

# Larrakeyah Primary School

## Annual Performance Report to the School Community

2022





## 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 a number of 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, its accreditation as a Cambridge International School and awards at a national and international level, has resulted in increased student enrolments. In the past few years, enrolments exceeded 500, though due to COVID-19 and travel restrictions, enrolments were impacted last year, however, have increased again this year. This year, enrolments were close to 500. It is anticipated that the previous enrolment trend will continue since travel restrictions have eased.

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 and families moving from overseas.

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 21<sup>st</sup> century learning, STEAM and inquiry based learning. Last 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. This project was completed this year.

Larrakeyah Primary school staff and community continued to focus strongly on school improvement for improved student learning outcomes. Staff stayed the course, with Data continuing 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 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. Innovation and best practice is also at the forefront.

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. Visible Learning is embedded across the school which is widely recognised. Staff from Tasmania visited the school this year to learn about the implementation of Visible Learning in our 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 a shortlisted 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. Larrakeyah Primary was the only Australian school to be shortlisted as a finalist in the International School Awards.

This year, the school entered the inaugural World's Best School Prizes to showcase the school's wellbeing programs. The school was shortlisted as a Top 3 school in the category "Supporting Healthy Lives". Larrakeyah Primary was the only Australian school to be shortlisted as a Top 3 finalist school in any of the five categories.

This year, the school entered the Australian Education Awards and won the best STEM program 2022.

The school community was delighted to have this national and international recognition of our outstanding programs.

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 2022.

Larrakeyah Primary was selected as one of the first six Independent Public Schools in the Northern Territory. We were proud to operate for the eighth year as Larrakeyah Primary Independent Public School. We were also proud to operate for the seventh 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. Two staff members identified as Indigenous. During the year we were able to employ 1 additional full time teacher 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. Senior staff successfully raised the profile of the school through nominations in the International School Awards, Australian Education Awards and World's Best School Prizes.

We were proud to have a finalist representing our school in the NT Excellence in Teaching Awards – Natasha Guse: NT Leader of the Year.

We were also proud that Mary Boeck, Preschool teacher, was awarded the Preschool Education award by the Preschool Teachers' Association of the NT (PSTANT) for her meritorious contributions to the teaching profession in the NT.

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 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. In 2022 student enrolment totalled 485. Approximately one fifth of the school's students come from Defence families. The school has approximately 3% Indigenous students and approximately 50% ESL. The school's average attendance for 2022 was 90%.

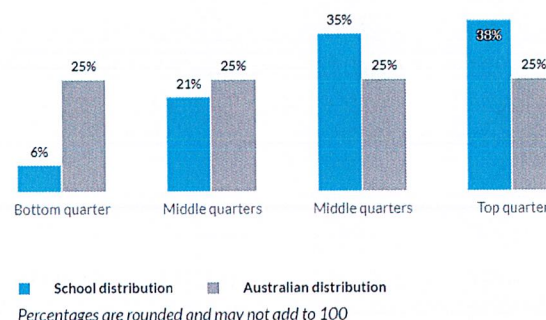
Non-attendance continues to be managed through consistent procedures. Procedures are followed, including the administration staff follow up of unnotified non-attendance with parents each day by phone.

### Student background

#### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1092
Average ICSEA value	1000
School ICSEA percentile	82

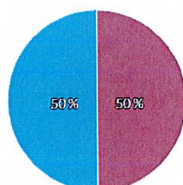
#### Distribution of Socio-Educational Advantage (SEA)



### Students

Total enrolments: 439

- Boys 219
- Girls 220



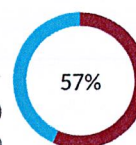
Full-time equivalent enrolments: 439.0

Indigenous students



Language background other than English

- Yes (57%)
- No (43%)
- Not stated (0%)



## 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 returned with COVID-19 safety measures less restrictive and we were able to welcome visitors again to the school. Parents assisted with the Reading program, kitchen/garden program, excursions and supported in classrooms.

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 regularly 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. With our national and international recognition, our website has a new section "Awards and Recognition" that highlights the school's and individual achievements. The school website continues to attract positive feedback from parents.

As an IPS school, this is the eighth year that the school had a school board. During the 2022 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, naval base redevelopment - carpark, infrastructure - lobbying for Stage 1 Masterplan and 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, the NT Department of Education 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 performed A Night At The Museum and it was an outstanding concert.

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 whole school STEAM Days and QUEST program involves linking with community and engaging parents in students' learning.

