

Larrakeyah Primary School

Annual Performance Report to the School Community

2021



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. In the past few years, enrolments exceeded 500, though due to COVID-19 and travel restrictions, enrolments this year were close to 500. It is anticipated that the previous enrolment trend will continue next year when travel restrictions ease.

Increased enrolments has seen the need for additional infrastructure. In 2020, 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 21st century learning, STEAM and inquiry based learning. This year, our School Board funded 25% drawings for Stage 1 of our Master Plan and DIPL funded up to 100% drawings.

Our school board also fully funded the construction of a Covered Outdoor Learning Area (COLA), a much needed space for cooking, gardening and other activities.

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 21st 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 21st century learning, Writing, Mathematics and Data to inform teaching. Staff continued to focus on the work of John Hattie, implementing Learning Intentions, Success Criteria and Feedback across the school.

Larrakeyah Primary School is an accredited Cambridge International School, the first NT government school to be granted this status by Cambridge International Examinations 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 was shortlisted for the 2022 International School Awards for the category "Pathways to continued and university education award". Our QUEST program was

highlighted for this award. Larrakeyah Primary was the only Australian school to be shortlisted as a finalist in the International School Awards.

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 2021.

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

Our Staff

The Executive staff consisted of: 1 Principal, 2 Assistant Principals and 3 Senior teachers. There were 20 full time class teachers, 3 specialist teachers, learning support teacher, 3 part-time teachers and a Preschool teacher. Non-teaching staff consisted of an A06 Administration Manager, A04 Administration Officer, 6 office and classroom support A02s, 1 preschool A02 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.

We were proud to have 3 finalists representing our school in the NT Excellence in Teaching Awards - and 2 winners from Darwin Region. Finalists – Ashleigh Church : NT Indigenous Educator of the Year, Danni Mattiazzo: NT Leader of the Year and Fathma Mauger: NT Principal of the Year. Danni won the award for the NT Leader of the Year, Darwin Region and Fathma won the award for NT Principal of the Year, Darwin Region.

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 student enrolment totalled 531. In 2021 student enrolment totalled 510, a slight decline due to Covid travel restrictions. 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 2021 was 93.9%.

Non-attendance continues to be 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 at times restricted visitors to the school. When it was possible, parents assisted with the Reading program, kitchen/garden program, excursions and camps.

Teachers continued to send home class newsletters and communication via SeeSaw, informing parents of class programs and activities. A whole school newsletter was also distributed fortnight and published on the school website. Dash Media continued 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. Skoolbag app is also used as part of the school's communication process.

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 sixth year that the school had a school board. During the 2021 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 the revised Masterplan, funding and planning/construction of a covered outdoor learning area. The School Board was very active in lobbying for additional infrastructure, continuing to present the school's case to local politicians and the Education Minister.

The school has three-way conferences each semester that involve teacher, parents and student. Parents had the option of face-to-face, phone or online. Parent information sessions were also held at Preschool and Transition.

The annual whole school production at the Darwin Entertainment Centre (DEC) was held this year. Students proudly performed Mulan and it was an outstanding production. Special guests were invited from the Confucius Institute CDU who assisted with the performance.

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

The Year 6 students held two successful fundraising events - the Colour Run and a whole school disco.

The BEAT was held at the Darwin Entertainment Centre this year. Larrakeyah Primary students participated in a dance segment of "Tides".

This year, we entered two teams for the Tournament of Minds (TOM). We were very proud that the team "Wonderland Wonders" got an honorable mention (second place) in the Language Literature category.

School Priority 2021

School Priority - Increase the number of Year 3 students exceeding the national mean in Mathematics & improve students' two year gain in NAPLAN Mathematics in Years 5 & 7.

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 the problem solving cycle and the explicit mathematics model. Mathematics will continue to be a whole school focus next year.
- Last year, 91.07% students achieved C standard and above in Mathematics (90% target). This year, 90.2 % students achieved a C standard and above in Mathematics by end of Semester 2 2021 (90% target).
- PAT M data showed growth in Mathematics and targets were met, with the exception of Year 6.

Year 1 54% in top two bands (30% target)

Year 2 64% in top two bands (30% target)

Year 3 60% in top two bands (32% target)

Year 4 29% in top two bands (30% target)

Year 5 59% in top two bands (25% target)

Year 6 21% in top two bands (50% target)

- Since there was no NAPLAN testing the previous year, we did not have comparative data to determine two year gain scores. The school is continuing to focus on Mathematics next year.

The school continued to sustain the improvements we made in Writing from the previous year by continuing:

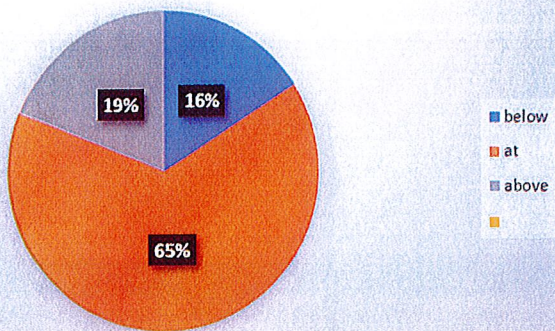
- Professional Development for all staff on the Writing Process and Writing Pedagogical Framework for LPS, particularly targeting new staff;
- Writing Triad Processes to allow teachers to observe writing and receive feedback
- To use Brightpath for the assessment of writing; and
- To improve teachers' understanding and use of data, quality of teacher judgements in relation to assessment data and teachers' abilities to use data to inform teaching practices.

Last year, 83.7% students achieved C standard and above in Writing (90% target). This year, 89.14 % students achieved a C standard and above in Writing by end of Semester 2 2021 (90% target). We were very close to achieving our Writing target.

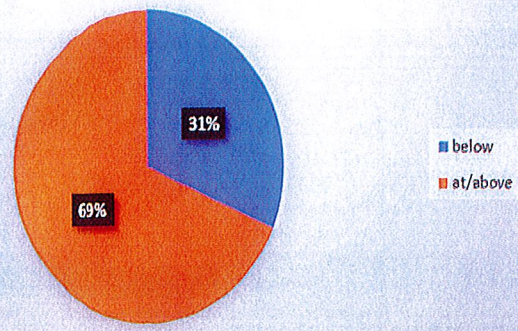
Analysis of Writing Targets

TRANSITION

**A-E Teacher Judgements
Transition, Semester 1**

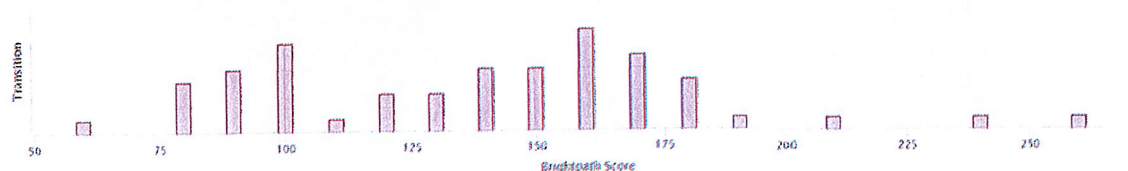


**A-E Teacher Judgements,
Transition, Semester 2**



Expected Target at the end of Semester 1 (57 students)		
ABOVE	AT	BELOW
11	37	9
19%	65%	16%
84% at or above expected level		16% below expected level

RECOUNT



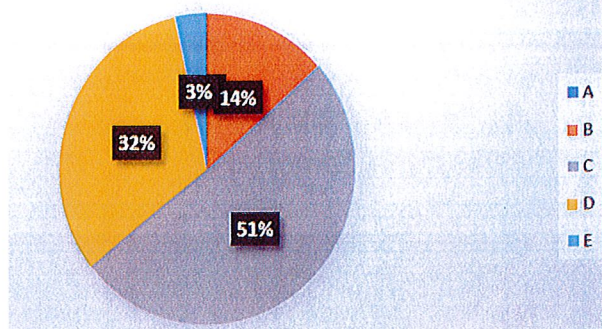
Brightpath Score

ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Transition	139	140	41.4	56	56

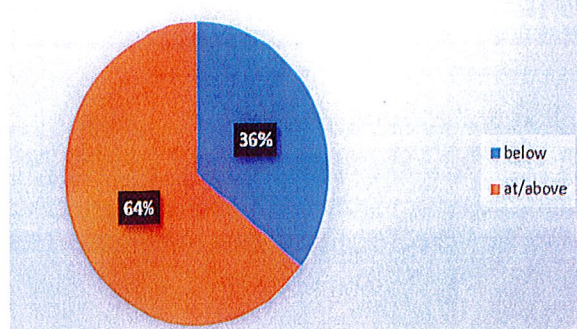
Transition does not have an expected level to reach. However, Year 1 is expected to reach between 170-210, which gives some indication of how the students in Transition are performing.

YEAR 1

**A-E Teacher Judgements
Yr 1, Semester 1**

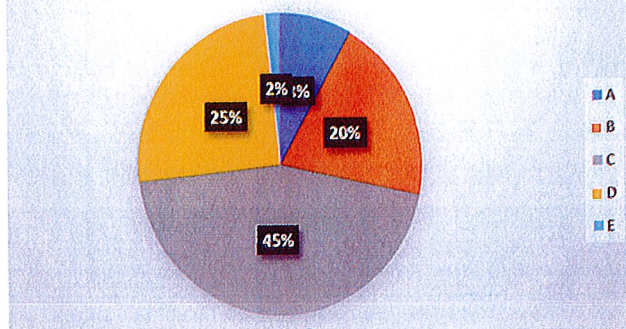


**A-E Teacher Judgements
Yr 1, Semester 1**

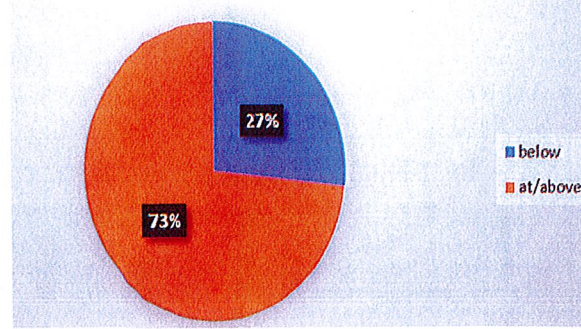


Expected Target at the end of Semester 1 (50 students)				
ABOVE		AT	BELOW	
A	B	C	D	E
2	9	26	13	2
4%	18%	52%	26%	
74% at or above expected level			26% below expected level	

**A-E Teacher Judgements,
Yr 1, Semester 2**

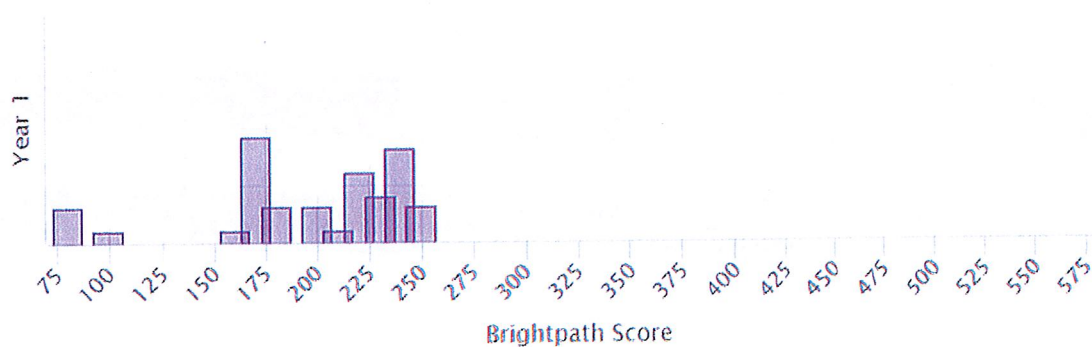


**A-E Judgements
Yr 1, Semester 2**



Expected Target at the end of Semester 2				
ASIP TARGET - 90% of students achieving C or above for writing. (49 students)				
ABOVE		AT	BELOW	
A	B	C	D	E
4	6	27	11	1
8.4%	10.6%	55%	23%	2%

NARRATIVE



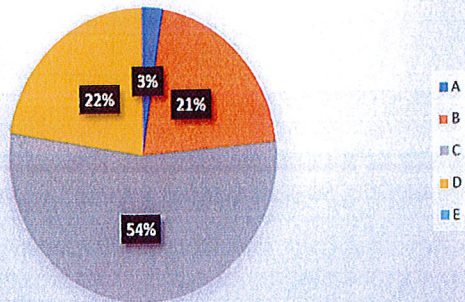
Brightpath performance descriptors and teaching points and the Australian Curriculum – Year 1 Narrative

Skill	Brightpath Descriptors 170 - 210	Brightpath 170 - 210 Teaching Points	Strand	Year 1 Australian Curriculum code and description
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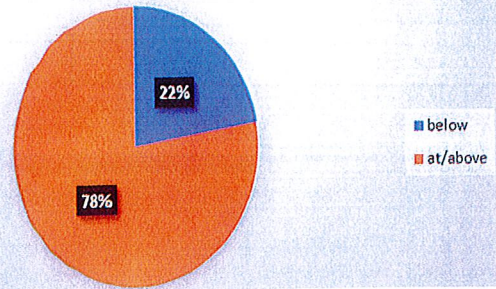
Students are expected to reach between 170-210 in Year 1.

