



## USELESS LOOP PRIMARY SCHOOL ANNUAL REPORT 2021

I am very proud to present the 2021 Annual Report which provides information about the school's performance over the past year and planning for the future. Useless Loop PS is a unique school as the buildings and grounds are situated on a private mining lease. ULPS has a dedicated and committed staff, with a strong band of supportive parents who strive to provide the best opportunities for children at the school. Buildings, grounds, and infrastructure are maintained by SBR on request.

Kim Kehoe

PRINCIPAL

### SCHOOL VISION

ULPS provides an individualised approach incorporating a culture of *high performance – high care* to ensure that students have the social and academic skills to successfully transition into any school in the state or across Australia.

### SCHOOL VALUES

- Respect and concern for others ([Respect](#))
- Pursuit of knowledge and commitment to achievement of potential. ([Engagement](#))
- Resilience and self-acceptance. ([Resilient](#))
- Self-Responsibility. ([Responsible](#))

### SCHOOL CONTEXT

#### **Our History**

Useless Loop PS (ULPS) has been in operation since 1969 as a direct result of Shark Bay Salt (SBR) vision of establishing a community through attracting potential employees and their families. This is held in account with *The Shark Bay Solar Salt Industry Agreement Act 1983*. It lies approximately 30 kilometres west of Denham across Shark Bay but is 220km by road. The current building was built in 1985 and is maintained by the mining company (SBR). The teaching staff and physical resourcing of the school is governed by the Department of Education WA policies and guidelines. Useless Loop Primary School is classified remote and is the western-most school in Australia.

### 2021 Snapshot

Our class year groups for 2021 started with 31 students across the school, and after a few families left Useless Loop due to employment, that number dropped to 27 in Term 2 and we finished the year with 26 students.

Two new teachers started at the school with Ms Peta Harkins, teaching in the Senior Class after returning to Australia after teaching in Indonesia. Miss Ebony Scouler, teaching in the ECE is originally from Victoria and has come from Ngalapita RCS. Both teachers come with a wealth of educational knowledge and experience.

Both teachers complement one another and work together to create a positive work environment for students and staff. In 2021 they were provided collaborative DOTT on Wednesdays in order to further work towards initiatives and programs at the school.

Both classrooms have access to full time EAs, Miss Karrin in the senior room and Miss Tegan in the ECE. Only major change in workforce was employing a third EA for 0.2 FTE to assist with our MAG maths program in the Senior room. This will continue to help assist with the higher Kindy cohort in 2022.

Students engage positively in both the playground and the classroom and work together to support each other. Teachers apply a restorative process to manage student issues and ensuring students take responsibility for their actions. The 2021 focus has been to build on the strengths of our resilience programs in both the classroom and playground. Staff have implemented a range of programs through Health and Physical Activities to support students to persist through difficult tasks, to challenge students and recognise personal strengths. Students are encouraged to talk through issues together to reach a resolution.

In 2021, Useless Loop PS continued to build on our already strong community relationships gaining an approval rating in the survey of 95%. The school developed a series of out of school activities and community events such as Cross-Country Run Club, After School Sports 'Under Lights', Minecraft Mondays, Netball, Open Nights and NAIDOC open community event.

The school also took part in an episode of ABC's *Landline* which showcased what we offer as a school and how we operate within a remote mining town.

A highlight of the year was the Senior Camp to Geraldton in Term Four. The students stayed at the Geraldton Camp School organised by Miss Peta, with Mr Kehoe and parent volunteer Cam Holmes. They learnt about the heritage of Geraldton and took part in many adventure and team based games that focused on resilience, risk taking and team work.

ULPS has implemented a range of technology programs with early coding strategies being taught in both Senior and the Early Childhood rooms using Movie Maker, Makey Makeys, Osmo, Code Academy, Minecraft Education, Typing Tournament, Explicit Computing and LEGO Robotics WeDo. Students took part in specialist technology classes and put these understanding to good use in STEM problem solving using the LEGO WeDo. Teachers integrated the use of computers and iPads across key learning areas and Digital Technologies are used to support teaching lessons. All children are competent users and digital natives of technology with access to these daily. These skills were demonstrated during the implementation of *NAPLAN Online*. This will be extended and built upon further in 2021-2022 by developing a 1:1 ratio student and device with all new laptops and iPads for the senior room.

A particular negative issue that became very apparent in 2020-2021 is the difficulties using our internet connection. There was a lot of work in attending to our problematic infrastructure via the DOE with Telstra installing a new mobile tower receiver on the school building and NBN upgrading our TRIA on the satellite dish. There have been ongoing service requests into our school infrastructure and network. Technicians have tried to change the SMI and visit the school. This is still ongoing for 2022.

ULPS maintains high expectations of success for every student in the school and ensures close monitoring of student progress through Individualised files and targeted assessment schedules. A rigorous assessment schedule outlines testing for each term and regular meetings about student progress takes place.

	English W.A. Curriculum	Mathematics W.A. Curriculum	Science W.A. Curriculum	Humanities & Social Science W.A. Curriculum	Technologies W.A. Curriculum	The Arts W.A. Curriculum	Health and PE W.A. Curriculum	Performance Management
<b>Term 1</b>	W1 Parent Meeting Night Wed 4pm W2 SoundWrite Phonic Assessment W3 Y1 & Brightpath (Narrative) W3 PAT testing ECE/SNR W3 SA Spelling Test W3 Junior Primary HF Words W3 B Path (K-P) Oral retell W6 EP Meeting W10 PA Reading K(P)1: On entry KAT	W3 Starting Point Mathematics W3-4 On Entry Testing W3 PAT testing W10 Stepping Stones quarterly	<b>Science – Biological Science (ECE)</b>	<b>HASS (SNR Term) History (3-4)</b>	<b>Design and Technology (Process and production skills)</b> Judging Standards activity to moderate understanding of unit covered. (Making & Responding) Week 9	<b>Visual Arts</b> Judging Standards activity to moderate understanding of unit covered. (Making & Responding) Week 9	Judging Standards activity to moderate understanding of unit covered. Week 9	W5 Planning Meeting W9 Completed Plan Submitted and signed off.
<b>Term 2</b>	<b>Tuesday W9</b> W2 SA Spelling Assess W4 NAPLAN W5 SoundWrite Phonic Assessment W3 PAT testing ECE/SNR W6 B path Narrative W6 B Path Oral (K-1) W7/8 InCAS Literacy W9 Reports to Principal	<b>Learning Journey/PARENT MEETINGS/ OPEN NIGHT</b> W5 PAT testing (SNR) W10 Stepping Stones quarterly	<b>Student Reports: Biological Science (SNR)</b>	<b>Student Reports:</b>	<b>Student Reports</b> Judging Standards activity to moderate understanding of unit covered. Week 9	<b>Student Reports: Visual Arts Portfolio</b>	<b>Student Reports: Health Physical Education</b>	Week 5 Meeting
	<b>REPORTS HANDLED TO PARENTS - OPTIONAL MEETINGS</b>							
<b>Term 3</b>	W2 Words their Way W4 B path Persuasive W4 (P1) Retell W5 SoundWrite Phonic Assessment W6 EP Meeting W6 JP HF Words	W10 Stepping Stones quarterly	<b>Science – Physical (3-4)</b>	<b>Civics &amp; Citizenship (5/6) Geography</b>	Judging Standards activity to moderate understanding of unit covered. Week 9	Judging Standards activity to moderate understanding of unit covered. Week 9	Judging Standards activity to moderate understanding of unit covered. Week 9	Week 5 Meeting
	<b>Learning Journey/PARENT MEETINGS/OPEN NIGHT</b>							

