



ANNUAL REPORT

2025



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PRINCIPAL'S WELCOME

It is my pleasure to present to you the 2025 Annual Report for Yarloop Primary School. This report provides a comprehensive overview of the school's key activities, highlights, and performance throughout the year.

I would like to begin by extending my sincere thanks to our dedicated staff, supportive parents, and enthusiastic students. Your ongoing commitment continues to make Yarloop Primary School a positive and inclusive learning environment.

In 2025, we have maintained a strong focus on our core goal: ensuring every student is supported to reach their full potential. A key priority this year has been the implementation of targeted intervention through intensive literacy and numeracy extension programs. We have utilised evidence-based approaches, including MultiLit in literacy and Bond Blocks in mathematics, to support student growth and achievement.

We have also prioritised additional support for students with additional educational needs, by creating increased time for a teacher to work alongside staff in planning and delivering educational support programs. This has strengthened our capacity to meet the diverse learning needs of all students.

The Annual Report outlines the progress our students have made against academic targets, as well as the responsible management of the school's budget. I am pleased to report continued growth

in both academic outcomes and student wellbeing.

The support of our parent community remains one of our greatest strengths. Your active involvement in your children's education, and your collaboration with the school, continues to have a meaningful impact. I also acknowledge the valuable contribution of our School Board in guiding the strategic direction of the school.

I would like to extend a special thank you to our P&C Association. Their ongoing fundraising efforts provide additional resources and enriching opportunities that enhance the learning experience for all students.

In addition, we have made improvements to our school environment through contracted mowing and lawn care services, resulting in more vibrant and welcoming school grounds that our students can enjoy.

I encourage you to take the time to read through the 2025 Annual Report and celebrate the achievements of our students, staff, and the wider Yarloop Primary School community. Together, we continue to build a supportive, engaging, and successful learning environment for all.

Warm regards,

Mark Gledhill
Principal

YARLOOP P.S. 2025

A YEAR OF CONNECTION, OPPORTUNITY AND GROWTH

In 2025, Yarloop Primary School continued to provide a supportive and engaging learning environment, with an enrolment of 45 students across three multi-age classrooms. Our commitment to delivering a well-rounded education remained strong, with specialist programs in music and science/technology, alongside Italian as part of our Languages Other Than English (LOTE) curriculum.

Throughout the year, students were provided with a range of opportunities to connect, learn, and grow beyond the classroom. A key focus was strengthening relationships with other small schools, including the development of a partnership with Dwellingup Primary School. This included shared visits and a day of sport and interaction, fostering both social connections and a sense of community.

Students also engaged in rich cultural learning experiences through a visit to the Boola Bidi Dreaming Centre. Here, they participated in interpretive walks along the Harvey River and took part in workshop activities focused on Aboriginal culture, deepening their understanding and appreciation of Australia's First Nations heritage.

Additional opportunities were provided through the use of the Harvey Recreation and Cultural Centre, where students attended performances and had the unique opportunity to meet actors and designers. These experiences enhanced student engagement and broadened their exposure to the arts.

Student wellbeing continued to be a priority in 2025. We were pleased to welcome our new school chaplain, Mrs Sophie Bach, in Semester 2. She worked alongside Mrs Emma Curulli, who transitioned to one day per week towards the end of the year. This collaborative approach ensured continuity of care and ongoing support for our students and families.

Overall, 2025 was a year characterised by connection, cultural learning, and expanded opportunities. Our students continued to thrive in a nurturing environment, building confidence, resilience, and a strong sense of belonging within the Yarloop Primary School community.



