



Northern
Territory
Government

DEPARTMENT OF EDUCATION

OUR SCHOOL
OUR FUTURE

A Northern Territory Government
Independent Public School

INCREASING SCHOOL
AUTONOMY

Larrakeyah Primary School

Annual Performance Report to the School Community 2015



Fathma Mauger

Principal

Phillipa Tziolis

Chairperson, Larrakeyah Primary School Interim Board

School Overview

Our School

Larrakeyah is one of Darwin's older schools, having first opened its doors in 1963. It was relocated to the old Darwin Hospital during a rebuilding phase following Cyclone Tracy and reopened again on the original Packard Street site in 1985. Two additional Permanent classrooms were opened in 1997 to accommodate additional children from the growing Cullen Bay area. A further demountable was added in 2004.

Larrakeyah School has experienced considerable growth over the past few years. The continued construction of several new high rise apartment buildings and the completion of new homes on the Larrakeyah Barracks have resulted in increased student enrolments. BER infrastructure funding has provided upgrades to many of the school's facilities including five new classrooms, a new canteen and an extension to the school assembly area.

The Department of Education has supported the school with further infrastructure development and the design of a Master Plan by Hully Liveris for future development. A minor new works grant was approved in 2013 and a \$1.5 million project was completed at the end of last year. We started this year with a flexible learning area two additional classrooms, new storage facilities and OSHC and maintenance offices.

Larrakeyah Primary is a school of high standards and expectations. NAPLAN results this year continued to show school average results in areas of Literacy and Numeracy for Year 3 and Year 5 above the Australian mean.

In October last year, Larrakeyah Primary was selected as one of the first six Independent Public Schools in the Northern Territory. We were proud to operate this year as Larrakeyah Primary Independent Public School.

Our Staff

The Executive staff consisted of: 1 Principal, 1 Assistant Principal and 2 Senior teachers. There were 16 full time class teachers, 2 part-time teachers and a Preschool teacher. Non-teaching staff consisted of an AO5 Administration Manager, 3 office and classroom support AO2s, 1 preschool AO2 officer, 0.6 student services support assistant, 1 Defence School Transition Aide and 1 Maintenance Officer. One staff member identified as Indigenous.

There is a minimum of 8 other staff who are funded by school council employees e.g. OHSC, literacy support and student support.

The Leadership Team led the school improvement agenda and worked as a cohesive team. Natasha Guse continued to act in the Senior Teacher EC position.

All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers.

Our Students

At the beginning of the year, the school population saw a slight decline, with families leaving the NT towards the end of the previous year. The school has approximately 367 students enrolled with 44 students enrolled in the Preschool. Approximately one-fifth of the school's students come from Defence families. The school has approximately 2% Indigenous students and approximately 30% ESL. There continues to be an increase in students from 457 Visa families and, given the changing demographics in the Darwin City area, an increasing number of the school's student population are residing in high rise apartments. The school's average attendance for 2015 was 92.5%.

Principal's Report

Last year, Larrakeyah Primary was selected as one of the first six Independent Public Schools (IPS) in the NT. We were very proud to successfully operate this year as an IPS, functioning with greater flexibility and autonomy to best suit the needs of our students.

This year, our school motto changed to “Pathways To Excellence” which better reflected our school’s focus on high standards, high expectations and high achievement. The school values reduced from six to three – Respect, Responsibility and Achievement.

Again this year, Larrakeyah Primary school staff and community continued to focus strongly on school improvement for improved student learning outcomes. Larrakeyah Primary has a very dedicated and professional staff whose focus has consistently been on the core business of curriculum, teaching and learning.

Staff achieved strategic and operational plan targets by either working in their Teaching Teams, Unit Teams and Curriculum Working Teams, collaboratively sharing their ideas and information. The focus was on the explicit improvement agenda – reading, assessment and consistent pedagogy across the school. Staff focussed strongly on the work of John Hattie, implementing in their practice Learning Intentions, Success Criteria and Feedback.

In 2015 Larrakeyah continued as a CDU/DET Teaching school. Larrakeyah hosted 7 pre-service students who played an active role within our school community.

As part of the IPS initiative, The Larrakeyah School Interim Board is an active and supportive group of staff and parents. I thank the school interim board chair, Phillipa Tziolis, for her continued leadership and support that she and the interim board have given to the school in 2015.

I would like to take this opportunity to acknowledge the Larrakeyah Leadership Team – Rick Collister (Assistant Principal), Leisa Beynon (Senior Teacher) and Natasha Ryan (acting Senior Teacher). Together they form a cooperative team which leads the school to achieve our targets and goals as well as manage the day to day requirements of students, staff and parents.

I certify that information in this report is a true and accurate account of the school’s achievements and operations.

Fathma Mauger
Principal
Larrakeyah Primary School

Teaching and Learning

NAPLAN data is included in Attachment B. NAPLAN results again showed school average results in areas of Literacy and Numeracy for Year 3 and Year 5 being above the Australian mean.

Teachers continued the C2C units and implemented the Australian Curriculum in English, Mathematics, Science, The Arts, History and Geography.

The staff implemented the whole school curriculum plan/map that was developed last year.

Staff further reviewed student tracking sheets for each year level, including benchmarks. The Grade Expert program was purchased

We continued teaching expectations for Larrakeyah Primary which focussed on Explicit Teaching, High Expectations, Engaged Learning Time and an Intentionally Inviting Environment. This framework formed the basis for lesson observations conducted by the Principal and Assistant Principal. Following lesson observations, written and verbal feedback was provided to teachers. This internal monitoring process has been essential in gauging the consistency of pedagogy across the school, determining the professional learning needs of teachers and targeting resources for improved student learning outcomes. Feedback was also given to teachers regarding the implementation of Visible Learning in classrooms.

Staff strongly focussed on the work of John Hattie, specifically including learning intentions, success criteria and feedback in lessons. We had three teacher Visible Learning Coaches who received training and worked with teachers to implement Visible Learning in classrooms.

The school continued its student support program, identifying and catering for students considered "at risk" academically and requiring additional support. The top 20% of students were identified in middle/upper primary and these students participated in an Enrichment program each week. The DoE Gifted and Talented advisors assisted an identified teacher to develop an enrichment program for our high achieving students.

ESL Consultants worked with Year 4/5 teachers to provide clear identification protocols and procedures for the placement, teaching and assessing of EAL/D students in the school. These teachers can now train other teachers in the support of ESL students.

Moderation of students' work has assisted teacher judgements in regards to the A-E achievement standards. Larrakeyah Primary School participated in the Darwin City Schools writing confirming session in October.

Students in Years 1 to 6 participated in the Progressive Achievement Tests in Reading and Mathematics.

As an IPS initiative, a Literacy and Numeracy tutoring program commenced after school. This program was taught by teachers who tailored tutoring to meet the need of students – both remedial and extension programs.

The school interim board employed a piano teacher to teach piano lessons after school.

Extra-Curricular Activities (ECA) program commenced after school. The ECA gave students an opportunity to develop skills and interests in the areas of Sports, Knowledge and The Arts outside of the regular school program. The program was the result of much planning and preparation. Last year, 3 staff members visited Avondale Grammar School in Singapore which has an excellent ECA program. This program was used as a model for our school ECA program.

Year Level and Total Number of Students	English & Mathematics 2015	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year One 42	Reading & Viewing	16.7%	26.2%	38.1%	16.6%	2.4%	0%
	Writing	4.8%	23.8%	57.1%	11.9%	2.4%	0%
	Speaking & Listening	7.1%	35.8%	57.1%	0%	0%	0%
	Number & Algebra	0%	59.5%	38.1%	0%	2.4%	0%
	Meas & Geometry	0%	38.1%	59.5%	2.4%	0%	0%
	Stats & Probability	0%	21.4%	78.6%	0%	0%	0%

Year Level and Total Number of Students	English & Mathematics 2015	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year Two 41	Reading & Viewing	2.4%	31.7%	22%	43.9%	0%	0%
	Writing	4.9%	17.1%	41.5%	36.5%	0%	0%
	Speaking & Listening	0%	19.5%	78.1%	2.4%	0%	0%
	Number & Algebra	7.3%	24.4%	68.3%	0%	0%	0%
	Meas & Geometry	4.9%	24.4%	70.7%	0%	0%	0%
	Stats & Probability	0%	29.3%	68.3%	0%	2.4%	0%

Year Level and Total Number of Students	English & Mathematics 2015	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year Three 55	Reading & Viewing	18.2%	27.3%	47.2%	5.5%	1.8%	0%
	Writing	7.3%	40%	41.8%	9.1%	1.8%	0%
	Speaking & Listening	5.4%	49.2%	43.6%	1.8%	0%	0%
	Number & Algebra	7.3%	49.1%	36.4%	5.4%	1.8%	0%
	Meas & Geometry	1.8%	32.7%	58.3%	5.4%	1.8%	0%
	Stats & Probability	1.8%	56.4%	38.2%	1.8%	1.8%	0%

Year Level and Total Number of Students	English & Mathematics 2015	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year Four 53	Reading & Viewing	11.3%	24.5%	35.9%	22.6%	5.7%	0%
	Writing	1.9%	17%	67.9%	11.3%	1.9%	0%
	Speaking & Listening	5.7%	13.2%	75.5%	3.7%	1.9%	0%
	Number & Algebra	13.2%	26.5%	50.9%	9.4%	0%	0%
	Meas & Geometry	9.4%	28.3%	47.2%	15.1%	0%	0%
	Stats & Probability	11.4%	22.6%	56.6%	9.4%	0%	0%

Year Level and Total Number of Students	English & Mathematics 2015	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year Five 34	Reading & Viewing	5.9%	32.3%	26.5%	32.3%	3%	0%
	Writing	0%	17.7%	44.1%	32.3%	5.9%	0%
	Speaking & Listening	0%	26.5%	58.8%	14.7%	0%	0%
	Number & Algebra	2.9%	44.1%	20.6%	26.5%	5.9%	0%
	Meas & Geom	0%	41.2%	32.3%	20.6%	5.9%	0%
	Stats & Prob	0%	53%	29.4%	14.7%	2.9%	0%

Year Level and Total Number of Students	English & Mathematics 2015	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year Six 41	Reading & Viewing	27.8%	25%	19.4%	27.8%	0%	0%
	Writing	8.3%	19.4%	39%	33.3%	0%	0%
	Speaking & Listening	16.7%	33.3%	50%	0%	0%	0%
	Number & Algebra	2.8%	44.4%	27.8%	25%	0%	0%
	Meas & Geom	8.3%	47.3%	33.3%	11.1%	0%	0%
	Stats & Prob	2.8%	30.5%	50%	13.9%	2.8%	0%

Wellbeing

Enrolment and Attendance

Average attendance has remained relatively consistent over the last 3 years.

2013	2014	2015
90.4%	91.6%	92.5%

Indigenous students' attendance has improved after a decline over the last 3 years. The school has monitored student attendance and unnotified absences.

2013	2014	2015
71.5%	80.7%	82%

Although Larrakeyah Primary implements DoE Priority Enrolment policy, strategies aimed to improve student enrolment within our priority area and student attendance continued to be actioned :

- Word of mouth from our parents; Larrakeyah has a very good reputation within the wider community.
- Promotion of school programs and NAPLAN results
- Consistent follow-up on student absences by teachers and administration staff.
- New website that promotes the school as an IPS

Retention/Mobility

Year	In	Out
2013	73	83
2014	72	103
2015	69	82

Larrakeyah reflects the high mobility rate of the NT. Movement tends to be largely due to parents accepting new job positions interstate and the posting of defence families.

In 2015 we continued to implement a whole school Peer Support Program which focussed on student wellbeing, communication and resilience. Leadership skills were developed with the older students leading a group of students of mixed ages each week. The group worked on various activities to build trust and cooperation amongst the students, focussing on the module "Moving Forward". Teachers supervised a group of students each week. Two teachers who were trained in the Peer Support Program last year, provided staff professional development.

