



YANCHEP RISE

Primary School

ANNUAL REPORT 2021

OUR SCHOOL

At Yanchep Rise Primary School we are committed to providing students with a sense of belonging. We will foster and build our community to embrace a collective responsibility of building success for all children. Our team of highly passionate and skilled staff are empowered and motivated to teaching the students at their own level and challenging them to succeed. As a new school, this Business Plan was been written in the context of limited data on student performance. It is expected that elements of this plan will be modified and adapted as the school gathers longitudinal data.

OUR VISION STATEMENT

Our vision is simple – students are at the centre of everything we do. Our commitment is to build a strong culture focused on differentiated learning, high expectations and academic excellence. We aim to provide a strong sense of belonging so that every child, every day, has the opportunity to experience success, be challenged and be happy learners.

PRINCIPAL'S STATEMENT



We have had a very busy first year at Yanchep Rise Primary School. Together we have put into action many events and processes that will become traditions in our school's history. The most memorable for me is our ANZAC Dawn Service, which I will look forward to conducting in years to come. It is remarkable that we are setting the way for our schools future! It has been a rewarding and enjoyable journey to date thanks to the outstanding commitment of the YRPS staff, the wonderful parent support and of course, the amazing students. This report provides a summary of the activities that have occurred at YRPS in 2021.

The many successes this year are due to the hard work and dedication of so many people. Our staff, both teaching and nonteaching, deserve the highest praise. One of the most critical factors of any successful school is the staff. The Yanchep Rise team were specifically selected for their skills, experience and their ability to work collaboratively to best meet the needs of all our students. I am grateful for the time and energy they put into their positions. They give so much more than what is expected - to the school and your children. They are truly outstanding!

The impact of working together as a whole school community cannot be overstated. The supportive community is visible in the proactive and involved P&C and all that they have accomplished in our first year. Congratulations to Jo Ellis and the team. Our supportive culture and community involvement is extended to our School Board members, who for some, started their involvement by being part of the steering committee in 2020 – hats off to our Board Chair, Jason Barrow and our dedicated board members. I am sure you've all heard me say that it takes a village to raise a child, well you know it is my belief that it takes a community to raise a school.

I would like to say "well done" to all Yanchep Rise students on a fantastic first year of learning. I have been impressed by all students and particularly proud of the way you have all conducted yourselves, especially as everything was new and unknown. You have all worked hard to use your RISER values every day to achieve your goals and make improvements from where you started at the beginning of the year.

At YRPS we are constantly reflecting and reviewing our progress to ensure our teaching and learning programs are contemporary, relevant and future focused. We use evidence based, whole school approaches to provide engaging learning programs from Kindergarten to Year Six.



We use our comprehensive School Assessment Schedule to drive our improvement agenda and monitor the schools performance. The 2021 Annual Report consists of a range of reports, graphs, tables and photographic evidence that demonstrates the schools performance. Whilst the Annual Report provides a wide range of information, it is important to read this report in context, with various other methods the school utilises to keep parents informed. For example: School Board and P&C meetings, parent information sessions, newsletters and student reports to mention a few.

OUR SCHOOL LOGO

The Yanchep Rise PS logo was established on our overall focus that students are at the centre of everything we do, whilst ensuring collaboration with the community.

The rising sun is represented in 3 colours. The yellow represents the student, being at the centre of everything we do. The orange line represents the community and the red represents the school encompassing the community and students. This speaks strongly to our school vision that we are all working together with the students at the centre of everything we do. The different shades of colour also talk to the uniqueness of every child's education. This is also represented in the circular patterns which aren't exact curved circles rather subtle manipulated lines that are all unique.



PARENT PARTICIPATION AND DECISION MAKING

Yanchep Rise Primary School currently has three significant avenues for parental involvement and decision making:

- **School Board** – the Yanchep Rise Primary School Board consists of five parent representatives, three staff representatives and the school Principal. These are: Jason Barrow – Board Chair, Pippa Hart, Ana Large, Natalie Sangalli, Rose Nelson, Kym Elliot, Fiona Muriwai and Helen Demiris. This body carries out official duties including, endorsing the school operational plans and school budget and acting as a forum for parents to influence decision making in all aspects of schooling, except curriculum.
- **P&C Association** – is primarily involved with fund raising activities and the running of the school canteen. The P&C meets twice per term and discusses issues pertaining to school life and can put items on the agenda for School Board meetings.
- **Public Forum or Parent Survey** – the school either holds a public forum, on a needs basis or will conduct a survey every two years, to determine parental approval of the school. These are the two formal avenues for gathering parent feedback, though all parents and community members are encouraged to contact the school at any time with other issues/concerns or plaudits they wish to convey. In 2021 a school forum and survey was conducted to seek feedback with many topics ranging from our Student Engagement Guidelines, our values and overall behaviour of students.

SHOWCASING YANCHEP RISE - MANY "FIRSTS" THAT WILL BECOME TRADITIONS



OFFICIAL SCHOOL OPENING

What an exceptional grand opening we had, after having to cancel the event twice – but we made it! I was pleased and proud of our students who put on a superb performance and unveiled our School Creed. I would like to reiterate the words that were spoken on the day:

"I am extremely honoured to be the foundation Principal of this amazing establishment.

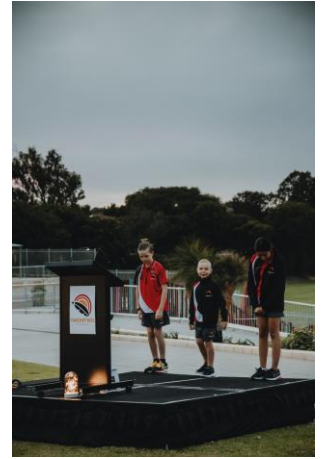
As outstanding as our school site is, they are mere buildings at the end of the day.

The core of our school is the culture of family that everyone has contributed to making with students being at the centre. Our school community including the staff, students and families are determined to make our school the heart of our community. Our school is a home away from home for students, staff, family and community as they form the

Yanchep Rise Family or that term I now use - Yanchep Risers. This ceremony was a memorable moment in Yanchep Rise Primary School history.

