a very busy year. Students have participated in a range of challenging learning activities designed to provide additional enrichment and extension.

At the end of the year, our two year six students, Callum and James Mann completed their primary schooling and prepared for transition to high school. They excelled in their roles as school leaders, with each providing a great deal of support to students and teachers.

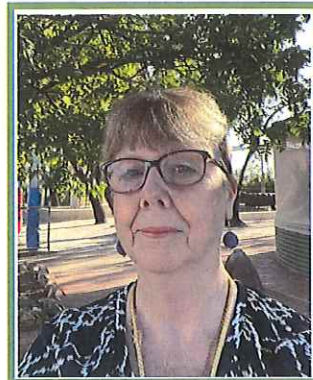
Our school is incredibly lucky to have a committed and active P&C, with members who work hard to raise money and support our school. I would like to thank the P&C president, Corrine Smith, the secretary Bronwyn Earl, and the treasurer, Rodney Allen, along with all other members for their efforts this year.

Our School Council works with the school community, myself and staff to achieve the best outcomes for students. Thank you to the chairperson, Fiona Mann, school community members Corrine Smith and Shaun Earl, and our community member, Perry St Quintin.

I would like to thank CABY (Creating a Better Yuna) for their continued financial support. Without this generous support, we could not make use of, or maintain the two valuable swimming pools.

Students have some great learning experiences ahead, and I am really looking forward to seeing the amazing progress and growth that students will demonstrate from the start to the end of 2022.

*Roseanne Ullrich*





## *A Message from Yuna Primary School P&C*

2021 was a busy and productive year for the Yuna Primary School P&C.

We welcomed a new family and a new community member to our P&C.

Jeremy and Antje Whyte joined us along with Di Obbard. They have been passionate members and are willing to help whenever they can.

The canteen ran smoothly, with the help of school staff. A massive "thank you" to Kelly Williamson for taking over the role of Canteen Coordinator in term 2.

This is a service we all appreciate. It gives us one day of the week that we don't have to worry about packing a lunch, and I know the kids love canteen days. We implemented a invoicing service to our canteen, instead of cash. We are still trialling this, but it seems to be working well.

The Yuna P&C supported the school in 2021 with many small busy bee days to help tidy the school grounds, notably after Cyclone Seroja. The P&C also supported the school by holding a clean up day to help the staff and students tidy the sports shed. This was a massive exercise and greatly appreciated by all concerned.

In Term 2 during our Collaboration days, we provided lunch for students on two occasions. One lunch being donated by the P&C with the support of parents, and the other fully donated by Kelly Williamson. Thank you to Kate Johnson and Kelly for supporting and helping on these days.

In 2021, we organised a joint catering gig with the Yuna CWA for the Gould's Clearing Sale. This was a massive day. We also provided a small catering gig for the Chapman Valley Shire Council lunch. To all those who volunteered to help, or donated goods, this was much appreciated, and has helped raise funds for our P&C.

The P&C supported the school with funding for a number of learning areas. We donated money towards the school camp, which was enjoyed by years 3 – 6. We donated money towards the pool and continued to organise the honour boards. Hopefully in 2022, we can finalise the purchase of the iPads and support students to use the latest technology and apps at the school.

On behalf of our P&C, I would like to acknowledge Greg and Sarah Creasy and Shaun and Bronwyn Earl for their contribution towards the P&C, as they leave our school community.

I would also like to acknowledge the executive team, Liam Mann, Bronwyn Earl and Rodney Allen for their contributions and willingness to help with numerous tasks and events.

Thank you to all members for their contributions and support.