Participation, Transitions and Pathways

In 2015 the student turn-over was 41%, compared to 39% the previous year.

Year 6 Transfer

The Year 6 students transferred to the following schools for Middle Years

Darwin Middle School 94.6%

Interstate 5.4%

This is in line with DoE policy for Larrakeyah Primary School to feed into Darwin Middle School.

Students who left Larrakeyah Primary

The students besides the Year 6 that left Larrakeyah during 2015 are described below

Area	% 2014	% 2015
NTG school in Darwin Area	20%	11.7%
Greater Darwin Area NTG School	4%	9.6%
Other areas in NT	6%	7.4%
Private schools in Darwin	15%	6.4%
Interstate	49%	53.2%
Not Specified	1%	5.3%
Overseas	5%	6.4%

The student turn over reflects the transient nature of the NT as well as a Defence population.

Upper Primary Japanese language programs continued with links to middle school. Transition to middle school programs continued for Year 6 students.

Preschool staff participated in the DoE Preschool Curriculum trial and will continue participation in Phase 2 next year.

Over 40 middle/upper primary students participated in the International Competitions and Assessments for Schools (ICAS) in English, Science and Mathematics.

Partnerships

Larrakeyah Primary has a very supportive school community. There is a strong link between home and school.

As per DoE Policy Guidelines, teachers developed Personalised Learning Strategies for Aboriginal and Torres Strait Islander students. Parents were contacted for a parent/teacher interview with an emphasis on the partnership between home and school. 71% of parents of Aboriginal or Torres Strait Islander students participated in discussions concerning personalised learning strategies.

Larrakeyah Primary continued to engage the school community. Parents assisted in classrooms, assisted with the Reading program, kitchen/garden program, camps, excursions, sports day, fundraising activities for preschool, fundraising activities for the Year 6 study tour to Singapore 2016, and school concert.

Three Way Conferences (between child, parents and teacher) were conducted in Terms 1 and 3. Written reports were sent home in Terms 2 and 4.

Teachers continued to send home class newsletters, informing parents of class programs and activities. A whole school newsletter was also distributed each Wednesday and published on the school website each week. Special assemblies were held for ANZAC Day, Remembrance Day and student presentation awards.

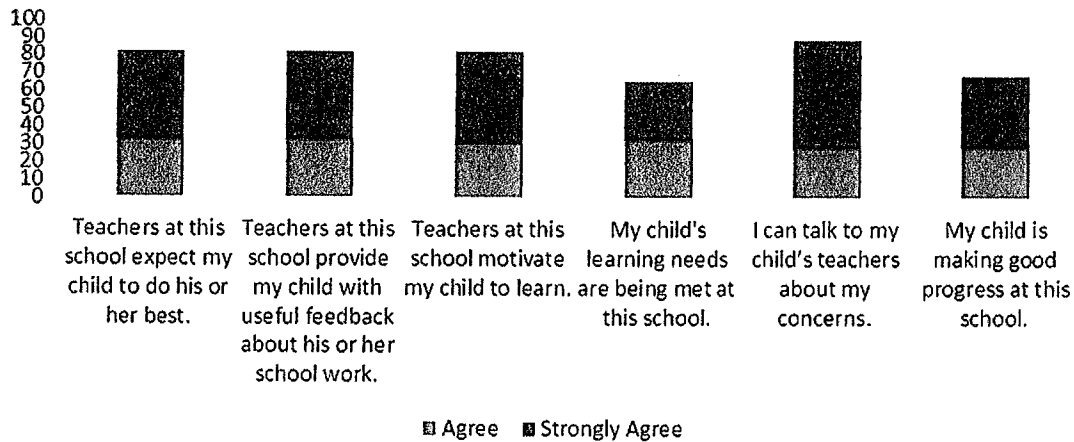
Part of the school's Visible Learning action plan is communicating Visible Learning strategies and processes to parents. The school newsletter also focussed on a class each week to show to parents the implementation of Visible Learning in the classroom.

This year we launched a brand new website which was created and developed by a local company, Dash Media. Storm Cell TV another local business also developed the video clip which features on the website. Parents could now access up-to-date school information and we were extremely pleased with the end product. The website also showcases our school and what we offer our students as an Independent Public School.

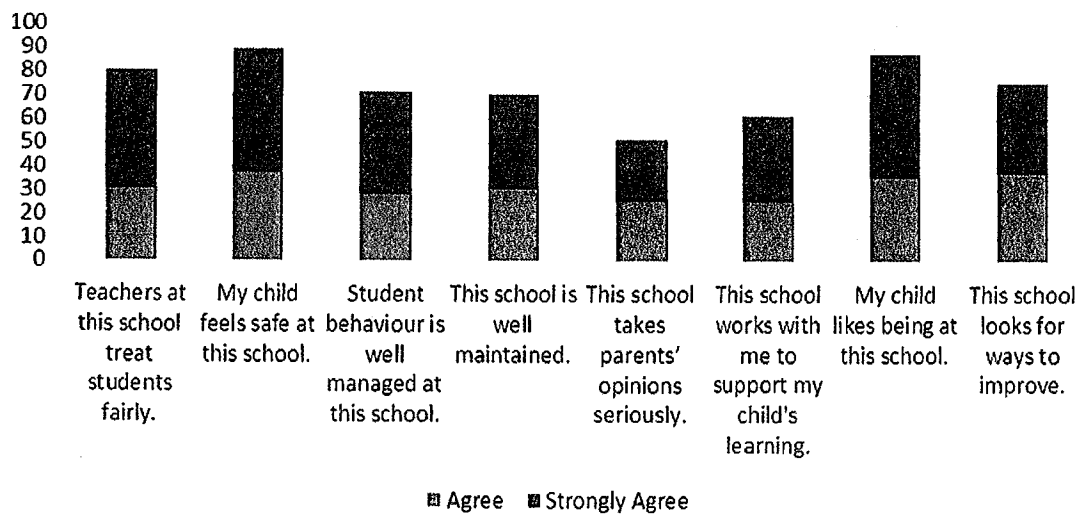
The mandatory DoE staff, student and parent perception survey (National Schools Surveys) was conducted. Results were positive for the school and compiled below.