ANZAC COMMEMORATIVE SERVICE

This year we hosted our inaugural ANZAC Dawn Service followed by a community breakfast. This event was extremely well attended with many family and friends staying for the breakfast. The level of respect students displayed during the service made me extremely proud and guests commented on our students' impeccable behaviour. The school Choir performed beautifully. ANZAC Services touch everyone differently, but there is no denying that a Dawn Service is just that more moving. For our community, this was the only ANZAC Service they could attend, with restrictions occurring for the actual date.



YANCHEP RISE ON AIR!

Yanchep Rise students took to the airways with "The School of Thought" radio program. This program allowed students to have their say on familiar topics and play selected songs during a two hour segment. The program was aired live on 89.7fm between 2.00-2.40pm. This was an amazing opportunity for the students involved and we look forward to continuing this partnership into 2022.



RISE UP COLOUR RUN

What a fabulous day! I would like to extend our gratitude to the P&C team who have laboured over the organisation of the Rise Up Colour Run. Many volunteers helped on the day to set up the obstacle course, administer colour powder and of course squirt us with water. So a big thank you.



I would also like to congratulate our students who participated respectfully on the day. I witnessed older students helping our younger students around the course. Everyone displayed our RISER values. Well done boys and girls!

SONSHINE AT YANCHEP RISE

Sonshine FM broadcast live from our school with their breakfast radio show, with Kirstie and Matt! Our families and community were invited to join the fun and receive a free coffee. Our Principal, School Chaplain and some of our Student Leadership Team were interviewed.

PARTNERSHIPS

As part of a network initiative all the primary schools began working closely with the Heads of Learning Areas from Yanchep Secondary College to ensure a consistency in the teaching of content and skills in the selected area. We are all working together on common assessment tasks. These tasks were moderated as a group so that we ensure our grading of students is consistent across the network.

REMEMBRANCE DAY CEREMONY

Our Student Leaders, along with Lawson Barrow were invited to attend the Remembrance Day Service at the Yanchep National Park. The service was organised by the Yanchep/Two Rocks RSL and all of the local schools were invited to participate. I would like to congratulate Lawson Barrow who presented the Acknowledgement of Country and laid a wreath in recognition of Indigenous soldiers. Well done Lawson- a proud RISER moment!



BOOKWEEK

The excitement swelled as we prepared for our first Bookweek, organised and lead by our Library Officer, Mrs Cheryl Luff. The theme was "Old Worlds, New Worlds, Other Worlds". We kicked off the week with the unveiling of the Book Fair and ended the week with a dress-up and parade!

END OF YEAR EVENTS



The conclusion to our inaugural year was full of activity with a Book Assembly presented to Pre-Primary - Year 6 students who were recognised for their contributions to their class, school or community. We also enjoyed the festivities of Christmas with a sausage sizzle and Carols night. A wonderful way to end our first year!

The Student Leadership Team were spectacular, led by Head Boy Jordan Lunn and Head Girl Sophia Marinov as Masters of Ceremonies on the day. I extend my upmost praise to these students!

We conducted our official School Opening Assembly on Tuesday 21st September 2021. The opening was performed by the Honourable Sue Ellery, Minister for Education and Training. Many parents and families joined us in celebrating a significant occasion in our school's history.

Congratulations to all of our inaugural graduating students! What a fabulous ceremony we provided for our twelve graduating students. I am so proud to be the Principal of our school! The students conducted themselves beautifully and seemed to enjoy all of the surprises that we had in stall for them!

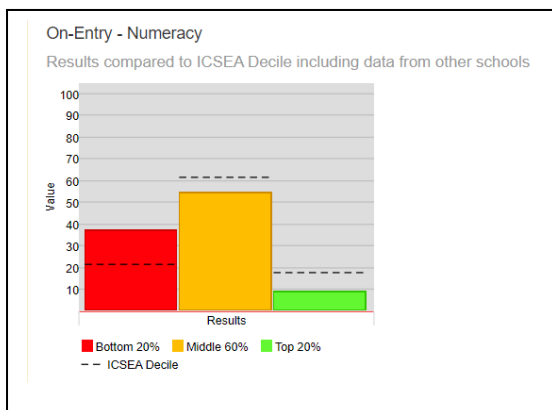
2021 ENROLMENTS

Our expected enrolments for 2021 as stated by the Department of Education was 145. Many factors including the impact of Covid on the building industry, as well as the lack of rental housing may have affected these numbers.

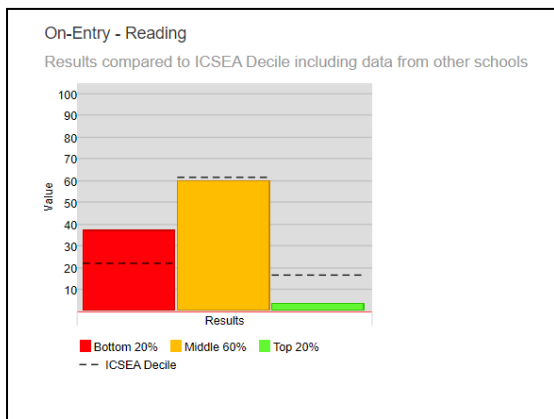
	KINDY	PRE PRIMARY	PRIMARY
MALE	17	17	75
FEMALE	29	9	58
TOTAL	46	26	133

ON ENTRY ASSESSMENT

On Entry Assessment data provides the ability to compare Pre-Primary students in our school to a State Wide comparison and is measured in 'Progression Points'. Speaking and Listening, Reading, Writing and Numeracy data is collected through the testing cycle.

