

# Larrakeyah Primary School

## Annual Performance Report to the School Community

2019





## **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. Enrolments continued to exceed 500 this year.

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 2018. Replacement of the upper primary "spiderweb" play equipment was completed this year.

This year, Larrakeyah Primary School Board engaged Hully Liveris to develop a revised school Master Plan for future growth and infrastructure to best accommodate the strategic direction of the school, given the school's focus on 21<sup>st</sup> century learning, STEAM and inquiry based learning.

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 fifth year as Larrakeyah Primary Independent Public School. We were also proud to operate for the fourth year as an accredited Cambridge International School.



**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

## **Our Staff**

The Executive staff consisted of: 1 Principal, 2 Assistant Principals and 3 Senior teachers. There were 18 full time class teachers, 3 specialist teachers, 1 learning support teacher, 1 part-time teacher and a Preschool teacher. Non-teaching staff consisted of an AO6 Administration Manager, A04 Administration Officer, 6 office and classroom support AO2s, 1 preschool AO2 officer, 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 2016 student enrolment totalled 427. In 2017 student enrolment totalled 492. In 2018 student enrolment totalled 486 - a slight decline in enrolments due to a large cohort of defence families leaving the NT as a result of transfers interstate. In 2019 student enrolment totalled 497. 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 2019 was 92.7%.

Non-attendance is managed through consistent procedures. Procedures are followed, including the administration 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,



**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

excursions, sports day, fundraising activities for preschool, fundraising activities for the Year 6 study tour to Singapore 2019 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.

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. Dash Media was hired to write news items and newsflashes for parents each fortnight.

As an IPS school, this is the fourth year that the school had a school board. During the 2019 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 including a revised Masterplan, 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. Parent information sessions were also held at Preschool, Transition and for Year 5 parents with the international study tour for the following year.

School families and friends were invited to Larrakeyah's school assemblies, whole school concert "Home Sweet Home Darwin", 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 Days. 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 sixth 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, Dress Up Days and fundraising for their World Vision child.

**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

Students participated in The Beat “Forte” – dance.

Students participated in NT School Sports. Several students were selected for the Darwin and NT sides.



## **Principal's Report**

Larrakeyah Primary was selected as one of the first six Independent Public Schools (IPS) in the NT. We were very proud to successfully operate for this fifth 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 21<sup>st</sup> century learning and the 4C's (Communication, Collaboration, Creativity and Critical Thinking) with particular reference to STEAM, inquiry based learning, passion projects and the upper primary 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 continued to be on the explicit improvement agenda – 21<sup>st</sup> 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 in 2016. This year, the school continued to implement 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, Zeynep Yaltirakli, for her ongoing leadership and support that she and the board have given to the school in 2019.

I would like to take this opportunity to acknowledge the Larrakeyah Leadership Team – Rick Collister (Assistant Principal), Natasha Guse (Assistant Principal), Kiri Marschall (Senior Teacher), Brad King (Senior Teacher), Carmel Spruhan (Senior Teacher), Katina Laouris (Administration Manager Semester 1) and Rose Gerlach (Administration Manager Semester 2). 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

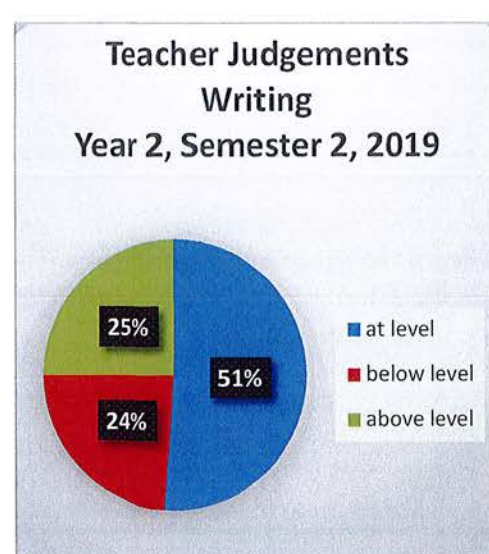
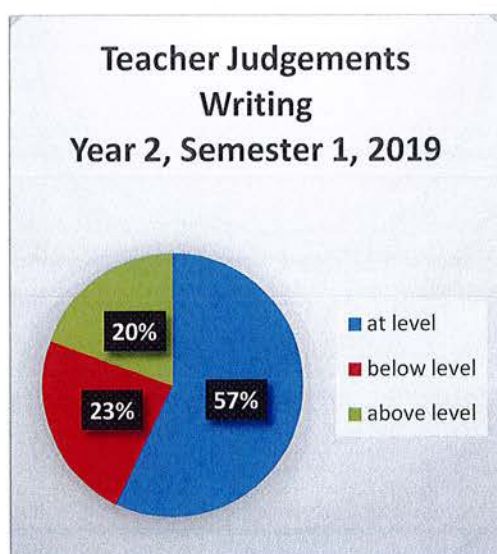
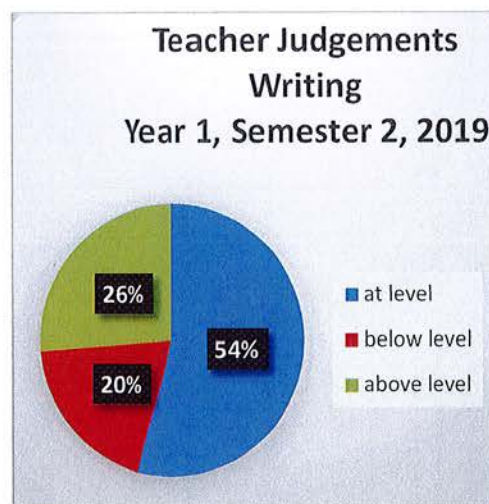
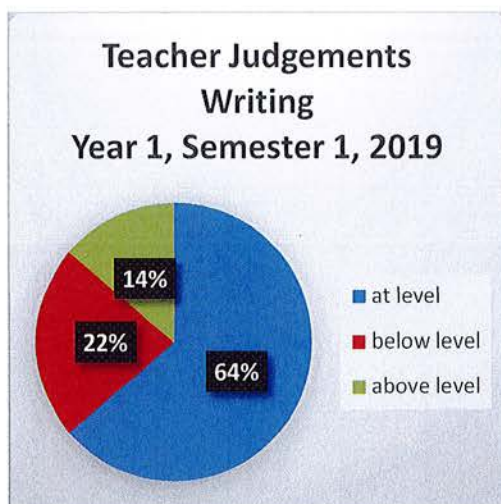
- Non-attendance is strictly managed through consistent procedures. Procedures are followed, including the admin staff follow up of unnotified non-attendance with parents each day by phone. Assistant Principals also follow up with parents of students with frequent absences, particularly targeted students with attendance 60%-80%.
- The school average attendance was 92.7% (94%target). 4% students attended 60%-80% (4% target). 88.0% preschool average attendance (90% target). 14% preschool students attended 60%-80% (15% target).
- For the previous three years, Larrakeyah Primary participated in the Assessment Capable Writers project, working with a DoE project officer. Teachers received professional development in Writing and continued to focus specifically on the writing process (6+1 writing traits), conditions for writing, data and assessment.



**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

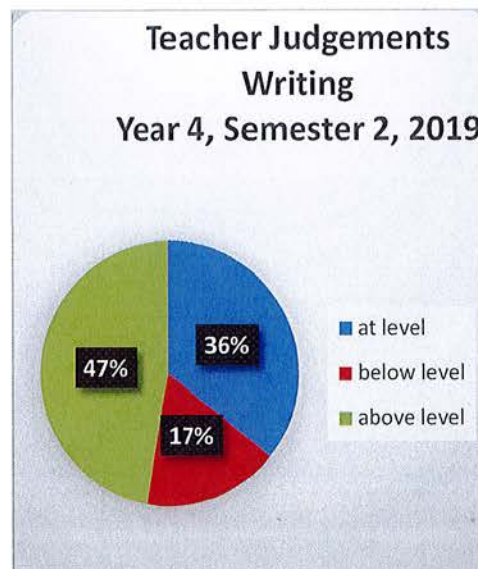
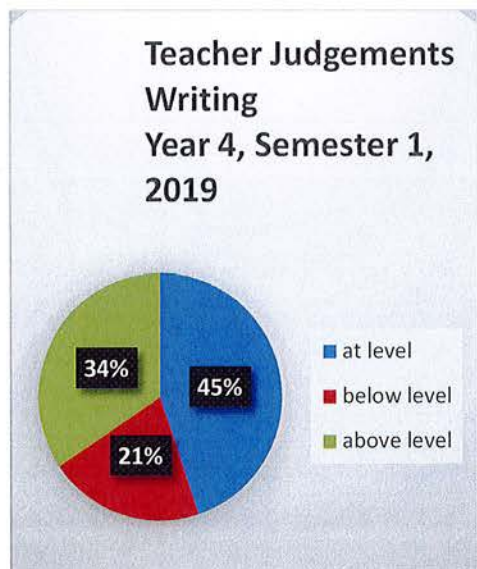
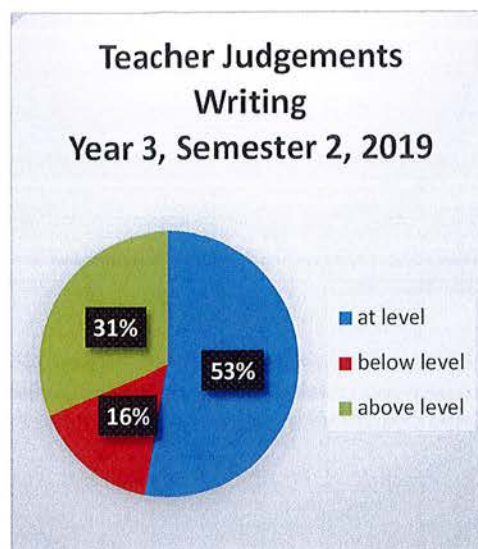
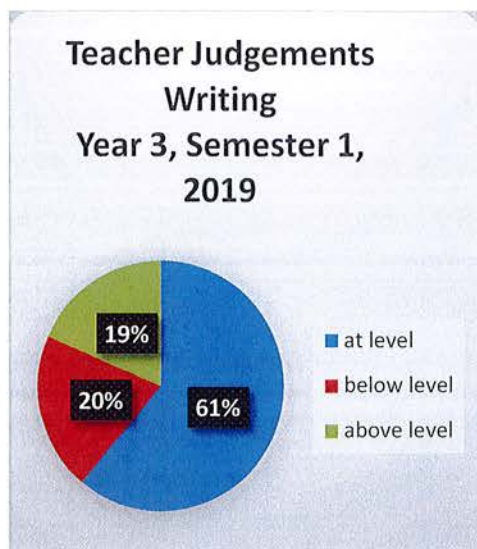
- Larrakeyah Primary became a trial school for the Brightpath program for the assessment of writing. The Literacy Leaders and ST1 Head of Curriculum and Assessment received professional training who, in turn, delivered professional development sessions to staff, with some support from DoE project officers. Teachers engaged in using the Brightpath tools for teacher judgements and writing samples and also engaged in focussed writing sprints.
- 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 84.5% students achieving C standard and above in Writing by the end of the year (target 90%).





