

Larrakeyah Primary School

Annual Performance Report to the School Community 2016



School Overview

Our School

Larrakeyah is one of Darwin's older schools, having first opened its doors in 1963.

Larrakeyah School has experienced considerable growth over the past 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 2014. The 2015 school year commenced with a flexible learning area two additional classrooms, new storage facilities and OSHC and maintenance offices.

As part of the NT Government's \$100 million Boosting our Economy package, a \$2.5million project for four new classrooms commenced in 2016.

Larrakeyah Primary is a school of high standards, high expectations and high achievement. The school motto is "Pathways To Excellence". The school is a popular school of choice, attracting enrolments from private schools. 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. Larrakeyah Primary was accredited this year as a Cambridge International School.

Larrakeyah Primary was selected as one of the first six Independent Public Schools in the Northern Territory. We were proud to operate for the second year as Larrakeyah Primary Independent Public School.

Our Staff

The Executive staff consisted of: 1 Principal, 1 Assistant Principal and 3 Senior teachers. In Semester 2, the composition of the Executive staff changed to 2 Assistant Principals and 2 senior teachers. There were 17 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. OSHC, literacy support and student learning support.

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The Leadership Team led the school improvement agenda and worked as a cohesive team. A new senior teacher position was created this year – Head of Curriculum and Assessment.

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. The Preschool Teacher has a 4 year Early Childhood qualification.

Our Students

At the beginning of the year, the school population significantly increased, with families arriving from interstate and overseas as well as a number of families enrolling from Essington School. Last year we had 367 students enrolled with 44 students enrolled in the Preschool. This year we had 438 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 3% 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 2016 was 92%.

Non-attendance is managed through the school attendance plan. Procedures are followed, including the admin staff follow up of unnotified non-attendance with parents each day by phone.

Our Community

Larrakeyah Primary has a supportive school community, with a strong partnership between home and school. Parents are interested in their child's education.

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. 67% 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 the school production.

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.

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

The school website also showcases our school to the community and highlights what we offer our students as an Independent Public School. The website is used by parents to access up-to-date information.

As part of the IPS initiative, the interim school board moved to a school board. During the 2016 school year, the school board held 8 meetings as well as the Annual General Meeting. A special meeting was also conducted prior to the AGM for the purpose of changes to the constitution – IPS school board. Major topics of discussion during the year included OSHC, MNW grant for playground equipment, governance, Independent Public Schools, school review, fundraising, Family Fun Day, NT Government's \$100 million Boosting our Economy package - \$2.5million project for four new classrooms at Larrakeyah Primary School, carpark/traffic, school enrolment management plan, Extra Curricular Activity Program (ECA), as well as the general organisation of the school.

The school has three-way conferences each semester that involve teacher, parents and student. Parents information sessions were also held at Preschool and in the primary school – reading information session and Transition information evening.

The school held a Family Fun Day which was a huge event that attracted sponsors and involved the whole school community.

School families and friends were invited to Larrakeyah's school assemblies, whole school concert "Aladdin", Awards Presentations, Year 6 Graduation ceremony, Preschool celebrations and fundraising events, school discos, Sports Day and Harmony Day. The whole school production was a particular highlight as it was the culmination of an 8 week dance program in which all students participated. For the third year, the venue for this event was the Darwin Entertainment Centre (DEC). Storm CellTV 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, Jeans for Genes Day, Crazy Hair Day and fundraising for their World Vision child.

Students participated in The Beat "Stellar" – dance.

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

Principal's Report

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

Last year our school motto changed to "Pathways To Excellence" which better reflects our school's focus on high standards, high expectations and high achievement.

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, Planning Teams and Curriculum Working Teams, collaboratively sharing their ideas and information. The focus was on the explicit improvement agenda – Visible Learning, Writing and Data to inform teaching. Staff focussed strongly on the work of John Hattie, implementing in their practice Learning Intentions, Success Criteria and Feedback.

One of our main highlights this year was that Larrakeyah Primary School was accredited as a Cambridge International School. We join more than 10,000 Cambridge schools in over 160 countries worldwide, and Larrakeyah Primary is the first NT government school to be granted this status by Cambridge International Examinations.

As part of the IPS initiative, The Larrakeyah School Board is an active and supportive group of staff and parents. I thank the school board chair, Phillipa Tziolis, for her ongoing leadership and support that she and the board have given to the school in 2016.

I would like to take this opportunity to acknowledge the Larrakeyah Leadership Team – Rick Collister (Assistant Principal), Tania Tamaotai (Assistant Principal Semester 2), Leisa Beynon (Senior Teacher), Natasha Guse (Senior Teacher) and Tanya Harvey (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

Goal 1 – A great start for children

The school priorities for 2016 included-

Participation in Preschool Curriculum Phase 2 trial

Strengthening the continuity of early Literacy programs from Preschool to Transition within the Early Years Learning Framework (EYLF).

- The Preschool staff were involved last year in the Preschool Curriculum Phase 1 trial together with a small group of other preschools. This year, staff participated in the Preschool Curriculum Phase 2 trial. The trial was successful with the implementation of the new Preschool curriculum in semester 2. The target was met.
- Professional development in regards to the new Preschool curriculum was undertaken by preschool and transition staff. The Preschool teaching program reflected the recommended early literacy and numeracy strategies.
- Early Childhood teaching programs and literacy lessons observed by the Principal and Assistant Principal demonstrated continuity of early literacy programs from preschool to transition within the Early Years Learning Framework (EYLF). All teachers are aware of the development stages of writing as well as Writer's Workshops. Students are confident writers in both preschool and transition.
- The Preschool teacher visited Transition classes, though there needs to be more of a focus on planning collaboratively between preschool and transition teachers when the school has planning days each term.

Goal 2 – Every student a successful learner

The school priorities for 2016 included-

Participation in “Assessment Capable Writers” project and implementation of a whole school approach to develop assessment capable writers.

Implementation of ICT Plan across the school.

Implementation of Peer Support Program.

- Larrakeyah Primary was selected to participate in the Assessment Capable Writers project, working with a DoE project officer. Six teachers were involved in the project, focussing specifically on writing strategies, data and assessment. The ST1 Head of Curriculum and Assessment was the Literacy leader, working with teachers and the project officer. This project will continue next year.
- Six Early Childhood teachers visited the Australian International School in Singapore for professional learning in Writing, in particular, Writer’s Workshop. Teachers established a Writer’s Workshop Committee, focussing on planning and professional learning. Teachers in Early Childhood trialled writer’s workshop strategies and observed confident writers who were engaged in writing sessions.
- School Writing data showed a significant improvement in the percentage of students receiving a “C’ standard and above compared to last year.
- NAPLAN data is included in Attachment A. NAPLAN results again showed school average results in areas of Literacy and Numeracy for Year 3 and Year 5 being above the Australian mean.

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(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Year Level and Total Number of Students	English & Mathematics 2016	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year One 66	Reading & Viewing	15.2%	15.2%	22.7%	45.4%	1.5%	0%
	Writing	16.7%	27.3%	43.9%	10.6%	1.5%	0%
	Speaking & Listening	0%	27.3%	71.2%	1.5%	0%	0%
	Number & Algebra	6.1%	31.8%	57.6%	4.5%	0%	0%
	Meas & Geometry	3%	41%	54.5%	1.5%	0%	0%
	Stats & Probability	0%	22%	75%	3%	0%	0%

Year Level and Total Number of Students	English & Mathematics 2016	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year Two 49	Reading & Viewing	8.2%	28.6%	24.5%	32.6%	6.1%	0%
	Writing	4.1%	24.5%	53.1%	14.2%	4.1%	0%
	Speaking & Listening	4.1%	38.8%	57.1%	0%	0%	0%
	Number & Algebra	22.5%	42.8%	22.5%	12.2%	0%	0%
	Meas & Geometry	14.3%	51%	25.5%	9.2%	0%	0%
	Stats & Probability	4.1%	57.1%	34.7%	4.1%	0%	0%

Year Level and Total Number of Students	English & Mathematics 2016	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year Three 56	Reading & Viewing	16.1%	19.6%	39.3%	25%	0%	0%
	Writing	6.8%	19.6%	66.5%	7.1%	0%	0%
	Speaking & Listening	6.8%	21.4%	64.3%	7.1%	0%	0.4%
	Number & Algebra	5.4%	28.6%	51.8%	14.2%	0%	0%
	Meas & Geometry	5.4%	23.2%	60.7%	10.7%	0%	0%
	Stats & Probability	5.4%	37.5%	53.6%	3.5%	0%	0%

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Year Level and Total Number of Students	English & Mathematics 2016	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year Four 64	Reading & Viewing	14%	28.2%	40.6%	17.2%	0%	0%
	Writing	3.1%	31.2%	59.4%	6.3%	0%	0%
	Speaking & Listening	1.5%	34.4%	56.3%	7.8%	0%	0%
	Number & Algebra	6.2%	28.1%	54.8%	10.9%	0%	0%
	Meas & Geometry	3.1%	20.3%	62.5%	14.1%	0%	0%
	Stats & Probability	4.7%	25%	64.1%	6.2%	0%	0%

Year Level and Total Number of Students	English & Mathematics 2016	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year Five 52	Reading & Viewing	5.8%	30.8%	44.2%	19.2%	0%	0%
	Writing	7.7%	21.1%	57.7%	13.5%	0%	0%
	Speaking & Listening	3.8%	28.9%	59.6%	7.7%	0%	0%
	Number & Algebra	9.6%	46.2%	32.7%	11.5%	0%	0%
	Meas & Geom	9.6%	50%	36.6%	3.8%	0%	0%
	Stats & Prob	5.8%	50%	32.7%	11.5%	0%	0%

Year Level and Total Number of Students	English & Mathematics 2016	A	B	C	D	E	Other (EAP or Late start in semester letter)
Year Six 39	Reading & Viewing	10.2%	33.3%	30.8%	23%	2.7%	0%
	Writing	10.2%	17.9%	41%	28.2%	2.7%	0%
	Speaking & Listening	10.2%	25.7%	64.1%	0%	0%	0%
	Number & Algebra	7.6%	28.2%	33.3%	28.2%	2.7%	0%
	Meas & Geom	5.1%	25.6%	41%	25.6%	2.7%	0%
	Stats & Prob	5.1%	23%	41%	28.2%	2.7%	0%

- The school 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 "Promoting Harmony". Teachers supervised a group of students each week. Two teachers

who were trained in the Peer Support Program provided staff professional development. The Peer Support Program will continue next year.