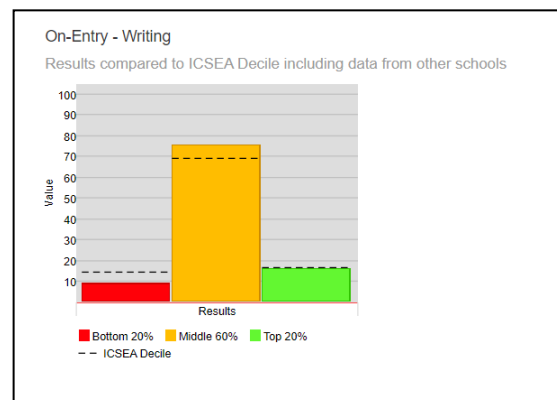


For Numeracy, our data reflects that we have a higher percentage of students who achieved in the bottom 20% than other similar schools. We have a slightly lower percentage of students in the middle 60% and a lower number of students achieving in the top 20% compared to other like schools. Other like schools had a higher median score than the students at Yanchep Rise.



The data shows that for Reading, more of our students achieved in the bottom 20% compared to other like schools. We have a similar percentage of like schools achieving in the middle 60% with only a small amount of students achieving in the top 20% compared to like schools.

The Writing data shows that we have a smaller percentage of students achieving in the bottom 20% than like schools. We have a slightly higher percentage achieving in the middle 60% and the same percentage of student achieving in the top 20% as like schools.

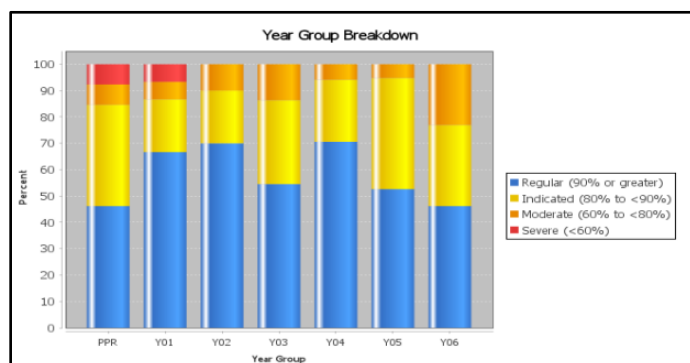
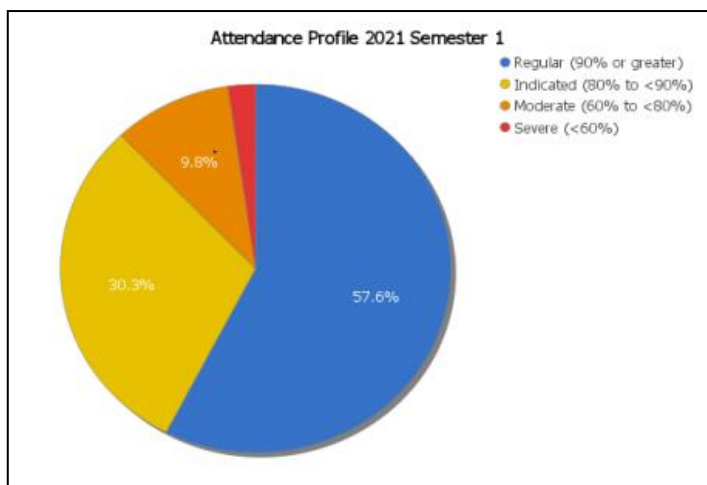


MEETING THE NON-ACADEMIC TARGETS

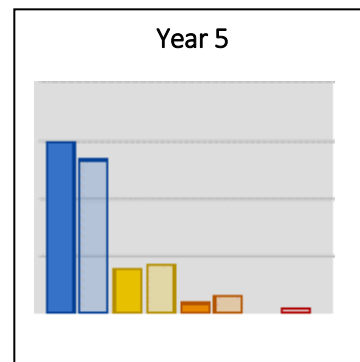
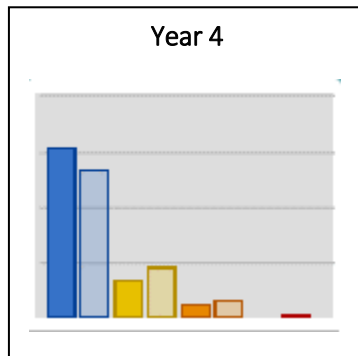
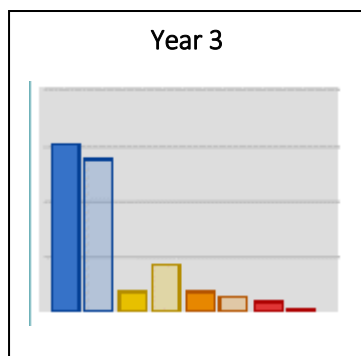
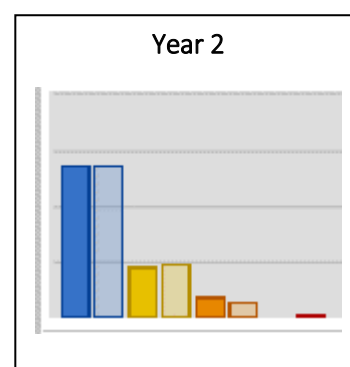
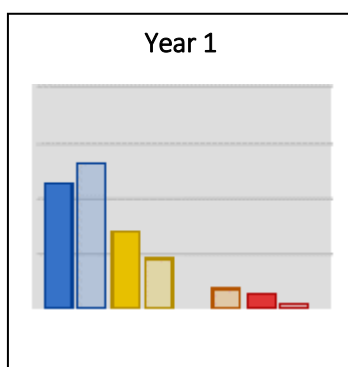
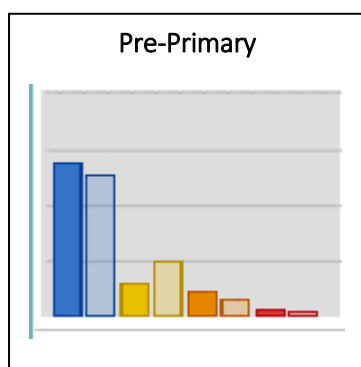
ATTENDANCE

Breakdown	Attendance Rate %	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth. %
KIN	84.0%	25	12	5	5	86%	14%
PPR	81.4%	17	22	19	2	84%	16%
Y01	87.8%	19	8	4	1	84%	16%
Y02	79.9%	3	11	4	2	87%	13%
Y03	81.4%	9	7	7	2	83%	17%
Y04	82.3%	8	13	6	1	78%	22%
Y05	83.7%	8	7	6	1	76%	24%
Y06	80.3%	8	4	5	2	81%	19%
Compulsory	82.4%	72	72	51	11	82%	18%

Attendance will continue to be a priority for Yanchep Rise Primary School. Strategies through an Attendance Plan will assist in increasing the average attendance for our students. Incentives and processes have been discussed with the team and School Board and will be included in the plan. Due to Covid, it is difficult to estimate what the "norm" is for Yanchep Rise PS, however schools in the local area report that attendance is a concern in the network.