Overview of Parents Survey Results

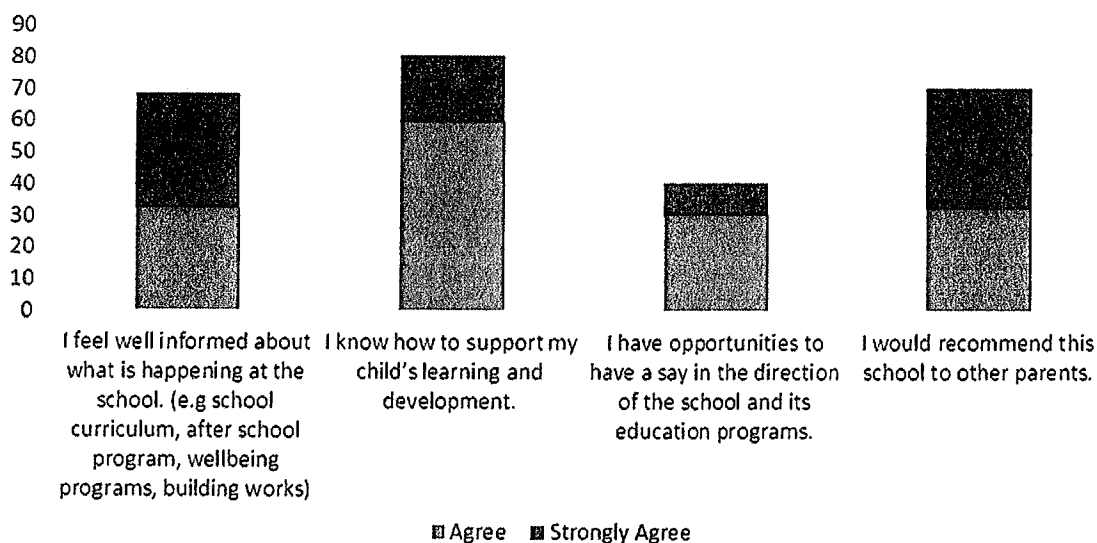
Question 4A



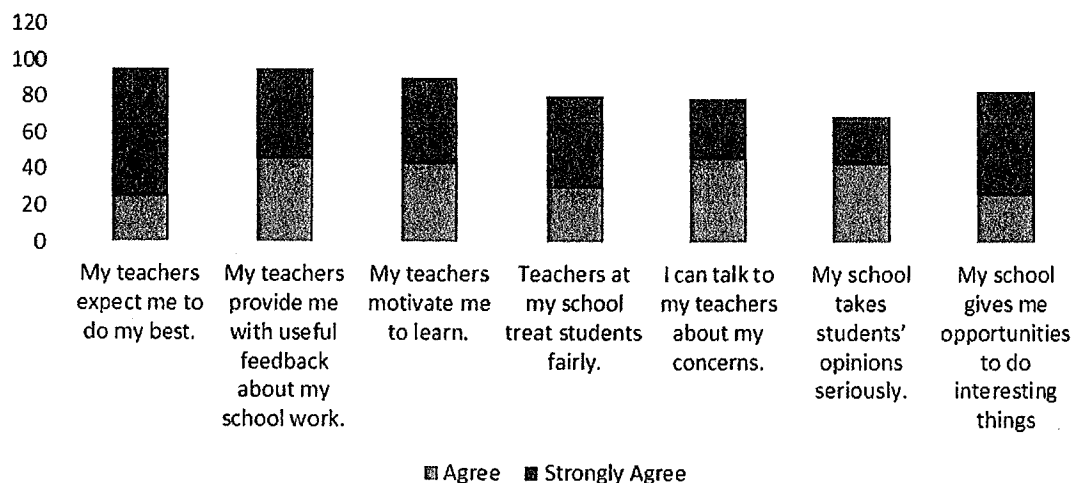
Question 4B



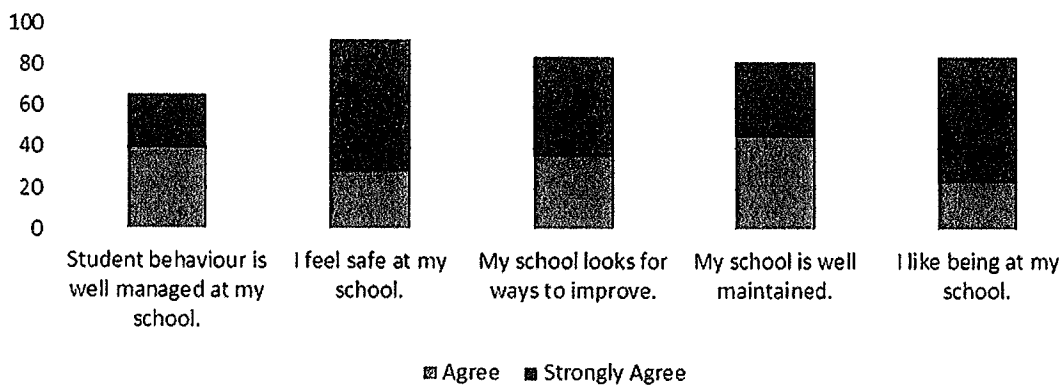
Question 5



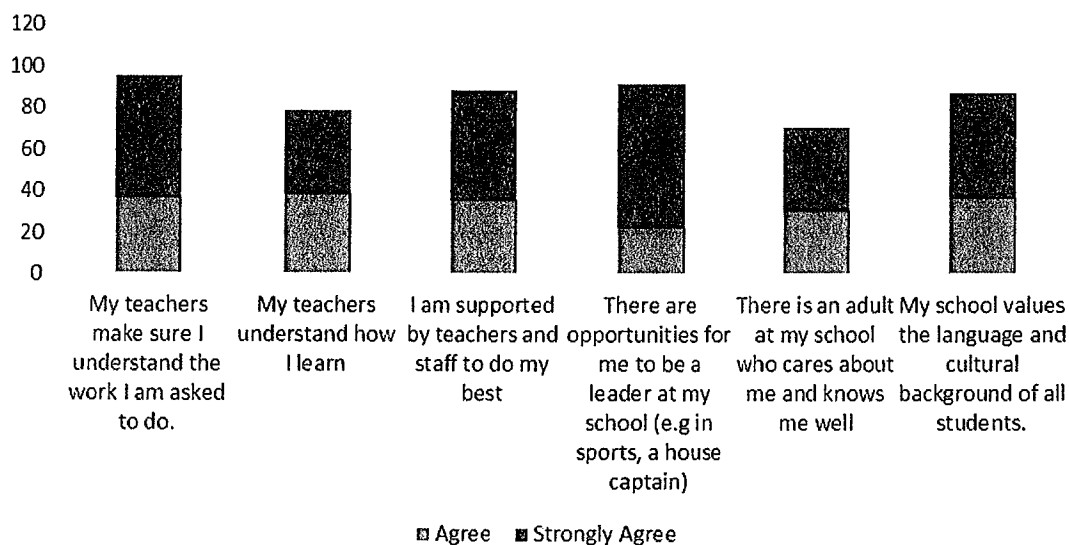
Question 4 A



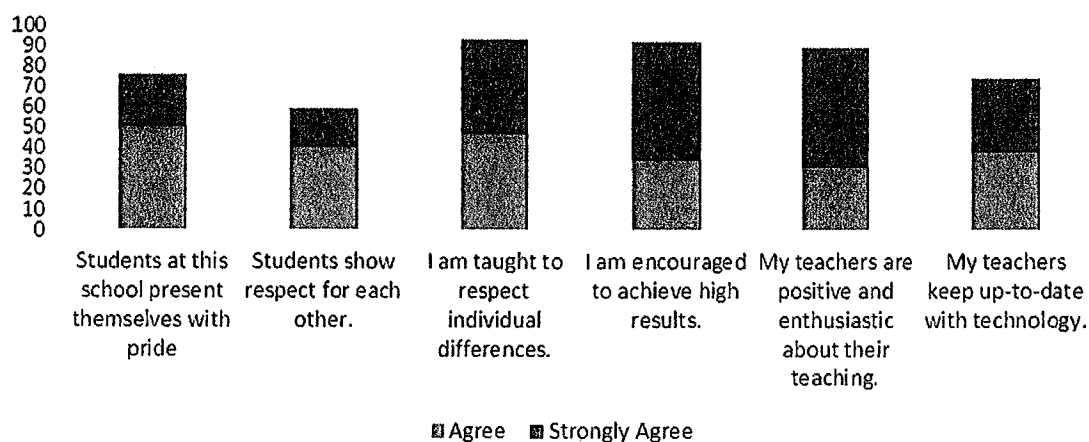
Question 4 B



Question 5

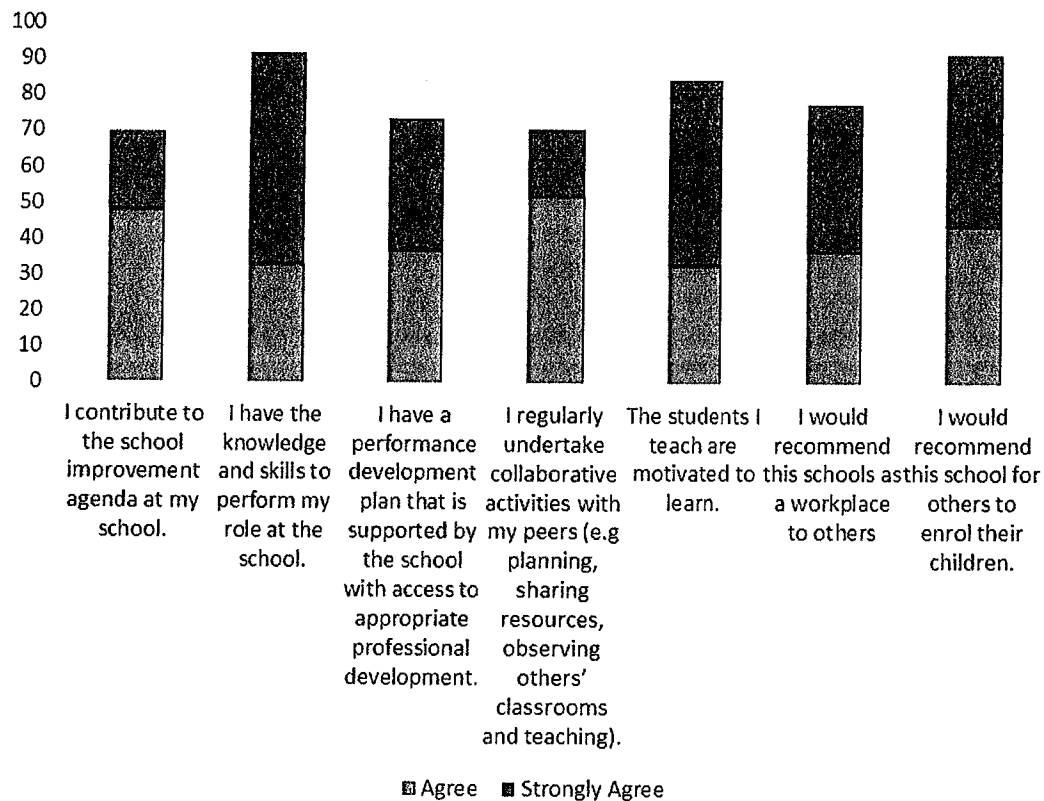


Question 6

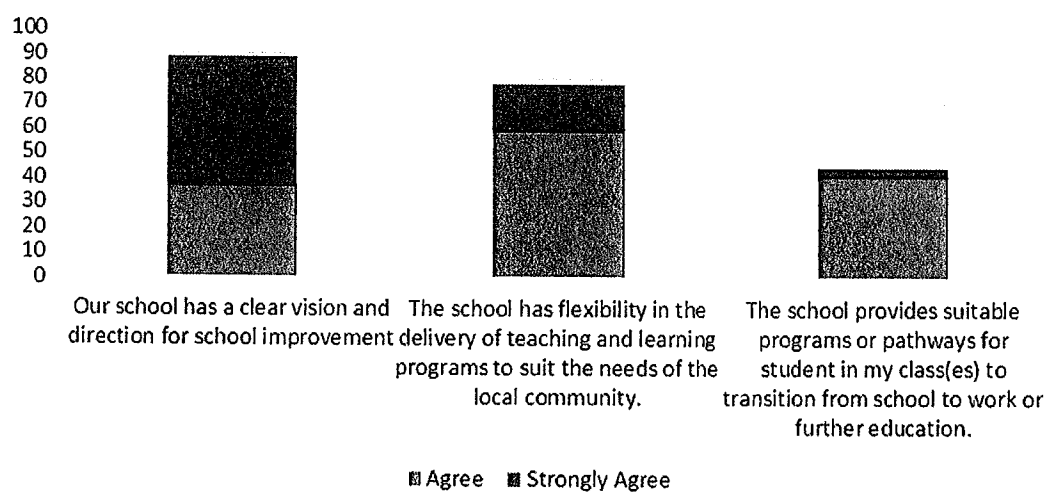


Overview of Staff Survey Results

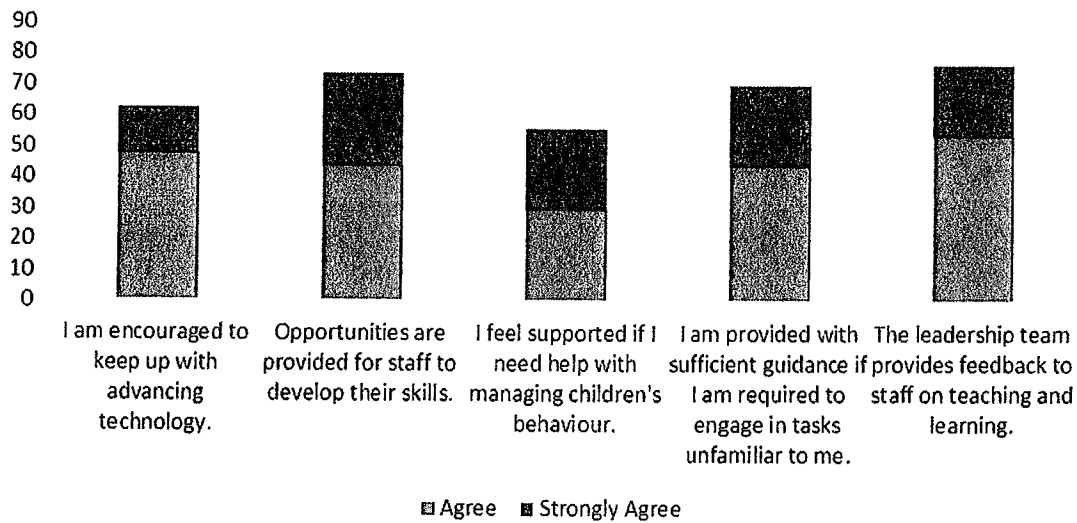
Question 8A



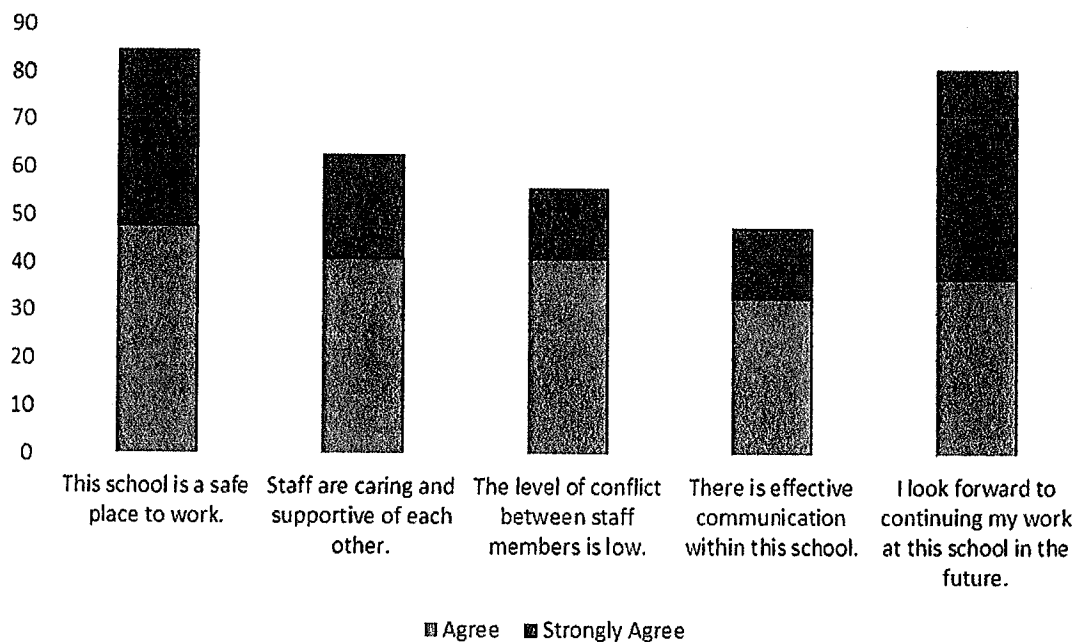
Question 8B



Question 9 A



Question 9B



Following the establishment of a partnership last year, communication continued with Avondale Grammar School, an international school in Singapore. This school implements the Australian Curriculum, uses NAPLAN results and offers a broad extra-curricular program which has been an excellent model for Larrakeyah Primary. The partnership with Avondale Grammar School progressed further with 3 staff members visiting the school for combined Year 5 camp planning and Year 6 study tour to Singapore planning.