- The ICT Committee focussed on implementing the ICT Plan with further purchasing of hardware and software. Teachers implemented relevant aspects of the Plan in teaching programs, though there needs to be greater consistency across year levels next year. Students performed very well in Digital Technologies with the school cohort showing A (7.7%), B (26.6%), C (64%) and D (1.7%).
- The plan to work with Scope IT Education to trial a coding program did not eventuate as the company was unable to visit Darwin. However, plans are in place for this to occur next year.

Goal 3 – Quality leaders, quality educators

The school priorities for 2016 included-

Effective learners, resulting in a minimum of 80% of our students being able to successfully answer “what is an effective learner”, what are you learning” and “how do you know when you are successful in your learning”

Introduction and trialling the Cambridge Curriculum English framework and resources

- The three senior teachers were also Visible Learning Impact Coaches and led the implementation of Visible Learning in the school. The Principal and Assistant Principal also presented staff sessions on the work of John Hattie, in particular learning intentions, success criteria and effect size. Visible Learning has been a large part of staff professional development this year both in whole staff meetings and teaching team meetings. All teachers in the Darwin Region focussed on the work of Professor John Hattie, Visible Learning. Our three 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. Impact coaches conducted classroom walk throughs.
- 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.
- Last year we further enhanced Visible Learning professional development for staff by networking with two Catholic Schools in Brisbane who have been successfully 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. As a result of this visit, staff worked collaboratively to form a set of criteria that make the “Larrakeyah Learner” in regards to an effective learner. Posters were designed by staff to include in Early Childhood and primary classrooms and the “Larrakeyah Learner” was introduced.
- All class teachers have learning intentions and success criteria for explicit teaching lessons displayed and referred to within their classrooms. All teachers have focussed on student feedback.
- This year Larrakeyah Primary opened its doors to other Darwin City Schools and had a Visible Learning morning so other teachers can visit classrooms. Our impact coaches also participated in Darwin region Visible Learning sharing and presentation sessions.

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- Data showed, particularly student interview data, that approximately 60% of students can successfully describe the “Larrakeyah Learner” and we did not meet the target of 80%. This will be a strong focus with students next year. However, 80% of our students could clearly articulate their learning goals
- Professional learning was delivered to staff in regards to the Cambridge Curriculum. This was led by the ST1 Head of Curriculum and Assessment. Staff examined schemes of work (English) and voted to proceed with the application for a School Assessment Visit (SAV).
- The school met the target with a successful SAV conducted and Larrakeyah Primary accredited as a Cambridge International School
- Teachers now have access to resources via Cambridge website. In 2016 teachers were looking at the curriculum frameworks, schemes of work and resources in preparation for next year. Teachers have worked in year level teams to create year level plans to integrate Cambridge into our existing whole school writing scope and sequence and other ongoing programs.
- Cambridge Primary Curriculum (English) will be implemented across all year levels at Larrakeyah Primary in 2017.

Goal 4 – Coherent and capable organisation

The school priorities for 2016 included-

Teachers using the Grade Expert program, participating in data coaching conversations and using data to inform their teaching practices.

- All teachers were involved in Grade Expert professional learning in whole staff meetings and teaching team meetings. Teachers also had one-on-one support as required. Staff professional learning also involved clear expectations regarding data collection and data tracking using Grade Expert.
- Several teachers were targeted to attend specific Grade Expert workshops for the purpose of “train-the trainer” and build teacher capacity. These teachers then assisted to support other staff to use the Grade Expert program.
- Data coaching commenced in Term 1 with teachers meeting with the Principal and Assistant Principal to discuss student data and class trends. It was decided to suspend data coaching until we had the Grade Expert school-wide data monitoring system in place and teachers were confident using the data system.
- 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 also included Visible Learning data conversations and feedback with impact coaches. This internal monitoring process has been essential in gauging the consistency of pedagogy across the school and determining the professional learning needs of teachers.
- In Terms 2 and 3, teachers had a Professional Development Day, approved by the school board. In Term 2, teachers were involved in moderating student work in Mathematics across Darwin City Schools and using our new whole school Mathematics program “Envision Maths”. In Term 3, teachers were involved in moderating student work in English (writing) across Darwin City Schools. Teachers became more confident and the quality of teacher judgements improved in relation to A-E grading.
- NAPLAN Data analysis was conducted with all staff, with identification of whole school focus areas for planning and programming.

- In Term 4. All staff were involved in professional learning regarding the use of PAT M and PAT R data so that teachers were able to understand the data and how it can be used to inform teaching practice. This will be further developed next year as two teachers also attended follow-up training for the “train-the-trainer” model.
- At the end of the year, staff agreed to redesign the current curriculum teams so that there are 4 teams to focus on our school focus areas next year and build teacher capacity and leadership. In 2017, there will be teams – Writing, Data, Visible Learning and ICT.

Goal 5 – Working together

The school priorities for 2016 included –

Further strengthening the partnership with Avondale Grammar School in Singapore.
Further strengthening the partnership with the Confucius Institute CDU to extend the implementation of the Chinese language program.

- Following the establishment of a partnership, 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 staff members visiting the school for literacy programs in Early Childhood, combined Year 5 camp/excursion planning and Year 6 study tour to Singapore planning. Whilst at Avondale, a Larrakeyah staff member presented a PD to staff on the Grade Expert program.
- 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. Our Year 5 students participated in combined excursions with Year 5 students from Avondale Grammar School and established a relationship in preparation for the Year 6 study tour to Singapore next year.
- In preparation for the Year 6 study tour to Singapore this year, staff gave excellent information presentations to parents of students currently in Year 6. This was well attended by parents. The presentation covered all aspects of the trip and gave parents an opportunity to ask questions.
- A highly successful Year 6 study tour to Singapore was conducted in August. There was a focus on Asian studies and strong relationships were formed between both schools, staff and students. Planning has already commenced for the 2017 Year 6 study tour to Singapore.
- The partnership between both schools was formalised with a signed memorandum of understanding – as required by DoE. This has established a long-term partnership between schools, teachers and students.
- As an IPS initiative, Larrakeyah Primary developed a partnership with the Confucius Institute at CDU. Last year a Chinese language program was trialled with a Year 3 class and then expanded to include all Year 3 students. This year a Chinese language program was implemented for all students in Years 3 and

4. We exceeded our target with further expanding the program to include all Year 2 students in Semester 2. Targets were met with 100% student participation and 80% students achieving minimum expected standard in Chinese language. Next year, the program will include Year 5 students.

NAPLAN Result 2016

Larrakeyah Primary School

16020 - NAPLAN School Summary

Last Refreshed: 23/12/2016

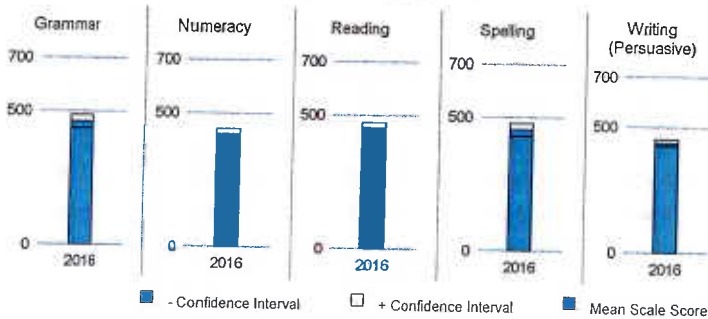
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When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs the 'confidence intervals' are shown 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 - 2014 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

		2016
Grammar	School Mean Range	436 - 484
	School Mean	480
	NT Mean	351
	Aust Mean	436
Numeracy	School Mean Range	401 - 441
	School Mean	421
	NT Mean	343
	Aust Mean	402
Reading	School Mean Range	431 - 472
	School Mean	452
	NT Mean	348
	Aust Mean	426
Spelling	School Mean Range	429 - 477
	School Mean	453
	NT Mean	339
	Aust Mean	420
Writing (Persuasive)	School Mean Range	425 - 452
	School Mean	438
	NT Mean	346
	Aust Mean	421

NAPLAN Result 2016

Larrakeyah Primary School

16020 - NAPLAN School Summary

Last Refreshed: 23/12/2016

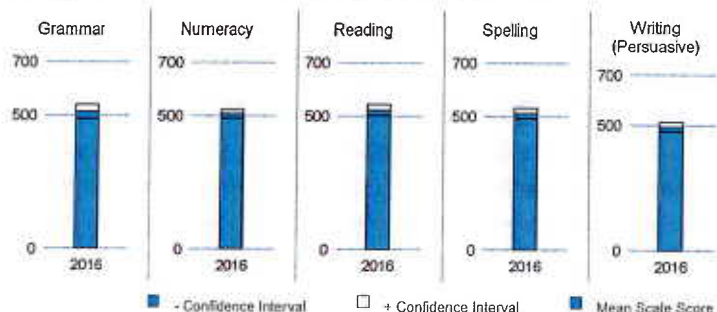
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Year Level 5

School Mean Scale Scores



In the following table 2009 - 2014 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

2016		
Grammar	School Mean Range	487 - 540
	School Mean	514
	NT Mean	425
	Aust Mean	505
Numeracy	School Mean Range	491 - 523
	School Mean	507
	NT Mean	436
	Aust Mean	493
Reading	School Mean Range	502 - 543
	School Mean	523
	NT Mean	423
	Aust Mean	502
Spelling	School Mean Range	493 - 533
	School Mean	513
	NT Mean	416
	Aust Mean	493
Writing (Persuasive)	School Mean Range	476 - 512
	School Mean	494
	NT Mean	401
	Aust Mean	475