**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

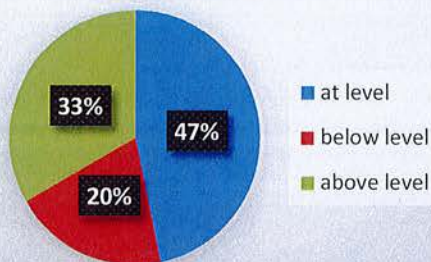
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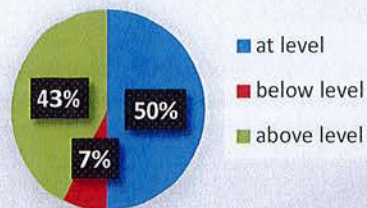
**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

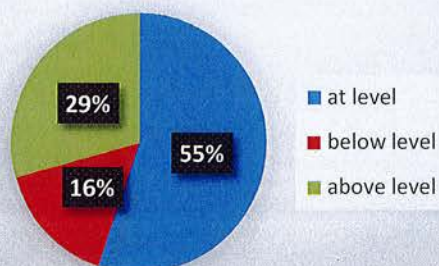
**Teacher Judgements  
Writing  
Year 5, Semester 1,  
2019**



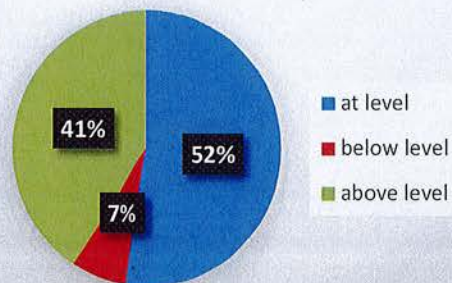
**Teacher Judgements  
Writing  
Year 5, Semester 2, 2019**



**Teacher Judgements  
Writing  
Year 6, Semester 1,  
2019**



**Teacher Judgements  
Writing  
Year 6, Semester 2, 2019**





- 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, the 2 year gain in NAPLAN Writing of 83 mean scale score exceeding the target of 50 mean scale score. With this year's results in Writing, we also exceeded our targets. 71% of Year 3 students were in the top bands (Bands 5-8) in Writing (target 40%) and 33% of Year 5 students were in the top bands (Bands 7-9) in Writing (target 20%).
- Analysis of NAPLAN numeracy data and PAT M data showed that whilst school results in Mathematics were very good and in the optimal range, there is room for improvement with the NAPLAN 2 year gain data. 2 year cohort gain was 82 mean scale score, slightly below the national 2 year cohort gain of 86 mean scale score. 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 focussed on in Maths professional development sessions, including the use of concrete materials and the explicit mathematics model. Mathematics will continue to be a whole school focus next year. With this year's NAPLAN results in Mathematics, we exceeded our targets. 63% of Year 3 students were in the top two bands (Bands 5&6) in Mathematics (target 50%) and 40% of Year 5 students were in the top two bands (Bands 7&8) in Mathematics (target 32%).

<b>Year Level and Total Number of Students</b>	<b>English &amp; Mathematics 2019</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Year One 61</b>	Reading & Viewing	23.0%	24.6%	31.1%	21.3%	0%
	Writing	0%	26.2%	54.1%	19.7%	0%
	Speaking & Listening	0%	29.5%	67.2%	3.3%	0%
	Number & Algebra	1.6%	37.7%	47.5%	13.1%	0%
	Meas & Geometry	0%	39.3%	59.0%	1.6%	0%
	Stats & Probability	6.6%	39.3%	49.2%	4.9%	0%

**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**

**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

<b>Year Level and Total Number of Students</b>	<b>English &amp; Mathematics 2019</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Year Two 79</b>	Reading & Viewing	11.4%	21.5%	44.3%	22.8%	0%
	Writing	3.8%	24.1%	49.4%	22.8%	0%
	Speaking & Listening	7.7%	32.1%	60.3%	0%	0%
	Number & Algebra	2.5%	30.4%	50.6%	16.5%	0%
	Meas & Geometry	5.1%	40.5%	35.4%	19.0%	0%
	Stats & Probability	9.0%	23.1%	66.7%	1.3%	0%

<b>Year Level and Total Number of Students</b>	<b>English &amp; Mathematics 2019</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Year Three 64</b>	Reading & Viewing	15.6%	20.3%	42.2%	20.3%	1.6%
	Writing	3.1%	28.1%	53.1%	14.1%	1.6%
	Speaking & Listening	1.6%	37.5%	60.9%	0%	0%
	Number & Algebra	6.3%	28.1%	51.6%	14.1%	0%
	Meas & Geometry	7.8%	46.9%	35.9%	9.4%	0%
	Stats & Probability	11.1%	38.1%	42.9%	7.9%	0%



**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

<b>Year Level and Total Number of Students</b>	<b>English &amp; Mathematics 2019</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Year Four 70</b>	Reading & Viewing	14.3%	34.3%	30.0%	18.6%	2.9%
	Writing	10.0%	37.1%	35.7%	14.3%	2.9%
	Speaking & Listening	28.6%	28.6%	34.3%	5.7%	2.9%
	Number & Algebra	8.6%	35.7%	38.6%	14.3%	2.9%
	Meas & Geometry	10.0%	35.7%	41.4%	10.0%	2.9%
	Stats & Probability	11.6%	36.2%	46.4%	2.9%	2.9%

<b>Year Level and Total Number of Students</b>	<b>English &amp; Mathematics 2019</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Year Five 54</b>	Reading & Viewing	14.8%	27.8%	48.1%	9.3%	0%
	Writing	3.7%	38.9%	50.0%	7.4%	0%
	Speaking & Listening	0%	33.3%	64.8%	1.9%	0%
	Number & Algebra	16.7%	35.2%	27.8%	20.4%	0%
	Meas & Geom	11.1%	35.2%	50.0%	3.7%	0%
	Stats & Prob	16.7%	33.3%	40.7%	9.3%	0%

**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

<b>Year Level and Total Number of Students</b>	<b>English &amp; Mathematics 2019</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Year Six 59</b>	Reading & Viewing	16.9%	23.7%	44.1%	15.3%	0%
	Writing	15.3%	25.4%	52.5%	6.8%	0%
	Speaking & Listening	6.8%	32.2%	61.0%	0%	0%
	Number & Algebra	10.2%	18.6%	52.5%	18.6%	0%
	Meas & Geom	11.9%	25.4%	50.8%	11.9%	0%
	Stats & Prob	23.7%	27.1%	47.5%	1.7%	0%

- 83.5% students achieved C standard and above in Mathematics (90% target).
- PAT M data showed growth in Mathematics in all year levels except Year 2.  
 Year 1 22% in top two bands (5% target)  
 Year 2 19% in top two bands (31% target)  
 Year 3 26% in top two bands (12% target)  
 Year 4 16% in top two bands (11% target)  
 Year 5 22% in top two bands (17% target)  
 Year 6 26% in top two bands (10% 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”

- Three 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.
- 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 is embedded across the school.
- The Principal and Assistant Principals continued to focus on regular lesson observations and provided both written and verbal feedback to teachers in 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.
- Over the past few years, Larrakeyah Primary has trained staff to implement a Peer Support program to assist students to develop positive relationships. For 8 weeks early this year all students were involved in the Peer Support Program. The module Keeping Friends aims to allow students to explore the concept of friendship, build relationships and develop skills in empathy and critical thinking. Peer Leaders were trained by the Upper Primary Teachers and led groups of 8-10 students through 8 sessions.
- The Innovation focus team continued to lead staff in professional development sessions on 21<sup>st</sup> century learning, in particular the 4C's – Communication,

**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

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Collaboration, Critical Thinking and Creativity. The 4C's continued to be a focus in all classes with consistent language used across the school.

- A senior teacher coordinated the development and implementation of the Year 5/6 program called QUEST. QUEST is an inquiry based program, aimed to connect and inspire, bringing real life contexts to the modern day classroom by using industry professionals and 21<sup>st</sup> learning skills (creativity, critical thinking, collaboration and communication) through project based inquiry learning. Students elected to participate in a particular project based on an inquiry question. The program was expanded this year to cover broader areas of interest. Projects include water sustainability, first aid, hospitality, forensic sciences, solar power, photography, emergency management, endangered species, bushtucker, and pearling. At the end of the 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, with its "hands on" focus, was outstanding.
- Three teachers attended the EduTech Asia conference in Singapore. This conference focussed on STEAM and innovation. Ideas from this conference, particularly in the early childhood area, will be incorporated in STEAM programs next year.
- Three teachers attended an Apple Ipad workshop presented by Apple. The school is considering moving to an Apple platform. Congratulations to our ICT specialist teacher for achieving his Apple Teacher qualification. This is an internationally recognised professional learning program designed to support and celebrate educators using Apple products for teaching and learning.
- Three senior teachers and the ICT specialist teacher visited Wooranna Park Primary School and Hazel Glen College in Melbourne. These schools are leading STEAM schools with a focus on innovation. Whilst visiting our sister-school for professional learning, three staff members also visited GEMS World Academy and the Canadian International School to investigate STEAM programs and approaches. This research resulted in the development of a school STEAM pedagogical framework for teaching STEAM through inquiry based learning. Research from the Melbourne schools also enabled staff to start trialling a few of the initiatives eg passion projects of inquiry across three classes – Transition, Year 3 and Year 6.



**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

- A senior teacher who also coordinated STEAM in the school, organised two highly successful whole school STEAM Days in which all students across the school worked together on a STEAM challenge incorporating the 4C's.
- The school worked with StudyNT and DoE's International Education to host 19 students from Shenzhen as part of an international study tour. Families from the school hosted the students as part of a home stay program. The Principal and Assistant Principal, presented the school's experiences with international study tours to a Department of Trade, Business and Innovation (DTBI) forum hosted by StudyNT. The school's work with StudyNT and discussions with DoE's Director International Education and Manager International Partnerships, resulted in an invitation to attend the Reaching South showcase event in Shenzhen, hosted by DTBI. The Assistant Principal attended and this opportunity allowed the school to have a greater understanding of Shenzhen and international partnerships.
- The Principal attended national accreditation training in ACER School Reviews and became a trained school reviewer. DoE enabled the Principal to participate in several school reviews in semester 2 which is a requirement for accreditation. Due to several reviews being back-to-back and the intensity of conducting school reviews, DoE organised the Principal to be offline for the first 6 weeks of Term 4. During this time, the Assistant Principal, Natasha Guse, was Acting Principal. Although working for the DoE School Improvement Unit, the Principal was able to negotiate being based at the school which allowed her to still offer support, particularly with the end of year global school budget requirements and planning for next year.
- DoE requested that Larrakeyah Primary present the school's continuous improvement journey to NT Principals at the Principal Collaborative Learning Days. Members of the leadership team presented the school's journey with 21<sup>st</sup> century learning and Principals also had an opportunity to visit classrooms to see inquiry based learning in action. The Principal and senior teacher Head of Curriculum and Assessment also presented a session on our Writing journey. Both presentations were very well received.
- Two staff members attended NAPLAN online PD to prepare for NAPLAN online next year.
- The senior teacher Head of Curriculum and Literacy Leader attended Brightpath professional learning as Larrakeyah Primary is a trial school for DoE. These teachers then presented professional development to the staff.



**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

- The school's Focus Teams – Innovation, 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.
- One of the National Priority Initiatives agreed by Ministers for Education at their Education Council in 2018 was Learning Progressions and Online Formative Assessment. This was the first of the priority initiatives to become a national project. The Australian Institute for Teaching and School Leadership (AITSL) established a Teacher Practice Reference Group (TPRG), comprised of teachers and leaders who have been nominated by their jurisdiction and who represent a diverse range of schools across Australia. Our jurisdiction nominated Larrakeyah Primary School and consequently Carmel Spruhan's (senior teacher Head of Curriculum and Assessment) nomination was successful. Carmel participated in the TPRG and will attend subsequent meetings to have input in this national work.
- The Learning Support teacher worked with identified students on an enrichment program in preparation for Tournament of Minds (TOMS). TOMS is a competition which gives students an opportunity to think creatively, cooperate with others and collaborate to solve problems beyond the classroom. It provides practical challenges that cultivates students' abilities to think creatively through collaboration, enabling them to further explore a number of general capabilities of the Australian Curriculum – Language Literature, Social Science and Science, Technology, Engineering and Mathematics (STEM). The teacher attended workshops and became the school's TOMS facilitator. Larrakeyah Primary entered two teams in the NT Regional finals for TOMS. Both teams worked hard preparing a presentation for the long-term challenge and a spontaneous challenge on the day. We were very proud of our students. The "Larrakeyah Legends" was the winning team for the Language Literature category. The winning team travelled to Tasmania in October to compete in TOMS at a national level. The team won the "Spirit of TOMS" award.
- One teacher attended the Robocup workshop and entered two teams in the NT Robocup Junior competition. One team entered the Rescue section and we had a winning team for the Onstage Dance section.