SCHOOL STAFF PROFILE

PRINCIPAL	Mr Mark Gledhill
MCS	Tracey Penny
SCHOOL OFFICER	Jo-Anne Wood Natasha Fardella
TEACHERS	Mrs Kandy Camisa Mrs Gina Slack Mr Luke House Mrs Elizabeth Zappia Mrs Cassie Wijbenga Mrs Kristy Fimmano
SUPPORT STAFF	Mrs Kathryn Barrington Mrs Sarah Ross Ms Natasha Fardella Mrs Maria Musuraca
CHAPLAIN	Mrs Emma Curulli
CLEANER	Mrs Emma Reed
RELIEF	Kerry Schmidt
GARDENER/HANDYPERSON	Mrs Narni Catalano
SCHOOL BOARD CHAIR	Mrs Emily Monk
PARENT AND CITIZEN PRESIDENT	Mrs Tracey Garrigan

STAFF INFORMATION

	No	FTE	AB'L
ADMINISTRATION STAFF			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
TEACHING STAFF			
Other Teaching Staff	6	4.2	0
Total Teaching Staff	6	4.2	0
ALLIED PROFESSIONALS			
Clerical / Administrative	2	1.0	0
Gardening / Maintenance	1	0.5	0
Other Allied Professionals	6	3.2	0
Total Allied Professionals	9	4.7	0
TOTAL	16	9.9	0

NOTE: All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of the Teacher Registration Board of Western Australia.

STUDENT NUMBERS

PRIMARY	KIN	PPR	Y01	Y02	Y03	Y04	Y05	Y06	TOTAL
Full Time	(3)	6	1	8	5	6	6	8	43
Part Time	8								

NOTE: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students.

	Kin	PPR	Pri	Sec	TOTAL
Male	5	5	12		22
Female	3	1	22		26
TOTAL	8	6	34		48

BUSINESS PLAN TARGETS

PAT ASSESSMENT TARGETS

The school will continue to focus on improving student achievement and progress in Progressive Achievement Tests (PAT) for Reading and Numeracy across all year levels. Analysis of longitudinal PAT Reading data from 2021–2026 indicates that many students have demonstrated steady growth over time, with several students achieving significant gains in scale scores across consecutive years of testing.

While some variation in data is evident, this is reflective of the small cohort sizes within the school, where individual student performance can have a significant impact on whole-school trends. For this reason, Yarloop Primary School places a strong emphasis on analysing achievement and progress on an individual student basis to ensure targeted support and intervention.

The data highlights positive growth trends for many students, particularly where consistent intervention and explicit teaching programs have been implemented. The continued use of evidence-based programs such as Multilit , Bond Blocks, and Oxford Maths aims to further strengthen student outcomes in literacy and numeracy.

BUSINESS PLAN TARGETS

- Increase the percentage of students achieving moderate to high growth in PAT Reading and Numeracy assessments across all year levels.
- Use PAT data to identify targeted intervention groups and monitor student progress through ongoing assessment cycles.
- Continue to strengthen explicit teaching practices and evidence-based intervention programs to support improved student achievement.

ATTENDANCE TARGETS

Student attendance continues to remain a priority at Yarloop Primary School, recognising the strong connection between regular attendance and improved academic and social outcomes.

The school will continue to work collaboratively with families to promote the importance of consistent attendance through regular communication, follow-up processes, and positive reinforcement strategies. Individual attendance concerns are monitored closely, with support plans and intervention strategies implemented where required.

BUSINESS PLAN TARGETS

- Maintain and improve whole-school attendance rates, with a focus on reducing the number of students identified as at risk due to persistent absence.
- Strengthen family and community partnerships to support regular school attendance and engagement.
- Continue to implement proactive attendance monitoring and early intervention processes to support student wellbeing and learning continuity.

ATTENDANCE

ATTENDANCE SUMMARY – 2025

Student attendance at Yarloop Primary School has shown gradual improvement over recent years; with a difference of 0.6% compared to LIKE schools for the years 2024- 2025. . Improving attendance continues to be a key priority for the school.

Students with consistently low attendance are identified and followed up by school administration on a case-by-case basis. Individualised support is provided to families, with the school chaplain playing a vital role in offering pastoral care and assisting families in accessing external services where appropriate.

Yarloop Primary School remains committed to reducing the number of students identified as being at risk due to poor attendance, particularly those in the Severe Non-Attendance category. Attendance will continue to be closely monitored, and proactive strategies will be implemented to support student engagement and regular participation in school.