YEAR 2

**A-E Teacher Judgements,
Yr 2, Semester 1**

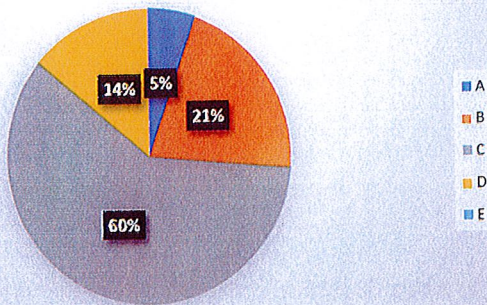


**A-E Judgements
Yr 2 , Semester 1**

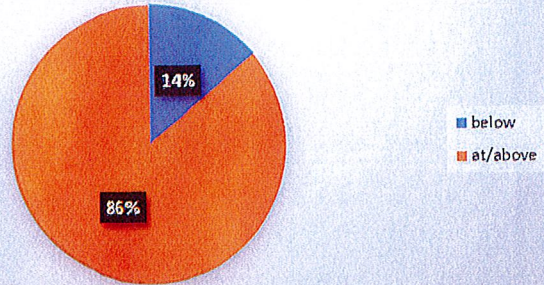


ABOVE		AT	BELOW	
A	B	C	D	E
0	9	49	15	1
0%	12%	66%	21%	1%
78% at or above expected level			22% below expected level	

**A-E Teacher Judgements,
Yr 2, Semester 2**



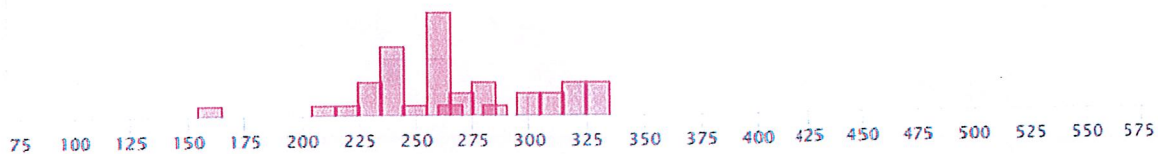
**A-E Judgements
Yr 2 , Semester 2**



Expected Target at the end of Semester 2				
ASIP TARGET - 90% of students achieving C or above for writing.				
ABOVE		AT	BELOW	
A	B	C	D	E
2	7	20	7	0
%	%	%	%	%
A-E Teacher Judgements Semester Two				
86.11 % at or above expected level			13.89 % below expected level	

NARRATIVE

Year 2

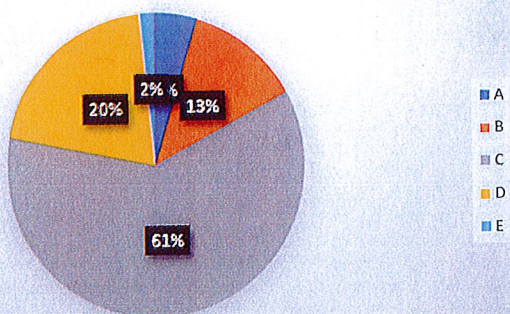


Skill	Brightpath Descriptors ¹ 210 - 250	Brightpath 210 - 250 Teaching Points	Strand	Year 2 Australian Curriculum code and description
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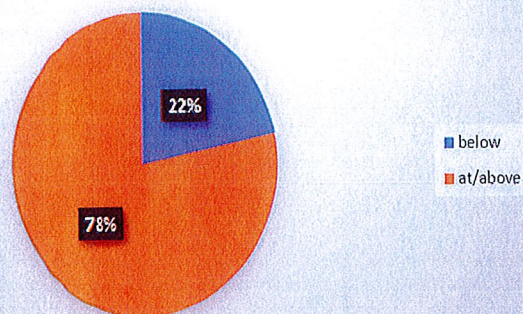
Students are expected to reach between 210-250 in Year 2.

YEAR 3

**A-E Teacher Judgements,
Yr 3, Semester 1**

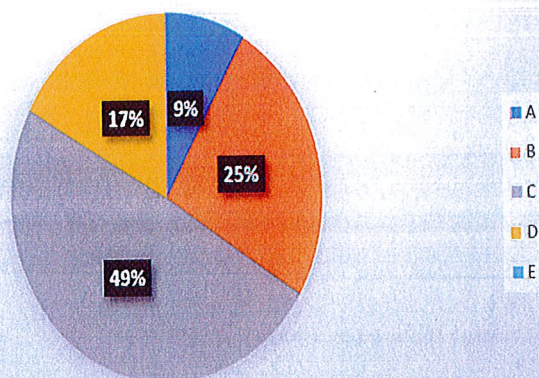


**A-E Judgements
Yr 3, Semester 1**

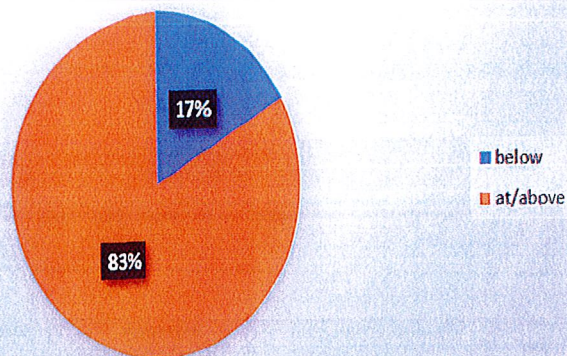


Expected Target at the end of Semester 1 (70 students)				
ABOVE		AT	BELOW	
A	B	C	D	E
2	7	50	9	2
3%	10%	71%	13%	3%
84% at or above expected level			16% below expected level	

A-E Teacher Judgements,
Yr 3, Semester 2

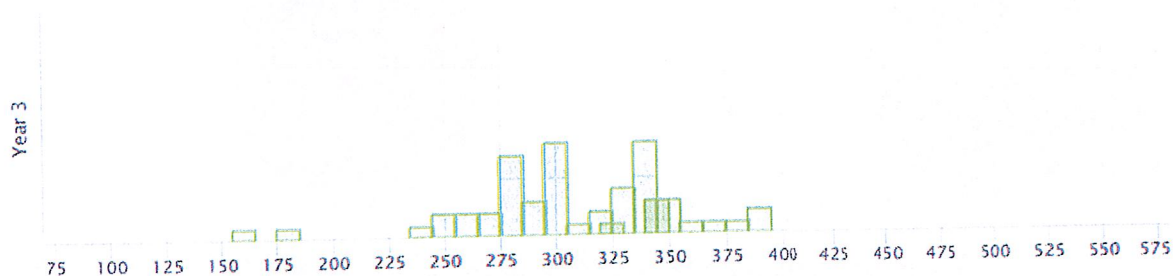


A-E Judgements
Yr 3, Semester 2



Total Number of Students: Total-54				
ABOVE		AT	BELOW	
A	B	C	D	E
3P- 0	8	11	3	0
3H- 0	2	14	3	1
3/4C- 2	3	3	4	0
4%	24%	52%	18.5%	1.5%
83.05 % at or above expected level			16.95 % below expected level	

NARRATIVE

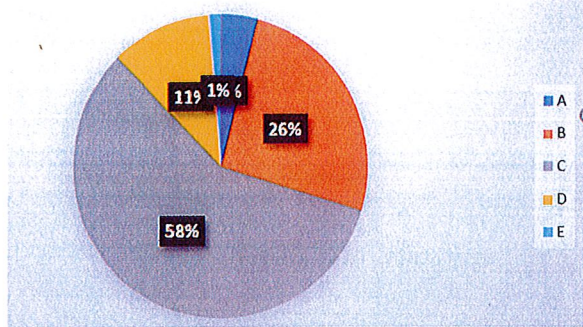


Skill	Brightpath Descriptors ¹ 250 - 330	Brightpath 250 - 330 Teaching Points	Strand	Year 3 Australian Curriculum code and description
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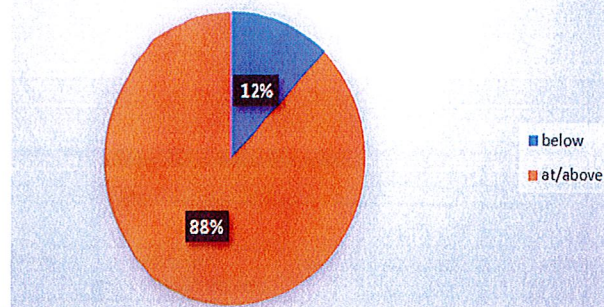
Students are expected to reach between 250-330 in Year 3.

YEAR 4

**A-E Teacher Judgements,
Yr 4, Semester 1**

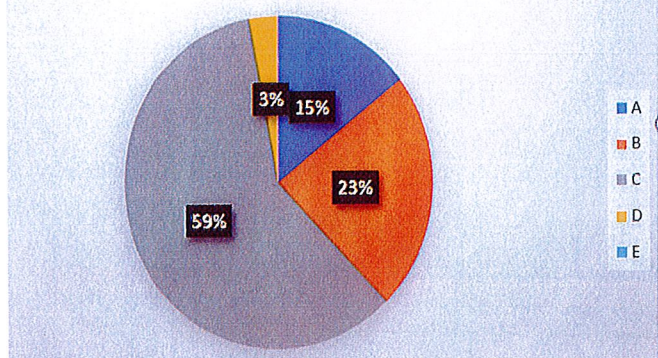


**A-E Judgements
Yr 4, Semester 1**

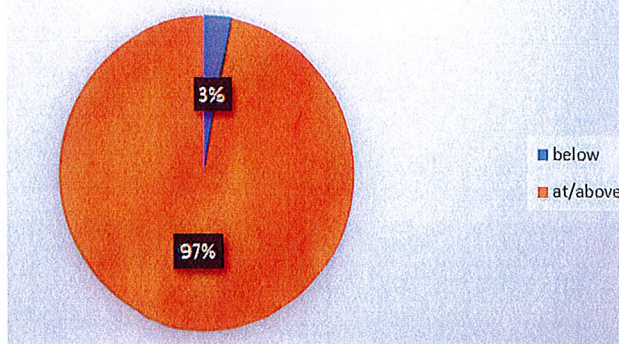


Expected Target at the end of Semester 1 (76 students)				
ABOVE		AT	BELOW	
A	B	C	D	E
5	14	39	15	3
6%	18%	51%	19%	3%
75% at or above expected level			25% below expected level	

**A-E Teacher Judgements,
Yr 4, Semester 2**



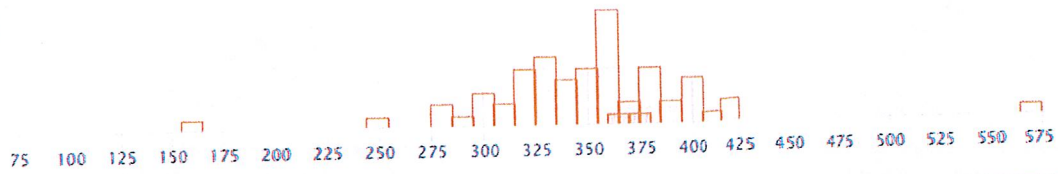
**A-E Judgements
Yr 4, Semester 2**



Expected Target at the end of Semester 2				
ASIP TARGET - 90% of students achieving C or above for writing.				
Total Number of Students: 71				
ABOVE		AT	BELOW	
A	B	C	D	E
4L - 1	6	13	3	1
4/5B - 3	5	8	0	0
4D - 3	5	13	2	0
3/4C - 0	1	8	0	0
%	%	%	%	%
% at or above level			% below level	
97.10%			2.9%	

