

## Larrakeyah Primary School

### Annual Performance Report to the School Community

2020





## 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. Enrolments continued to exceed 500 this year.

Increased enrolments has seen the need for additional infrastructure. Last 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. The school's Master Plan was completed this year. Planning for an outdoor learning area for the cooking & gardening program also commenced.

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.

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 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 Science, ICT and ESL.

This year the school had an external school review which is conducted for all NT schools every 4 years. The report is on the school website. The school received a high-outstanding rating in all nine domains of the school review framework and received many commendations. Recommendations from the school review frame the work around school improvement for the next four years.

As part of the IPS initiative, the Larrakeyah Primary School Board is an active and supportive group of staff and parents. Thank you to the school board chair, Chad Banfield, for his ongoing leadership and support that he and the board have given to the school in 2020.

Larrakeyah Primary was selected as one of the first six Independent Public Schools in the Northern Territory. We were proud to operate for the sixth year as Larrakeyah Primary Independent Public School. We were also proud to operate for the fifth year as an accredited Cambridge International School.

#### **Our Staff**

The Executive staff consisted of: 1 Principal, 2 Assistant Principals and 4 Senior teachers. There were 20 full time class teachers, 3 specialist teachers, 1 learning support teacher, 3 part-time teachers 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, 1 Defence School Transition Aide and 1 Maintenance Officer. Four staff members 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. 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. In 2020 average enrolment was 531. Approximately one-fifth of the school's students come from



Defence families. The school has approximately 3% Indigenous students and approximately 40% ESL. The school's average attendance for 2020 was 94.1%.

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.

School community engagement was limited due to COVID-19 safety measures which restricted visitors to the school. In second semester, parents assisted with the Reading program, kitchen/garden program and excursions.

Teachers continued to send home class newsletters, informing parents of class programs and activities. A whole school newsletter was also distributed fortnight and published on the school website. Dash Media was hired to write news items and newsflashes for parents each fortnight, highlighting special events or school programs. Special assemblies were held for ANZAC Day, Remembrance Day and student presentation awards.

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

The school website also showcases our school to the community and highlights what we offer our students as an Independent Public School. The website is used by parents to access up-to-date information and is frequently accessed by prospective parents enrolling their children. The school website continues to attract positive feedback from parents.

As an IPS school, this is the fifth year that the school had a school board. During the 2020 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 as well as the general organisation of the school. The School Board was very active in lobbying for additional infrastructure, meeting several local politicians, the Education Minister and the NT Department of Education CE.

The school has three-way conferences each semester that involve teacher, parents and student. In second semester, these were held online. Parent information sessions were also held at Preschool and Transition.

Due to COVID-19 safety measures, school events were restricted. Parents were invited to assemblies in second semester, Awards Presentations, Year 6 Graduation



ceremony and Preschool celebrations. The annual whole school concert at the Darwin Entertainment Centre (DEC) was not held this year.

Our student leadership team organised school events such as Mother's Day stall, Father's Day stall, Dress Up Days and fundraising.

Due to COVID restrictions, the BEAT was not held at the Darwin Entertainment Centre this year. Instead, the event "Flight" was filmed. Larrakeyah Primary students participated in a dance segment.

This year, there were video entries for the Tournament of Minds (ToM) instead of the live team performances at CDU. The Larrakeyah ToM team was awarded second place in the Social Science category in this year's competition. It was a phenomenal achievement considering there were 92 entries.



## Identified signature strategies for 2020 school year

### Personalising Learning

#### Goals :

*Establish and embed 'Personalised Learning' through the effective use of differentiated teaching and learning strategies, consistently applied across the whole school, to improve student's educational outcomes.*

*Develop whole school pedagogical approaches that includes differentiation of content, process and product. Teachers will effectively use data for differentiation.*

*Differentiation will be evident in planning and teaching programs across the school.*

#### Actions:

- Review current definition of differentiation at LPS.
- Use of data to differentiate.
- What does differentiation look like in:
  - Mathematics
  - Writing
  - Cohort groups eg EALD students; special education

Targeted Professional Development in differentiation in

- Mathematics
- Writing

The work focused on differentiation allowed a common definition of differentiation to be understood by teachers and articulated. The targeted professional learning was delivered by school focus teams and DoE support staff, particularly in the area of Mathematics and EAL/D.

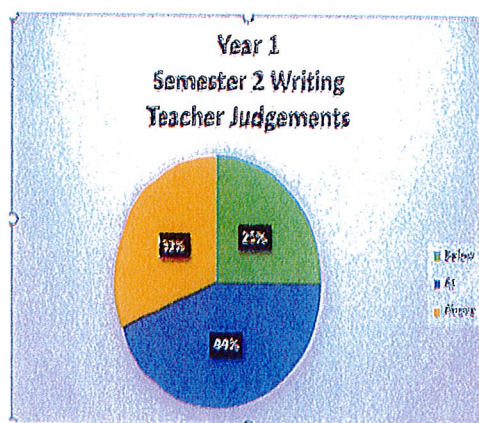
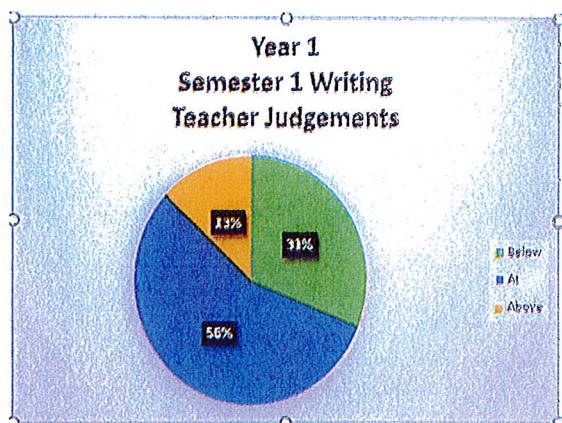
Differentiation was evident in teaching programs and teachers could articulate how they use data to differentiate in data coaching sessions. The work certainly made a difference in student learning outcomes in Writing and Mathematics and teachers' use of data – see below. Differentiation is a continued focus next year.



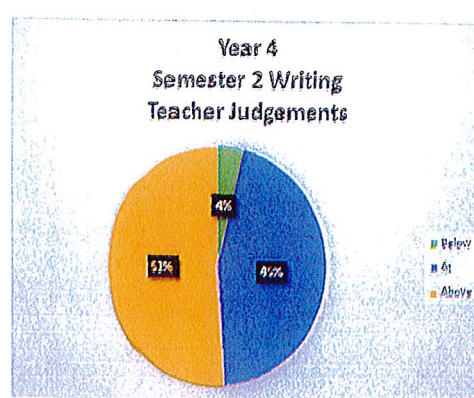
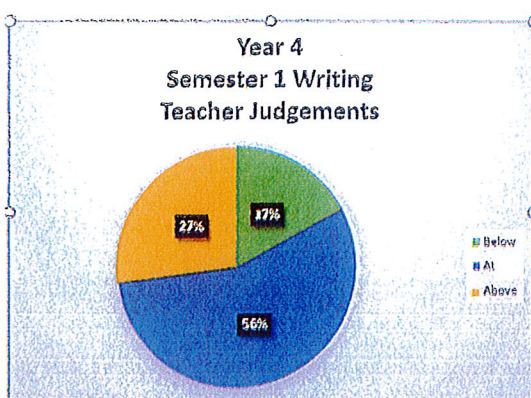
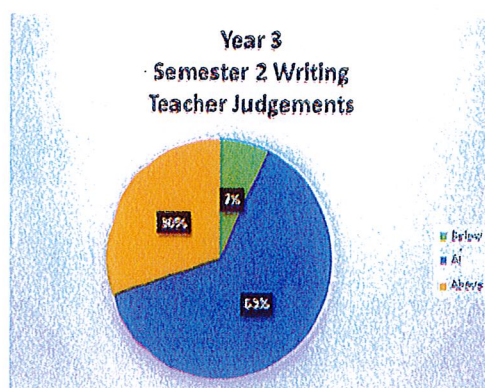
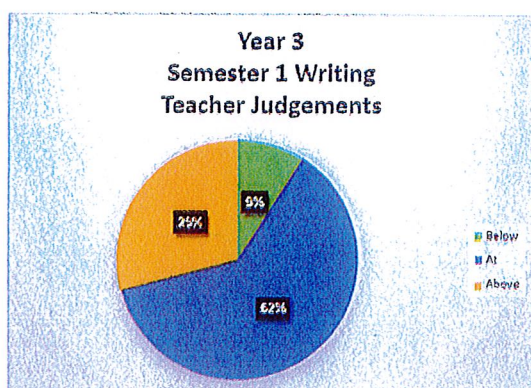
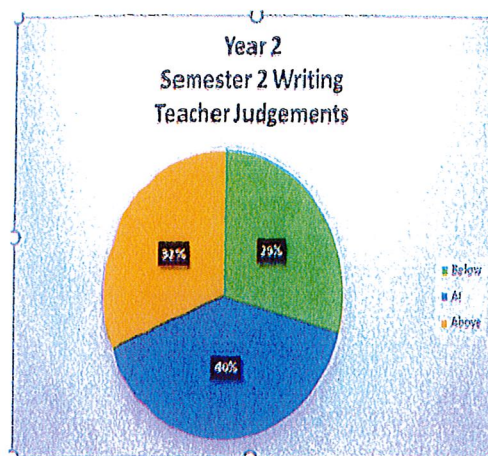
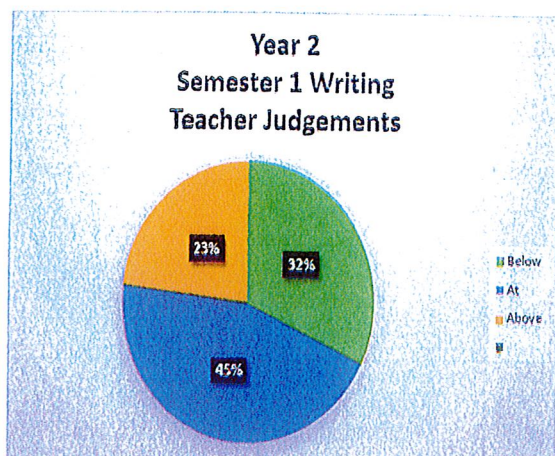
## Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9