Corinne Smith  
P&C President 2021





## STAFFING 2021

### PRINCIPAL:

**Mrs Roseanne Ullrich**

### MCS:

**Mrs Jenna Williamson (Term 1/2)**

**Mrs Brooke Elward (Term 3)**

**Mrs Katie Trigg (Term 4)**

### Senior Class Teachers:

**Mrs Brenda Williamson**

**Mrs Gemma Healy-Maver**

### Junior Class Teachers:

**Mrs Roseanne Ullrich**

**Mrs Gemma Healy—Maver**

**Mrs Brenda Williamson**

### Education Assistants

**Mrs Cath St Quintin**

**Mrs Samantha Thompson**

### Library Officer

**Mrs Mauretta Brooks**

### Cleaner

**Mr Iaian MacLeod**

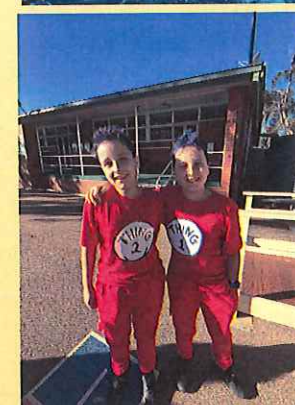
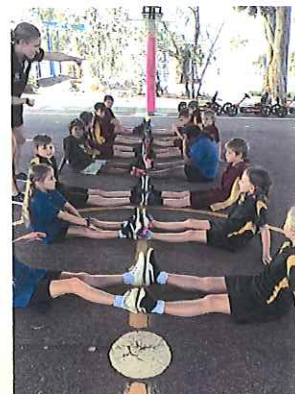
### Gardener

**Mrs Karen Newman**

## *School Community Highlights—2021*

Despite the uncertainty and the difficulties with COVID-19 restrictions in 2021, 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
- CHUNABI Swimming Carnival
- Tennis
- CHUNABI Collaborative Days
- Year 6 Leaders Excursion
- ANZAC Service.
- Young Writers Workshop
- Simultaneous Reading Day
- Scholastic Book Fair and parade
- Mother's Day Celebration
- 60th Anniversary of the Yuna Hall
- NCVISSA Winter Carnival.
- Footy Colours Day
- Father's Day
- School Camp to Perth
- World of Math's Day
- Trampoline Activities
- Mini Putt Putt
- Go-Kart play
- Numero Challenge
- NCVISSA Cross Country
- CHUNABI Picnic Sports
- Chapman Valley Show display
- NCVISSA Athletics Carnival
- Greenough Museum excursion
- EZRA Dancing via Zoom
- Police Visit—Cyber Safety
- Excursion to Mann's Farm.
- Term 1, 2 and 3 Assemblies.
- Open Classrooms—Term 3
- NCVISSA Summer Carnival.
- Junior Inquiry Research Learning Centre Presentations on chosen country.
- Year 6 Graduation
- Presentation Evening - 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 continuation of the COVID cleaning allowance in Terms 1 and 2 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 2021*