PRIMARY ATTENDANCE RATES

	ATTENDANCE RATE	
	School	WA Public Schools
2023	84.6%	88.9%
2024	86.2%	89.4%
2025	80%	89.1%



STUDENT ACHIEVEMENT AND PROGRESS

NAPLAN data from 2025 indicates lower progress and achievement in Spelling when compared to like schools. It is important to interpret this data with caution due to the small cohort size, which can significantly influence overall results and limit broad generalisations.

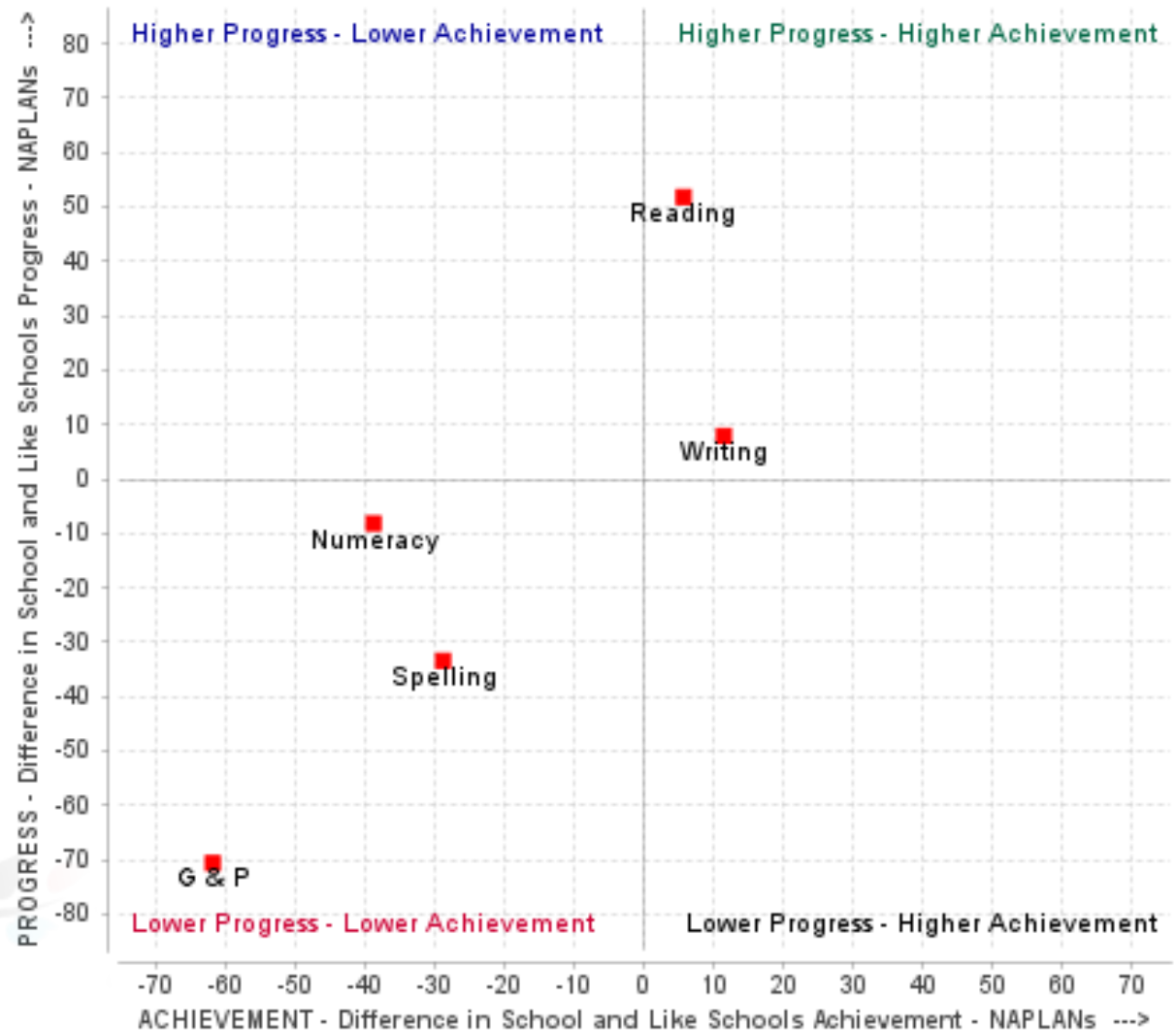
To ensure accuracy, the school places a strong emphasis on analysing student achievement on an individual basis. This approach allows for more targeted identification of learning needs and supports the development of appropriate intervention strategies.