The school's deliverables for this priority area included :

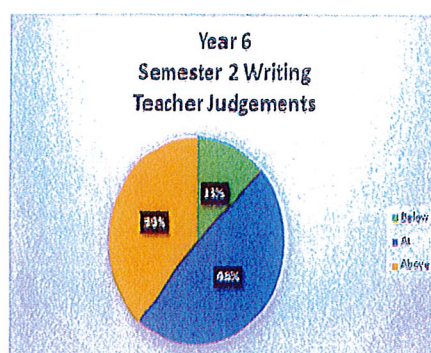
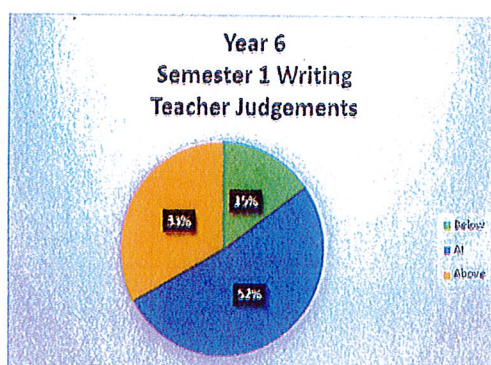
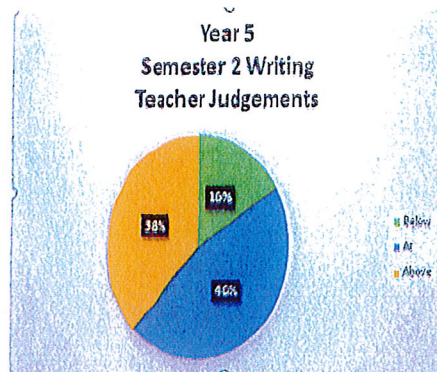
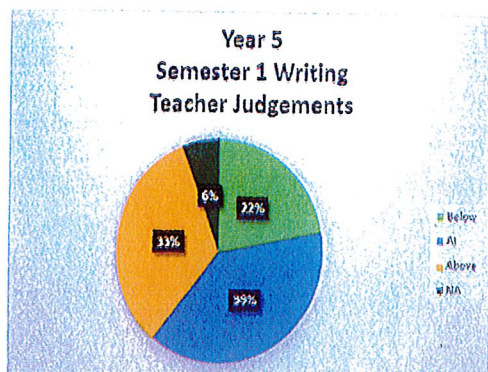
- Improve student two year gain in NAPLAN writing in Years 5
- Improve overall student writing grades to a minimum of C standard and above
- Larrakeyah Primary continued to be a trial school for the Brightpath program for the assessment of writing. The Literacy Leader and ST1 Head of Curriculum and Assessment 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. In the absence of NAPLAN data, Brightpath data was used for Writing.
- 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 83.7% students achieving C standard and above in Writing by the end of the year (target 90%).











The focus on Writing and differentiation also had an effect on reading results.

PAT R data showed growth in Reading in all year levels.

2020 PAT Reading		Term 1			Term 4			Growth
Year	Mean	Students	# Above	% Above	Students	# Above	% Above	%
1	87.1	74	13	17.6	78	38	48.7	31
2	100.5	70	17	24.3	74	55	74.3	50
3	110.9	83	27	32.5	79	59	74.7	42
4	118.7	70	44	62.9	69	59	85.5	23
5	124.5	70	33	47.1	66	54	81.8	35
6	128.8	53	28	52.8	53	46	86.8	34



## Improve Student Mathematics Outcomes

The school's deliverables for this priority area included :

- Improve student Mathematics outcomes – minimum of C standard and above in Mathematics
- There was a whole school focus on the teaching of Mathematics, differentiation 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.
- Last year, 83.5% students achieved C standard and above in Mathematics (90% target). This year, 91.07% students achieved at a C standard and above in Mathematics by end of Semester 2 2020 (90% target).

SEMESTER 2 2020 - C AND ABOVE				
	N&A	M&G	S&P	Average
Year 1	82.67	90.67	96	89.78
Year 2	83.1	88.73	91.55	87.79
Year 3	89.74	94.87	96.15	93.59
Year 4	92.65	100	100	97.55
Year 5	86.57	97.01	94.03	92.54
Year 6	79.63	88.89	87.04	85.19
				91.07

PAT M data showed growth in Mathematics in all year levels and targets were met.

Year 1 30% in top two bands (25% target)  
 Year 2 29% in top two bands (20% target)  
 Year 3 32% in top two bands (28% target)  
 Year 4 46% in top two bands (18% target)  
 Year 5 20% in top two bands (25% target)  
 Year 6 68% in top two bands (30% target)

2020 PAT Maths		Term 1			Term 4			Growth
Year	Mean	Students	# Above	% Above	Students	# Above	% Above	%
1	93.2	75	28	37.3	79	50	63.3	26
2	103	70	19	27.1	74	51	68.9	42
3	110.9	83	20	24.1	80	68	85.0	61
4	117.4	70	44	62.9	69	59	85.5	23
5	122.7	70	25	35.7	67	35	52.2	17
6	127	54	28	51.9	53	37	69.8	18

## School Leadership

The school's deliverables for this priority area included :

- Continue to build capacity of staff
  - Continue to increase capacity of Leadership Team to lead/manage school improvement
- Visible learning is embedded in the school and two Visible Learning Impact Coaches ensured consistency of Visible Learning across the school. The impact coaches conducted classroom walkthroughs and worked with individual teachers to implement Visible Learning as required. Teachers received verbal and written feedback from impact coaches. Visible Learning focuses on analysing data so that teachers know the impact of their teaching and using explicit strategies such as productive feedback, learning intentions and success criteria.
  - The Principal and Assistant Principals continued to focus on regular lesson observations and provided both written and verbal feedback to teachers in Mathematics and Writing. 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 "Living Positively" aimed to support students to develop the skills, knowledge and attitudes necessary to identify their individual strengths and maintain a positive outlook on life. Peer Leaders were trained by the Upper Primary Teachers and led groups of 8-10 students through 8 sessions.
  - Friends At Breaks (FAB) was introduced and supported by the Student Leadership Team. FAB enabled students to play games across age groups at recess in the library and outside once per week. FAB was very popular amongst students and also enabled different friendships to develop.
  - 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, 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. Projects this year included water sustainability, hospitality, forensic sciences, solar power, photography, media, VR technology and the fishing industry. At the end of the program, Year 5/6 students and staff conducted a QUEST Expo of Learning to showcase 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.
- With COVID-19 and the possibility of school closures and remote learning, senior staff prepared teachers to organize work to be uploaded to SeeSaw. The school was very prepared for remote learning. Each class used SeeSaw as a form of online communication with parents throughout the year.
- Senior staff presented at two virtual conferences – Informa STEAM conference in Sydney and EduTeach Asia in Singapore. The presentations focused on the journey of STEAM and inquiry based learning at Larrakeyah Primary School. Presentations were very well received and raised the school profile.
- A senior teacher who also coordinated STEAM in the school, organised highly successful whole school STEAM Day in which all students across the school worked together on a STEAM challenge incorporating the 4C's. Two Early Childhood teachers also organized an Early Childhood STEAM day.
- Last year, the Principal attended national accreditation training in ACER School Reviews and became a trained school reviewer. This year, DoE enabled the Principal to participate in several school reviews at a system level.
- 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.
- 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 nomination was successful. Carmel participated in the TPRG last year as well as this year 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). This year, there were video entries for the Tournament of Minds (ToM) instead of the live team performances at CDU. The Larrakeyah ToM team was awarded second place in the Social Science category in this year's competition. It was a phenomenal achievement considering there were 92 entries.
- As an accredited Cambridge International School, Cambridge Primary Curriculum (English, Mathematics and Science) continued to be implemented across all year levels to support the Australian Curriculum. With an ICT specialist teacher, Cambridge ICT was also implemented across all year levels.