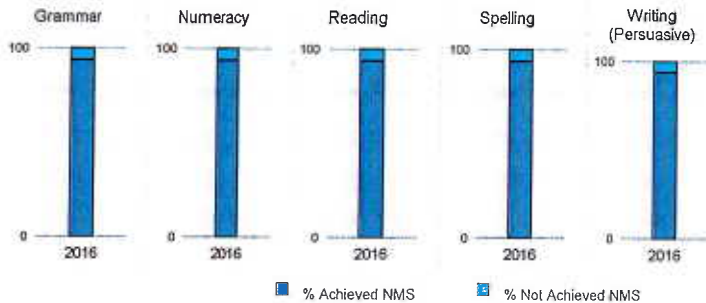
NAPLAN Result 2016

Larrakeyah Primary School

16020 - NAPLAN School Summary
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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	2016	3	6%	2	4%	44	90%	49
Numeracy	2016	3	6%	3	6%	43	88%	49
Reading	2016	3	6%	3	6%	43	88%	49
Spelling	2016	3	6%	2	4%	44	90%	49
Writing (Persuasive)	2016	3	6%			46	94%	49

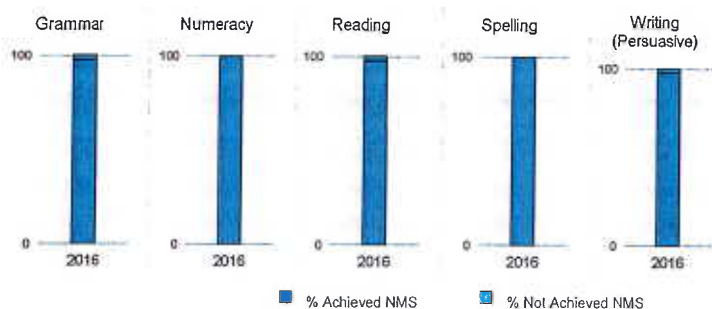
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Year 5 Percentage of Students Achieving NMS (%)

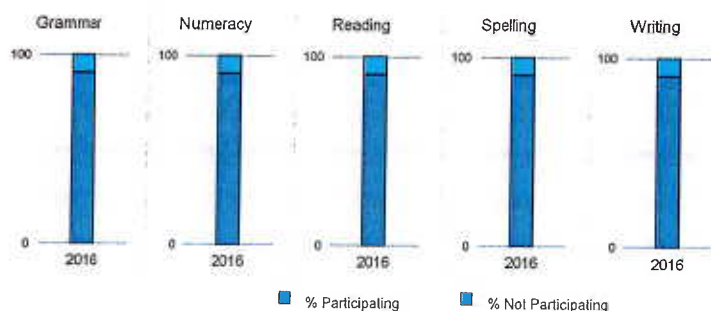


Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including 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	2016	1	2%	7	15%	40	83%	48
Numeracy	2016			1	2%	47	98%	48
Reading	2016	1	2%	2	4%	45	94%	48
Spelling	2016			4	8%	44	92%	48
Writing (Persuasive)	2016	1	2%	4	8%	43	90%	48

NAPLAN Result 2016
Larrakeyah Primary School

16020 - NAPLAN School Summary
Last Refreshed: 23/12/2016
Refreshed by: fathma.mauger

Year 3 **Percentage of Students Participating (%)**


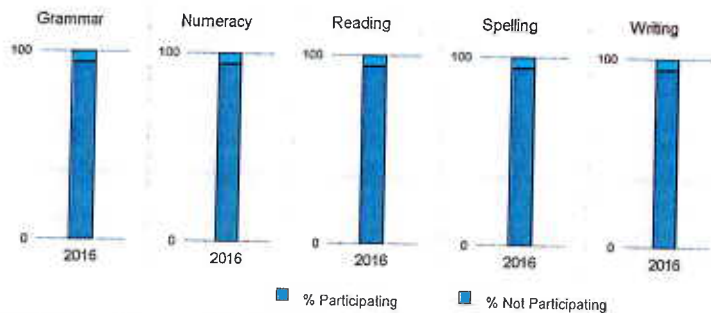
Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

		Participating Present		Participating Exempt		Not Participating Withdrawn		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2016	46	85%	3	6%	5	9%	54
Numeracy	2016	46	85%	3	6%	5	9%	54
Reading	2016	46	85%	3	6%	5	9%	54
Spelling	2016	46	85%	3	6%	5	9%	54
Writing	2016	46	85%	3	6%	5	9%	54

NAPLAN Result 2016
Larrakeyah Primary School
Year 5

16020 - NAPLAN School Summary
Last Refreshed: 23/12/2016
Refreshed by: fathma.mauger

Percentage of Students Participating (%)



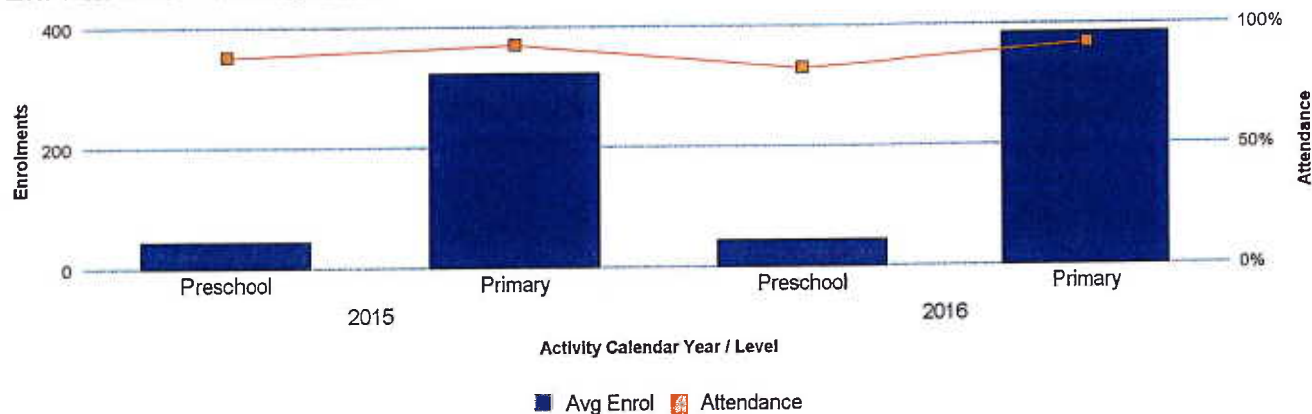
Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

		Participating Present		Not Participating Withdrawn		Total No of Students
		No of Students	% of Students	No of Students	% of Students	
Grammar	2016	48	94%	3	6%	51
Numeracy	2016	48	94%	3	6%	51
Reading	2016	48	94%	3	6%	51
Spelling	2016	48	94%	3	6%	51
Writing	2016	48	94%	3	6%	51

Student Wellbeing and Engagement

Larrakeyah Primary School

Enrolment and Attendance



		2015				2016 (Year to date)			
		Indigenous		All		Indigenous		All	
		Enrol	Attend	Enrol	Attend	Enrol	Attend	Enrol	Attend
Preschool	Preschool			44	88.1%	1	65.4%	44	82.7%
	Transition			54	93.3%	1	74.1%	61	92.0%
Primary	Year 1	3	86.7%	46	92.0%	2	73.9%	64	91.5%
	Year 2	1	90.2%	44	91.9%	2	91.0%	48	92.4%
	Year 3	4	80.1%	56	92.2%	1	60.7%	54	92.4%
	Year 4	1	97.8%	54	93.3%	5	88.1%	65	91.7%
	Year 5	1	27.8%	35	94.6%	2	87.5%	52	93.1%
	Year 6	1	60.6%	35	92.3%	1	73.4%	41	93.6%
Total:		12	82.0%	367	92.5%	15	82.6%	429	91.8%

Student Mobility

		2015				2016 (Year to date)			
		Arrivals	Departures	Average Enrolments	Student Turnover	Arrivals	Departures	Average Enrolments	Student Turnover
1		14	17	367	4%	17	31	419	6%
2		21	29	377	7%	29	21	426	6%
3		28	24	368	7%	25	18	432	5%
4		6	12	354	3%	20	13	439	4%
Total:		69	82	367	21%	91	83	429	20%

School Survey

Overview

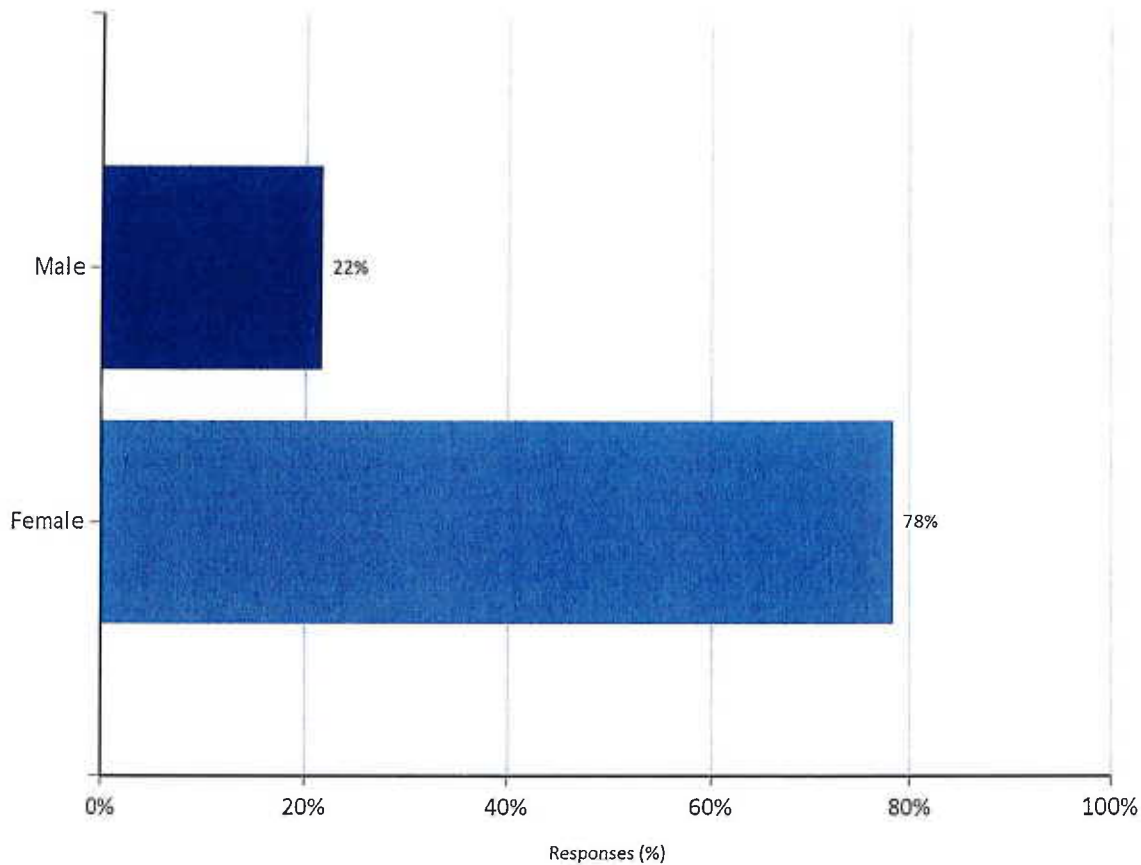
Survey title	Larrakeyah Primary Parent Survey 2016
Report title	Distribution - single
Organisation name	Larrakeyah Primary School
Generation time & date	4:43PM - 02 Sep 2016
Generated by	Rachel Fox
Distribution name	Larrakeyah Primary Parent Survey 2016
School year	2016
Num of online responses	37
Num of manual responses	0

Question overview information	Yes
N/A responses	Yes
Open text responses	Yes
'Other' responses	Yes
Order of questions	Sequential
Graphs	Yes

1 . Are you male or female?