- As an accredited Cambridge International School, 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 Semester 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 continued to focus on timetabled lesson observations and provided both written and verbal feedback to teachers in the area of Mathematics. Feedback also included Visible Learning implementation. This also included Visible Learning data conversations and feedback with

**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

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.

- 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 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 Writing and Numeracy and school quadrant data. In terms of student gain over 2 years, it is evident that a continued focus on Mathematics pedagogy is required to further improve results and this focus is included in our school annual improvement plan 2020 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 continued to become 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, continued to provide professional development for teachers both in school and after school. Teachers also had data mentors/buddies from the Data Focus Team who provided individual support for teachers. The school met the target of 70% class teachers consistently analysing and using data to inform their teaching programs and practices.



## **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.

- Last year, a Memorandum of Understanding for a sister-school relationship was developed with Excelsior International School in Johor Bahru, Malaysia. This school is a Cambridge School. 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 fourth successful Year 6 study tour to Singapore was conducted. This was our second group of Year 6 students to visit our sister-school, Excelsior International School. During the year, staff and students communicated with each other by email and Skype sessions. Planning has already commenced for the 2020 Year 6 international study tour.
- Whilst visiting our sister-school for professional learning and to initiate partnership between early childhood classes, three staff members also visited GEMS World Academy and the Canadian International School to investigate STEAM programs and approaches. This resulted in the development of a school STEAM pedagogical framework for teaching STEAM through inquiry based learning.
- The Assistant Principal and two staff members visited schools in Shenzhen, China – Shenzhen Nanshan International School, Shekou International School and Nanshan Chinese International College (NCIC) Immersion School. These schools are lead STEAM and innovative school. The purpose of the visit was to investigate the possibility of an international school partnership for staff professional learning and student visits to immerse students in Chinese culture and language.

**Larrakeyah Primary School**  
**Annual Performance Report to the School Community**  
**2019**

*(Aligned to the Department of Education Strategic Framework 2018 – 2022)*

- 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 1 to 6. This program was also supported by teachers from the Darwin Languages Centre. With support from a Chinese associate teacher through the Department of Education, Transition students commenced a Chinese language program.
- To develop a more seamless transition for students between the different stages of schooling, Darwin City Schools continued to work together. A combined professional development day in Semester 1 focussed on how teachers use data to inform their teaching in Reading, Writing or Mathematics. In Semester 2, the combined professional development day focussed on a “deep data dive” in analysing NAPLAN Writing data for all Darwin City Schools.
- Larrakeyah Primary is a participating member of DoE’s global perspectives project in which two staff members have worked with teachers from Darwin City Schools and DoE project officers. The focus has been working across the primary schools, middle and high school.
- Our students joined other Darwin City Schools students in breaking the Guinness World Record for the most people making paper aircrafts simultaneously (multiple venues). This world record was set to honour the one hundred years after the winning plane took flight in 1919 for a world first journey from London to Darwin. Pilots Ross and Keith Smith with mechanics James Bennett and Walter Shields won the Great Air Race of 1919, flying from London to Darwin in just 28 days and in doing so made history by being the first to fly from England to Australia. Our students certainly enjoyed being part of breaking the Guinness World Record event.
- Together with Darwin City Schools, Larrakeyah Primary registered as a school for the 2019 National Day of Action against Bullying and Violence - Friday 15 March.



## 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.

2019		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	56	93%	54	96%
	Writing	57	95%	54	95%
	Spelling	57	95%	54	95%
	Grammar	57	95%	52	91%
	Numeracy	57	95%	55	96%
Year 5	Reading	58	97%	58	100%
	Writing	58	97%	58	100%
	Spelling	58	97%	57	98%
	Grammar	58	97%	57	98%
	Numeracy	58	97%	58	100%

## 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.

2019		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	55	92	1	2	3	5
	Writing	2	3	55	92			3	5
	Spelling	1	2	56	93			3	5
	Grammar	1	2	56	93			3	5
	Numeracy	1	2	56	93			3	5
Year 5	Reading			58	97	1	2	1	2
	Writing			58	97	1	2	1	2
	Spelling			58	97	1	2	1	2
	Grammar			58	97	1	2	1	2
	Numeracy			58	97	1	2	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.

2019		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	2	4	2	4	52	93
	Writing	3	5			54	95
	Spelling	3	5	2	4	52	91
	Grammar	5	9	3	5	49	86
	Numeracy	2	4	3	5	52	91
Year 5	Reading			4	7	54	93
	Writing			2	3	56	97
	Spelling	1	2	2	3	55	95
	Grammar	1	2	3	5	54	93
	Numeracy			5	9	53	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
Pre	-	-	44	88.7%	1	80.4%
Tran	1	63.1%	60	92.7%	1	69.4%
Yr 1	1	89.1%	78	93.5%	1	85.7%
Yr 2	1	85.3%	63	93.3%	1	83.8%
Yr 3	3	87.8%	71	93.2%	3	79.6%
Yr 4	2	74.7%	61	91.6%	3	85.9%
Yr 5	2	79.8%	48	93.1%	2	92.5%
Yr 6	5	91.4%	66	94.3%	2	91.1%
ALL	15	84.7%	491	92.8%	14	85.2%
					494	92.7%

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.



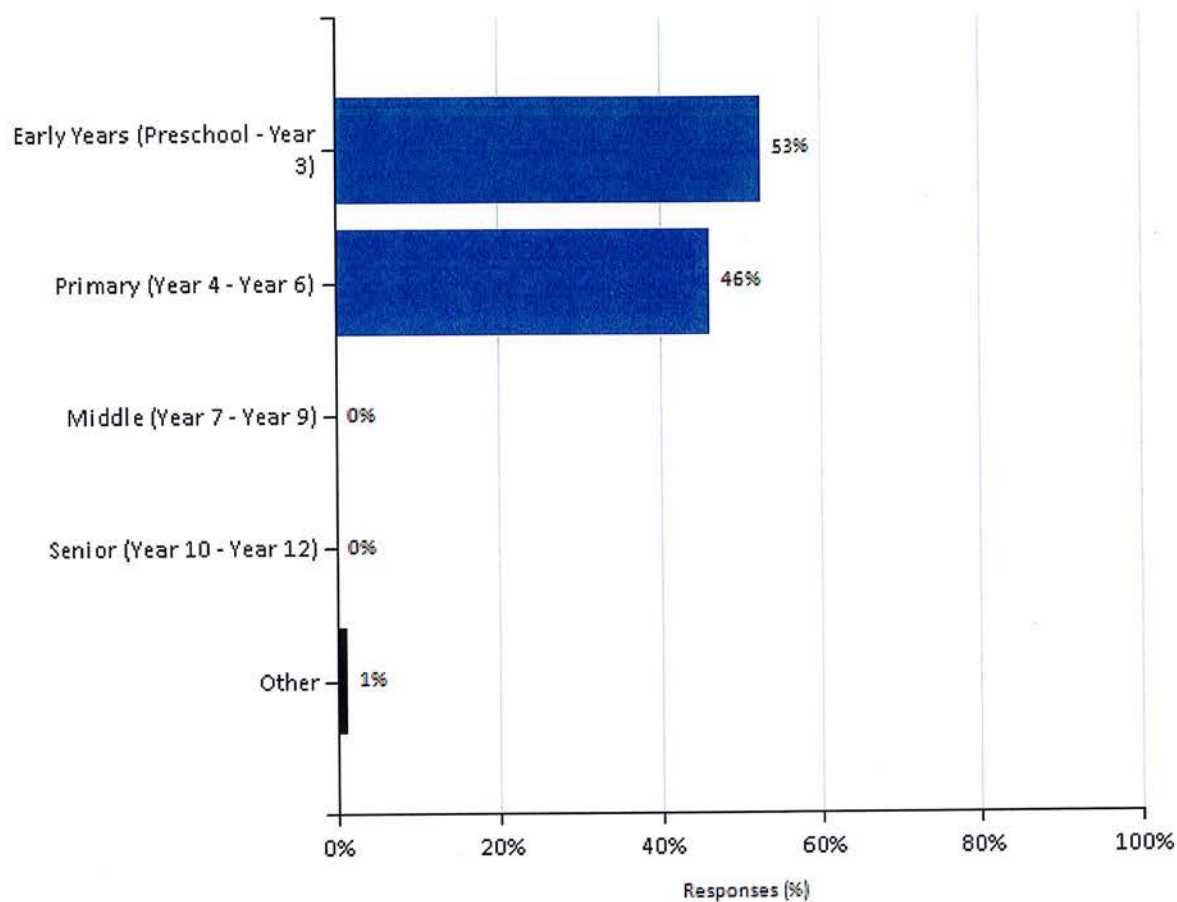
# School Survey

## Overview

Survey title	Larrakeyah Primary School 2019 Parent Survey
Report title	Distribution - single
Organisation name	Larrakeyah Primary School
Generation time & date	11:32AM - 11 Sep 2019
Generated by	Fathma Mauger
Distribution name	Larrakeyah Primary School 2019 Parent Survey - 9/08/2019 12:57 PM
School year	2019
Num of online responses	78
Num of manual responses	0

This survey incorporates skipping logic between questions.

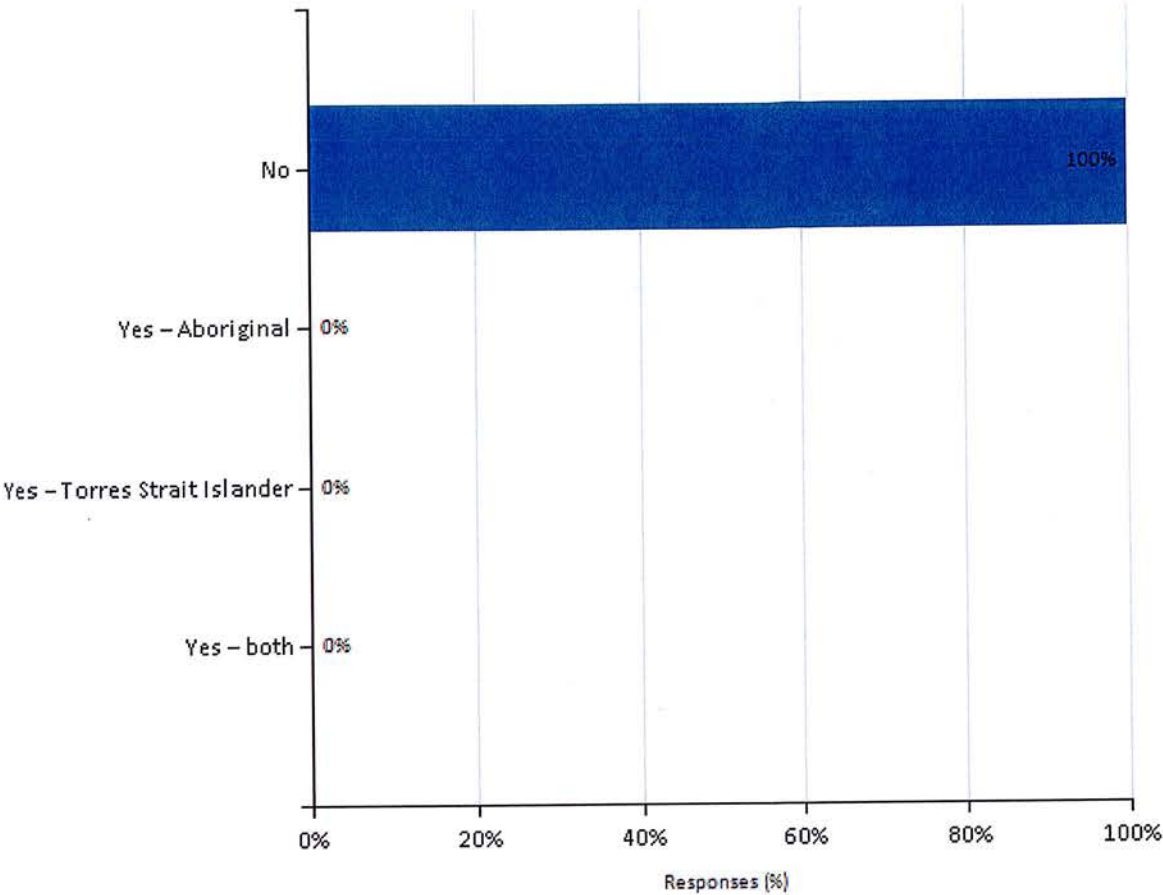
1 . What is the stage of schooling of the child you are considering when you answer this survey?