In May, we had the pleasure of meeting staff and Year 5 students from Avondale Grammar School. The students visited as part of their annual camp to Kakadu. Year 5 students and parents came to the school in the evening to welcome the students.

Following their visit to Singapore and in preparation for the Year 6 study tour to Singapore next year, Mr Collister, Mrs Harvey and Mr King gave an excellent information presentation to parents of students currently in Year 5. This was well attended by parents. The presentation covered all aspects of the trip and gave parents an opportunity to ask questions.

The Principal and 2 early childhood staff visited Avondale Grammar School in September for the purpose of understanding the school's literacy, numeracy and Chinese programs. Whilst in Singapore, the staff also visited the Australian International School (AIS) to investigate the International Baccalaureate (IB) program, an IPS initiative for Larrakeyah Primary.

As an IPS initiative, Larrakeyah Primary developed a partnership with the Confucius Institute at CDU and we commenced this year trialling Chinese language lessons with a Year 3 class. This program was expanded during the year to include all Year 3 students. The Chinese language lessons were very positively received by students, staff and parents. The program will continue next year.

Interim School Board

As part of the IPS initiative, school council merged into an interim school board which had more of a strategic focus. During the 2015 school year, the interim board held 8 meetings as well as the Annual General Meeting. Major topics of discussion included OHSC, MNW grant for shade, hire agreements, governance, Independent Public Schools, review of Education Act, carpark/traffic, Extra Curricular Activity Program (ECA), Tutoring program as well as the general maintenance and organisation of the school. Our Board Chair participated in the full Company Director's Course conducted by the Australian Institute of Company Directors. The Principal and Treasurer participated in the 2 day IPS Foundations of Directorship, conducted by the Australian Institute of Company Directors.

School Events

School families and friends were invited to Larrakeyah's school assemblies, whole school concert "A Night On Broadway", Awards Presentations, Year 6 Graduation ceremony, Preschool celebrations and fundraising events, Sports Day and Harmony Day. The whole school concert was a particular highlight as it was the culmination of an 8 week dance program in which all students participated. For the second year, the venue for this event was the Darwin Entertainment Centre (DEC). Sienna Productions professionally filmed the event and DVD's were available for purchase. The feedback from students, staff and parents was extremely positive.

Our student leadership team also organised school events such as Mother's Day stall, Father's Day stall and Jeans for Genes Day.

Students participated in The Beat “Amaze” – dance.

Students participated in city cluster sports. Several students were selected for the cluster and NT sides.

Our T20 Blast Cricket Team won a place in the MILO T20 Blast School Cup National Final day. The Final was held on the MCG in Melbourne on 10th of December.

In November we had the official opening of the school's new \$1.5 million facilities, including two classrooms, OSHC and school storage and OSHC and maintenance offices. Thank you to Marion Guppy, Acting Deputy Chief Executive, for her official address and opening of the facilities

Leadership

The quality of Larrakeyah staff remains high. All staff are committed to achieve Larrakeyah's vision and targets set in the operational plan. Staff work collaboratively and hence have direct influence upon school performance. This is evidenced by:

- The Leadership Team; senior staff coordinate the school's decisions and DoE's policies.
- Unit Teams; all teachers are members of either the early childhood unit or the middle/upper primary unit. The role of the unit is to program, support and develop strategies to achieve the school's vision and targets.
- Teaching Teams; all staff work with other teachers of similar year levels. Teachers work collaboratively to develop programs, units of work, assess or moderate student work and focus their teaching accordingly.
- Curriculum Working Teams; all teachers work in a Curriculum Working Team (Literacy, Numeracy or ICT) to manage resources and budgets in these areas as well as develop plans for each area. For example, the Numeracy Committee organised the planning and purchasing of the school mathematics program - Envisage Maths.

The Leadership Team participated in an executive training program conducted by Managing Matters. This enabled the team to further develop, recognising areas for growth.

The Assistant Principal attended the World Educational Leadership Summit in Singapore and presented key strategies to the Leadership Team.

Both senior teachers were also Visible Learning Impact Coaches and led the implementation of Visible Learning in the school. The Principal also presented staff sessions on the work of John Hattie, in particular learning intentions, success criteria and differentiation. The Principal also presented sessions on the teaching and learning school improvement continuum. The Leadership Team presented sessions on policies and procedures, NAPLAN data, programming requirements, behaviour management, curriculum map, Grade Expert program, assessment and reporting, John Hattie's effect size and Independent Public Schools.

The Principal and Assistant Principal focussed on regular lesson observations and provided both written and verbal feedback to teachers. Feedback also included Visible Learning implementation. This internal monitoring process has been essential in gauging the consistency of pedagogy across the school and determining the professional learning needs of teachers.

It was decided to suspend data coaching with individual teachers meeting with the Principal and Assistant Principal until we had a school-wide data monitoring system in place. This year the program Grade Expert was purchased and the Assistant Principal led the initial set up and professional development for staff.

Professional Learning

All staff were involved in Performance Management and are committed to developing their skills to achieve the school's operational targets and DoE's priorities.

The Principal attended sessions relating to Independent Public Schools and global budgets.

Professional Development was mainly based at the school with whole staff participation. Throughout the year, teachers presented several whole staff PD sessions on Reciprocal Teaching, Guided Reading, Visible Learning, Peer Support Program, Assessment and Reporting. Some staff also attended professional development sessions provided by DoE in the area of Special Education, Visible Learning and ICT.

Visible Learning has been a large part of staff professional development this year. All teachers in the Darwin Region focussed on the work of Professor John Hattie, Visible Learning. Our three teachers at Larrakeyah Primary who are identified impact coaches worked with teachers to implement Visible Learning. Visible Learning focuses on analysing data so that teachers know the impact of their teaching and using explicit strategies such as productive feedback, learning intentions and success criteria.

We further enhanced Visible Learning professional development for staff by networking with two Catholic Schools in Brisbane who have been successful on the Visible Learning journey. Our senior teacher and two other staff members visited St Bernardine's School and St Columba School in Brisbane to meet with staff and see Visible Learning in classrooms. The three staff members had a highly successful visit, made contacts, presented to staff and brought back ideas for implementing in our school.

The DoE Gifted and Talented advisors worked with an identified teacher to develop an enrichment program for our high achieving students.

DoE ESL Consultants worked with Year 4/5 teachers to provide clear identification protocols and procedures for the placement, teaching and assessing of EAL/D students in the school.

Staff were required to become familiar with updates in the Student Achievement Information System (SAIS). Teachers assessed and reported against Australian Curriculum English, Mathematics, The Arts and Science achievement standards and Northern Territory year level achievement standards.

Professional Learning also occurred within Teaching Teams, Unit Teams, Curriculum Working Teams and staff meetings – programming, mandatory reporting, teaching expectations, Teaching and Learning Improvement Framework, using school-wide data and student tracking sheets, ICT, NAPLAN data – focussed areas for programming and teaching, ESL learners, student education adjustment plans (EAP's) and Indigenous Personal Learning Plans (PLP's).

In Terms 2 and 4, teachers had a Professional Development Day, approved by DoE and the school council. In Term 2, teachers were involved in Visible Learning professional development, moderating student work and examining whole school literacy and numeracy programs. In Term 4, teachers participated in Visible Learning professional development, moderating student work across Darwin City Schools and using our new whole school Mathematics program "Envision Maths".

As an IPS initiative, the Assistant Principal and a staff member visited schools in Auckland that implemented the Cambridge Curriculum – ACG Strathallan and Pinehirst Schools. Information regarding the Cambridge Curriculum was presented to staff for a decision to be made early next year regarding implementation in English alongside the Australian Curriculum – a hybrid approach.

ATTACHMENT A

Audited Financial Statements

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2015

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

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PO Box 475 Mudgeeraba QLD 4213
ABN: 29 161 528 481

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED
FINANCIAL REPORT
YEAR ENDED 31st December 2015

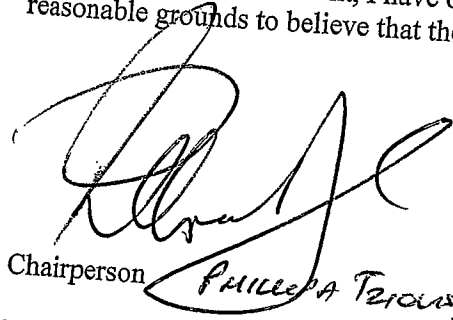
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LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015**

As Chairperson of the Larrakeyah Primary School Council Incorporated I state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the School's management in accordance with the reporting requirements of the Northern Territory Department of Education, does fairly reflect the financial position of the School and its performance for the year ended 31 December 2015.

At the date of this statement, I have obtained assurance from the School Principal that there were reasonable grounds to believe that the School will be able to pay their debts as and when they fall due.



Chairperson *PHILIPPA TZIOU*

Dated: 10 FEB 16

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

INDEPENDENT AUDIT REPORT***To the members of Larrakeyah Primary School Council Incorporated***

We have audited the accompanying financial report of Larrakeyah Primary School Council Incorporated, which comprises the Statement of Financial Position as 31/12/15 and the Income Statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information and the School Council statement.

School Council responsibility for the financial report

The School Council of Larrakeyah Primary School Council Incorporated are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the *Education Act* where applicable and for such internal control as the Council determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report whether due to fraud or error. In making those assessments, the auditor considers internal control relevant to the Schools preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the School as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.

Audit Report qualification***Basis for qualified opinion***

Receipts from cash self-generated funds are a source of revenue for the Larrakeyah Primary School Council Incorporated. The School has determined that it is impracticable to establish control over the collection of cash revenue prior to entry in its financial records. Accordingly, as the evidence available to us about cash revenue was limited, our audit procedures for this revenue had to be restricted to the amounts recorded in the financial records. We therefore are unable to express an opinion on whether cash self-generated revenue obtained by the School are complete.

Qualified opinion

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial report Larrakeyah Primary School Council Incorporated presents fairly in all material respects in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of the Larrakeyah Primary School Council Incorporated at 31 December 2015 and its financial performance for the year then ended.



Susanne Lee FCPA

Director

21/1/2016



LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

Statement of Financial Position

December 2015

	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
Westpac Operating Account		
Cash Reserves	\$29,473.17	\$16,568.44
Visa Card - Australia Post	\$837,228.84	\$446,096.33
EFT Clearing Account	\$998.91	\$0.00
Total Cash At Bank	\$0.00	-\$35,264.13
Cash on Hand	\$867,700.92	\$427,400.64
Floats		
Trade Debtors	\$350.00	\$350.00
Trade Debtors		
Prepayments	\$1,350.00	\$1,350.00
Prepaid Invoices		
Inventories	\$250.00	\$0.00
Stock on Hand		
Stock on hand/Preschool	\$12,800.00	\$21,123.72
Total Inventories	\$0.00	\$407.93
Total Current Assets	\$12,800.00	\$21,531.65
Non-Current Assets	\$882,450.92	\$450,632.29
TOTAL ASSETS	\$0.00	\$0.00
	\$882,450.92	\$450,632.29
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
Book Club		
Whole School Photo	\$881.50	\$0.00
CDU Coaching and Mentoring	\$30.00	\$0.00
Staff Christmas Function	\$15,000.00	\$15,000.00
Staff Drink/Functions	\$64.00	\$0.00
Total Deposits Held -3rd Parties	\$10.88	\$0.00
Trade Creditors	\$15,986.38	\$15,000.00
Trade Creditors/Commitments		
GST Liabilities	\$69,871.76	-\$2,698.00
GST Paid		
Other Accrued Expenses	-\$5,566.45	\$0.00
Accrued Expenses		
Employee Entitlements	\$11,277.00	\$17,680.00
Annual Leave Entitlement		
LSL Entitlement	\$0.00	\$2,264.00
Total Employee Entitlements	\$0.00	\$8,910.00
Total Current Liabilities	\$0.00	\$11,174.00
Non-Current Liabilities	\$91,568.69	\$41,156.00
Total Non-Current Liabilities		
Total LIABILITIES	\$0.00	\$0.00
	\$91,568.69	\$41,156.00
NET ASSETS		
	\$790,882.23	\$409,476.29
EQUITY		
Accumulated Funds		
Current Year Operating Surplus/(Deficit)	\$409,476.29	\$223,532.75
	\$381,405.94	\$185,943.54
Total EQUITY	\$790,882.23	\$409,476.29