Question overview

Module name	NT parent demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	37
Not answered	0

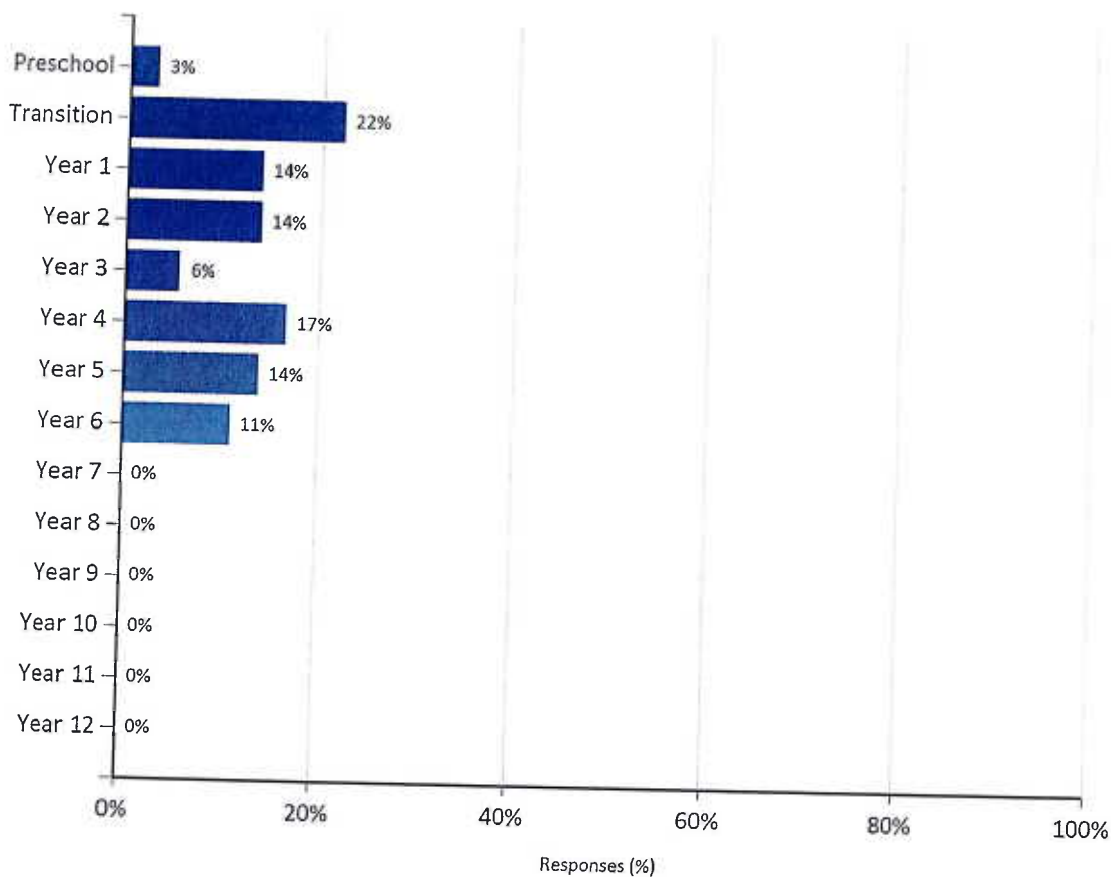


	Male		Female	
	Num	%	Num	%
Number	8	22%	29	78%

2 . What is the Year level of the child you are considering when you answer this survey?

Question overview

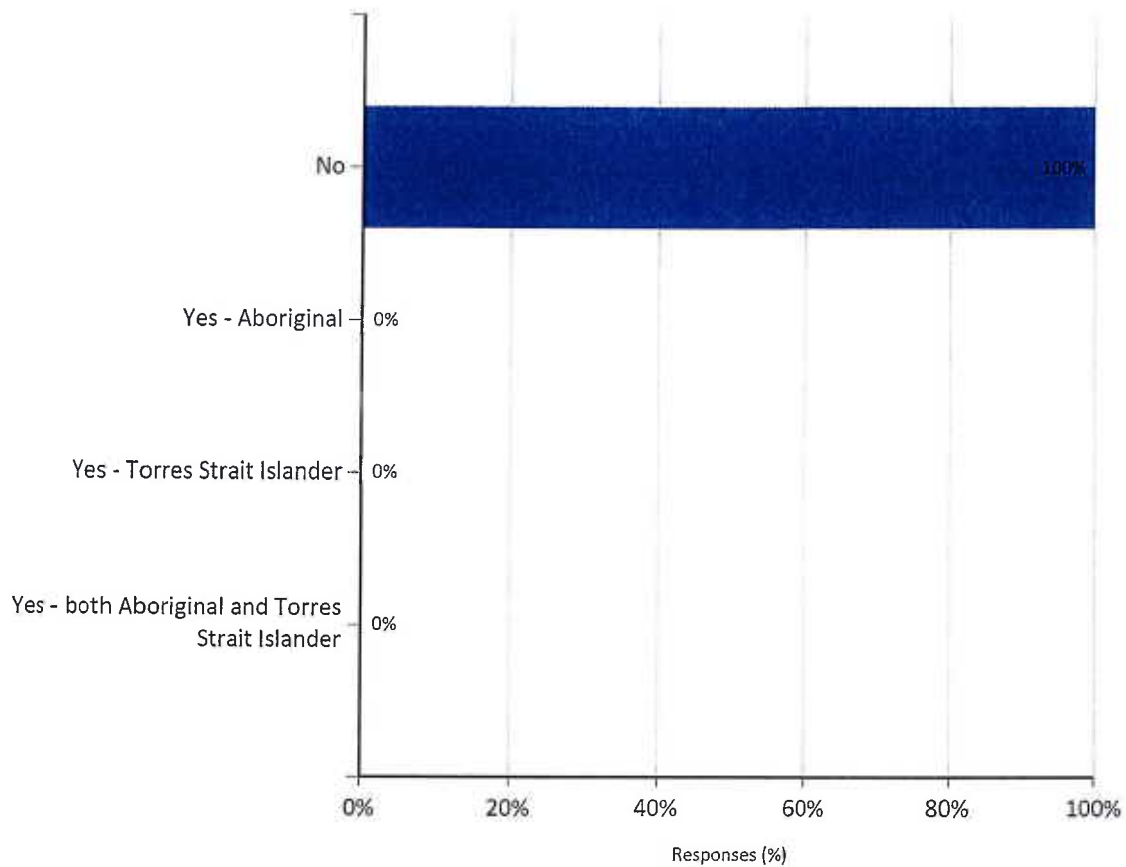
Module name	NT parent demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	36
Not answered	1



Number	Preschool		Transition		Year 1		Year 2		Year 3		Year 4		Year 5	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
	1	3%	8	22%	5	14%	5	14%	2	6%	6	17%	5	14%
Number	Year 6		Year 7		Year 8		Year 9		Year 10		Year 11		Year 12	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
	4	11%	-	-	-	-	-	-	-	-	-	-	-	-

3 . Are you of Aboriginal or Torres Strait Islander origin?**Question overview**

Module name	NT parent demographic questions
Module owner	NT Department of Education
Category	Demographics
Mandatory	No
Type	Single response multiple choice
Answered	37
Not answered	0



Number

No		Yes - Aboriginal		Yes - Torres Strait Islander		Yes - both Aboriginal and Torres Strait Islander	
Num	%	Num	%	Num	%	Num	%
37	100%	-	-	-	-	-	-