In response to these results, the school has commenced a review of its current spelling and reading approaches. A new evidence-based program is being researched for implementation in 2026, with consideration given to Department of Education recommendations and current best practice in literacy instruction.

Once selected, the program will be implemented over a five-year period. This timeframe will ensure consistency, allow for high-quality implementation with fidelity, and provide a meaningful period to track student progress and evaluate the effectiveness of the approach.

Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2023 to Year 5 2025



■ Year 3 to 5



EARLY CHILDHOOD

KINDERGARTEN AND PRE-PRIMARY PROGRAM – 2025

At Yarloop Primary School, our Kindergarten and Pre-Primary classroom blends key elements from the **Early Years Learning Framework (EYLF)**, the **National Quality Standard (NQS)**, and the **Western Australian Curriculum** to create a high-quality early childhood learning environment.

The **EYLF** is a national framework that emphasises the importance of play-based learning and supports the development of communication, language, social, emotional, cognitive, and physical skills in young children. The **National Quality Standard** provides a framework for maintaining high-quality teaching and care practices, while the Western Australian Curriculum outlines clear learning outcomes across all learning areas, including English, Mathematics, Health and Physical Education, Humanities and Social Sciences, Languages, Science, Technologies, and the Arts.

In 2025, a key strength of our Early Childhood program has been the effective collaboration between our classroom teachers. Two experienced educators have worked closely together to deliver a structured, sequential, and consistent daily program. This strong partnership has ensured continuity in teaching and learning, while providing students with clear routines that support engagement, confidence, and smooth transitions throughout the day.

The program has been further enriched through the support of specialist teachers in Music, Technologies, and Physical Education. Their contributions have provided additional opportunities for students to develop skills, explore new areas of interest, and engage in a broad and balanced curriculum.

In our combined Kindergarten/Pre-Primary classroom, these frameworks and teaching practices have been thoughtfully integrated to deliver a learning environment that is:

- Inclusive – recognising and valuing the diverse needs, abilities, and interests of each child,
- Dynamic – fostering continuous growth, exploration, and meaningful learning experiences,
- Engaging – encouraging active participation, inquiry, and creativity.

Our program is designed to build on each child's existing knowledge, experiences, and interests, while catering to their individual learning styles and developmental needs.

ENGLISH

ENGLISH PROGRAM 2025 – PRE-PRIMARY TO YEAR 6

In 2025, Yarloop Primary School implemented a structured and evidence-based English program across all year levels, with a strong focus on explicit instruction and targeted intervention. This approach resulted in measurable improvements in student engagement, confidence, and skill development across key areas of literacy.

Students in Years 4 to 6 participated in targeted English instruction using a range of structured programs. Spelling was delivered through the Sound Waves program, with formal assessments conducted in Terms 1 and 4. Results indicated overall improvement in spelling accuracy and increased consistency in the application of phoneme-grapheme knowledge. Ongoing Sound Waves content reviews supported retention of key concepts, with most students demonstrating growth across the year.

In the Early Childhood setting (Kindergarten to Year 3), the Promoting Literacy Development (PLD) program was introduced. As this was the first year of implementation, a gradual approach was taken to support staff and students in developing confidence with the program. Early data and teacher observations indicated improved phonological awareness and early decoding skills, particularly among students requiring additional support.

Reading, grammar, and punctuation were assessed using the Progressive Achievement Tests (PAT) in Terms 1 and 3. Analysis of this data showed steady growth across cohorts, with a number of students demonstrating progress at or above expected levels. This data was used to inform targeted teaching and intervention planning throughout the year.