ULPS has implemented a relentless focus on best possible teaching practice for 2021 Focusing on Writing, Reading and Spelling. Teachers implemented *Talk for Writing* which is well documented and researched to produce good results and this is reflected in our student's cold vs hot tasks. Our students all achieved progress in their InCas testing, the NAPLAN online results were not as positive due to the amount of internet connectivity issues. The students performed well against others like schools using *Brightpath* moderation and expectation standards. A whole school focus on *Sounds Write* was implemented in 2021 across the school, encompassing PLD in the senior room and reviewed in 2022.

The 2019-2022 Numeracy focus on mental maths ensured student confidence, and speed with calculations. Oxford Maths was used to support curriculum delivery at year level. Data from 2020-2021 showed that the students needed to further develop their Numeracy skills especially in Number and Measurement. Student confidence and understanding has improved with all achieving above minimum standard in NAPLAN and demonstrating steady progress in PAT tests. This continued into 2021 in the Senior Class only. The Junior class switched to Origo Stepping Stones Mathematics and then pushed this program as a whole school program, into the Senior Room for 2022.

STEM (Science Technology Engineering/Enterprise & Maths) has been developed through an integrated approach across most areas of the curriculum. All students are attaining proficiency in a wide range of technologies and use it in everyday applications at school. Science week continued in a different format that included activities throughout the week and then culminate in a Science Day. Robotics, Coding was provided as whole school STEM projects.

Monitoring of *National Quality Standards* (NQS) is an ongoing process, and the ever-changing cohort requires regular review and implementation of programs. The school is working on the area of curriculum development to incorporate *Intentional Play* with a focus on high achievement in Literacy and Numeracy. In 2021 we updated the NQS and sent in our self-assessment, was received with a lot of success and the school was marked as highly efficient in that regard. ULPS will be following up in 2022 with a stronger literacy focus using the *Sounds Write* program with fidelity in the junior room.

2022 will see the school push a greater focus on our core subjects of English and Mathematics, with an increase in inquiry based learning for other subjects.

### Leadership

Kim Kehoe continued as Acting Principal for his second year with his contract being extended until the end of Term 1 of 2022. The Principal attended the Newly Appointed Principal Induction program, RM financing, Gatekeeper, Growth Coaching, Sounds Write, Network meetings and numerous Education Briefings. A member of the newly named Desert Coast Network, Mr Kehoe has begun to build strong ties with Shark Bay DHS to create staff moderation and involvement between the two schools.

The focus for staffing has been to ensure that students have access to systematic curriculum delivery catering for the wide ranges in each class through *differentiated* teaching. This has been achieved through the employment of an extra 0.4 Education Assistant in order to best cater for the larger numbers in Early Childhood.

Teachers have both taken on the Acting Principal role or point of call during the Principal's absence.

### School Community Partnerships

ULPS is extremely fortunate to have a strong P&C who work hard to achieve positive results for students in the school. They have run many fundraisers and have purchased the gazebos for our sports carnivals, raised money for school camps and many other activities throughout the school year.

The School Council meets every term to provide ongoing support and advice to the Principal on school operations. They have reviewed the financial management of the school and investigated whole school data analysis.

A parent survey was presented, and we had 58% of parents submit a response. We had an 95% approval rating (up from 68% 2020) with major strengths being community involvement and support, high level teaching, leadership and pastoral care. Areas to improve were communication with parents on student progress, maintenance issues around the school and more activities/play equipment for older students at the school. It was great to see a big improvement in Community Relationships and Leadership in the 2021 Parent Survey.



## CURRICULUM ASSESSMENT & ACCOUNTABILITY

Useless Loop Primary School (ULPS) is focused on ensuring that all children leaving our school at any time are well placed to meet curriculum requirements of any school in Western Australia. Teachers devise teaching programs for every student to access successfully so they can reach their potential academically. Low student numbers in each year level required an individualised approach to planning and assessment using teacher developed and whole school assessment strategies. Curriculum implementation follows the *WA Curriculum* which is based heavily on the *Australian Curriculum* and incorporates *The Early Years Learning Framework*. 2018 STEM (Science, Technology, Engineering & Mathematics) focus has been on Technology and ICT infrastructure to implement *Digital Technologies* into the curriculum.

2021 Incas results demonstrated the Year 2 cohort as low in literacy so will be a focus in 2022.

Low student numbers impact on the effectiveness of NAPLAN for reporting purposes. The school applies a rigorous regime of whole school assessment using InCAS (Literacy & Numeracy); Brightpath (writing); MTS (mathematics); SA Spelling; PM Reading and Judging Standards assessments for humanities subjects. 2021 applied a more targeted, regular approach to assessment for 2-6 which will be extended to PP in 2021. Low numbers make reporting difficult and can impact on % rankings. For this reason, all student information is contained individually and is available to parents.

## ENGLISH (Priority: Writing - Monitoring Spelling & Comprehension)

- Target: 2020-2022 Target:
  - 80% Students (Writing) will meet the National Mean (unreportable due to low student numbers) **Achieved**
  - 80% Students achieve at or above C in *Brightpath Writing Moderation* **Achieved**
  - 80% Students (Reading) will meet the National Mean – NAPLAN (unreportable due to low student numbers). **Achieved 81%**
  - 80% Students at or above actual reading age for InCAS. **Not Achieved 76%**
  - 80% Students at or above actual age in SA Spelling **Not Achieved**
  - 80% Students at or above in InCAS (Spelling) **Achieved**

Note: Standardised assessments (other than NAPLAN and InCAS) are also implemented at the end of the year to identify annual outcomes.