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

Income Statement January-December 2015

	This Year	Last Year
INCOME		
Grants and Subsidies		
Commonwealth Grants via DoE	\$23,705.00	\$103,700.00
Commonwealth Grants Direct to Schools	\$133,674.67	\$103,542.54
Other Grants from DoE	\$731,703.37	\$385,445.83
Other Grants From NTG DEPT	\$60,395.18	\$142,417.21
3rd Party Grants - External	\$1,479.59	\$11,896.44
Total Grants and Subsidies	\$950,957.81	\$747,002.02
Sale Of Goods and Services		
School Council Projects	\$493,020.11	\$438,125.25
Student Activities	\$56,527.28	\$53,554.21
Total Sale of Goods & Services	\$549,547.39	\$491,679.46
Interest Received		
Interest Received	\$11,197.30	\$6,806.75
Miscellaneous Income		
Receipts/Reimbursements other Govt Schools	\$2,279.15	\$3,955.36
	\$2,279.15	
TOTAL INCOME	\$1,513,981.65	\$1,249,443.59
EXPENSES		
Employee Expenses		
Salaries & Related Expenses	\$339,687.84	\$301,656.31
Superannuation	\$33,202.58	\$27,648.04
Total Employee Expenses	\$372,890.42	\$329,304.35
Purchase of Goods & Services		
School General Expenses	\$109,682.42	\$86,097.62
Administrative Expenses	\$19,584.23	\$16,876.25
Motor Vehicle Expenses	\$261.28	\$210.01
Student Activities	\$40,501.03	\$41,128.38
Student Information Technology	\$4,622.87	\$25,960.21
Admin It And Communication	\$59,943.26	\$20,968.00
Curriculum	\$35,731.69	\$57,045.76
School Non-Core Activities	\$90,362.44	\$90,932.21
Payments to Other Government Schools	\$7,792.20	\$274.77
Total Purchase of Goods & Services	\$368,481.42	\$339,493.21
Repairs & Maintenance		
Urgent Minor Repairs	\$38,723.55	\$80,775.13
Non Urgent Minors	\$6,941.90	\$14,463.99
Total Repairs & Maintenance	\$45,665.45	\$95,239.12
Property Management		
Essential Services	\$196,724.66	\$174,801.49
Cleaning	\$102,583.36	\$65,084.58
Grounds	\$41,254.78	\$51,875.09
Property Management Other	\$5,500.62	\$6,202.21
Total Property Expenses	\$346,063.42	\$297,963.37
Other Administrative Expenses		
TOTAL EXPENSES	\$1,133,100.71	\$1,063,500.05
OPERATING PROFIT/(LOSS)	\$380,880.94	\$185,943.54

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

**Income Statement
January-December 2015**

	This Year	Last Year
OTHER INCOME		
Prior Year Income Adjustment	\$1,500.00	\$0.00
Other Expenses		
Cluster Funding	\$975.00	\$0.00
NET PROFIT/(LOSS)	\$381,405.94	\$185,943.54

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 31st December 2015

Note 1: Statement of Accounting Policies.

These financial statements are a special purpose financial report prepared for the Council in order to satisfy the requirements of the Northern Territory Department of Education and the School Council Constitution. In accordance with the powers in S71H(1) of the Education Act (NT), the Secretary of the Department of Education has prescribed the manner in which the School Council is to prepare this report, and in so doing, has determined the accounting policies to be adopted in preparing the report.

In general, the statements have been prepared on the accruals basis and under the historic cost convention.

(a) Scope of the School Council's financial reporting

This financial report records only the revenues and associated expenditure of funds allocated to, or raised by, the School. It does not include teaching and administrative staff salaries and allowances, including leave provisions, since these personnel are employees of the Department, and their employment costs are met by the Department. The School does receive funding for casual relief teachers and other relief staffing, and although this activity is controlled by the School's management on behalf of the Department, it is included in this financial report.

(b) Revenue recognition

Revenue from grants is recognised upon receipt, except where invoices are raised on the Department for reimbursable funded items, including essential services, property management and some relief personnel. In those instances, the revenue is recognised when the invoice is raised. Minor New Works and Capital Grant balances are transferred to the balance sheet at year end. Receipts from fund raising activities are recognised when they have been received by the School.

(c) Income Tax

The School is exempt from income tax under provisions of the Income Tax Assessment Act that apply to Government bodies.

(d) Capital expenditure

The School does not own the land on which the School is situated, so does not record the cost or value of the buildings on that land. The land and buildings are assets of the Northern Territory Government.

From the 2010 financial year and in accordance with the Department of Education requirement, only assets with a cost of \$10,000 or higher are recorded as an asset. Only assets exceeding that amount are carried as recorded in the balance sheet.

(e) Depreciation

Assets carried in the balance sheet will be depreciated on a straight line basis @ 15%.

(f) Receivables

Revenue from reimbursement from the Department of Education for over-expenditure in grant funded activities is brought to account when received.

(g) Inventories

Inventories are measured at the lower of purchase cost and net realisable value.

(h) Employee Entitlements

The School employs staff on casual, award and/or contract arrangements but no longer has a liability for employee entitlements.

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

Larrakeyah Primary School Council Incorporated
PO Box 412
DARWIN, NT, 0801

Dear Chairperson

Audit of Larrakeyah Primary School Council Incorporated for the Year Ended 31 December 2015.

We have completed our audit of the financial report of Larrakeyah Primary School Council Incorporated for the year ended 31 December 2015.

Our audit is designed to form an opinion on the financial report. Because of the test nature of an audit, there is a risk that some material misstatement, fraud or irregularity may remain undiscovered. The matters noted during the audit that we wish to draw to your attention are set out in the attached schedules. It is not intended to be a comprehensive report of all such matters that may exist.

Your internal control environment is excellent with no recommendations for improvement. Your trading activities are generating healthy surpluses and your accumulated funds analysis report indicates a sound financial position.

Please review the attached schedules for audit observations.

Should you wish to discuss any of these matters, please contact me on my mobile or by email.

This report is prepared under the terms of our engagement solely for the information of Council members and management of Larrakeyah Primary School Council Incorporated.

Please arrange for the attached council representation letter to be copied on to your letterhead, signed, scanned and emailed to me

Yours faithfully

Yours faithfully



Susanne Lee FCPA
Director
20/1/2016

AUDITEE: Larrakeyah School Council Incorporated
YEAR ENDED: 31 December 2015
SUBJECT: Posting

OBSERVATION

We observed there is some confusion when posting to accounts and allocating jobs. It was mainly related to trading activities where core and non-core accounts were used for parent contributions. There was also a couple of transactions posted to a job called parent contributions.

EFFECT

The account posting errors result in an under or overstatement of the account balances in the income statement but provided they are allocated to their correct job the job P&L will reflect the trading position of that activity.

RECOMMENDATION

We are aware that the school is transitioning to a new Business Manager who should be made aware of this observation.

AUDITEE: Larrakeyah School Council Incorporated
YEAR ENDED: 31 December 2015
SUBJECT: Stock on Hand

OBSERVATION

We observed that a stock-take of Uniforms had not been carried out at the end of 2015.

EFFECT

Non observation of a DoE mandated activity.

RECOMMENDATION

During pre-audit your MYOB consultant prepared an estimated value of stock on-hand. We concur with her calculation.



A Northern Territory Government
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**OUR SCHOOL
OUR FUTURE**

INCREASING SCHOOL
AUTONOMY

3 Packard Street, Larrakeyah NT 0820
PO Box 412, Darwin NT 0801
Ph: 08 8981 3211 Fax: 08 8981 9062
Email: larrakeyah.admin@ntschoools.net
ABN 63 496 566 245

February 1st 2016

Susanne Lee & Associates Pty Ltd

Certified Practising Accountants

PO Box 475

Mudgeeraba QLD 4213

Dear Susanne

This representation letter is provided in connection with your audit of the financial report of **Larrakeyah Primary School Council Incorporated** for the year ended 31 December 2015, for the purpose of expressing an opinion as to whether the financial report is presented fairly, in all material respects, in accordance with the relevant Australian accounting standards and the *Education Act* in the Northern Territory.

We confirm, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves, the following representations made to you during your audit:

Financial report

- We have fulfilled our responsibilities for the preparation of the financial report in accordance with Australian Accounting Standards as per note 1; in particular the financial report is fairly presented in accordance therewith.
- We have disclosed to you the results of our assessment of the risk that the financial report may be materially misstated as a result of fraud.
- Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
- All events subsequent to the date of the financial report and for which Australian Accounting Standards require adjustment or disclosure have been adjusted or disclosed.
- The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial report as a whole. A list of the uncorrected misstatements is attached to the representation letter.

Information provided

We have provided you with:

- Access to all information of which we are aware that is relevant to the preparation of the financial report such as records, documentation and other matters.
- If requested information, explanations and assistance for the purposes of the audit. Unrestricted access to persons within the School from whom you determined it necessary to obtain audit evidence.
- All transactions have been recorded in the accounting records and are reflected in the financial report.
- We have disclosed to you all known actual or possible litigation and claims whose effects should be considered when preparing the financial report; and accounted for and disclosed in accordance with the applicable financial reporting framework.

General

- We have no plans or intentions that may materially affect the carrying values or classification of assets and liabilities.
- The School has satisfactory title to all assets, and there are no liens or encumbrances on such assets nor have any assets been pledged as collateral that have not been disclosed in the financial report.
- There have been no known instances of non-compliance or suspected non-compliance with laws and regulations or contractual agreements whose effects should be considered in preparing the financial report.



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ABN 63 496 566 245

Fraud

- We acknowledge our responsibility for the design, implementation and maintenance of internal control to prevent and detect fraud and confirm we have disclosed to you:
 - a) the results of our assessment of the risk that the financial report may be materially misstated as a result of fraud
 - b) all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - i. management
 - ii. employees who have significant roles in internal controls or
 - iii. others where the fraud could have a material effect in the financial report and
 - c) All information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial report communicated to us by employees, former employees, analysts, regulators or others.

Commitments

- There were no material commitments for goods or services at year end, other than those disclosed in the financial report.

Liabilities

- There are no financial guarantee contracts in place to third parties which could be called upon in the event of a default, other than those disclosed in the financial report.

Inventory

- No inventory is stated at an amount in excess of cost.

Property, plant and equipment

- Rates of depreciation, applied to reduce book values of individual assets to their estimated residual values, reflect the rate set by the Department of Education.
- Allowances for depreciation have been adjusted for all significant items of property, plant and equipment that have been abandoned or are otherwise unusable.
- The school has no 'make good' obligations in respect of its property, plant and equipment for which it would be required to make a restorative provision under AASB 137 *Provisions, contingent liabilities and contingent assets* which have not been included in the financial report.

Taxation

- Adequate amounts have been accrued for taxes.

Electronic presentation of financial report

- With respect to presentation of the financial report on our website, we acknowledge that:
 - a) we are responsible for the electronic presentation of the financial report
 - b) we will ensure that the electronic version of the audited financial report and the auditor's report on the website will be identical to the final signed hard copy version

Yours sincerely,

School Council Representative – Chair/Treasurer

ATTACHMENT B

NAPLAN data

Data to be provided by Performance and Data Management Branch:

- *Number and percentage of students participating in NAPLAN for each domain*
- *Percentage of students achieving National Mean Scale*
- *Number and percentage of students below, at and above National Mean Scale for each domain and comparison against NT and national mean.*

NAPLAN Results 2009 - 2015

Larrakeyah Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

NAPLAN Results 2009 - 2015

Larrakeyah Primary School

17030 NAPLAN School Summary Report 2010 - 2015

Last Refreshed: 03/02/2016

Refreshed by: karen.bird

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate.