## Data and Accountability

The school's deliverables included:

- Improve teachers' understanding of data, quality of teacher judgements in relation to assessment data and teachers' abilities to use data to inform teaching practices.
- Grade Expert school-wide data monitoring system is established in the school and teachers are confident using the data system. Teachers participated in Grade Expert PD for data analysis and data reports.
- Data coaching commenced in Semester 1 with teachers meeting with the Principal, Assistant Principal and teacher data champion to discuss student data and class trends. Given the staff professional learning with PAT R and PAT M data, teachers were able to 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 Writing and Mathematics. 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.
- Due to COVID-19, a national decision was made not to conduct NAPLAN testing this year.
- In the absence of NAPLAN writing data, teachers used Brightpath to collect data on students' writing. Teachers had a strong focus on writing data and analysing student, class, year level and school data. Teaching teams were involved in writing moderation of students' work each term. Teachers were aware of school writing targets and progress made to meet these targets.
- 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.

- This was the first year that the school collected data on student wellbeing. An ACER social and emotional wellbeing survey was administered twice per year for students in Years 3-6. A teacher-designed simplified version was administered to early childhood students. Results showed that students have a developed sense of wellbeing.
- We researched a program called Youhue which was successfully used at an international school in Cairo to collect daily student wellbeing data. We trialled the program in 5 classes to obtain and track student wellbeing data. Students entered wellbeing data daily. The teacher could monitor this data and be alerted to any significant change in student wellbeing. The trial was very successful and will be implemented across the school next year.
- The Data Focus Team, coordinated by a teacher data champion, continued to provide professional development for teachers both in school and after school. Professional learning strongly focussed on data analysis and the use of data to inform teaching. Teachers also had data mentors/buddies from the Data Focus Team who provided individual support for teachers. The school met the target of 80% class teachers consistently analysing and using data to inform their teaching programs and practices.



## Community Engagement

The school's deliverables for this priority area included :

- Further develop sister school relationship.
- Further develop partnership with Confucius Institute at CDU.
- Continue the partnership work between Larrakeyah Primary, Darwin Middle and Darwin High Schools through high quality programs in ICT Robotics, Chinese and Music.
- With COVID-19 and travel restrictions, our Year 6 students were unable to participate in the international study tour to Singapore and visit our sister-school, Excelsior International School in Johor Bahru, Malaysia. During the year, staff and students communicated with each other by email and some Skype sessions.
- This year we were informed that a British company called Repton bought Excelsior International School and consequently, the school has changed its name to Repton International School. The school has a new leadership team and board. Planning has already commenced with the Principal of Repton International School for the 2021 partnership and what this may look like given COVID-19 and the continuation of travel restrictions.
- Last year, 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. As a result of this connection, an international partnership (sister school) was established this year between Larrakeyah Primary School and Nanshan Chinese International College (NCIC) Immersion School.
- A Memorandum of Understanding for a sister-school relationship was developed with Nanshan Chinese International College (NCIC) Immersion School. The goals of this sister school relationship are :
  - To strengthen relationships, understanding and appreciation between people in Shenzhen, China and the Northern Territory, Australia;

- To provide opportunities for students and teachers to develop skills which enhance China-Australia relationships and cultural understanding;
  - 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.
  - To provide opportunities for students and teachers to develop a deeper understanding of bilingualism and dual-language educational programs;
  - To maintain an international school partnership which constantly improves through evaluative processes.
- Skype meetings occurred with the Principal of Nanshan Chinese International College (NCIC) Immersion School. Planning in regards to the partnership which will continue early next year.
  - 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 has since been expanded to include all students. The program continued this year and was also supported by teachers from the Darwin Languages Centre.
  - Given COVID-19 safety restrictions, the planned partnership work between Larrakeyah Primary, Darwin Middle and Darwin High Schools through high quality programs in ICT Robotics, Chinese and Music, could not occur.
  - 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. Year 6 students have been very engaged in this project.



## Student Enrolment, Attendance and Learning

Include Families as First Teachers program participation, where appropriate, and student enrolment and attendance data for all students and Aboriginal students for each year level in the whole school including preschool. For example:

Families as First Teachers [include where applicable]			
Previous Year		Reporting Year	
Number of children participating	Average number of days participating per week	Number of children participating	Average number of days participating per week
N/A	N/A	N/A	N/A

Year Level	Previous Year				Reporting Year			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Pre	1	80.4%	44	88.0%	-	-	44	91.8%
Tran	1	69.4%	62	92.1%	4	94.6%	63	94%
Yr 1	1	85.7%	62	92.7%	1	75.6%	77	93.9%
Yr 2	1	83.8%	79	92.7%	2	70.2%	73	94.6%
Yr 3	3	79.6%	64	93.2%	2	97.5%	81	94.1%
Yr 4	3	85.9%	67	93.8%	3	52.8%	70	94.3%
Yr 5	2	92.5%	57	92.2%	4	87.2%	69	93.7%



Yr 6	2	91.1%	60	93.8%	2	91.4%	55	94.7%
ALL	14	85.2%	494	92.7%	17	84.1%	531	94.1%

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 the number of students undertaking further study, training, or working. This information may be captured through student exit surveys/interviews or identified through planning of personalised learning strategies.

Student Destinations	University	VET	Apprenticeship/ Traineeship	Employment	Other
Year 10					
Year 11					
Year 12					



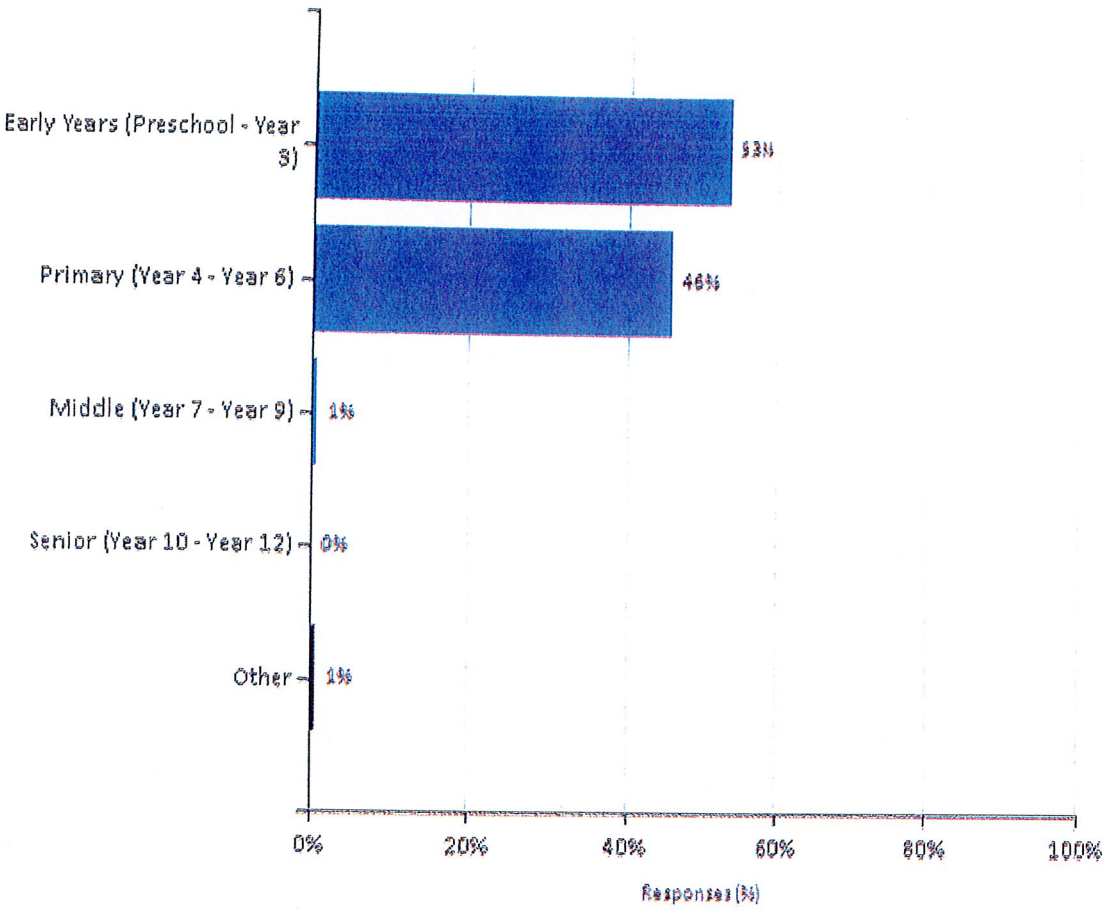
# School Survey

## Overview

Survey title	Larrakeyah Primary School 2020 Parent Survey
Report title	Distribution - single
Organisation name	Larrakeyah Primary School
Generation time & date	8:25AM - 02 Sep 2020
Generated by	Rick Collister
Distribution name	Larrakeyah Primary School 2020 Parent Survey - 4/08/2020 8:33 AM
School year	2020
Num of online responses	160
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?