To strengthen targeted literacy intervention, the school continued to expand its use of the MiniLit program. Additional staff members, including an Education Assistant, were trained, and the school invested in program licences and resources. Students in Years 1 to 4 completed diagnostic assessments, with identified students participating in small-group intervention sessions. Students involved in MiniLit demonstrated improved decoding skills, reading fluency, and confidence in approaching unfamiliar texts.

Additionally, the school successfully secured funding through an ALCOA grant to implement the MacqLit program, designed to support reading development in students from Years 3 to 6. Two staff members completed training, and the program commenced in 2025. Early monitoring data indicated positive gains in reading accuracy and comprehension for participating students, supporting the effectiveness of structured, evidence-based intervention.





NUMERACY

MATHEMATICS PROGRAM SUMMARY – 2025

In 2025, Yarloop Primary School continued to strengthen mathematics instruction through consistent, structured teaching practices and targeted intervention. Building on the professional learning and foundations established in 2024, the school maintained a strong focus on improving student outcomes in number fluency and overall mathematical understanding.

From Pre-Primary to Year 6, the core mathematics curriculum was delivered using the Oxford Maths program. This resource continued to provide a clear scope and sequence, supported by a consistent lesson structure based on the "I do, we do, you do" model. This approach enabled explicit teaching, guided practice, and independent application, while also allowing for extension opportunities for students requiring additional challenge.

The Bond Blocks program remained a key component of targeted intervention in 2025. Implemented in small-group settings, the program supported the development of number fluency, particularly in the early years. All Year One students again participated, with additional students across the school included based on identified need.

Assessment continued to play a central role in informing teaching and monitoring student progress. Pre- and post-assessments were used to track understanding of mathematical concepts, enabling teachers to identify gaps and provide timely re-teaching where required.

School-based assessment data indicated continued improvement in student achievement across a range of mathematical concepts. Students demonstrated increased confidence in applying number strategies and problem-solving skills, reflecting the impact of consistent teaching practices and targeted support programs.



MUSIC

MUSIC PROGRAM SUMMARY – 2025

Throughout 2025, all students at Yarloop Primary School participated in engaging, whole-body music lessons based on the Orff approach. These lessons integrated speech, movement, dance, rhythm, music notation, and instrumental performance, supporting the development of musical skills, creativity, and confidence across all year levels.

In Term 2, students took part in a Musica Viva incursion, which provided an interactive and enriching performance experience and deepened students' understanding and appreciation of live music. Senior students also formed a music ensemble, working collaboratively to rehearse and refine their skills. This culminated in a confident live performance for the school community, showcasing their musical growth and teamwork.

We celebrated the end of the year together as a community by joining with the Yarloop Community Church for their inaugural Yarloop Community Christmas Carols, a joyful occasion that brought students, families and the wider community together through music.

STEM

STEM (SCIENCE AND TECHNOLOGY) PROGRAM SUMMARY – 2025

In Semester 2 Students were provided with a range of interactive lessons integrating Science and Technology through a STEM based teaching approach. Lessons were altered across the whole school to build on students love for the world around them and allow them to further their scientific curiosity.

RM1 | In chemical science students investigated natural and processed material, learnt the difference between waterproof and absorbent which was then tested with students designing their own boat. Students had to follow a design process and then reflect on whether their boat could float. Students also covered physical science to investigate push and pull force and the difference between contact and non-contact. They then designed a car displaying one of those forces.

RM2 | In chemical science students learnt about ways everyday objects are made exploring their properties and materials. Students got to complete a range of fun experiments including, volcanoes, gloop and jelly making. In physical science students learnt about how a marionette puppet works by applied force. They then completed a design brief to construct their own.

ECC | In chemical science students discovered a range of materials which were then sorted by size, colour and material. They looked at which ones are strong, flexible and waterproof that they then applied to building a modal house. In physical science the students learnt the way objects move depends on a variety of factors including their size and shape. Students raced a range of cars to test theories and hypothesis.

