

Yangebup Primary School Annual Report 2024

Summary of 2024

2024 was the first year of our new Business Plan as an Independent Public School and we made excellent progress in working towards achieving our goals. We had a highly successful School Review conducted by the Education Department Review Team, which was acknowledged by our South Metropolitan Education Director.

Achievements and Highlights

Relationships and Communications

- Reviewed and updated our school vision based on growth mindset language
- Parent and student representatives had the opportunity to speak to the Review team and share their thoughts about YPS
- Permanent, new MCS and Office staff
- Review and update of all office and financial procedures

Environment:

- Further development of Positive Behaviour practices
- Restorative Practices Plan
- Painting and decluttering of staff room
- Refurbishment of library
- Review of grounds projects
- PALs Grant to name the blocks with Noongar season names and have plaques named

Leadership:

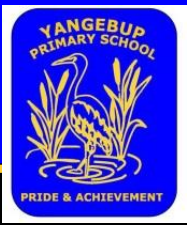
- Implementation of first year of new Business Plan
- Continuation of Instructional Coach program
- Participation in Quality Teaching Strategy – we were mentored in Fluency for Years 3 -6

Curriculum Improvements:

- Fluency program implemented in Years 3-6
- Further consolidation of the explicit teaching instructional model
- Exploration of resources to assist with planning explicit teaching lessons
- Mini Lit intervention program for Yr 1 -2 began
- Initiated intervention program for PP and Yr 3 -6

Events:

- ANZAC Service, NAIDOC Celebration, Book Week dress up and parade, Book Fair, Mass Choir Event, Science Week, Open Night and family picnic, Book Award Ceremony and Year 6 Graduation
- Continued to offer Student Progress Meetings in Term 1
- Yangebup Primary School Students participated in a number of Interschool Carnivals – Summer, Winter, Cross Country, Athletics and Touch Rugby.



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From the School Council Chair, Ashley Heath:

2024 has been another year of growth, with the Board supporting the school's vision and strategic direction. As we continue our growth mindset journey into 2025, we remain committed to fostering a positive and inclusive learning environment that empowers students, staff, and the broader school community.

Key achievements this year include supporting the Restorative Practices Plan and monitoring progress in the first year of the school's current Business Plan. The Board also participated in the Public School Review, which delivered outstanding results thanks to the dedication of our teachers, students, and strong community connections. This was in addition to our regular activities such as reviewing and endorsing the school's funding agreement; and contributions charges and fees.

In 2025, we will focus on strengthening school policies and governance to ensure continued success. Thank you to Emma, Linda, Fiona, Beth, Kris, Josh, Jenna, Richard & Andrea for your ongoing support.

From the P&C President, Trista Heath:

This year, we successfully organised a variety of fundraising events both in-school and within our wider community. Our school fundraising initiatives, such as the "Design Your Own Plates" and the School Colour Run, were met with enthusiasm and participation, contributing to a strong sense of school spirit. These events allowed students, parents, and staff to come together for a fun and rewarding cause.

In addition to the school-based efforts, we continued to strengthen our ties with the local community through fundraising activities like the Bunnings Sausage sizzles and our highly successful Quiz Night. These events raised much-needed funds and provided an opportunity to connect with local businesses creating meaningful relationships that will continue to benefit our school in the future.

The funds we raised this year have had a direct and positive impact on the school environment. We have continued our commitment to the school to purchase a new interactive whiteboard, enhancing the learning experience for our students and to provide books for the end-of-year book awards, celebrating the achievements of our students.

We have run our successful uniform shop again through the year providing our school families with good quality uniforms giving them the convenience of the option to both order online or purchase directly from the store located in the school grounds.

Through our fundraising efforts this year we have been able to complete the first phase of our Early Childhood Yard Upgrades. This has been a long-term vision for the P&C, and we are thrilled to see it begin to take shape, providing a better play and learning environment.