NARRATIVE

Year 4

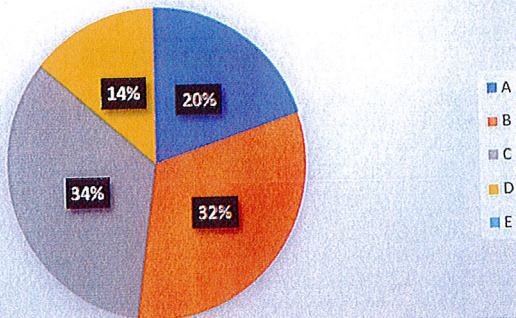


Skill	Brightpath Descriptors ¹ 330 - 370	Brightpath 330 - 370 Teaching Points	Strand	Year 4 Australian Curriculum code and description
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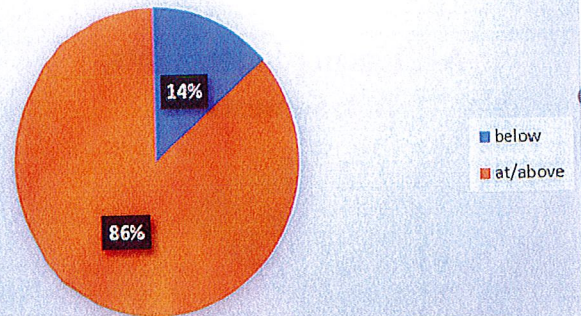
Students are expected to reach between 330-370 in Year 4.

YEAR 5

**A-E Teacher Judgements,
Yr 5, Semester 1**

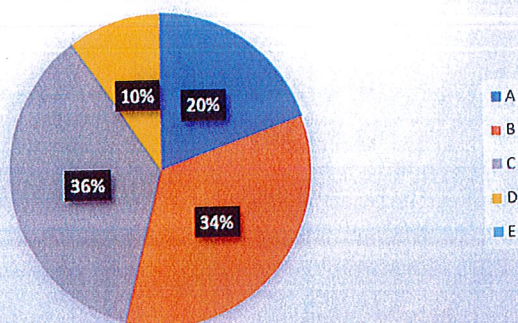


**A-E Judgements
Yr 5, Semester 1**

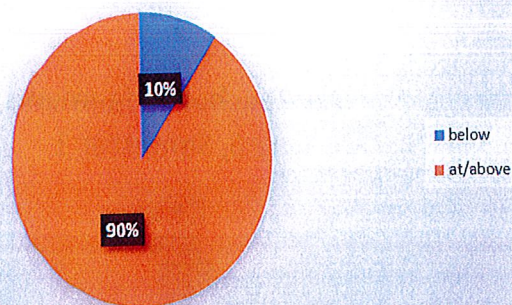


Expected Target at the end of Semester 1 Year 5, Semester 1 2021 (72 STUDENTS)				
ABOVE		AT	BELOW	
A	B	C	D	E
5	20	33	13	1
7%	28%	46%	18%	1%
81% at or above expected level			19% below expected level	

**A-E Teacher Judgements,
Yr 5, Semester 2**

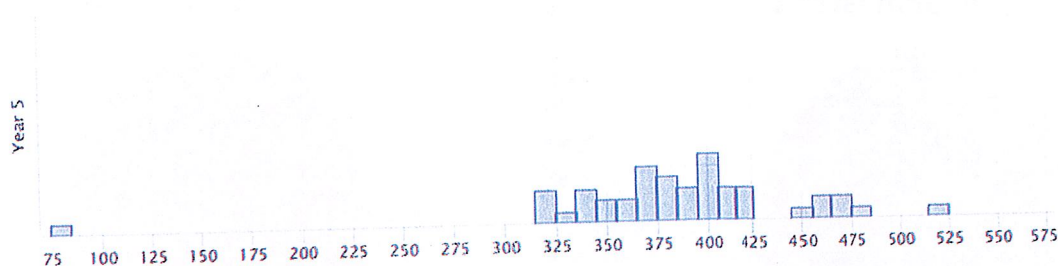


**A-E Judgements
Yr 5 , Semester 2**



Expected Target at the end of Semester 2				
ASIP TARGET - 90% of students achieving C or above for writing.				
(number of students: 64)				
ABOVE		AT	BELOW	
A	B	C	D	E
5/6MS 9	2	2	4	
5K 0	8	10	2	
5S 7	6	8	1	
4/5B 1	3	1		
27.5%	27.5%	34.5%	10.5%	%
89.5 % at or above expected level			10.5 % below expected level	
A-E Teacher Judgements Semester 2				
90.16% at or above level			9.84% below level	

NARRATIVE

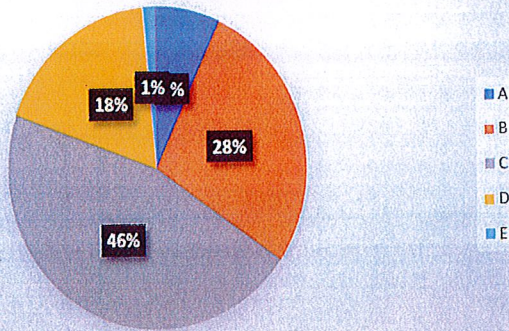


Skill	Brightpath Descriptors 330 - 370	Brightpath 330 - 370 Teaching Points	Strand	Year 5 Australian Curriculum code and description
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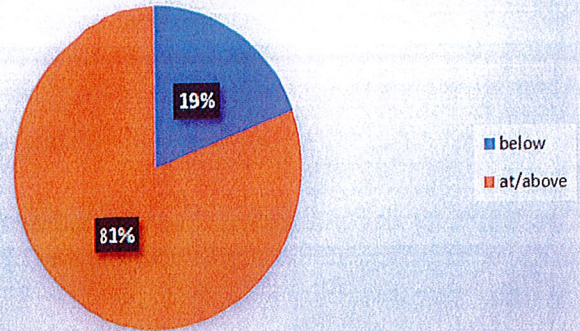
Students are expected to reach between 330-370 in Year 5. This is a two year band (Year 4 and 5) in which skill consolidation occurs.

YEAR 6

**A-E Teacher Judgements,
Yr 6, Semester 1**

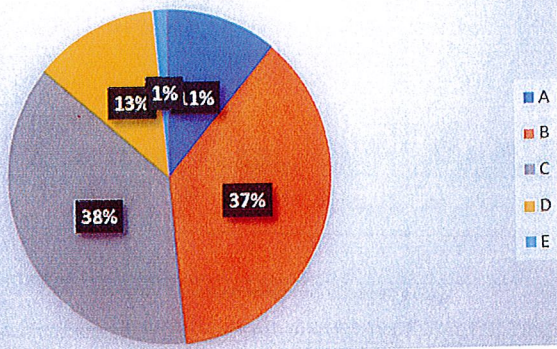


**A-E Judgements
Yr 6, Semester 1**

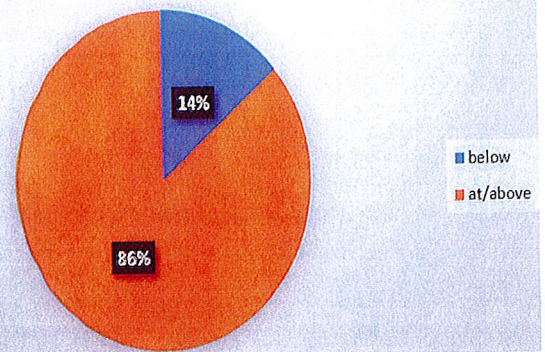


Expected Target at the end of Semester 1 (76 students)				
ABOVE		AT	BELOW	
A	B	C	D	E
6	12	35	21	2
8%	16%	46%	28%	2%
70% at or above expected level			30% below expected level	

**A-E Teacher Judgements,
Yr 6, Semester 1**

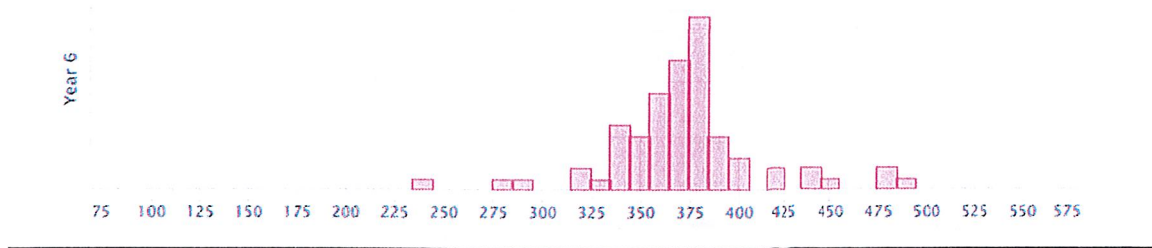


**A-E Teacher Judgements
Yr 6, Semester 2**



A-E Teacher Judgements Semester 2
86.11% at or above 13.89% below

NARRATIVE

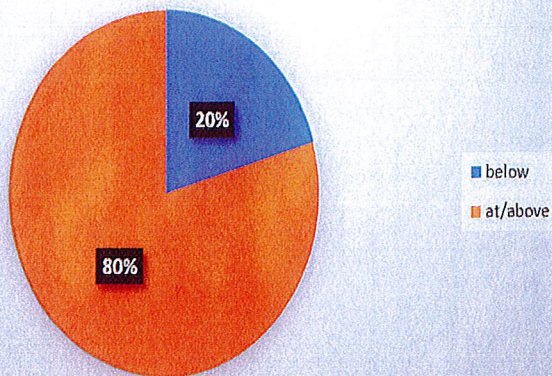


Skill	Brightpath Descriptors ¹ 370 - 410	Brightpath 370 - 410 Teaching Points	Strand	Year 6 Australian Curriculum code and description
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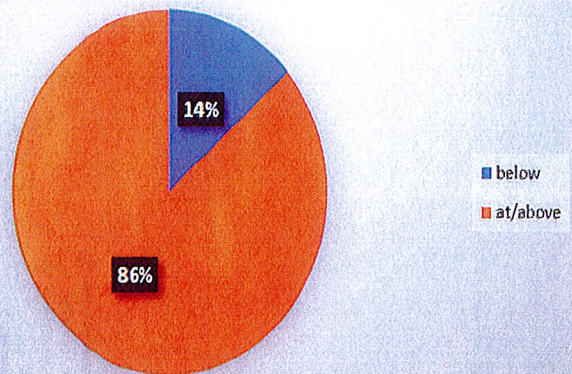
Students are expected to reach between 370-410 in Year 6.

