

# **Larrakeyah Primary School**

## **Annual Performance Report to the School Community**

**2017**



## **School Overview**

### **Our School**

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

Larrakeyah School continues to experience considerable growth over the past years. The continued construction of new high rise apartment buildings in the CBD area, the completion of new homes on the Larrakeyah Barracks, successful marketing of the school and its accreditation as a Cambridge International School, has resulted in increased student enrolments. This is the first year the school has exceeded an enrolment of 500 students.

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. These classrooms were completed and opened in Term 2 2017. The school was successful in Round 1 funding Building Better Schools \$300 000 for playground equipment in the middle/upper area of the school (complete with softfall and shade) – managed by Department of Infrastructure. This project was completed by Term 4 2017. The Early Childhood playground project, funded by Building Better Schools, will commence next year.

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 and has continued to attract enrolments from private schools. NAPLAN results this year continued to show school average results in all areas of Literacy and Numeracy for Year 3 and Year 5 above the Australian mean.

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

### **Our Staff**

The Executive staff consisted of: 1 Principal, 2 Assistant Principals and 3 Senior teachers. There were 19 full time class teachers, 1 part-time teacher and a Preschool teacher. Non-teaching staff consisted of an AO6 Administration Manager, AO4 Administration Officer, 6 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.

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

The Leadership Team led the school improvement agenda and worked as a cohesive team.

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**

The school population continues to increase each year, with families arriving from interstate and overseas as well as a number of families enrolling from private schools. In 2015 we had 367 students enrolled with 44 students enrolled in the Preschool. Last year we had 438 students enrolled with 44 students enrolled in the Preschool. This year we had 504 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 continued construction of apartment buildings 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 2017 was 93%, a 1% increase compared to last year.

Non-attendance is managed through consistent procedures. 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 very supportive school community and there is a strong link between home and school. Parents work in partnership with the school.

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 2017 and Year 6 graduation, and the whole school concert.

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, Harmony Day, Day For Daniel 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 continued to focus on a

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class each week to show to parents the implementation of Visible Learning in the classroom. The school's writing focus was also showcased in the weekly school newsletter.

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 and is frequently accessed by prospective parents enrolling their children. The school website continues to attract positive feedback from parents.

As an IPS school, this is the second year that the school had a school board. During the 2017 school year, the school board held 8 meetings as well as the Annual General Meeting. Major topics of discussion during the year included OSHC, MNW grant for playground equipment, governance, fundraising, NT Government's \$100 million Boosting our Economy package - \$2.5million project for four new classrooms at Larrakeyah Primary School, carpark/traffic congestion, school enrolment management plan, Extra Curricular Activity Program (ECA), strategic planning for the next four years, 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.

School families and friends were invited to Larrakeyah's school assemblies, whole school concert "Under The Big Top", Awards Presentations, Year 6 Graduation ceremony, Preschool celebrations and fundraising events, school discos, Sports Day and Harmony Day. The whole school concert was a particular highlight as it was the culmination of a 10 week dance program in which all students participated. For the fourth year, the venue for this event was the Darwin Entertainment Centre (DEC). Storm CellTV professionally filmed the event and DVD's were available to parents for purchase. The feedback from students, staff and parents was extremely positive. DEC sold all available tickets for the concert.

Our student leadership team also organised school events such as Mother's Day stall, Father's Day stall, Jeans for Genes Day, Dress Up Days and fundraising for their World Vision child.

Students participated in The Beat "Magic" – dance.

Students participated in city cluster sports. Several students were selected for the cluster and NT sides. Students also participated in the Darwin City Schools interschool sports program.

## 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 third 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. “Pathways To Excellence” is now embedded in our school.

Larrakeyah Primary school staff and community continued to focus strongly on school improvement for improved student learning outcomes. Data was a focus – at whole school, year, class and student levels. 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, Planning and Focus Teams, collaboratively sharing their ideas and information. The focus was clearly on the explicit improvement agenda – Preschool, Writing and Data to inform teaching. Staff continued to focus on the work of John Hattie, implementing Learning Intentions, Success Criteria and Feedback.

Last year, 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. This year, the school implemented the Cambridge Curriculum resources to support the Australian Curriculum in the English area. Some Year 6 students also sat the Year 6 checkpoint Cambridge exam, marked by Cambridge and gives an international benchmark.

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, Rachita Jain, for her ongoing leadership and support that she and the board have given to the school in 2017.

I would like to take this opportunity to acknowledge the Larrakeyah Leadership Team – Tania Tamaotai (Assistant Principal Semester 1), Steve Lineham (Assistant Principal Semester 2, Natasha Guse (Assistant Principal), Rick Collister (Assistant Principal Term 4), Leisa Beynon (Senior Teacher), Brad King (Senior Teacher) and Danni Mattiazzo (Senior Teacher). Together they form a strong 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's deliverables included –

Further strengthen the key transition points for students entering Preschool and Transition

- Last year Preschool staff participated in the Preschool Curriculum Phase 2 trial. This year staff confidently implemented the new Preschool curriculum and 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 incorporate Writer's Workshops and students are confident writers in both preschool and transition. However, further professional development is required for Preschool and Transition teachers to strengthen continuity of programs from Preschool to Transition (ie early Literacy and Numeracy).
- Preschool had a QECNT assessment and whilst aiming for overall exceeding national standard, received an overall meeting national standard. The Preschool staff will continue to work on the recommendations from the QECNT assessment report.
- There began to be more of a focus on planning collaboratively between preschool and transition teachers when the school had planning days each term. Preschool and Transition implemented a "Friends on Friday" program and staff met every 4 weeks to review the program and student participation.
- Preschool and Transition teachers focussed on improving the transitioning of students between preschool and transition. In Term 4 preschool students and staff had lunch on Fridays with Transition and students interacting together in the school playground.
- Teachers also discussed strategies for Transition teachers to meet new students enrolled for 2018 who are not attending our Preschool. Also, strategies to improve communication between parents and teachers prior to students commencing and having an orientation open day. This has been the start of a school action plan for transitioning which will be developed next year.

## Goal 2 – Every student a successful learner

The school's deliverables included –

Improve student Writing outcomes.  
Continued focus on ICT implementation across the school.  
Continue Peer Support Program.

- Larrakeyah Primary participated for the second year in the Assessment Capable Writers project, working with a DoE project officer. Six teachers were involved in the project, focussing specifically on the writing process (6+1 writing traits), conditions for writing, data and assessment. The ST1 Head of Curriculum and Assessment and Writing Focus Team leader were the Literacy leaders, working with teachers and the project officer. Teachers have become more proficient in the teaching of writing and students became more confident writers. This project will continue next year.
- With our whole school focus on Writing, school Writing data continued to show a significant improvement in the percentage of students receiving a 'C' standard and above compared to previous years. For example, **2017** Year 3 Writing data shows percentage of students receiving A-E grades A 7.8% B 34.4% C 50% D 7.8% E 0%. **2016** Year 3 Writing data - A 1.7% B 22.4% C 60.3% D 12.1% E 3.4%
- 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. Analysis of NAPLAN data showed significant growth in Writing, particularly with the 2 year gain in NAPLAN Writing. With this year's results in Writing, we were close to our targets and also exceeded our targets. 26% of Year 3 students were in the top Band 6 NAPLAN Writing (target 30%) and 65% were in Bands 4-5 (target 64%). 24% of Year 5 students were in the top Band 8 NAPLAN Writing (target 30%) and 73% were in Bands 5-7 (target 66%).
- Analysis of NAPLAN data and PAT M data showed that whilst school results were very good and in the optimal range, there was not significant growth over time, particularly with the 2 year gain data. Whilst there has been a focus on NAPLAN target areas in which students have not performed well and the use of a whole school Envision Mathematics resource, it was identified that a whole

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school focus on the teaching of Mathematics and problem solving strategies is required. Next year, the school will have a focus on Mathematics and the school's Mathematics pedagogical framework will be revised.

Year Level and Total Number of Students	English & Mathematics 2017	A	B	C	D	E	Other (EAP or Late start in semester letter )
Year One 58	Reading & Viewing	10.3%	46.6%	20.7%	22.4%	0%	0%
	Writing	5.2%	34.5%	41.4%	1.9%	0%	0%
	Speaking & Listening	1.7%	25.9%	70.7%	1.7%	0%	0%
	Number & Algebra	10.3%	41.4%	34.5%	13.8%	0%	0%
	Meas & Geometry	3.4%	29.3%	60.3%	6.9%	0%	0%
	Stats & Probability	1.7%	19%	77.6%	1.7%	0%	0%

Year Level and Total Number of Students	English & Mathematics 2017	A	B	C	D	E
Year Two 71	Reading & Viewing	8.5%		23.9%	42.3%	25.4%
	Writing	8.5%		26.8%	50.7%	14.1%
	Speaking & Listening	5.6%		33.8%	60.6%	0%
	Number & Algebra	15.5%		38.0%	40.8%	5.6%
	Meas & Geometry	9.9%		45.1%	42.3%	2.8%
	Stats & Probability	7.0%		45.1%	46.5%	1.4%

Year Level and Total Number of Students	English & Mathematics 2017	A	B	C	D	E	Other (EAP or Late start in semester letter )
Year Three 64	Reading & Viewing	15.6%	25.0%	45.3%	12.5%	1.6%	0%
	Writing	7.8%	34.4%	50.0%	7.8%	0%	0%
	Speaking & Listening	6.3%	34.4%	57.8%	1.6%	0%	0%
	Number & Algebra	15.6%	31.3%	43.8%	9.4%	0%	0%
	Meas & Geometry	10.9%	39.1%	48.4%	1.6%	0%	0%
	Stats & Probability	26.6%	29.7%	43.8%	0%	0%	0%

