



ANNUAL REPORT 2025

Yuna Primary School



TABLE OF CONTENTS

Our School	3
Context	3
Our Vision	3
Our Values	4
Our Beliefs	4
A Message from the principal	5
A Message from the school community	6
School Council	6
2025 at a glance	8
Staffing	8
Community Highlights	8
Student data	10
Enrolments	10
ATTENDANCE	11
NAPLAN ONLINE	11
Strategic plan	12
INSPIRED LEARNING	12
FOCUS FOR 2026	14
National school opinion survey - parents	16
National school opinion survey - staff	18
National school opinion survey - students	20
Financial summary	22

OUR SCHOOL

Context

Yuna Primary School is a small, community-centred school in Western Australia's agricultural region. It provides a nurturing, multi-age learning environment underpinned by strong local ties, high-quality teaching and a commitment to individual student growth. With unique facilities and vibrant community engagement, the school plays a vital role in the heart of Yuna.

Our Vision

Inspired Learning, Strong Community, Bright Futures

Learners exceed personal goals, build strong connection to community and are equipped for success in school and life



Our Values

Kindness: Teaching and leading with kindness to foster respectful relationships and a supportive atmosphere.

Teamwork: Working together with students, families, and the wider community to achieve shared goals.

Belonging: Ensuring every child feels valued, connected, and confident to be themselves.

Our Beliefs

- Student success is a shared responsibility between home and school
- High expectations lead to high standards
- Best practice in teaching should be common practice across all learning areas
- Purposeful learning is achieved through well planned, explicit instruction
- Students learn best when they are actively engaged and accountable for their own achievement
- We believe in developing independent learners
- Learning is lifelong and fostered through commitment and resilience
- Individual needs are met through differentiated curriculum planning
- Positive behaviour is best learnt through respectful relationships that make everyone feel safe, valued and supported
- All community members including staff, students and parents are supported to achieve their best through reflective practice, collaboration and clear, open and respectful communication



A MESSAGE FROM THE PRINCIPAL

As we reflect on the 2025 school year at Yuna Primary School, I am incredibly proud of the progress, resilience and growth demonstrated across our entire school community. This year has been marked by meaningful development, strengthened programs, and a deep commitment to ensuring every child thrives.

A major milestone in 2025 was the establishment of our second classroom. This achievement, made possible through thoughtful planning and increased enrolments, has had a significant impact on the quality of teaching and learning. With smaller class sizes and more manageable split-grade groupings, we have been able to provide greater individual attention and deliver a more consistent, targeted and engaging curriculum for all students.

Throughout the year, we also secured several important grants that enriched our programs and expanded our resources. These funds supported initiatives in STEM, literacy and technology enhancing learning opportunities and ensuring our students continue to access high-quality, future-focused education. Each grant has contributed to creating a more dynamic, inclusive and well-resourced school environment.

Our students have shone academically and creatively. Classrooms have been alive with hands-on STEM exploration, strong literacy practices and vibrant arts learning. These successes reflect the hard work and dedication of our passionate staff, as well as the ongoing support of our families and wider community. Together, we have fostered a culture where curiosity, achievement and wellbeing are at the centre of all we do.

As we look ahead to 2026, we remain committed to building on the positive momentum of this year. We will continue to seek opportunities to innovate, grow, and strengthen our programs to provide the very best educational experience for every child at Yuna Primary School.



Mr Riccardo Amazzini
Principal

A MESSAGE FROM THE SCHOOL COMMUNITY

School Council

The School Council is pleased to present its report for the 2025 school year. The Council comprises six members: Mr Matt Johnson, Mrs Jasmyn Allen, Mr Kim Batten, Mrs Gemma Maver, and Mr Riccardo Amazzini, with the Chair fulfilling reporting responsibilities. The role of the School Council is to support the best possible outcomes for students by guiding the school's vision and contributing to decision-making across a range of agenda items. Operational matters remain the responsibility of the Principal. Throughout the year, the Council continued to review governance principles and maintain transparent processes, with all meetings open to the public. Two Council positions will be open for nomination early next year, and interested community members are encouraged to make contact.

In 2025, the Council welcomed the return of Principal Riccardo Amazzini following his year away. During the year, Riccardo led the update of the School's Vision and contributed significantly to the development of new promotional materials. His focus on strengthening community engagement was evident through initiatives such as supporting the school pool testing roster during staff leave and pursuing further funding opportunities for the school. His leadership and perspective have been valuable to the Council's work.