	Early Years (Preschool - Year 3)		Primary (Year 4 - Year 6)		Middle (Year 7 - Year 9)		Senior (Year 10 - Year 12)		Other	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	41	53%	36	46%	-	-	-	-	1	1%

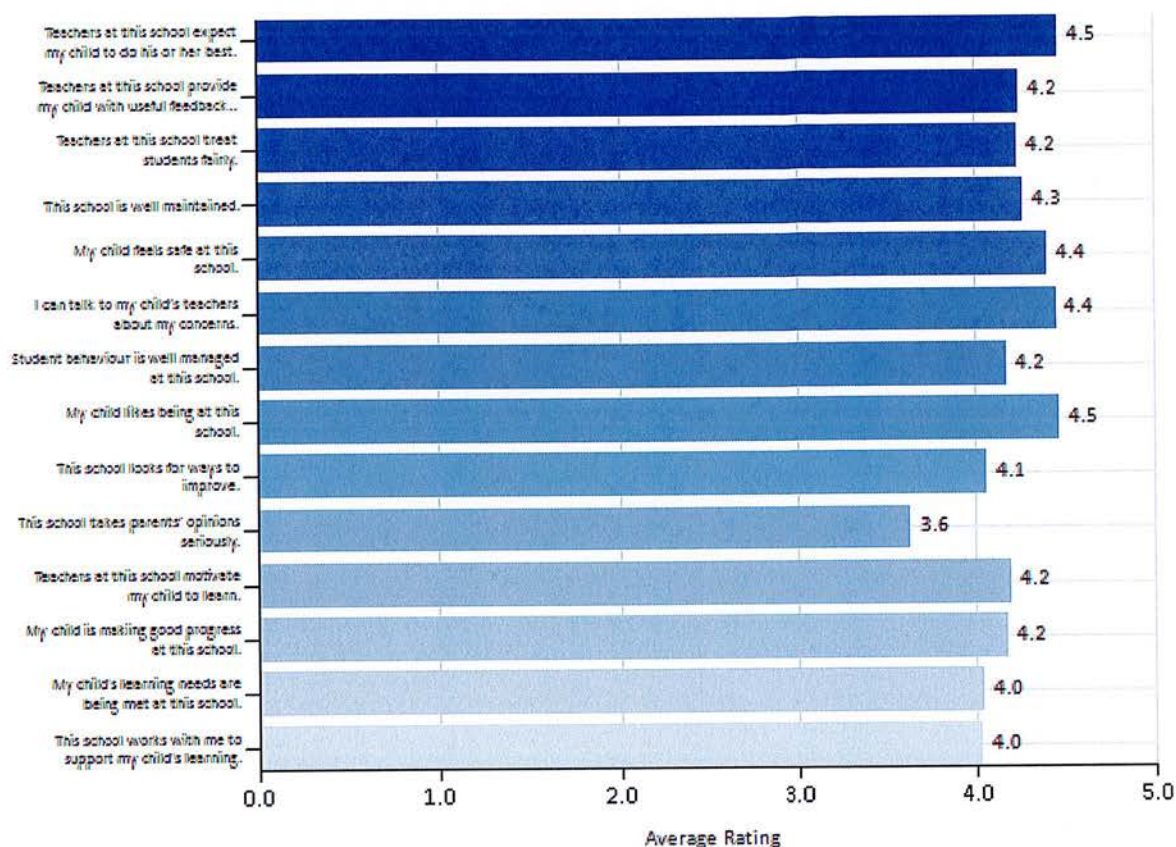


2 . Are you of Aboriginal or Torres Strait Islander origin?

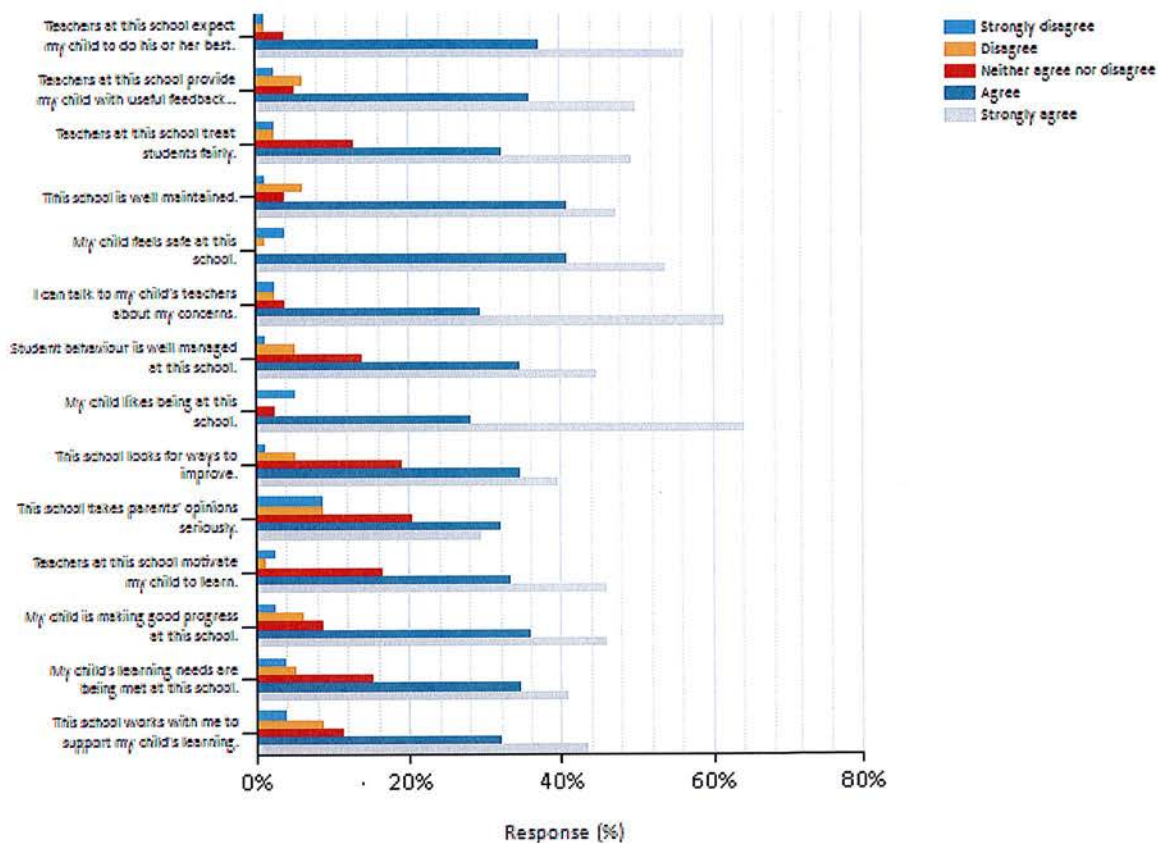


	No		Yes – Aboriginal		Yes – Torres Strait Islander		Yes – both	
	Num	%	Num	%	Num	%	Num	%
Number	77	100%	-	-	-	-	-	-