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Year Level and Total Number of Students	English & Mathematics 2017	A	B	C	D	E	Other (EAP or Late start in semester letter )
Year Four 53	Reading & Viewing	5.7%	34.0%	52.8%	5.7%	1.9%	0%
	Writing	5.7%	26.4%	62.3%	5.7%	0%	0%
	Speaking & Listening	11.3%	47.2%	39.6%	1.9%	0%	0%
	Number & Algebra	0%	64.2%	32.1%	3.8%	0%	0%
	Meas & Geometry	0%	30.2%	66.0%	3.8%	0%	0%
	Stats & Probability	0%	17%	81.1%	1.9%	0%	0%

Year Level and Total Number of Students	English & Mathematics 2017	A	B	C	D	E	Other (EAP or Late start in semester letter )
Year Five 73	Reading & Viewing	17.8%	23.3%	42.5%	15.1%	1.4%	0%
	Writing	16.4%	19.2%	60.3%	2.7%	1.4%	0%
	Speaking & Listening	12.3%	28.8%	56.2%	2.7%	0%	0%
	Number & Algebra	15.1%	20.5%	42.5%	20.5%	1.4%	0%
	Meas & Geom	11.0%	35.6%	46.6%	5.5%	1.4%	0%
	Stats & Prob	16.4%	24.7%	53.4%	4.1%	1.4%	0%

Year Level and Total Number of Students	English & Mathematics 2017	A	B	C	D	E	Other (EAP or Late start in semester letter )
Year Six 59	Reading & Viewing	15.3%	35.6%	25.4%	23.7%	0%	0%
	Writing	6.8%	30.5%	52.5%	10.2%	0%	0%
	Speaking & Listening	13.6%	30.5%	55.9%	0%	0%	0%
	Number & Algebra	16.9%	30.5%	44.1%	8.5%	0%	0%
	Meas & Geom	18.6%	42.4%	33.9%	5.1%	0%	0%
	Stats & Prob	13.6%	30.5%	45.8%	10.2%	0%	0%

- The school continued to implement a whole school Peer Support Program which focussed on student wellbeing, communication and resilience. The module Stronger Together aimed to support positive relationships amongst students. Students talked to students about their strengths and their resilience. They discussed positive relationships or friendships and what to do if they experience harmful and hurtful behaviours. Peer Leaders were trained earlier in the year by the Upper Primary Teachers and led groups of 8 – 10 students through 8 sessions. Two teachers who were trained in the Peer Support Program provided staff professional development. The Peer Support Program will continue next year.
- The ICT Plan was implemented with further purchasing of hardware and software. With the employment of an ICT specialist teacher who taught ICT lessons, presented staff PD and worked with the ICT focus team, there was greater consistency across year levels in ICT. ICT Cambridge Curriculum and a coding program were also implemented across the school. Student results improved in Digital Technologies with the school cohort last year showing A (7.7%), B (26.6%), C (64%) and D (1.7%). This year school results in Digital Technologies were A (13%), B (52%), C (35%) and D (1%).

## **Goal 3 – Quality leaders, quality educators**

The school's deliverables 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”

100% students understanding what is feedback, how feedback is given in the classroom and how feedback is used

Cambridge Curriculum English framework and resources implemented across all year levels.

- A Visible Learning focus team was formed which consisted of two staff members and three Visible Learning Impact Coaches who led the implementation of Visible Learning in the school. Visible Learning has continued to form part of staff professional development both in whole staff meetings and teaching team meetings. Our three impact coaches also worked with individual teachers to implement Visible Learning and conducted classroom walkthroughs. All teachers received verbal and written feedback from impact coaches. 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.
- The Principal and Assistant Principals continued to focus 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 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. This year, the Larrakeyah Learner was a focus in all classes with consistent language and criteria used across the school.
- In professional development sessions, the expectations in regards to Visible Learning were made explicit to staff. 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 – feedback types and how feedback is given to students.

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- Last year data showed, particularly student interview data, that approximately 60% of students could successfully describe the “Larrakeyah Learner” and we did not meet the target of 80%. With the strong focus this year, the target of 80% was met, with 80% of students successfully answering “what is an effective learner”, what are you learning” and “how do you know when you are successful in your learning”. 100% of students understood what is feedback, how feedback is given in the classroom and how feedback is used.
- Our work with Visible Learning was recognised in other schools in Australia. The Principal (Chris Painter) from Kambora Public School in NSW visited our school to learn more about how Visible Learning is implemented. This was a result of staff at Kambora Public watching the Visible Learning video that we have on our school website.
- At the end of last term schools in the NT were invited to Visible Learning showcases. Schools were invited and selected to give a presentation to showcase their school’s Visible Learning journey. Larrakeyah Primary was selected as the “Super Showcase” school for the Darwin Region. We were proud to present our school’s journey with implementing Visible Learning for the past 4 years. Visible learning has made a significant difference to teaching and learning at our school and is now fully implemented across the school.
- In 2016 Larrakeyah Primary was accredited as a Cambridge International School. This year, professional learning continued to be delivered to staff in regards to the Cambridge Curriculum and resources. This was led by the ST1 Head of Curriculum and Assessment. Staff worked collaboratively in teams and developed a document that aligned the Cambridge Curriculum with the Australian Curriculum in English. This is used by staff when planning and programming.
- The school met the target in that Cambridge Primary Curriculum (English) was implemented across all year levels to support the Australian Curriculum. With an ICT specialist teacher, Cambridge ICT was also implemented across all year levels. Next year Cambridge Science will be implemented.
- For the first time, 14 Year 6 students elected to sit the Cambridge Year 6 Primary Checkpoint Exam in English at the end of the year. The exam is marked in Cambridge. Students receive a statement of achievement after completing Cambridge Primary Checkpoint and parents receive detailed feedback on their child’s performance against an international benchmark. Our Year 6 students overall performed very well. One student received a perfect score, the highest possible score in the Cambridge Year 6 Primary Checkpoint Exam in English.

## **Goal 4 – Coherent and capable organisation**

The school's deliverables included –

Improve teachers' understanding of data, quality of teacher judgements in relation to assessment data, and teachers' ability to use data to inform 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 from other teachers who had received training. Grade Expert school-wide data monitoring system is now in place and teachers are confident using the data system.
- Data coaching commenced in Term 1 with teachers meeting with the Principal and Assistant Principal to discuss student data and class trends. Given the staff professional learning with PAT R and PAT M data, teachers were able to also discuss their class quadrant data and explain student progress and strategies required.
- 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 continued to be 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. Darwin City Schools worked collaboratively on both PD Days. In Term 2, teachers across the primary schools worked together to clarify Mathematics assessment tasks and discussed the tasks against the curriculum standards. In Term 3, teachers across the primary schools and Darwin Middle School worked together to moderate student Mathematics work samples and confirm teacher judgements. 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. Staff NAPLAN

sessions also included examining the 2 year cohort gain in Literacy and Numeracy and school quadrant data. In terms of student gain over 2 years, it is evident that a focus on Mathematics pedagogy is required to improve results and this focus is included in our school annual improvement plan 2018 as well as our strategic plan 2018-2021.

- Professional learning regarding the use of PAT M and PAT R data continued throughout the year so that teachers were able to understand the data and how it can be used to inform teaching practice. Teachers became more confident in using the data and understanding the quadrant data, reflecting student progress for their class.
- In 2017, the main school focus areas were Writing, Data and Visible Learning. Next year, to further build teacher capacity and leadership, the school focus areas will include Writing, Mathematics, Data and 21<sup>st</sup> century learning.

## **Goal 5 – Working together**

The school's deliverables included –

Continued 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.

- Communication continued with our sister-school Avondale Grammar School, an international school in Singapore. The school had two new Principals during the year, though students and staff still continued communicating via Skype and email. Staff from both schools worked to plan the Year 6 study tour to Singapore.
- 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.
- Our second successful Year 6 study tour to Singapore was conducted in August. There was a focus on Asian studies and relationships between both schools, staff and students. Planning has already commenced for the 2018 Year 6 study tour to Singapore.
- After a 3 year sister-school relationship, it was sad to hear that Avondale Grammar School was being sold at the end of this year. There had been a wonderful connection between staff and students. The benefits of our sister school relationship were :
  - To increase cultural awareness and respect for each other's cultures
  - To provide opportunities for students and teachers to develop skills which enhance Australia-Singapore relationships
  - To develop ties of friendship through regular communication
  - To build an international perspective within the school.
  - To develop students into citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world views and belief systems.
- With the end of our sister-school relationship with Avondale Grammar School, investigations were made with a number of schools in Singapore to establish a mutually beneficial sister-school relationship and one that our students can visit during the Year 6 study tour to Singapore. As a Cambridge accredited school, myself and two members of the leadership team were invited to visit Excelsior International School whilst in Singapore this year. Excelsior International School is across the Singapore causeway in Johor Bahru,

Malaysia. This school implements the Cambridge Curriculum in Literacy and Numeracy across its primary years and is including an inquiry approach in which Larrakeyah Primary is interested. We engaged with discussions with the leadership team and found that Excelsior International School is interested in a sister-school relationship with Larrakeyah Primary School to develop collaboration between staff and students between both schools. They are keen for their students to visit us as well as our students visit when they attend the Year 6 study tour in Singapore next year. Our school board is supportive of Larrakeyah Primary establishing a sister-school relationship with Excelsior International School. We are currently developing a Memorandum of Understanding.