This year also saw the addition of Miss Hanny in the role of Wellness Officer. This position builds upon the existing School Chaplaincy program and has been welcomed by students, particularly through hands-on engagement such as mechanical exploration activities. The position has been made possible through collaboration within the CHUNABI initiative, involving Chapman Valley, Yuna, and Binnu schools. Under this model, the Wellness Officer

provides support across the three schools for three days each fortnight, and student engagement has been notably positive.

Despite strong advocacy, the coming year will see the loss of the bus run retained throughout 2025. Reduced projected bus numbers prevented the school from demonstrating sufficient need. Should

circumstances change and a second bus once again be required, the Yuna School Bus Advisory Committee (SBAC) will coordinate future action. Clear communication from families to the SBAC will assist in effective advocacy. The Council acknowledges the community members and stakeholders who contributed to discussions with School Bus Services during the September meeting. These discussions strengthened ties with the agency and ensured that the school community's position was clearly communicated.

With the upcoming graduation of my youngest son George, 2025 marks the conclusion of twelve years of service to both the School Council and the P&C. Across this period, the focus has consistently remained on providing students with the best possible opportunities, irrespective of enrolment size or geographic isolation. Yuna Primary School continues to offer an exceptional educational and pastoral experience, supported by unique assets



such as two on-site pools, school camps, and the annual school concert. As family numbers fluctuate, the sustainability of committees such as the School Council and P&C will rely on broader community involvement. The current group of parent representatives and community members is sincerely thanked for their ongoing support.

In closing, the Council encourages strong support for the fundraising ideas and initiatives brought forward by younger families as they take on key roles within the school community. Traditional fundraising activities such as catering events and sausage sizzles are no longer feasible due to reduced volunteer numbers, making alternative initiatives such as grain donations, an essential part of maintaining school resources, including the pool. The Council extends its thanks to those who have already contributed and emphasises the importance of community collaboration to ensure that future students continue to enjoy the opportunities experienced by previous cohorts.

Mrs Fiona Mann
School Council Chair

2025 AT A GLANCE

Staffing

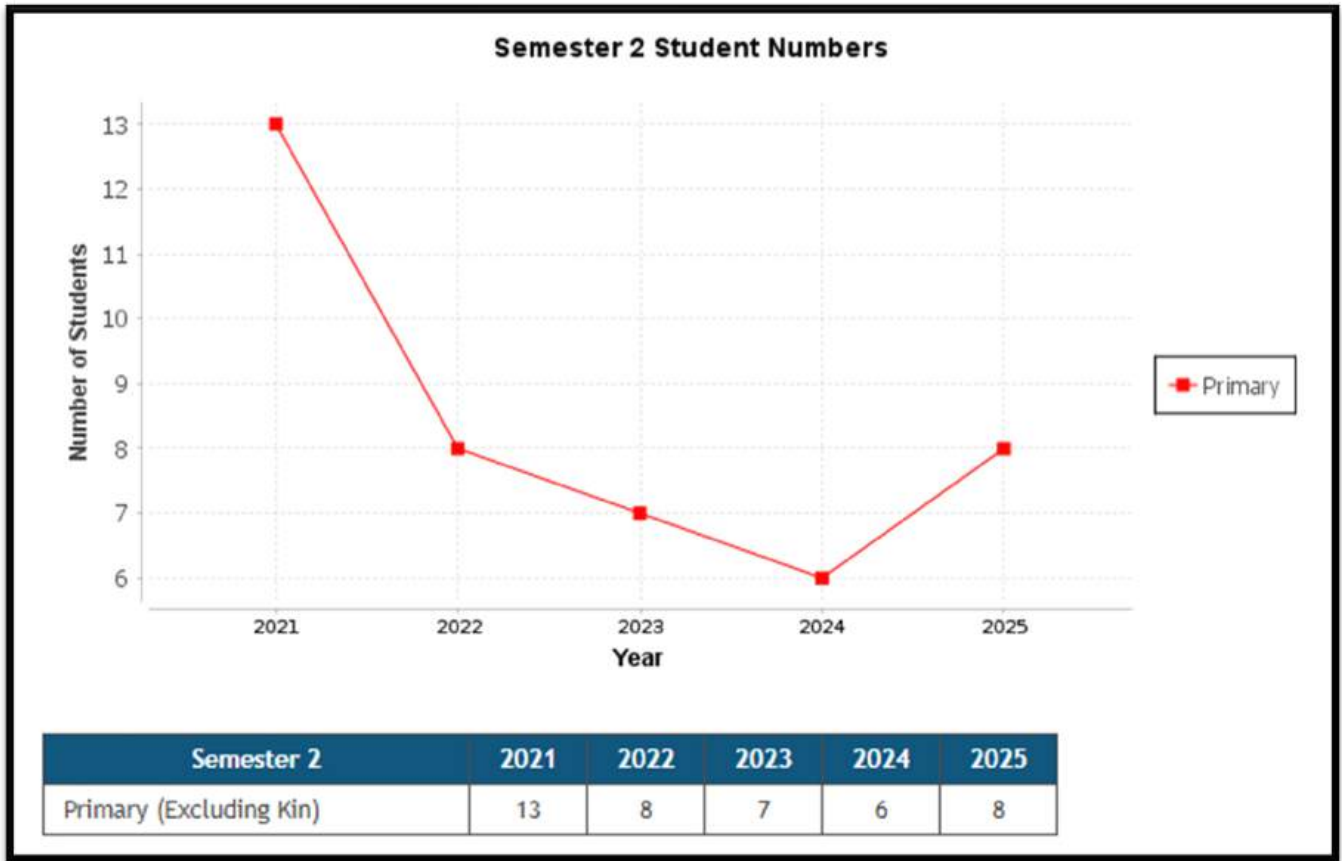
Current Staff	Role	FTE
Riccardo Amazzini	Principal	1.0
Brenda Williamson	Teacher	0.4
Gemma Healy-Maver	Teacher	0.6
Melissa Teakle	Teacher	0.6
Samantha Thompson	SNEA	0.4
Kasey Williams	SNEA	0.6
Lyn Napier	MCS	0.6
Luke Martin	Cleaner	0.38
Emma Franklin	Gardener	0.59
Mauretta Brooks	Librarian	0.1