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





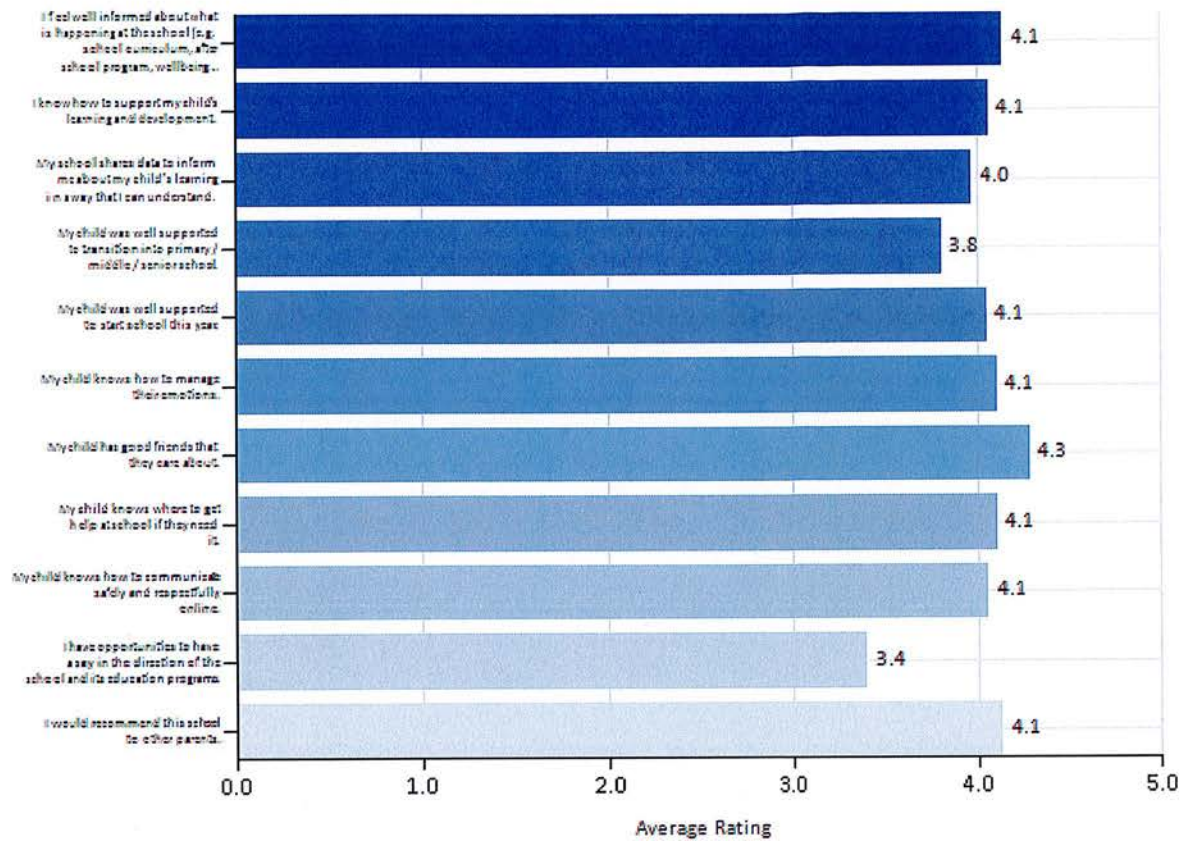


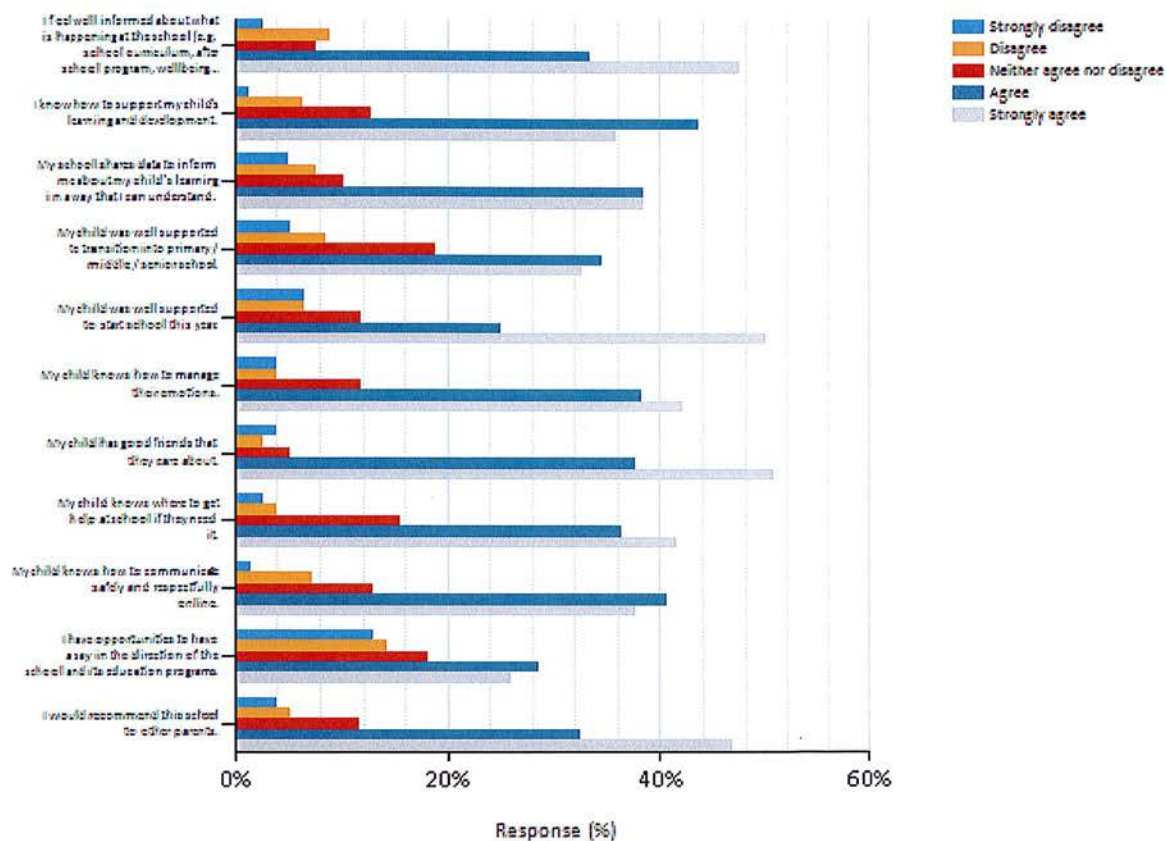
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do his or her best.	1	1%	1	1%	3	4%	29	37%	44	56%
Teachers at this school provide my child with useful feedback about his or her school work.	2	3%	5	6%	4	5%	28	36%	39	50%
Teachers at this school treat students fairly.	2	3%	2	3%	10	13%	25	32%	38	49%
This school is well maintained.	1	1%	5	6%	3	4%	32	41%	37	47%
My child feels safe at this school.	3	4%	1	1%	-	-	32	41%	42	54%
I can talk to my child's teachers about my concerns.	2	3%	2	3%	3	4%	23	29%	48	62%
Student behaviour is well managed at this school.	1	1%	4	5%	11	14%	27	35%	35	45%
My child likes being at this school.	4	5%	-	-	2	3%	22	28%	50	64%
This school looks for ways to improve.	1	1%	4	5%	15	19%	27	35%	31	40%
This school takes parents' opinions seriously.	7	9%	7	9%	16	21%	25	32%	23	29%
Teachers at this school motivate my child to learn.	2	3%	1	1%	13	17%	26	33%	36	46%
My child is making good progress at this school.	2	3%	5	6%	7	9%	28	36%	36	46%

My child's learning needs are being met at this school.	3	4%	4	5%	12	15%	27	35%	32	41%
This school works with me to support my child's learning.	3	4%	7	9%	9	12%	25	32%	34	44%



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



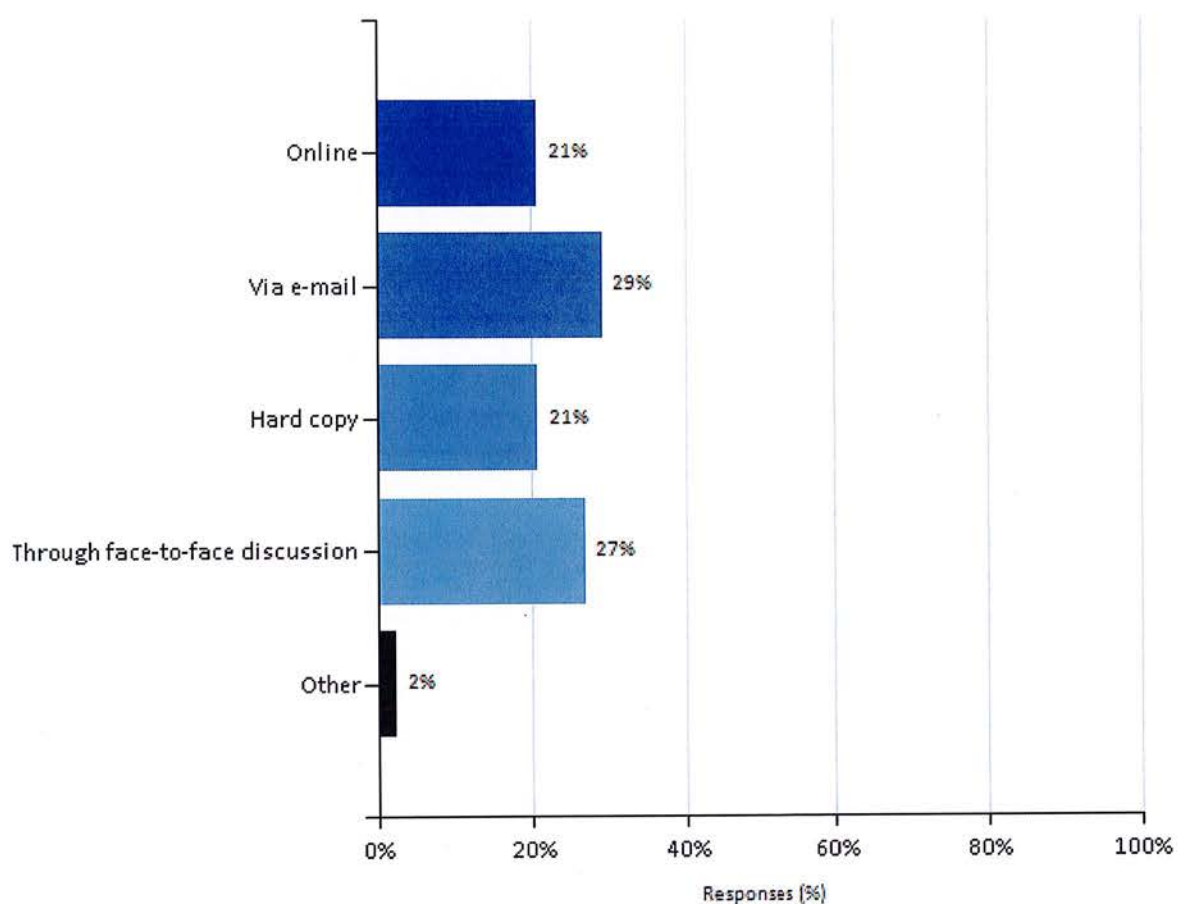


	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
I feel well informed about what is happening at the school (e.g. school curriculum, after school program, wellbeing programs, building works).	2	3%	7	9%	6	8%	26	33%	37	47%
I know how to support my child's learning and development.	1	1%	5	6%	10	13%	34	44%	28	36%
My school shares data to inform me about my child's learning in a way that I can understand.	4	5%	6	8%	8	10%	30	38%	30	38%
My child was well supported to transition into primary / middle / senior school.	3	5%	5	9%	11	19%	20	34%	19	33%
My child was well supported to start school this year.	5	7%	5	7%	9	12%	19	25%	38	50%
My child knows how to manage their emotions.	3	4%	3	4%	9	12%	29	38%	32	42%
My child has good friends that they care about.	3	4%	2	3%	4	5%	29	38%	39	51%
My child knows where to get help at school if they need it.	2	3%	3	4%	12	16%	28	36%	32	42%
My child knows how to communicate safely and respectfully online.	1	1%	5	7%	9	13%	28	41%	26	38%



I have opportunities to have a say in the direction of the school and its education programs.	10	13%	11	14%	14	18%	22	29%	20	26%
I would recommend this school to other parents.	3	4%	4	5%	9	12%	25	32%	36	47%

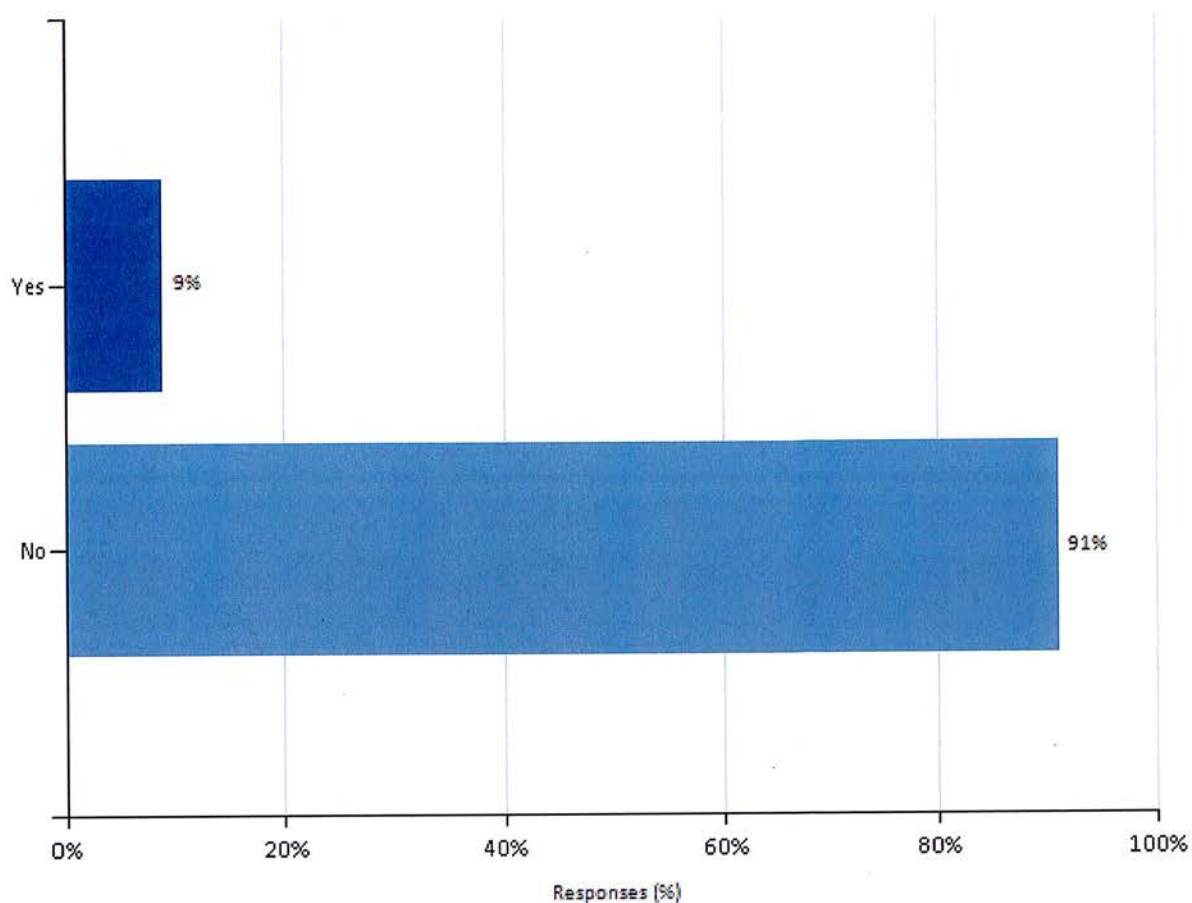
5 . I would prefer the school to share information about my child's achievement with me (for example their attendance and test results).