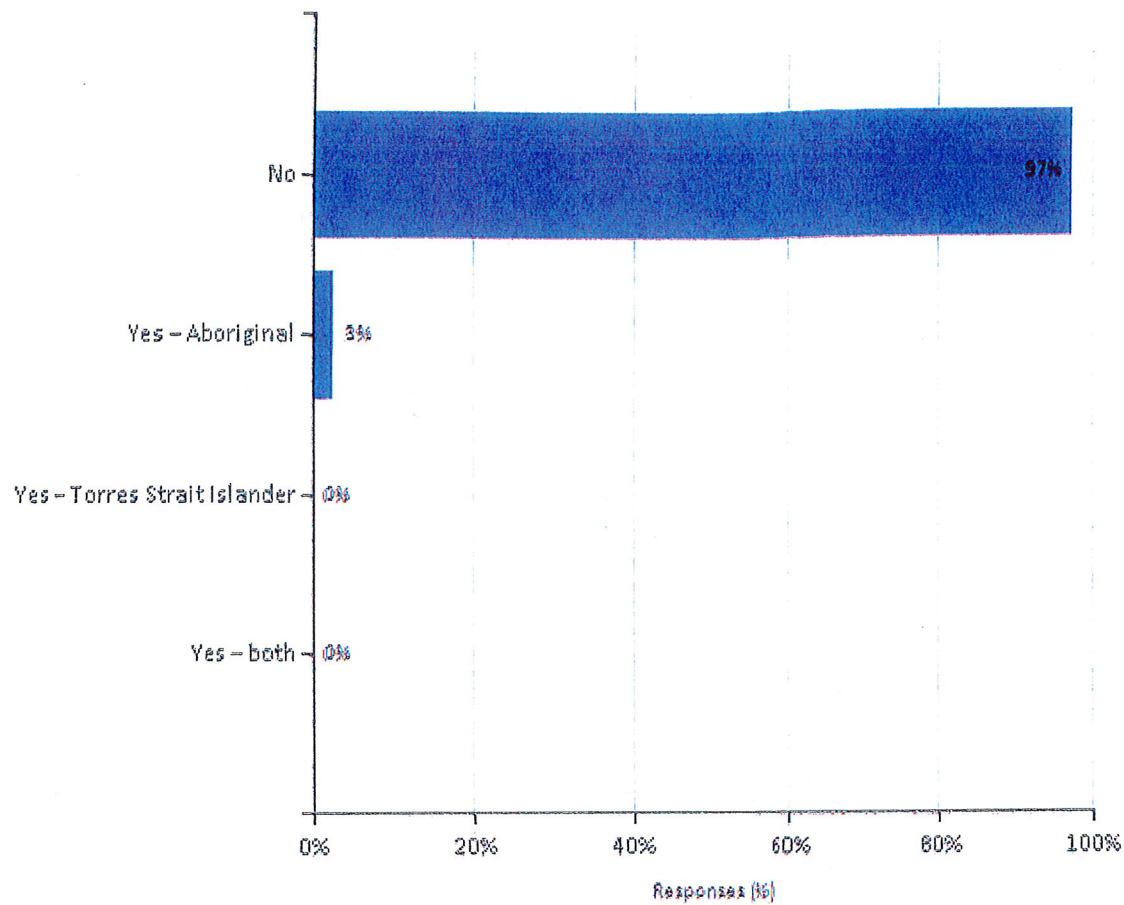


Early Years (Preschool - Year 3)		Primary (Year 4 - Year 6)		Middle (Year 7 - Year 9)		Senior (Year 10 - Year 12)		Other	
Num	%	Num	%	Num	%	Num	%	Num	%
85	53%	73	46%	1	1%	-	-	1	1%

Number



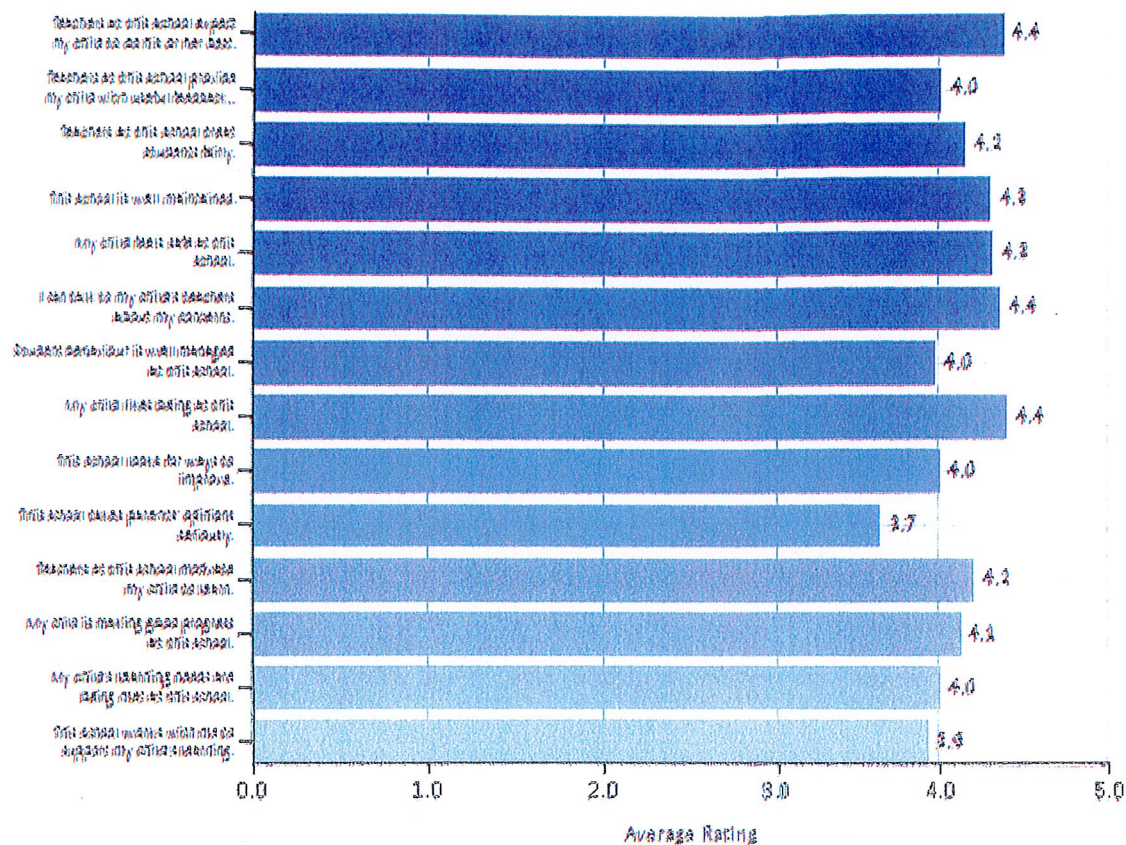
2 . Are you of Aboriginal or Torres Strait Islander origin?