- Another connection was established when we visited GEMS World Academy, an amazing school and a highly beneficial experience for the focus on 21st century learning in our new strategic plan. The leadership team from this school has extended an invitation for our staff to undertake further PD in their school around the isteam lab and inquiry based learning. We are looking forward to our staff learning from their exciting program. We were so inspired from this highly innovative school and their willingness to work with us.
- As an IPS initiative, Larrakeyah Primary developed a partnership with the Confucius Institute at CDU. The Chinese language program was trialled with a Year 3 class in 2016 and then expanded to include all Year 3 students. This year a Chinese language program was implemented for all students in Years 2, 3, 4 and 5. Targets were met with 100% student participation and the target of 85% students achieving minimum expected standard in Chinese language was exceeded. 98% students Years 2-5 achieved C standard and above in Chinese. Next year, the program will include Year 6 students.
- Larrakeyah Primary, Darwin Middle and Darwin High worked together to develop a more seamless transition for students between the different stages of schooling. Small groups of students from each school worked together in Semester 2 on programs that flow between the schools – Chinese, ICT (robotics) and Music. It was great to see students from the three schools meeting and working collaboratively on activities. It enabled a very different experience for the students.

## NAPLAN - Annual Report- Larrakeyah Primary School

- 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 rubric, post 2010 Writing results should not be compared to previous years.

2017		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	54	90%	53	98%
	Writing	54	90%	53	98%
	Spelling	54	90%	52	96%
	Grammar	54	90%	53	98%
	Numeracy	54	90%	53	98%
Year 5	Reading	66	100%	66	100%
	Writing	66	100%	66	100%
	Spelling	66	100%	66	100%
	Grammar	66	100%	64	97%
	Numeracy	65	98%	65	100%

## NAPLAN Proportion of students achieving at or above NMS - Larrakeyah Primary School

- 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 rubric, post 2010 Writing results should not be compared to previous years.

	2017	
	No of Students	% of Students
<b>Proportion of Year 3 students achieving at or above NMS in Numeracy</b>		
Non-Indigenous	51	98%
Indigenous	2	100%
<b>Proportion of Year 3 students achieving at or above NMS in Reading</b>		
Non-Indigenous	51	98%
Indigenous	2	100%
<b>Proportion of Year 5 students achieving at or above NMS in Numeracy</b>		
Non-Indigenous	60	100%
Indigenous	5	100%
<b>Proportion of Year 5 students achieving at or above NMS in Reading</b>		
Non-Indigenous	61	100%
Indigenous	5	100%
<b>Proportion of Year 7 students achieving at or above NMS in Numeracy</b>		
Non-Indigenous		
Indigenous		
<b>Proportion of Year 7 students achieving at or above NMS in Reading</b>		
Non-Indigenous		
Indigenous		
<b>Proportion of Year 9 students achieving at or above NMS in Numeracy</b>		
Non-Indigenous		
Indigenous		
<b>Proportion of Year 9 students achieving at or above NMS in Reading</b>		
Non-Indigenous		
Indigenous		

## NAPLAN - Achievement - Larrakeyah Primary School

- 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 rubric, post 2010 Writing results should not be compared to previous years.

2017		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	1	2	1	2	52	96
	Writing	1	2	1	2	52	96
	Spelling	2	4	2	4	50	93
	Grammar	1	2	1	2	52	96
	Numeracy	1	2	2	4	51	94
Year 5	Reading			3	5	63	95
	Writing			2	3	64	97
	Spelling			1	2	65	98
	Grammar	2	3	3	5	61	92
	Numeracy			4	6	61	94

## NAPLAN - Participation - Larrakeyah Primary School

- 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 rubric, post 2010 Writing results should not be compared to previous years.

2017		Participating		Participating		Not Participating		Not Participating	
		Exempt		Present		Absent		Withdrawn	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	1	2	53	88	1	2	5	8
	Writing	1	2	53	88	1	2	5	8
	Spelling	1	2	53	88	1	2	5	8
	Grammar	1	2	53	88	1	2	5	8
	Numeracy	1	2	53	88	1	2	5	8
Year 5	Reading			66	100				
	Writing			66	100				
	Spelling			66	100				
	Grammar			66	100				
	Numeracy			65	98	1	2		

**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2017**  
*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

## Student Enrolment, Attendance and Learning

*Include student enrolment and attendance data for all students and Indigenous students for each year level including preschool and Families as First Teachers Programs and whole school. For example:*

Year Level	Previous Year				Reporting Year			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Pre	1	65.4%	44	82.7%	-	-	44	87.6%
Tran	1	74.1%	61	92.0%	3	85.8%	75	91.6%
Yr 1	2	73.9%	64	91.5%	-	-	58	94.1%
Yr 2	2	91.0%	48	92.4%	2	93.7%	72	94.0%
Yr 3	1	60.7%	54	92.4%	3	81.8%	63	91.5%
Yr 4	5	88.1%	65	91.7%	1	97.4%	52	93.6%
Yr 5	2	87.5%	52	93.1%	4	90.7%	68	94.2%
Yr 6	1	73.4%	41	93.6%	1	88.1%	53	92.5%
ALL	15	82.6%	429	91.8%	14	88.4%	485	92.8%

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

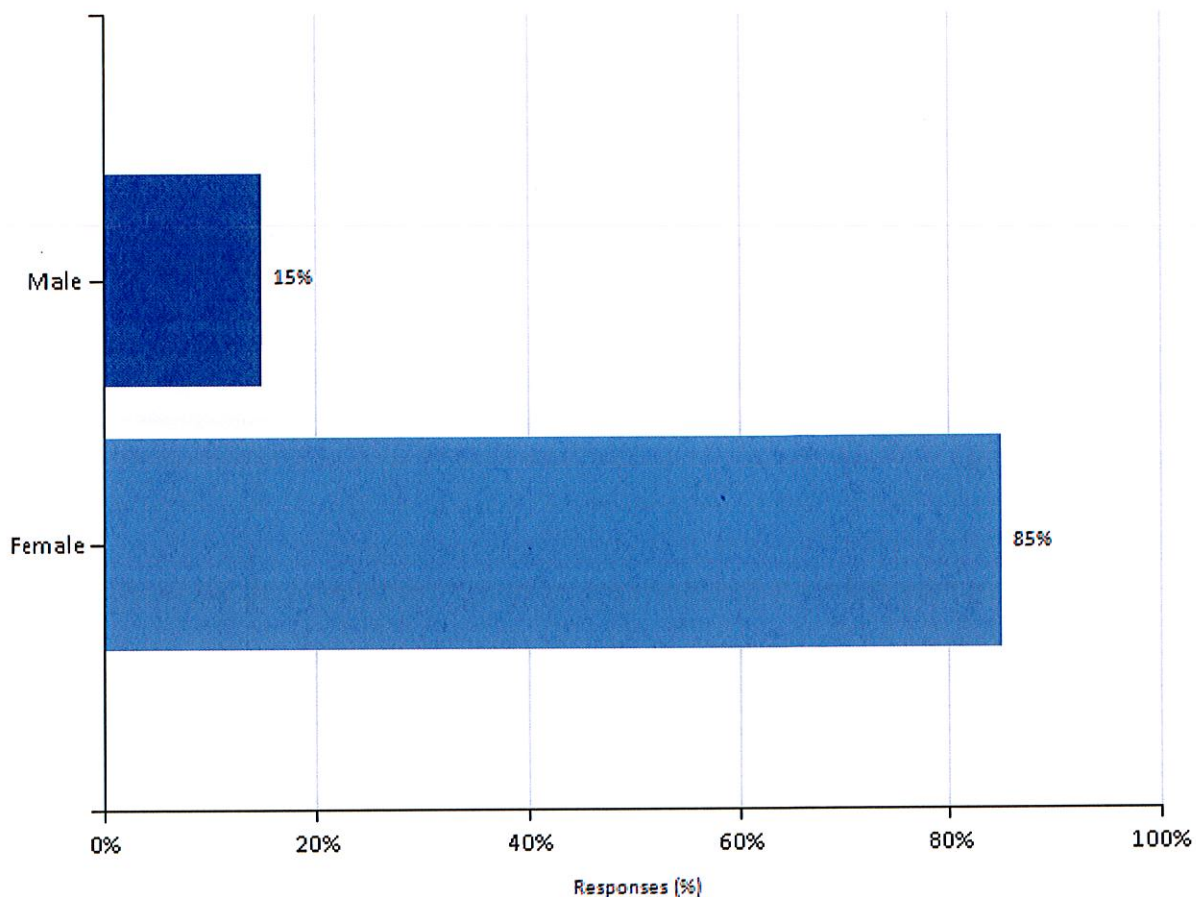
*Note: under the Australian Education Regulation 2013 it is a requirement that schools report on post school destinations such as number undertaking further study, training, or in work. This information may be captured through student exit surveys/interviews or identified through planning of personalised learning strategies.*