Classroom Observations and Feedback

Brightpath

Ketawa

School Council / Board Training

TEACHWELL

Asbestos Awareness

High Quality Literacy Instruction - DSF

High Quality Numeracy Instruction—DSF

Talk for Reading—DSF

Financial Management in Schools

Excursion Policy PL

Supporting Students with Anxiety—DSF

Leading Improvement in a Small School

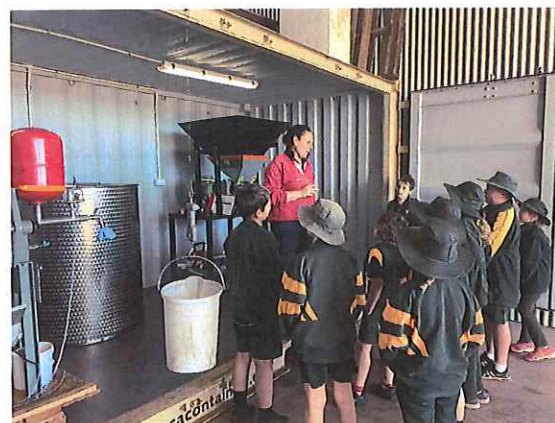
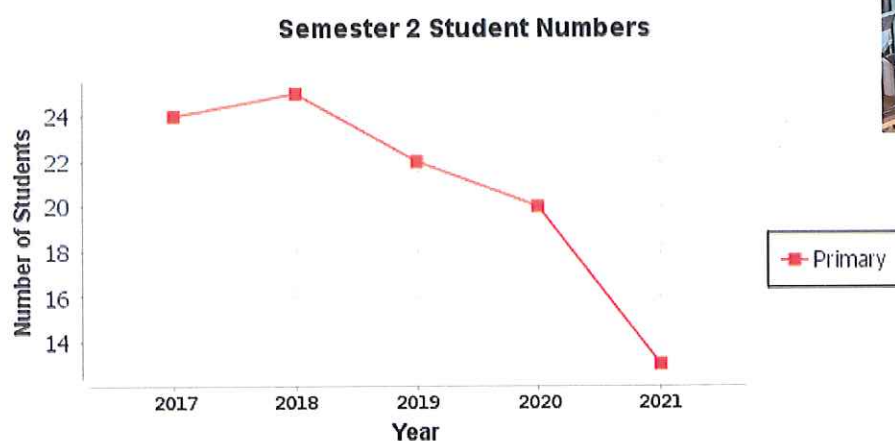


## Student Enrolments—Semester 2—2021

Yuna Primary School commenced the year with 13 enrolments ranging from Year 2 to Year 6. This was down by 8 enrolments the previous year. There were two new enrolments at the beginning of Term 2.

2022 will see a decrease in numbers with one kindergarten enrolment and 2 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 2021



### Semester 2

	2017	2018	2019	2020	2021
Primary (Excluding Kin)	24	25	22	20	13
Total	24	25	22	20	13

	Kin	PPR	Pri	Sec	Total
Male			9		9
Female			4		4
Total			13		13

	Kin	PPR	Pri	Sec	Total
Aboriginal					
Non-Aboriginal			13		13
Total			13		13



## Attendance

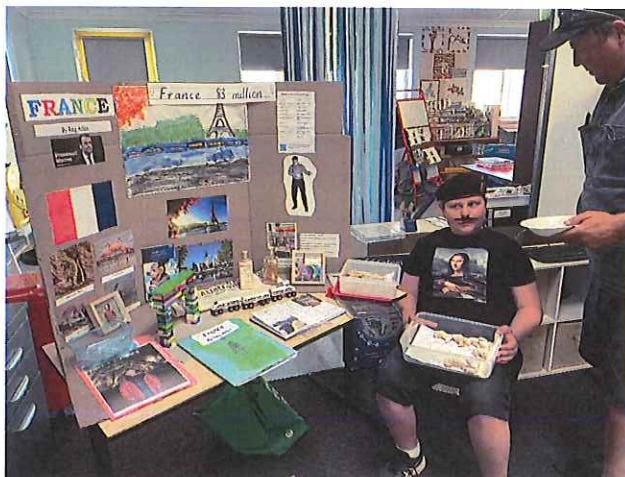
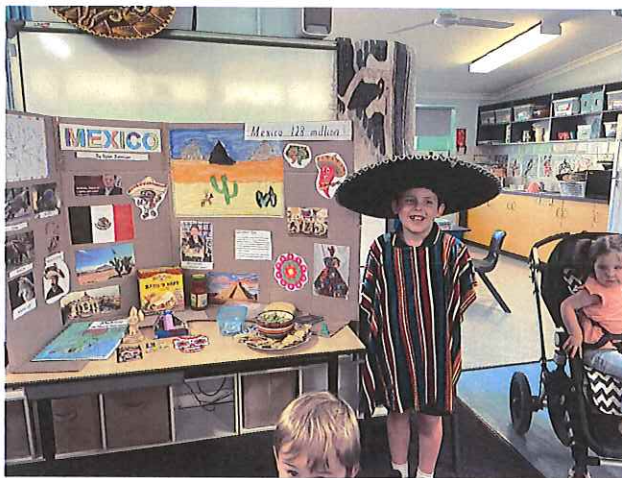
It is important to note, that as our numbers are small, when presenting data as percentages, one student can have a *significant* impact on the final result.

