

Larrakeyah Primary School

Annual Performance Report to the School Community

2018



School Overview

Our School

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

The school has experienced considerable growth over the past years. The continued construction of new high rise apartment buildings in the CBD area, the Larrakeyah Barracks Redevelopment and Facilities to Support Naval Operations in the North Projects, successful marketing of the school and its accreditation as a Cambridge International School, has resulted in increased student enrolments. Last year was the first year the school has exceeded an enrolment of 500 students. Towards the end of this year, there was a slight decline in enrolments due to a large cohort of defence families leaving the NT as a result of transfers interstate.

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, was completed early this year.

Larrakeyah Primary's school motto "Pathways To Excellence" reflects the school culture of high standards, high expectations and high achievement. The school is a recognised, popular school of choice that 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 fourth 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. During the year we were able to employ 2 additional full time teachers who provided extra support throughout the school.

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, 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. In 2016 we had 438 students enrolled with 44 students enrolled in the Preschool. In 2017 we had 504 students enrolled with 44 students enrolled in the Preschool. In 2018 we had 491 students enrolled with 44 students enrolled in the Preschool - a slight decline in enrolments due to a large cohort of defence families leaving the NT as a result of transfers interstate. 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 overseas, particularly 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 continue to reside in high rise apartments. The school's average attendance for 2018 was 93%, the same as 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 continues to have 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 2018 and Year 6 graduation, a whole school family fun Friday fundraising event and the whole school production at DEC.

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. Larrakeyah Primary was proud to be the NT runner-up in the 2018 ANZAC Day Schools' 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 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. In Semester 2, Dash Media was hired to maintain the website, write news items and newsflashes for parents.

As an IPS school, this is the third year that the school had a school board. During the 2018 school year, the school board held 8 meetings as well as the Annual General Meeting. Major topics of discussion during the year included OSHC, traffic issues, impact from naval base redevelopment project, infrastructure, fundraising, 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.

School families and friends were invited to Larrakeyah's school assemblies, whole school production "The Lion King", whole school family fun Friday fundraising event, Awards Presentations, Year 6 Graduation ceremony, Preschool celebrations and fundraising events, school discos, Sports Day, Harmony Day, QUEST Expo of Learning and our whole school STEAM Day. The whole school production was a particular highlight as it was the culmination of a 10 week dance program in which all students participated. For the fifth 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 "Ignite" – 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 fourth year as an IPS, functioning with greater flexibility and autonomy to best suit the needs of our students.

The school's motto is "Pathways To Excellence" which certainly reflects the school culture of 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. Data continued to be a focus – at whole school, year, class and student levels. Writing and Mathematics were also a continued focus. There was also a strong focus on 21st century learning and the 4C's (Communication, Collaboration, Creativity and Critical Thinking) with particular reference to STEAM and our new QUEST program. 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 – 21st century learning, Writing, Mathematics and Data to inform teaching. Staff continued to focus on the work of John Hattie, implementing Learning Intentions, Success Criteria and Feedback across the school.

Larrakeyah Primary School is an accredited Cambridge International School, 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 English, Mathematics and Science. Some Year 6 students also sat the Year 6 checkpoint Cambridge exam (English, Mathematics and Science), marked by Cambridge and gives an international benchmark.

As part of the IPS initiative, the Larrakeyah Primary School Board is an active and supportive group of staff and parents. I thank the school board chair, Kathy Ganley, for her ongoing leadership and support that she and the board have given to the school in 2018.

I would like to take this opportunity to acknowledge the Larrakeyah Leadership Team – Rick Collister (Assistant Principal), Natasha Guse (Assistant Principal), Steve Lineham (Senior Teacher), Brad King (Senior Teacher), Danni Mattiazzo (Senior Teacher) and Katina Laouris (Administration Manager). 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

Goals 1 & 2 – Quality Teaching & Differentiated Support

The school's deliverables included –

Aligned to system priority - Increase the number of students attending more than 80%

Aligned to system priority - Improve students two year gain in NAPLAN writing in Year 5

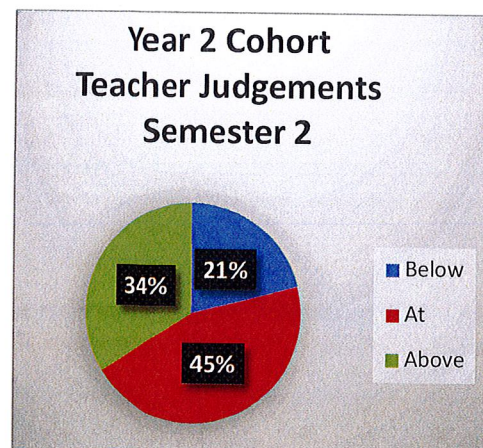
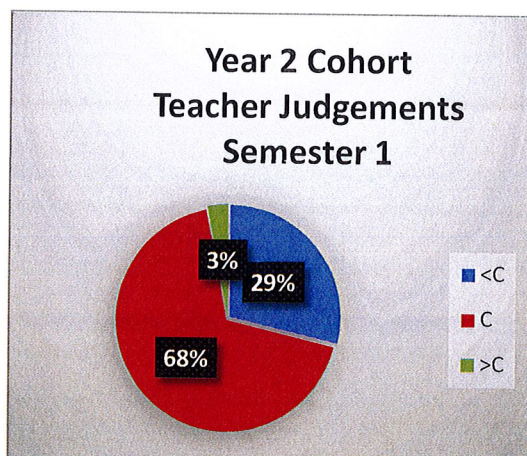
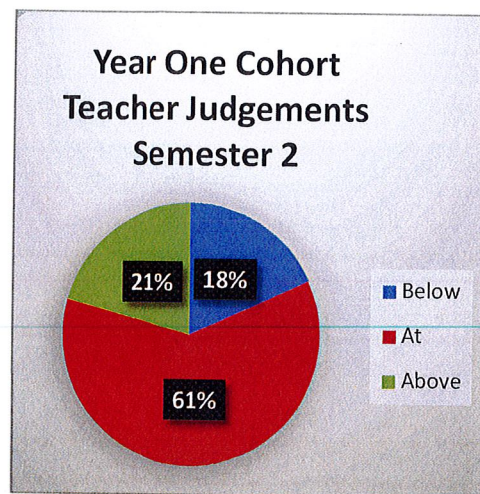
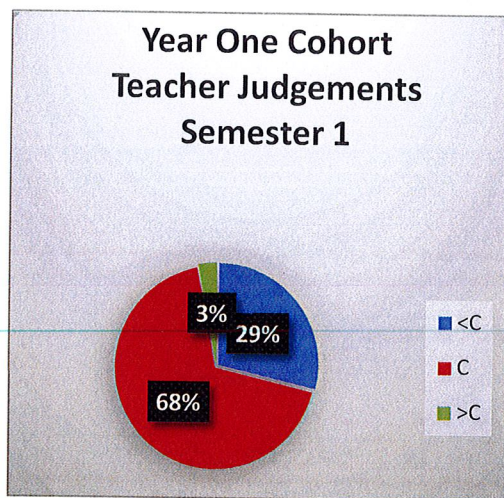
Improve student Mathematics outcomes

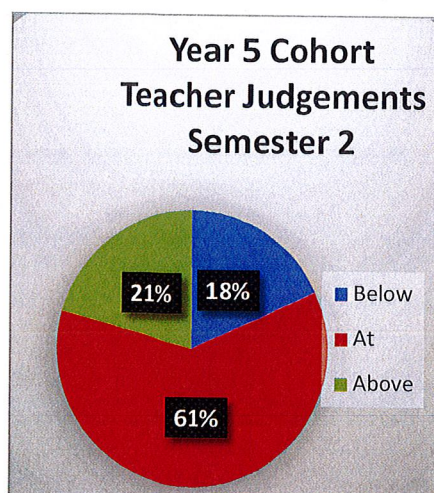
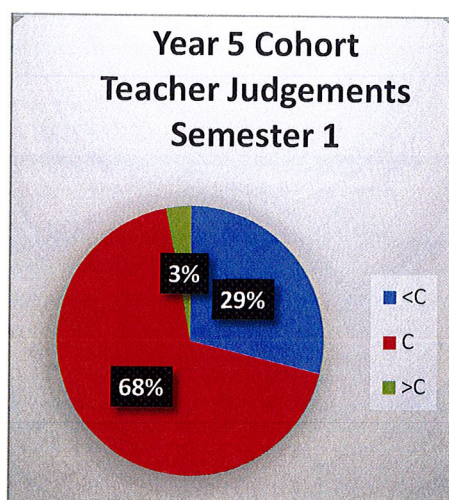
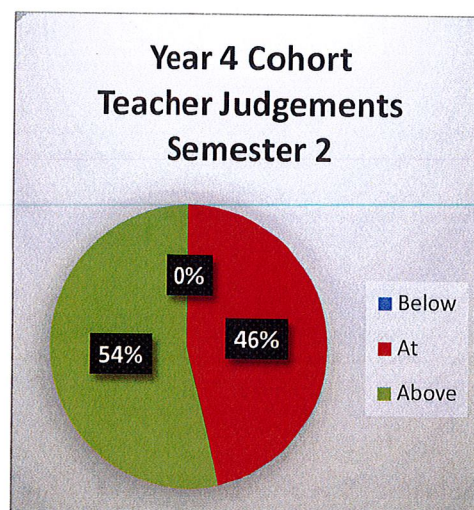
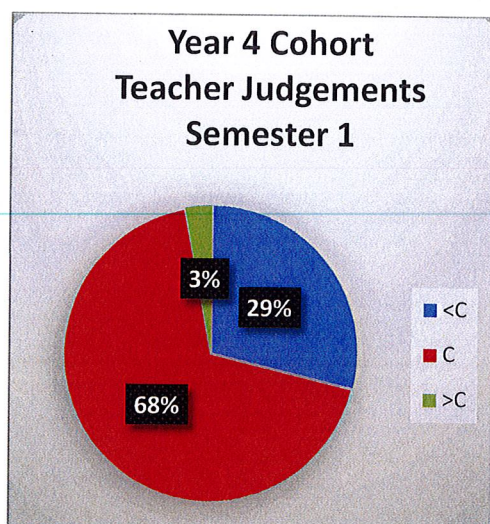
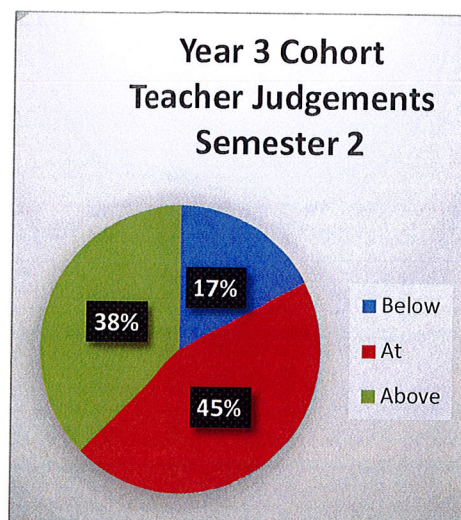
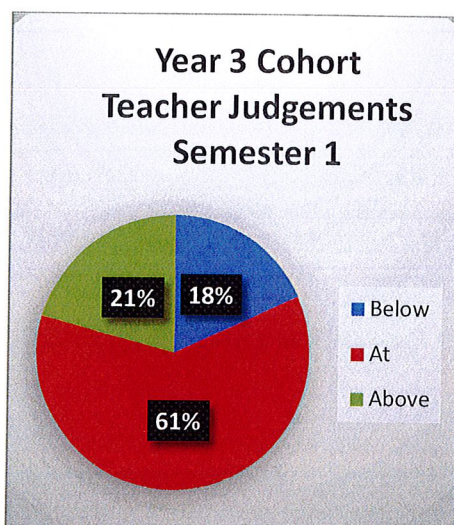
- Non-attendance is strictly managed through consistent procedures. Procedures are followed, including the admin staff follow up of unnotified non-attendance with parents each day by phone. Assistant Principals also follow up with parents of students with frequent absences, particularly targeted students with attendance 60%-80%.
- The school average attendance was 93% (94%target). 5% students attended 60%-80% (4% target). 88.7% preschool average attendance (88% target). 17% preschool students attended 60%-80% (14% target).
- Larrakeyah Primary participated for the third 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 Literacy Focus Team leader was the school Literacy leader, working with teachers and the DoE project officer, with support from the ST1 Head of Curriculum and Assessment. Teachers became more proficient in the teaching of writing as well as using data to inform teaching and students became more confident writers.