Note: Low student numbers can impact student data recorded in percentages

**NAPLAN was run with exceptionally bad internet connection- fault was raised several times and the school was declared as not ready for online NAPLAN by the principal.**

### Strengths 2021

- Rigorous Assessment 2-6 to closely monitor progress
- Brightpath provides information relating to student progress in writing – moderating to ensure comparison with students in other schools in the state.
- SA spelling test
- SoundsWrite* provides teachers with intervention requirements in spelling. Assessed each semester.
- Implement *On Entry* Term 1 & 3 years PP-2.
- Decodable readers bought for ECE
- Both teachers fully qualified in *SoundsWrite* and *Talk4Writing*.

### Focus 2022

- Identify more relevant and targeted assessment for students in PP-1.
- Implement *On Entry* Term 1 & 3 years PP-2.
- Continue to implement *Brightpath* and provide staff with training in both use and benefits.
- Ensure access to iPads/laptops is adequate for groups.
- PD in KAT assessment
- ACER/ PAT testing completed in Terms 1, 2 and 4

<ul style="list-style-type: none"> <li>Targeted intervention program applied using <i>Sounds Write synthetic phonics</i></li> <li>Guided Reading focus using <i>Key Links</i> to guide teachers in comprehension activities.</li> <li>Implemented range of genres, including short novels and informational texts.</li> <li>Support provided in 2-6 classroom by EA to ensure effective literacy development for Year 2's.</li> <li>Principal support in Guided Reading for Year 1s Term 2-3.</li> </ul>	<ul style="list-style-type: none"> <li>Provide greater direction using <i>Synthetic Phonics</i> toolkit to ensure all children have sound phonetic base for decoding.</li> <li>Broaden genres in Guided Reading (ECE) to include informational texts.</li> <li>Provide for a more structured approach to Reading Comprehension and Spelling, particularly in the junior class.</li> <li>Intervention and support provided for K-2 classroom with EA.</li> <li>Handwriting explicitly taught in all classes.</li> <li>Develop Take Home Readers for home reading programs-increase parent-child reading.</li> </ul>
<ul style="list-style-type: none"> <li><i>Synthetic Phonics</i> teaching strategies applied.</li> <li>Continued with Sound Wave Spelling and reinforce links to reading series and Synthetic Phonics. End Soundwave in 2022 and utilise PLD resources to tie in with Sounds Write.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on grammatical structure in spelling.</li> <li>Apply <i>Synthetic Phonics</i> guided lessons P-2 with targeted games and activities using highly structured program. Teacher to access PD in this area.</li> <li>Sound Write Phonic assessment</li> </ul>
<ul style="list-style-type: none"> <li>Introduction of Dandelion Readers for junior children has applied focus on Early Literacy acquisition using a structured, phonetic approach.</li> <li>Increased decodable reader stocks for students</li> <li>Reading books sent home for students as home reading saw a big success in developing a love of reading at home.</li> </ul>	<ul style="list-style-type: none"> <li>Link Dandelion Readers to range of digital resources to enable access for all – iPads; e-Learning; other reading series. Continue to build resources.</li> <li>JP High Frequency sight words</li> </ul>
<ul style="list-style-type: none"> <li>Writing: Students in 2-6 have an excellent understanding of the writing process and are extremely comfortable following T4W strategies.</li> <li>Resources are readily available for the teachers to implement T4W strategies.</li> <li>Implemented typing practice programs and provided opportunities for students to type own stories (2-6).</li> <li>Provide master class training for 2-6 teacher in <i>T4W</i> and specialised training (ECE) for K-1 teacher.</li> <li>Typing tournament run during Digital Technology lessons</li> </ul>	<ul style="list-style-type: none"> <li>Promote use of Big Books (ECE) for shared reading, linking to writing process (sentence structure etc.).</li> <li>Purchase and renew Big Books.</li> <li>Extend writing to wider range of genres using structured frameworks using T4W.</li> <li>Provide professional development in <i>Brightpath</i> moderation tool.</li> <li>Promote use of digital technology for writing tasks to link with NAPLAN Online.</li> <li>Typing Tournament used in all digital technology lessons in classrooms</li> </ul>
<ul style="list-style-type: none"> <li>Students regularly accessing school library to promote reading for pleasure.</li> <li>Staff developing competency in using Oliver.</li> <li>Frequent changes in library displays to promote reading and focus learning areas.</li> <li>Oliver is fully implemented to manage whole school resources.</li> </ul>	<ul style="list-style-type: none"> <li>Possible training and appointment of Library Officer, who will continue to train staff in application of Smart Suite</li> <li>Students commence borrowing from school library to take books home.</li> <li>Frequent changes in library displays to promote reading and focus learning areas.</li> <li>Oliver will be discontinued for Smart Suite to manage whole school resources.</li> </ul>
<ul style="list-style-type: none"> <li>The school has a comprehensive collection of complete and current reading series – <i>Key Links; Dandelion; Giggles; Sparklers (almost complete, Talisman; Go Facts (ongoing). Developed a large collection of Indigenous Readers</i></li> <li>Teachers access Scope &amp; Sequence information to fully utilise reading resources.</li> <li>Range of reading series provides opportunity for teachers to present various genres.</li> <li>Talisman readers further developed</li> </ul>	<ul style="list-style-type: none"> <li>Continue to cull old reading books and streamline storage to enable easier access.</li> <li>Monitor upgrades to reading series to ensure currency of resources.</li> <li><i>Talisman Readers</i> collection completed for guided reading levels</li> <li>Ensure all reading series have adequate books to facilitate group instruction – Giggles.</li> </ul>