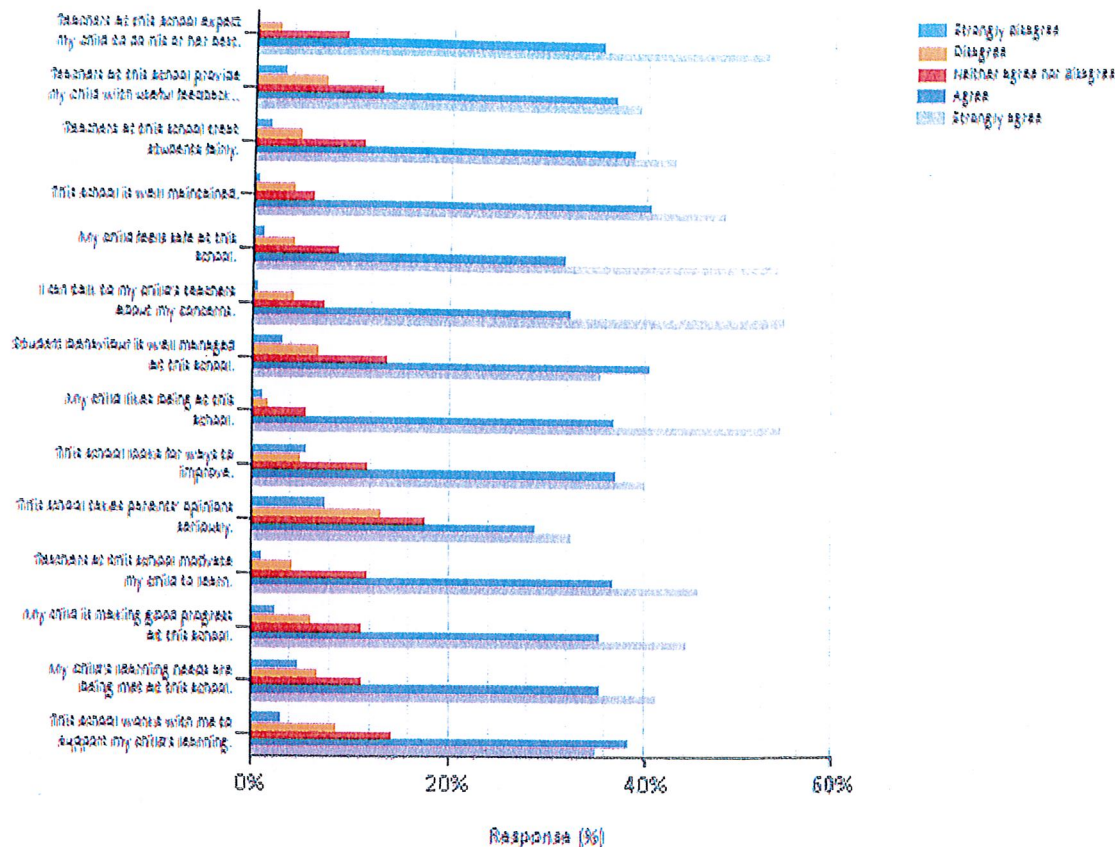
No		Yes - Aboriginal		Yes - Torres Strait Islander		Yes - both	
Num	%	Num	%	Num	%	Num	%
154	97%	4	3%	-	-	-	-

Number

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





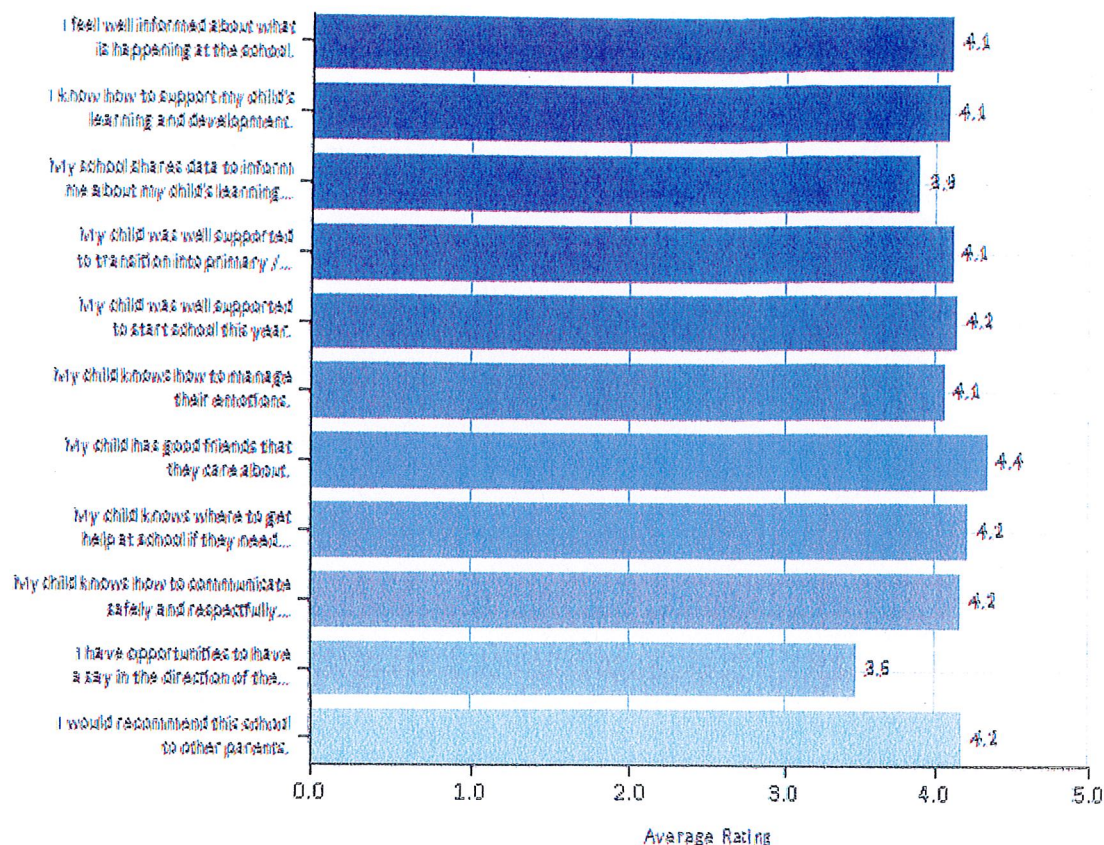


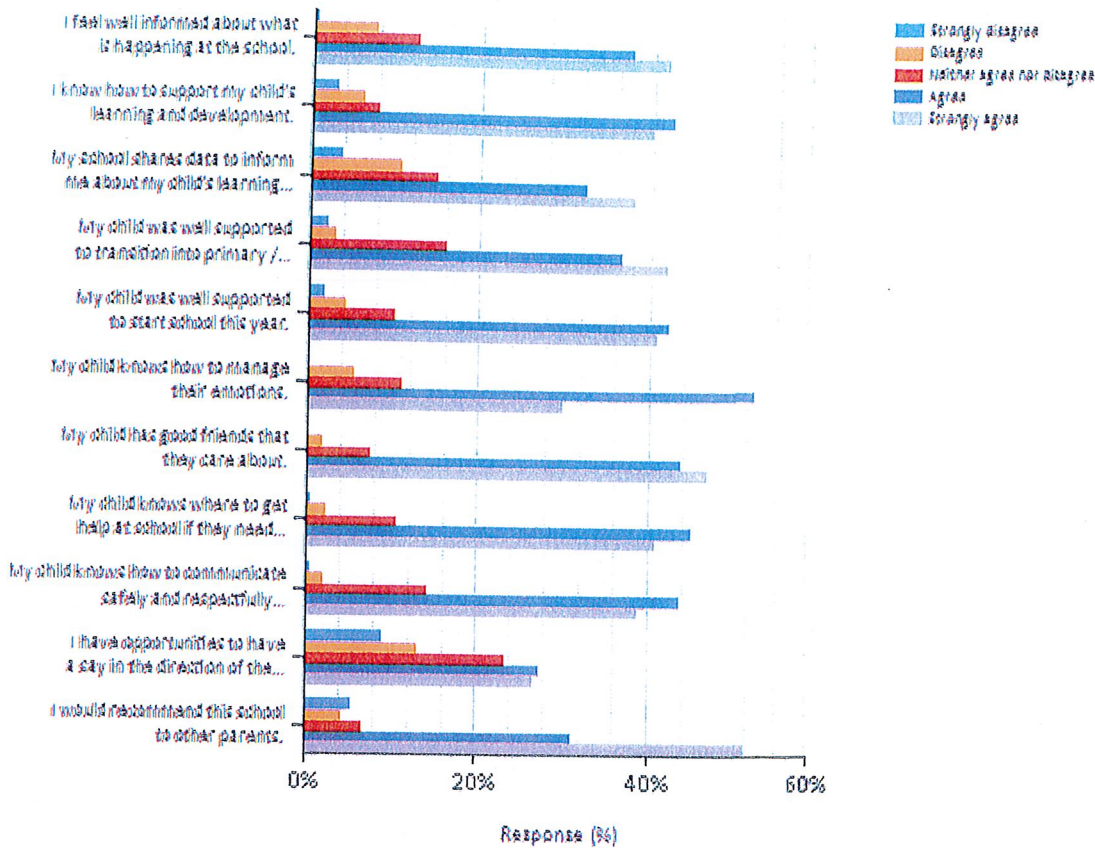
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do his or her best.	-	-	4	3%	15	9%	57	36%	8	53%
Teachers at this school provide my child with useful feedback about his or her school work.	5	3%	12	8%	21	13%	59	37%	63	39%
Teachers at this school treat students fairly.	3	2%	8	5%	18	11%	62	39%	63	43%
This school is well maintained.	1	1%	7	4%	10	6%	65	41%	77	48%
My child feels safe at this school.	2	1%	7	4%	14	9%	51	32%	83	54%
I can talk to my child's teachers about my concerns.	1	1%	7	4%	12	8%	52	33%	83	55%
Student behaviour is well managed at this school.	5	3%	11	7%	22	14%	65	41%	57	36%
My child likes being at this school.	2	1%	3	2%	9	6%	59	37%	87	54%
This school looks for ways to improve.	9	6%	8	5%	19	12%	59	37%	64	40%
This school takes parents' opinions seriously.	12	8%	21	13%	28	18%	46	29%	52	33%
Teachers at this school motivate my child to learn.	2	1%	7	4%	19	12%	59	37%	73	43%
My child is making good progress at this school.	4	3%	10	6%	18	11%	57	38%	71	44%