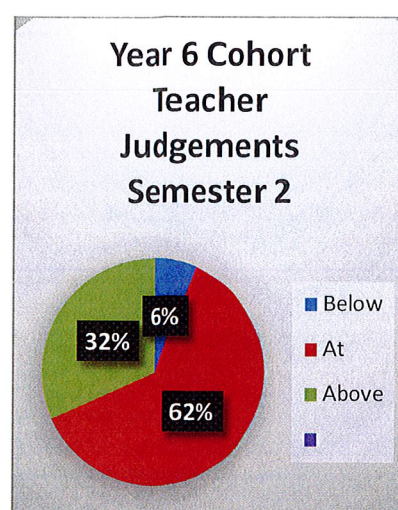
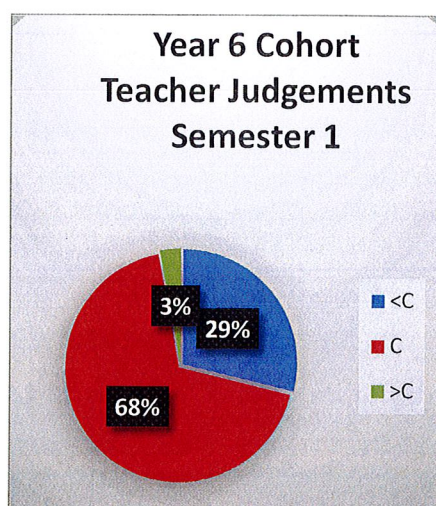
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- As this was the final year of the Assessment Capable Writers project, schools involved were asked to compile a short video to be used in the final showcase. Whilst the project is not continuing next year, Writing will again be a focus for the school.
- 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. We were close to achieving our target with 88% students achieving C standard and above in Writing by the end of the year (target 91%).







- 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. Although analysis of NAPLAN data showed growth in Writing, the 2 year gain in NAPLAN Writing was not consistent with the gain at a national level. Analysis of data shows that we need to further extend our high achieving students. With this year's results in Writing, we were close to our targets and also exceeded our targets. 48% of Year 3 students were in the top two bands (Bands 5&6) in Writing (target 40%) and 17% of Year 5 students were in the top two bands (Bands 7&8) in Writing (target 20%).
- Analysis of NAPLAN data and PAT M data showed that whilst school results were very good and in the optimal range, there was inconsistent 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, there was also a whole school focus on the teaching of Mathematics and problem solving strategies. The school's Mathematics pedagogical framework was revised to include a focus on concrete materials and an explicit mathematics model. Mathematics will continue to be a whole school focus next year. With this year's NAPLAN results in Mathematics, we were close to our targets and also exceeded our targets. 47% of Year 3 students were in the top two bands (Bands 5&6) in Mathematics (target 55%) and 32% of Year 5 students were in the top two bands (Bands 7&8) in Mathematics (target 28%).

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Year Level and Total Number of Students	English & Mathematics 2018	A	B	C	D	E
Year One 78	Reading & Viewing	30.8%	19.2%	32.1%	10.3%	7.7%
	Writing	3.8%	12.8%	65.4%	12.8%	5.1%
	Speaking & Listening	0%	17.9%	79.5%	2.6%	0%
	Number & Algebra	6.4%	23.1%	64.1%	6.4%	0%
	Meas & Geometry	3.8%	35.9%	47.4%	12.8%	0%
	Stats & Probability	1.3%	44.9%	51.3%	2.6%	0%

Year Level and Total Number of Students	English & Mathematics 2018	A	B	C	D	E
Year Two 62	Reading & Viewing	14.5%	22.6%	48.4%	12.9%	1.6%
	Writing	11.3%	21.0%	48.4%	17.7%	1.6%
	Speaking & Listening	4.8%	24.2%	67.7%	1.6%	1.6%
	Number & Algebra	14.5%	27.4%	50.0%	6.5%	1.6%
	Meas & Geometry	14.5%	17.7%	61.3%	4.8%	1.6%
	Stats & Probability	16.1%	19.4%	58.1%	4.8%	1.6%

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Year Level and Total Number of Students	English & Mathematics 2018	A	B	C	D	E
Year Three 65	Reading & Viewing	15.4%	18.5%	53.8%	10.8%	1.5%
	Writing	12.3%	24.6%	44.6%	18.5%	0%
	Speaking & Listening	13.8%	35.4%	49.2%	1.5%	0%
	Number & Algebra	23.1%	23.1%	38.5%	15.4%	0%
	Meas & Geometry	16.9%	30.8%	41.5%	10.8%	0%
	Stats & Probability	20.0%	18.5%	55.4%	6.2%	0%

Year Level and Total Number of Students	English & Mathematics 2018	A	B	C	D	E
Year Four 54	Reading & Viewing	24.1%	31.5%	44.4%	0%	0%
	Writing	9.3%	35.2%	55.6%	0%	0%
	Speaking & Listening	9.3%	63.0%	27.8%	0%	0%
	Number & Algebra	16.7%	40.7%	40.7%	1.9%	0%
	Meas & Geometry	13.0%	27.8%	57.4%	1.9%	0%
	Stats & Probability	13.0%	55.6%	31.5%	0%	0%

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Year Level and Total Number of Students	English & Mathematics 2018	A	B	C	D	E
Year Five 48	Reading & Viewing	16.7%	14.6%	39.6%	27.1%	2.1%
	Writing	6.3%	22.9%	60.4%	8.3%	2.1%
	Speaking & Listening	14.6%	27.1%	56.3%	2.1%	0%
	Number & Algebra	6.3%	16.7%	50.0%	25.0%	2.1%
	Meas & Geom	2.1%	12.5%	72.9%	10.4%	2.1%
	Stats & Prob	4.2%	20.8%	70.8%	2.1%	2.1%

Year Level and Total Number of Students	English & Mathematics 2018	A	B	C	D	E
Year Six 63	Reading & Viewing	19.0%	27.0%	41.3%	11.1%	1.6%
	Writing	11.1%	23.8%	60.3%	3.2%	1.6%
	Speaking & Listening	11.1%	30.2%	58.7%	0%	0%
	Number & Algebra	19.0%	28.6%	34.9%	15.9%	1.6%
	Meas & Geom	4.8%	33.3%	49.2%	11.1%	1.6%
	Stats & Prob	15.9%	39.7%	41.3%	3.2%	0%

- 88% students achieved C standard and above in Mathematics (94% target).
- PAT M data showed growth in Mathematics in all year levels except Year 1. Teachers commented that reading the test proved difficult for many Year 1 students.

Year 1 2% in top two bands (13% target)

Year 2 31% in top two bands (20% target)

Year 3 12% in top two bands (10% target)

Year 4 11% in top two bands (26% target)

Year 5 17% in top two bands (16% target)

Year 6 5% in top two bands (16% target)

Goal 3 – School Leadership

The school's deliverables included –

Continue to build capacity of staff

Continue to identify and develop leaders in the school to “grow our own”

- Supported by the Assistant Principal, two Visible Learning Impact Coaches led the implementation of Visible Learning in the school. The impact coaches 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.
- Visible Learning impact coaches also attended a Growth Mindset professional development session and an on-site session was conducted for all staff.
- 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. All students have learning goals in Writing, Reading and Mathematics. Visible learning has made a significant difference to teaching and learning at our school and is now embedded across the school.
- The impact coaches also conducted a VL Learning Walk, inviting teachers from Darwin City Schools to participate and learn about our school's approach to Visible Learning across the school. This was well attended with very positive feedback received.
- The Literacy leader attended literacy professional development, network meetings and planning sessions with the DoE Literacy coach as part of the Assessment Capable Writers Project. The Literacy leader also was a member of the DoE NAPLAN Writing Marking Panel. Knowledge and information gained of NAPLAN Writing was presented to staff in professional development sessions.
- The Principal and Assistant Principals continued to focus on regular lesson observations and provided both written and verbal feedback to teachers in the areas of Writing and Mathematics. 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.

- The Assistant Principals and senior teacher Technology and Innovation led staff in professional development sessions on 21st century learning, in particular the 4C's – Communication, Collaboration, Critical Thinking and Creativity. PD sessions were organised in staff meetings as well as after school. Staff worked collaboratively to form a set of 4C's definitions and posters were designed to display in classrooms. The 4C's were a focus in all classes with consistent language used across the school.
- A Year 6 teacher coordinated the development and implementation of a new Year 5/6 program called QUEST. QUEST is an inquiry based program, aimed to connect and inspire, bringing real life contexts to the classroom. Students worked with industry professionals on various projects – Beyond The Field (What are the key factors and influences in an athlete's pursuit of success?), Mad Mud Scientists (Are mangroves important? How should we manage mangrove ecosystems in the Top End?), Top End Textiles (What impact has cultural appropriation had on the textile industry in the Top End?), Grand Designs (How can I make my dream home a reality?), Footsteps From The Past (How will you record your story for future generations? Let's investigate the possibilities), From Shell to Shop (How does a pearl make it from shell to shop?), Evolution of Trade (How and why have mechanics and associated trade industries had to adapt over time?), Media in Darwin (How is news shared? Who or what decides what news and information we receive?). At the end of the term program, Year 5/6 students and staff conducted a QUEST Expo of Learning to showcase to our school community their learnings from the QUEST program. It was also an opportunity to say thank you to the business and industry professionals who assisted with the program. The QUEST Expo of Learning was outstanding.
- Two senior teachers attended a STEAM conference in Sydney. Together they improved the school's curriculum map to align with STEAM units. They also organised a highly successful whole school STEAM Day in which all students across the school worked together on a STEAM challenge incorporating the 4C's.
- One senior teacher (STEAM Coordinator) was selected to participate in a DoE organised STEM in Action Forum in Hefei, Anhui Province, China.
- The school's Focus Teams – 21st Century Learning, Literacy, Numeracy and Data worked to a high level and leaders developed from within these teams. Professional learning for staff was delivered by staff from each of the Focus

Teams both in staff meeting sessions and a number of professional development sessions held after school hours.

- 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, resources and the Cambridge alignment document. This was led by the ST1 Head of Curriculum and Assessment.
- Cambridge Primary Curriculum (English, Mathematics and Science) 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.
- Year 6 students elected to sit the Cambridge Year 6 Primary Checkpoint Exam in English, Mathematics and Science 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.

Goal 4 – Data and Accountability

The school's deliverables included –

Engage teachers in analysis and discussion of student data to improve targeted teaching

- Our teacher responsible for Grade Expert attended a Grade Expert PD for data analysis and data reports to update her skills. This teacher presented Grade Expert professional learning in whole staff meetings and teaching team meetings. Teachers also had one-on-one support as required from other teachers in the Data Focus Team. Grade Expert school-wide data monitoring system established in the school 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.
- As part of the Assessment Capable Writers Project, teachers used the writing rubric to collect data on students' writing. Teachers had a strong focus on writing data and analysing student, class, year level and school data. Teachers were very aware of school writing targets and progress made to meet these targets.
- 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.
- The Data Focus Team, coordinated by a teacher data champion, provided extensive professional development for teachers both in school and after school. Teachers also had data mentors from the Data Focus Team who provided individual support for teachers. The school met the target of 60% class teachers consistently analysing and using data to inform their teaching programs and practices.