ITALIAN

ITALIAN PROGRAM SUMMARY – 2025

In 2025, students at Yarloop Primary School continued to explore the fundamentals of the Italian language through engaging and interactive lessons. Students participated in one hour of Italian instruction per week, with a focus on developing language understanding, speaking skills, and cultural awareness.

The program emphasised the development of basic vocabulary, pronunciation, and simple conversational skills, supporting students to build confidence in using the language in familiar contexts.

Cultural understanding remained a key component of the program. Students participated in activities linked to Harmony Day, including Italian cooking experiences, as well as exploring traditional dance, social games, and customs. These hands-on experiences deepened students' appreciation of Italian culture and supported their understanding of diversity.

A highlight of the year was the inclusion of a whole-school Italian Day. This featured a long-table lunch prepared with the assistance of local community members, including several "Nonnas," who worked alongside students to cook traditional Italian dishes. The day also included a range of cultural activities centred around the preparation of pasta and other Italian cuisines, providing students with an authentic and immersive cultural experience.

Students demonstrated high levels of participation and increasing confidence in their use of basic Italian vocabulary, with many able to use simple greetings and phrases in context. Their active engagement in both language and cultural activities contributed to a positive and inclusive learning environment.

PHYSICAL EDUCATION

PHYSICAL EDUCATION AND SPORTING EVENTS – 2025

Students from Pre-Primary to Year 6 participated in engaging Physical Education lessons throughout 2025, with a strong emphasis on participation, coordination, fitness, resilience, game skills, strategy, and teamwork. Staff delivered inclusive and comprehensive programs designed to develop students' fundamental movement skills across a wide range of physical activities.

In the early years, there was a continued focus on developing foundational movement skills, building student confidence and competence in physical activity. In the upper years, students engaged in a variety of sports including Basketball, T-Ball, Netball, Soccer, and AFL, while also developing an understanding of rules, strategies, and teamwork. These skills supported preparation for the annual Faction Sports Carnival, held in Term 3.

A key focus in 2025 was the development of sportsmanship and team building across all year levels. Students were encouraged to demonstrate respect, cooperation, and positive participation in both competitive and non-competitive settings.

Yarloop Primary School students proudly represented the school at several inter-school sporting events:

- **Inter-school Lightning Carnival:** Students in Years 4 to 6 participated in this event at the Leschenault Leisure Centre, competing in soccer and netball. The carnival provided valuable opportunities to build skills, confidence, and positive relationships with students from neighbouring schools.
- **Inter-school Cross Country:** Selected students competed in the WATTLE Interschool Cross Country at Brunswick Primary School, as well as an additional event hosted by Adam Road Primary School, representing Yarloop with determination and pride.
- **Inter-school Athletics Carnival:** Held at River Valley Oval in Burekup, students participated in a range of track and field events, demonstrating strong school spirit, teamwork, and individual effort.
- **Dwellingup Primary School Visit:** Students also visited Dwellingup Primary School to participate in friendly soccer and netball matches. This experience further supported the development of teamwork, sportsmanship, and positive connections with peers from other schools.

Overall, 2025 was a successful year in Physical Education, with students actively engaged in developing their physical skills, confidence, and teamwork in a supportive and inclusive environment.



SCHOOL COMMUNITY HIGHLIGHTS

ANZAC Day was a significant and respectful occasion for the Yarloop Primary School community. Student leaders proudly represented the school at the Yarloop ANZAC Day Service, where they spoke with confidence and participated in the commemorative march.

Within the school, student leaders also took responsibility for organising and

Throughout the year, students attended a range of performances, including Aladdin and His Smart Watch, a ballet performance, and puppet shows.

A highlight of these excursions was the opportunity for students to actively participate on stage and interact with performers, becoming part of the show. These experiences supported the development of confidence, creativity,

strong attendance from families. The evening included a BBQ, fun games, and concluded with a highly anticipated raffle draw, creating a positive and engaging community atmosphere.