#### NUMERACY (Priority: Number)

Strengths 2021

Focus 2022

<ul style="list-style-type: none"> <li>• <i>Target: 2019-2021 Target: NUMBER&amp; ALGEBRA (ECE)</i> All PP children will confidently apply basic counting, sorting, matching simple addition and subtraction and classification to everyday concepts.</li> <li>✓ 80% of Year 2 students will be working at or above in their age in InCAS Assessments. <b>Not achieved</b></li> <li>✓ 90% of students in Year 1-6 will achieve at or above year levels in Incas Achieved <b>80%</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Targeted learning through rigorous assessment schedules and review of assessment materials has resulted in a very structured and organised Numeracy program for 2-6.</li> <li>• Close interaction between classroom teacher and EA has ensured students working at Year level content and skills.</li> <li>• Digital resources have assisted in personalised learning programs and intentional teaching. Again the issue of the lack of internet connection makes it very difficult to attain.</li> <li>• Pre and Post testing of modules provides detailed information about student progress and enables direct intervention.</li> <li>• Mental Maths promoted during the day in Senior room providing the opportunity to challenge and extend students.</li> <li>• Weekly tables challenges encourage students to develop speed and accuracy in mental maths activities.</li> <li>• All modules covered systematically using Oxford Maths.</li> <li>• Oxford to continue in senior room until 2022 to utilise books purchased by parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Structured learning sequences through application of technology.</li> <li>• Year grouping will change to ECE K-2 and Senior Class 3-6</li> <li>• Continue to implement digital technologies to support numeracy program, particularly Mathletics online to support NAPLAN Online.</li> <li>• Focus on teaching rotations and Numeracy Block to ensure appropriate teaching across all year levels.</li> <li>• Implement a more <i>hands on</i> approach to learning.</li> <li>• Investigate PD in early number acquisition.</li> <li>• Provide opportunity for targeted intervention programs for students achieving less than C grade average (using Starting Point Assessment).</li> <li>• <i>Origo Stepping Stones</i> Maths developed in junior room for 2021 – big books and student journals purchased and subscription for year.</li> <li>• Stepping Stones used as a whole school program</li> <li>• Stepping Stones added to book list- data collected via InCas and in class assessments.</li> </ul>
<ul style="list-style-type: none"> <li>• Range of digital technologies (eg. Mathletics; Prodigy) used to support Numeracy acquisition and reinforce NAPLAN style of assessment using laptop and iPads.</li> <li>• Implemented <i>Oxford Maths</i> (trial) to support sequential teaching programs and independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on pre and post testing to enable targeted teaching using both <i>Stepping Stones</i>, digital resources and concrete materials.</li> <li>• ECE focus on more structured learning sequences using <i>Origo Stepping Stones</i> incorporating concrete materials.</li> <li>• Online programs: <i>Mathletics; Prodigy; Splashlearn</i></li> </ul>
<ul style="list-style-type: none"> <li>• Focus on mental calculations has improved outcomes for students in years 2-6.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in <i>Mathletics</i> speed mathematics.</li> <li>• Focus on explicit mental calculation strategies.</li> <li>• Implement <i>Tables Challenges</i> to encourage students learning tables at home Years 3-6.</li> </ul>

## SCIENCE

<ul style="list-style-type: none"> <li>• Students access appropriate year level Science from <i>WA Curriculum (SCSA)</i> <ul style="list-style-type: none"> <li>- Students accessed appropriate year level curriculum over a 2-year cycle</li> <li>-</li> </ul> </li> </ul>	
Strengths 2021	Focus 2022
<ul style="list-style-type: none"> <li>• <i>Primary Investigations</i> fully implemented across year levels on rotational basis.</li> <li>• Semester 1 <i>Earth Science</i> Semester 2 <i>Chemical Science</i></li> <li>• Science Week was a big success- changed from 2020 where teachers ran lessons in their classes but all students combined on Science Day for activities.</li> <li>• Shade house redeveloped and utilised- planting of produce and vegetables</li> <li>• Purchased chicken coops will get built in 2022</li> <li>• Worm Farms purchased and used at recess and lunch- worm castings and whizz used in gardens</li> <li>• Waste Wise school accreditation \$2000</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure appropriate time allocation to Science blocks.</li> <li>• Sem 1 <i>Biological Science</i>, Sem 2 <i>Physical Science</i></li> <li>• Implement shade house and create kitchen garden project</li> <li>• Introduce environmental concepts relating to recycling food and waste to produce vegetable products.</li> <li>• Continue to build on Science Week- utilise SBR Environmental Officer and greater community involvement.</li> <li>• Develop excursions around Shark Bay or the Bio-Sphere.</li> <li>• Continue to refine and develop Waste Wise</li> <li>• Build Science resources</li> <li>• Waste Wise Coordinator from staff</li> </ul>

## HUMANITIES AND SOCIAL SCIENCE

<ul style="list-style-type: none"> <li>• Students access appropriate year level HASS Curriculum from <i>WA Curriculum (SCSA)</i> <ul style="list-style-type: none"> <li>- Students accessed appropriate year level curriculum over a 2-year cycle</li> <li>-</li> </ul> </li> </ul>	
Strengths 2021	Focus 2022

<ul style="list-style-type: none"> <li>• Historical events (3-6 Australian) and family histories studied across all year levels. Linked to Health programs (ECE) Me and My Family.</li> <li>• Studies of our local community linked to Science with Salt Mine and production (chemicals and change).</li> <li>• Developed a range of levelled Indigenous based Readers for student use as Take Home and Guided reading.</li> <li>• Huge involvement in NAIDOC Week celebrations involving community and all students. Large number of activities to participate.</li> <li>• Started to develop the Reconciliation Action Plan (RAP).</li> <li>• School Camp to Geraldton to learn about its history.</li> </ul>	<ul style="list-style-type: none"> <li>• ECE- Science, History, Geography, Science</li> <li>• Senior- History, Biological Science, Physical Science, Geography.</li> <li>• Environmental Camp (clean up Beach WA).</li> <li>• Continue to build on NAIDOC and Harmony Week.</li> <li>• Organising excursion around WA due to COVID restrictions.</li> <li>• Finalising and Developing RAP for Aboriginal Cultural Standards Framework.</li> <li>• School camp to Coral Bay to learn history and geography.</li> </ul>
<ul style="list-style-type: none"> <li>• Celebrations acknowledged through ANZAC Day and community events.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to focus on key events throughout the year. Create calendar of events and allocate resources.</li> </ul>