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- 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 21st century learning.

Goal 5 – Community Engagement

The school's deliverables included –

Establish and develop a partnership with a Cambridge School.

Further develop sister school relationship.

Further develop partnership with Confucius Institute at CDU.

- A Memorandum of Understanding for a sister-school relationship was developed with Excelsior International School 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. The benefits of our sister school relationship are :
 - To increase cultural awareness and respect for each other's cultures
 - To provide opportunities for students and teachers to develop skills which enhance Australia-Malaysia 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.
- Our third successful Year 6 study tour to Singapore was conducted in September. This was our first group of Year 6 students to visit our sister-school, Excelsior International School. There was a focus on developing relationships between both schools, staff and students. Staff and students communicated by email and Skype sessions. Planning has already commenced for the 2019 Year 6 international study tour.
- Our partnership continued with GEMS World Academy, an amazing school in Singapore with a strong focus on 21st century learning. Whilst visiting our sister-school, three staff members also visited GEMS to undertake PD around the isteam lab and inquiry based learning. As a result, the trialling of a STEAM CPPT program between teachers occurred. Teachers also added a STEAM component to our school curriculum map.
- 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, 5 and 6. This program was also supported by teachers from the Darwin Languages Centre. Next year, the program will include Year 1 students.

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- To develop a more seamless transition for students between the different stages of schooling, Darwin City Schools continued to work together. Professional learning walks were conducted by all schools, with teachers visiting other schools to learn about a particular area of focus ie. Writing, Visible Learning, Digital Technologies. Our school conducted professional learning walks in Visible Learning and Writing.
- Larrakeyah Primary is a participating member of Darwin High's Innovation grant – focussing on STEAM across the primary schools, middle and high school. Two staff members attended the initial professional development session and we will continue the partnership in this project next year.
- All Darwin City primary schools and Darwin Middle School had a combined professional development day to enable teacher collaboration across schools. Teachers discussed and shared what their schools are doing in STEAM focussing on curriculum outcomes, assessment and resources.

NAPLAN - Summary - 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.

2018		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	64	89%	61	95%
	Writing	62	86%	58	94%
	Spelling	64	89%	61	95%
	Grammar	64	89%	61	95%
	Numeracy	62	86%	59	95%
Year 5	Reading	47	98%	44	94%
	Writing	47	98%	42	89%
	Spelling	47	98%	44	94%
	Grammar	47	98%	43	91%
	Numeracy	47	98%	46	98%

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.

2018		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	3	4	61	85	3	4	5	7
	Writing	3	4	59	82	4	6	6	8
	Spelling	3	4	61	85	3	4	5	7
	Grammar	3	4	61	85	3	4	5	7
	Numeracy	3	4	59	82	4	6	6	8
Year 5	Reading	1	2	46	96			1	2
	Writing	1	2	46	96			1	2
	Spelling	1	2	46	96			1	2
	Grammar	1	2	46	96			1	2
	Numeracy	1	2	46	96			1	2

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.

2018		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	3	5			61	95
	Writing	4	6	1	2	57	92
	Spelling	3	5	3	5	58	91
	Grammar	3	5	4	6	57	89
	Numeracy	3	5	3	5	56	90
Year 5	Reading	3	6	4	9	40	85
	Writing	5	11	5	11	37	79
	Spelling	3	6	4	9	40	85
	Grammar	4	9	6	13	37	79
	Numeracy	1	2	3	6	43	91

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	-	-	44	87.6%	-	-	44	88.7%
Ttan	3	85.8%	75	91.6%	1	63.1%	60	92.7%
Yr 1	-	-	58	94.1%	1	89.1%	78	93.5%
Yr 2	2	93.7%	72	94.0%	1	85.3%	63	93.3%
Yr 3	3	81.8%	63	91.5%	3	87.8%	71	93.2%
Yr 4	1	97.4%	52	93.6%	2	74.7%	61	91.6%
Yr 5	4	90.7%	68	94.2%	2	79.8%	48	93.1%
Yr 6	1	88.1%	53	92.5%	5	91.4%	66	94.3%
ALL	14	88.4%	485	92.8%	15	84.7%	491	92.9%

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

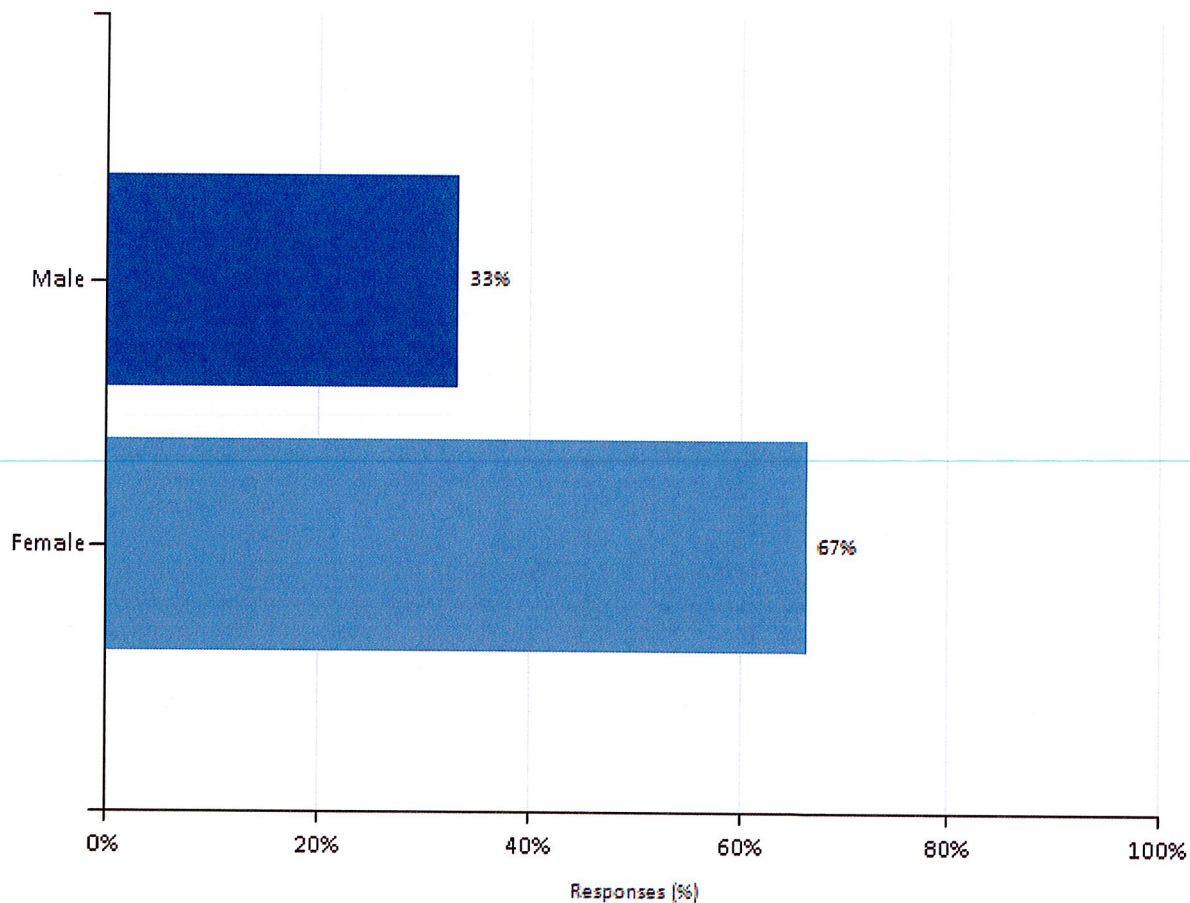
Survey title	Larrakeyah Primary School 2018 Parent Survey
Report title	Distribution - single
Organisation name	Larrakeyah Primary School
Generation time & date	2:21PM - 07 Sep 2018
Generated by	Rick Collister
Distribution name	Larrakeyah Primary School 2018 Parent Survey - 13/08/2018 10:20 AM
School year	2018
Num of online responses	102
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 . What is your sex? Please [tick/mark/select] one box.

Question overview

Module name	2018 NT primary parent demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	102
Not answered	0

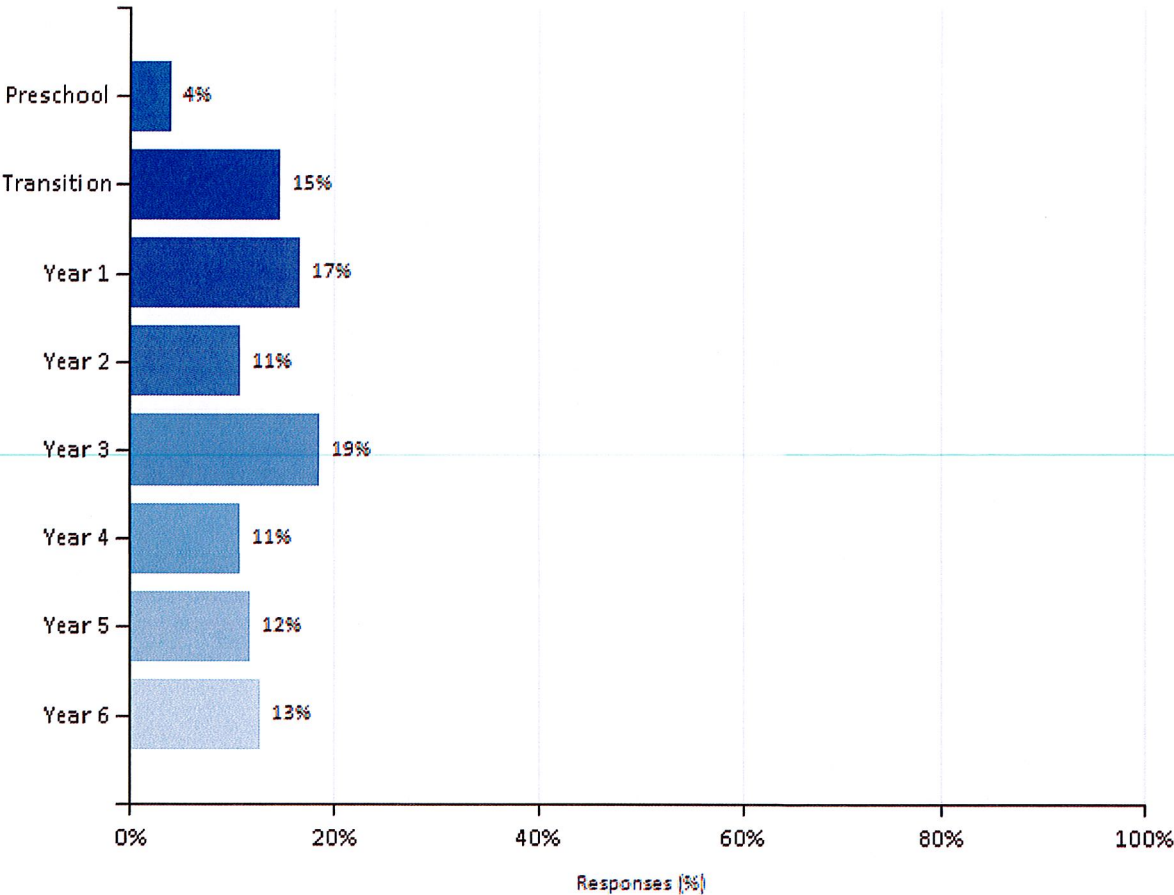


	Male		Female	
	Num	%	Num	%
Number	34	33%	68	67%

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

Question overview

Module name	2018 NT primary parent demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Single response multiple choice
Answered	102
Not answered	0