4 . Please rate the items below

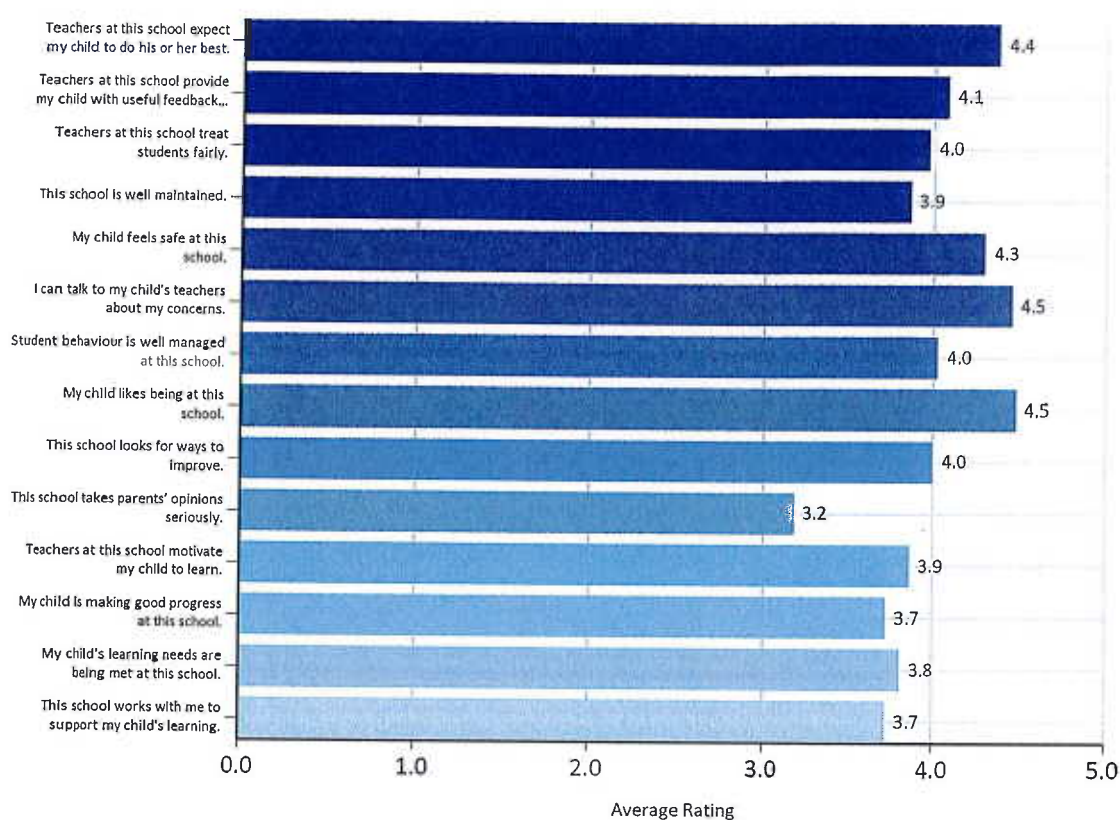
Question overview

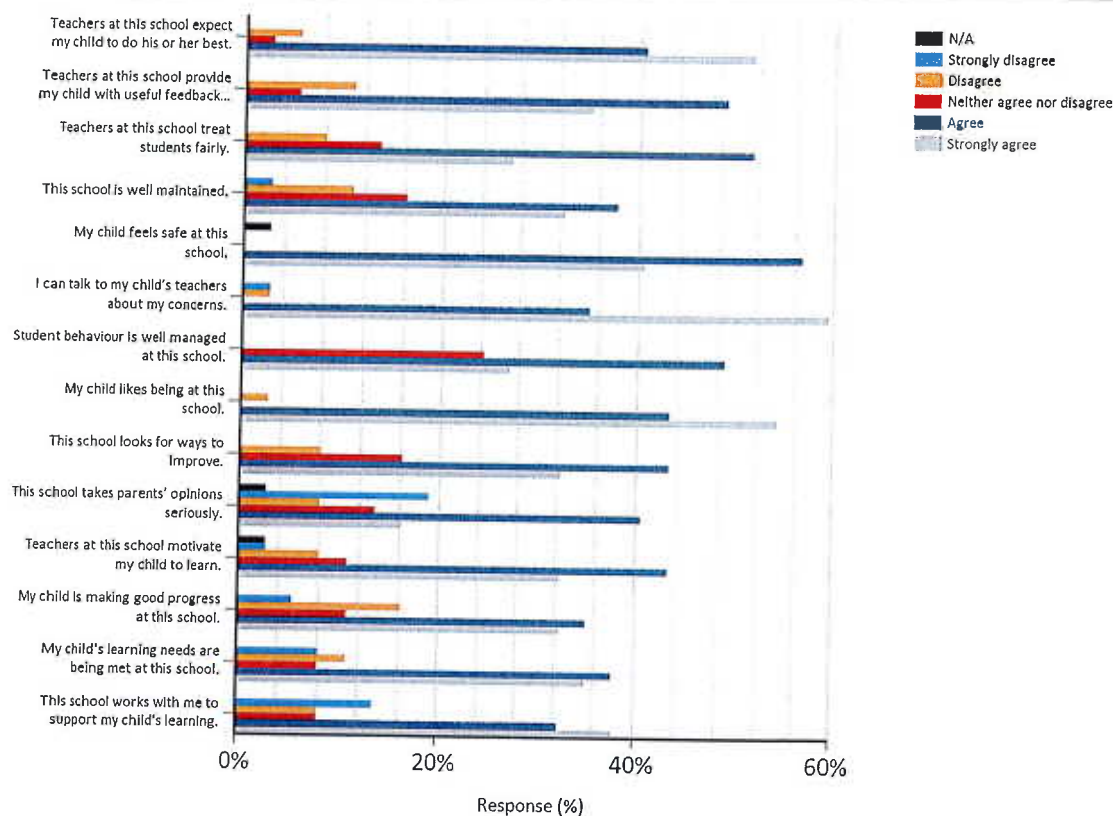
Module name	National parent questions
Module owner	National
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	37
Not answered	0

Rating

Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null





	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do his or her best.	-	-	-	-	2	5%	1	3%	15	41%	19	51%
Teachers at this school provide my child with useful feedback about his or her school work.	-	-	-	-	4	11%	2	5%	18	49%	13	35%
Teachers at this school treat students fairly.	-	-	-	-	3	8%	5	14%	19	51%	10	27%
This school is well maintained.	-	-	1	3%	4	11%	6	16%	14	38%	12	32%
My child feels safe at this school.	1	3%	-	-	-	-	-	-	21	57%	15	41%
I can talk to my child's teachers about my concerns.	-	-	1	3%	1	3%	-	-	13	35%	22	59%
Student behaviour is well managed at this school.	-	-	-	-	-	-	9	24%	18	49%	10	27%
My child likes being at this school.	-	-	-	-	1	3%	-	-	16	43%	20	54%
This school looks for ways to improve.	-	-	-	-	3	8%	6	16%	16	43%	12	32%
This school takes parents' opinions seriously.	1	3%	7	19%	3	8%	5	14%	15	41%	6	16%
Teachers at this school motivate my child to learn.	1	3%	1	3%	3	8%	4	11%	16	43%	12	32%

Larrakeyah Primary Parent Survey 2016

My child is making good progress at this school.	-	-	2	5%	6	16%	4	11%	13	35%	12	32%
My child's learning needs are being met at this school.	-	-	3	8%	4	11%	3	8%	14	38%	13	35%
This school works with me to support my child's learning.	-	-	5	14%	3	8%	3	8%	12	32%	14	38%

5 . Please rate the items below.

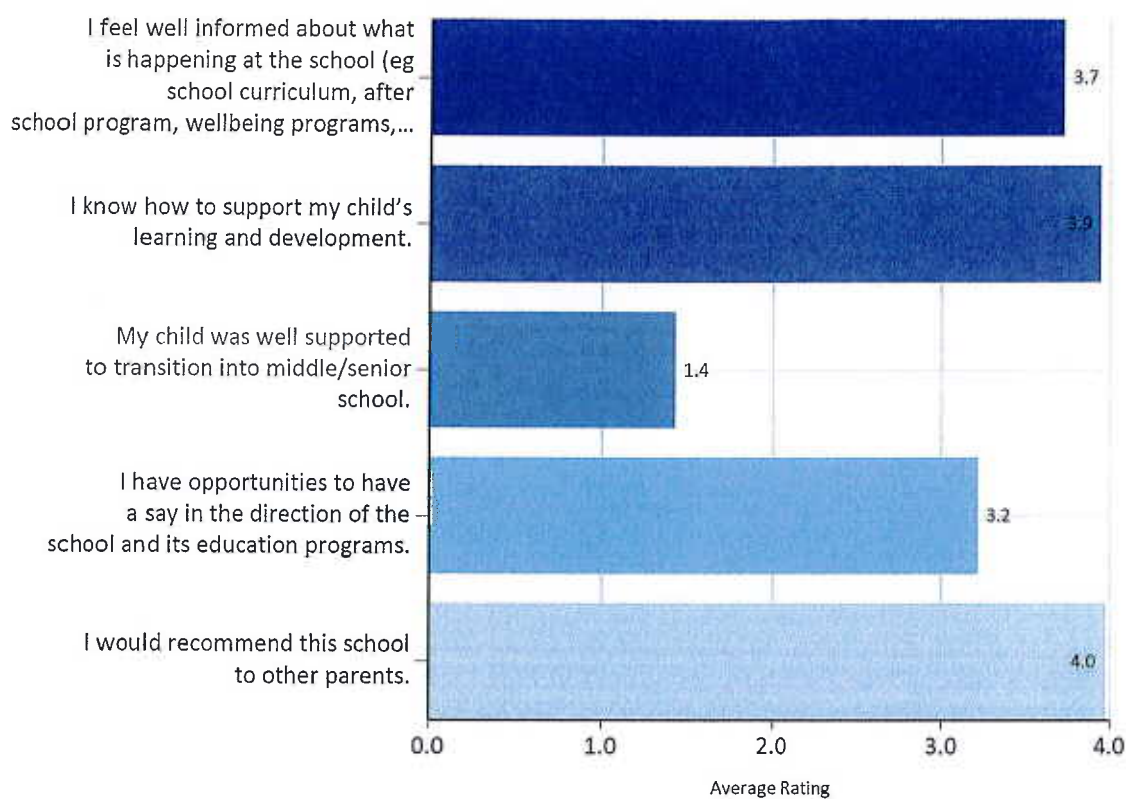
Question overview

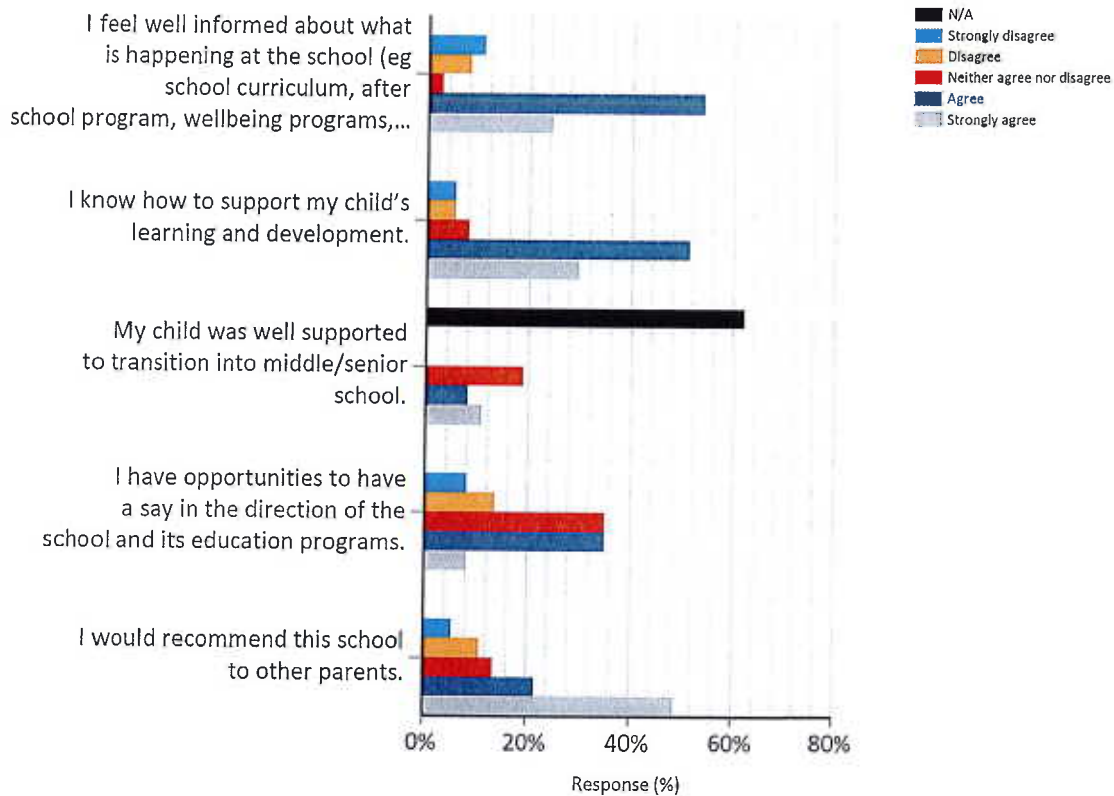
Module name	2016 NT Parent questions - no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	37
Not answered	0