## HEALTH AND PHYSICAL EDUCATION

Strengths 2021	Focus 2022
<b>Target: All students access appropriate year level Health &amp; Physical Education outlined in WA Curriculum (SCSA)</b>	
<ul style="list-style-type: none"> <li>✓ All students have accessed Health and Physical Education at year level using a MAGS approach.</li> <li>✓ Skills taught and assessed at year level.</li> </ul>	
<ul style="list-style-type: none"> <li>• WA Curriculum fully implemented across the school.</li> <li>• Building Resilience – focus in 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Provide greater opportunity for team games and cooperative play.</li> <li>• Ensure Daily Fitness is structured and provides for the needs of all students.</li> </ul>
<ul style="list-style-type: none"> <li>• Students engaged in a wide range of sporting activities during formal sports sessions. <ul style="list-style-type: none"> <li>✓ Tennis lessons by professional coach (supported by P&amp;C)</li> <li>✓ Swimming lessons provided in Term 4</li> <li>✓ Cross Country Training two times a week – training provided both out of school by volunteer parent and in school by teachers.</li> <li>✓ Athletics training for Sports Carnival – Little Athletics</li> <li>✓ Regular sports session each week with focus on cooperative and skills lessons.</li> <li>✓ Fundamental Movement skills for Early Childhood.</li> <li>✓ Afterschool Sports- Cross Country, Thursday Night Lights Term 3</li> <li>✓ Netball Term 4 with Miss Ebony</li> </ul> </li> <li>• The school is exceptionally well resourced to provide a wide range of sporting activities.</li> <li>• Students have access to a range of sporting activities during recess and lunch on a rotational basis.</li> <li>• Purchase of the Ninja Warrior course to build overall fitness and resilience- huge improvement in student abilities.</li> <li>• Opportunity provided for out of school tennis coaching provided for by the P&amp;C</li> <li>• Protective Behaviours and explicit Health program taught to all students.</li> <li>• Health and Well Being policy developed- Mindfulness Program by Kate Foster focussing on being mindful and present, and learning about how the brain functions.</li> <li>• Auskick (with community assistance) Term 2</li> <li>• Smiling Minds used in both classes after lunch time as a whole school Health and Wellbeing program.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to form links with agencies to present and promote after school activities. Link activities to school fitness.</li> <li>• Students engaged in a wide range of sporting activities during formal sports sessions. <ul style="list-style-type: none"> <li>✓ Tennis lessons by professional coach (supported by P&amp;C) Term 4</li> <li>✓ Swimming lessons provided in Term 1 and Swimming Club</li> <li>✓ Cross Country Training two times a week – training provided both out of school by volunteer parent and in school by teachers.</li> <li>✓ Athletics training for Sports Carnival – Little Athletics and Sports</li> <li>✓ Regular sports session each week with focus on cooperative and skills lessons.</li> <li>✓ Fundamental Movement skills for Early Childhood.</li> <li>✓ Afterschool Sports- Cross Country, Thursday Night Lights Term 3</li> <li>✓ Netball Term 4</li> </ul> </li> <li>• Afterschool sports.</li> <li>• Varied sporting activities offered throughout the year</li> <li>• Ensure ongoing activities available to promote active and healthy lifestyles, including passive sports.</li> <li>• Develop Dance Troupe - Ebony</li> <li>• Auskick (with community assistance) Term 2</li> <li>• Cross Country/Little Athletics Term 3</li> <li>• Afterschool Sports/Little Athletics Term 3</li> <li>• Ninja Warrior course further developed to include more gymnastics</li> <li>• Introduce Judo for P-6</li> <li>• Continue <i>Smiling Minds</i> as a whole school Health and Well being program.</li> </ul>
<ul style="list-style-type: none"> <li>• Social emotional strategies delivered through Health lesson to promote self-confidence and well-being.</li> <li>• ECE students to highlight personal strengths and develop resilience strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Review Values programs to identify one that meets our needs (resilience, positive thinking, independence).</li> <li>• Using <i>Bounce Back</i>- Resilience building program and resource</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Intentional Play</i> activities introduced during recess and lunch with selection of resources placed on mats to encourage cooperative play, role play and targeted conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Protective Behaviours across all year levels taught by specialist teacher.</li> <li>• <i>Intentional Play</i> activities introduced during recess and lunch with selection of resources placed on mats to encourage cooperative play, role play and targeted conversations.</li> </ul>
<ul style="list-style-type: none"> <li>• Anaphylaxis Policy ensures that all food activities consider current allergies. Parents well informed of activities.</li> <li>• Canteen began in Term 2 and was a big success- parents showed a huge amount of support</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to reinforce <i>Healthy Foods Policy</i> for all activities directly associated with school activities.</li> <li>• Canteen beginning in Term 2 using SBR mess chef- all healthy options promoted</li> <li>• Healthy Lifestyle supported by Dental Health visit, Community Police and Healthy Foods Policy.</li> <li>• Anaphylaxis Policy ensures that all food activities consider current allergies. Parents well informed of activities.</li> </ul>
<ul style="list-style-type: none"> <li>• Students in P-6 provided with in-term swimming to ensure safe water behaviour and have capability to save themselves in emergency situations.</li> <li>• Safe water behaviour reinforced during Health sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Swimming Lessons in Term 1.</li> <li>• Students in P-6 provided with in-term swimming to ensure safe water behaviour and have capability to save themselves in emergency situations.</li> <li>• Safe water behaviour reinforced during Health sessions.</li> </ul>



## The Arts

**Target: All students access appropriate year level ARTS Skills and Processes outlined in WA Curriculum (SCSA)**

- ✓ Students experienced safety in using technologies and in interaction with others.
- ✓ Students were exposed to the role of artists in both Visual Arts and Media.
- ✓ Students experienced the sensory elements of an audience through Media and Visual Arts.

Through The Arts, students make and respond to Visual Artworks and are exposed to forms and styles through social and cultural contexts. They experience visual representations of their ideas, experiences, observations and imaginations.

### Strengths 2021

Media Arts implemented in Semester 2. Students engaged in structured lessons focused on technical, symbolic, audio and written skills to create and respond to story making.

- Students explored how media artworks can be used to represent the world, and their ideas about the world. Year 3-6 presented their ideas on camp to parents using Digital Technologies.
- Students accessed a range of media outlets to research drawing ideas and create their own ideas.
- Focus on Music making, presenting to an audience, and appreciation of others' music making.
- Purchase keyboards, xylophones and other musical instruments to develop music creation and production.

### Focus 2022

- Focus Visual Arts on Art History and Appreciation
- Integrate Digital Technologies across a range of creative activities to enable students to practice skills covered in media arts.
- Drum Club starting in Term2 and 3- African Drumming as a group, possibly involving community members.
- Emphasis on song creation and pattern building in music.
- Dance introduced in the lesson using Go Noodle with a focus dance for students to learn.

- Students participated in a range of art genres to produce artworks of cultural (Japanese, Aboriginal, European) significance. They investigated style, space, colour, line and texture through Anime, Cubism and Aboriginal Art.
- Students studied various artists and their culture with particular emphasis on Picasso and Cubist artists.
- ECE students worked through a range of arts and crafts with a focus on exploring mediums, creating designs and constructing.

- Respond to visual artworks, exploring social and cultural contexts at a local and WA level.
- Studies of Aboriginal Artists and styles from various places.
- Study artists observed at the National Gallery.
- Students study a range of media, mediums and techniques.
- Students study various artists and their culture with particular emphasis on Picasso and Cubist artists.
- Introduce clay art.