We are proud of all we have accomplished as a P&C and We look forward to building on these successes for 2025 while continuing to work together to support the students and staff at Yangebup Primary School.

2025 Public School Review:

The Public School Review Team commended many of the actions the school has taken since the last review. All recommendations were those that we had already identified that we were working towards and were in our current Business Plan. We did not have to be rereviewed for any areas and will be reviewed again in three years time.

The full review can be found on Schools Online and our website. Here is the summary statements for each domain:



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Relationships and Partnerships

Appreciated by families, the school has created rich opportunities to bring families into the school and develop community connections. The establishment of mutually respectful relationships has contributed to a safe and nurturing environment where staff, students and families are listened to and supported.

Learning Environment

An ethos of high expectations and care underpins the school's inclusive and student-centred learning environment. Driven by a strong sense of moral purpose, staff work collectively to understand and cater for students' academic and wellbeing needs.

Leadership

Well regarded by staff and community, the Principal has created a culture of high expectations and high quality teaching with a focus on setting the preconditions for student learning and establishing an explicit teaching agenda.

Use of Resources

The Principal and newly appointed manager corporate services (MCS) are working effectively to streamline financial management processes and ensure sound practices and accountability measures are in place.

Teaching Quality

Driven by high expectations, and a commitment to developing consistent and connected practices, the school has prioritised the implementation of an explicit teaching model with high levels of staff collaboration and engagement in developing their professional practice evident.

Student Achievement and Progress

There is a clear understanding by leaders and staff of the importance of data analysis as a driver of evidence based decision making and the identification of improvement needs and areas of strengths.

Student Achievement:

Comparative Performance for Year 3

Year 3	Performance	
	2023	2024
Numeracy	0.0	0.9
Reading	0.2	0.5
Writing	0.0	0.0
Spelling	-0.1	0.6
Grammar & Punctuation	0.1	0.6

Year 3 data shows students achieved "as expected" in all areas. With the exception of Writing, students have improved from last years results. This reflects the strong programs and approaches in our junior grades. We are further trying to improve by implementing intervention programs. In PP this is a short, regular withdrawal to drill and practice sounds and blending. Writing has had the least attention as the programs that we are running require a larger proportion of English time. We believe however that it is important to ensure that phonics, reading and basic maths skills are very strong in the early years.



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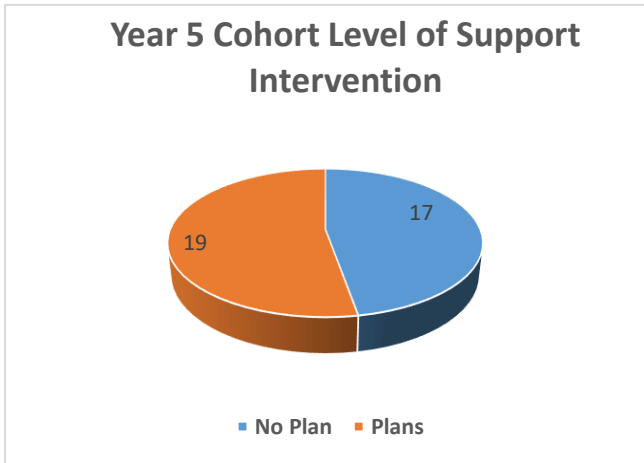
Comparative Performance for Year 5

Year 5	Performance	
	2023	2024
Numeracy	1.3	0.3
Reading	1.3	-1.2
Writing	1.3	-0.3
Spelling	1.2	-0.2
Grammar & Punctuation	1.8	0.6

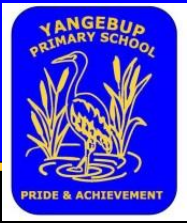
Year 5 data shows a very significant drop in results this year especially in Reading. We are undergoing a change in our approach to Reading but this doesn't explain the drop in all the other areas. Of course, these are not the same cohorts and we believe there are some cohort specific issues that may have had an impact on the results.