Rating

Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



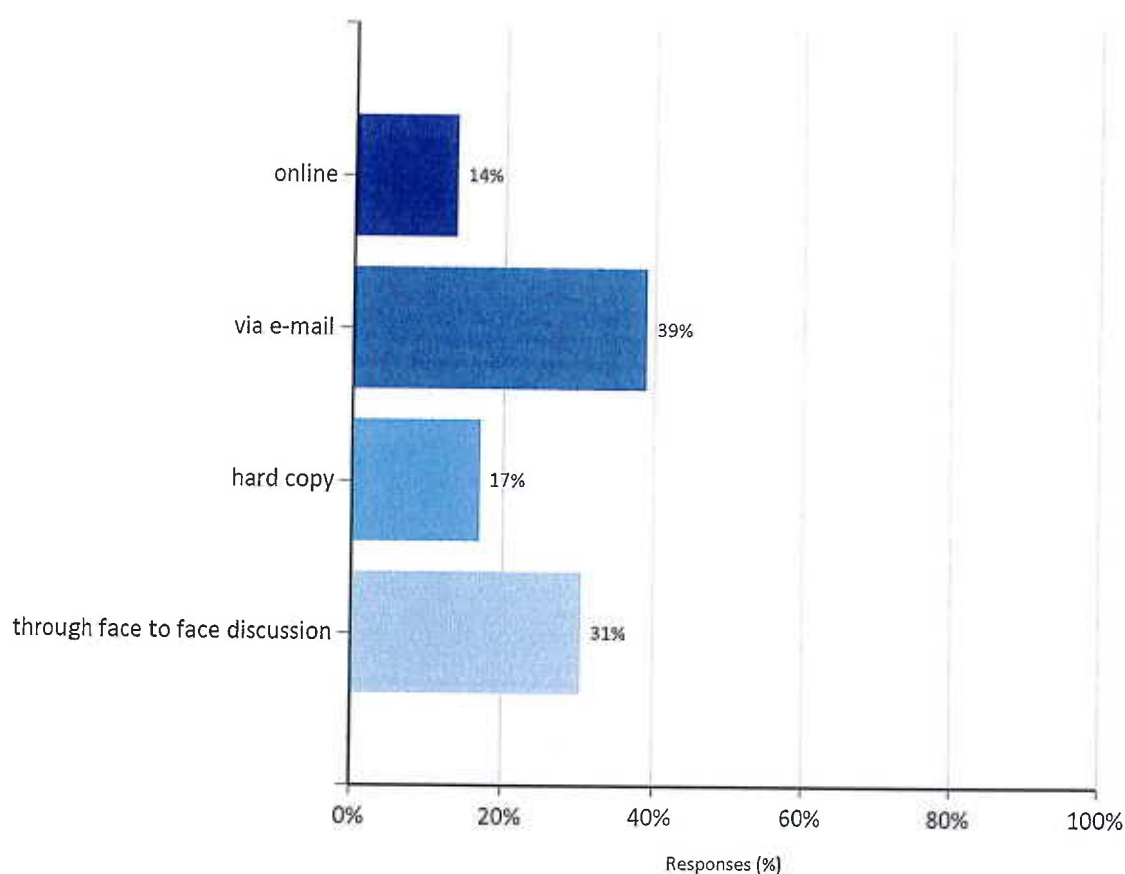


	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
I feel well informed about what is happening at the school (eg school curriculum, after school program, wellbeing programs, building works).	-	-	4	11%	3	8%	1	3%	20	54%	9	24%
I know how to support my child's learning and development.	-	-	2	5%	2	5%	3	8%	19	51%	11	30%
My child was well supported to transition into middle/senior school.	23	62%	-	-	-	-	7	19%	3	8%	4	11%
I have opportunities to have a say in the direction of the school and its education programs.	-	-	3	8%	5	14%	13	35%	13	35%	3	8%
I would recommend this school to other parents.	-	-	2	5%	4	11%	5	14%	8	22%	18	49%

6. I would like the school to share information about my child's progress with me (for example attendance and NAPLAN results):

Question overview

Module name	2016 NT Parent questions - no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Multiple response multiple choice
Answered	36
Not answered	1



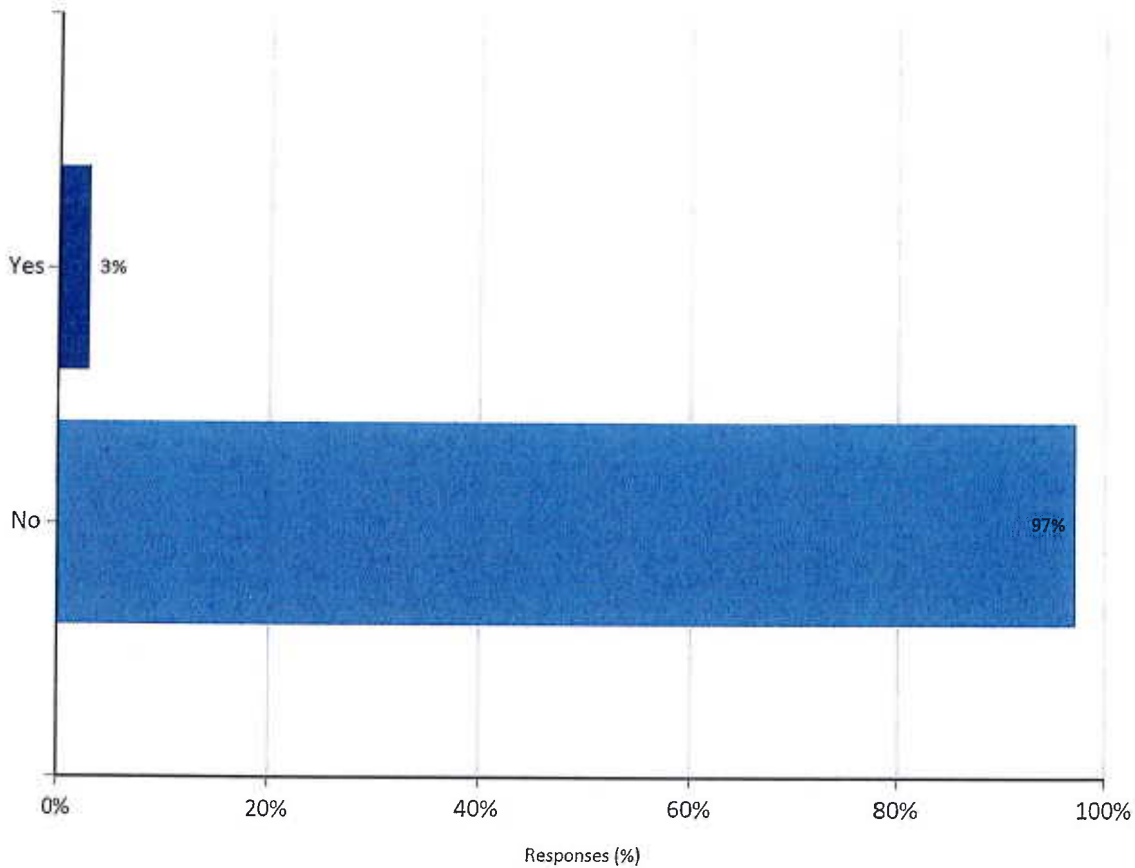
Number

online		via e-mail		hard copy		through face to face discussion	
Num	%	Num	%	Num	%	Num	%
8	14%	23	39%	10	17%	18	31%

7. Is the child you are answering this survey for in preschool?

Question overview

Module name	2016 NT Parent questions - no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	36
Not answered	1