WHOLE SCHOOL DATA ANALYSIS

**A-E Teacher Judgements
Whole School, Semester 1**



**A-E Teacher Judgements
Whole School, Semester 2**



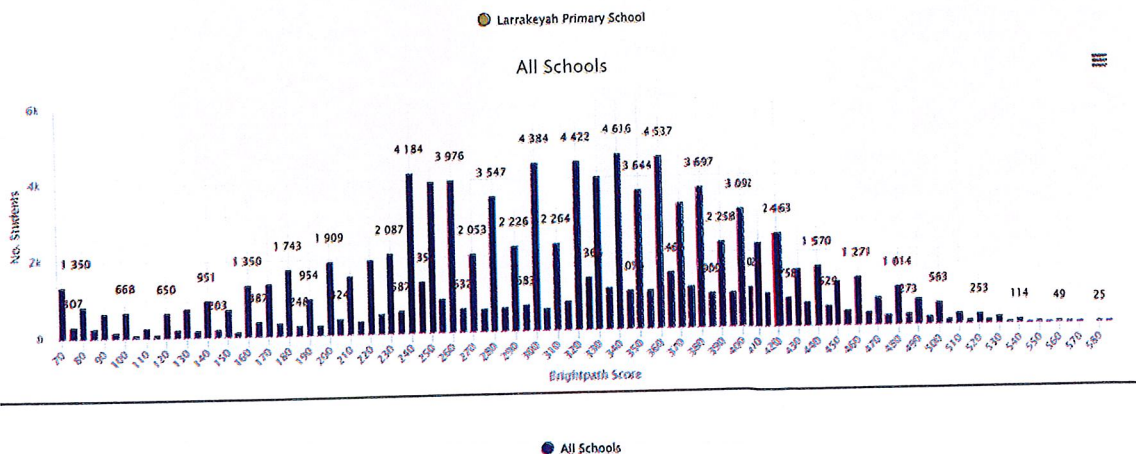
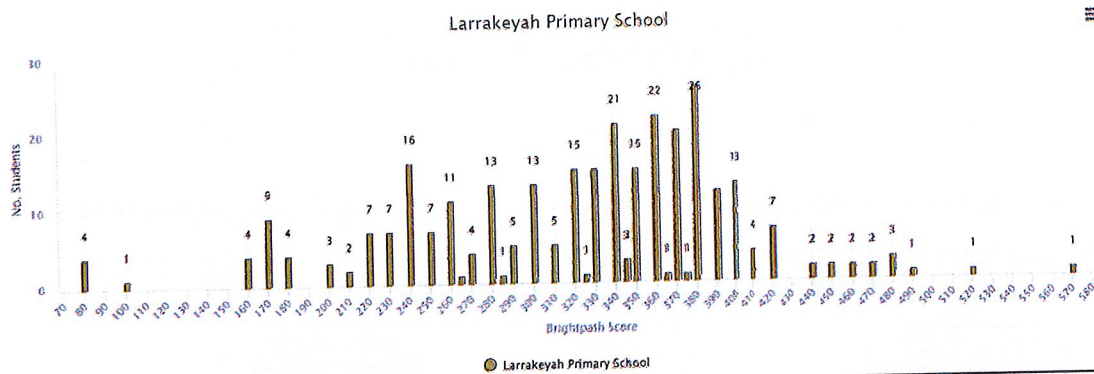
COMPARATIVE DATA

NARRATIVE SCALE

ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 6	373	370	40.3	70	70
Year 5	385	390	66.2	43	43
Year 4	350	350	52.5	59	59
Year 3	309	305	45.4	54	54
Year 2	267	260	37.4	39	39
Year 1	197	215	46.9	42	42

This data shows the mean score for each year level with the exception of Transition.

Narrative Scale assessments, from Term 2 2021, all academic years, all classes.



	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Larrakeyah Primary School	321	250	340	380	79	307
All Schools	310	235	320	380	97	119318

INFORMATION SCALE

ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 6	402	410	55.1	59	59
Year 5	433	445	35.9	4	4
Year 4	383	375	64.1	65	65
Year 3	346	340	58.3	18	18
Year 2	298	310	57.2	50	50
Year 1	206	205	67.3	60	60
Transition	121	120	38.7	78	58

This shows the mean score for each year level for Information Reports. At this stage, there is no Brightpath alignment to the Australian Curriculum for this scale. However, the scores show a steady shift to the right with the exception of Year 6. Teacher judgements confirm that the Year 6 cohort is less capable in writing than the Year 5 students.

Identified signature strategies for 2021 school year

Personalising Learning

Goals :

By the end of 2021 the curriculum will have been refined to ensure vertical alignment so that there is continuity and progression of learning across the years of schooling

Teachers will have greater clarity around learning progressions and can use these with students to design open ended assessment targets and set realistic, specific and challenging learning goals for all students.

Students will be able to use progressions/rubrics to identify where they are at, what their next steps are and describe a range of strategies for getting there.

Group and targeted intervention will be used to respond to specific learner needs in particular EAL/D, high achieving/Gifted and Talented Students.

Actions:

Review: current definition of differentiation and the range of data used by teachers to diagnose and target teaching.

Audit: What does differentiation look like for specific cohorts groups in Mathematics and Writing.

Review and refine vertical alignment in the Whole School Curriculum.

Targeted Professional Development using progressions and assessment for learning to personalise learning in:

- Mathematics

- Writing
- Accelerated programs for high achieving and gifted and talented students

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

Differentiation was evident in teaching programs and teachers could articulate how they use data to differentiate in data coaching sessions. Differentiation is a continued focus next year, particularly in Mathematics.

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. Visible Learning Impact Coaches ensured consistency of Visible Learning across the school by conducting classroom walkthroughs and working 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.
- Regular lesson observations were conducted by the Principal and Assistant Principals who provided both written and verbal feedback to teachers in Mathematics, Writing and Visible Learning. This internal monitoring process ensures consistency of pedagogy across the school and determining the professional learning needs of teachers.
- The Leadership Team worked with a consultant from Real Schools to engage teachers in professional learning on teacher wellbeing. This involved wellbeing professional learning during staff and team meetings, follow up activities, strategies for teachers, support videos and information. The feedback from staff was very positive and this support will continue next year.
- 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 "Moving Forward" is based on the evidence resilience can be developed within students by recognising and utilising protective factors and employing a range of strategies in challenging situations. 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 last year. FAB continued this year, enabling students to play games across age groups at recess in the library. FAB was very popular amongst students and also enabled different friendships to develop. FAB also offered support to those students who were experiencing social problems.
- A teacher from the Innovation Focus Team coordinated the development and implementation of the Year 5/6 program 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 21st 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 local media, hospitality, forensic sciences, textiles, photography, architecture 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.
- Given COVID-19 and the possibility of school closures and remote learning, the school was very prepared for remote learning via SeaSaw. Each class used SeeSaw as a form of online communication with parents throughout the year.
- A senior teacher who also coordinated STEAM in the school, organised a highly successful whole school STEAM Day in which all students across the school worked together on a STEAM challenge incorporating the 4C's. The STEAM challenge involved working with the NT Wildlife Park.
- The Principal, a trained ACER school reviewer, participated in several school reviews at a system level during the year.
- The school's Focus Teams – Innovation, Literacy, Numeracy and Data developed an action plan that was aligned to the annual school improvement plan. Teachers took on leadership roles from within these teams, implementing the action plans and delivering professional learning to staff.
- 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 for the past two years 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, we entered two teams for TOMS. We were very proud that the team "Wonderland Wonders" got an honorable mention (second place) in the Language Literature category.
- 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. The ICT specialist teacher also implemented Cambridge ICT across all year levels. As a Cambridge International School, Larrakeyah Primary entered the International School Awards. From 261 nominations, the school was shortlisted as a finalist for the 2022 International School Awards for the category "Pathways to continued and university education award". Our QUEST program was highlighted for this award. Danni Mattiazzo and Fathma Mauger presented to an international panel online. Although we did not win the award for this category, we were very proud to be the only Australian school shortlisted as a finalist in the International School Awards.
- Our strong school leadership was acknowledged in the NT Excellence in Teaching Awards – Danni Mattiazzo (Senior Teacher Head of Curriculum and Assessment) won the award for the NT Leader of the Year, Darwin Region and Fathma Mauger (Principal) won the award for NT Principal of the Year, Darwin Region.
- In Term 3, Fathma was working in the NT Department of Education as Acting Director School Improvement and Leadership, Darwin Region. This enabled professional learning opportunities for other members in the Leadership Team – Natasha Guse (Acting Principal) and Brad King (Acting Assistant Principal).

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. New teachers to the school participated in Grade Expert PD for data analysis and data reports.
- Data coaching commenced 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 needs of teachers.
- NAPLAN testing did not occur last year but students in Years 3 and 5 completed the NAPLAN tests this year. Staff professional learning focussed on NAPLAN data with an understanding of data, areas of concern and focus areas for the school for the following year.
- Teachers continued to use 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. The Data Focus team supported teachers in this professional learning. Teachers continued to become more confident in using the data and understanding the quadrant data, reflecting student progress for their class.
- This is the second 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. The Data Focus Team analysed the data to show teachers how year level and class wellbeing data can be used to target specific behaviours and attitudes.
- Last year we trialled 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. Due to the success of the trial, Youhue was implemented across the school to monitor student wellbeing.
- The Data Focus Team, coordinated by a teacher data champion, continued to build the capacity of staff to understand and use data to inform teaching. The Data Focus Team provided 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 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 international school partnerships.
- Further develop partnership with Confucius Institute at CDU.
- With COVID-19 and travel restrictions, our Year 6 students were unable to participate for the second year in the international study tour to Singapore and visit our sister school, Repton International School in Johor Bahru, Malaysia. During the year, staff and students communicated with each other by email and some Skype sessions. However, this was largely affected by Covid with students in Malaysia participating in home remote learning for many months.
- In 2020, an international partnership (sister school) was established between Larrakeyah Primary School and Nanshan Chinese International College (NCIC) Immersion School and a Memorandum of Understanding (MOU) was developed. Skype meetings occurred with the Principal of NCIC, particularly discussing a collaborative performing arts program and involvement in our concert.
- Given the possibility of future travel and the Year 6 international study tour, the School Board supported an exploration of an international partnership with a school in Singapore. Travel to Malaysia or China with students may be too problematic.
- 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. There was a wonderful collaborative relationship with the Confucius Institute with the school's production Mulan at the Darwin Entertainment Centre. Teachers from the Confucius Institute assisted by teaching some of the dance items, supplying costumes and props and providing Chinese translation. We greatly appreciated the support from the Confucius Institute.
- Larrakeyah Primary participated for the second year in DoE's global perspectives project. Two staff members 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 that highlighted global issues.

Student Enrolment, Attendance and Learning

Year Level	Previous Year				Reporting Year			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Pre	-	-	44	91.8%	3	85.8%	44	89.4%
Tran	4	94.6%	63	94%	1	34.4%	57	93.9%
1	1	75.6%	77	93.9%	4	89.5%	60	93.3%
2	2	70.2%	73	94.6%	-	-	74	94.9%
3	2	97.5%	81	94.1%	1	47.6%	65	93.7%
4	3	52.8%	70	94.3%	3	81.3%	73	93.8%
5	4	87.2%	69	93.7%	2	86.4%	65	94.7%
6	2	91.4%	55	94.7%	4	91.8%	71	94.2%
ALL	17	84.1%	531	94.1%	18	83.8%	510	93.9%

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

Note: under the Australian Education Regulation 2013 it is a requirement that schools report on post school destinations such as 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					

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2021

NAPLAN results are to be published in the School Annual Report by as required by the Australian Education Act 2013, 77(2) (f):

READING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	464	367	95%
YEAR 5	542	439	96%
YEAR 7			
YEAR 9			
WRITING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	436	339	98%
YEAR 5	489	393	87%
YEAR 7			
YEAR 9			
SPELLING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	444	332	94%
YEAR 5	547	435	97%
YEAR 7			
YEAR 9			
GRAMMAR AND PUNCTUATION			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	460	353	90%
YEAR 5	541	424	94%
YEAR 7			
YEAR 9			
NUMERACY			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	413	340	88%
YEAR 5	522	426	97%
YEAR 7			
YEAR 9			

School Survey Results

Note: under the Australian Education Regulation 2013 it is a requirement that schools report on parent, student and teacher satisfaction with the school, including (if applicable) data collated using the National School Opinion Survey, schools are recommended to refer to and use school survey reports provided by the School and System Improvement Unit (schoolsurvey.doe@education.nt.gov.au)