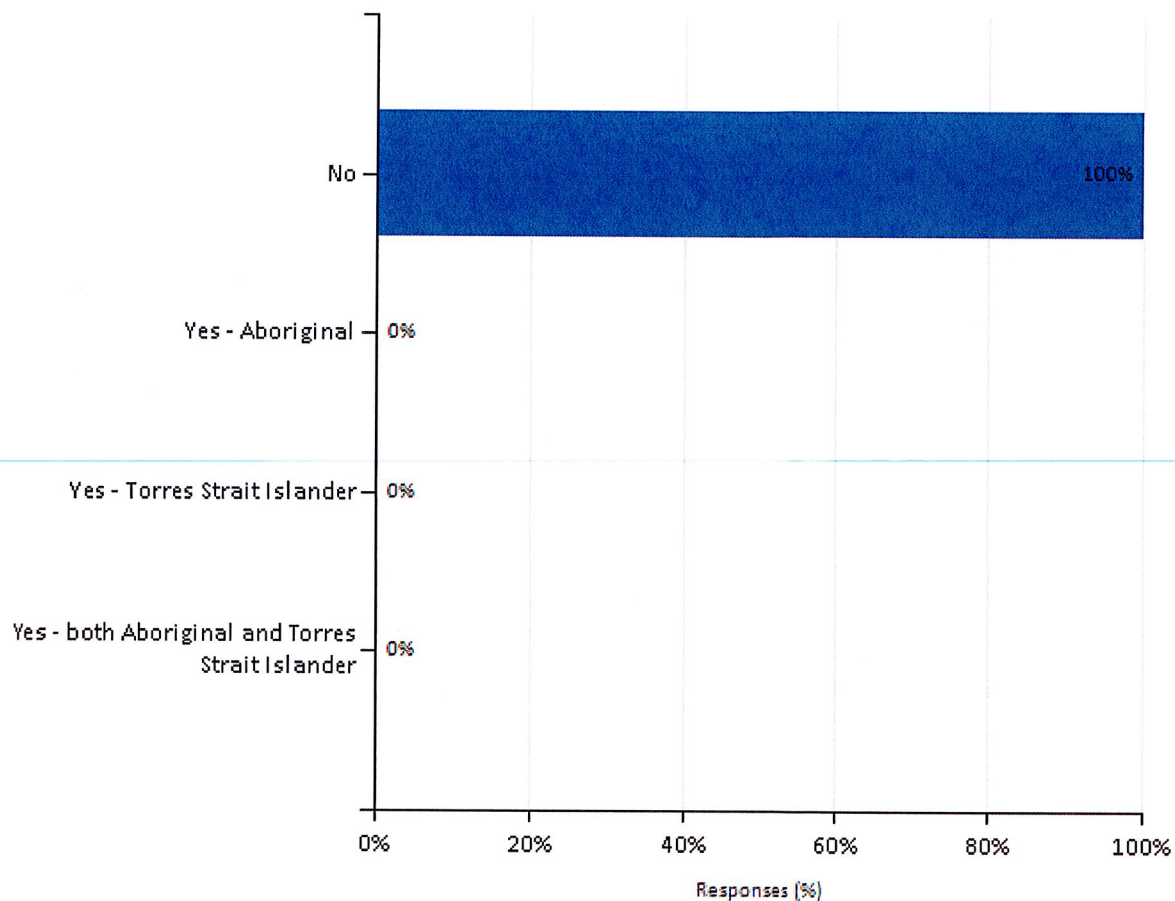
	Preschool		Transition		Year 1		Year 2		Year 3	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	4	4%	15	15%	17	17%	11	11%	19	19%

	Year 4		Year 5		Year 6	
	Num	%	Num	%	Num	%
Number	11	11%	12	12%	13	13%

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

Question overview

Module name	2018 NT primary parent demographic questions
Module owner	NT Department of Education
Category	Demographics
Mandatory	No
Type	Single response multiple choice
Answered	102
Not answered	0



	No		Yes - Aboriginal		Yes - Torres Strait Islander		Yes - both Aboriginal and Torres Strait Islander	
	Num	%	Num	%	Num	%	Num	%
Number	102	100%	-	-	-	-	-	-

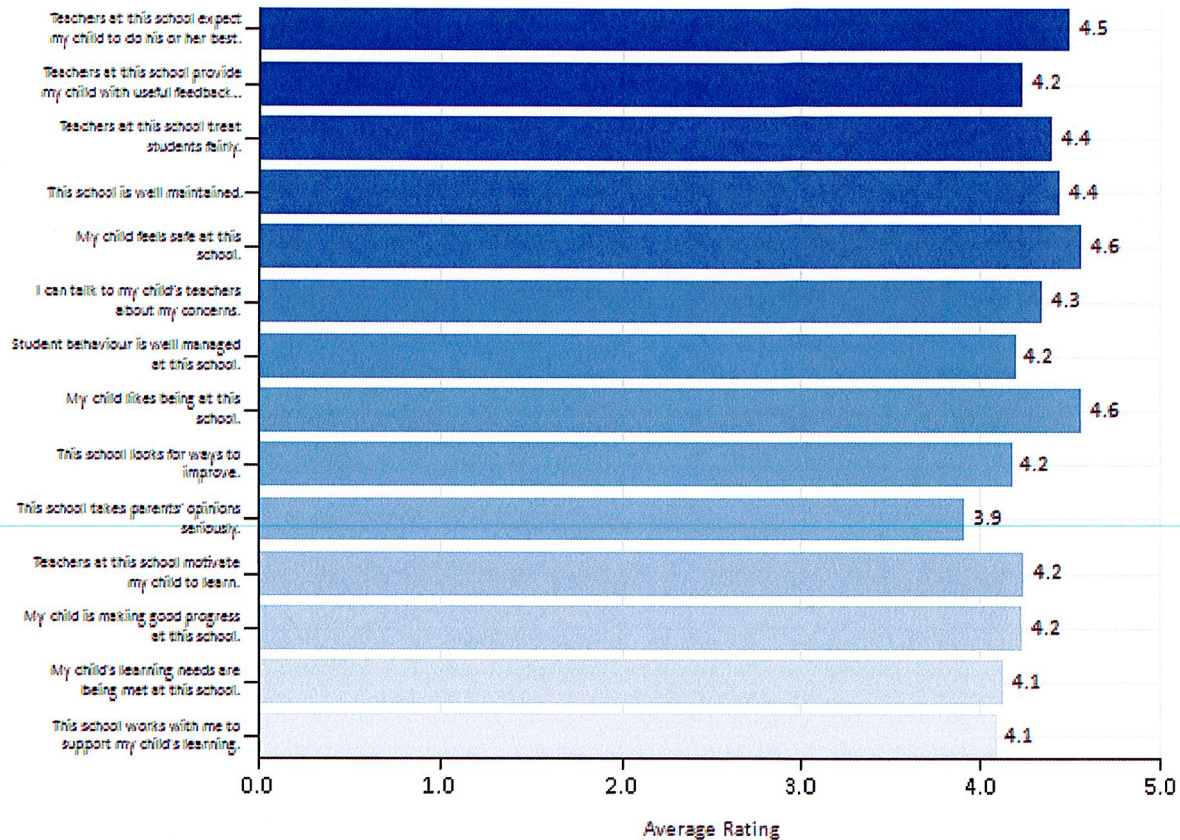
Question overview

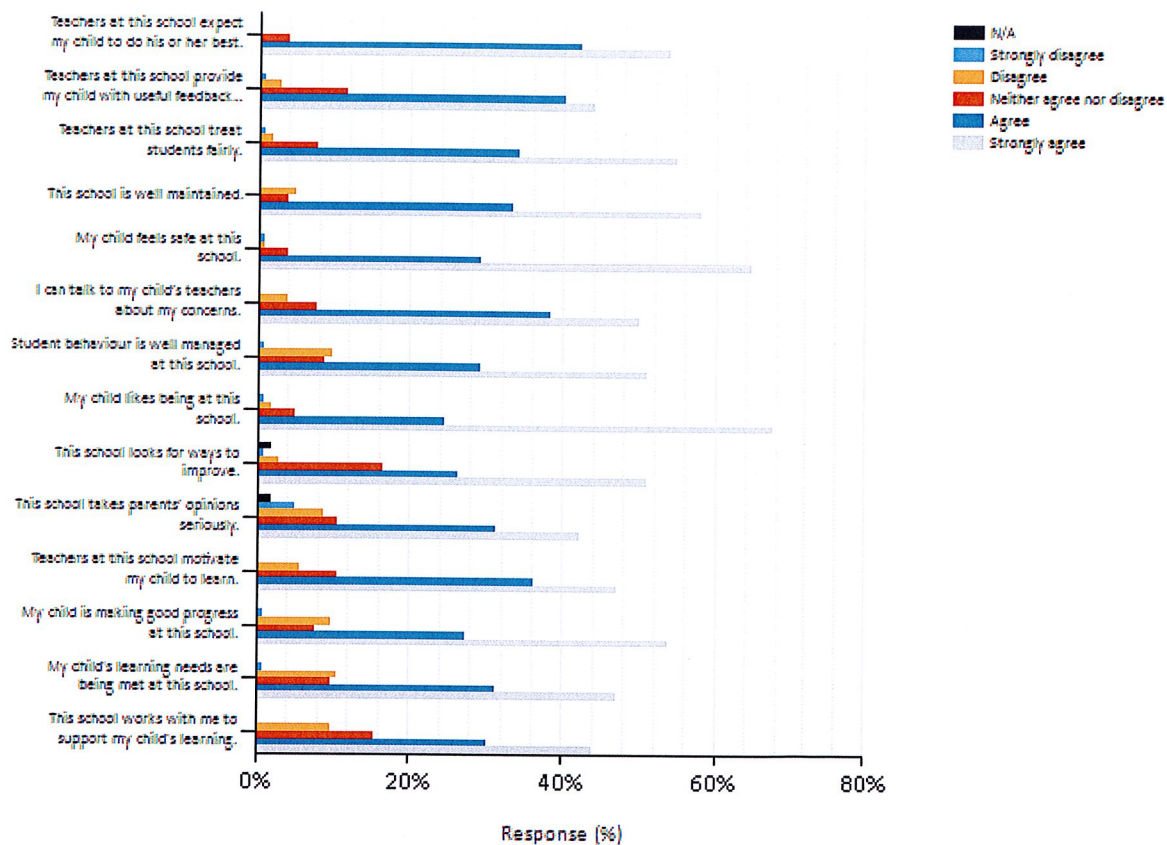
Module name	National parent questions
Module owner	National
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	102
Not answered	0

Rating

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

Score





	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.	-	-	-	-	-	-	4	4%	43	42%	55	54%
Teachers at this school provide my child with useful feedback about his or her school work.	-	-	1	1%	3	3%	12	12%	41	40%	45	44%
Teachers at this school treat students fairly.	-	-	1	1%	2	2%	8	8%	35	34%	56	55%
This school is well maintained.	-	-	-	-	5	5%	4	4%	34	33%	59	58%
My child feels safe at this school.	-	-	1	1%	1	1%	4	4%	30	29%	66	65%
I can talk to my child's teachers about my concerns.	-	-	-	-	4	4%	8	8%	39	38%	51	50%
Student behaviour is well managed at this school.	-	-	1	1%	10	10%	9	9%	30	29%	52	51%
My child likes being at this school.	-	-	1	1%	2	2%	5	5%	25	25%	69	68%
This school looks for ways to improve.	2	2%	1	1%	3	3%	17	17%	27	26%	52	51%
This school takes parents' opinions seriously.	2	2%	5	5%	9	9%	11	11%	32	31%	43	42%
Teachers at this school motivate my child to learn.	-	-	-	-	6	6%	11	11%	37	36%	48	47%
My child is making good progress at this school.	-	-	1	1%	10	10%	8	8%	28	27%	55	54%