# School Survey

## Overview

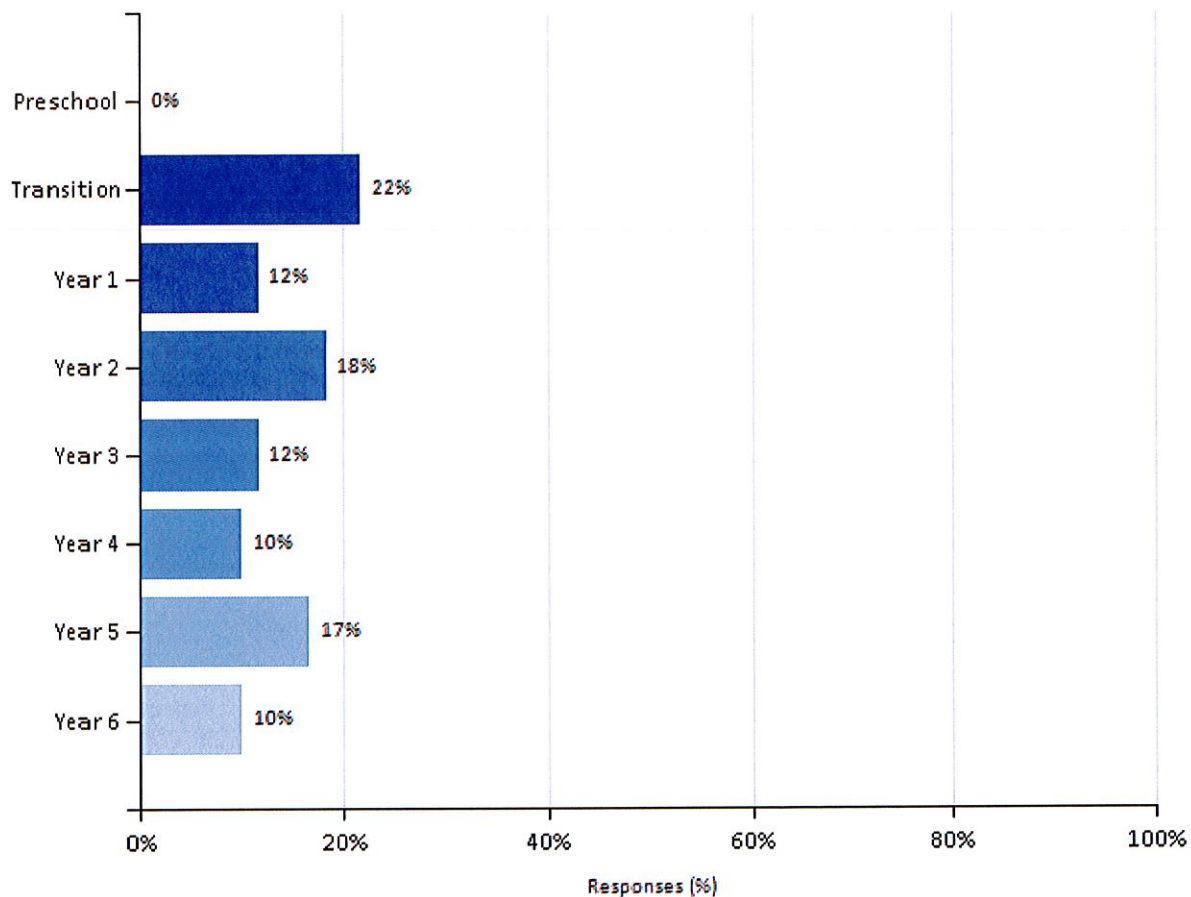
Survey title	Larrakeyah Primary School 2017 Parent Survey
Report title	Distribution - single
Organisation name	Larrakeyah Primary School
Generation time & date	8:49AM - 14 Sep 2017
Generated by	Fathma Mauger
Distribution name	Larrakeyah Primary School 2017 Parent Survey - 8/08/2017 10:42 AM
School year	2017
Num of online responses	60
Num of manual responses	0

# 1 . Are you male or female?



	Male		Female	
	Num	%	Num	%
Number	9	15%	51	85%

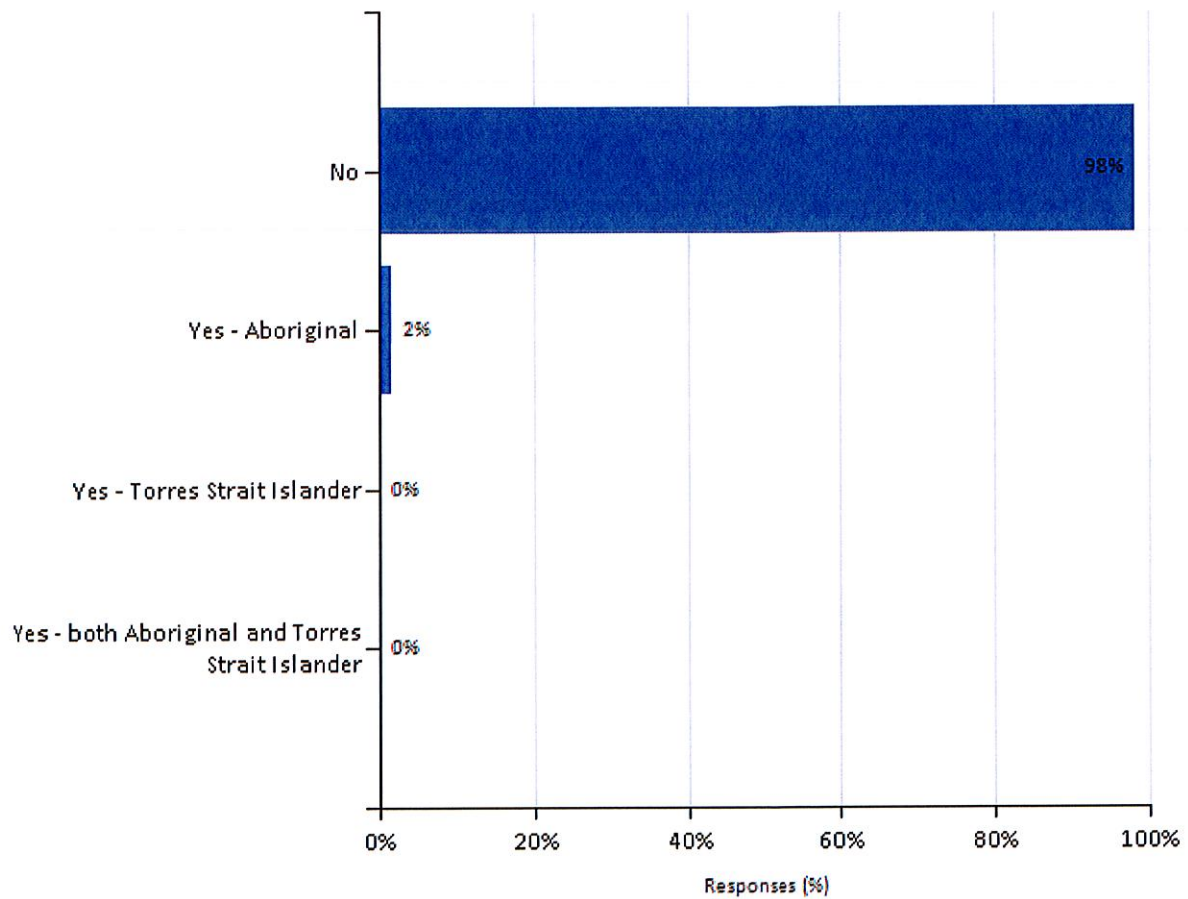
## 2 . What is the Year level of the child you are considering when you answer this survey?



	Preschool		Transition		Year 1		Year 2		Year 3	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	-	-	13	22%	7	12%	11	18%	7	12%

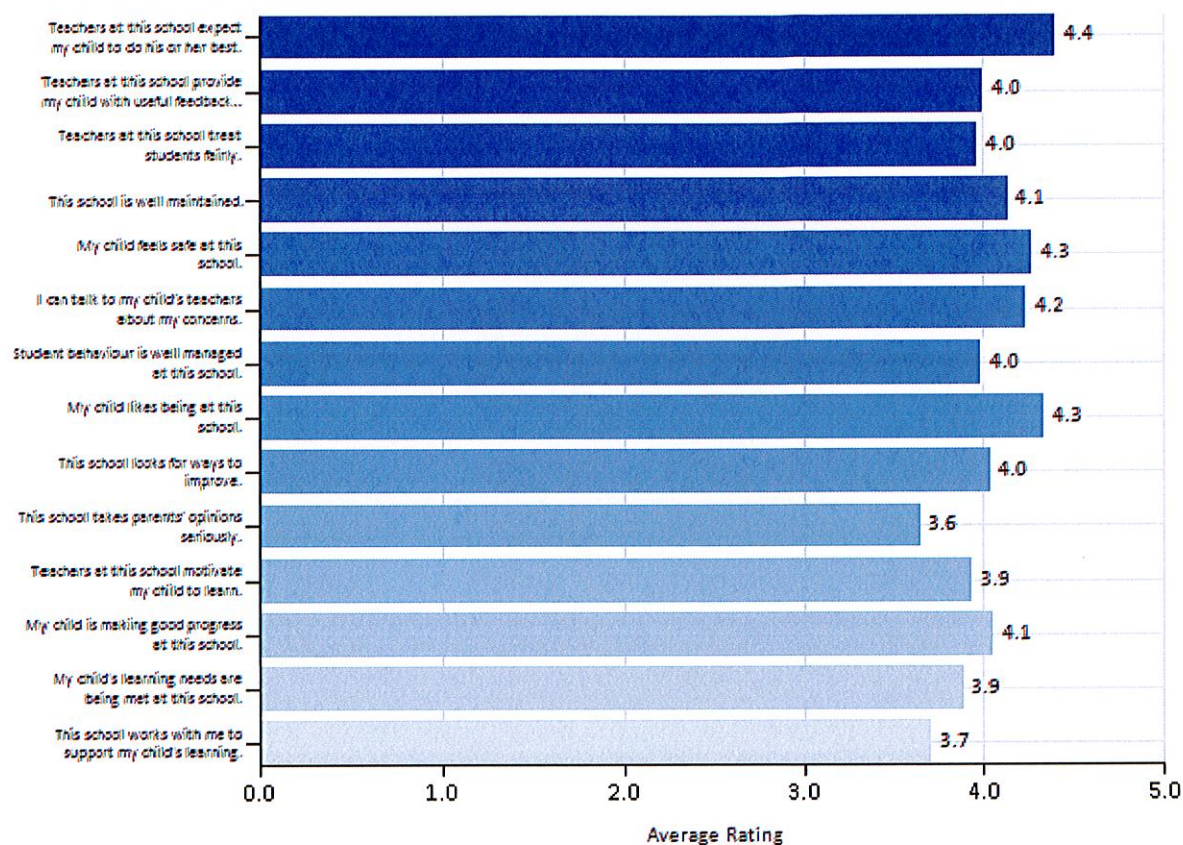
	Year 4		Year 5		Year 6	
	Num	%	Num	%	Num	%
Number	6	10%	10	17%	6	10%