Audited Financial Statements

School Survey

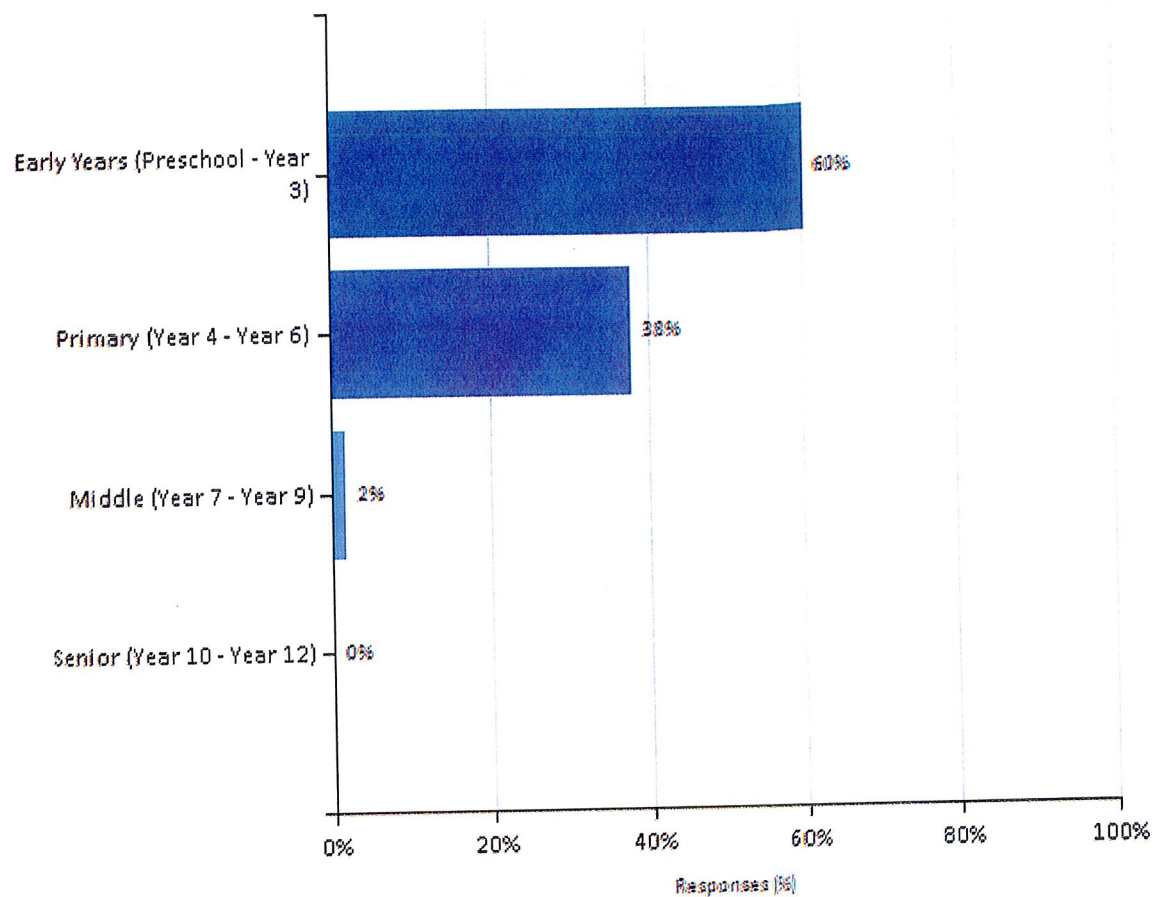
Overview

Survey title	Larrakeyah Primary School 2021 Parent Survey
Report title	Distribution - single
Organisation name	Larrakeyah Primary School
Generation time & date	10:28AM - 17 Sep 2021
Generated by	Bradley King
Distribution name	Larrakeyah Primary School 2021 Parent Survey - 5/08/2021 9:27 AM
School year	2021
Num of online responses	182
Num of manual responses	0

This survey incorporates skipping logic between questions.

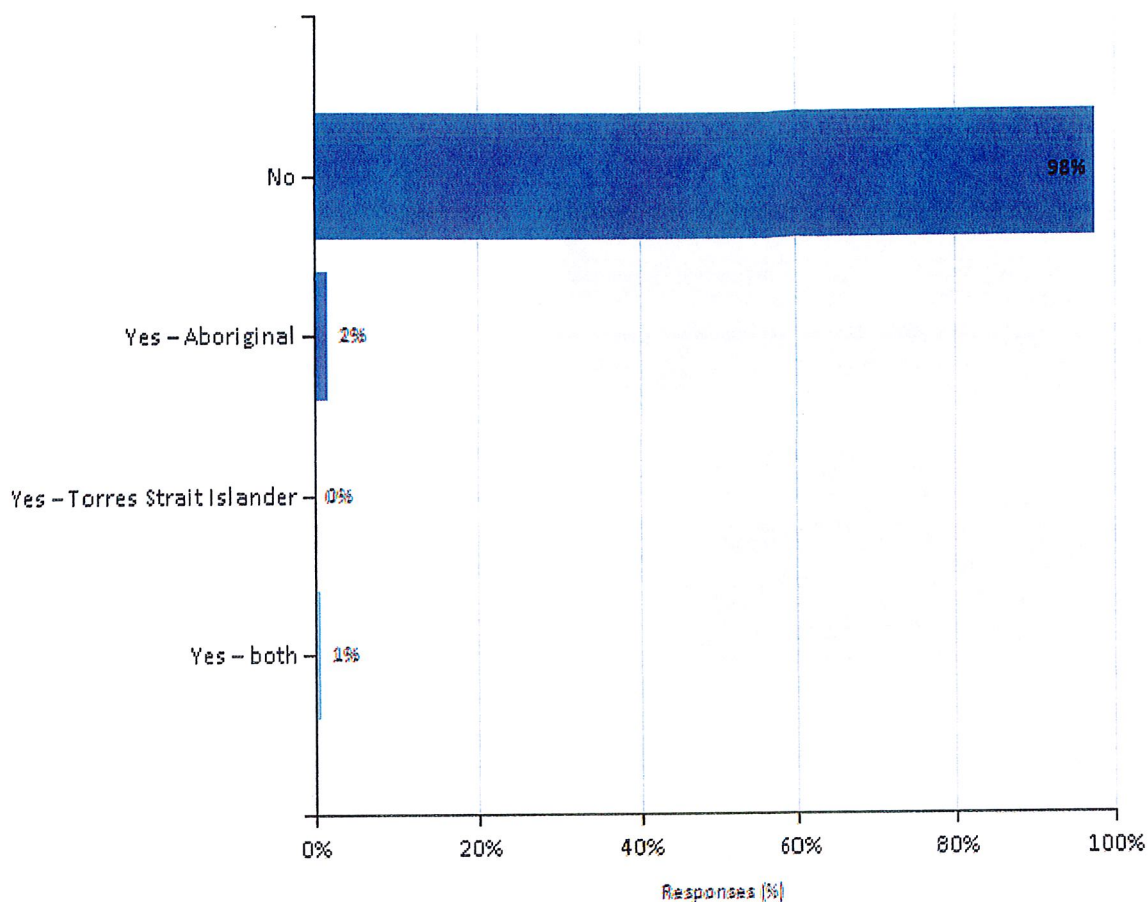
Question overview information	No
N/A responses	No
Open text responses	No
'Other' responses	No
Order of questions	Sequential
Graphs	Yes

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



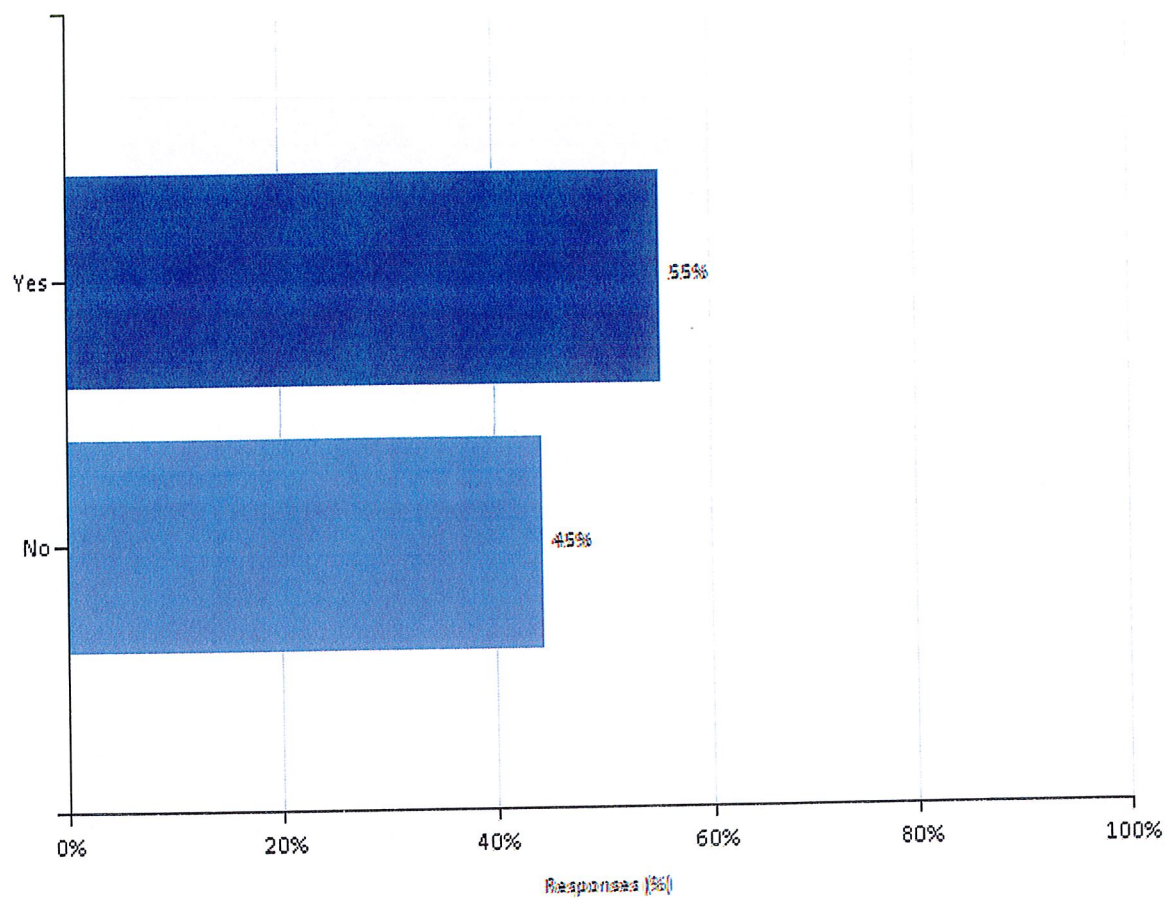
	Early Years (Preschool - Year 3)		Primary (Year 4 - Year 6)		Middle (Year 7 - Year 9)		Senior (Year 10 - Year 12)	
	Num	%	Num	%	Num	%	Num	%
Number	110	60%	69	38%	3	2%	-	-

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



	No		Yes - Aboriginal		Yes - Torres Strait Islander		Yes - both	
	Num	%	Num	%	Num	%	Num	%
Number	178	98%	3	2%	-	-	1	1%

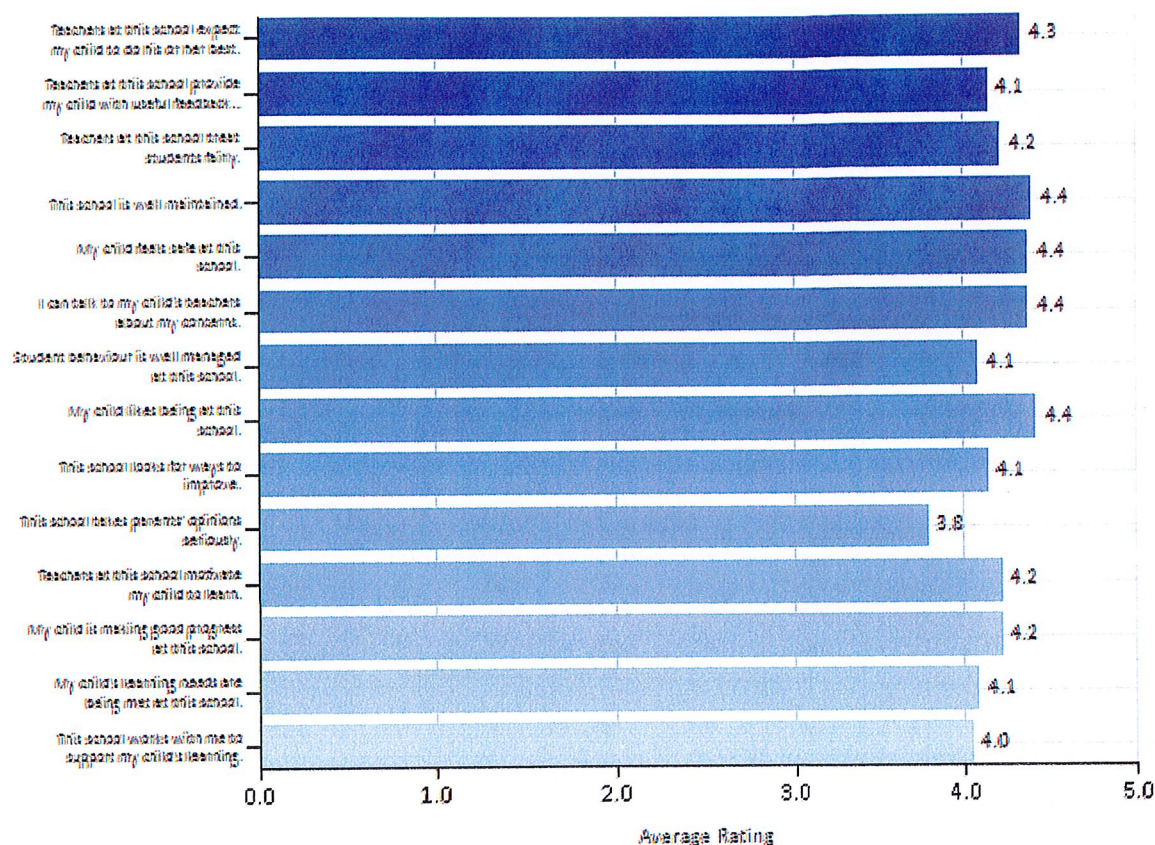
3 . Do you speak a language other than English at home?