My child's learning needs are being met at this school.	8	5%	11	7%	18	11%	57	36%	66	41%
This school works with me to support my child's learning.	5	3%	14	9%	23	14%	61	38%	56	35%



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



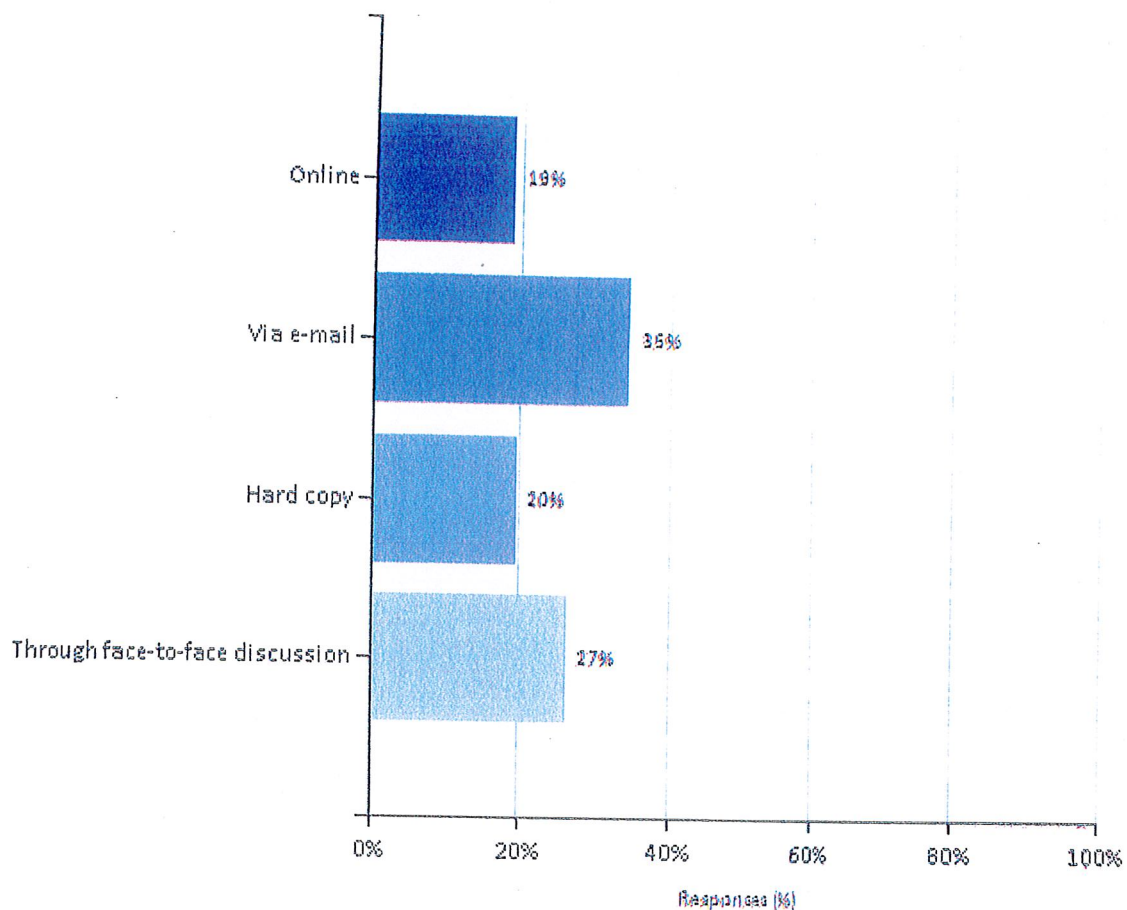


	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
I feel well informed about what is happening at the school.	1	1%	12	8%	20	13%	60	38%	67	42%
I know how to support my child's learning and development.	5	3%	10	6%	13	8%	68	43%	64	40%
My school shares data to inform me about my child's learning in a way that I can understand.	6	4%	17	11%	24	15%	52	33%	61	38%
My child was well supported to transition into primary / middle / senior school.	3	2%	4	3%	21	16%	48	37%	55	42%
My child was well supported to start school this year.	3	2%	7	4%	16	10%	66	42%	64	41%
My child knows how to manage their emotions.	-	-	9	6%	18	11%	85	53%	43	30%
My child has good friends that they care about.	-	-	3	2%	12	8%	70	44%	75	47%
My child knows where to get help at school if they need it.	1	1%	4	3%	17	11%	72	45%	65	41%
My child knows how to communicate safely and respectfully online.	1	1%	3	2%	20	14%	61	44%	54	39%
I have opportunities to have a say in the direction of the school and its education	14	9%	20	13%	36	24%	42	27%	41	27%



programs.										
I would recommend this school to other parents.	9	6%	7	4%	11	7%	50	31%	63	52%

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

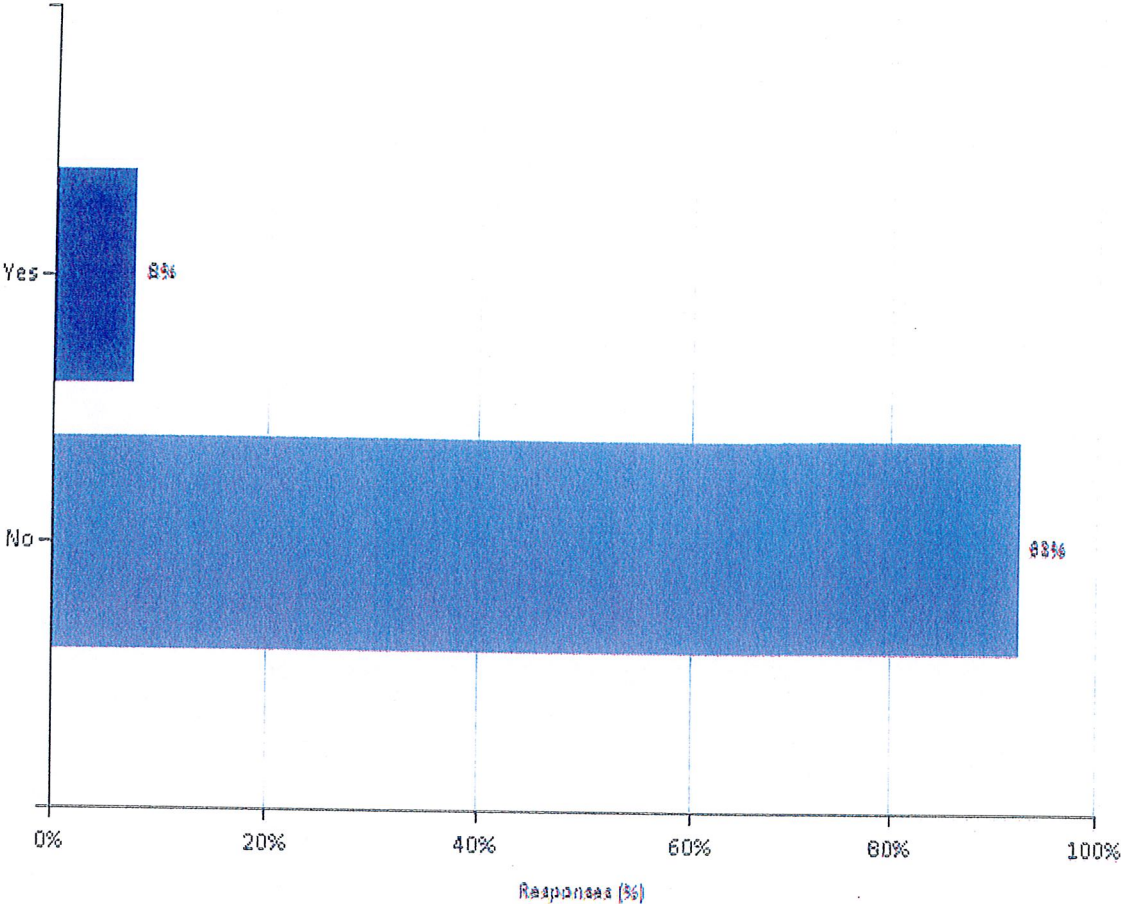


Number

Online		Via e-mail		Hard copy		Through face-to-face discussion	
Num	%	Num	%	Num	%	Num	%
52	19%	95	35%	54	20%	73	27%