In 2021 student attendance at Yuna Primary School was **92.6%**, which is just above the WA Public Schools average of 91.6%.

### ATTENDANCE—Yuna Primary School 2019—2021

Improving *regular attendance* will continue to be a priority in 2022, with attendance codes and information distributed to parents via our parent information booklet, assemblies and newsletters. Yuna Primary School has a positive school culture with high expectations for student attendance.

Total			
	School	Like Schools	State
2019	92.5%	93.4%	91.6%
2020	94.6%	94.2%	91.9%
2021	92.6%	93.2%	91.0%





## *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 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 assemblies.

### *The 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 held in Term 2. Data was used to identify strengths and weaknesses of individual students and to direct planning to improve student achievement. Spelling continues to be a focus area for improvement moving forward.

### 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.

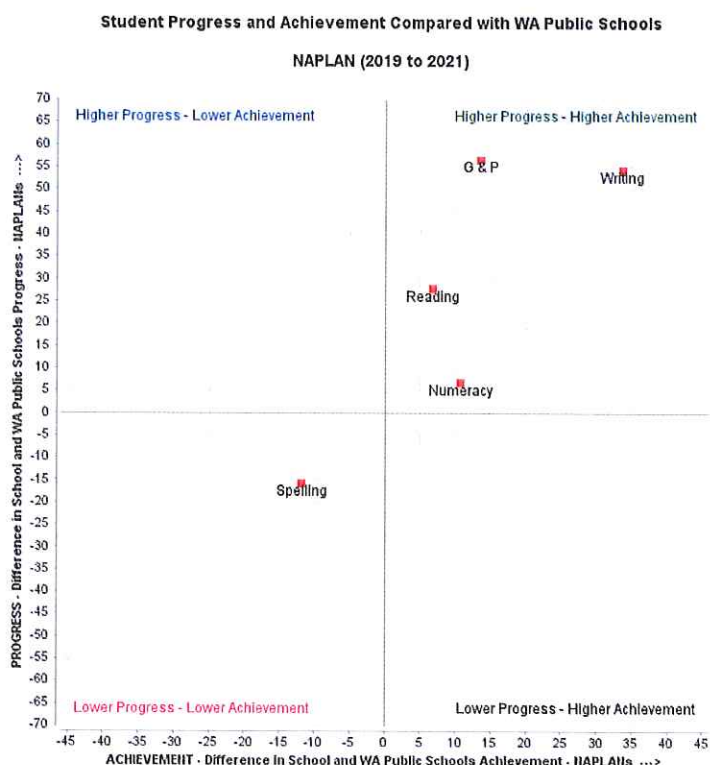
### SoundsWrite

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 continued to limit opportunities for staff to attend and participate in face to face professional learning. A number of opportunities were taken advantage of via Webex.

The Principal participated in the "Leading Improvement in a Small School" professional learning, which supported the data driven approach to improving student outcomes.

Teachers and Principals continued to collaborate with those from Chapman Valley and Binnu Primary schools to share ideas and resources and to conduct moderation sessions. Regular collaborative learning days continued to enable staff to continue to foster positive and productive relationships.

Teachwell continued to be a priority, with a focus on evidence based practice and explicit teaching within the school. This was supported by an external coach to support the schools approach to teaching and learning.

Classroom observations were linked to the Teachwell approach (high impact instruction) and conducted in both Semester 1 and 2.

All staff took advantage of professional learning presented by the Dyslexia Speld Foundation held in Geraldton, focusing on high quality literacy and numeracy instruction and catering for students with learning difficulties.

## *Effective Leadership*

During 2021, staff worked together to lead improvement in the school. Data was collected and analyzed and policies and procedures were reviewed. Areas for improvement were identified by reflecting upon the Professional Standards for teachers and the Principal's Improvement Tool, and by analyzing data and reflecting upon the Public School Review Report of 2019.