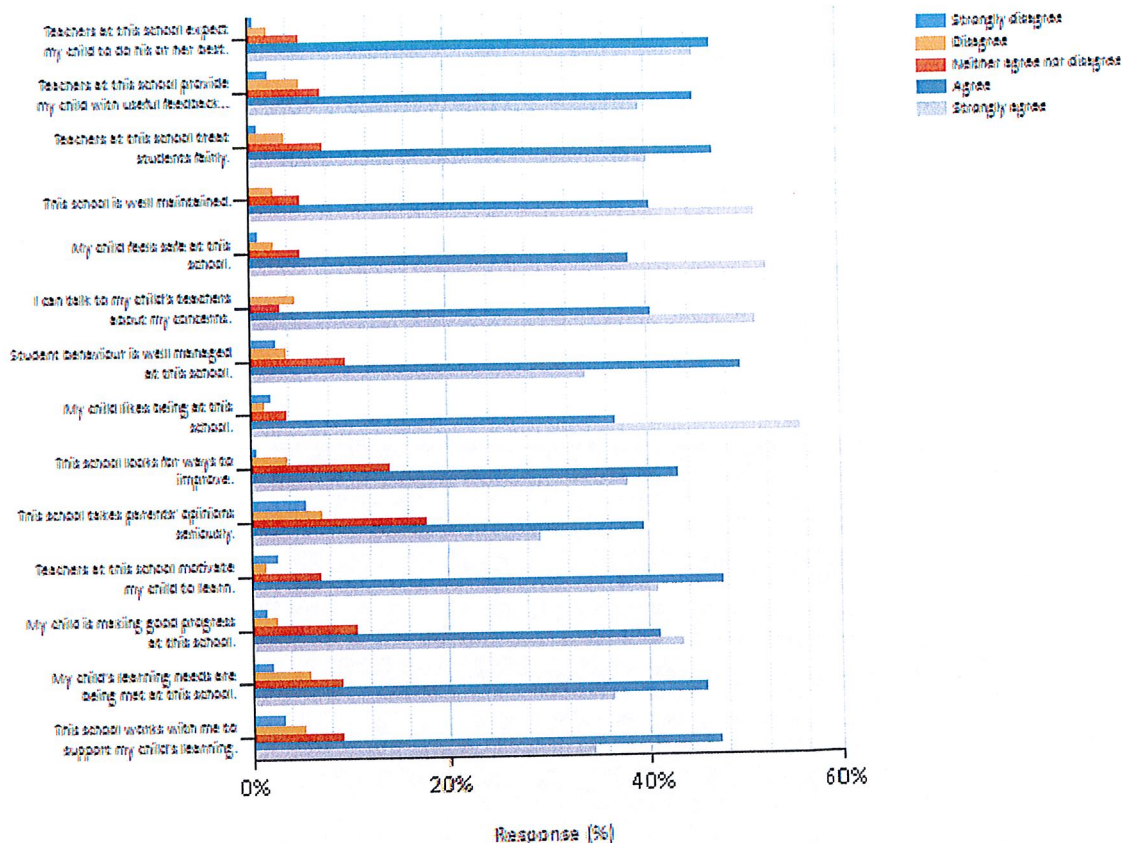


	Yes		No	
	Num	%	Num	%
Number	101	55%	81	45%

4 . Please rate the items below

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

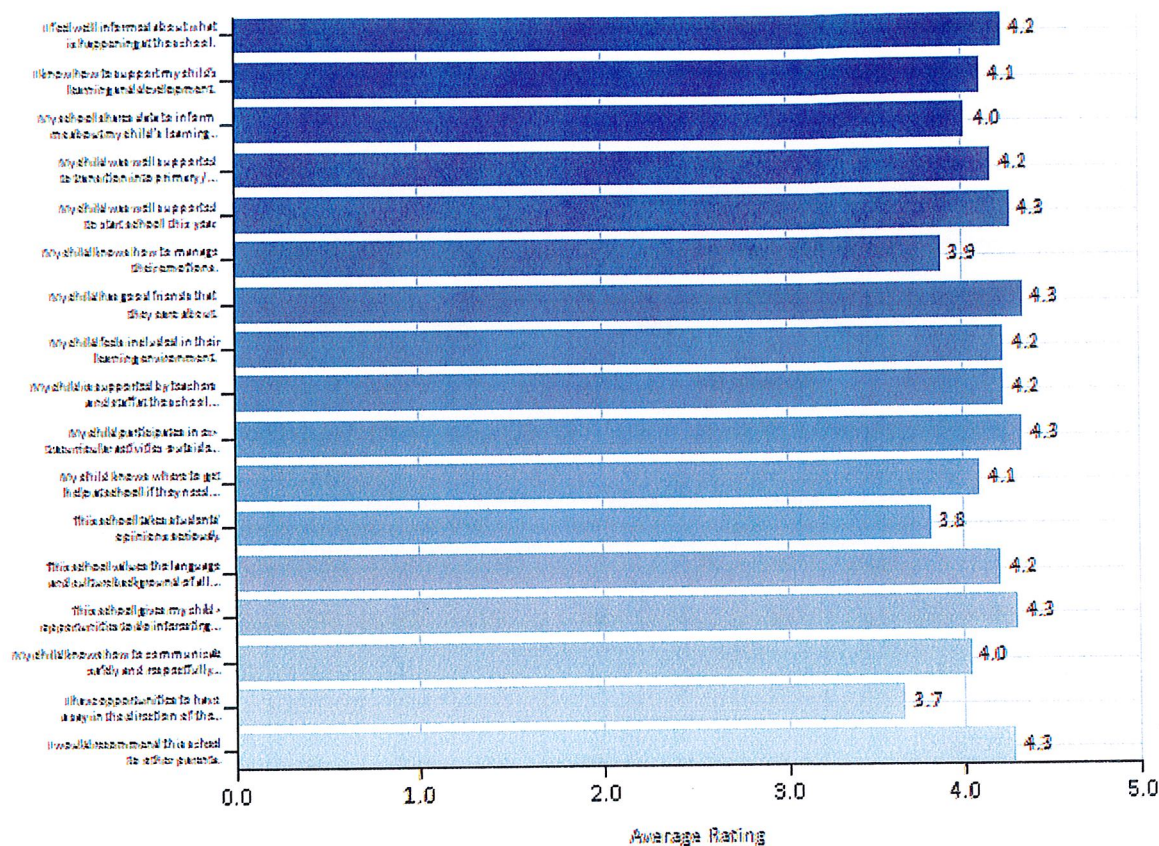


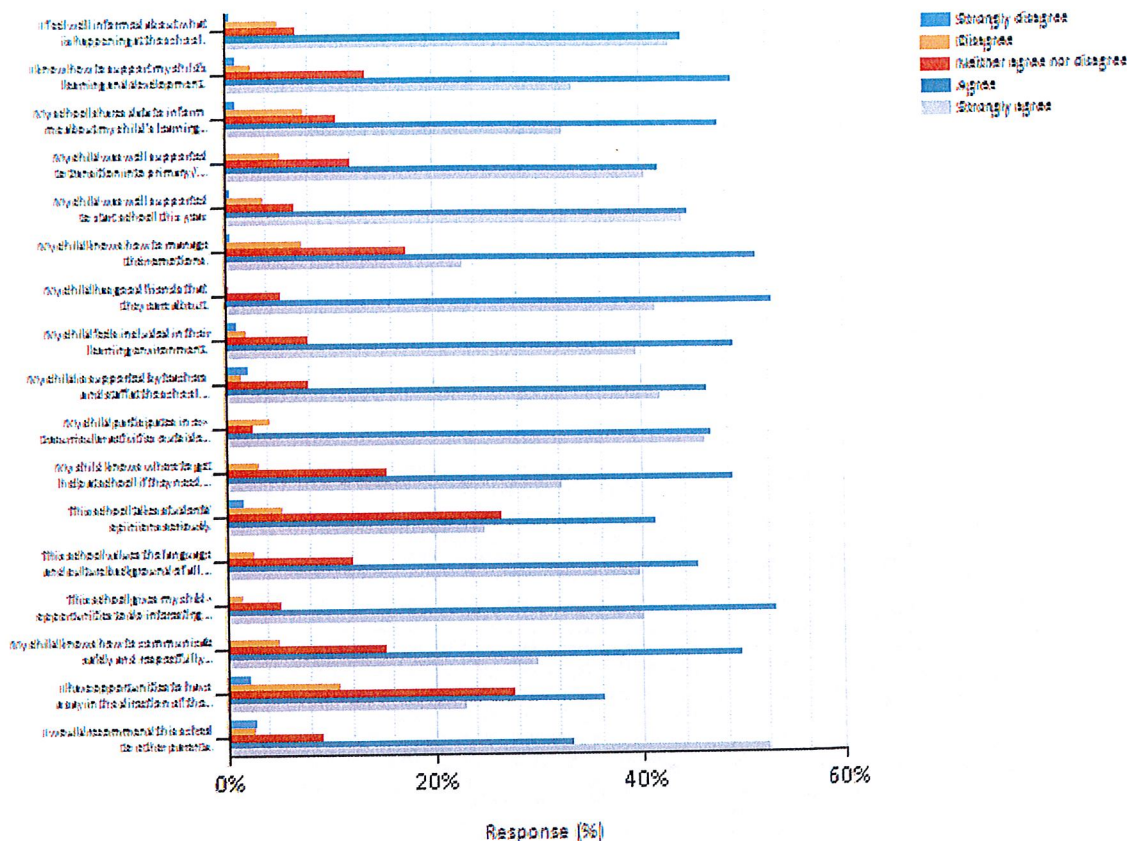


	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do his or her best.	1	1%	4	2%	10	5%	85	47%	82	45%
Teachers at this school provide my child with useful feedback about his or her school work.	4	2%	10	5%	14	8%	82	45%	72	40%
Teachers at this school treat students fairly.	2	1%	7	4%	14	8%	85	47%	73	40%
This school is well maintained.	-	-	5	3%	10	5%	74	41%	93	51%
My child feels safe at this school.	2	1%	5	3%	10	5%	70	38%	95	52%
I can talk to my child's teachers about my concerns.	-	-	9	5%	6	3%	74	41%	93	51%
Student behaviour is well managed at this school.	5	3%	7	4%	18	10%	90	49%	62	34%
My child likes being at this school.	4	2%	3	2%	7	4%	67	37%	101	55%
This school looks for ways to improve.	1	1%	7	4%	26	14%	78	43%	69	38%
This school takes parents' opinions seriously.	10	6%	13	7%	32	18%	70	40%	52	29%
Teachers at this school motivate my child to learn.	5	3%	3	2%	13	7%	86	48%	74	41%
My child is making good progress at this school.	3	2%	5	3%	20	11%	75	41%	79	43%
My child's learning needs are being met at this school.	4	2%	11	6%	17	9%	83	46%	66	36%
This school works with me to support my child's learning.	6	3%	10	5%	17	9%	86	47%	63	35%

5 . Please rate the items below.