Community Highlights

<ul style="list-style-type: none"> • In-Term Swimming Lessons in Yuna • Fortnightly CHUNABI Days • Daily Swimming - Term 1 & 4. • Young Writers Workshop x 3 • Simultaneous Reading Day • Early Childhood excursion • PBS Excursions • ANZAC Day and Remembrance Day Services and activities. • Bookfair Dress up Parade • NCVISSA Winter, Summer, Cross-Country and Athletics Carnivals • Year 6 Canberra Camp • Spare Parts Puppet Theatre 	<ul style="list-style-type: none"> • NAIDOC Day Activities • Chapman Valley Show exhibition • Picnic Sports • RRed Day • Kindy Orientation • Mother's Day - CWA / Yuna Playgroup. • Annual Presentation Evening. • Graduation Dinner • Scrapbooking Incursion • Healthway Sensory Room Grant • Community Use of Sporting Facilities Grant for Court Upgrade • Northampton Volunteer Fire and Rescue Brigade • Olympian Visit
--	---



STUDENT DATA



Enrolments

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(2)	3	1	1				3	10
Part Time	3								

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

	Kin	PPR	Pri	Sec	Total
Male	1	1	4		6
Female	2	2	1		5
Total	3	3	5		11

ATTENDANCE

	Attendance Rate	
	School	WA Public Schools
2023	87.9%	88.9%
2024	92.6%	89.4%
2025	87.9%	89.1%

NAPLAN ONLINE

For confidentiality reasons, we are unable to present NAPLAN Online testing data.

In 2025, we also had no students in Year 3 or 5 which meant no students sat NAPLAN testing in Term 1. However, student data was tracked through school wide longitudinal spreadsheets which collates information from a variety of diagnostic, formative and summative assessments that are used to track both growth towards student goals and against norm-referenced benchmarks.



STRATEGIC PLAN

INSPIRED LEARNING

At Yuna Primary School, our strategic planning is underpinned by a commitment to inspired learning, with a clear focus on ensuring all students are supported to meet and exceed their personal learning goals. This work is grounded in high-quality teaching practice, evidence-based pedagogy, and a whole-child approach to student development.

A key strategic priority has been the continued strengthening of quality teaching across the school. Teaching practice is guided by the High Impact Teaching Strategies (HITS), the Teach Well framework, and principles drawn from the Science of Learning, ensuring consistency, clarity, and high expectations for all learners. These approaches support explicit instruction, effective feedback, and purposeful lesson design, enabling students to engage deeply with their learning and make measurable progress over time.

School-based and system data highlighted a clear need to sharpen our focus in English, particularly in the areas of Reading and Spelling. In response, targeted actions were implemented to strengthen instructional practice and improve student outcomes. This included the purchase of additional resources to support the PLD program, with a strong emphasis on the early years, recognising the importance of early intervention and strong literacy foundations. These resources are supporting explicit, systematic teaching of literacy skills, with an anticipated whole-school rollout in the coming year to ensure consistency and continuity of practice across year levels.