My child's learning needs are being met at this school.	-	-	1	1%	11	11%	10	10%	32	31%	48	47%
This school works with me to support my child's learning.	-	-	-	-	10	10%	16	16%	31	30%	45	44%

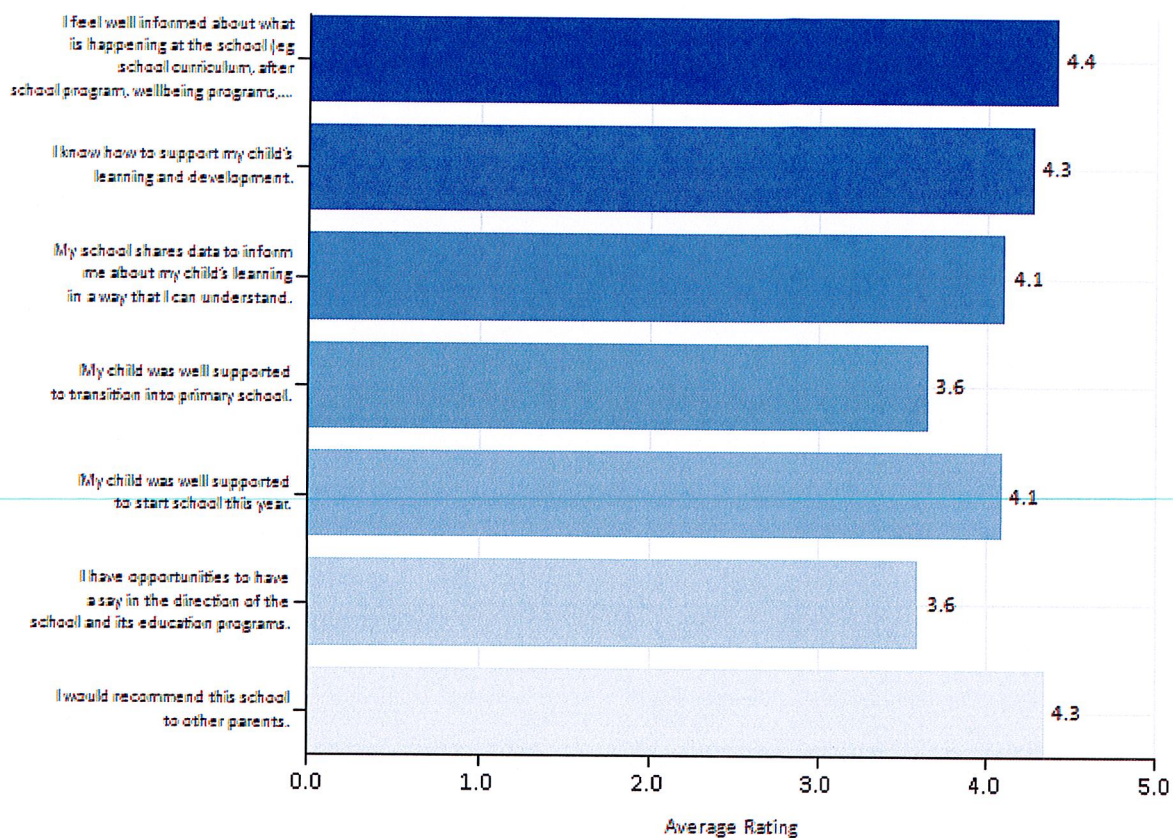
Question overview

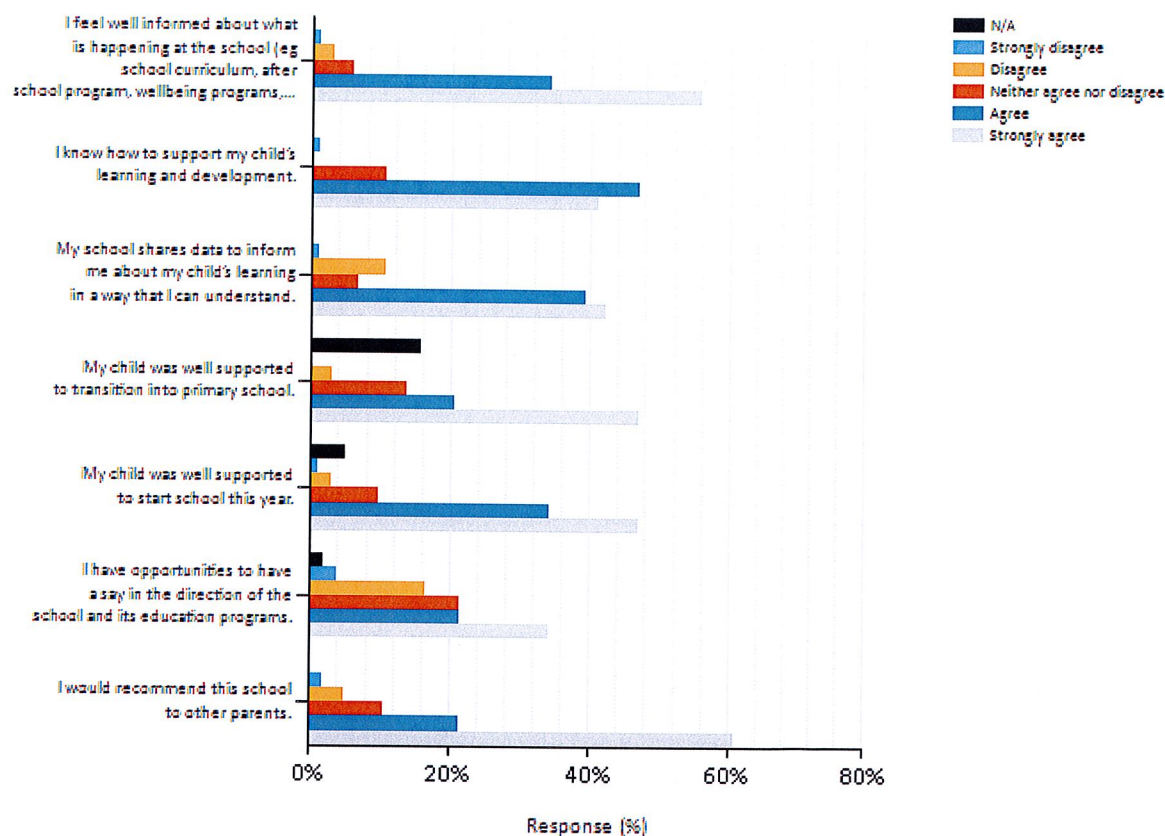
Module name	2018 NT primary Parent questions no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	102
Not answered	0

Rating

Score

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



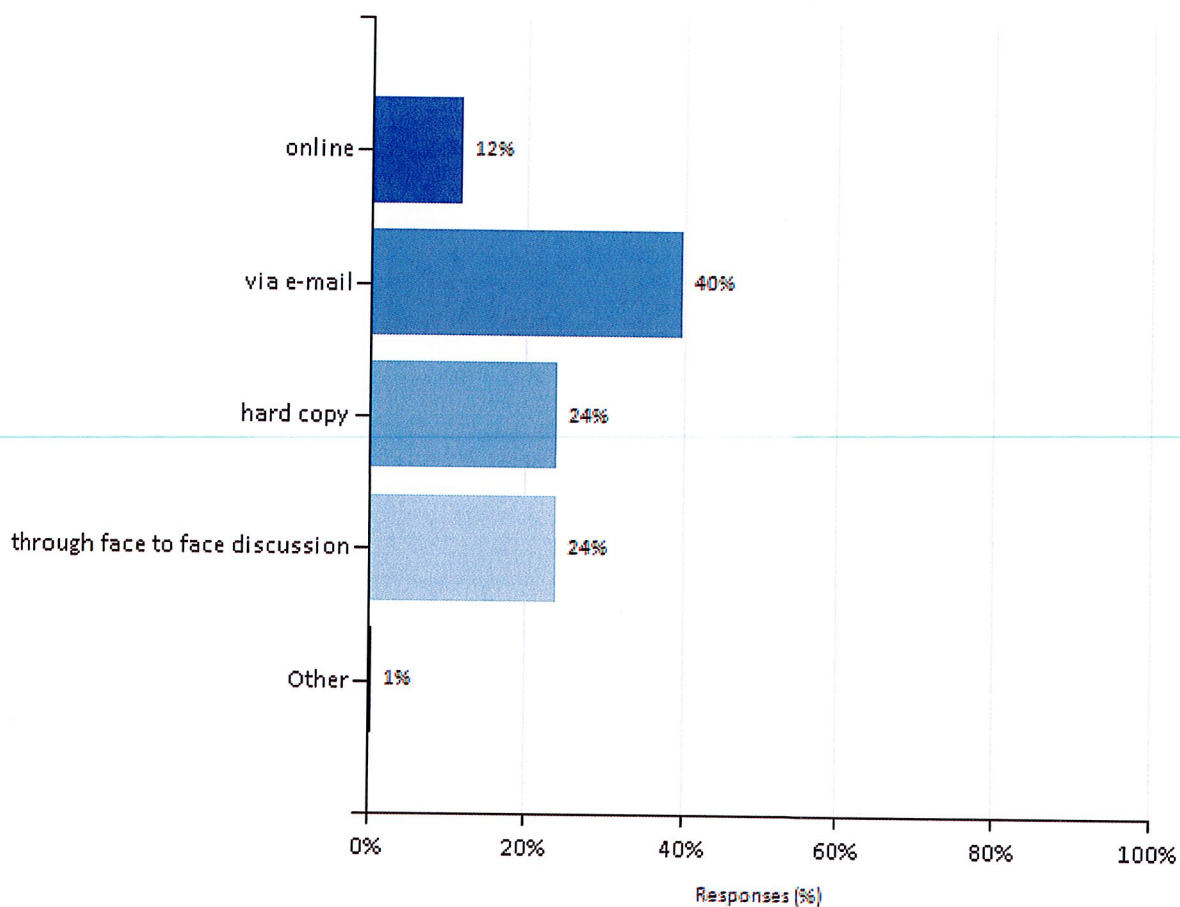


	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
I feel well informed about what is happening at the school (eg school curriculum, after school program, wellbeing programs, building works).	-	-	1	1%	3	3%	6	6%	35	34%	57	56%
I know how to support my child's learning and development.	-	-	1	1%	-	-	11	11%	48	47%	42	41%
My school shares data to inform me about my child's learning in a way that I can understand.	-	-	1	1%	11	11%	7	7%	40	39%	43	42%
My child was well supported to transition into primary school.	16	16%	-	-	3	3%	14	14%	21	21%	48	47%
My child was well supported to start school this year.	5	5%	1	1%	3	3%	10	10%	35	34%	48	47%
I have opportunities to have a say in the direction of the school and its education programs.	2	2%	4	4%	17	17%	22	22%	22	22%	35	34%
I would recommend this school to other parents.	-	-	2	2%	5	5%	11	11%	22	22%	62	61%

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

Question overview

Module name	2018 NT primary Parent questions no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Multiple response multiple choice
Answered	100
Not answered	2