Students also participated in a range of enriching incursions across the year. These included interactive science sessions delivered by Qwestacon, which sparked curiosity and supported



leading a dedicated ANZAC service for students and staff. This provided an opportunity for the school community to come together in reflection, demonstrating respect, leadership, and a strong understanding of the importance of remembrance.

Students were also provided with valuable cultural and performing arts experiences through visits to the Harvey Recreation and Cultural Centre.

and engagement, while also enhancing learning in literacy and the arts beyond the classroom environment.

The school community came together to celebrate a number of special events throughout the year, strengthening connections between students, families, and staff. Mother's Day and Father's Day were both well-supported occasions. The Father's Day evening event was a particular highlight, with

learning in Science through hands-on experiences.

In addition, wildlife incursions provided students with the opportunity to engage directly with Australia's native fauna, including feathered, furry, and reptile species. These experiences enhanced students' understanding of the natural world and supported learning through real-life, engaging encounters.



SCHOOL REVIEW 2025

Yarloop had its 4 yearly school review in 2025 and the following information is an extract of the outcomes for the School review with key focus areas for improvement to be initiated for 2026.

Relationships and partnerships
A positive school climate, with strong community links and supportive parent partnerships, is fostered through respectful interactions and community building efforts. Positive relationships and partnerships are promoted by school leaders and contribute to the collaborative effort to improve student outcomes.
Commendations
The review team validate the following: <ul style="list-style-type: none"> Clear and inclusive communication is facilitated through multi-modal media platforms that build connection between families and school to provide valued information. A strong focus on improving data analysis skills is supported through collaborative engagement with the Harvey Dardanup Network of schools led by the Regional Director and Coordinator of Regional Services. The school has an enthusiastic and engaged School Board that understands its governance role and the benefit of advocating for the school. An established P&C operates within the school, assisting with the upgrade of facilities and providing a valued canteen service for students and staff. Families are afforded opportunities to interact with the school during events which build a sense of community and enjoyment. These include assemblies, an Italian long table lunch, NAIDOC' celebrations and sports carnivals.
Recommendations
The review team support the following <ul style="list-style-type: none"> Use the Aboriginal Cultural Standards Framework as a tool to strengthen connection with Aboriginal families through consultation and representation in decision making. Provide training for members of the School Board to strengthen the board's role in monitoring school progress against identified priorities through analysis of data. Provide training for members that supports them to fulfil their role.

Teaching quality
Staff are developing an understanding of the conditions under which quality teaching will thrive. Working towards a shared responsibility to implement consistent instruction across the school is a priority.
Commendations
The review team validate the following: <ul style="list-style-type: none"> Collaboration to support tailored assistance for students with specific needs is evident. The ongoing review of instructional approaches and intervention is designed to improve the learning opportunities for students and is supported through the learning support coordinator role. Identifying the learning needs of students is a focus. Staff are developing data literacy and have begun to use the Elstatik tool to support the analysis of systemic and school-based data to inform more targeted teaching plans. The school is developing systems to collect, share and analyse data including student achievement and progress as well as non-academic measures such as behaviour and attendance. Professional learning opportunities have been provided to staff to ensure that the implementation of programs is supported.
Recommendations
The review team support the following: <ul style="list-style-type: none"> Align the Quality Teaching Strategy and the Teaching for Impact resources to develop a whole-school instructional framework to strengthen connected practice and consistency in lesson delivery. Ensure that instructional strategies are supported by evidence about how students best learn, and are implemented strategically and consistently with the guidance of an instructional coach.

Student achievement and progress
There is a commitment to creating data narratives from student names and numbers for analysis of learning gaps to inform decision making and measure outcomes.
Commendations
The review team validate the following: <ul style="list-style-type: none"> The school's assessment schedule provides student performance information to guide improved planning for targeted teaching and learning. While progress is indicated in Progressive Achievement Tests (PAT) assessments for most students, staff recognise that performance against schools with a similar context needs to be strengthened and has taken steps towards improving alignment. Parents are encouraged to engage as key partners, with scheduled case conferences, parent-teacher interviews and informal communication ensuring progress and wellbeing are regularly communicated. The success of proven literacy interventions, implemented with fidelity, is evident in the achievement of students engaged in MiniLit and MacqLit who have had their learning gaps narrowed significantly.
Recommendations
The review team support the following: <ul style="list-style-type: none"> Strengthen the alignment between teacher judgements and school performance in system assessment data. Use moderation tools such as the Brightpath Ruler and data from PAT assessments. Maintain literacy and numeracy moderation activities within the local network of schools. Initiate a strategy to ensure teachers know every child's level of progress and achievement. Continue to implement targeted, evidence-based interventions to differentiate learning as required.