<ul style="list-style-type: none"> <li>• Art portfolios provided clear evidence of completed work tasks addressing year level skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide greater opportunities to present artworks around the community.</li> <li>• Continue with portfolios and encourage students to regularly critique their own work, and that of other artists.</li> </ul>
<ul style="list-style-type: none"> <li>• Music has been focused on with new resources, instruments and equipment</li> <li>• PMI music continued at lunchtimes with 6 students starting guitar and keyboard. 4 students remained at the end of the year. Constant internet issues made running the program almost impossible.</li> <li>• Instrument will take a large part of music instruction in 2021 utilising ukulele, xylophone, keyboard and guitar.</li> </ul>	<ul style="list-style-type: none"> <li>• PMI music tutoring will be discontinued until the intermittent internet issues are resolved.</li> <li>• Instrument skills continue to take a large part of music instruction in 2021 utilising ukulele, xylophone, keyboard and guitar.</li> </ul>

## DESIGN & TECHNOLOGY

Useless Loop resources continued to be as good as, or better than most government schools in Western Australia. 2020 staff were well on the way to implementing Digital Technologies across the curriculum. 2021 will confront the challenge of ensuring that the ICT environment, and integration of technologies across the curriculum will continue to flourish without the ongoing support of an ICT Technical Support Officer. **Infrastructure, exceptionally poor internet can create some difficulties- has been escalated to Operations as a priority.**

Strengths 2021	Focus 2022
<ul style="list-style-type: none"> <li>• Specific STEM classes introduced by Principal focused on Robotics and design and technology on two-week rotations. Developed in Term 3-4.</li> <li>• Digital Technology was explicitly taught by Miss Peta.</li> <li>• STEM problem solving activities were created.</li> <li>• Whole School Technologies to be taught in 2021 by class teachers. This will ensure consistency across the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure current staff have the technological capacity to continue with Technology program.</li> <li>• D&amp;T and Digital Technology will be explicitly taught in the classroom.</li> <li>• Robotics/coding STEM will be taught to Senior Class by Mr Kehoe.</li> </ul>
<ul style="list-style-type: none"> <li>• Digital Technology program created 2018, revisited and further developed 2021</li> </ul>	<ul style="list-style-type: none"> <li>• STEM Lunchtime activities in 2022 Term 2- Lego club, Board Games Term 1. During the heat of the day.</li> <li>• Establish written protocols and processes.</li> </ul>
<ul style="list-style-type: none"> <li>• All senior students had almost 1:1 access to a device (either iPad or Laptop) ordered in 2021 (not available until 2022)</li> <li>• Ensure all devices are current and funding is available to replace existing technology.</li> <li>• Prepare for increase in student numbers through careful planning for resources, and classroom management strategies.</li> <li>• Additional internet service to be fixed enabling download of appropriate technology programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all devices are current and funding is available to replace existing technology.</li> <li>• Prepare for increase in student numbers through careful planning for resources, and classroom management strategies.</li> <li>• Additional internet service to be fixed enabling download of appropriate technology programs.</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure staff have the ongoing knowledge and skills to download programs using Apple Configurator.</li> <li>• Need to employ a short-term integrator to develop iPad system. Contacted department to enlist a new integrator for the school.</li> <li>• iPads to be 1:1 ratio across the school with all staff trained in coordination and configuration.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff have the ongoing knowledge and skills to download programs using Apple Configurator.</li> <li>• Need to employ a short-term integrator to develop iPad system.</li> <li>• iPads to be 1:1 ratio across the school with all staff trained in coordination and configuration.</li> </ul>
<ul style="list-style-type: none"> <li>• Staff were exposed to coding equipment and have worked with the children in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that staff are able to confidently use coding equipment and integrate resources into the curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>• A range of Digital Technologies were used across Maths, Science, Literacy and HASS. Students (K-6) used BeeBots to develop mapping skills; iPads were used to complete e-Learning tasks; Laptops used for classroom lessons including Japanese. A range of other equipment was used to consolidate Number, Space and Literacy skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a targeted approach to utilisation of Digital Technologies across curriculum areas.</li> <li>• Extend use of technology to meet targeted outcomes.</li> <li>• Ensure links to WA Curriculum are maximised.</li> <li>• A range of Digital Technologies were used across Maths, Science, Literacy and HASS. Students (K-6) used BeeBots to develop mapping skills; iPads were used to complete e-Learning tasks; laptops used for classroom lessons including Japanese. A range of other equipment was used to consolidate Number, Space and Literacy skills.</li> </ul>

- Ensure that all staff are well informed of equipment and application within the classroom. Form ICT links across curriculum.

## EARLY CHILDHOOD & NATIONAL PARTNERSHIP ON UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION

### Target: To meet Quality Standards 1,2 & 3

- All standards in NQS have been reviewed.
- Fully qualified ECE teacher and EA working with children to achieve outcomes.
- The classroom is very well resourced.

<ul style="list-style-type: none"> <li>• Moderation tools provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide networking opportunities.</li> <li>• Focus on professional development in ECE moderation and assessment tools.</li> </ul>
<ul style="list-style-type: none"> <li>• QA 1 Assessment processes have informed teacher planning. Limited focus on On Entry, Brightpath and Phonics.</li> <li>• Annotated portfolios are sent home to assist parents in understanding children's progress.</li> <li>• Target assessment strategies to provide more detailed information about student progress, and inform teacher on more regular basis (On Entry; KAT; Phonics/Spelling)</li> <li>• Ensure moderation across the school for PM Reading.</li> <li>• Greater emphasis on activities to increase thinking and strategy games and support current teaching.</li> <li>• Intentional Play activities to be more directed via EA.</li> <li>• Greater parental involvement couldn't occur due to COVID issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Target assessment strategies to provide more detailed information about student progress, and inform teacher on more regular basis (On Entry; KAT; Phonics/Spelling)</li> <li>• Greater emphasis on activities to increase thinking and strategy games and support current teaching.</li> <li>• Intentional Play activities to be more directed through EA.</li> <li>• Greater parent involvement. (COVID issues)</li> </ul>
<ul style="list-style-type: none"> <li>• QA 2 All staff are highly committed to ensuring that children's health needs are met through strict adherence to school policies on Anaphylaxis, Behaviour and Classroom Management.</li> <li>• Child Protection lessons presented during Health.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce cooking activities</li> <li>• Greater emphasis on managing resources – provide extra EA time.</li> </ul>
<ul style="list-style-type: none"> <li>• QA 3 Furniture is adequate to meet the requirements of an ECE classroom. Children had good access to appropriate furniture, resources and space to allow for a range of activities to occur.</li> <li>• Appropriate use of all areas to support a range of activities and interests – veranda mats; playground; cubby; wet area.</li> <li>• Classroom environment supports sectional learning.</li> <li>• Outdoor play areas encompass whole body activities, quiet areas, role play and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>• Review/upgrade furniture to provide a more stimulating environment that allows greater flexibility and provide for range of year levels.</li> <li>• Provide greater range of creativity resources for the playground (tents, materials, construction).</li> <li>• Provide opportunity for older children to go to oval for play.</li> <li>• Develop checklist for play equipment (safety).</li> </ul>
<ul style="list-style-type: none"> <li>• QA 4 All staff qualified for the area in which they teach.</li> <li>• All staff fully trained in First Aid, including Anaphylaxis.</li> <li>• Regular reviews of Code of Conduct and professional standards.</li> <li>• All staff understand, respect and apply roles and responsibilities which are reviewed through PM process.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend EA time to provide for management of resources.</li> <li>• Develop a relief teacher pool to support both professional development and performance management.</li> <li>• All staff receive consistent PL for upskilling.</li> </ul>
<ul style="list-style-type: none"> <li>• QA 5 Classrooms provide structure and organisation with clear behaviour management policies and structured timetables. Children have a clear understanding of expectations and routines.</li> <li>• Individual differences and similarities are acknowledged, and parents' input is considered during parent meetings, and addressed in planning files.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to investigate parent requirements through parent meetings.</li> <li>• Investigate appropriate social-emotional programs.</li> <li>• Push for greater participation in community.</li> </ul>
<ul style="list-style-type: none"> <li>• QA 6 Regular communication occurs between the school and parents through classroom interactions and DOJO, and parent meetings.</li> <li>• The school regularly updates parents on school activities through newsletters, emails, notice board, parent meetings, assemblies, School Council, P&amp;C and phone calls.</li> <li>• Open Days were held to inform parents of classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>• DOJO to be regularly implemented in junior room</li> <li>• QA 6 Regular communication occurs between the school and parents through classroom interactions and DOJO, and parent meetings.</li> <li>• The school regularly will update parents on school activities through newsletters, emails, notice board, parent meetings, assemblies, School Council, P&amp;C and phone calls.</li> </ul>