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 2022 document.

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

The Student Leadership group of two 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 completing sessions of the workshop titled "Leading Improvement in a Small School", which was cancelled due to COVID 19.



## *Relationships and Partnerships*

### *School Council*

The School Council was chaired by Mrs Fiona Mann after Mr Perry St Quintin relinquished the position. Membership comprised of parent representatives Mrs Corrine Smith, Mr Tim Pawelski (Term 1), Mr Shaun Earl and Mr Perry St Quintin who remained on the council as a community representative. The staff representative was Mrs Brenda Williamson. 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. 2022 will see the election of 2 new members, as a 3 year term comes to an end for 1 parent representative and another leaves the school community.

During 2021, the School Council worked together to endorse school policies and acknowledge Education Department documents and expectations. Members played an active part in advocating for the school and collaborating together to confront challenges faced as enrolment numbers reduce.

### *Yuna P & C*

We are extremely fortunate to have an active and supportive P&C who participate in a range of fundraising activities to support student learning. In 2021, the P&C contributed to the cost of the swimming pool, 13 new iPads, 2 new scooters, the school camp to Perth and more.

### *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. Without this support, it would be impossible to fund and maintain the pool. 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. This relationship has continued with the formulation of Collaborative Learning days taking place on thirty different days throughout the year. The success of this initiative was acknowledged by the Director General of Education in July through the "Making a Difference" award.

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:

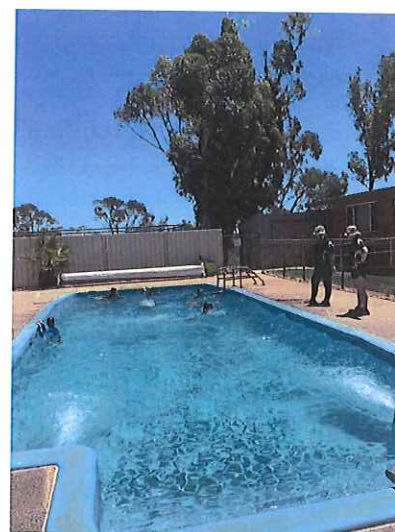
- Build effective partnerships.
- Share knowledge, skills, strengths and expertise.
- Promote celebrations and work together to solve problems.

### *Geraldton Schools Network*

The school is part of the Geraldton Schools Network. 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, summer and winter carnivals.





# *Focus Areas for 2022*

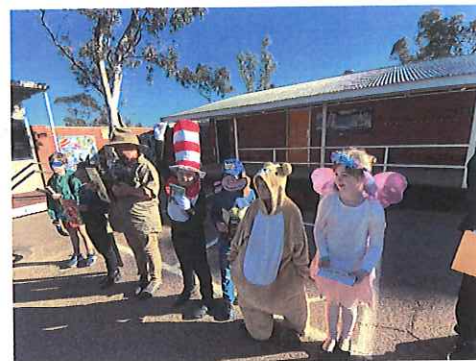
## *Student– Progress and Achievement*

### 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 2021, 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

(8 online responses.)

### Highest Ranking Items

Highest Ranking Items	
My child's teachers are good teachers.	5.0
Teachers at this school care about my child.	5.0
I can talk to my child's teachers about my concerns.	4.9
My child feels safe at this school.	4.9
This school takes parents opinions seriously.	4.9
This school is well led.	4.8
I would recommend this school to others.	4.6
This school looks for ways to improve.	4.6
This school has a strong relationship with the community.	4.6
Teachers at this school motivate my child to learn.	4.5
My child likes being at this school.	4.5
Students behaviour is well managed at this school.	4.5
This school works with me to support my child's learning.	4.4
Teachers at this school treat children fairly.	4.3
My child is making good progress.	4.3
Teachers at this school provide useful feedback.	4.3
I am satisfied with the overall standard of education achieved.	4.1
This school is well maintained.	4.0