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

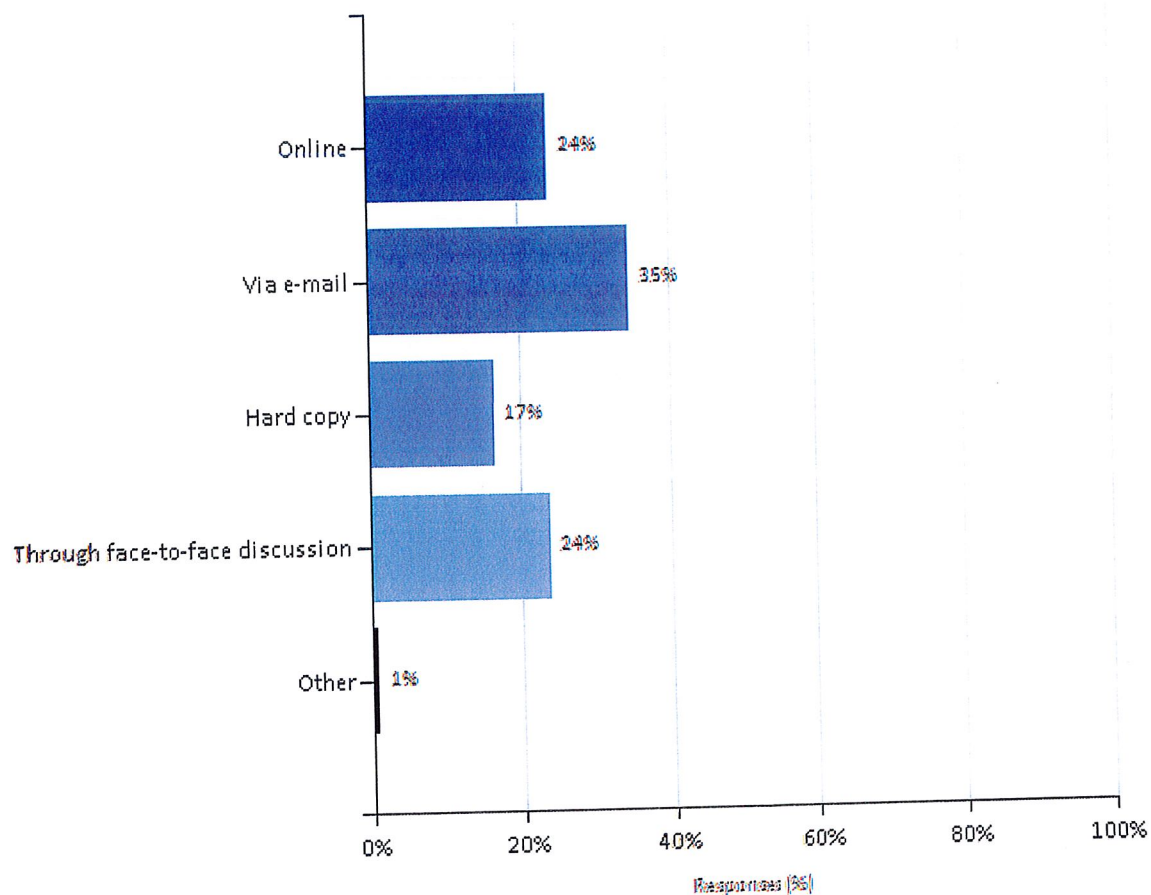




	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
I feel well informed about what is happening at the school.	1	1%	10	5%	13	7%	80	44%	78	43%
I know how to support my child's learning and development.	2	1%	5	3%	25	14%	89	49%	61	34%
My school shares data to inform me about my child's learning in a way that I can understand.	2	1%	14	8%	20	11%	86	48%	59	33%
My child was well supported to transition into primary / middle / senior school.	-	-	9	6%	20	12%	68	42%	66	40%
My child was well supported to start school this year.	1	1%	7	4%	12	7%	78	45%	77	44%
My child knows how to manage their emotions.	1	1%	14	8%	32	18%	93	51%	42	23%
My child has good friends that they care about.	-	-	1	1%	10	6%	95	52%	75	41%
My child feels included in their learning environment.	2	1%	4	2%	15	8%	89	49%	72	40%
My child is supported by teachers and staff at the school to do their best.	4	2%	3	2%	15	8%	84	46%	76	42%
My child participates in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	-	-	8	5%	5	3%	82	47%	81	46%
My child knows where to get help at school if they need it.	-	-	6	3%	28	16%	87	49%	58	32%
This school takes students' opinions seriously.	3	2%	10	6%	47	27%	73	41%	44	25%
This school values the language and culture background of all students.	-	-	5	3%	22	12%	81	45%	71	40%
This school gives my child opportunities to do interesting things.	-	-	3	2%	10	5%	96	53%	73	40%

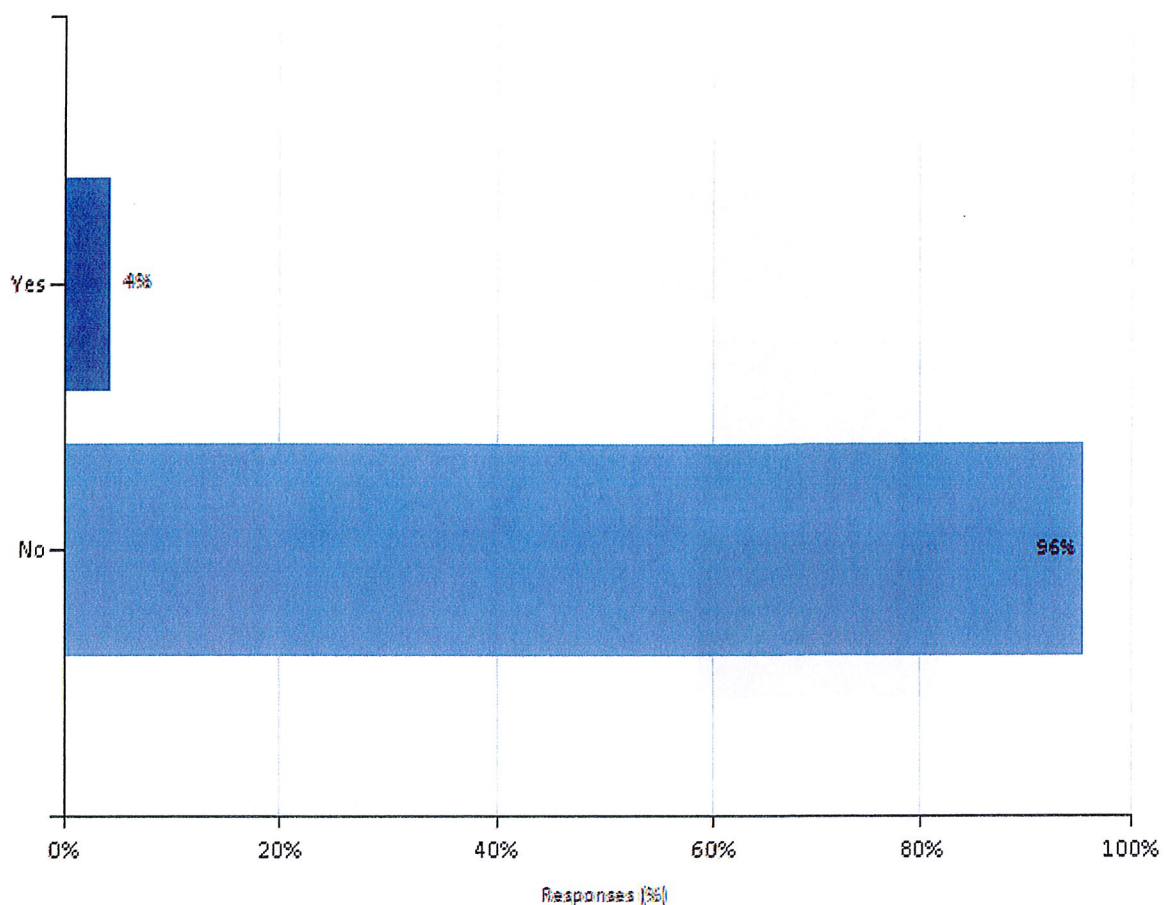
My child knows how to communicate safely and respectfully online.	-	-	9	5%	27	16%	86	49%	52	30%
I have opportunities to have a say in the direction of the school and its education programs.	4	2%	19	11%	48	28%	63	36%	40	23%
I would recommend this school to other parents.	5	3%	5	3%	17	9%	60	33%	94	52%

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



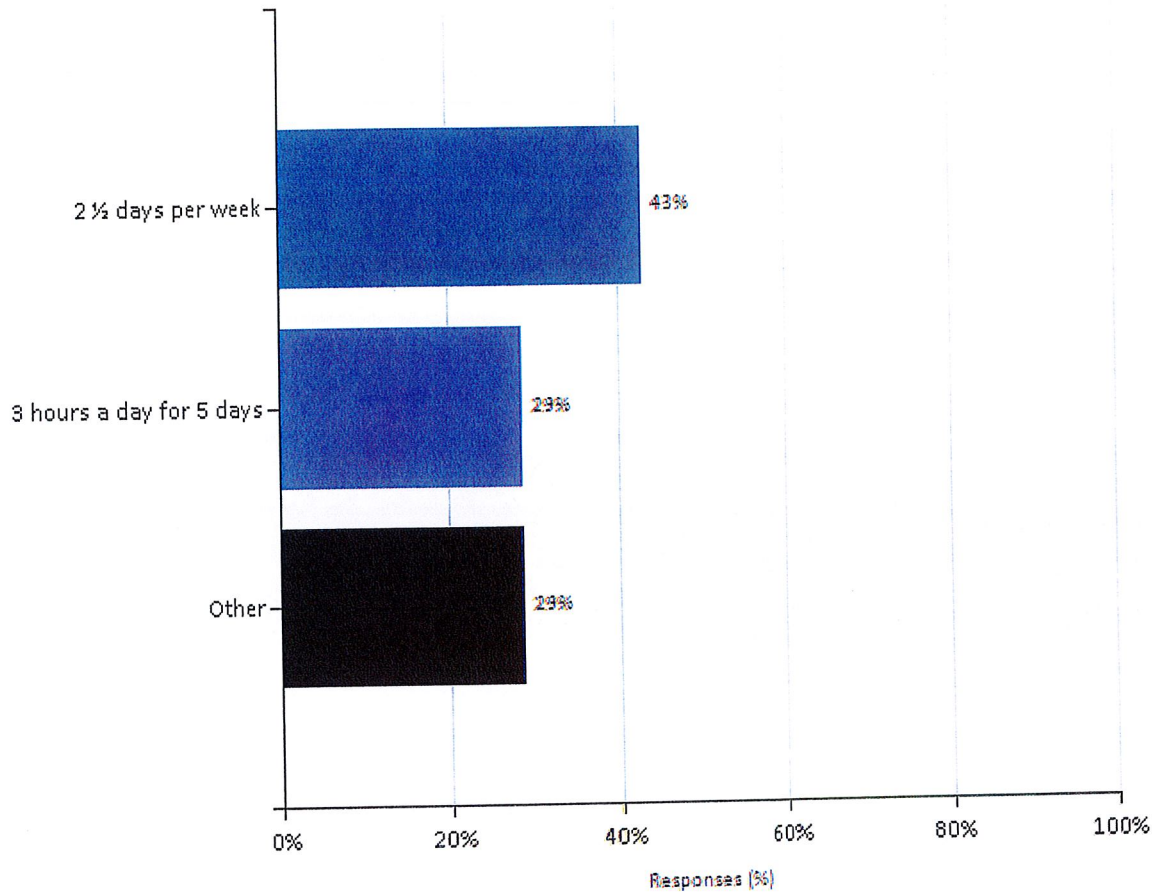
	Online		Via e-mail		Hard copy		Through face-to-face discussion		Other	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	80	24%	115	35%	55	17%	79	24%	3	1%