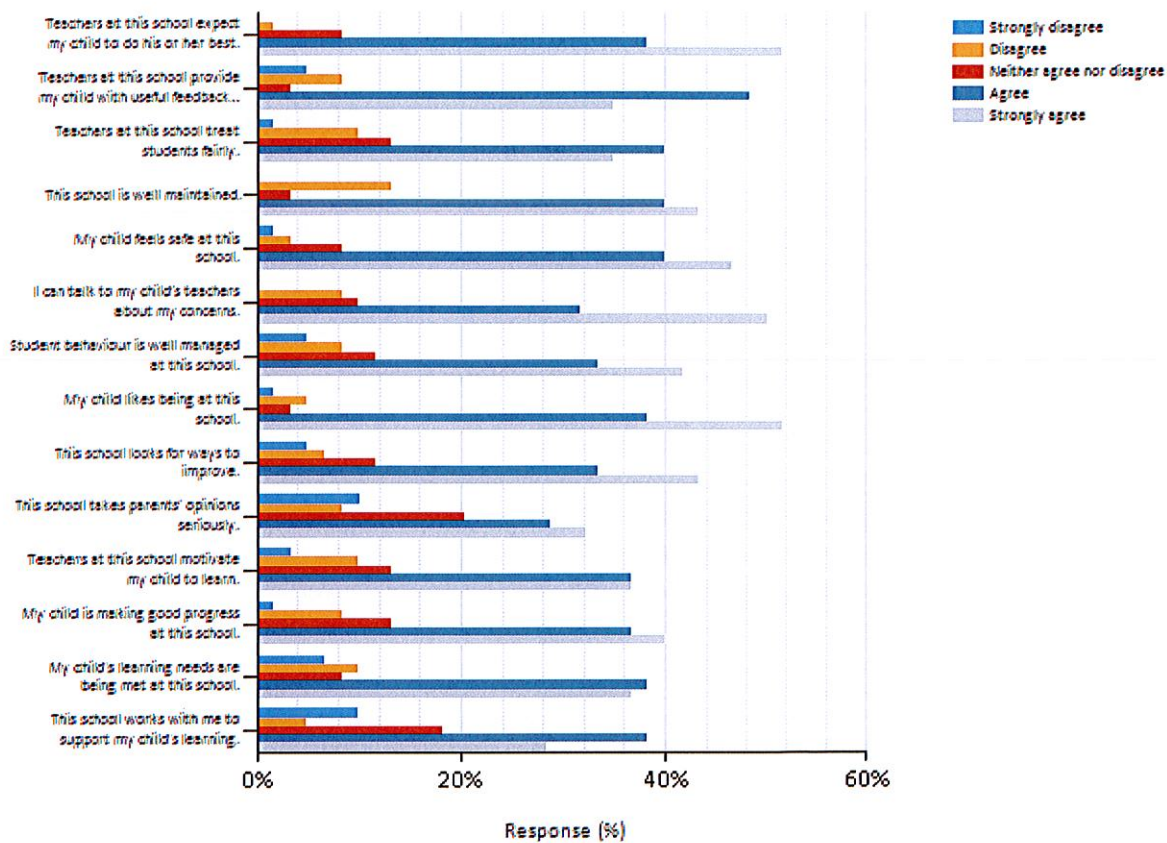
### 3 . Are you of Aboriginal or Torres Strait Islander origin?



	No		Yes - Aboriginal		Yes - Torres Strait Islander		Yes - both Aboriginal and Torres Strait Islander	
	Num	%	Num	%	Num	%	Num	%
Number	59	98%	1	2%	-	-	-	-