In addition, the school trialled literature-based knowledge units in partnership with the West Coast Language Development Centre. These units integrate Talk for Writing elements, providing structured opportunities for students to build oral language, vocabulary, background knowledge, and written expression. This approach supports both engagement and depth of understanding, particularly for students requiring additional language support, and will continue to inform curriculum planning moving forward.

Central to our strategic approach is the understanding that learning success is closely linked to student wellbeing. The implementation of the Berry Street Education Model supports the teaching of the whole child, aligning strongly with the Department of Education's *Aspirations for All* framework, which emphasises wellbeing, inclusion, engagement, and high expectations for every learner. This model strengthens students' self-regulation, readiness to learn, and emotional resilience, creating the conditions necessary for academic growth.

With predicted growth in early years enrolments, the school has maintained a strong focus on refining and targeting practice in these foundational stages of schooling. In 2025, Yuna Primary School committed to establishing a second classroom and appointing an additional teacher to better support student needs. This strategic decision has enabled smaller learning groups, more targeted instruction, and improved differentiation, while ensuring that high-quality education is delivered without increasing teacher workload.

Looking ahead, the school's intent is to sustain and build upon this model into the future. Continued investment in staffing, professional learning, and evidence-based resources will ensure that teaching practice remains responsive, manageable, and focused on what matters most. Enabling every student at Yuna Primary School to thrive academically, socially, and emotionally.

STRONG COMMUNITY

Yuna Primary School continues to place a strong emphasis on building and sustaining meaningful partnerships with families, local organisations, and neighbouring schools, recognising the vital role that community plays in enhancing student engagement, wellbeing, and learning outcomes.

Throughout 2025, the school maintained ongoing collaboration with a range of community groups and organisations. This included continued partnership with the Shire of Chapman Valley, supporting access to the shire library, engagement in grant opportunities, and shared initiatives that enhance learning and community connection.

A significant community achievement in 2025 was the establishment of a community use agreement with the Yuna Tennis Club. This partnership directly contributed to securing funding for the upgrade of the school courts, supporting the growing interest in pickleball within the region. This upgrade has strengthened shared use of facilities, promoted physical activity, and reinforced the school's role as a community hub.

The school also continued to work closely with CABY to support the ongoing maintenance of the school pool, recognising the importance of swimming and water safety for students in regional settings. While community use of the pool remains a future aspiration, the school continues to explore sustainable options to support broader access while prioritising safety and operational requirements.

Strong relationships with local community groups such as the Yuna Country Women's Association (CWA) and Yuna Playgroup have supported a range of combined activities, including Mother's Day celebrations and the annual Book Fair. These events strengthen community connections and play an important role in supporting early engagement and transition for future enrolments, helping families build familiarity and connection with the school prior to commencement.

Yuna Primary School remains an active member of the CHUNABI network of schools, which provides valuable opportunities for collaboration across small and regional schools. The network supports the

development of tailored curriculum opportunities in specialist learning areas, increased student participation in carnivals and interschool events, and enhanced opportunities for socialisation and peer connection beyond the local school context.

In 2025, the school also commenced a developing partnership with Three Springs and Eneabba Primary Schools to support participation in the Year 6 Canberra Camp. This collaboration enables students to access experiences that would otherwise be difficult to provide in isolation, and it is hoped that this partnership will continue into the future to further enrich upper primary opportunities for students.

Parents and families remain highly engaged partners in the life of the school. Throughout the year, families supported the school through busy bees, fundraising activities, assemblies, report meetings, open classrooms, and welcome sessions. This strong level of involvement reinforces shared responsibility for student success and contributes to a positive, inclusive school culture.

In summary, Yuna Primary School's strong community focus continues to enhance educational opportunities, support student wellbeing, and strengthen the school's role as a central and valued part of the Yuna community. These partnerships reflect a shared commitment to collaboration, connection, and ensuring the best possible outcomes for all students.

FOCUS FOR 2026

- Continued collaboration and refinement of CHUNABI network relationships, strengthening shared practice and opportunities for students across small and regional schools.
- Increased collaboration between staff across CHUNABI schools to support curriculum planning, moderation, and resource sharing, with a focus on reducing teacher workload in multi-age classroom contexts.
- Ongoing commitment to evidence-based teaching strategies that provide a more targeted and responsive approach to individual student learning needs.
- Continued collaboration with community groups and organisations to strengthen partnerships, enhance learning opportunities, and maintain the school's role as a valued community hub.
- Refinement of the Berry Street Education Model implementation, ensuring a strong focus on supporting the whole child, with wellbeing, regulation, and readiness to learn addressed as foundations for academic success.
- Review and refinement of the School Wellbeing Officer role, clarifying structures and processes to best support student wellbeing and engagement at Yuna Primary School.