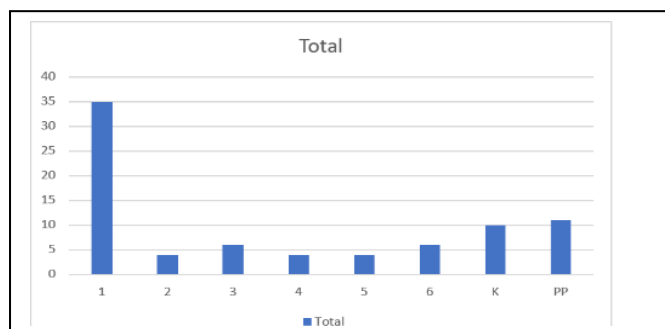
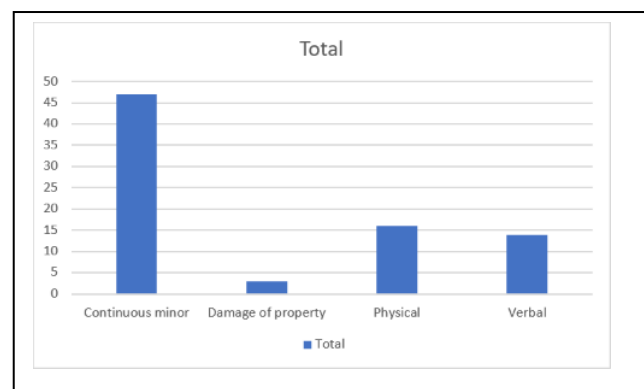
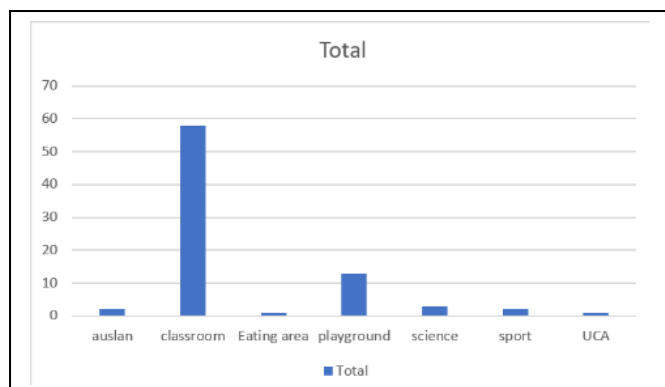
Attendance data compared to like schools:



STUDENT WELFARE AND BEHAVIOUR

As part of Positive Behaviour Support, student behaviour is recorded and monitored so that patterns can be identified in regards to location and types of behaviour. We use this data for our planning of PBS lessons, teaching identified values to improve specific behaviour. The data that we collected during 2021 demonstrates that:

Most of the undesired behaviour occurred in the classroom and consisted of continuous minor behaviours.



The highest number of behaviours were recorded for Year 1 students with a number of those students being put onto a Behaviour Management plan. The data shows a significant decrease in recorded behaviour in Term 4. This is probably due to the introduction of the Student Engagement Guidelines which supports consistency across all classes and also through the elimination in the data of students on Behaviour Management plans.

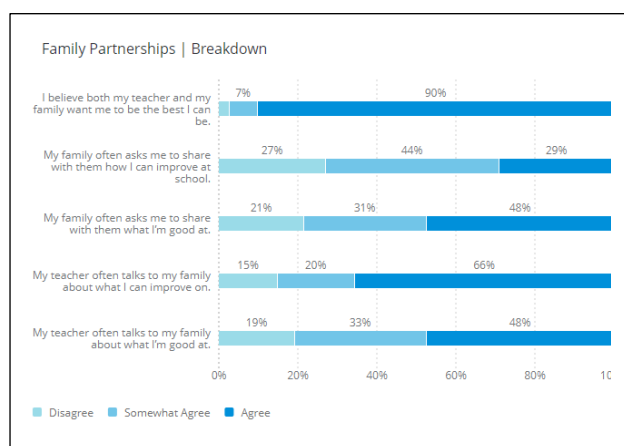
PARENT / STUDENT/ TEACHER FEEDBACK

As part of our commitment to Mental Health and Wellbeing, we carried out a Be You Survey. Be You Surveys empower all members of our learning community – educators, families, children and young people, to share their voice about mental health and wellbeing. Information gathered highlights strengths to build on and areas for improvement. Be You Survey questions are mapped to the five, Be You Professional Learning domains, helping to highlight key priority areas and guide our whole learning community approach to Be You.