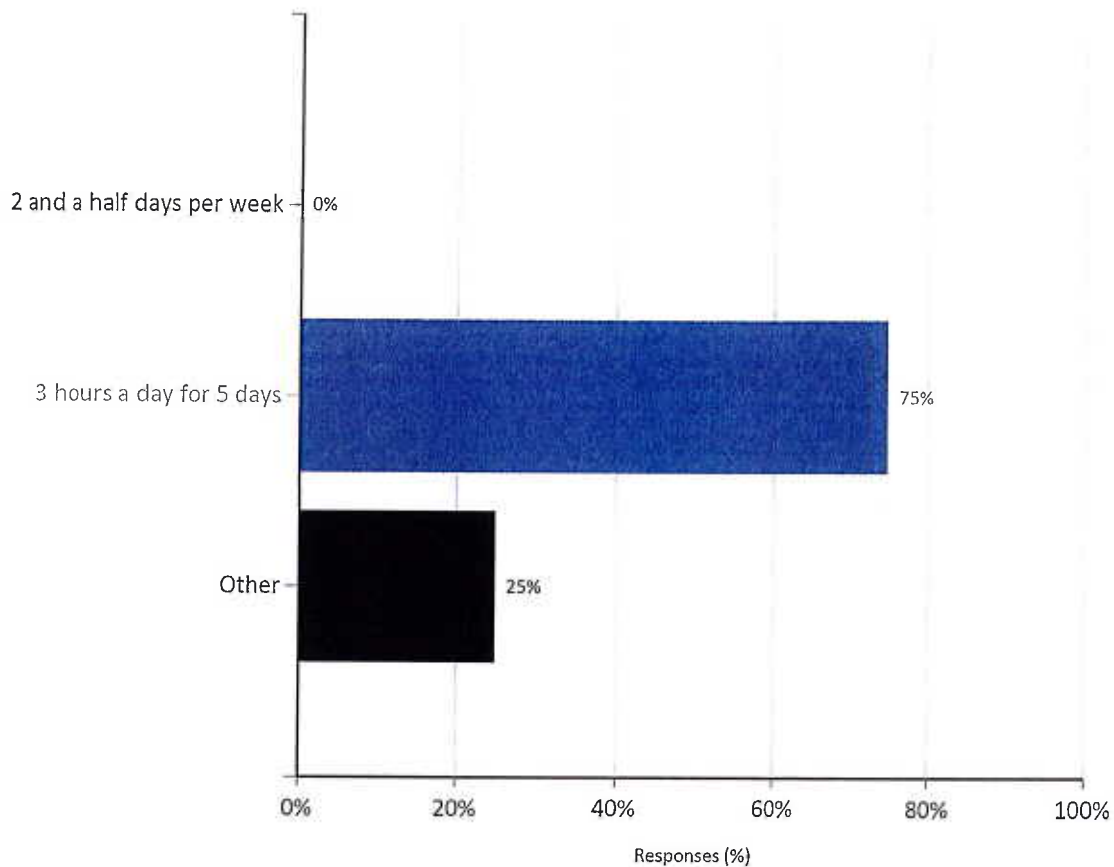


	Yes		No	
	Num	%	Num	%
Number	1	3%	35	97%

8 . What hours does your schools' preschool program operate?

Question overview

Module name	2016 NT Parent questions - no skip logic
Module owner	NT Department of Education
Category	preschool
Mandatory	No
Type	Single response multiple choice
Answered	4
Not answered	33



2 and a half days per week		3 hours a day for 5 days		Other	
Num	%	Num	%	Num	%
3	75%	1	25%		

Number

'Other' - Responses:

Response	Count
There is no pre school program	1

9 . Please rate the following questions.

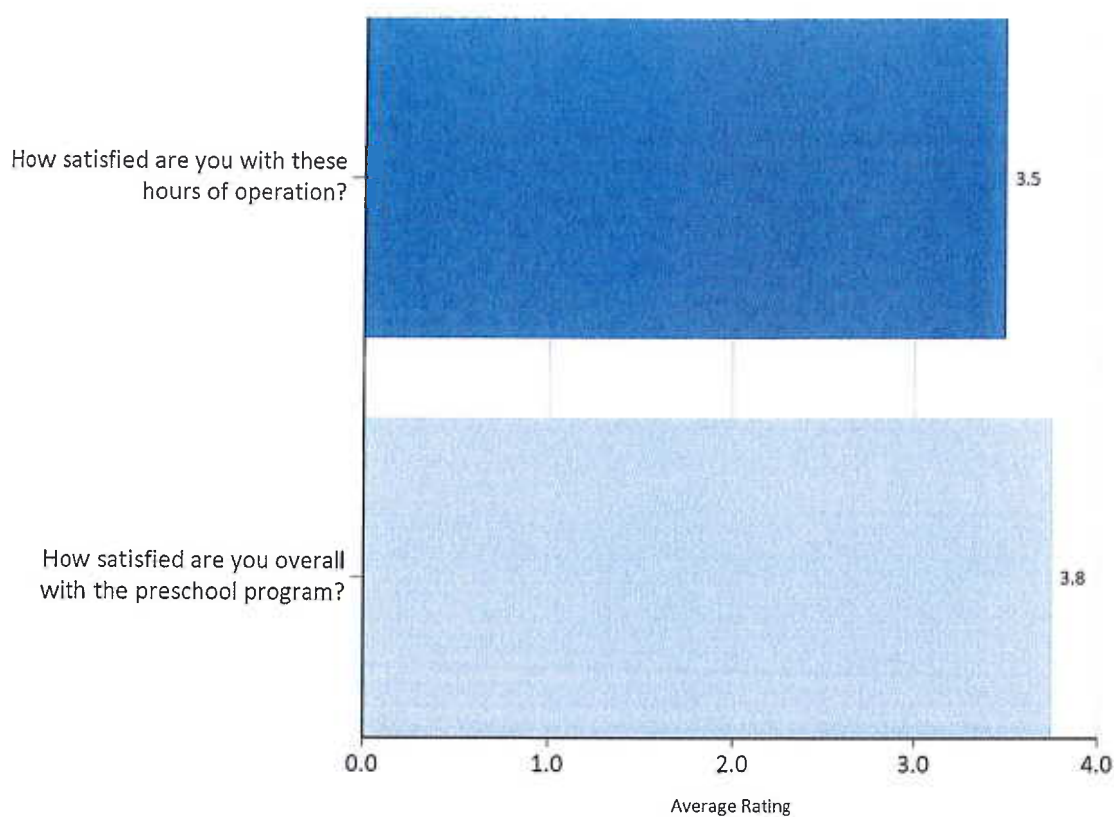
Question overview

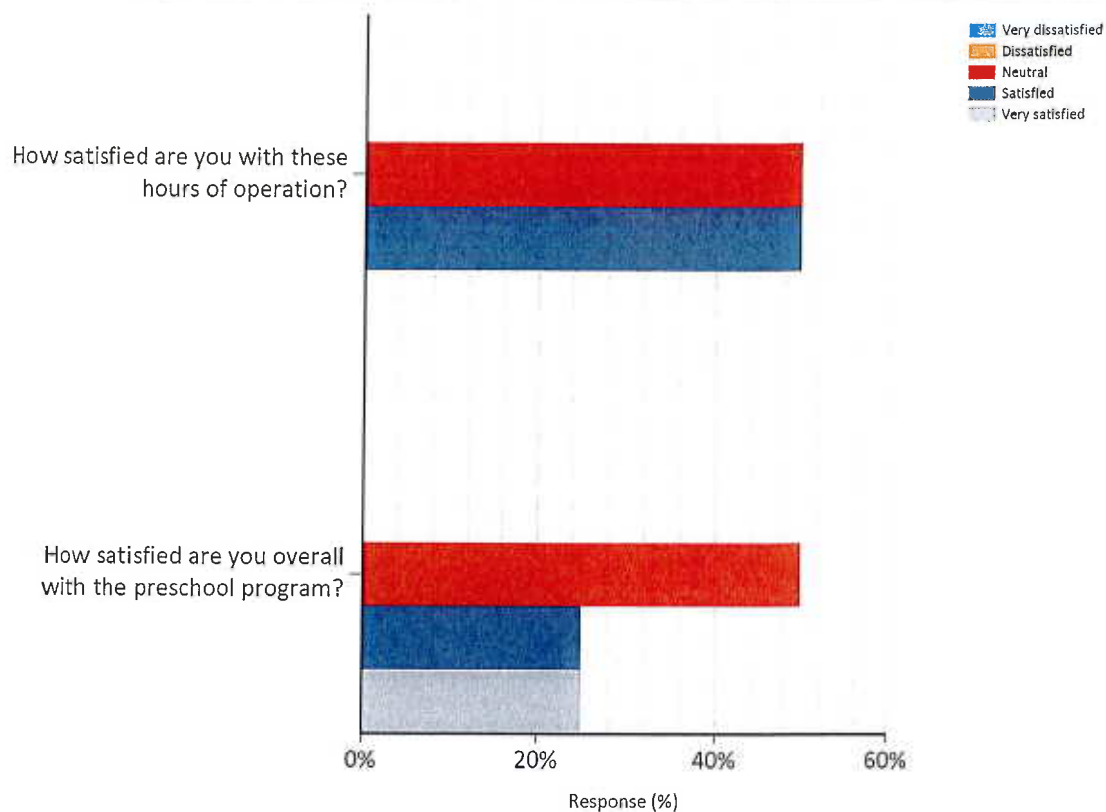
Module name	2016 NT Parent questions - no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	4
Not answered	33

Rating

Score

Very satisfied	5
Satisfied	4
Neutral	3
Dissatisfied	2
Very dissatisfied	1





	Very dissatisfied		Dissatisfied		Neutral		Satisfied		Very satisfied	
	Num	%	Num	%	Num	%	Num	%	Num	%
How satisfied are you with these hours of operation?	-	-	-	-	2	50%	2	50%	-	-
How satisfied are you overall with the preschool program?	-	-	-	-	2	50%	1	25%	1	25%

11 . Please rate the items below.