### Lowest Ranking Items

Lowest Ranking Items	
I am satisfied with the overall standard of education achieved.	4.1
My child's learning needs are being met at this school.	3.8

## Summary

*Out of eight families, all responded. It is clear that parents believe that the school provides a safe, welcoming and caring learning environment. Parents enjoy a positive relationship with the school and are comfortable meeting with and liaising with staff. Parents appreciate the commitment and dedication of teachers and the effort they make, to provide engaging and motivating activities. There was some concern about the individual learning needs of some students being met. This will be addressed through the analysis of student achievement and progress and will be considered when planning for 2022.*



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

<b>Staff Survey Results</b>	(4 online responses.)
-----------------------------	-----------------------

Highest Ranking Items	
Teachers at this school care about their students.	5.0
This school is well led.	4.9
This school has a strong relationship with the local community.	4.9
This school takes staff opinions seriously.	4.8
This school looks for ways to improve.	4.8
Parents at this school can talk to staff about their concerns.	4.8
Students feel safe at this school.	4.8
Teachers at this school expect students to do their best.	4.8
Teachers at this school treat students fairly.	4.6
Students like being at this school.	4.6
Teachers at this school are good teachers.	4.6
Staff are well supported at this school.	4.5
Teachers at this school motivate students to learn.	4.5
Students at this school can talk about their concerns.	4.5
This school is well maintained.	4.5
Students learning needs are being met at this school.	4.3
Teachers at this school provide useful feedback.	4.3
Lowest Ranking Items	
I receive useful feedback about my work at this school.	4.1
I am satisfied with the overall standard of education achieved.	4.1

### **Staff Feedback Summary**

*Eight 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. One area indicated for improvement was the provision of feedback regarding staff roles and performance. This will be taken into consideration moving forward.*

### **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 course. They enjoy going on excursions and participating in NCVISSA carnivals.*

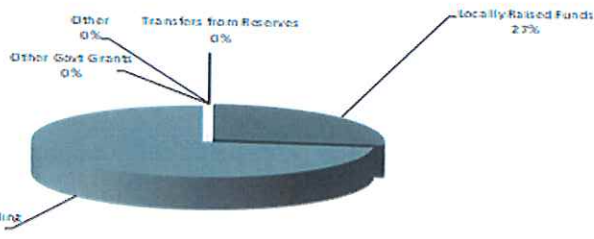




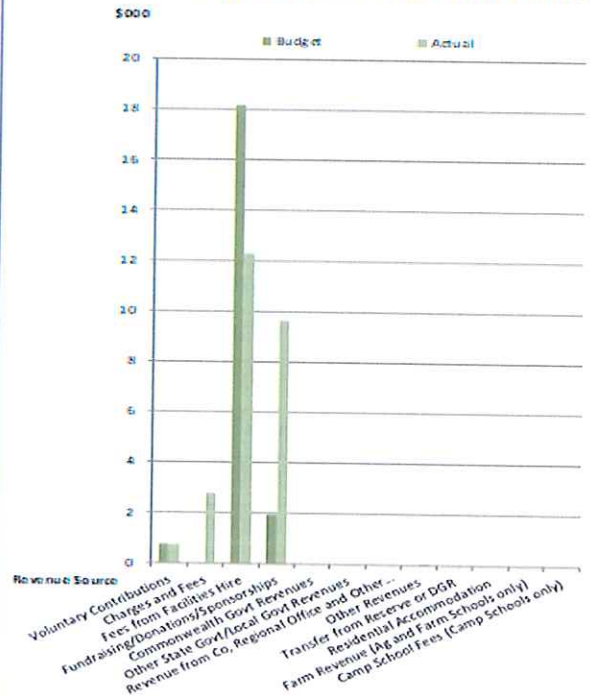
# Yuna Primary School Financial Summary as at 31st December 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 720.00	\$ 720.00
2	Charges and Fees	\$ -	\$ 2,788.50
3	Fees from Facilities Hire	\$ 18,181.00	\$ 12,273.35
4	Fundraising/Donations/Sponsorships	\$ 1,922.00	\$ 9,631.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co. Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ -	\$ 31.97
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 20,823.00	\$ 28,445.42
Opening Balance		\$ 28,702.11	\$ 28,702.11
Student Centred Funding		\$ 60,000.00	\$ 70,445.38
Total Cash Funds Available		\$ 109,523.00	\$ 124,591.91
Total Salary Allocation		\$ 517,232.00	\$ 517,232.00
Total Funds Available		\$ 626,756.00	\$ 641,823.91