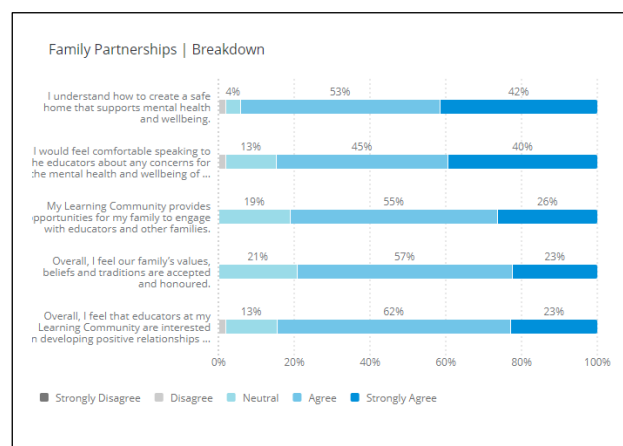
Survey	Overall score	Mentally Healthy Communities Score	Family Partnerships Score	Early Support Score	Learning Resilience Score	Responding Together Score
Children's Survey	4.05	4.14	3.78	4.13	4.12	4.14
Educator Survey	4.06	4.22	3.88	4.14	4.13	3.83
Family Survey	4.04	4.31	4.14	3.88	3.90	3.68

The data showed us that family partnerships was considered a weakness by the children and our educators, which has led to a focus to build these partnerships through the year. Pleasingly, when the data was broken down further we were able to identify that 90% of students felt that both their teacher and family want them to do their best. However, 15% of students did not feel that their teacher often talks to their family about what can be improved upon and 19% did not feel that their teacher often talks to their family about what they are good at. We have used this data to improve upon communication frequency, accessibility and quality between teachers and family members.

CHILD SURVEY

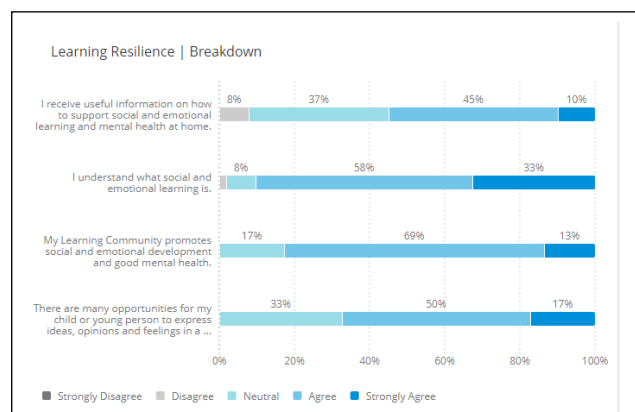
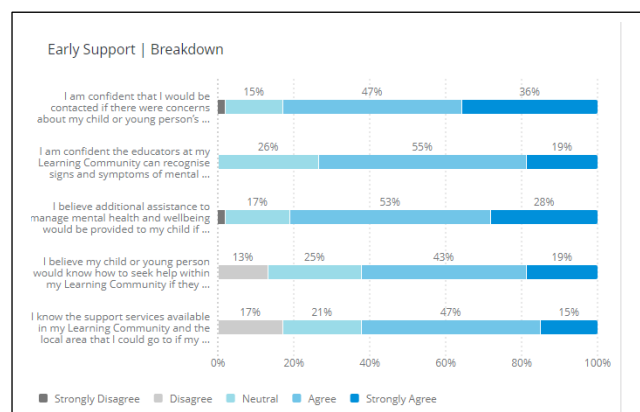


FAMILY SURVEY



Families that completed the survey felt that early support, learning of resilience and responding together, were areas of weakness. A further breakdown of the data showed us that the biggest areas for us to change were ensuring parents and students know what support services are available to them, along with communicating useful information on how to support social and emotional learning and mental health at home.

FAMILY SURVEY



From the data, we have identified that our educators need further support to help families to support the mental health and wellbeing of children. We have provided further opportunities for the staff to upskill in this area using the Be You learning modules.

Overall, the strongest domain identified across all surveys was developing a Mentally Healthy Community. This is something we continued to work towards throughout the year. We employed a Chaplain for 1 day a week, engaged the services of On Psych while we were without a School psychologist, continued to utilise our School Dog and the use of the sensory room and upskilled our Mental Health leaders. Our Mental Health leaders have also begun to collaborate as part of the Bush to Beach Mental Health Network. We have introduced daily Mental Health activities through a Mental Health and Mindfulness booklet and continue to develop student emotional intelligence through Zones of Regulation, 1-2-3 Magic Behaviour and emotion coaching and Protective Behaviours.

STAFF FEEDBACK

In Term 4 of 2021 the staff were asked to identify What Needs Work? What Worked in 2021? Forward Planning and thoughts. The following were identified and have provided information to inform planning into the future:



What worked 2021?

- Book Week collective costume
- Curriculum development
- Library organisation
- Team culture/environment – everyone coming into Staffroom as a safe space
- Coco & Sensory Room
- PBS implementation
- Birthday cakes
- Bookfair
- Well Being Week
- \$500 class budget sufficient
- Daily tweets
- Admin support / open door
- Staff hands in and positivity
- Wearing Staff shirt Fridays



What needs work?

- Work load distribution on committees
- Time for peer observation
- Homework – structured/reading logs
- Not inviting parents for RISER awards
- Healthier morning tea – one healthy/one not
- Alternating weeks - odd = thirsty/even = morning tea
- Everyone contributes to food of Thirsty Thursdays
- Student Leaders to set up assembly
- School sport – increase activities & purpose
- Supervision in the mornings
- Moving around when eating at lunch
- Consistent book covers & expectations
- Greater focus on font & handwriting
- Assessment tracking & uploading data
- Adding resources to One Drive for all to access
- Meeting schedule
- Reporting expectations – editing process/phrases to use & not to

Forward Planning, Ideas & Thoughts		
2022	2023	2024
Breakfast Club	The Fathering Project	School Review
School Clubs – music room/student hub	Waste Wise Initiatives	Year 6 Network Camp
- Art	- Composting	
- Logo	- Waste Representative in each year level	
- Robotics – ICT Explorers Comp		
- Cards – Numero		
- Drama		
- Choir		
Representative on Literacy & Numeracy team for each phase	Instructional Intelligence - Facilitators	
Yr3-6 Maths Extension Club – Sam	Growth coaching in place effectively	
Once a week		
Write a Book in a Day Competition		
Staff Weekender		
Girls Group for middle/upper students - focus on self esteem		
Peer observation schedule - every term		

MEETING THE ACADEMIC TARGETS

NAPLAN SUMMARY

NUMERACY

School Performance in comparison with all WA Public Schools						
NAPLAN	NAPLAN - Numeracy					
	2021					
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						

Below Expected performance in comparison to the results of all other WA public schools

Expected performance in comparison to the results of all other WA public schools

Above Expected performance in comparison to the results of all other WA public schools

Both our Year 3 and Year 5 students performed in the expected range compared with all WA Public Schools.