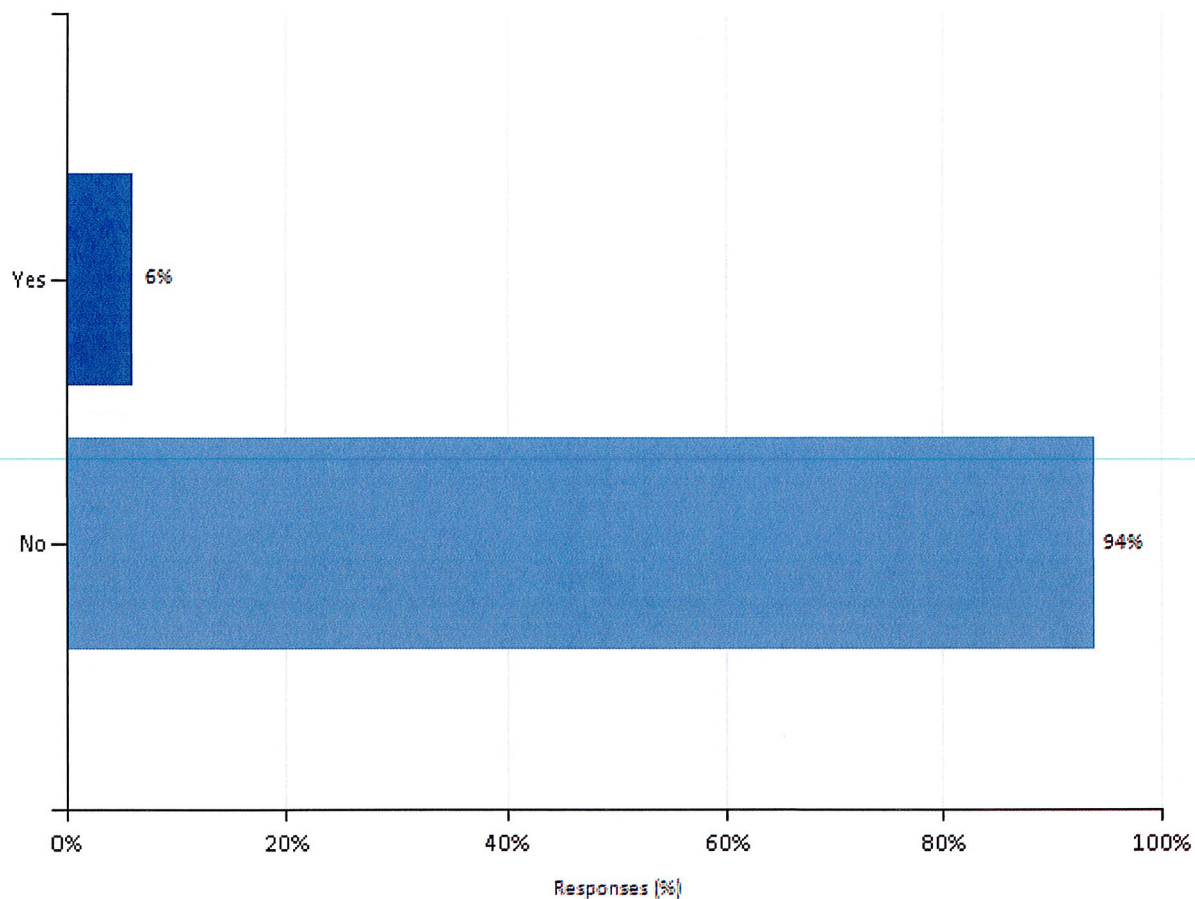


	online		via e-mail		hard copy		through face to face discussion		Other	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	19	12%	65	40%	39	24%	39	24%	1	1%

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

Question overview

Module name	2018 NT primary Parent questions no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	99
Not answered	3

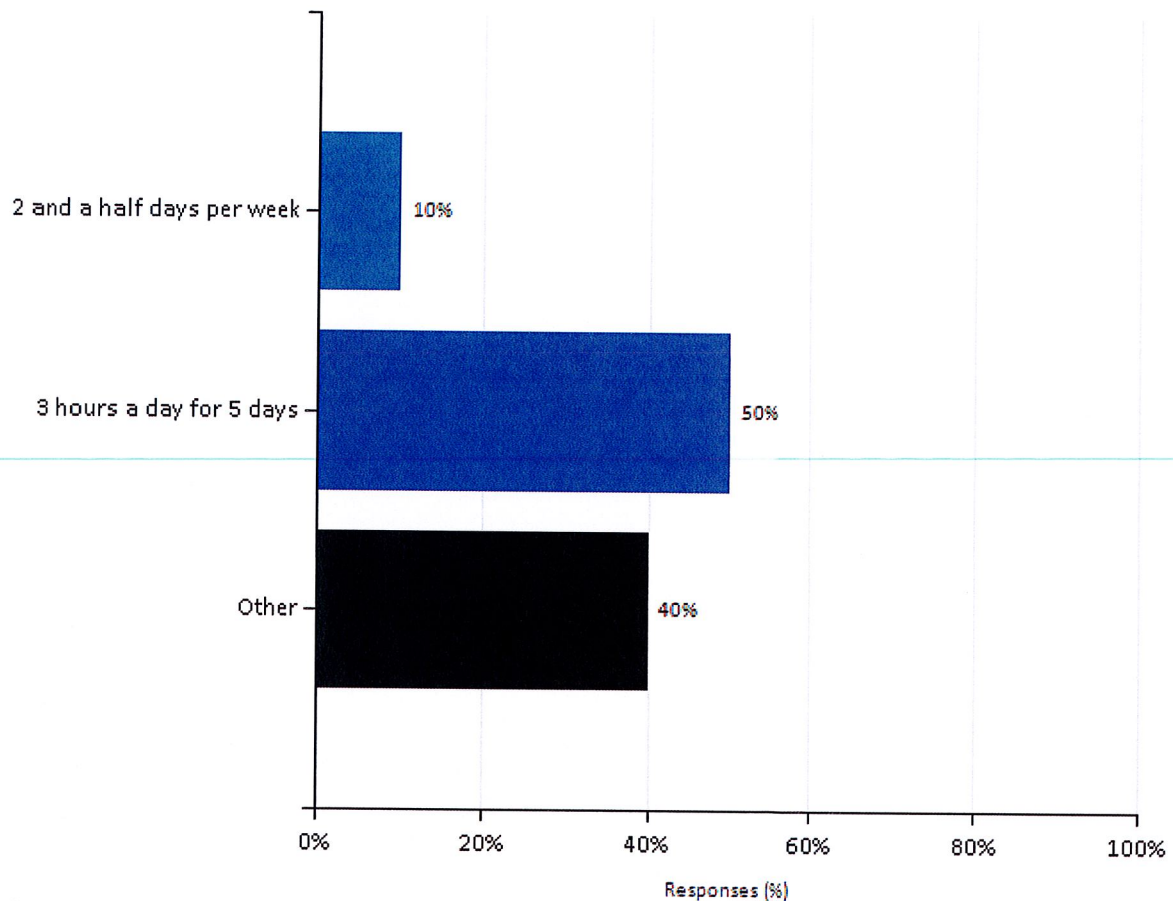


	Yes		No	
	Num	%	Num	%
Number	6	6%	93	94%

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

Question overview

Module name	2018 NT primary Parent questions no skip logic
Module owner	NT Department of Education
Category	preschool
Mandatory	No
Type	Single response multiple choice
Answered	10
Not answered	92



	2 and a half days per week		3 hours a day for 5 days		Other	
	Num	%	Num	%	Num	%
Number	1	10%	5	50%	4	40%

Question overview

Module name	2018 NT primary Parent questions no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	9
Not answered	93

Rating

Score

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

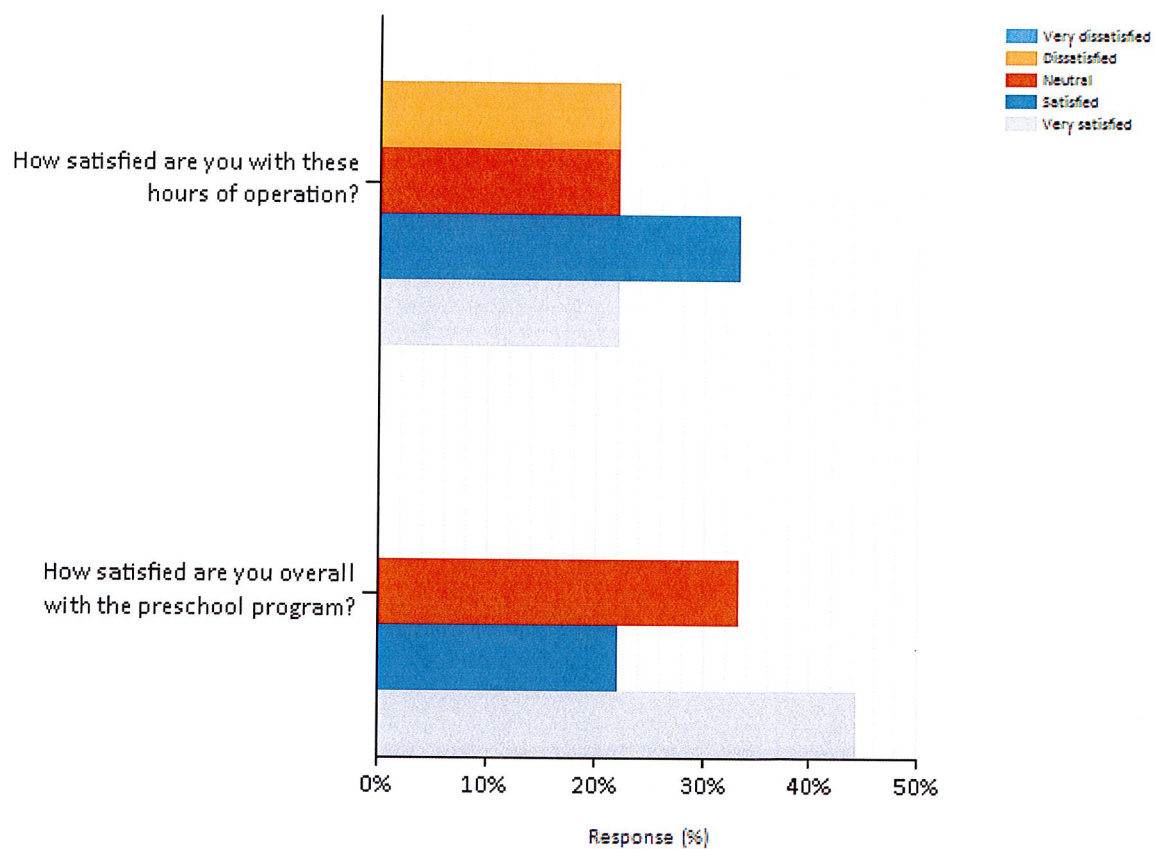
How satisfied are you with these hours of operation?

3.6

How satisfied are you overall with the preschool program?