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

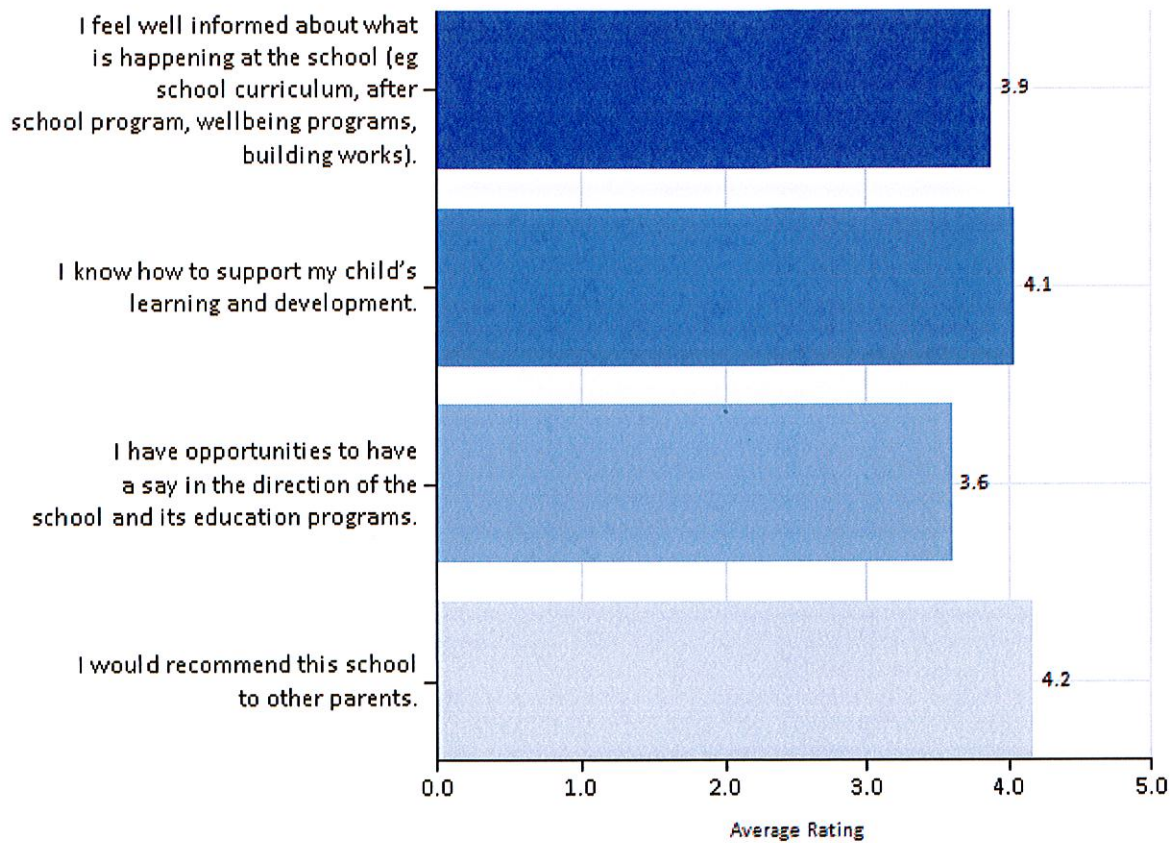


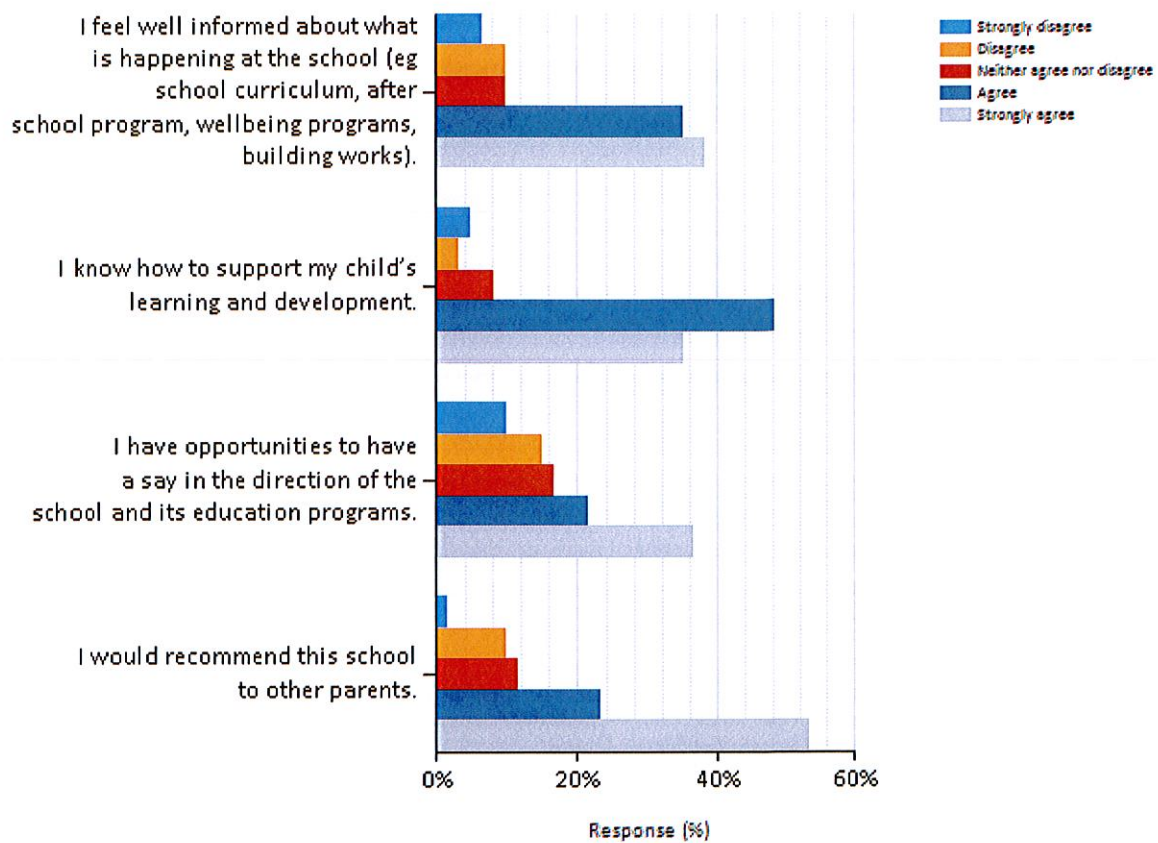


	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do his or her best.	-	-	1	2%	5	8%	23	38%	31	52%
Teachers at this school provide my child with useful feedback about his or her school work.	3	5%	5	8%	2	3%	29	48%	21	35%
Teachers at this school treat students fairly.	1	2%	6	10%	8	13%	24	40%	21	35%
This school is well maintained.	-	-	8	13%	2	3%	24	40%	26	43%
My child feels safe at this school.	1	2%	2	3%	5	8%	24	40%	28	47%
I can talk to my child's teachers about my concerns.	-	-	5	8%	6	10%	19	32%	30	50%
Student behaviour is well managed at this school.	3	5%	5	8%	7	12%	20	33%	25	42%
My child likes being at this school.	1	2%	3	5%	2	3%	23	38%	31	52%
This school looks for ways to improve.	3	5%	4	7%	7	12%	20	33%	26	43%
This school takes parents' opinions seriously.	6	10%	5	8%	12	20%	17	29%	19	32%
Teachers at this school motivate my child to learn.	2	3%	6	10%	8	13%	22	37%	22	37%
My child is making good progress at this school.	1	2%	5	8%	8	13%	22	37%	24	40%

My child's learning needs are being met at this school.	4	7%	6	10%	5	8%	23	38%	22	37%
This school works with me to support my child's learning.	6	10%	3	5%	11	18%	23	38%	17	28%

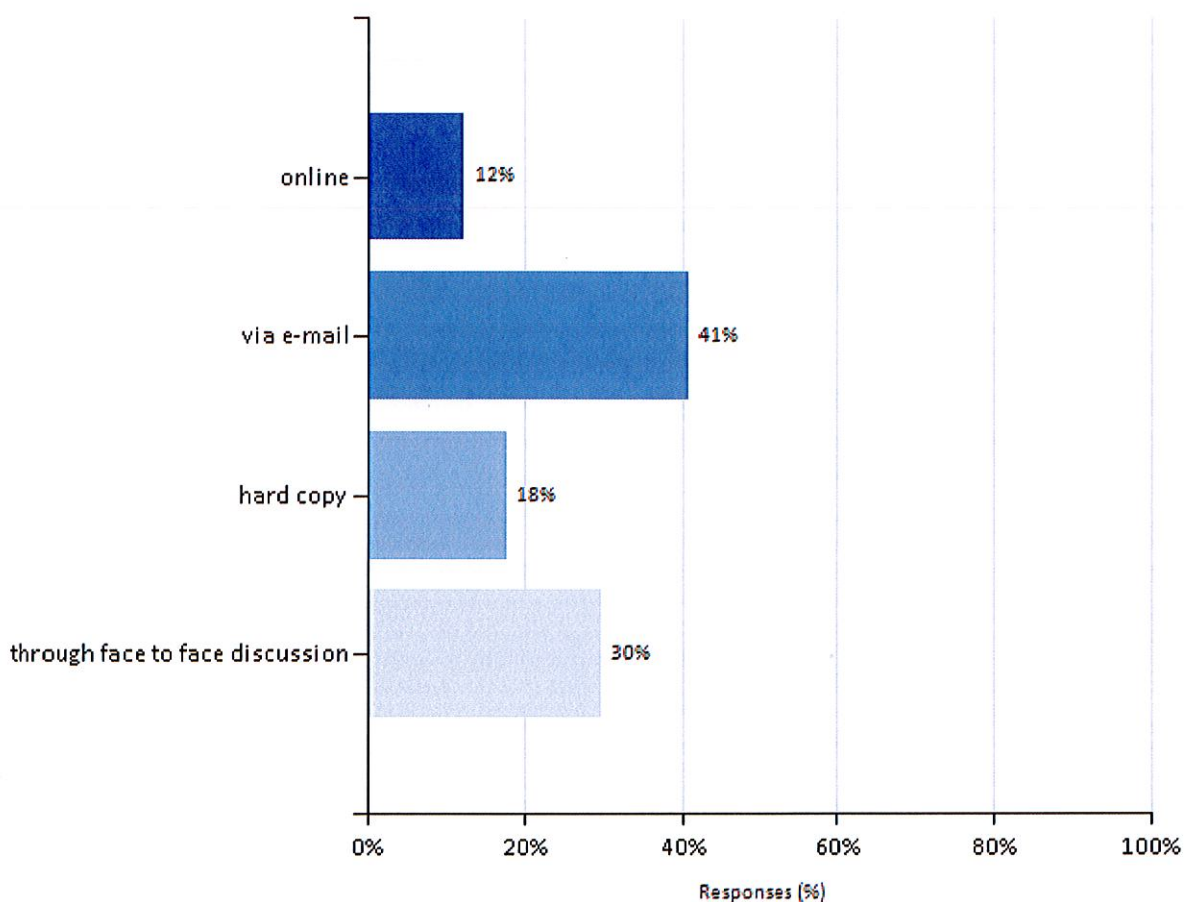
Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1





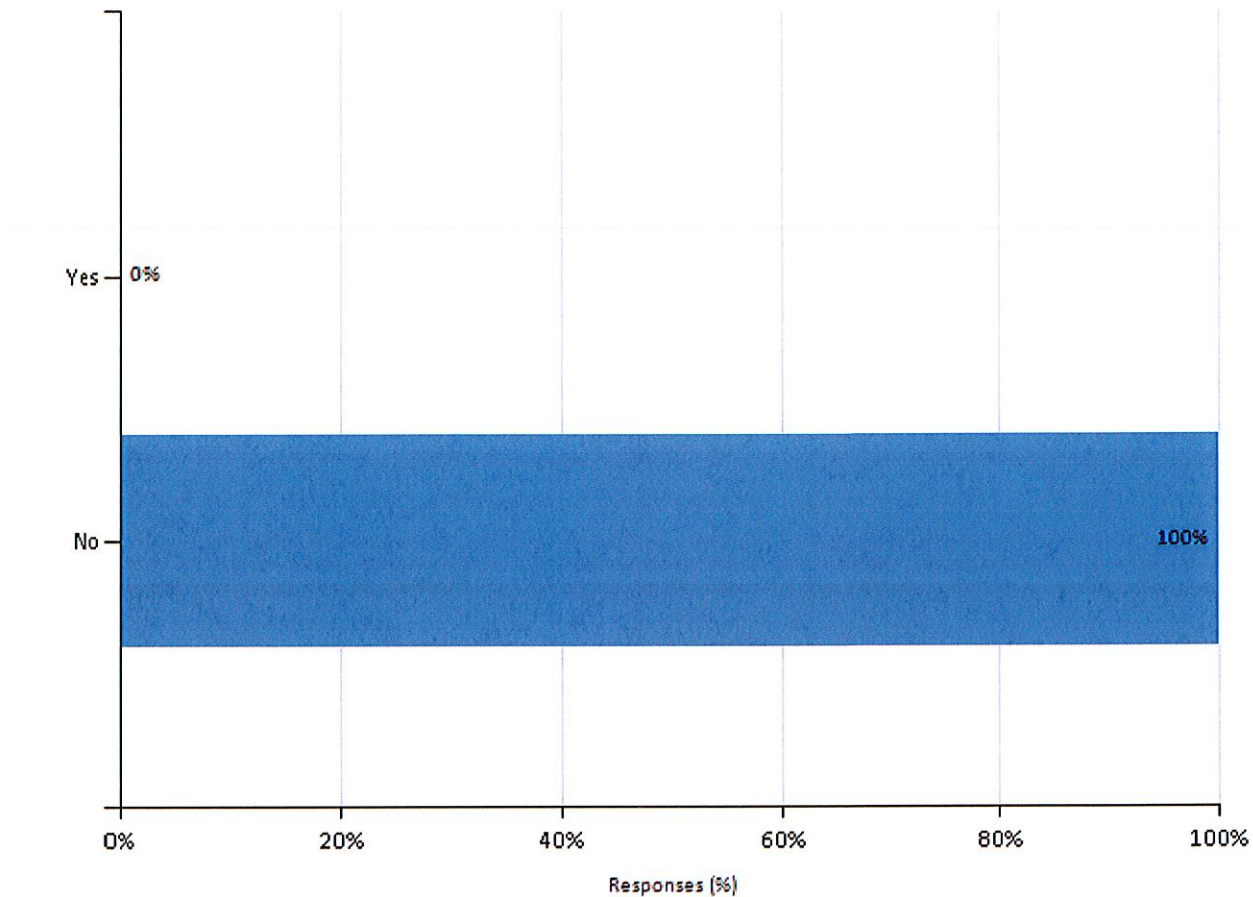
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
I feel well informed about what is happening at the school (eg school curriculum, after school program, wellbeing programs, building works).	4	7%	6	10%	6	10%	21	35%	23	38%
I know how to support my child's learning and development.	3	5%	2	3%	5	8%	29	48%	21	35%
I have opportunities to have a say in the direction of the school and its education programs.	6	10%	9	15%	10	17%	13	22%	22	37%
I would recommend this school to other parents.	1	2%	6	10%	7	12%	14	23%	32	53%