	Online		Via e-mail		Hard copy		Through face-to-face discussion		Other	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	28	21%	39	29%	28	21%	36	27%	3	2%

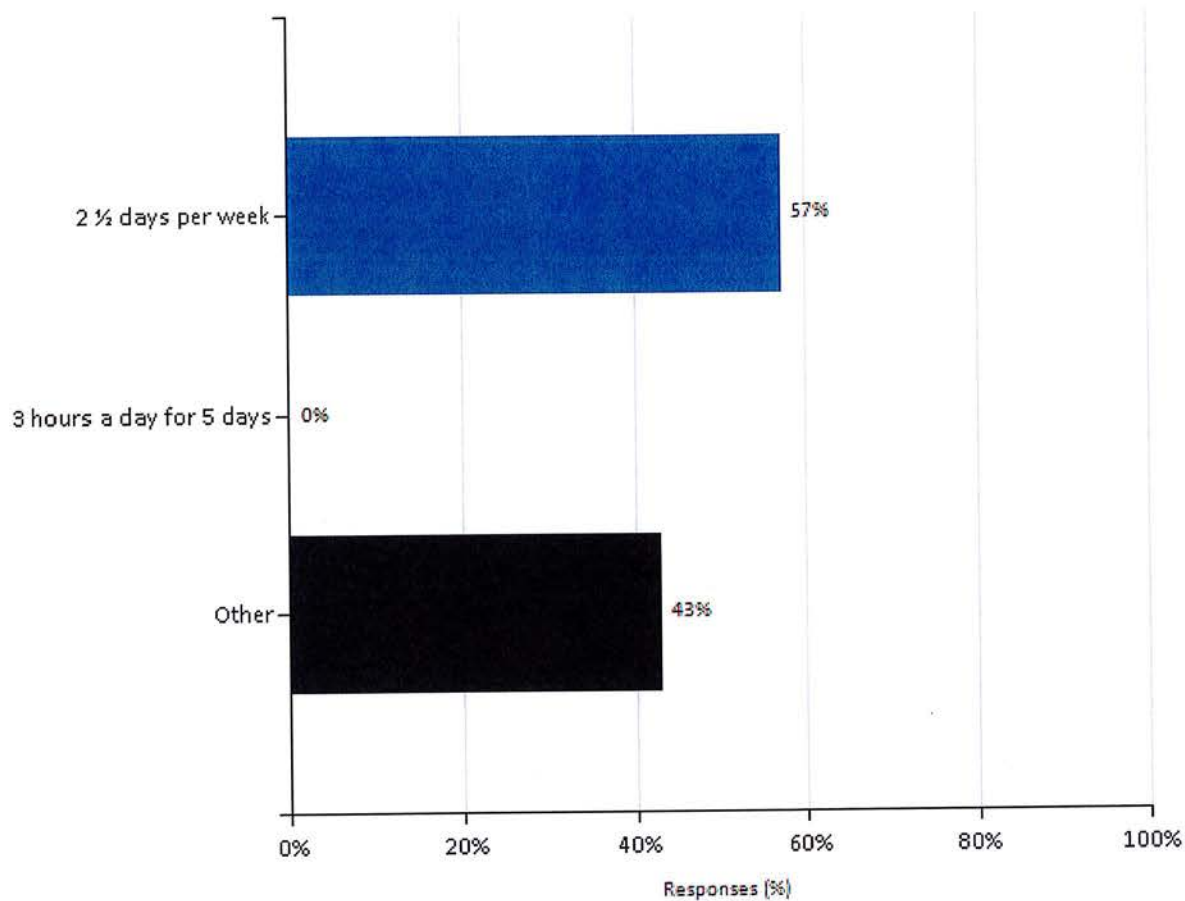


6 . Is the child you are answering this survey about in preschool?



	Yes		No	
	Num	%	Num	%
Number	7	9%	71	91%

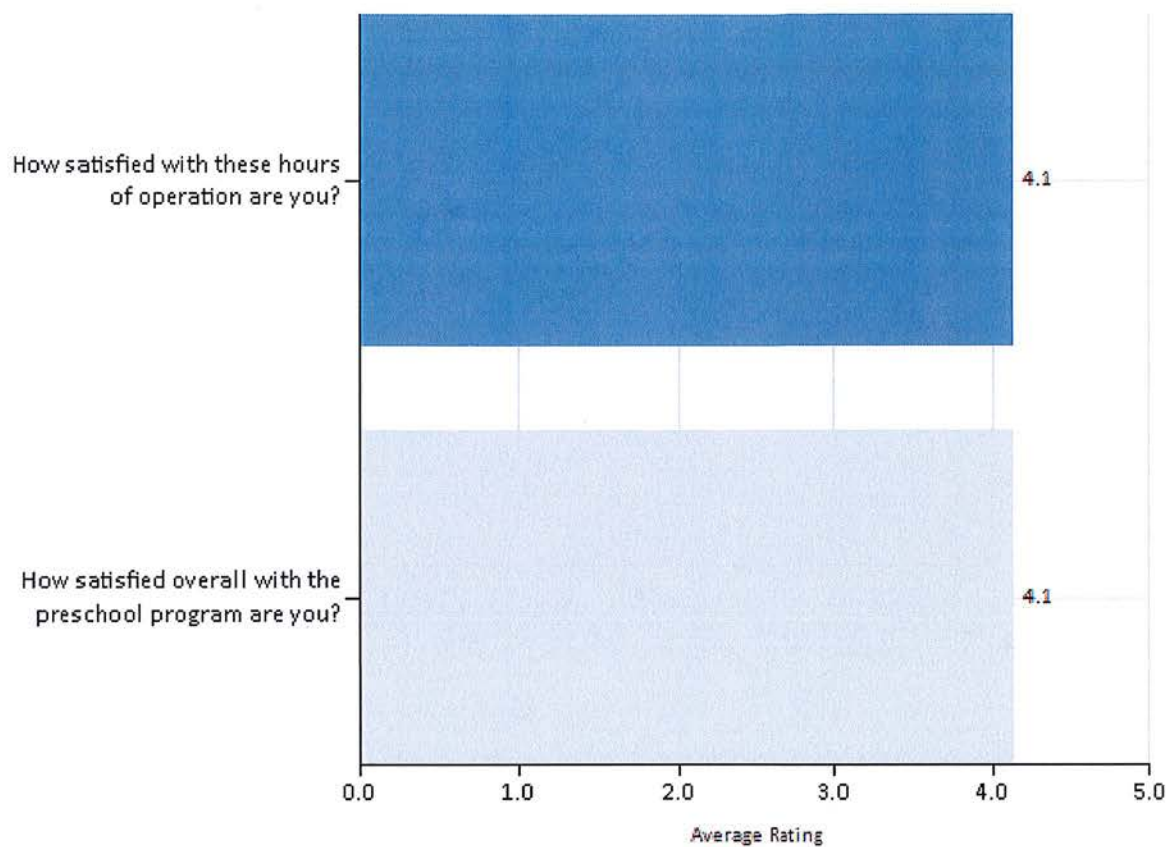
7 . What hours does your preschool operate?

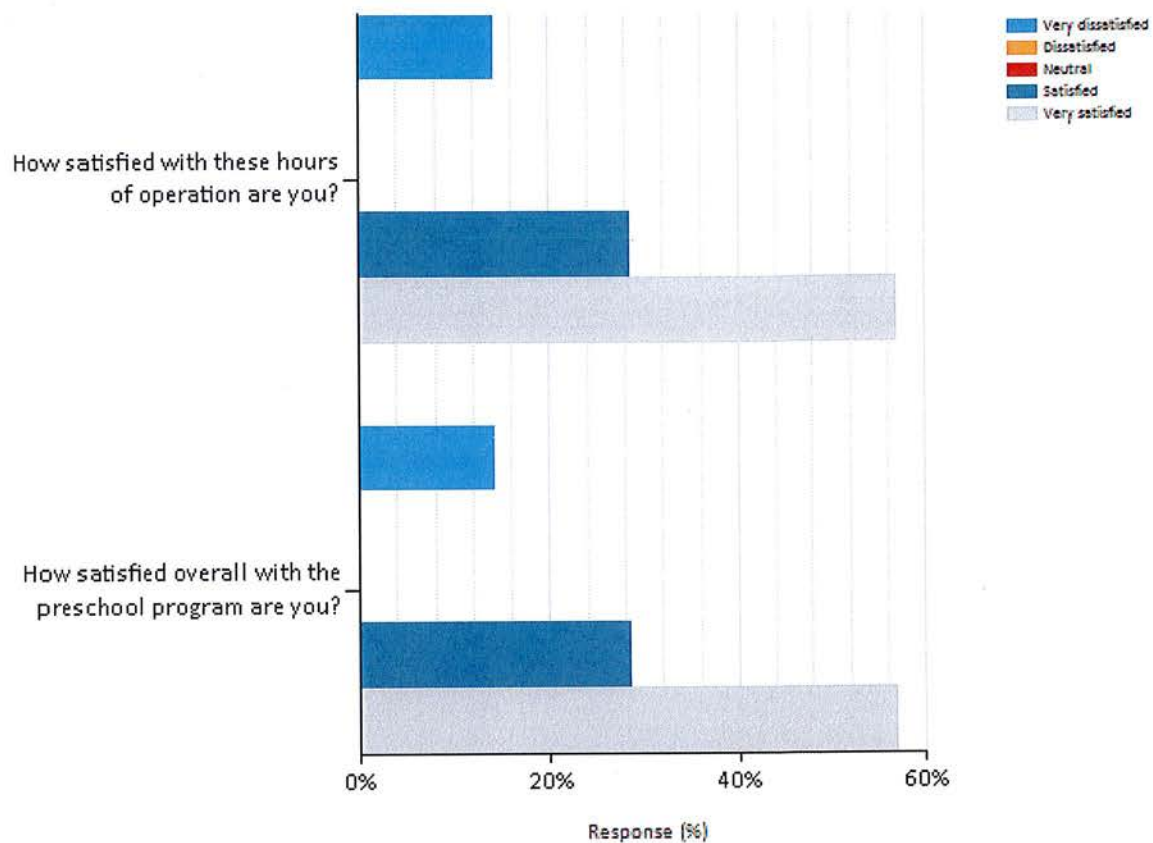


	2 ½ days per week		3 hours a day for 5 days		Other	
	Num	%	Num	%	Num	%
Number	4	57%	-	-	3	43%



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

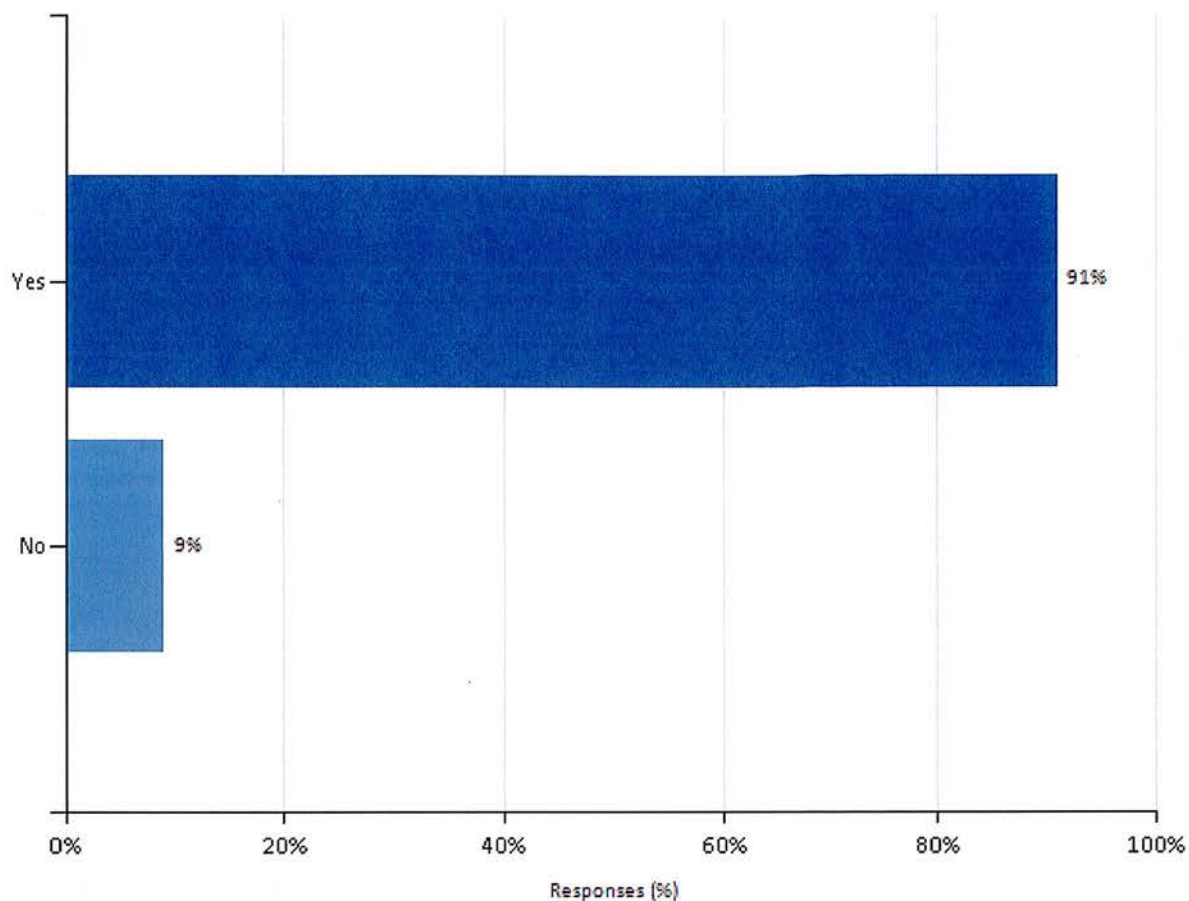




	Very dissatisfied		Dissatisfied		Neutral		Satisfied		Very satisfied	
	Num	%	Num	%	Num	%	Num	%	Num	%
How satisfied with these hours of operation are you?	1	14%	-	-	-	-	2	29%	4	57%
How satisfied overall with the preschool program are you?	1	14%	-	-	-	-	2	29%	4	57%