4.1

0.0 1.0 2.0 3.0 4.0 5.0
Average Rating

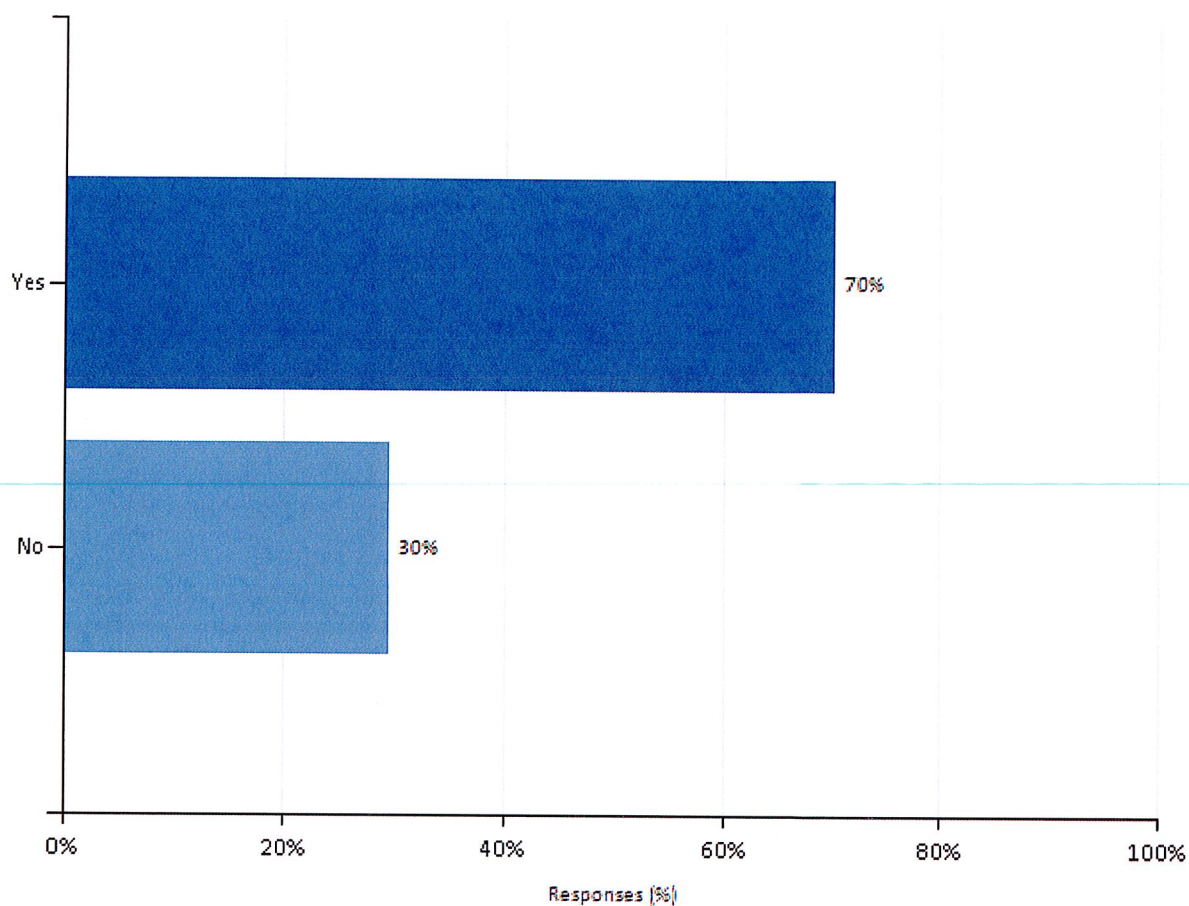


	Very dissatisfied		Dissatisfied		Neutral		Satisfied		Very satisfied	
	Num	%	Num	%	Num	%	Num	%	Num	%
How satisfied are you with these hours of operation?	-	-	2	22%	2	22%	3	33%	2	22%
How satisfied are you overall with the preschool program?	-	-	-	-	3	33%	2	22%	4	44%

11 . Does your child participate in sequenced, structured skills based sessions for sport games?

Question overview

Module name	Sport in Schools programs - parents
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	98
Not answered	4

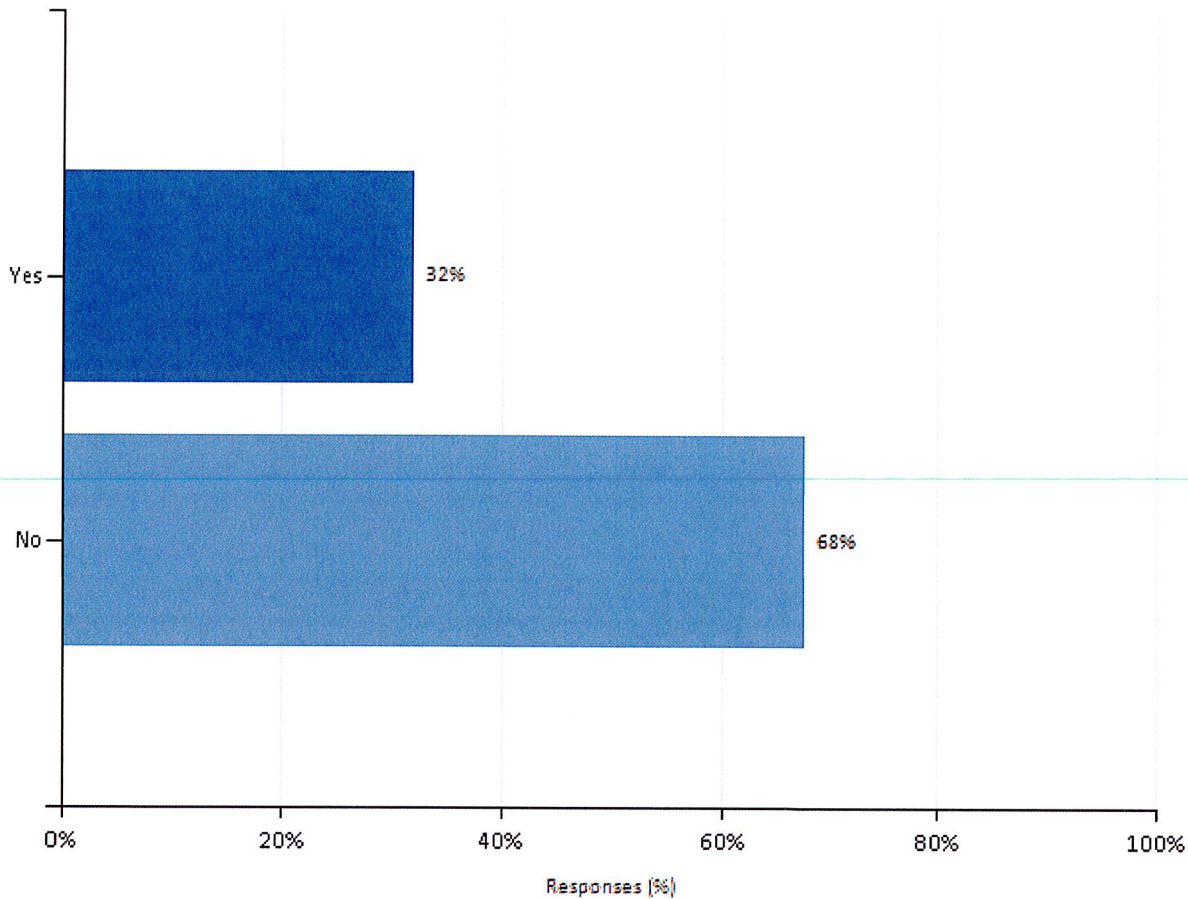


	Yes		No	
	Num	%	Num	%
Number	69	70%	29	30%

12 . Does your child participate in interschool sport on a regular basis as part of the school day?

Question overview

Module name	Sport in Schools programs - parents
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	100
Not answered	2

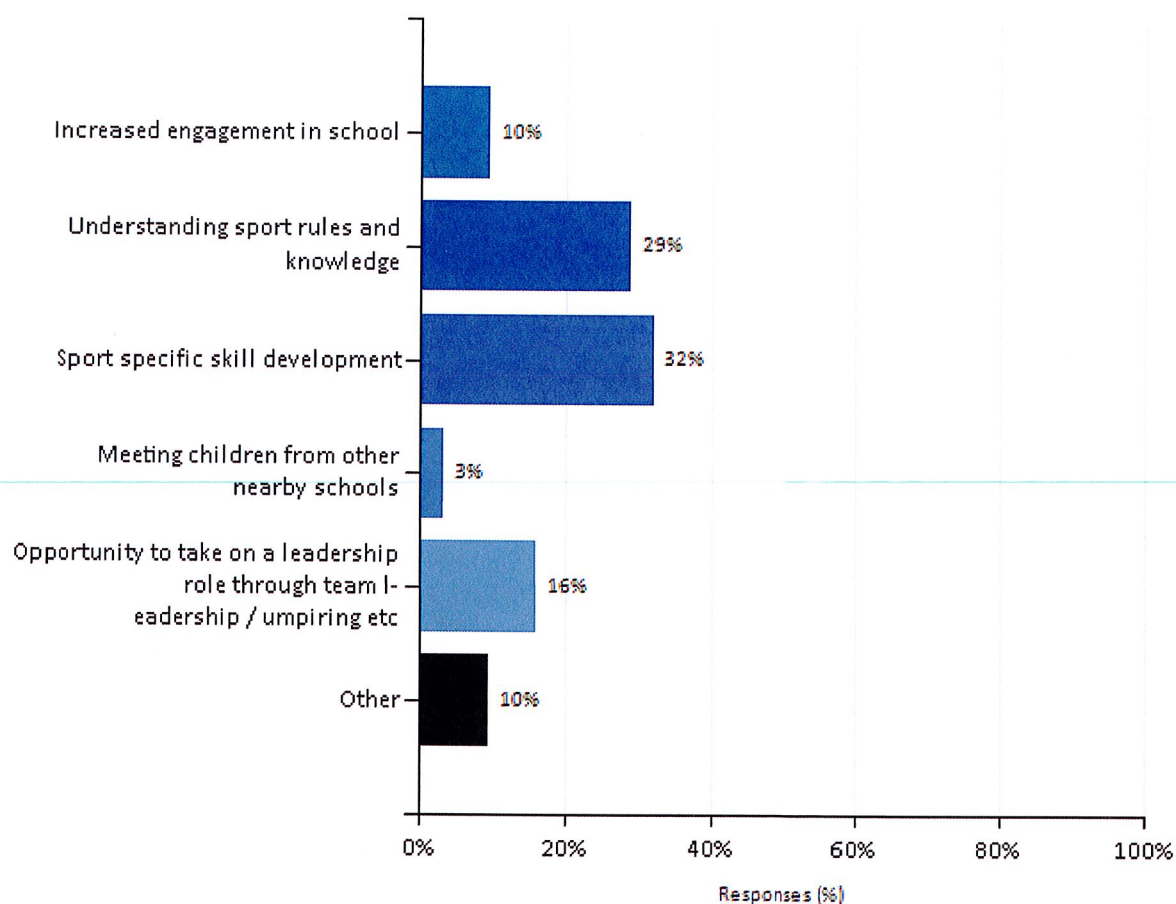


	Yes		No	
	Num	%	Num	%
Number	32	32%	68	68%

13 . If you answered no to the previous questions, please skip this question.