- Continued focus on quality teaching in English and Mathematics, with a specific whole-school emphasis on Reading and Spelling, informed by data and aligned to consistent instructional practices.
- Ongoing reflection and refinement of early childhood practices, ensuring strong foundations for learning and smooth transitions into formal schooling.
- Continued use of local, whole-school data collection to set, monitor, and track individual student goals, supporting targeted intervention and measurable progress.
- Full implementation of literature-based knowledge units to strengthen Reading instruction, vocabulary development, and background knowledge across the school.
- Increased opportunities for student voice, enabling students to contribute feedback and insights to inform engagement, wellbeing, and learning experiences.
- Continued refinement of transparent communication around student learning, progress, and school initiatives to strengthen partnerships with parents and the wider community.



NATIONAL SCHOOL OPINION SURVEY – PARENTS

Results from the National Schools Opinion Survey indicate very strong levels of parent satisfaction across all measured areas, with average ratings consistently above 4.2 out of 5. This reflects a high degree of confidence in the school's learning environment, teaching quality, leadership, and community relationships.

Parents expressed particularly strong agreement that the school is well maintained (5.0) and that their children feel safe at school (4.8). High ratings were also recorded for the fair treatment of students (4.7), the quality and care shown by teachers (4.7), and the school's strong relationship with the local community (4.7).

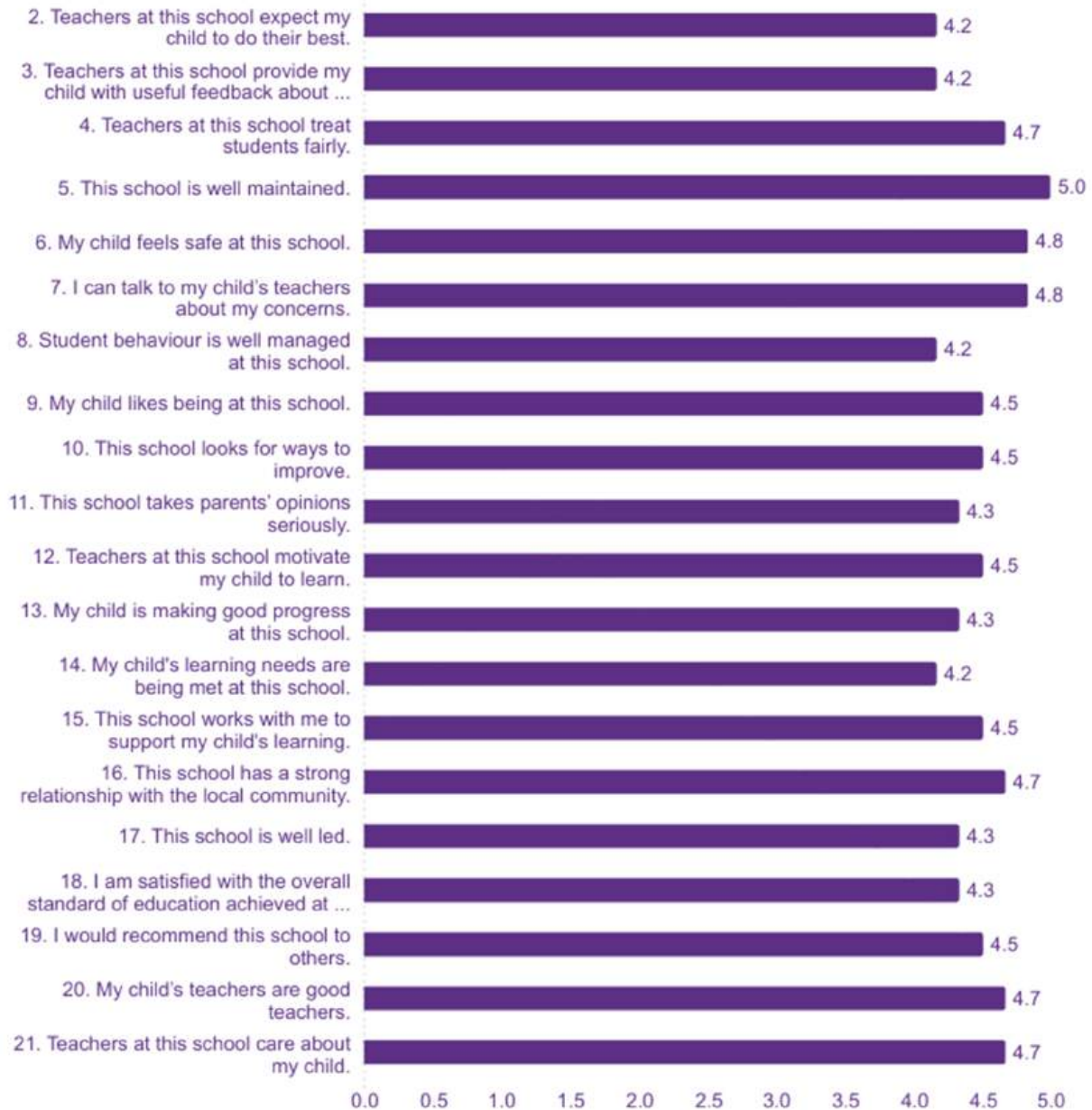
Teaching and learning outcomes were viewed very positively. Parents agreed that teachers expect students to do their best (4.2), provide useful feedback (4.2), and motivate students to learn (4.5). There was strong confidence that students are making good progress (4.3) and that individual learning needs are being met (4.2), supported by effective partnerships between the school and families.