Learning environment
The attractive, well-maintained physical internal and external environments add value to student learning experiences and enhance the feeling of belonging and wellbeing amongst staff and students.
Commendations
The review team validate the following: <ul style="list-style-type: none"> A very clear focus on student wellbeing is evident. The small, but effective, student services team consists of the learning support coordinator (LSC), chaplain and school psychologist who collaborate to provide targeted support to identified students. Positive Behaviour Support processes, and the associated roles and responsibilities of staff, support the values of care and empathy. The valued yarning circle augments this approach with opportunities to solve social problems respectfully. A priority to provide for students at educational risk (SAER) is implemented through an integrated process that supports the varied needs of students by holistically addressing behaviour, engagement and attendance. Individual and group planning is optimised through Abilities Based Learning Education Support, Western Australia, and Special Educational Needs planning tools with the guidance of the LSC.
Recommendations
The review team support the following: <ul style="list-style-type: none"> Work with students and parents to clarify and communicate behavioural expectations and management processes. Progress plans to further integrate student feedback into the design of learning environments.

YARLOOP PS FINANCIAL SUMMARY AS AT DECEMBER 2025

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget	
	(\$)	Actual YTD (\$)
Carry Forward (Cash):	18,138	18,138
Carry Forward (Salary):	24,424	24,424
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	1,420,234	1,420,234
Locally Raised Funds:	25,705	33,891
Total Funds:	1,488,500	1,496,687
EXPENDITURE		
Salaries:	1,151,210	1,151,210
Goods and Services (Cash):	271,606	160,145
Total Expenditure:	1,422,816	1,311,355
VARIANCE:	65,684	185,332

EXPENDITURE - Dec 2025 (Verified Dec Cash)		
	Current Budget	
	(\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	996,993	996,993
New Appointments	0	0
Casual Payments	152,508	152,508
Other Salary Expenditure	1,710	1,710
Total Funds:	1,151,211	1,151,211
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	10,375	5,817
Lease Payments	9,600	9,525
Utilities, Facilities and Maintenance	45,115	39,052
Buildings, Property and Equipment	18,000	29,171
Curriculum and Student Services	75,023	67,391
Professional Development	5,338	4,774
Transfer to Reserve	100,000	0
Other Expenditure	8,155	4,414
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	271,606	160,144
TOTAL	1,422,817	1,311,355

INCOME - Dec 2025 (Verified Dec Cash)		
	Current Budget	
	(\$)	Actual YTD (\$)
Carry Forward (Cash)	18,138	18,138
Carry Forward (Salary)	24,424	24,424
STUDENT-CENTRED FUNDING		
Per Student	406,748	406,748
School and Student Characteristics	736,727	736,727
Disability Adjustments	7,022	7,022
Targeted Initiatives	267,644	267,644
Operational Response Allocation	2,093	2,093
Total Funds:	1,420,234	1,420,234
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(124,151)	(124,151)
School Transfers - Cash	124,151	124,151
Department Adjustments	0	0
Total Funds:	0	0
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	2,400	1,530
Charges and Fees	5,300	3,474
Fees from Facilities Hire	0	0
Fundraising/Donations/Sponsorships	11,500	16,028
Commonwealth Govt Revenues	0	0
Other State Govt/Local Govt Revenues	3,300	3,300
Revenue from CO, Regional Office and Other schools	0	0
Other Revenues	3,205	9,559
Transfer from Reserve or DGR	0	0
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	25,705	33,891
TOTAL	1,488,501	1,496,687



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