<ul style="list-style-type: none"> <li>An open-door policy exists at classroom and administration levels.</li> <li>Present newsletters in hardcopy to ensure delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Open Days held to inform parents of classroom activities (COVID permitting).</li> <li>An open-door policy exists at classroom and administration levels. (COVID exceptions)</li> </ul>
<ul style="list-style-type: none"> <li>QA 7 All staff recognise, locate and adhere to school policies including emergency drills, responding to student needs (social, emotional, health, physical and academic)</li> <li>All staff are managed and supported through the PM process on a regular basis.</li> <li>Parents are provided with information about school operations through the <i>Parent Information Booklet</i> given at the beginning of each year.</li> </ul>	<ul style="list-style-type: none"> <li>Update <i>School Information Booklet</i> for 2021</li> <li>Revise and review Emergency Management Plans</li> <li>Ensure PM process maintained</li> <li>Fire drills happened once per term</li> <li>Snake sighting drills at various lunchtimes</li> <li>All staff provided Emergency Procedures plan</li> <li>Pandemic plan and Incident Plans to be completed Term 1</li> </ul>
<b>LOTE: JAPANESE</b>	
<ul style="list-style-type: none"> <li>All children working at year level on Japanese curriculum provided by SIDE.</li> <li>EAs assisted with the lessons</li> <li>All students participated in interactive face to face lessons with SIDE teachers</li> <li>Internet issues made it very difficult to run the lessons</li> </ul>	<ul style="list-style-type: none"> <li>Maintain Japanese lessons through SIDE. Ensure ICT and education assistant support is available.</li> <li>Program requires that children have 1:1 computer access.</li> <li>Maintain current access to Japanese.</li> <li>Provide EA for Japanese lessons.</li> </ul>



## ASSESSMENT AND ACCOUNTABILITY

### **Teacher Judgements – Attitude, Behaviour, Effort.**

While there are some students who are still developing their ability to solve problems, students at ULPS demonstrate a supportive and caring relationship towards each other. There has been little need for staff intervention with few withdrawals and no suspensions. The Behaviour Management Policy was completed and ratified by the school council in 2021. Posters of behaviour matrix available in both classrooms.

Teachers use Class Dojo to record information about student participation and engagement, and INTEGRIS to record serious behavioural issues or incidences.

### **Student Engagement and Participation**

All students are actively engaged in all aspects of the school. Students are highly focused on achieving with teachers setting high expectations for the students in their classrooms. The use of ICT as well as concrete, hands on materials as well as specialist cooking and STEM classes has provided a wealth of learning experiences for the students.



## ATTENDANCE

Attendance at school has increased since 2019-2020 from 89.7 % (below WA Schools) to 93% (above WA Schools).

### **DESTINATION SCHOOLS**

The nature of Useless Loop as a small mining community results in students leaving the school (and community) at random times during the year, generally for employment reasons. Three families left during the 2021 year due to work commitments which equated to 5 students but have gained two families by the end of the year. A large Kindergarten cohort will be starting in 2022.

## SCHOOL HIGHLIGHTS

With the ongoing support of School Council, P&C, parents and teachers, the children experienced a range of activities throughout the year that supported them in developing academic, social and sporting skills that will assist them when they are in larger school environments.

### Highlights of 2021

- Cross Country competition held at Useless Loop
- Cross Country Running Club Term 2 trainings a week
- Tennis: 5-week skills training
- PMI Music Tuition
- Kaboom Percussion troupe attended the school.
- NAIDOC Week and cultural days
- Canteen started
- Visit from 4 Points, Tommy Quick
- Senior School Camp to Geraldton
- Faction Carnival (Shark Bay)
- Interschool Carnival (Carnarvon)
- In-term Swimming and SPLASH
- Whole School Sounds Write program
- Ninja Warrior Course- extension
- Wide range of P&C Fundraising Events
- Afterschool Little Athletics Term 3
- Afterschool Netball Term 4
- Science Week
- Mobile extenders installed by Telstra to allow staff to access mobile phones at the school
- Drum Club- African Drumming
- Grown vegetables and fruits provided during Crunch and Sip and raised money at the shop.
- NBN and Clear Networks technicians to fix internet issues
- Vegetable gardens installed and making paper bricks (Waste Wise)
- Whole School adaptation to online learning platform

Tennis coaching was provided by Sun City Tennis Academy for children K-6 at school over a five-week period, funded through *Sporting Schools Australia* and the school P&C supplying accommodation. Tennis coaching was again a huge success for students who have become quite proficient in their use of tennis equipment during recess and lunch.

Technology continues to form a key role in the curriculum with students developing concepts across all subject areas. This year the school focused on incorporating technology into everyday curriculum activities.



## STAFF INFORMATION

All teachers and administrators at ULPS meet the professional requirements to teach in WA. All teacher and administrators are registered with the Teachers

Registration Board of WA. Two new teachers and a new EA in started 2021. Both Education Assistants are fully accredited and eligible to hold Duty of Care and teach Early Childhood. All staff fully vaccinated.