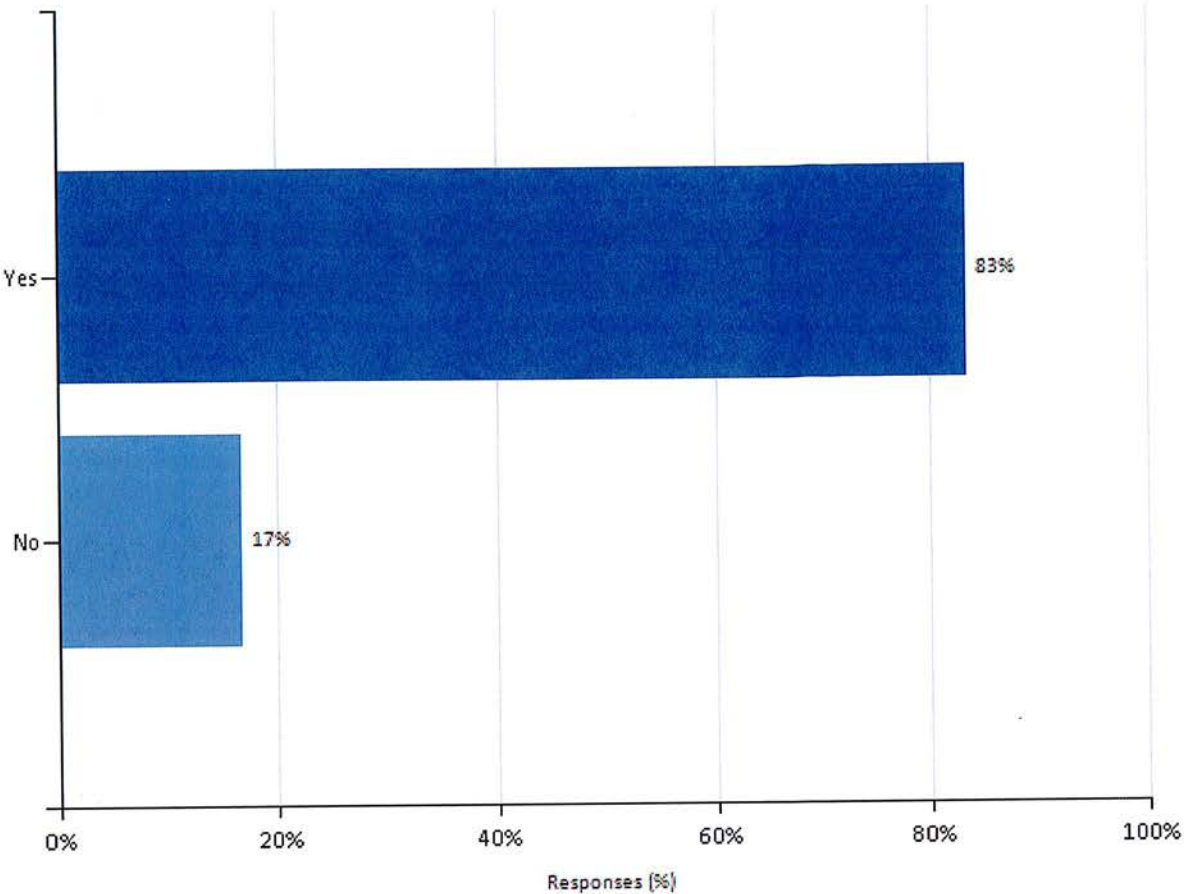


10 . This school supports my child's social development.



	Yes		No	
	Num	%	Num	%
Number	71	91%	7	9%

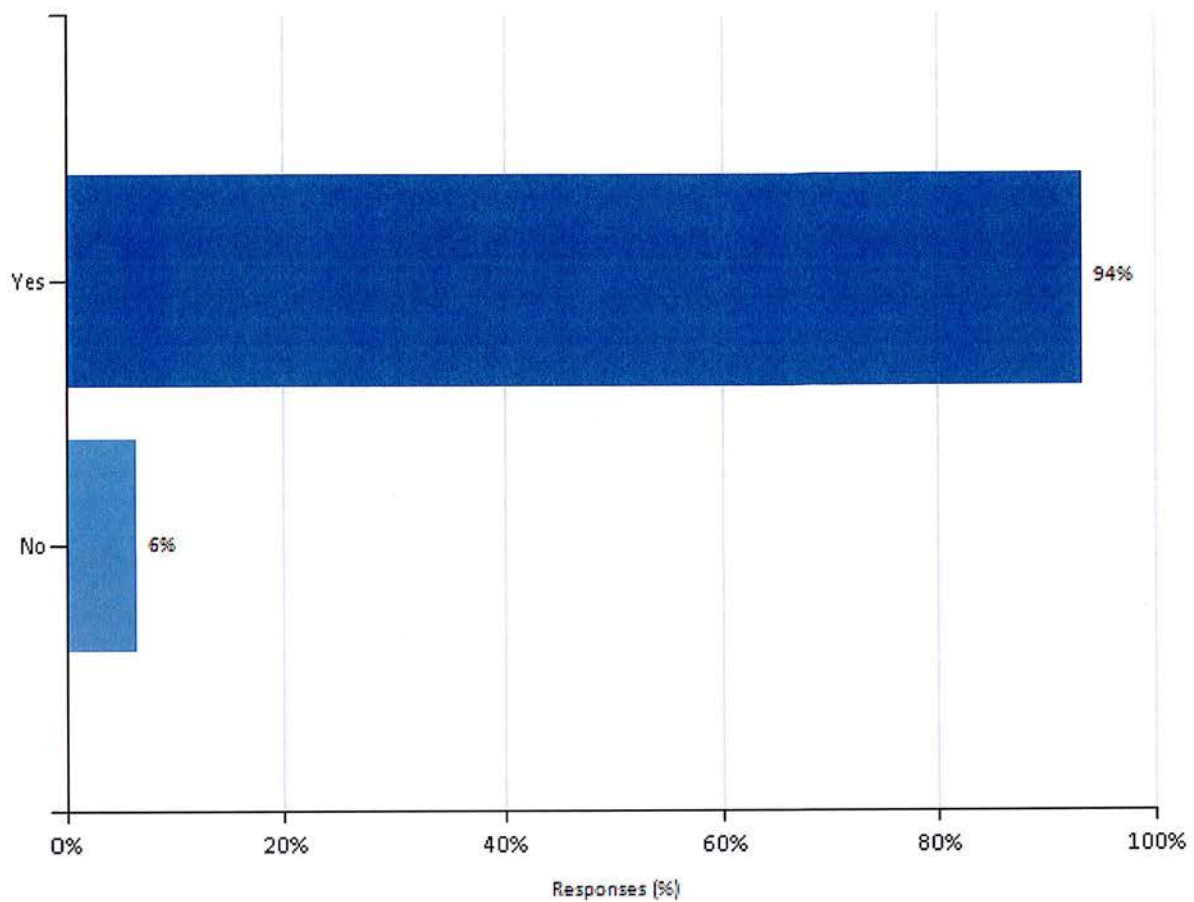
11 . This school helps my child understand his/her emotions.



	Yes		No	
	Num	%	Num	%
Number	65	83%	13	17%

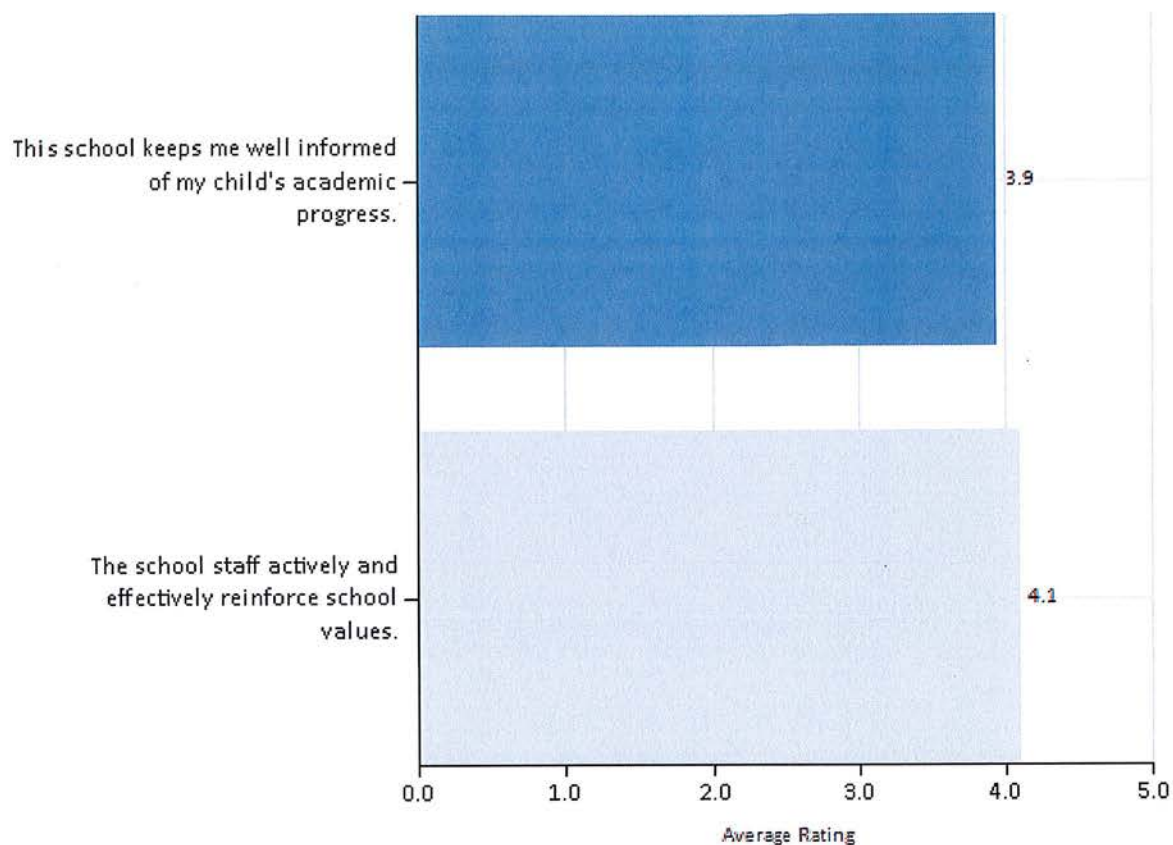


12 . This school supports my child's wellbeing.