Communication and engagement were also rated highly. Parents felt comfortable raising concerns with teachers (4.8) and believed that the school takes parent opinions seriously (4.3) and actively looks for ways to improve (4.5). Student wellbeing and behaviour were viewed positively, with parents agreeing that student behaviour is well managed (4.2) and that their child likes being at school (4.5).

Overall satisfaction with the school remains very high, with parents expressing strong agreement that the school is well led (4.3), delivers a high standard of education (4.3), and is a place they would recommend to others (4.5).

In summary, the survey results highlight a school community characterised by trust, strong relationships, effective teaching, and a safe, supportive learning environment. These outcomes reflect the ongoing commitment of staff, students, and families to continuous improvement and educational excellence.

Mean - Strongly Disagree=1; Disagree=2; Unsure=3; Agree=4; Strongly Agree=5



NATIONAL SCHOOL OPINION SURVEY – STAFF

Results from the National Schools Opinion Survey indicate exceptionally high levels of staff satisfaction, with all measures scoring between 4.5 and 5.0 out of 5. These results reflect a strong professional culture characterised by trust, collaboration, effective leadership, and a shared commitment to student success.

Staff reported very strong agreement that the school provides a safe and supportive environment, with the highest possible rating for students feeling safe at school (5.0). The school was also rated highly for being well maintained (4.8) and for ensuring that students like being at school (4.8), highlighting a positive and inclusive learning environment.