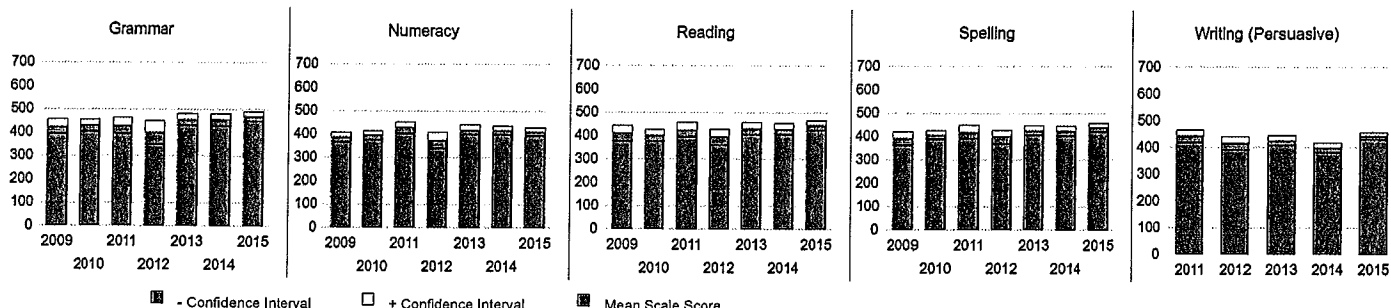
In the following graphs 2009 - 2015 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph.

As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year Level 3

School Mean Scale Scores



In the following table 2009 - 2015 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (i.e. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

		2009	2010	2011	2012	2013	2014	2015
Grammar	School Mean Range	392 - 455	402 - 453	393 - 463	349 - 447	430 - 479	428 - 479	449 - 488
	School Mean	424	428	428	398	455	454	469
	NT Mean	316	311	313	315	338	326	335
	Aust Mean	420	417	421	424	428	426	433
Numeracy	School Mean Range	365 - 405	374 - 412	402 - 452	340 - 406	399 - 440	398 - 435	393 - 427
	School Mean	385	393	427	373	420	416	410
	NT Mean	322	329	338	323	332	338	332
	Aust Mean	394	395	398	396	397	402	398
Reading	School Mean Range	375 - 442	375 - 425	394 - 456	360 - 428	405 - 456	406 - 453	425 - 464
	School Mean	408	400	425	394	430	430	445
	NT Mean	322	329	323	332	339	332	336
	Aust Mean	411	414	416	420	419	418	426
Spelling	School Mean Range	362 - 418	387 - 423	392 - 448	369 - 425	406 - 446	403 - 443	421 - 456
	School Mean	390	405	420	397	426	423	439
	NT Mean	305	300	303	337	327	327	325
	Aust Mean	405	399	406	414	411	412	409
Writing (Persuasive)	School Mean Range	-	-	418 - 464	390 - 437	407 - 442	381 - 415	431 - 454
	School Mean	-	-	441	414	425	398	443
	NT Mean	-	-	330	323	320	318	327
	Aust Mean	-	-	416	416	416	402	416

NAPLAN Results 2009 - 2015 Larrakeyah Primary School

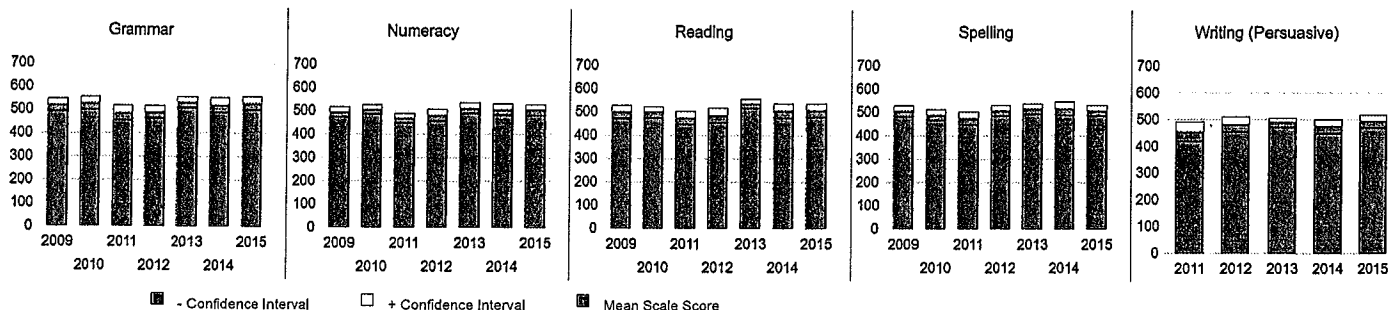
17030 NAPLAN School Summary Report 2010 - 2015
Last Refreshed: 03/02/2016
Refreshed by: karen.bird

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2009 - 2015 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year Level 5

School Mean Scale Scores



In the following table 2009 - 2015 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

		2009	2010	2011	2012	2013	2014	2015
Grammar	School Mean Range	494 - 545	500 - 553	454 - 517	463 - 514	508 - 554	489 - 549	499 - 555
	School Mean	520	527	486	489	531	519	527
	NT Mean	415	397	400	394	423	419	415
	Aust Mean	500	500	499	491	501	504	504
Numeracy	School Mean Range	473 - 514	486 - 523	449 - 487	457 - 504	489 - 532	482 - 529	480 - 526
	School Mean	493	505	468	481	511	506	503
	NT Mean	430	422	424	418	422	423	429
	Aust Mean	487	489	488	489	486	488	492
Reading	School Mean Range	472 - 526	474 - 520	448 - 501	455 - 514	516 - 554	476 - 533	478 - 534
	School Mean	499	497	474	485	535	505	506
	NT Mean	421	412	403	405	437	426	425
	Aust Mean	494	487	488	494	502	501	498
Spelling	School Mean Range	481 - 528	466 - 512	447 - 501	485 - 529	493 - 535	488 - 544	485 - 529
	School Mean	504	489	474	507	514	516	507
	NT Mean	411	409	393	413	413	422	417
	Aust Mean	487	487	484	495	494	498	498
Writing (Persuasive)	School Mean Range	-	-	418 - 489	454 - 509	472 - 504	448 - 498	469 - 516
	School Mean	-	-	454	482	488	473	493
	NT Mean	-	-	397	391	386	380	385
	Aust Mean	-	-	483	477	478	468	478

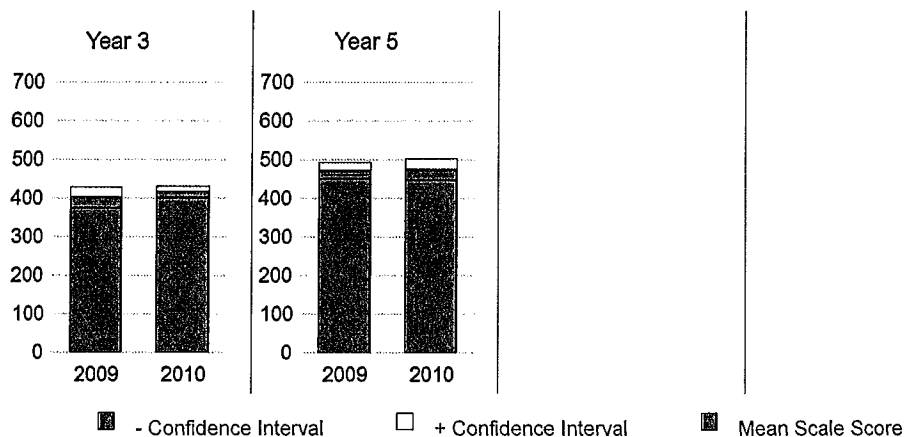
NAPLAN Results Writing (Narrative) 2009 - 2010

Larrakeyah Primary School

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2009 - 2010 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 & 2012 Writing results should not be compared to previous years.

School Mean Scale Scores - Writing (Narrative)



In the following table 2009 - 2010 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

			2009	2010
Year 3	Writing (Narrative)	School Mean Range	376 - 428	402 - 431
		School Mean	402	417
		NT Mean	338	331
		Aust Mean	415	419
Year 5	Writing (Narrative)	School Mean Range	451 - 492	448 - 502
		School Mean	471	475
		NT Mean	409	400
		Aust Mean	485	485

NAPLAN Results 2009 - 2015

Larrakeyah Primary School

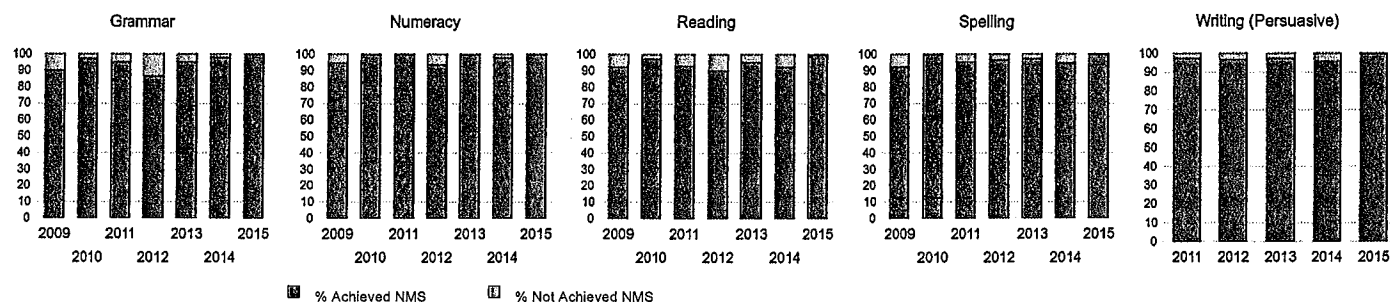
17030 NAPLAN School Summary Report 2010 - 2015

Last Refreshed: 03/02/2016

Refreshed by: karen.bird

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 3 Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2009	4	10%	1	3%	35	88%	40
	2010	1	2%	4	10%	36	88%	41
	2011	2	5%	4	10%	35	85%	41
	2012	4	13%	2	7%	24	80%	30
	2013	2	5%	2	5%	37	90%	41
	2014	1	2%	2	4%	51	94%	54
	2015			3	6%	50	94%	53
Numeracy	2009	2	5%	4	10%	33	85%	39
	2010			5	13%	35	88%	40
	2011			4	10%	37	90%	41
	2012	2	6%	4	13%	25	81%	31
	2013					41	100%	41
	2014	1	2%	1	2%	52	96%	54
	2015			4	8%	49	92%	53
Reading	2009	3	8%	5	13%	32	80%	40
	2010	1	3%	6	15%	33	83%	40
	2011	3	7%	4	10%	34	83%	41
	2012	3	10%	4	13%	23	77%	30
	2013	2	5%	2	5%	37	90%	41
	2014	4	8%	1	2%	48	91%	53
	2015			3	6%	50	94%	53
Spelling	2009	3	8%	7	18%	30	75%	40
	2010			2	5%	39	95%	41
	2011	2	5%	2	5%	37	90%	41
	2012	1	3%	4	13%	25	83%	30
	2013	1	2%	3	7%	37	90%	41
	2014	3	6%	4	7%	47	87%	54
	2015			2	4%	51	96%	53
Writing (Persuasive)	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	1	2%	4	10%	36	88%	41
	2012	1	3%	1	3%	28	93%	30
	2013	1	2%			40	98%	41
	2014	2	4%	3	6%	49	91%	54
	2015					53	100%	53