This cohort has a very high number of students needing support intervention. In fact, more students had intervention than not. Attendance was lower in Year 5 than any other. This attendance rate was even lower than this because there were many students who needed to spend time out of the class to assist their well-being.

After NAPLAN we began implementing our new Fluency program and began researching knowledge-based reading units. We have also designed an intervention program for Fluency for Year 3 – 6 students to begin in 2025.



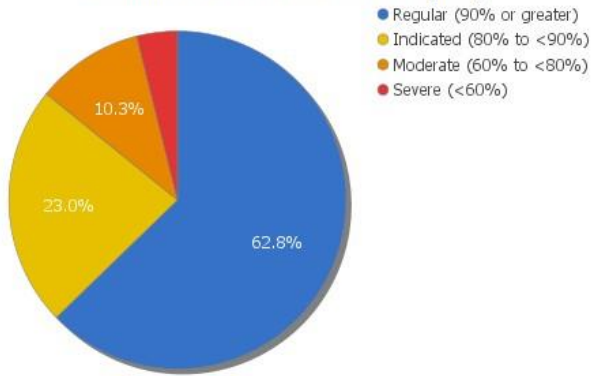
	Cohorts	Average %
1.	Pre Primary	88%
2.	Year One	89%
3.	Year Two	89%
4.	Year Three	90%
5.	Year Four	90%
6.	Year Five	85%
7.	Year Six	92%



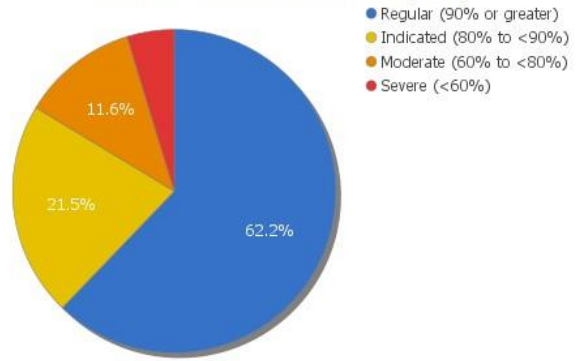
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Attendance:

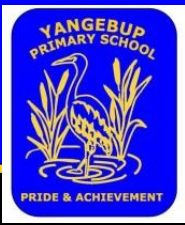
Attendance Profile 2024 Semester 1 Compulsory



Attendance Profile 2024 Semester 2 Compulsory



Attendance continues to be unsatisfactory despite implementing our attendance policy in 2024. We will continue to implement this policy and will add further incentives for students. Our PBS program will introduce a points system for attending school where badges and wrist bands can be earned. We will also communicate year level attendance levels for students to introduce an element of competition. We will continue to work with parents to ensure that students who are in the moderate and severe categories have individual plans.



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Financial Summary as at 31 December 2024

INCOME - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	53,885	53,885
Carry Forward (Salary)	170,843	170,843

STUDENT-CENTRED FUNDING

Per Student	2,641,962	2,641,962
School and Student Characteristics	745,948	745,948
Disability Adjustments	32,416	32,416
Targeted Initiatives	168,051	168,051
Operational Response Allocation	2,715	2,715
Total Funds:	3,591,092	3,591,092