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



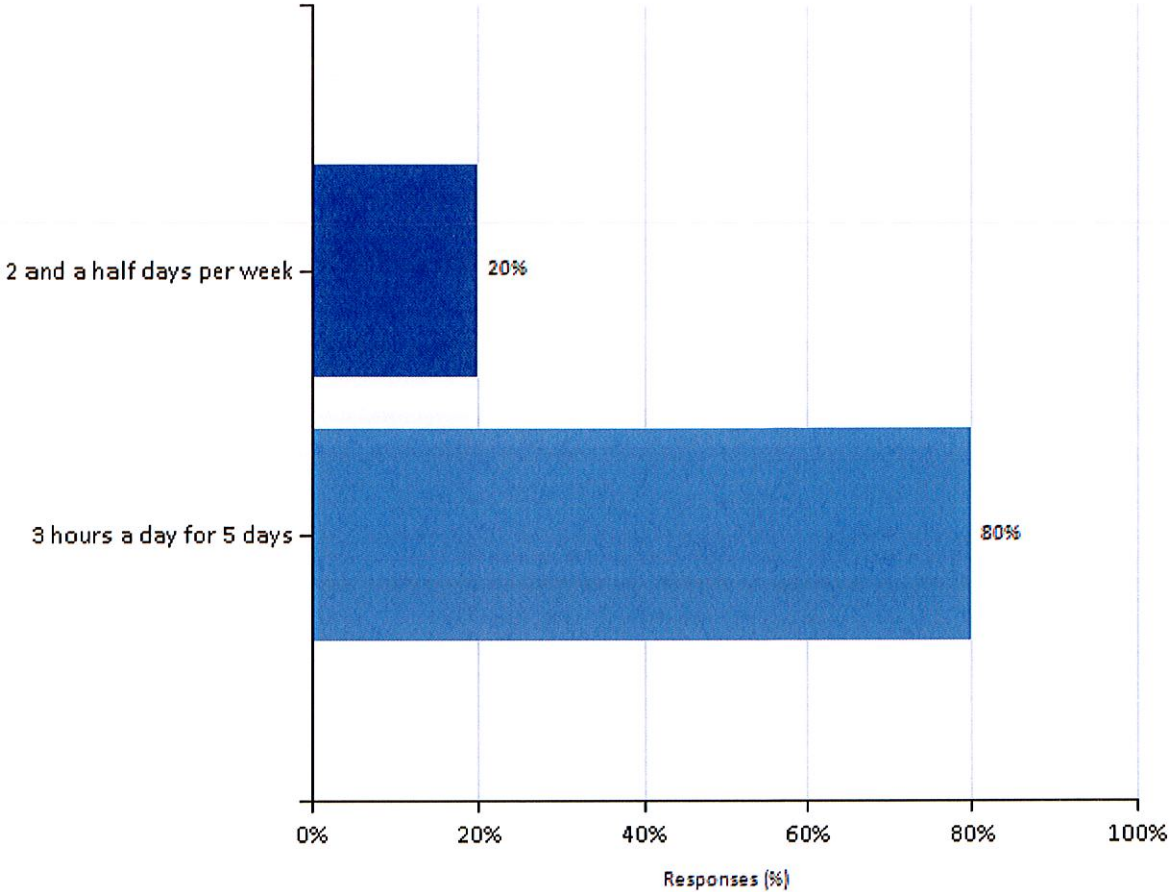
	online		via e-mail		hard copy		through face to face discussion	
	Num	%	Num	%	Num	%	Num	%
Number	11	12%	37	41%	16	18%	27	30%

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



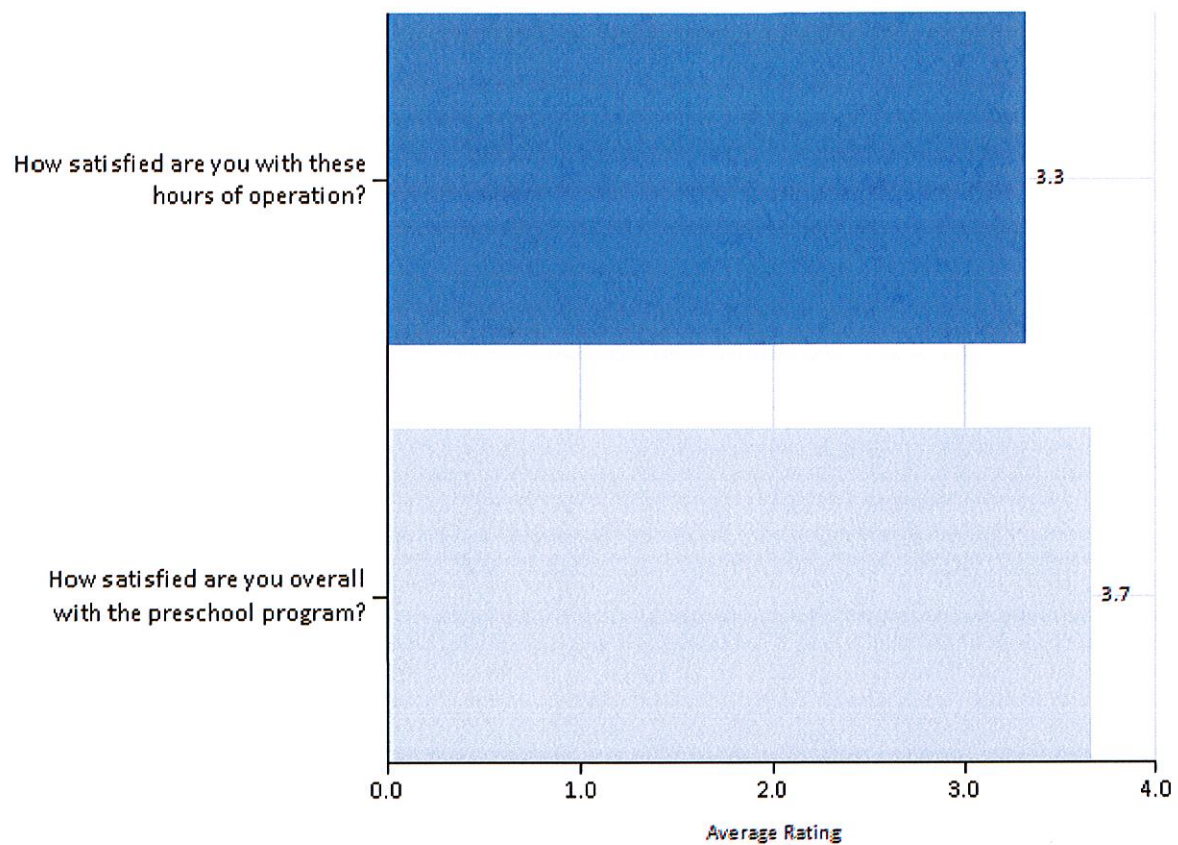
	Yes		No	
	Num	%	Num	%
Number	-	-	58	100%