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



	Yes		No	
	Num	%	Num	%
Number	8	4%	174	96%

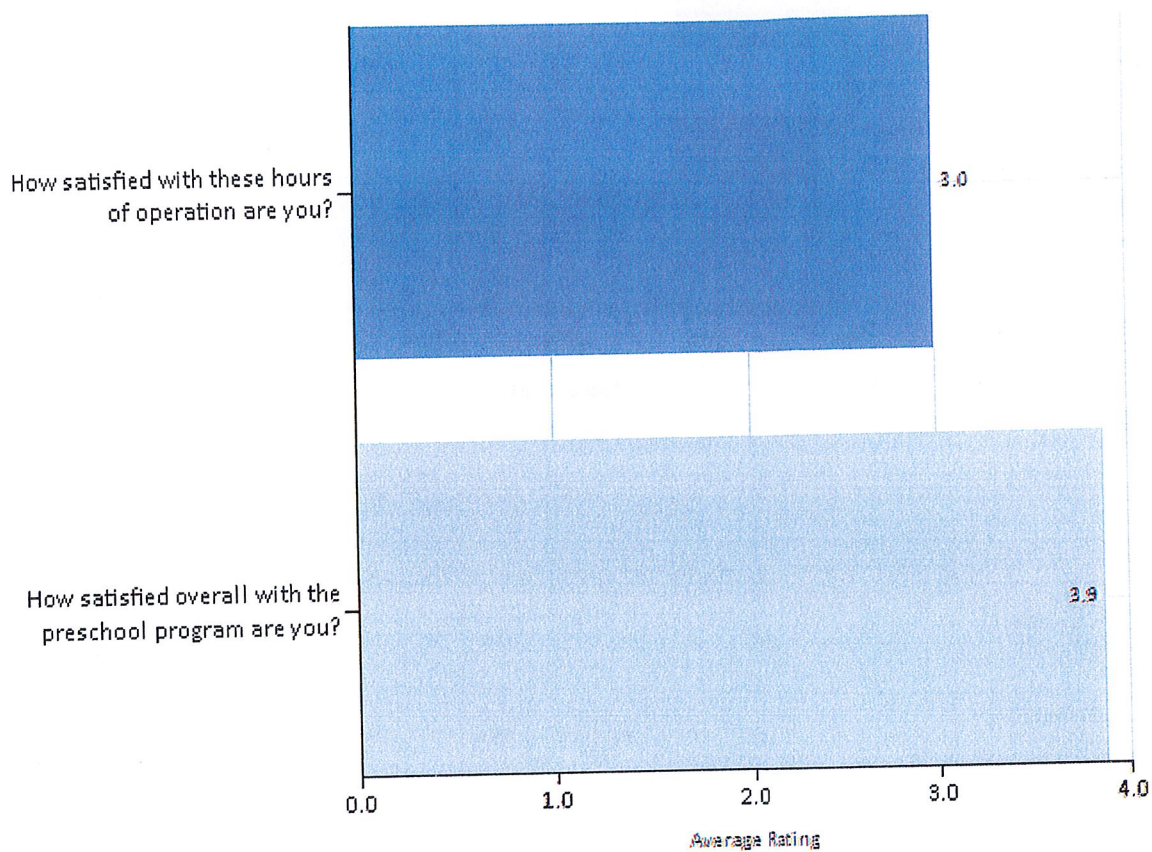
8 . What hours does your preschool operate?

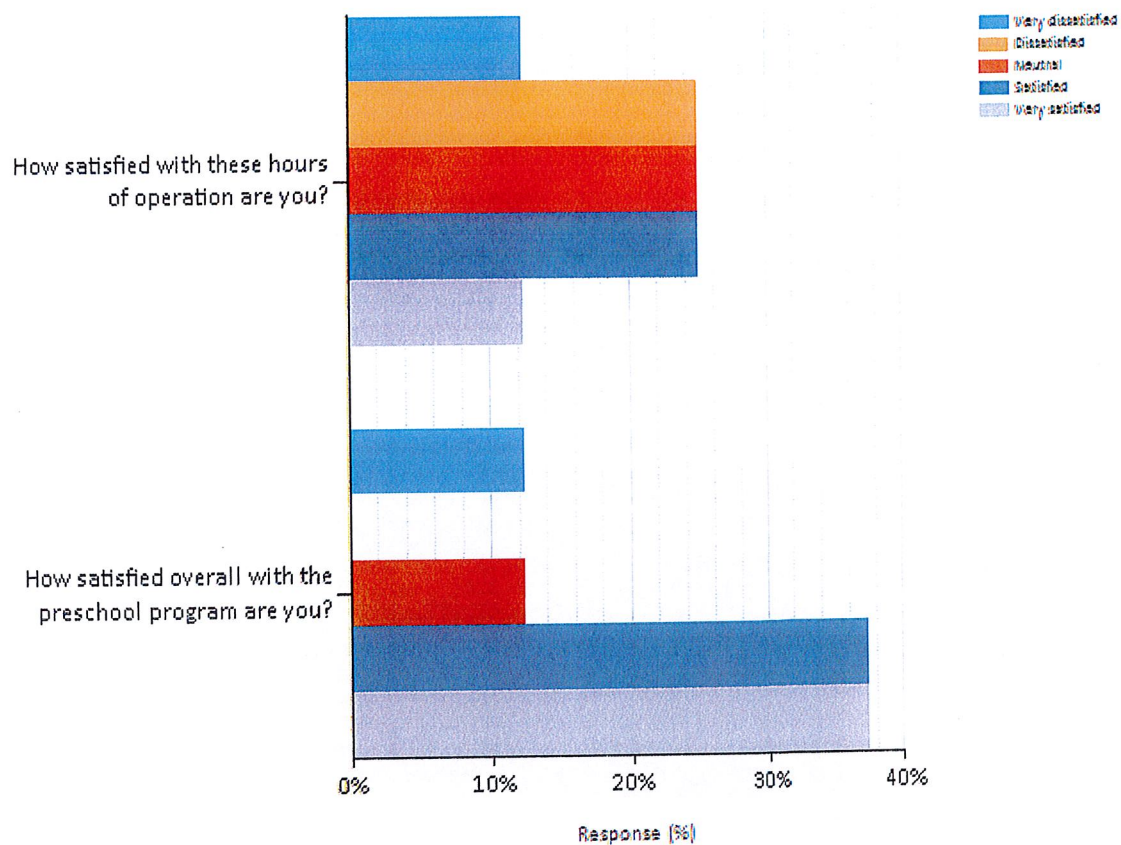


	2 ½ days per week		3 hours a day for 5 days		Other	
	Num	%	Num	%	Num	%
Number	3	43%	2	29%	2	29%

9 . Please rate the following questions.

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	13%	2	25%	2	25%	2	25%	1	13%
How satisfied overall with the preschool program are you?	1	13%	-	-	1	13%	3	38%	3	38%

LARRAKEYAH PRIMARY SCHOOL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2021

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

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

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED
FINANCIAL REPORT
YEAR ENDED 31st December 2021

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LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021**

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 2021.

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:

1/3/2022

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 2021 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 school's 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 2021 and its financial performance for the year then ended.



Susanne Lee
Director

12 February 2022

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

Statement of Financial Position

December 2021

	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
Westpac Operating Account	\$1,398,520.23	\$1,186,654.53
Cash Reserves	\$2,795.64	\$1,596.72
Westpac Debit Card	\$600,000.00	\$600,000.00
Term Deposit	\$51,813.82	\$17,933.79
Total Cash at Bank	\$2,053,129.69	\$1,806,185.04
Cash on Hand		
Petty Cash - School	\$500.00	\$500.00
Petty Cash – OSHC	\$300.00	\$300.00
Front Office Float	\$100.00	\$100.00
Total Cash on Hand	\$900.00	\$900.00
Trade Debtors		
Debtors	\$0.00	\$400.00
Accrued Income	\$400.00	\$0.00
Total Debtors	\$400.00	\$400.00
Inventories		
Stock on Hand - Uniforms	\$49,537.36	\$35,757.69
Total Current Assets		\$1,843,242.73
Non-Current Assets		
Total Non-Current Assets	\$0.00	\$0.00
Total ASSETS	\$2,103,967.05	\$1,843,242.73
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
Consolidated 3 rd Party Deposits	\$2,627.67	\$1,897.21
Trade Creditors		
Trade Creditors/Commitments	-\$799.00	\$42,899.87
Other Creditors		
Unpresented Cheques	\$474.90	\$0.00
GST Liabilities		
GST Collected	\$0.00	\$36.36
GST Paid on Purchases	\$0.00	-\$3,267.14
Total GST Liabilities	\$0.00	-\$3,230.78
Other Accrued Expenses		
Accrued Expenses	\$49,064.98	\$19,986.34
Employee Entitlements		
Provision for Annual Leave	\$2,625.00	\$803.71
Long Service Leave Entitlement	\$5,986.00	\$5,163.00
Total Employee Entitlements	\$8,611.00	\$5,966.71
Unacquitted Grants		
Unacquitted Grants DoE/NTG	\$234,837.99	\$214,672.20
Unacquitted Grants Cw/with	\$7,322.70	\$4,184.01
Total Unacquitted Grants	\$242,160.69	\$218,856.21
Total Current Liabilities	\$305,457.12	\$286,375.56
Non-Current Liabilities		
Total Non-Current Liabilities	\$0.00	\$0.00
Total LIABILITIES	\$305,457.12	\$286,375.56
Net ASSETS	\$1,798,509.93	\$1,556,867.17
EQUITY		
Accumulated Funds	\$1,556,867.17	\$1,320,849.87
Current Year Operating Surplus/(Deficit)	\$241,642.76	\$236,017.30
Total EQUITY	\$1,798,509.93	\$1,556,867.17

LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED

Income Statement January-December 2021

	This Year	Last Year
INCOME		
Grants and Subsidies	\$22,650.27	\$23,523.82
Commonwealth Grants direct to Schools	\$861,741.45	\$1,129,638.86
Other Grants from DoE	\$36,859.84	\$54,650.25
Other Grants from NTG DEPT	\$7,118.64	\$16,624.36
3rd Party Grants - External	\$928,370.20	\$1,224,437.29
Total Grants and Subsidies		
Sale of Goods and Services	\$727,256.96	\$676,766.49
School Council Projects	\$196,030.18	\$142,461.58
Student Activities	\$923,287.14	\$819,228.07
Total Sale of Goods & Services		
Interest Received	\$2,562.41	\$14,813.11
Interest Received		
Miscellaneous Income	\$0.00	\$394.46
Receipts/Reimbursements Other Government Schools	\$1,854,219.75	\$2,058,872.93
TOTAL INCOME		
EXPENSES		
Employee Expenses	\$454,105.80	\$501,690.18
Salaries & Related Expenses	\$42,831.54	\$46,363.52
Superannuation	\$496,937.34	\$548,053.70
Total Employee Expenses		
Purchase of Goods & Services	\$158,732.43	\$164,886.30
School General Expenses	\$21,539.34	\$20,527.67
Administrative Expenses	\$180.74	\$142.62
Motor Vehicle Expenses	\$122,034.50	\$69,505.88
Student Activities	\$58,422.59	\$116,406.34
Student Information Technology	\$46,423.58	\$45,095.17
Admin It and Communication	\$97,169.53	\$76,197.90
Curriculum	\$53,435.51	\$60,344.13
School Non-Core Activities	\$557,938.22	\$553,106.01
Total Purchase of Goods & Services		
Repairs & Maintenance	\$33,523.94	\$39,717.06
Urgent Minor Repairs	\$2,200.00	\$7,220.27
Non- Urgent Minors	\$35,723.94	\$46,937.33
Total Repairs & Maintenance		
Property Management	\$231,369.70	\$218,936.94
Essential Services	\$153,278.35	\$161,722.69
Cleaning	\$20,498.06	\$31,872.08
Grounds	\$113,661.75	\$37,348.94
Property Management Other	\$518,807.86	\$449,880.65
Total Property Expenses		
Administrative Expenses	\$199.63	\$189.60
Other Administrative Expenses	\$1,609,606.99	\$1,598,167.29
TOTAL EXPENSES		
	\$244,612.76	\$460,705.64
Operating Profit		
Other Income	(\$2,970.00)	(\$224,688.34)
Prior Year Adjustment		
	\$241,642.76	\$236,017.30
Net PROFIT/(LOSS)		

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 31st December 2021

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.