Current Year Actual Cash Sources

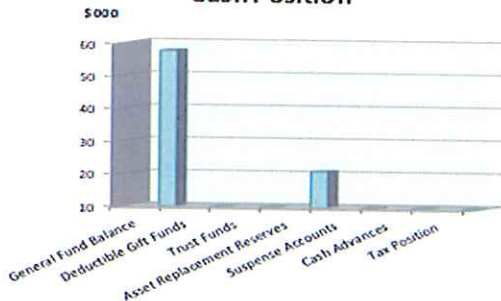


Locally Generated Revenue - Budget vs Actual

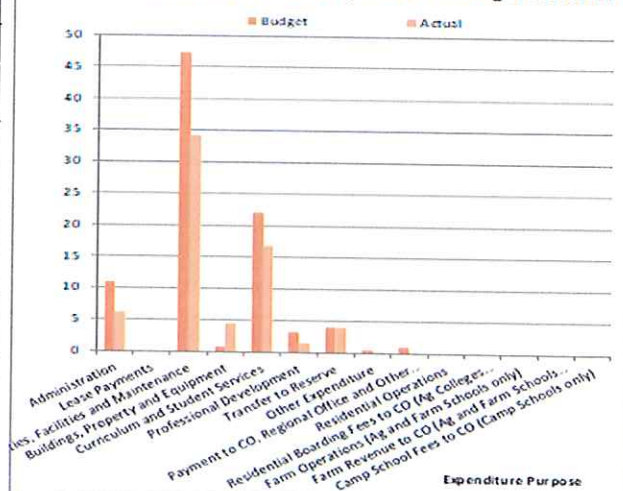


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 10,949.00	\$ 6,121.78
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ -	\$ 34,122.54
4	Buildings, Property and Equipment	\$ 47,291.00	\$ 4,495.69
5	Curriculum and Student Services	\$ 21,954.00	\$ 16,719.41
6	Professional Development	\$ 3,300.00	\$ 1,598.65
7	Transfer to Reserve	\$ 4,000.00	\$ 4,000.00
8	Other Expenditure	\$ 450.00	\$ 349.00
9	Payment to Co. Regional Office and Other Schools	\$ 1,000.00	\$ -
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		\$ 89,704.00	\$ 67,061.56
Total Forecast Salary Expenditure		\$ 438,288.00	\$ 438,288.00
Total Expenditure		\$ 527,992.00	\$ 505,349.56
Cash Budget Variance		\$ 19,820.00	\$ -

Cash Position



Goods and Services Expenditure - Budget vs Actual



Cash Position as at:	
Bank Balance	\$ 75,967.50
Made up of:	
1 General Fund Balance	\$ 57,530.35
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 20,960.98
5 Suspense Accounts	\$ (2,536.83)
6 Cash Advances	\$ -
7 Tax Position	\$ 413.00
Total Bank Balance	
	\$ 75,967.50