NAPLAN Numeracy						
	2018		2019		2021	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS					90%	68%
At NMS					10%	16%
Below NMS					0%	16%

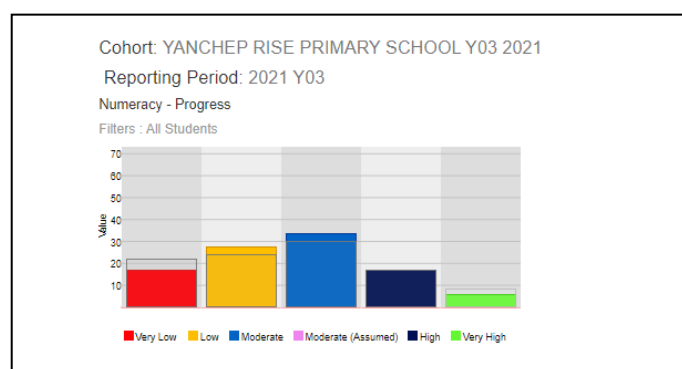
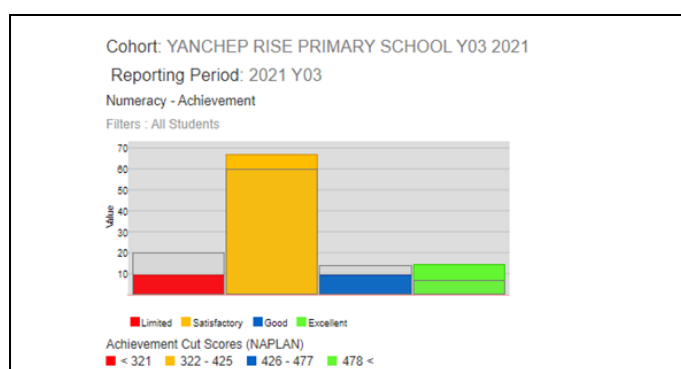
90% of our Year 3 students performed at above the National Minimum Standard.

68% of our Year 5 students performed above the National Minimum standard.

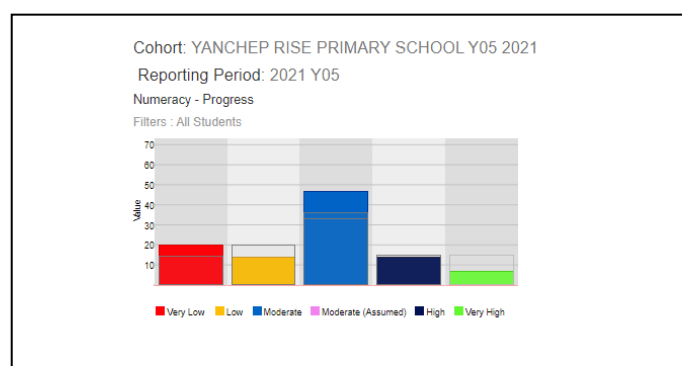
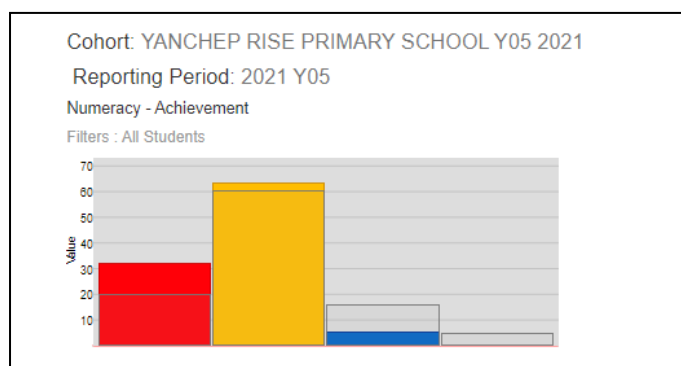
0% of our Year 3 students were below the NMS.

16% of our students were below NMS.

YEAR 3 Achievement and Progress



YEAR 5 Achievement and Progress



Numeracy Summary

Most of our Year 3 students achieved at or above a satisfactory level, however many students showed low or moderate progress from Pre-primary to Year 3.

A large number of our Year 5 students demonstrated at or below a satisfactory achievement, with a high number demonstrating limited achievement. Just over 60% of our Year 5 students, demonstrated moderate, high and very high progress from Year 3 NAPLAN, however over 30% demonstrated low and very low progress.

READING

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Reading					
	2021					
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						

- Below Expected performance in comparison to the results of all other WA public schools
- Expected performance in comparison to the results of all other WA public schools
- Above Expected performance in comparison to the results of all other WA public schools

Both our Year 3 and Year 5 students performed in the expected range compared with all WA public schools.

NAPLAN Reading

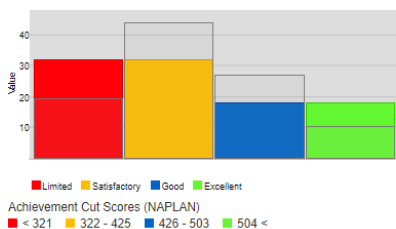
	2018		2019		2021	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS					68%	78%
At NMS					32%	11%
Below NMS					0%	11%

68% of our Year 3 students achieved above the National Minimum Standard (NMS). 0% achieved below the NMS.

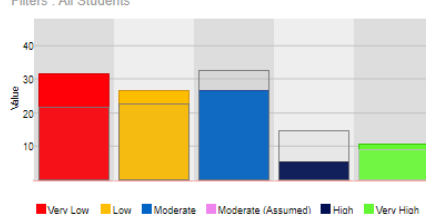
78% of Year 5 students achieved above the NMS. 11% achieved below.