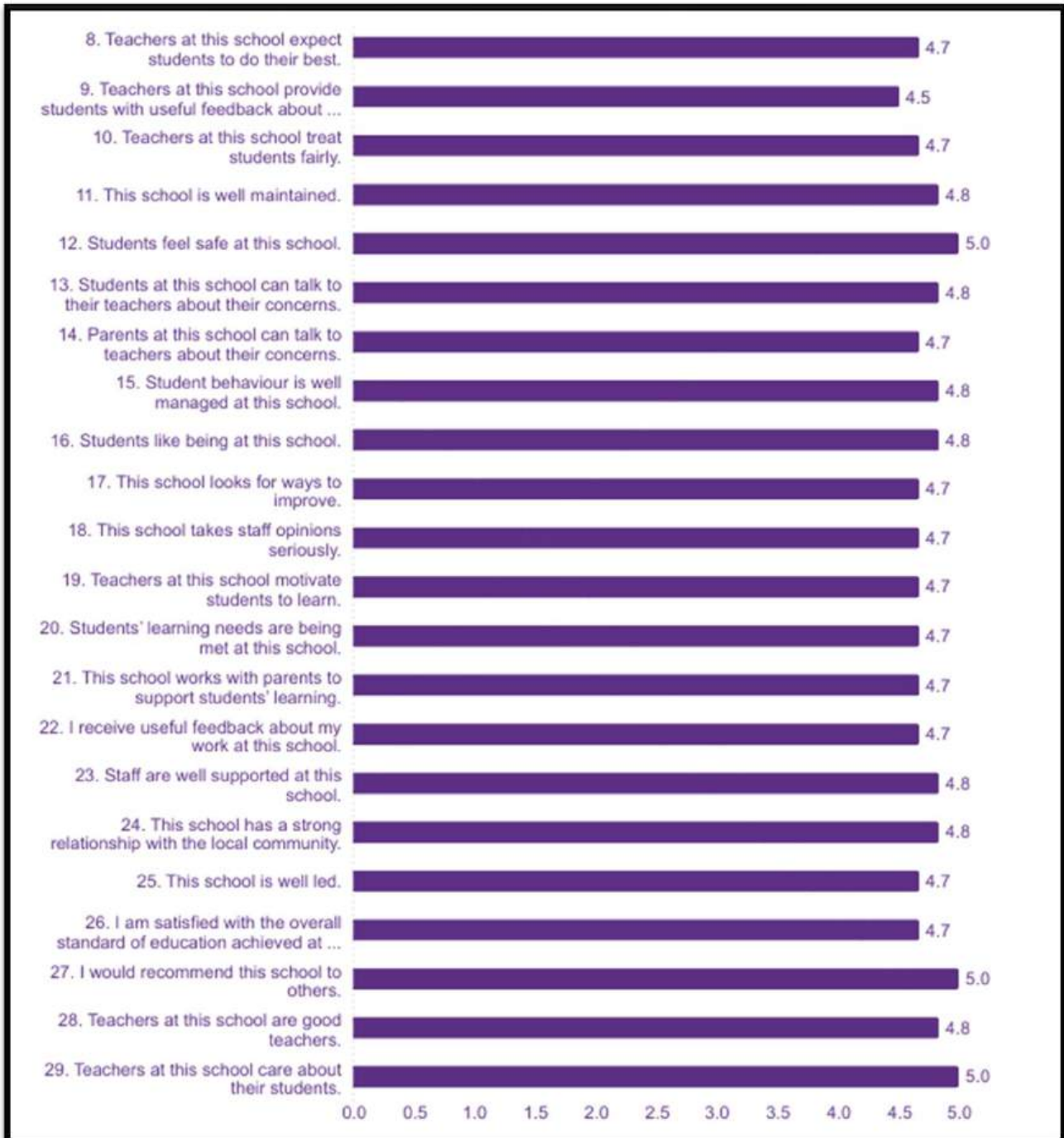
Teaching and learning practices were viewed very positively. Staff agreed that teachers expect students to do their best (4.7), treat students fairly (4.7), and motivate students to learn (4.7). There was strong confidence that students' learning needs are being met (4.7) and that student behaviour is well managed (4.8), supported by effective communication between students, staff, and families.

Professional culture and staff wellbeing were identified as significant strengths. Staff reported feeling well supported at the school (4.8) and indicated that they receive useful feedback about their work (4.7). There was strong agreement that the school takes staff opinions seriously (4.7) and actively looks for ways to improve (4.7), reflecting a culture of continuous improvement and shared leadership.

Leadership and community connections were also rated very highly. Staff agreed that the school is well led (4.7) and has a strong relationship with the local community (4.8). Collaboration with parents to support student learning was viewed positively, reinforcing the importance of strong home-school partnerships.

Overall satisfaction among staff is extremely high. Staff expressed strong agreement that the school delivers a high standard of education (4.7) and indicated a very high willingness to recommend the school to others (5.0). Staff also rated highly the professionalism and care demonstrated by teachers, with the highest rating for teachers caring about their students (5.0).

In summary, the Staff Opinion Survey highlights a highly positive workplace culture, underpinned by strong leadership, collegial support, and a clear focus on student wellbeing and achievement. These results reflect the dedication, professionalism, and collaborative spirit of staff, and their shared commitment to providing high-quality education within a supportive and safe learning environment.



NATIONAL SCHOOL OPINION SURVEY – STUDENTS

Results from the Student Opinion Survey indicate strong overall student satisfaction, with mean scores generally ranging between 4.0 and 4.8 out of 5 across most areas. These results reflect a positive school culture where students feel safe, supported, and encouraged to do their best.