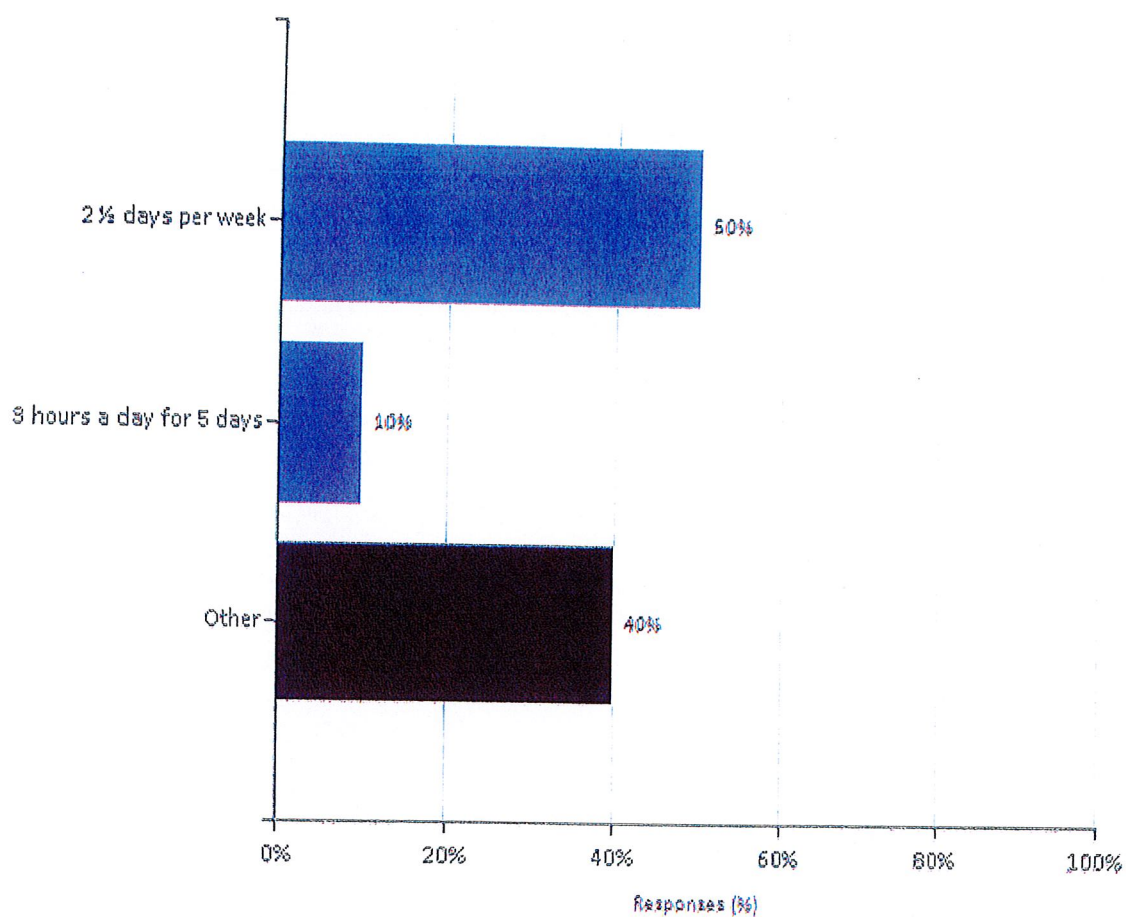
6. Is the child you are answering this survey about in preschool?