NAPLAN Results 2009 - 2015

Larrakeyah Primary School

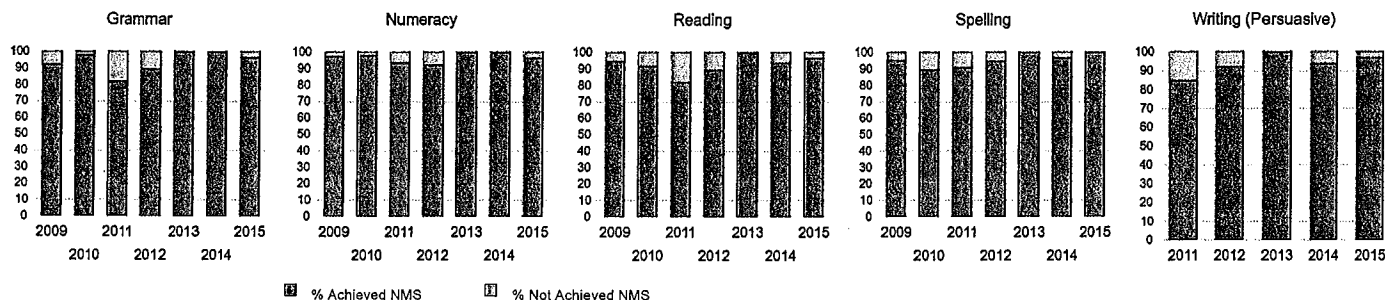
17030 NAPLAN School Summary Report 2010 - 2015

Last Refreshed: 03/02/2016

Refreshed by: karen.bird

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 5 Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

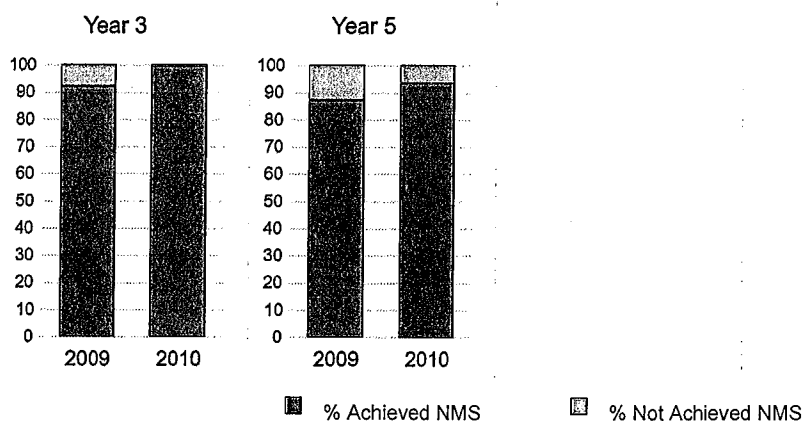
		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2009	3	8%	4	10%	33	83%	40
	2010	1	2%	5	10%	42	88%	48
	2011	6	18%	1	3%	26	79%	33
	2012	4	11%	2	5%	32	84%	38
	2013			3	8%	33	92%	36
	2014			2	6%	29	94%	31
Numeracy	2009	1	3%	6	15%	32	82%	39
	2010	1	2%	1	2%	46	96%	48
	2011	2	6%	4	13%	25	81%	31
	2012	3	8%	5	13%	30	79%	38
	2013			4	12%	30	88%	34
	2014			3	10%	28	90%	31
Reading	2009	2	5%	5	13%	32	82%	39
	2010	4	8%	4	8%	41	84%	49
	2011	6	18%	3	9%	24	73%	33
	2012	4	11%	5	13%	29	76%	38
	2013					36	100%	36
	2014	2	6%	3	9%	27	84%	32
Spelling	2009	2	5%	4	10%	34	85%	40
	2010	5	10%	4	8%	39	81%	48
	2011	3	9%	4	12%	26	79%	33
	2012	2	5%	2	5%	34	89%	38
	2013			1	3%	35	97%	36
	2014	1	3%	3	10%	27	87%	31
Writing (Persuasive)	2009	n/a		n/a		n/a		n/a
	2010	n/a		n/a		n/a		n/a
	2011	5	15%	5	15%	23	70%	33
	2012	3	8%	2	5%	33	87%	38
	2013			4	11%	32	89%	36
	2014	2	6%	4	13%	26	81%	32
	2015	1	3%	3	10%	27	87%	31

NAPLAN Results Writing (Narrative) 2009 - 2010

Larrakeyah Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Percentage of Students Achieving NMS in Writing (Narrative) (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

			Below NMS		At NMS		Above NMS		Total No of Students
			No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Year 3	Writing (Narrative)	2010			1	2%	40	98%	41
Year 5	Writing (Narrative)	2010	3	6%	3	6%	42	88%	48

NAPLAN Results 2009 - 2015

Larrakeyah Primary School

17030 NAPLAN School Summary Report 2010 - 2015

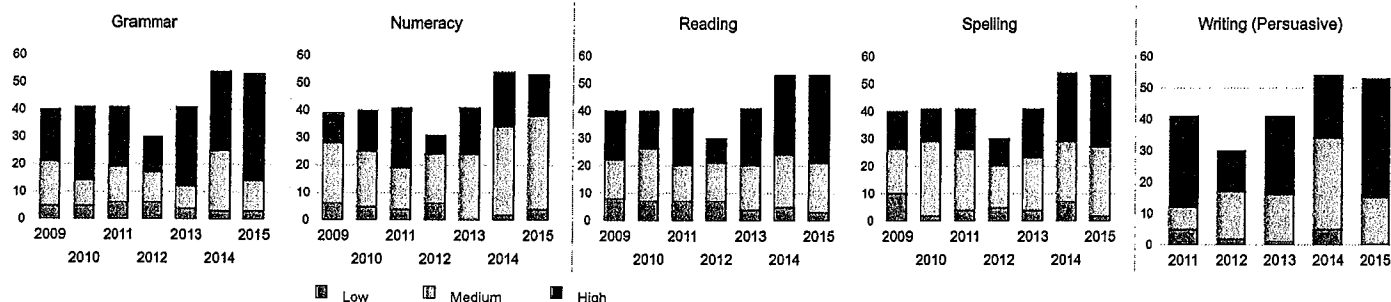
Last Refreshed: 03/02/2016

Refreshed by: karen.bird

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 3

Number of Students in High/Medium/Low Bands



Note: For each year level, students are grouped into high, medium and low categories according to their band level. The two lowest bands (Below or At the National Minimum Standard) are within the Low category, the next two bands are within the Medium category, and the highest two bands comprise the High category. Students who are Exempt from testing are included in the Low category.

		Low		Medium		High		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2009	5	13%	16	40%	19	48%	40
	2010	5	12%	9	22%	27	66%	41
	2011	6	15%	13	32%	22	54%	41
	2012	6	20	11	37	13	43	30
	2013	4	10%	8	20%	29	71%	41
	2014	3	6%	22	41%	29	54%	54
	2015	3	6%	11	21%	39	74%	53
Numeracy	2009	6	15%	22	56%	11	28%	39
	2010	5	13%	20	50%	15	38%	40
	2011	4	10%	15	37%	22	54%	41
	2012	6	19	18	58	7	23	31
	2013			24	59%	17	41%	41
	2014	2	4%	32	59%	20	37%	54
	2015	4	8%	34	64%	15	28%	53
Reading	2009	8	20%	14	35%	18	45%	40
	2010	7	18%	19	48%	14	35%	40
	2011	7	17%	13	32%	21	51%	41
	2012	7	23	14	47	9	30	30
	2013	4	10%	16	39%	21	51%	41
	2014	5	9%	19	36%	29	55%	53
	2015	3	6%	18	34%	32	60%	53
Spelling	2009	10	25%	16	40%	14	35%	40
	2010	2	5%	27	66%	12	29%	41
	2011	4	10%	22	54%	15	37%	41
	2012	5	17	15	50	10	33	30
	2013	4	10%	19	46%	18	44%	41
	2014	7	13%	22	41%	25	46%	54
	2015	2	4%	25	47%	26	49%	53
Writing (Persuasive)	2009	n/a	13%	n/a	40%	n/a	48%	n/a
	2010	n/a	2%	n/a	54%	n/a	44%	n/a
	2011	5	12%	7	17%	29	71%	41
	2012	2	7	15	50	13	43	30
	2013	1	2%	15	37%	25	61%	41
	2014	5	9%	29	54%	20	37%	54
	2015							

NAPLAN Results 2009 - 2015

Larrakeyah Primary School

17030 NAPLAN School Summary Report 2010 - 2015

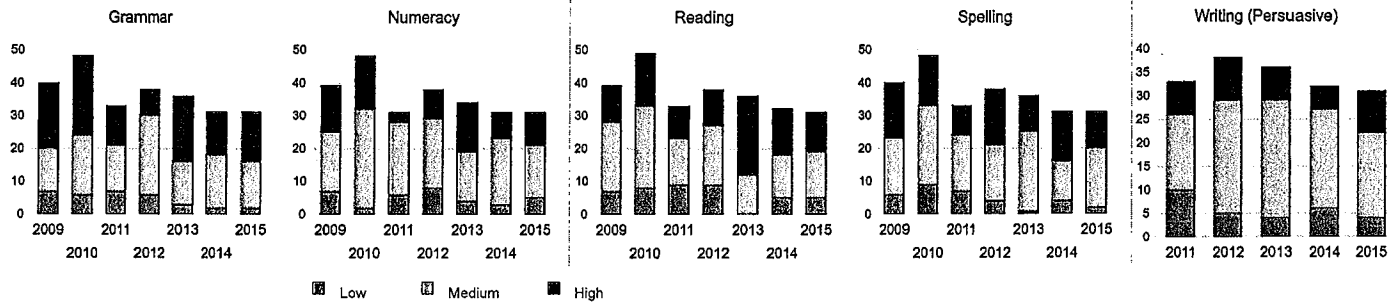
Last Refreshed: 03/02/2016

Refreshed by: karen.bird

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 5

Number of Students in High/Medium/Low Bands



Note: For each year level, students are grouped into high, medium and low categories according to their band level. The two lowest bands (Below or At the National Minimum Standard) are within the Low category, the next two bands are within the Medium category, and the highest two bands comprise the High category. Students who are Exempt from testing are included in the Low category.

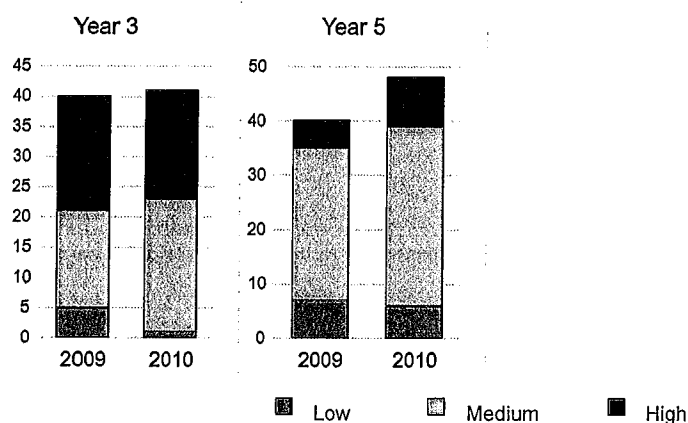
		Low		Medium		High		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2009	7	18%	13	33%	20	50%	40
	2010	6	13%	18	38%	24	50%	48
	2011	7	21%	14	42%	12	36%	33
	2012	6	16	24	63	8	21	38
	2013	3	8%	13	36%	20	56%	36
	2014	2	6%	16	52%	13	42%	31
	2015	2	6%	14	45%	15	48%	31
Numeracy	2009	7	18%	18	46%	14	36%	39
	2010	2	4%	30	63%	16	33%	48
	2011	6	19%	22	71%	3	10%	31
	2012	8	21	21	55	9	24	38
	2013	4	12%	15	44%	15	44%	34
	2014	3	10%	20	65%	8	26%	31
	2015	5	16%	16	52%	10	32%	31
Reading	2009	7	18%	21	54%	11	28%	39
	2010	8	16%	25	51%	16	33%	49
	2011	9	27%	14	42%	10	30%	33
	2012	9	24	18	47	11	29	38
	2013			12	33%	24	67%	36
	2014	5	16%	13	41%	14	44%	32
	2015	5	16%	14	45%	12	39%	31
Spelling	2009	6	15%	17	43%	17	43%	40
	2010	9	19%	24	50%	15	31%	48
	2011	7	21%	17	52%	9	27%	33
	2012	4	11	17	45	17	45	38
	2013	1	3%	24	67%	11	31%	36
	2014	4	13%	12	39%	15	48%	31
	2015	2	6%	18	58%	11	35%	31
Writing (Persuasive)	2009	n/a	18%	n/a	70%	n/a	13%	n/a
	2010	n/a	13%	n/a	69%	n/a	19%	n/a
	2011	10	30%	16	48%	7	21%	33
	2012	5	13	24	63	9	24	38
	2013	4	11%	25	69%	7	19%	36
	2014	6	19%	21	66%	5	16%	32
	2015							

NAPLAN Results Writing (Narrative) 2009 - 2010

Larrakeyah Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 & 2012 Writing results should not be compared to previous years.