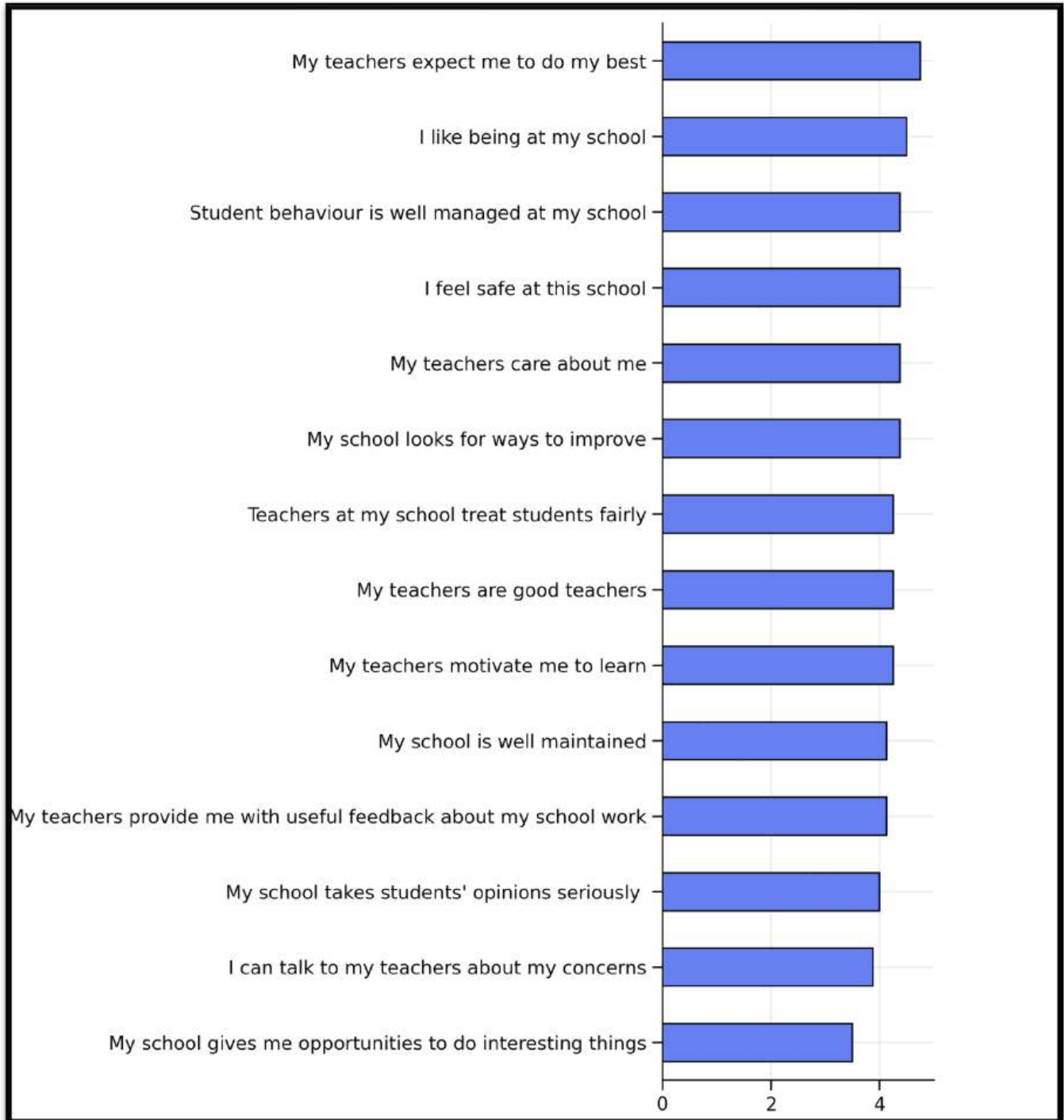
Students reported very strong agreement that teachers expect them to do their best (4.75) and that they like being at their school (4.5). High ratings were also recorded for feeling safe at school (4.38), student behaviour being well managed (4.38), and teachers caring about students (4.38), highlighting a supportive and respectful learning environment.

Teaching quality was viewed positively by students. They agreed that teachers are good teachers (4.25), treat students fairly (4.25), and motivate them to learn (4.25). Students also felt that the school looks for ways to improve (4.38) and is well maintained (4.13), contributing to a positive learning experience.

Student voice and engagement were also evident. Students indicated that they generally feel their opinions are taken seriously (4.0) and that they can talk to teachers about their concerns (3.88). While these results remain positive, they provide valuable insight into areas where student voice and communication can continue to be strengthened.

The lowest-scoring item related to opportunities to do interesting things at school (3.5). This feedback, along with written student comments, offers important guidance for future planning around engagement, variety, and learning experiences.

In summary, the Student Opinion Survey highlights a school where students feel safe, valued, and supported by caring teachers who hold high expectations. The results also provide clear and constructive student voice to inform ongoing improvement, particularly in relation to engagement opportunities and communication.



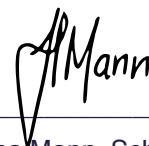
FINANCIAL SUMMARY

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	128,175	128,175
Carry Forward (Salary):	17,021	17,021
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	706,189	706,189
Locally Raised Funds:	47,362	81,918
Total Funds:	898,747	933,303
EXPENDITURE		
Salaries:	545,946	545,946
Goods and Services (Cash):	196,909	141,572
Total Expenditure:	742,854	687,518
VARIANCE:	155,892	245,786



Riccardo Amazzini, Principal



Fiona Mann, School Council Chair