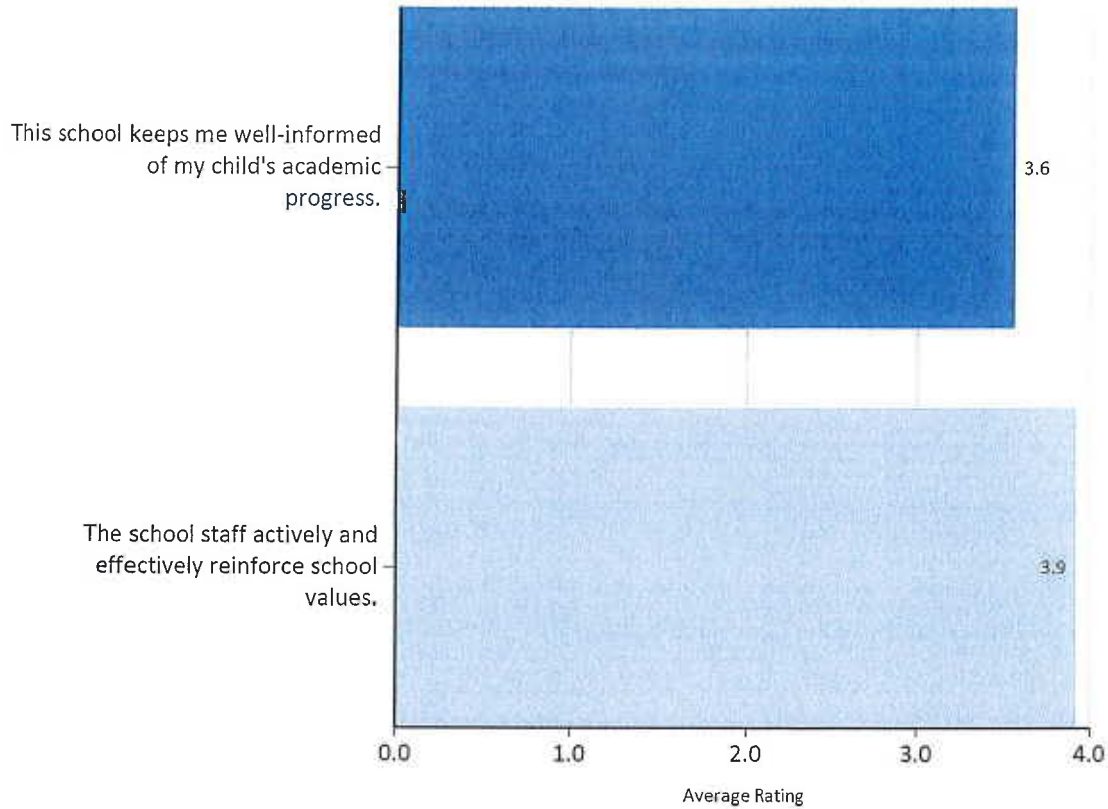
Question overview

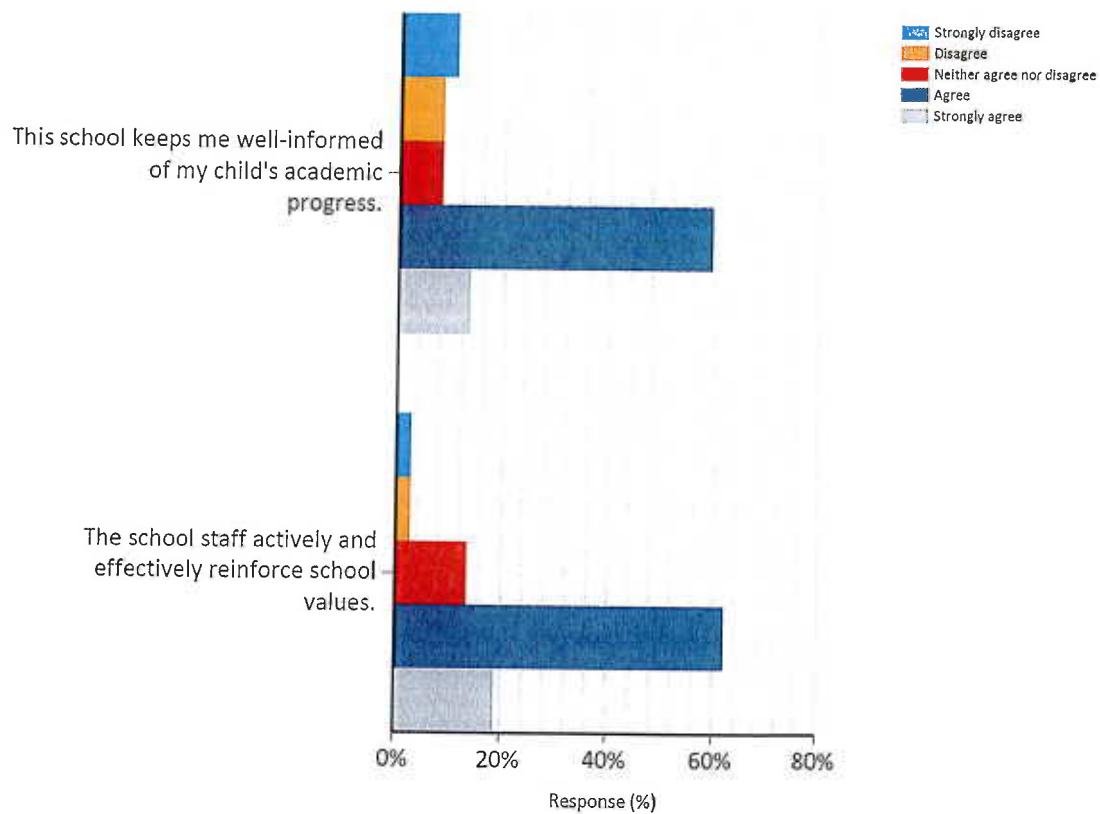
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	37
Not answered	0

Rating

Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1





	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
This school keeps me well-informed of my child's academic progress.	4	11%	3	8%	3	8%	22	59%	5	14%
The school staff actively and effectively reinforce school values.	1	3%	1	3%	5	14%	23	62%	7	19%

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2016

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

Phone: 0418897757
Email: suelee@bigpond.net.au
PO Box 475 Mudgeeraba QLD 4213
ABN: 29 161 528 481

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED
FINANCIAL REPORT
YEAR ENDED 31st December 2016


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Independent Audit Report	4
Statement of Financial Position	5
Income Statement	6
Notes to and forming part of the Accounts	7

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2016**

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 2016.

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

Dated:

Patricia Tzialis
7 March 2017

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 31/12/2016 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 2016 and its financial performance for the year then ended.



Susanne Lee FCPA

Director

11 February 2017

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

Statement of Financial Position

December 2016

This Year

Last Year

ASSETS		
Current Assets		
Cash at Bank		
Westpac Operating Account	\$44,530.82	\$29,473.17
Cash Reserves	\$373,610.29	\$837,228.84
Westpac Debit Card	\$1,055.00	\$0.00
Term Deposit	\$420,000.00	\$0.00
Visa Card - Australia Post	\$23.55	\$998.91
Total Cash At Bank	\$839,219.66	\$867,700.92
Cash on Hand		
Floats	\$600.00	\$350.00
Trade Debtors		
Trade Debtors	\$0.00	\$1,350.00
Prepayments		
Prepaid Invoices	\$0.00	\$250.00
Inventories		
Stock on Hand	\$23,226.35	\$12,800.00
Total Current Assets	\$863,046.01	\$882,450.92
Non-Current Assets	\$0.00	\$0.00
TOTAL ASSETS	\$863,046.01	\$882,450.92
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
Book Club	\$102.65	\$881.50
Whole School Photo	\$30.00	\$30.00
Year 4 Camp	\$3,640.23	\$0.00
CDU Coaching and Mentoring	\$15,000.00	\$15,000.00
Singapore Trip	\$4,000.00	\$0.00
Staff Xmas/Other Functions	\$0.00	\$74.88
Total Deposits Held -3rd Parties	\$22,772.88	\$15,986.38
Trade Creditors		
Trade Creditors/Commitments	\$5,258.87	\$69,871.76
GST Liabilities		
GST Paid	-\$238.56	-\$5,566.45
GST Adjust Pending	-\$957.20	\$0.00
Total GST Liabilities		
Other Accrued Expenses	-\$1,195.76	-\$5,566.45
Accrued Expenses	\$13,962.50	\$11,277.00
Total Current Liabilities	\$40,798.49	\$91,568.69
Non-Current Liabilities		
Total Non-Current Liabilities	\$0.00	\$0.00
Total LIABILITIES	\$40,798.49	\$91,568.69
NET ASSETS	\$822,247.52	\$790,882.23
EQUITY		
Accumulated Funds	\$790,882.23	\$409,476.29
Current Year Operating Surplus/(Deficit)	\$31,365.29	\$381,405.94
Total EQUITY	\$822,247.52	\$790,882.23

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 2016

	This Year	Last Year
INCOME		
Grants and Subsidies		
Commonwealth Grants via DoE	\$1,321.15	\$23,705.00
Commonwealth Grants Direct to Schools	\$11,875.00	\$133,674.67
Other Grants from DoE	\$766,661.08	\$731,703.37
Other Grants From NTG DEPT	\$78,314.56	\$60,395.18
3rd Party Grants - External	\$0.00	\$1,479.59
Total Grants and Subsidies	\$858,171.79	\$950,957.81
Sale Of Goods and Services		
School Council Projects	\$483,481.14	\$493,020.11
Student Activities	\$123,894.96	\$56,527.28
Total Sale of Goods & Services	\$607,376.10	\$549,547.39
Interest Received		
Interest Received	\$8,636.39	\$11,197.30
Miscellaneous Income		
Receipts/Reimbursements other Govt Schools	\$1,819.00	\$2,279.15
TOTAL INCOME	\$1,476,003.28	\$1,513,981.65
EXPENSES		
Employee Expenses		
Salaries & Related Expenses	\$403,529.69	\$339,687.84
Superannuation	\$38,544.69	\$33,202.58
Total Employee Expenses	\$442,074.38	\$372,890.42
Purchase of Goods & Services		
School General Expenses	\$129,828.19	\$109,682.42
Administrative Expenses	\$27,231.91	\$19,584.23
Motor Vehicle Expenses	\$139.88	\$261.28
Student Activities	\$77,275.58	\$40,501.03
Student Information Technology	\$9,148.30	\$4,622.87
Admin It And Communication	\$42,145.96	\$59,943.26
Curriculum	\$60,114.33	\$35,731.69
School Non-Core Activities	\$216,892.35	\$90,362.44
Payments to Other Government Schools	\$4,603.46	\$7,792.20
Total Purchase of Goods & Services	\$567,379.96	\$368,481.42
Repairs & Maintenance		
Urgent Minor Repairs	\$62,956.26	\$38,723.55
Non Urgent Minors	\$10,403.00	\$6,941.90
Total Repairs & Maintenance	\$73,359.26	\$45,665.45
Property Management		
Essential Services	\$213,433.16	\$196,724.66
Cleaning	\$118,501.90	\$102,583.36
Grounds	\$23,492.45	\$41,254.78
Property Management Other	\$5,046.88	\$5,500.62
Total Property Expenses	\$360,474.39	\$346,063.42
Other Administrative Expenses		
Administrative Expense	\$1,350.00	\$0.00
TOTAL EXPENSES	\$1,444,637.99	\$1,133,100.71
OPERATING PROFIT/(LOSS)	\$31,365.29	\$380,880.94
OTHER INCOME		
Prior Year Income Adjustment	\$0.00	\$1,500.00
Other Expenses		
Cluster Funding	\$0.00	\$975.00
NET PROFIT/(LOSS)	\$31,365.29	\$381,405.94

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 31st December 2016

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.