YEAR 3 Achievement and Progress

Cohort: YANCHEP RISE PRIMARY SCHOOL Y03 2021
Reporting Period: 2021 Y03
Reading - Achievement
Filters : All Students

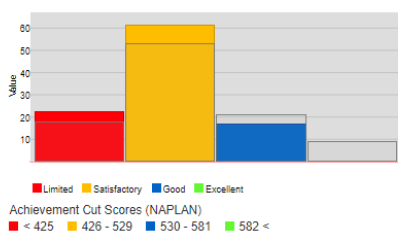


Cohort: YANCHEP RISE PRIMARY SCHOOL Y03 2021
Reporting Period: 2021 Y03
Reading - Progress
Filters : All Students

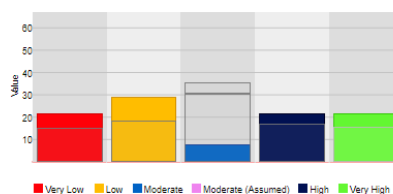


YEAR 5 Achievement and Progress

Cohort: YANCHEP RISE PRIMARY SCHOOL Y05 2021
Reporting Period: 2021 Y05
Reading - Achievement
Filters : All Students



Cohort: YANCHEP RISE PRIMARY SCHOOL Y05 2021
Reporting Period: 2021 Y05
Reading - Progress
Filters : All Students



Reading Summary

Approximately 70% of our Year 3 students, demonstrated achievement that was satisfactory or above. 30% of students demonstrated limited achievement. Over half of our students demonstrated low or very low progress from On-Entry Assessment in Pre-Primary with 15% demonstrating high or very high progress.

60% of our Year 5 students demonstrated achievement which was satisfactory or above with 20% demonstrating limited achievement. 50% of our Year 5 students demonstrated low or very low progress from Year 3 NAPLAN with the other 40% demonstrating high or very high progress.

WRITING

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Writing					
	2021					
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						

Below Expected performance in comparison to the results of all other WA public schools
 Expected performance in comparison to the results of all other WA public schools
 Above Expected performance in comparison to the results of all other WA public schools
 No data available or number of students is less than 6 or the Socio-Economic Index is under review

Both our Year 3 and Year 5 students performed in the expected range compared with all WA public schools.

NAPLAN Writing						
	2018		2019		2021	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Above NMS					76%	67%
At NMS					19%	17%
Below NMS					5%	17%

76% of our Year 3 students achieved above the National Minimum Standard (NMS). 5% achieved below the NMS.

67% of our Year 5 students achieved above the National Minimum standard. 17% achieved below the NMS.

SPELLING

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Spelling					
	2021					
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						

Below Expected performance in comparison to the results of all other WA public schools
 Expected performance in comparison to the results of all other WA public schools
 Above Expected performance in comparison to the results of all other WA public schools
 No data available or number of students is less than 6 or the Socio-Economic Index is under review

Both our Year 3 and Year 5 students performed in the expected range compared with all WA public schools.

GRAMMAR AND PUNCTUATION

School Performance in comparison with all WA Public Schools						
NAPLAN	NAPLAN - Grammar & Punctuation					
	2021					
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Comparative Performance						

	Below Expected performance in comparison to the results of all other WA public schools
	Expected performance in comparison to the results of all other WA public schools
	Above Expected performance in comparison to the results of all other WA public schools
	No data available or number of students is less than 6 or the Socio-Economic Index is under review

Our Year 3 students performed in the expected range compared with all WA public schools.

Our Year 5 students performed below the expected range compared with all WA public schools.

TARGETS for consideration in all areas will be to:

- Increase the percentage of students demonstrating good and excellent achievement.
- Decrease the percentage of students demonstrating limited achievement.
- Increase the percentage of students making high to very high progress.
- Decrease the percentage of students making low and very low progress.

DATA CONSIDERATIONS

The data for 2021 is reflective of approximately 10 weeks of instruction as all students have started at the school in February 2021. Data has been utilised in the planning of teaching for 2022.

TARGETS FOR 2022

Non-Academic Targets:

- To increase positive communication between teachers and families.
- Increase awareness of how families can support the mental health and wellbeing of students at home.
- Increase the overall attendance rate from 82%.
- Increase the incidences of students being recognised for demonstrating positive behaviour.
- Decrease the incidences of students demonstrating negative behaviour.
- Implement the Student Engagement Policy (including Good Standing).
- Up skill all new staff in 1-2-3 Magic Behaviour and Emotion Coaching.
- Up skill all new staff in PBS awareness training.
- Up skill staff with Classroom Management Strategies (CMS) training.

Academic Targets:

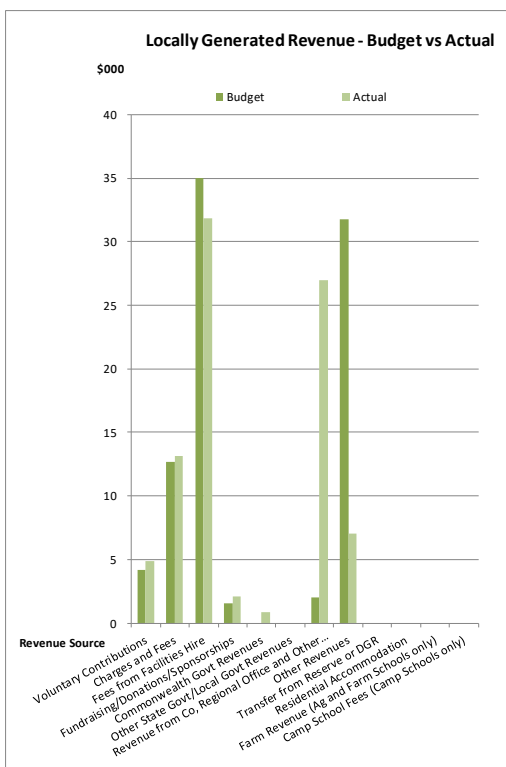
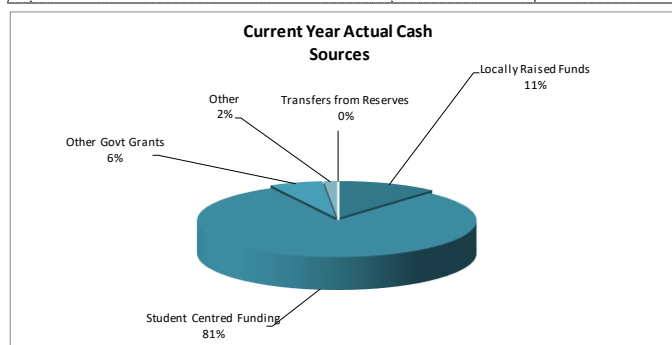
- The percentage of Year 3 students demonstrating Good and Excellent achievement to be the same or higher than that of like schools in all NAPLAN assessments.
- Increase the percentage of Year 3 students making High Progress from On-Entry 2019 to NAPLAN 2022 compared to 2018 – 2021.
- The percentage of Year 5 students demonstrating Good and Excellent achievement to be at or above that of like schools for NAPLAN (this cohort did not complete NAPLAN in Year 3 due to Covid).
- Pre-Primary to Year 5 students to show improvement in Writing Narrative using the Brightpath ruler from 2021 – 2022.
- Year 1 – Year 5 students to show improvement in reading using the York Assessment for Reading Comprehension (YARC) from 2021 – 2022.

- Year 1 – Year 5 students to show improvement in Mathematics and fluency using Westwood Fluency Test and PAT Adaptive Maths.
- Year 3 – Year 5 students who participate in Sounds Write Intervention Programs to show progress from 2021 – 2022 using the Sounds Write Assessment.
- Year 4 – Year 5 students who participate in Junior Elementary Maths Mastery Intervention Groups to show improvement from the start of 2022 – end of 2022.

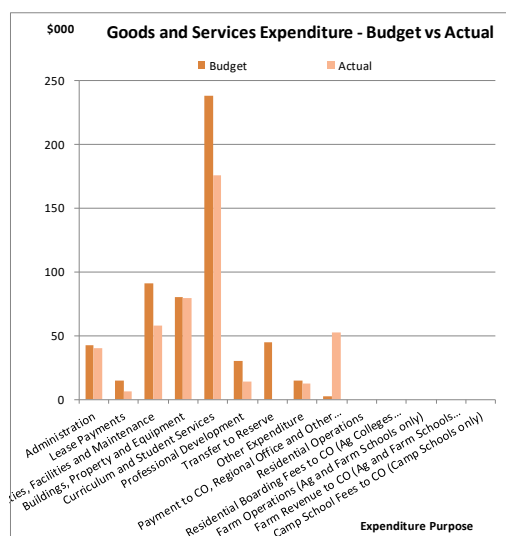
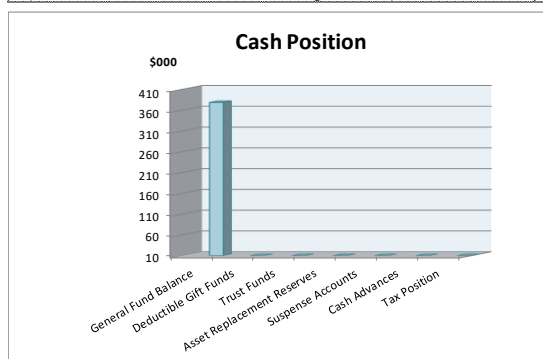
Financial Summary

The following is the standard presentation of the Yanchep Rise Financial Summary as at December 31, 2021.

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 4,152.00	\$ 4,870.00
2	Charges and Fees	\$ 12,653.00	\$ 13,162.95
3	Fees from Facilities Hire	\$ 35,000.00	\$ 31,818.20
4	Fundraising/Donations/Sponsorships	\$ 1,530.00	\$ 2,060.50
5	Commonwealth Govt Revenues	\$ -	\$ 888.44
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,000.00	\$ 27,000.00
8	Other Revenues	\$ 31,766.00	\$ 7,004.94
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	\$ 87,101.00	\$ 86,805.03
	Opening Balance	\$ 366,332.14	\$ 366,332.14
	Student Centred Funding	\$ 321,250.00	\$ 362,500.00
	Total Cash Funds Available	\$ 774,683.14	\$ 815,637.17
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 774,683.14	\$ 815,637.17



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 42,300.00	\$ 40,120.87
2	Lease Payments	\$ 14,500.00	\$ 6,139.28
3	Utilities, Facilities and Maintenance	\$ 90,459.00	\$ 57,777.20
4	Buildings, Property and Equipment	\$ 79,920.00	\$ 78,909.10
5	Curriculum and Student Services	\$ 237,385.67	\$ 175,480.46
6	Professional Development	\$ 30,000.00	\$ 14,042.97
7	Transfer to Reserve	\$ 45,000.00	\$ -
8	Other Expenditure	\$ 14,534.00	\$ 12,497.77
9	Payment to CO, Regional Office and Other Schools	\$ 2,000.00	\$ 52,000.00
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	\$ 556,098.67	\$ 436,967.65
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 556,098.67	\$ 436,967.65
	Cash Budget Variance	\$ 218,584.47	



Cash Position as at:	
Bank Balance	\$ 376,693.02
Made up of:	
1 General Fund Balance	\$ 378,669.52
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ -
5 Suspense Accounts	\$ 1,004.50
6 Cash Advances	\$ -
7 Tax Position	\$ (2,981.00)
Total Bank Balance	\$ 376,693.02

CONCLUSION

We have had a very busy first year at Yanchep Rise Primary School. Together we have had many great accomplishments. Our many "firsts" for the year will become traditions in our school's history.

On behalf of myself, my Leadership Team and staff, we thank you for supporting YRPS. We welcome all forms of feedback regarding our school and its operations and trust you find the contents of this report informative and beneficial.