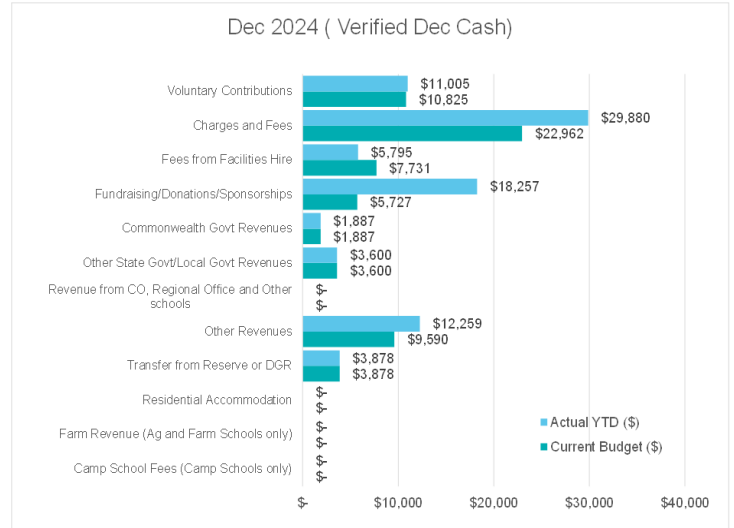
TRANSFERS AND ADJUSTMENTS

Regional Allocation	0	0
School Transfers – Salary	(200,758)	(200,758)
School Transfers - Cash	200,000	200,000
Department Adjustments	0	0
Total Funds:	(758)	(758)

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	10,825	11,005
Charges and Fees	22,962	29,880
Fees from Facilities Hire	7,731	5,795
Fundraising/Donations/Sponsorships	5,727	18,257
Commonwealth Govt Revenues	1,887	1,887
Other State Govt/Local Govt Revenues	3,600	3,600
Revenue from CO, Regional Office and Other scho	0	0
Other Revenues	9,590	12,259
Transfer from Reserve or DGR	3,878	3,878
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	66,200	86,561

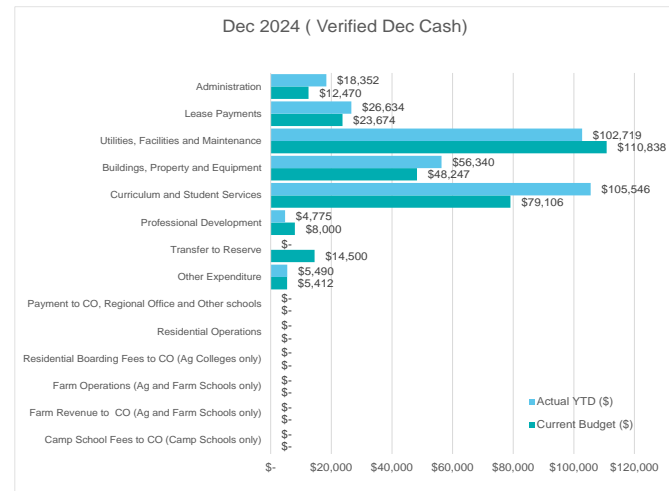
TOTAL	3,881,262	3,901,623
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	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	3,039,806	3,039,806
New Appointments	0	0
Casual Payments	362,656	362,656
Other Salary Expenditure	248	248
Total Funds:	3,402,710	3,402,710

GOODS AND SERVICES (CASH EXPENDITURE)

Administration	12,470	18,352
Lease Payments	23,674	26,634
Utilities, Facilities and Maintenance	110,838	102,719
Buildings, Property and Equipment	48,247	56,340
Curriculum and Student Services	79,106	105,546
Professional Development	8,000	4,775
Transfer to Reserve	\$-	\$14,500
Other Expenditure	\$5,490	\$5,412
Payment to CO, Regional Office and Other schools	\$-	\$-
Residential Operations	\$-	\$-
Residential Boarding Fees to CO (Ag Colleges only)	\$-	\$-
Farm Operations (Ag and Farm Schools only)	\$-	\$-
Farm Revenue to CO (Ag and Farm Schools only)	\$-	\$-
Camp School Fees to CO (Camp Schools only)	\$-	\$-
Total Funds:	302,247	319,856
TOTAL	3,704,957	3,722,566



ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	53,885	53,885
Carry Forward (Salary):	170,843	170,843

INCOME

Student-Centred Funding (including Transfers & Adjustments):	3,590,334	3,590,334
Locally Raised Funds:	66,200	86,563
Total Funds:	3,881,262	3,901,625

EXPENDITURE

Salaries:	3,402,710	3,402,710
Goods and Services (Cash):	302,247	319,855
Total Expenditure:	3,704,957	3,722,565

VARIANCE:	176,305	179,060
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