PRINCIPAL

Roseanne Ullrich

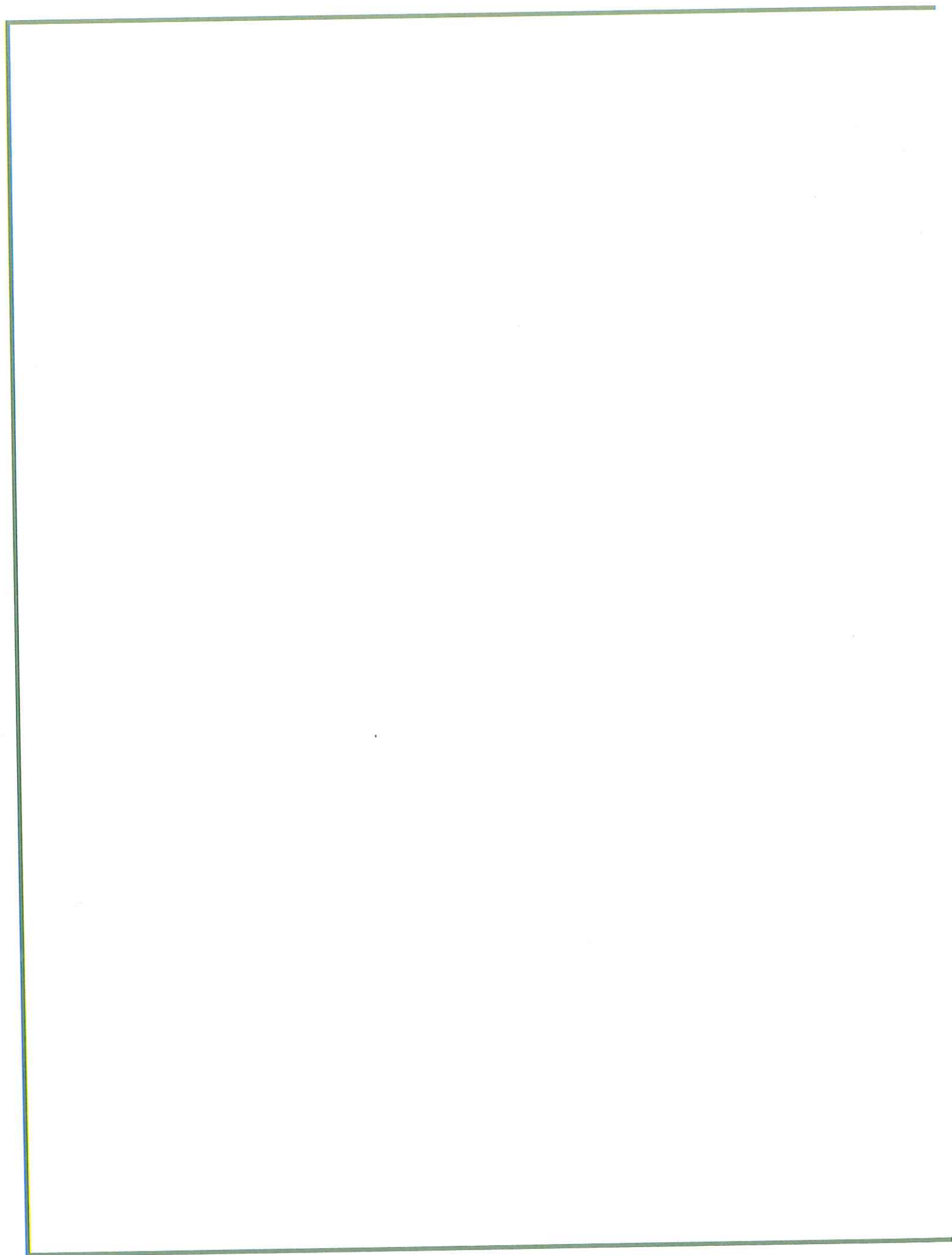
Signed: Roseanne Ullrich  
Date: 27/6/22

SCHOOL COUNCIL CHAIRPERSON

Fiona Mann

Signed: Fiona Mann  
Date: 27/6/2022









## YUNA PRIMARY SCHOOL

5 Bawden Lane,  
YUNA WA 6352

Ph: 99854100

Mob: 0436 941 566

Email: [YunaPS@education.wa.edu.au](mailto:YunaPS@education.wa.edu.au)