Question overview

Module name	Sport in Schools programs - parents
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	31
Not answered	71



	Increased engagement in school		Understanding sport rules and knowledge		Sport specific skill development		Meeting children from other nearby schools		Opportunity to take on a leadership role through team leadership / umpiring etc	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	3	10%	9	29%	10	32%	1	3%	5	16%

Other	
Num	%
3	10%

Question overview

Category	parent
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	99
Not answered	3

Rating

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

Score

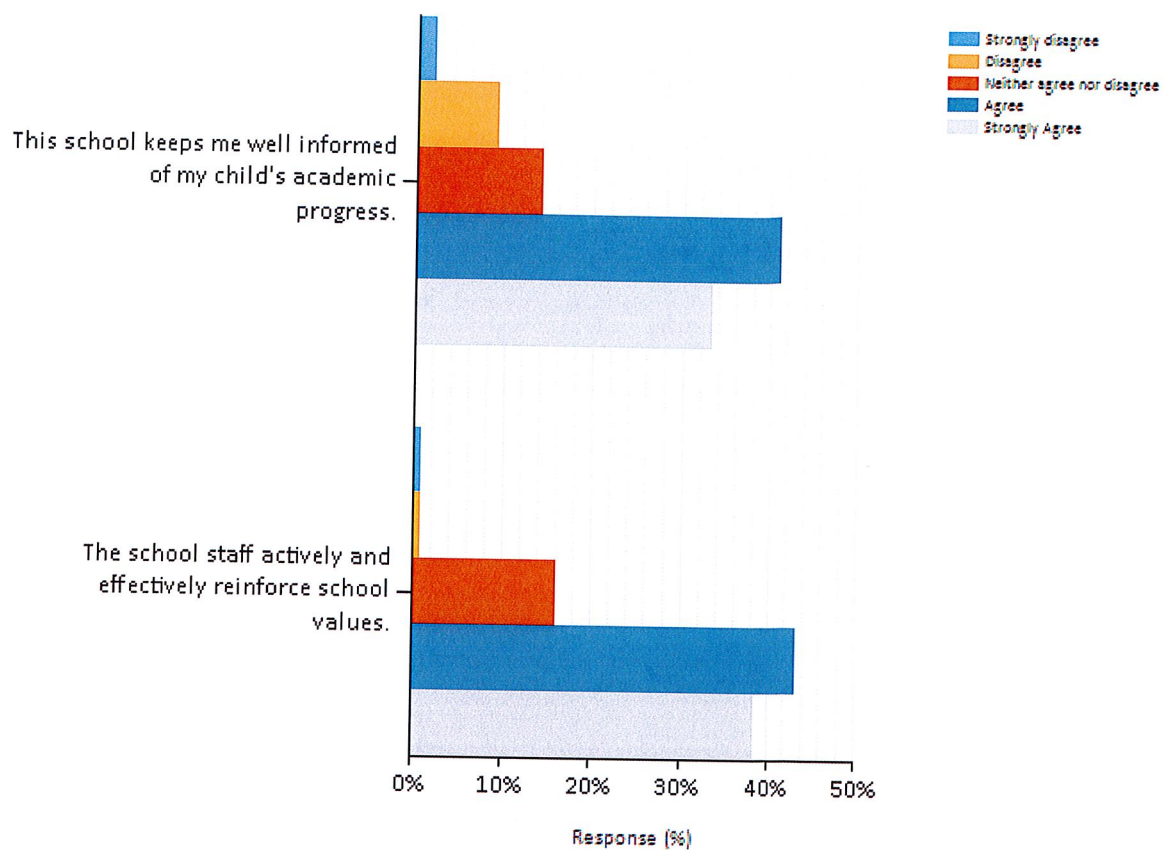
This school keeps me well informed
of my child's academic
progress.

3.9

The school staff actively and
effectively reinforce school
values.

4.2

0.0 1.0 2.0 3.0 4.0 5.0
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.	2	2%	9	9%	14	14%	41	41%	33	33%
The school staff actively and effectively reinforce school values.	1	1%	1	1%	16	16%	43	43%	38	38%

Larrakeyah Primary School Council Incorporated

ABN: 63 496 566 245

Special Purpose Financial Report

For the Year Ended 31 December 2018

ALICE SPRINGS - DARWIN

PH 08 8953 4440
FAX 08 8960 5555
1/70 Elder Street
Alice Springs NT 0870
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Alice Springs NT 0871
admin@claritynt.com.au
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ABN 42 140 540 101

Liability limited by a scheme
approved under Professional
Standards Legislation

Larrakeyah Primary School Council Incorporated

ABN: 63 496 566 245

Special Purpose Financial Report

For the Year Ended 31 December 2018

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Balance Sheet	7
Notes to the Financial Statements	8

COUNCIL DECLARATION

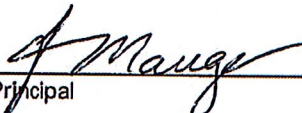
Larrakeyah Primary School Council Incorporated


For the Year Ended 31 December 2018

The Larrakeyah Primary School Council has determined that the School Council is not a reporting entity and that this Special Purpose Financial Report should be prepared in accordance with the accounting policies outlined in the Notes to the Financial Statements.

In the opinion of the Larrakeyah Primary School Council the Financial Statements as set out on the following pages:

1. Presents fairly the financial position of Larrakeyah Primary School Council Incorporated as at 31 December 2018 and its performance for the year ended on that date; and
2. At the date of this statement, there are reasonable grounds to believe that Larrakeyah Primary School Council Incorporated will be able to pay its debts as and when they fall due.


Principal
Dated: 7/2/19


Chairperson
Dated: 7.2.19

INDEPENDENT AUDITOR'S REPORT

Larrakeyah Primary School Council Incorporated

For the Year Ended 31 December 2018

Independent Auditor's Report to the members of Larrakeyah Primary School Council Incorporated

Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Larrakeyah Primary School Council Incorporated (the 'Council') which comprises the income and expenditure statement for the year then ended, the assets and liabilities statement as at 31 December 2018, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of our report, the accompanying financial report of the Council presents fairly, in all material respects, the financial position of the Council as at 31 December 2018 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

Basis for Qualified Opinion

1. The Council has determined that it is impracticable to establish controls over the collection of income prior to its recording in the accounting system, other than annual government funding and grant income. Accordingly, as the evidence available to us regarding such income was limited, our audit procedures with respect to such income had to be restricted to the amounts recorded in the financial records. We are therefore unable to express an opinion on the completeness of such income in the financial statements.

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Boards (APES 110 Code of Ethics for Professional Accountants) (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Emphasis of Matter - Basis of Accounting

We draw attention to the Notes to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Council to meet the requirements of the *Northern Territory of Australia Education Act and associated Regulations*. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

INDEPENDENT AUDITOR'S REPORT

Larrakeyah Primary School Council Incorporated

For the Year Ended 31 December 2018

Responsibilities of Management for the Financial Report

Management is responsible for the preparation and fair presentation of the financial report in accordance with the requirements of the *Northern Territory of Australia Education Act and associated Regulations* and has determined that the basis of preparation described in Note 1 is appropriate to meet the needs of the Council. Management's responsibility also includes such internal control as deemed necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, management is responsible for assessing the Council's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Council or to cease operations, or has no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at: <http://www.auasb.gov.au/Home.aspx>. This description forms part of our auditor's report.

Auditor's signature:



Claire Young
Director, ClarityNT
1/70 Elder Street, Alice Springs
NT 0870

Dated: 07/02/2019

INCOME AND EXPENDITURE STATEMENT

Larrakeyah Primary School Council Incorporated

For the Year Ended 31 December 2018

Income	2018	2017
Commonwealth Grants - Via DOE	\$0.00	\$0.00
Commonwealth Grants - Direct to School	\$20,336.00	\$22,500.00
Other Grants from DOE	\$909,340.64	\$1,023,832.44
Other Grants from NTG	\$103,626.67	\$70,878.08
Grants from External Third Parties	\$6,655.75	\$13,859.71
School Council Projects	\$687,716.71	\$533,147.72
Student Activities	\$184,875.29	\$167,344.84
Interest Received	\$8,789.68	\$14,573.06
Receipts/Reimbursements from Other Government Schools	\$2,704.56	\$4,632.56
Total Income	\$1,924,045.30	\$1,850,768.41
Expenses		
Salaries and Related Expenditure	\$391,713.60	\$374,221.17
Superannuation Expenses	\$36,884.82	\$35,305.44
School General Expenses	\$202,378.60	\$151,359.58
Administrative Expenses	\$37,736.07	\$41,788.95
Motor Vehicle Expenses	\$144.75	\$96.68
Student Activities	\$114,005.93	\$120,323.51
Student Information and Technology	\$57,612.81	\$65,417.47
Admin IT and Communication	\$34,999.77	\$25,887.25
Curriculum	\$105,805.76	\$108,915.39
School Non-Core Activities	\$64,481.83	\$44,400.31
Payments to Other Government Schools	\$0.00	\$145,400.00
Urgent Minor Repairs	\$73,940.09	\$73,499.53
Non Urgent Minor Repairs	\$10,981.92	\$10,376.06
Essential Services	\$211,151.10	\$204,207.86
Cleaning	\$126,875.78	\$121,684.50
Grounds	\$31,138.35	\$37,671.87
Property Management Other	\$21,254.12	\$132,167.86
Other Administrative Expenses	\$237.24	\$1,184.08
Total Expenses	\$1,521,342.54	\$1,693,907.51
Net Profit / (Loss)	\$402,702.76	\$156,860.90

The above report should be read in conjunction with the Notes to the Financial Statements

BALANCE SHEET

Larrakeyah Primary School Council Incorporated

As At 31 December 2018

ASSETS	2018	2017
Current Assets		
Cash At bank	\$1,379,037.26	\$971,744.70
Cash On Hand	\$900.00	\$600.00
Prepayments	\$727.55	\$693.55
Inventories	\$27,964.08	\$27,661.00
Total Current Assets	\$1,408,628.89	\$1,000,699.25
Non Current Assets		
Total Assets	\$1,408,628.89	\$1,000,699.25
LIABILITIES		
Current Liabilities		
Deposits Held -3rd Parties	\$1,282.46	\$14,203.45
Trade Creditors	\$12,165.36	(\$6,278.40)
GST Liabilities	(\$685.08)	\$0.00
Other Accrued Expenses	\$9,564.45	\$11,494.58
Employee Entitlements<12M	\$4,490.52	\$2,171.20
Total Current Liabilities	\$26,817.71	\$21,590.83
Non Current Liabilities		
Total Liabilities	\$26,817.71	\$21,590.83
Net Assets	\$1,381,811.18	\$979,108.42
EQUITY		
Accumulated Funds	\$1,381,811.18	\$979,108.42
Total Equity	\$1,381,811.18	\$979,108.42

The above report should be read in conjunction with the Notes to the Financial Statements

NOTES OF THE FINANCIAL STATEMENTS

Larrakeyah Primary School Council Incorporated

For the Year Ended 31 December 2018

NOTE 1:

The financial statements are special purpose financial statements prepared in order to satisfy the financial reporting requirements of the Northern Territory of Australia Education Act and Regulations, and the Council's Constitution. The School Council Members have determined that the School Council is not a reporting entity.

The financial statements have been prepared on an accruals basis and are based on historic costs and do not take into account changing money values or, except where stated specifically, current valuations of non-current assets.

The following significant accounting policies, which are consistent with the previous period unless stated otherwise, have been adopted in the preparation of these financial statements.

(a). Inventories

Inventory is carried at cost value.

(b). Property, Plant & Equipment

In general, school buildings are owned by the Northern Territory Government and not reflected in the School Council's financial statements.

Capital Assets purchased by the School Council are determined as being items with a cost base of \$10,000 or more, as per the Department of Education's capital asset policy for schools. These assets are depreciated on a straight line basis over the estimated life of the asset, commencing on the date the asset is held ready for use.

(c). Tax

The School Council is registered for Goods and Services Tax and therefore revenues, expenses and assets are recognised as the amount exclusive of GST. The School is registered to lodge monthly Business Activity Statements on a cash basis.

The Association is not subject to Income Tax.

(d). Revenue Recognition

Income from parent contributions, uniforms, excursions, backpacks and fundraising is recognised when the funds are received.

OSCH / Vacation Care income is brought to account as received, and no provision for any funds held in advance (2 weeks) is set aside as a provision. This is managed through the childcare software separately.

Recurrent funding received from the Department of Education is recognised as income when received.

(e). Grants

Grant income is recognised when the grant funds are received. Unexpended capital grant funds are transferred to the Balance Sheet as a liability. Any unspent non-capital grants are carried forward through internal job codes in the subsequent year.

(f). Employee Entitlements

The majority of staff working at the School are employed through the Northern Territory Government and therefore related salary expenses and provisions are not included in the Council's financial statements. These staff consist mainly of teaching staff and administrative personnel.

The Council does employ staff directly, which is generally for positions such as tutors, canteen staff, cleaners and relief teachers. Staff are employed either on a casual or permanent basis under an applicable award and any relevant annual, sick or long service leave for the School Council Employees is recognised as a provision.

(g) Going Concern Assumption

The School Council is dependent upon annual funding from the Northern Territory Government Department of Education. The Financial Statements have been prepared on a Going Concern basis with annual funding expected to continue into the future.