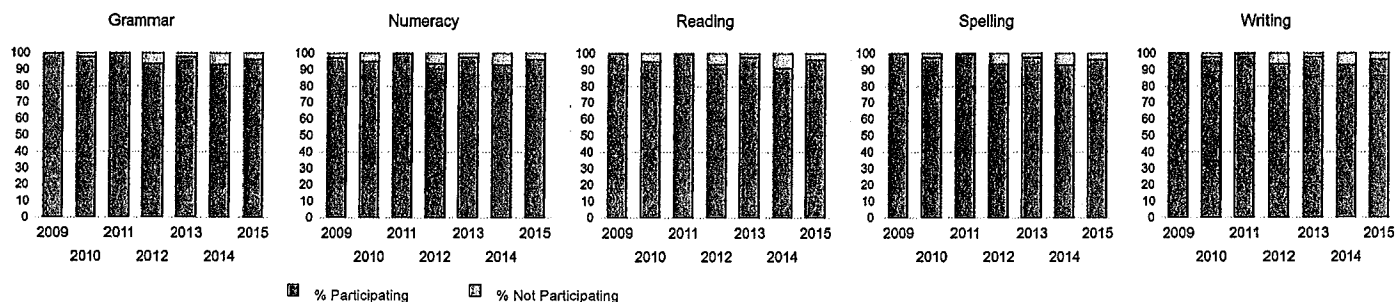
Number of Students in High/Medium/Low Bands



Note: For each year level, students are grouped into high, medium and low categories according to their band level. The two lowest bands (Below or At the National Minimum Standard) are within the Low category, the next two bands are within the Medium category, and the highest two bands comprise the High category. Students who are Exempt from testing are included in the Low category.

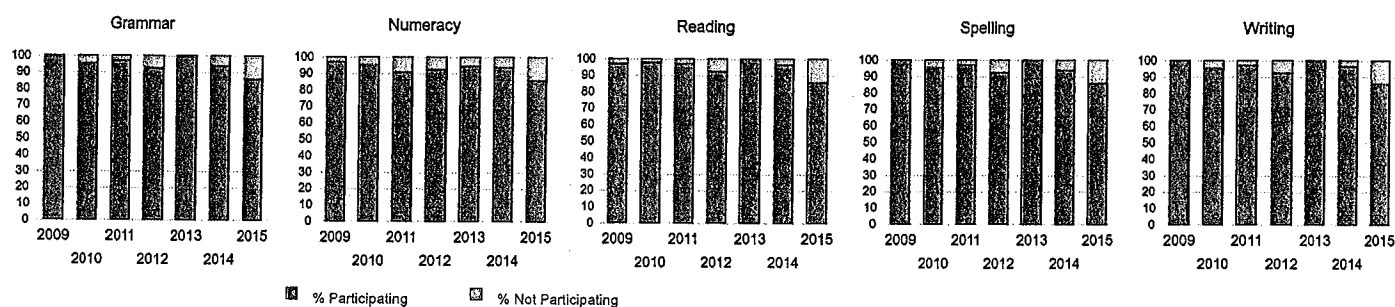
			Low		Medium		High		Total No of Students
			No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Year 3	Writing (Narrative)	2010	1	2%	22	54%	18	44%	41
Year 5	Writing (Narrative)	2010	6	13%	33	69%	9	19%	48

Year 3 Percentage of Students Participating (%)



Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

	Participating Present		Participating Exempt		Not Participating Absent		Not Participating Withdrawn		Total No of Students
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2009	40	100%						40
	2010	41	98%		1	2%			42
	2011	41	100%						41
	2012	30	94%		2	6%			32
	2013	41	98%				1	2%	42
	2014	53	91%	1	2%	2	3%	2	58
	2015	53	98%		2	3%	2	4%	55
Numeracy	2009	39	98%		1	3%			40
	2010	40	95%		2	5%			42
	2011	41	100%						41
	2012	31	94%		2	6%			33
	2013	41	98%				1	2%	42
	2014	54	93%		2	3%	2	3%	58
	2015	53	96%				2	4%	55
Reading	2009	40	100%						40
	2010	40	95%		2	5%			42
	2011	41	100%						41
	2012	30	94%		2	6%			32
	2013	41	98%				1	2%	42
	2014	52	90%	1	2%	3	5%	2	58
	2015	53	96%				2	4%	55
Spelling	2009	40	100%						40
	2010	41	98%		1	2%			42
	2011	41	100%						41
	2012	30	94%		2	6%			32
	2013	41	98%				1	2%	42
	2014	53	91%	1	2%	2	3%	2	58
	2015	53	96%				2	4%	55
Writing	2009	40	100%						40
	2010	41	98%		1	2%			42
	2011	41	100%						41
	2012	30	94%		2	6%			32
	2013	41	98%				1	2%	42
	2014	53	91%	1	2%	2	3%	2	58
	2015	53	96%				2	4%	55



Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

Participating			Not Participating		Not Participating		Total No of Students	
Present			Absent		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students		
Grammar	2009	40	100%					40
	2010	48	96%	1	2%	1	2%	50
	2011	33	97%	1	3%			34
	2012	38	93%	3	7%			41
	2013	36	100%					36
	2014	31	94%	2	6%			33
	2015	31	86%			5	14%	36
Numeracy	2009	39	98%	1	3%			40
	2010	48	96%	1	2%	1	2%	50
	2011	31	91%	3	9%			34
	2012	38	93%	3	7%			41
	2013	34	94%	2	6%			36
	2014	31	94%	2	6%			33
	2015	31	86%			5	14%	36
Reading	2009	39	98%	1	3%			40
	2010	49	98%			1	2%	50
	2011	33	97%	1	3%			34
	2012	38	93%	3	7%			41
	2013	36	100%					36
	2014	32	97%	1	3%			33
	2015	31	86%			5	14%	36
Spelling	2009	40	100%					40
	2010	48	96%	1	2%	1	2%	50
	2011	33	97%	1	3%			34
	2012	38	93%	3	7%			41
	2013	36	100%					36
	2014	31	94%	2	6%			33
	2015	31	86%			5	14%	36
Writing	2009	40	100%					40
	2010	48	96%	1	2%	1	2%	50
	2011	33	97%	1	3%			34
	2012	38	93%	3	7%			41
	2013	36	100%					36
	2014	32	97%	1	3%			33
	2015	31	86%			5	14%	36

ATTACHMENT C

Student Enrolment, Attendance and Learning (also see attached)

Include student enrolment and attendance data for all students and Indigenous students for each year level and whole school. For example:

Year Level	Previous Year				Reporting Year			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
ALL								

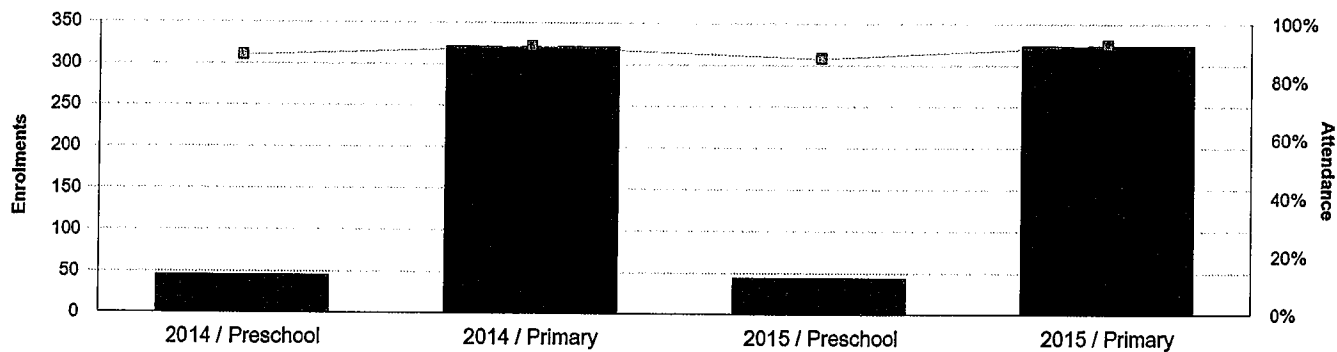
Personalised Learning Plans		
	All	Indigenous
Number of students in first year of schooling to Year 10 with a Personalised Learning Plan in place		7
Proportion of students in first year of schooling to year 10 with a Personalised Learning Plan		
Proportion of students in first year of schooling to year 10 whose parent/carer have worked with the teacher to develop a Personalised Learning Plan		71%

Senior Secondary Outcomes [include where applicable]	
Students in Year 12 undertaking vocational or trade training	%
Students in Year 12 attaining a Year 12 certificate or equivalent VET qualification	%

Student Wellbeing and Engagement

Larrakeyah Primary School

Enrolment and Attendance



Activity Calendar Year / Level
■ Enrolments. ▨ Attendance

		2014				2015			
		Indigenous		All		Indigenous		All	
		Enrol	Attend	Enrol	Attend	Enrol	Attend	Enrol	Attend
Preschool	Preschool	1	25.0%	45	88.7%			44	88.1%
Primary	Transition	3	82.3%	51	90.9%			54	93.3%
	Year 1	3	75.9%	48	90.4%	3	86.7%	46	92.0%
	Year 2	3	85.0%	55	93.5%	1	90.2%	44	91.9%
	Year 3	2	77.0%	55	91.4%	4	80.1%	56	92.2%
	Year 4	1	62.4%	38	91.3%	1	97.8%	54	93.3%
	Year 5	2	87.5%	33	92.5%	1	27.8%	35	94.6%
	Year 6	1	91.4%	41	92.8%	1	60.6%	35	92.3%
Total:		14	81.4%	366	91.6%	10	82.0%	367	92.5%

Student Mobility

	2014				2015			
	Arrivals	Departures	Average Enrolments	Student Turnover	Arrivals	Departures	Average Enrolments	Student Turnover
1	10	29	375	16%	14	17	367	18%
2	17	34	368	7%	21	29	377	7%
3	32	25	364	8%	28	24	368	7%
4	12	16	357	8%	9	12	355	10%
Total:	71	104	366	39%	72	82	367	41%

Community Engagement

*For more information and clarification of which code to use please contact the Enrolment & Attendance Team:
Darwin & Palmerston 1800 070 493
Central Australia 1800 206 317*

Larrakeyah Primary School

Reasons for Absence

	2014	2015
Funeral		0.3%
Non-school Event	0.0%	0.0%
Notified as Sick	21.9%	26.5%
Sanctioned	55.1%	69.2%
Suspended	0.1%	
Unacceptable Reason	1.0%	0.7%
Un-Notified Absence	21.9%	3.2%
Transport		0.0%

During 2015, 3% of absent periods were unnotified, this represents 0.2% of all periods.