Number

Yes		No	
Num	%	Num	%
12	8%	148	93%

## 7. What hours does your preschool operate?

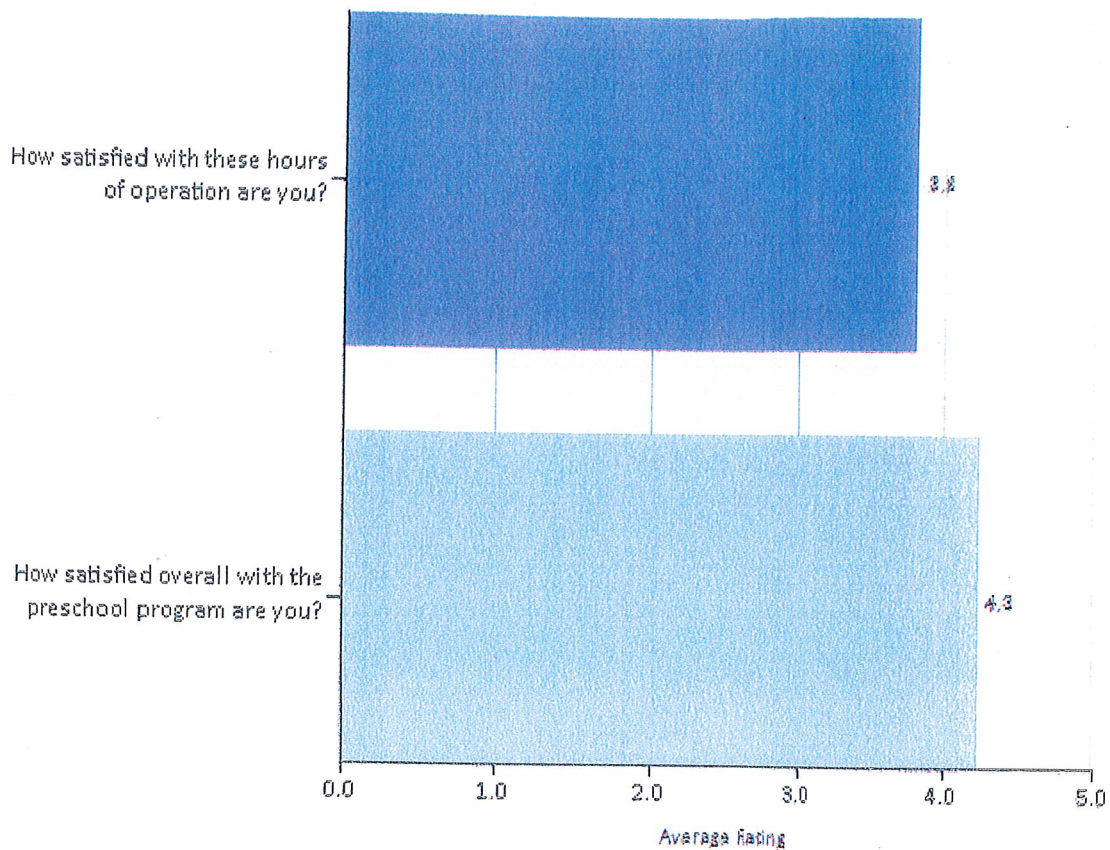


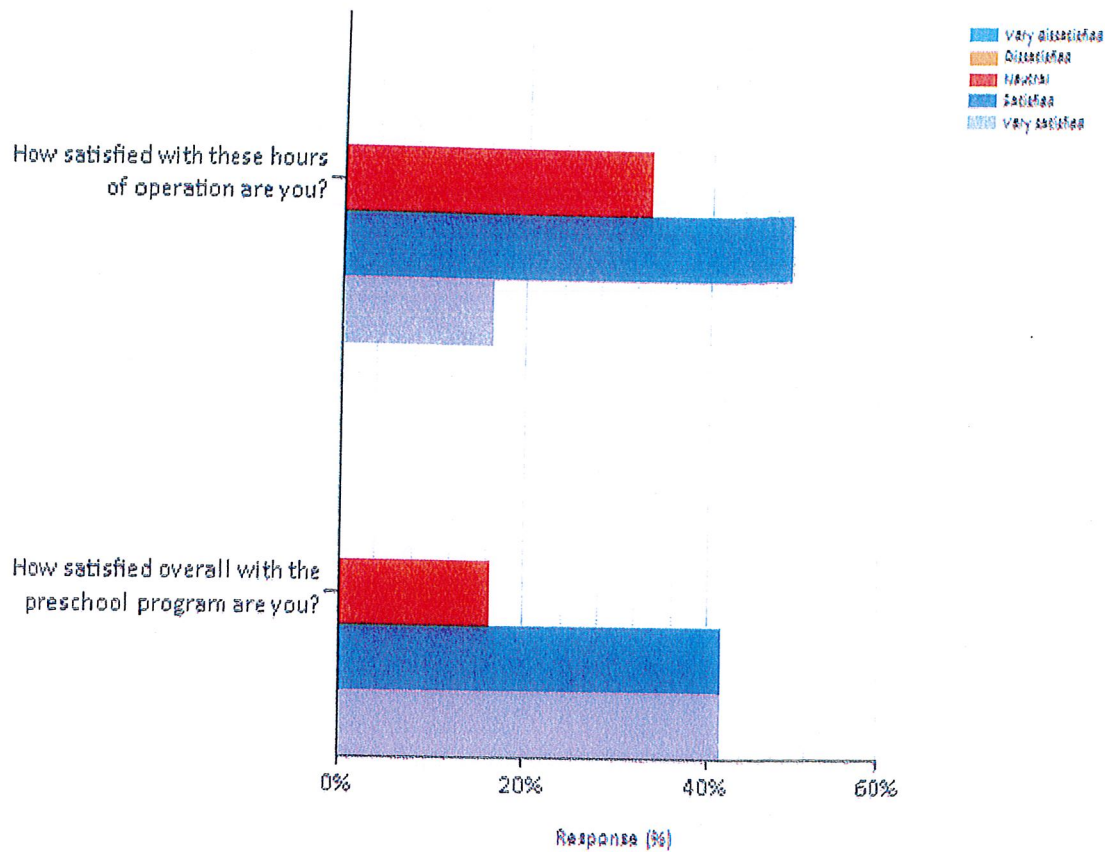
2 1/2 days per week		3 hours a day for 5 days		Other	
Num	%	Num	%	Num	%
5	50%	1	10%	4	40%

Number



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?	-	-	-	-	4	33%	6	50%	2	17%
How satisfied overall with the preschool program are you?	-	-	-	-	2	17%	5	42%	5	42%



**LARRAKEYAH PRIMARY SCHOOL INCORPORATED**  
**ANNUAL FINANCIAL STATEMENTS**  
for the year ending 31 December 2020

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

---

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 2020**

<b>CONTENTS</b>	<b>PAGE</b>
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 2020**

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 2020.

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:

4/3/21

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 2020 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 2020 and its financial performance for the year then ended.



Susanne Lee  
Director

27 February 2021



# LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

## Statement of Financial Position

December 2020

	This Year	Last Year
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Cash at Bank</b>		
Westpac Operating Account	\$1,186,654.53	\$830,444.81
Cash Reserves	\$1,596.72	\$1,693.28
Westpac Debit Card	\$600,000.00	\$600,000.00
<b>Term Deposit</b>	\$17,933.79	\$22,003.60
<b>Total Cash at Bank</b>	<b>\$1,806,185.04</b>	<b>\$1,454,141.69</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>Trade Debtors</b>		
Debtors	\$400.00	\$0.00
<b>Inventories</b>		
Stock on Hand - Uniforms	\$35,757.69	\$21,879.83
<b>Total Current Assets</b>	<b>\$1,843,242.73</b>	<b>\$1,476,921.52</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>\$1,843,242.73</b>	<b>\$1,476,921.52</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
<b>Deposits Held - 3rd Parties</b>		
Consolidated 3 <sup>rd</sup> Party Deposits	\$1,897.21	\$1,974.99
<b>Trade Creditors</b>		
Trade Creditors/Commitments	\$42,899.87	\$132,122.76
<b>GST Liabilities</b>		
GST Collected	\$36.36	\$0.00
GST Paid on Purchases	-\$3,267.14	-\$2,356.12
<b>Total GST Liabilities</b>	<b>-\$3,230.78</b>	<b>-\$2,356.12</b>
<b>Other Accrued Expenses</b>		
Accrued Expenses	\$19,986.34	\$17,963.19
<b>Employee Entitlements</b>		
Historic Provision for Annual Leave	\$0.00	\$2,073.83
Historic Long Service Leave Entitlement	\$0.00	\$4,293.00
Provision for Annual Leave	\$803.71	\$0.00
Long Service Leave Entitlement	\$5,163.00	\$0.00
<b>Total Employee Entitlements</b>	<b>\$5,966.71</b>	<b>\$6,366.83</b>
<b>Unacquitted Grants</b>		
Unacquitted Grants DoE/NTG	\$214,672.20	\$0.00
Unacquitted Grants Cwlth	\$4,184.01	\$0.00
<b>Total Unacquitted Grants</b>	<b>\$218,856.21</b>	<b>\$0.00</b>
<b>Total Current Liabilities</b>	<b>\$286,375.56</b>	<b>\$156,071.65</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>\$286,375.56</b>	<b>\$156,071.65</b>
<b>Net ASSETS</b>	<b>\$1,556,867.17</b>	<b>\$1,320,849.87</b>
<b>EQUITY</b>		
Accumulated Funds	\$1,320,849.87	\$1,381,811.18
Current Year Operating Surplus/(Deficit)	\$236,017.30	-\$60,961.31
<b>Total EQUITY</b>	<b>\$1,556,867.17</b>	<b>\$1,320,849.87</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 2020

	This Year	Last Year
<b>INCOME</b>		
<b>Grants and Subsidies</b>		
Commonwealth Grants via DoE	\$0.00	\$419.94
Commonwealth Grants direct to Schools	\$23,523.82	\$22,500.00
Other Grants from DoE	\$1,129,638.86	\$788,143.68
Other Grants from NTG DEPT	\$54,650.25	\$76,818.71
3rd Party Grants - External	\$16,624.36	\$9,750.00
<b>Total Grants and Subsidies</b>	<b>\$1,224,437.29</b>	<b>\$897,632.33</b>
<b>Sale of Goods and Services</b>		
School Council Projects	\$676,766.49	\$682,523.92
Student Activities	\$142,461.58	\$224,130.36
<b>Total Sale of Goods &amp; Services</b>	<b>\$819,228.07</b>	<b>\$906,654.28</b>
<b>Interest Received</b>		
Interest Received	\$14,813.11	\$19,000.28
<b>Miscellaneous Income</b>		
Receipts/Reimbursements Other Government Schools	\$394.46	\$414.24
<b>TOTAL INCOME</b>	<b>\$2,058,872.93</b>	<b>\$1,823,701.13</b>
<b>EXPENSES</b>		
<b>Employee Expenses</b>		
Salaries & Related Expenses	\$501,690.18	\$464,720.11
Superannuation	\$46,363.52	\$43,892.07
<b>Total Employee Expenses</b>	<b>\$548,053.70</b>	<b>\$508,612.18</b>
<b>Purchase of Goods &amp; Services</b>		
School General Expenses	\$164,886.30	\$176,027.29
Administrative Expenses	\$20,527.67	\$23,493.43
Motor Vehicle Expenses	\$142.62	\$177.44
Student Activities	\$69,505.88	\$139,254.27
Student Information Technology	\$116,406.34	\$80,132.56
Admin It and Communication	\$45,095.17	\$38,726.29
Curriculum	\$76,197.90	\$133,638.74
School Non-Core Activities	\$60,344.13	\$72,686.44
<b>Total Purchase of Goods &amp; Services</b>	<b>\$553,106.01</b>	<b>\$664,136.46</b>
<b>Repairs &amp; Maintenance</b>		
Urgent Minor Repairs	\$39,717.06	\$70,579.63
Non- Urgent Minors	\$7,220.27	\$10,007.11
<b>Total Repairs &amp; Maintenance</b>	<b>\$46,937.33</b>	<b>\$80,586.74</b>
<b>Property Management</b>		
Essential Services	\$218,936.94	\$212,421.03
Cleaning	\$161,722.69	\$121,958.74
Grounds	\$31,872.08	\$45,650.05
Property Management Other	\$37,348.94	\$251,246.93
<b>Total Property Expenses</b>	<b>\$449,880.65</b>	<b>\$631,276.75</b>
<b>Administrative Expenses</b>		
Other Administrative Expenses	\$189.60	\$50.31
<b>TOTAL EXPENSES</b>	<b>\$1,598,167.29</b>	<b>\$1,884,662.44</b>
<b>Operating Profit</b>	<b>\$460,705.64</b>	<b>(\$60,961.31)</b>
<b>Other Income</b>		
Prior Year Adjustment	(\$224,688.34)	\$0.00
<b>Net PROFIT/(LOSS)</b>	<b>\$236,017.30</b>	<b>(\$60,961.31)</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 2020**

### **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 accrual's 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.

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