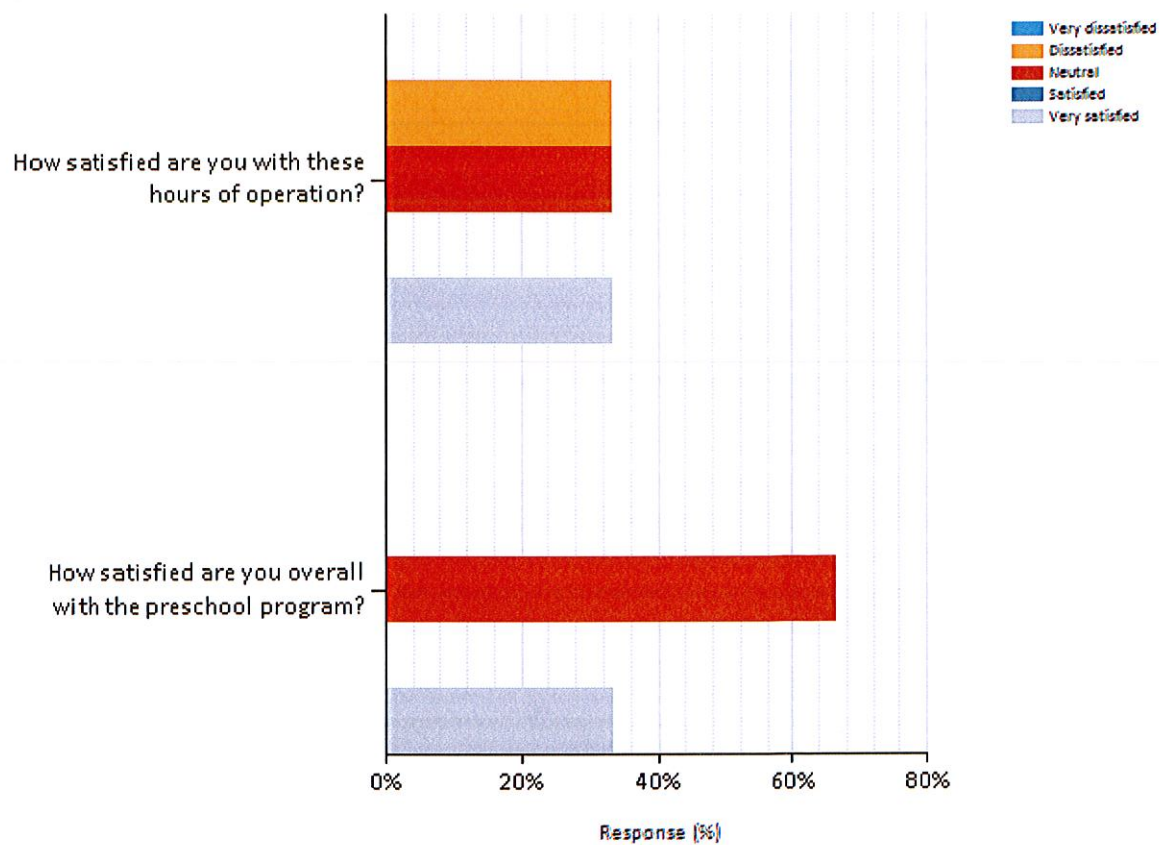
8 . What hours does your schools' preschool program operate?



	2 and a half days per week		3 hours a day for 5 days	
	Num	%	Num	%
Number	1	20%	4	80%

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?	-	-	1	33%	1	33%	-	-	1	33%
How satisfied are you overall with the preschool program?	-	-	-	-	2	67%	-	-	1	33%

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

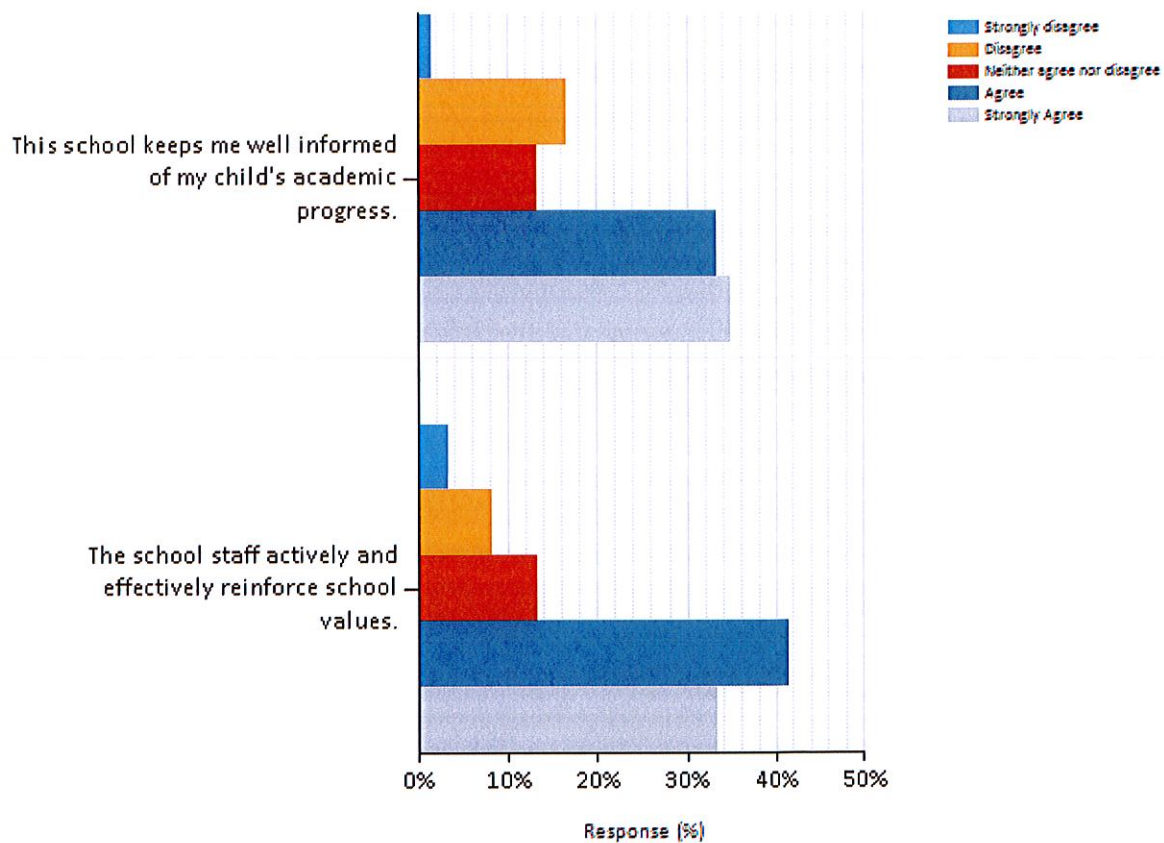
This school keeps me well informed  
of my child's academic  
progress.

3.8

The school staff actively and  
effectively reinforce school  
values.

3.9

0.0 1.0 2.0 3.0 4.0  
Average Rating



	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.	1	2%	10	17%	8	13%	20	33%	21	35%
The school staff actively and effectively reinforce school values.	2	3%	5	8%	8	13%	25	42%	20	33%

**LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED**  
**ANNUAL FINANCIAL STATEMENTS**  
for the year ending 31 December 2017

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

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

**LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED**

**FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2017**

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 2017.

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:

01.02.2018

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

## Statement of Financial Position

December 2017

	This Year	Last Year
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Cash at Bank</b>		
Westpac Operating Account	\$38,589.12	\$44,530.82
Cash Reserves	\$512,679.53	\$373,610.29
Westpac Debit Card	\$476.05	\$1,055.00
Term Deposit	\$420,000.00	\$420,000.00
Visa Card - Australia Post	\$0.00	\$23.55
<b>Total Cash At Bank</b>	<b>\$971,744.70</b>	<b>\$839,219.66</b>
<b>Cash on Hand</b>		
Floats	\$600.00	\$600.00
<b>Prepayments</b>		
Prepaid Invoices	\$693.55	\$0.00
<b>Inventories</b>		
Stock on Hand	\$27,661.00	\$23,226.35
<b>Total Current Assets</b>	<b>\$1,000,699.25</b>	<b>\$863,046.01</b>
<b>Non-Current Assets</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>TOTAL ASSETS</b>	<b>\$1,000,699.25</b>	<b>\$863,046.01</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
<b>Deposits Held - 3rd Parties</b>		
Book Club	\$316.35	\$102.65
Whole School Photo	\$0.00	\$30.00
Year 4 Camp	\$0.00	\$3,640.23
CDU Coaching and Mentoring	\$13,887.10	\$15,000.00
Singapore Trip	\$0.00	\$4,000.00
<b>Total Deposits Held -3rd Parties</b>	<b>\$14,203.45</b>	<b>\$22,772.88</b>
<b>Trade Creditors</b>		
Trade Creditors/Commitments	-\$6,278.40	\$5,258.87
<b>GST Liabilities</b>		
GST Paid	\$0.00	-\$238.56
GST Adjust Pending	\$0.00	-\$957.20
<b>Total GST Liabilities</b>	<b>\$0.00</b>	
<b>Other Accrued Expenses</b>		-\$1,195.76
Accrued Expenses	\$11,494.58	\$13,962.50
<b>Entitlements</b>		
Accrued Annual Leave	\$2,171.20	\$0.00
<b>Total Current Liabilities</b>	<b>\$21,590.83</b>	<b>\$40,798.49</b>
<b>Non-Current Liabilities</b>		
<b>Total Non-Current Liabilities</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total LIABILITIES</b>	<b>\$21,590.83</b>	<b>\$40,798.49</b>
<b>NET ASSETS</b>	<b>\$979,108.42</b>	<b>\$822,247.52</b>
<b>EQUITY</b>		
Accumulated Funds	\$822,247.52	\$790,882.23
Current Year Operating Surplus/(Deficit)	\$156,860.90	\$31,365.29
<b>Total EQUITY</b>	<b>\$979,108.42</b>	<b>\$822,247.52</b>

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 31<sup>st</sup> December 2017**

### **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 \$1 0,000 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.

1 February 2018

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 2017, 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.

**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.

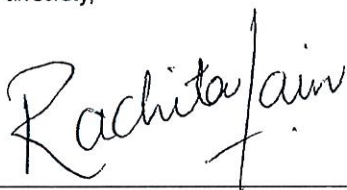
**Taxation**

- 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