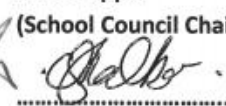
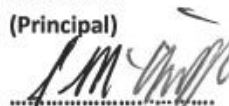
The Annual Report was presented to the School Council on 15<sup>th</sup> February 2021 by the school

Principal.



Kim Kehoe  
(Principal)

Alice Tapper  
(School Council Chairperson)

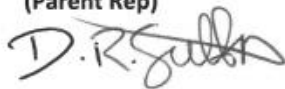


Peta McAuliffe  
(School Rep)

Clarice Skalco  
(P&C Rep)

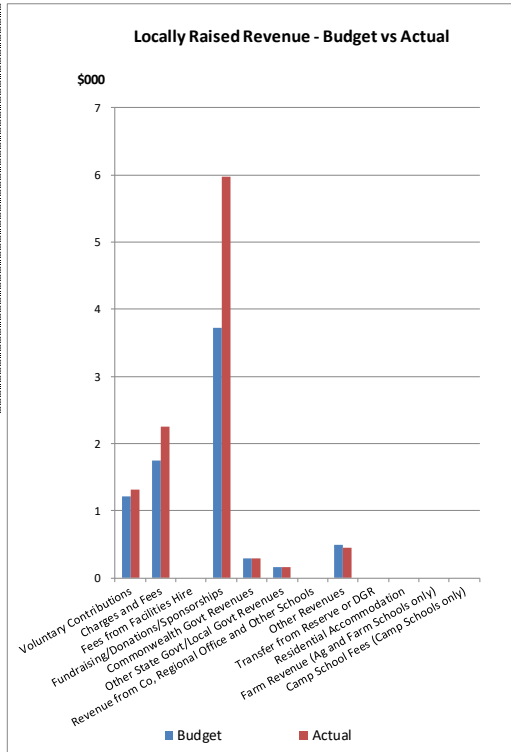
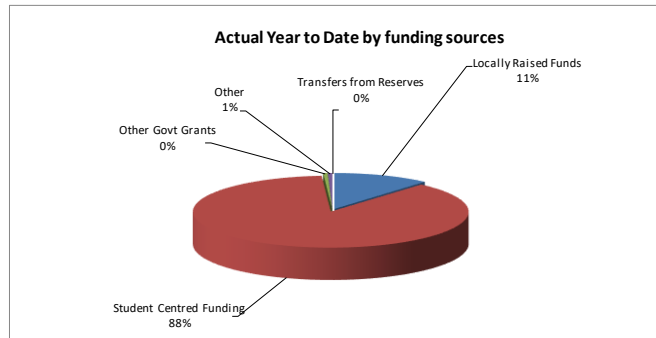


(Parent Rep)

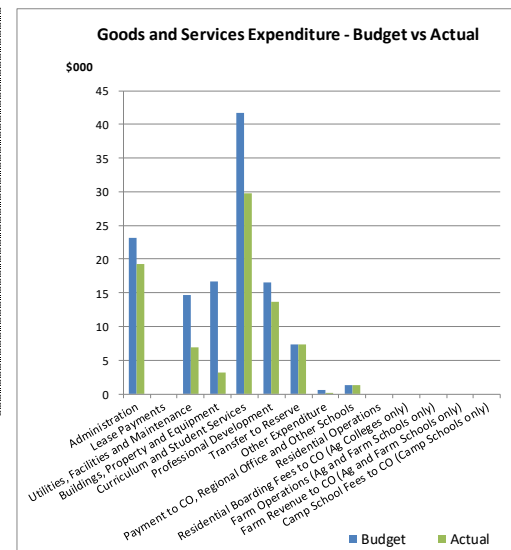
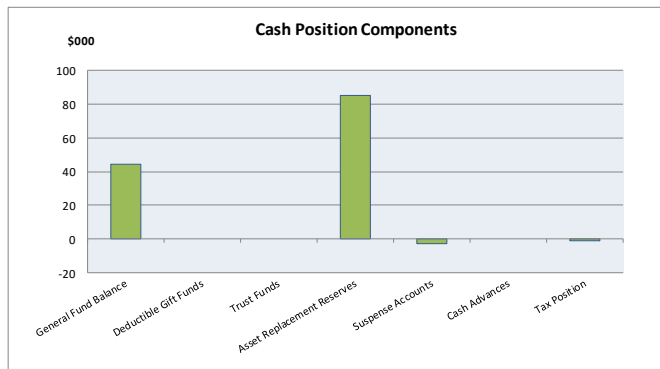


**Useless Loop Primary School**  
Financial Summary as at  
31-December-2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,210.00	\$ 1,320.00
2	Charges and Fees	\$ 1,750.00	\$ 2,250.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,728.73	\$ 5,979.93
5	Commonwealth Govt Revenues	\$ 285.57	\$ 285.57
6	Other State Govt/Local Govt Revenues	\$ 154.94	\$ 154.94
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 500.00	\$ 450.62
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	<b>\$ 7,629.24</b>	<b>\$ 10,441.06</b>
	<b>Opening Balance</b>	<b>\$ 42,454.08</b>	<b>\$ 42,454.08</b>
	<b>Student Centred Funding</b>	<b>\$ 73,321.96</b>	<b>\$ 73,350.34</b>
	<b>Total Cash Funds Available</b>	<b>\$ 123,405.28</b>	<b>\$ 126,245.48</b>
	<b>Total Salary Allocation</b>	<b>\$ 808,663.00</b>	<b>\$ 808,663.00</b>
	<b>Total Funds Available</b>	<b>\$ 932,068.28</b>	<b>\$ 934,908.48</b>



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 23,154.96	\$ 19,228.70
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 14,629.00	\$ 6,950.29
4	Buildings, Property and Equipment	\$ 16,646.00	\$ 3,174.80
5	Curriculum and Student Services	\$ 41,676.39	\$ 29,830.57
6	Professional Development	\$ 16,500.00	\$ 13,707.88
7	Transfer to Reserve	\$ 7,297.00	\$ 7,297.00
8	Other Expenditure	\$ 600.00	\$ 171.87
9	Payment to CO, Regional Office and Other Schools	\$ 1,240.00	\$ 1,240.00
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)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 121,743.35</b>	<b>\$ 81,601.11</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ 591,779.00</b>	<b>\$ 591,779.00</b>
	<b>Total Expenditure</b>	<b>\$ 713,522.35</b>	<b>\$ 673,380.11</b>
	<b>Cash Budget Variance</b>	<b>\$ 1,661.93</b>	



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 126,208.17</b>
Made up of:	
1 General Fund Balance	\$ 44,644.37
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 85,045.32
5 Suspense Accounts	\$ (2,677.52)
6 Cash Advances	\$ -
7 Tax Position	\$ (804.00)
<b>Total Bank Balance</b>	<b>\$ 126,208.17</b>