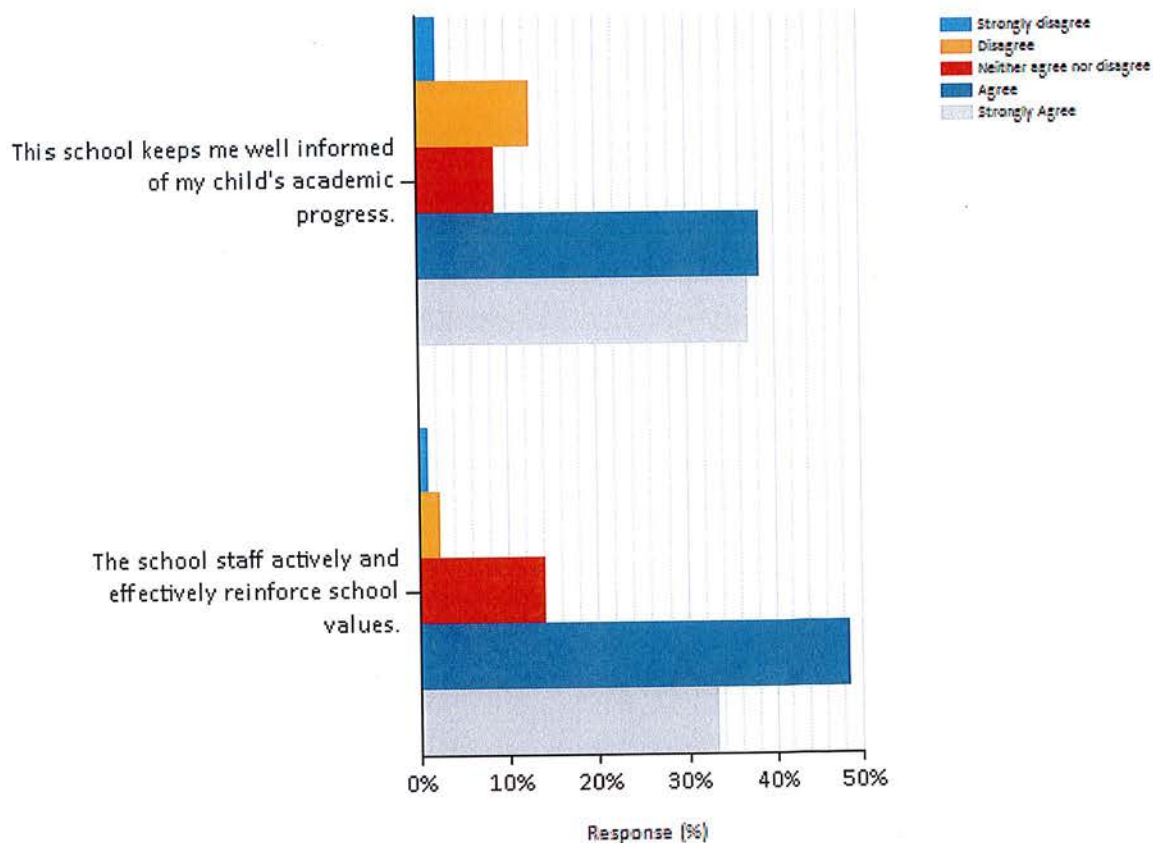


	Yes		No	
	Num	%	Num	%
Number	72	94%	5	6%

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







	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
This school keeps me well informed of my child's academic progress.	2	3%	10	13%	7	9%	30	38%	29	37%
The school staff actively and effectively reinforce school values.	1	1%	2	3%	11	14%	38	49%	26	33%

Larrakeyah Primary School Council Incorporated  
PO Box 412  
DARWIN NT 0801

Dear Chairperson

**Audit of Larrakeyah Primary School Council Incorporated for the Year Ended 31 December 2019.**

We have completed our audit of the financial report of Larrakeyah Primary School Council Incorporated for the year ended 31 December 2019.

Our audit is designed to form an opinion on your financial report. Because of the test nature of an audit, there is a risk that some material misstatement, fraud or irregularity may remain undiscovered.

Your internal controls, document management and fiscal accountability are excellent with no recommendations for improvement. Your School is in a sound financial position and, accurate provisions and accruals have been set aside and we certify all GST & Superannuation commitments have been paid.

Should you wish to discuss any aspects of this report or letter, please contact me on my mobile or by email.

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

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

Yours faithfully



Susanne Lee FCPA  
Director  
22 February 2020



**LARRAKEYAH PRIMARY SCHOOL INCORPORATED**  
**ANNUAL FINANCIAL STATEMENTS**  
for the year ending 31 December 2019

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

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Phone: 0418897757  
Email: [susiedoris28@gmail.com](mailto:susiedoris28@gmail.com)  
PO Box 475 Mudgeeraba QLD 4213  
ABN: 29 161 528 481

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED  
FINANCIAL REPORT  
YEAR ENDED 31<sup>st</sup> December 2019

CONTENTS	PAGE
Council Statement	3
Independent Audit Report	4
Statement of Financial Position	5
Income Statement	6
Notes to and forming part of the Accounts	7

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019

As Chairperson of the Larrakeyah Primary School 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 2019.

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: 25/02/2020

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



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

We have audited the accompanying financial report Larrakeyah Primary School Council Incorporated, which comprises the Statement of Financial Position as 31 December 2019 and the Income Statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information and the School Council statement.

***School Council responsibility for the financial report***

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

***Auditor's responsibility***

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

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

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

***Independence***

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

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

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

***Qualified opinion***

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial report Larrakeyah Primary School Council Incorporated presents fairly in all material respects in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of the Larrakeyah School Incorporated at 31 December 2019 and its financial performance for the year then ended.



Susanne Lee  
Director  
22 February 2020

# LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

## Statement of Financial Position

December 2019

	This Year	Last Year
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Cash at Bank</b>		
Westpac Operating Account	\$22,003.60	\$12,654.51
Cash Reserves	\$830,444.81	\$766,189.34
Westpac Debit Card	\$1,693.28	\$193.41
Term Deposit	\$600,000.00	\$600,000.00
<b>Total Cash at Bank</b>	<b>\$1,454,141.69</b>	<b>\$1,379,037.26</b>
<b>Cash on Hand</b>		
Petty Cash - School	\$500.00	\$500.00
Petty Cash – OSHC	\$300.00	\$300.00
Front Office Float	\$100.00	\$100.00
<b>Total Cash on Hand</b>	<b>\$900.00</b>	<b>\$900.00</b>
<b>Prepayments</b>		
Prepaid Expenses	\$0.00	\$727.55
<b>Inventories</b>		
Stock on Hand - Uniforms	\$21,879.83	\$27,964.08
<b>Total Current Assets</b>	<b>\$1,476,921.52</b>	<b>\$1,408,628.89</b>
<b>Non-Current Assets</b>		
<b>Total Non-Current Assets</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total ASSETS</b>	<b>\$1,476,921.52</b>	<b>\$1,408,628.89</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
<b>Deposits Held - 3rd Parties</b>		
Book Club Scholastics	\$7.00	\$0.00
CDU Monitoring & Coaching	\$1,262.46	\$1,262.46
BTS Scheme	-\$349.00	\$0.00
International Home Stay	\$1,036.00	\$0.00
Staff Christmas Functions	\$18.53	\$20.00
<b>Total Deposits Held - 3rd Parties</b>	<b>\$1,974.99</b>	<b>\$1,282.46</b>
<b>Trade Creditors</b>		
Trade Creditors/Commitments	\$132,122.76	\$12,165.36
<b>GST Liabilities</b>		
GST Paid on Purchases	-\$2,356.12	-\$685.08
<b>Other Accrued Expenses</b>		
Accrued Expenses	\$17,963.19	\$9,564.45
<b>Employee Entitlements</b>		
Provision for Annual Leave	\$2,073.83	\$848.52
Long Service Leave Entitlement	\$4,293.00	\$3,642.00
<b>Total Employee Entitlements</b>	<b>\$6,366.83</b>	<b>\$4,490.52</b>
<b>Total Current Liabilities</b>	<b>\$156,071.65</b>	<b>\$26,817.71</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>\$156,071.65</b>	<b>\$26,817.71</b>
<b>Net ASSETS</b>	<b>\$1,320,849.87</b>	<b>\$1,381,811.18</b>
<b>EQUITY</b>		
Accumulated Funds	\$1,381,811.18	\$979,108.42
Current Year Operating Surplus/(Deficit)	-\$60,961.31	\$402,702.76
<b>Total EQUITY</b>	<b>\$1,320,849.87</b>	<b>\$1,381,811.18</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

## Income Statement January-December 2019

	This Year	Last Year
<b>INCOME</b>		
<b>Grants and Subsidies</b>		
Commonwealth Grants via DoE	\$419.94	\$0.00
Commonwealth Grants direct to Schools	\$22,500.00	\$20,336.00
Other Grants from DoE	\$788,143.68	\$909,340.64
Other Grants from NTG DEPT	\$76,818.71	\$103,626.67
3rd Party Grants - External	\$9,750.00	\$6,655.75
<b>Total Grants and Subsidies</b>	<b>\$897,632.33</b>	<b>\$1,039,959.06</b>
<b>Sale of Goods and Services</b>		
School Council Projects	\$682,523.92	\$687,716.71
Student Activities	\$224,130.36	\$184,875.29
<b>Total Sale of Goods &amp; Services</b>	<b>\$906,654.28</b>	<b>\$872,592.00</b>
<b>Interest Received</b>		
Interest Received	\$19,000.28	\$8,789.68
<b>Miscellaneous Income</b>		
Receipts/Reimbursements Other Government Schools	\$414.24	\$2,704.56
<b>TOTAL INCOME</b>	<b>\$1,823,701.13</b>	<b>\$1,924,045.30</b>
<b>EXPENSES</b>		
<b>Employee Expenses</b>		
Salaries & Related Expenses	\$464,720.11	\$391,713.60
Superannuation	\$43,892.07	\$36,884.82
<b>Total Employee Expenses</b>	<b>\$508,612.18</b>	<b>\$428,598.42</b>
<b>Purchase of Goods &amp; Services</b>		
School General Expenses	\$176,027.29	\$202,378.60
Administrative Expenses	\$23,493.43	\$37,736.07
Motor Vehicle Expenses	\$177.44	\$144.75
Student Activities	\$139,254.27	\$114,005.93
Student Information Technology	\$80,132.56	\$57,612.81
Admin It and Communication	\$38,726.29	\$34,999.77
Curriculum	\$133,638.74	\$105,805.76
School Non-Core Activities	\$72,686.44	\$64,481.83
<b>Total Purchase of Goods &amp; Services</b>	<b>\$664,136.46</b>	<b>\$617,165.52</b>
<b>Repairs &amp; Maintenance</b>		
Urgent Minor Repairs	\$70,579.63	\$73,940.09
Non- Urgent Minors	\$10,007.11	\$10,981.92
<b>Total Repairs &amp; Maintenance</b>	<b>\$80,586.74</b>	<b>\$84,922.01</b>
<b>Property Management</b>		
Essential Services	\$212,421.03	\$211,151.10
Cleaning	\$121,958.74	\$126,875.78
Grounds	\$45,650.05	\$31,138.35
Property Management Other	\$251,246.93	\$21,254.12
<b>Total Property Expenses</b>	<b>\$631,276.75</b>	<b>\$390,419.35</b>
<b>Administrative Expenses</b>		
Other Administrative Expenses	\$50.31	\$237.24
<b>TOTAL EXPENSES</b>	<b>\$1,884,662.44</b>	<b>\$1,521,342.54</b>
<b>Net PROFIT/(LOSS)</b>	<b>(\$60,961.31)</b>	<b>\$402,702.76</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 2019

### **Note 1: Statement of Accounting Policies.**

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

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

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

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

#### **(b) Revenue recognition**

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

#### **(c) Income Tax**

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

#### **(d) Capital expenditure**

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

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

#### **(e) Depreciation**

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

#### **(f) Receivables**

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

#### **(g) Inventories**

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

#### **(h) Employee Entitlements**

The School employs staff on casual, award and/or contract arrangements and has incurred a liability for employee entitlements.

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