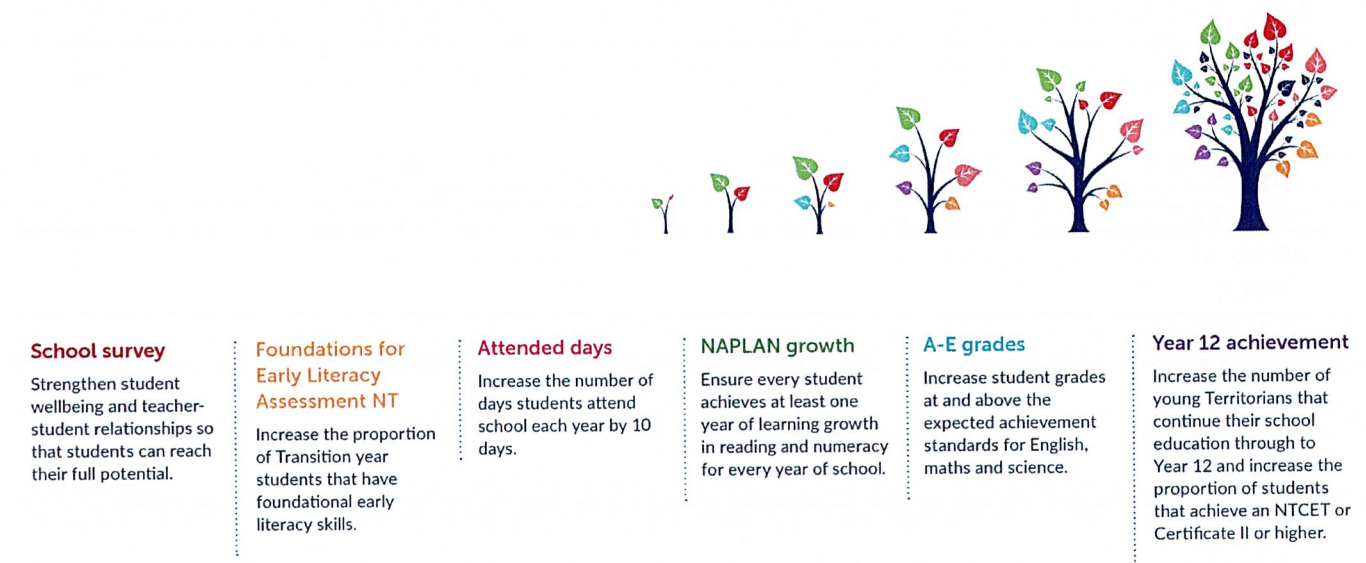


## School Priority 2022

Our journey demonstrates our commitment to continued improvement. The Education NT Strategy 2021–2025 will enable us to continue to become the most improving education system in Australia.

We monitor progress and evaluate our improvement journey through the use of headline improvement measures.

### Headline improvement measures



School Priority - Increase student achievement progress for all students including our higher achieving students and EAL/D P-6 in Mathematics

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, particularly the problem solving cycle. Mathematics will continue to be a whole school focus next year.
- This year, the target was met with 90% students achieving a C standard and above in Mathematics.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number and Algebra</b>	92%	88%	85%	94%	87%	96%
<b>Measurement and Geometry</b>	92%	92%	90%	97%	92%	96%
<b>Data and Statistics</b>	91%	94%	97%	98%	92%	96%

- In Semester 2, a change in PAT M adaptive testing occurred which affected results in relation to targets. Consequently, targets set next year will need to consider adaptive testing.
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Year 1- 55% above 50<sup>th</sup> Percentile (65% target)

Year 2- 32% above 50% Percentile (70% target)

Year 3- 55% above 50% Percentile (75% target)

Year 4- 49% above 50<sup>th</sup> Percentile (70% target)

Year 5- 59% above 50<sup>th</sup> Percentile (70% target)

Year 6- 65% above 50<sup>th</sup> Percentile (60% target)

- Last year NAPLAN results showed 43.13% Year 3 students in the top two bands (Bands 5 & 6) in Mathematics. This year, 50% Year 3 students were in the top two bands in Mathematics – school target 45%.

Last year NAPLAN results showed 43.86% Year 5 students in the top two bands (Bands 7 & 8) in Mathematics. This year, 32% Year 5 students were in the top two bands in Mathematics – school target 45%.

In Writing, 2021 NAPLAN results showed 66.66% Year 3 students in the top two bands (Bands 5 & 6). This year, 75% Year 3 students were in the top two bands in Writing – school target 70%.

In Writing, 2021 NAPLAN results showed 26.31% Year 5 students in the top two bands (Bands 5 & 6). This year, 23% Year 5 students were in the top two bands in Writing – school target 30%.

The school continued to focus on Writing by continuing:

- Professional Development for all staff on the Writing Process and Writing Pedagogical Framework for LPS, particularly targeting new staff;



- Professional Development for all staff in catering for EAL/D students in the classroom, particularly in Writing and Mathematics;
- 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, 89.14% students achieved C standard and above in Writing (90% target). This year, 85% students achieved a C standard and above in Writing by end of Semester 2 2022 (90% target).

### BRIGHTPATH and the AUSTRALIAN CURRICULUM

Below are charts that correlate Brightpath scores to grading the Australian Curriculum, using A-E. Semester One shows Recount for Transition and Narrative for Years 1-6. Semester Two outlines grading expectations for Information Reports with the exception of Transition as this information is not available in the provided table.

#### **Narrative**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Year 1</b>	264 and above	232 - 263	165 - 231	101 - 164	0 - 100
<b>Year 2</b>	314 and above	279 - 313	219 - 278	142 - 218	0 - 141
<b>Year 3</b>	357 and above	319 - 356	265 - 318	180 - 264	0 - 179
<b>Year 4</b>	394 and above	354 - 393	302 - 353	215 - 301	0 - 214
<b>Year 5</b>	425 and above	384 - 424	330 - 383	246 - 329	0 - 245
<b>Year 6</b>	451 and above	407 - 450	349 - 406	273 - 348	0 - 272
<b>Year 7</b>	471 and above	425 - 470	359 - 424	298 - 358	0 - 297

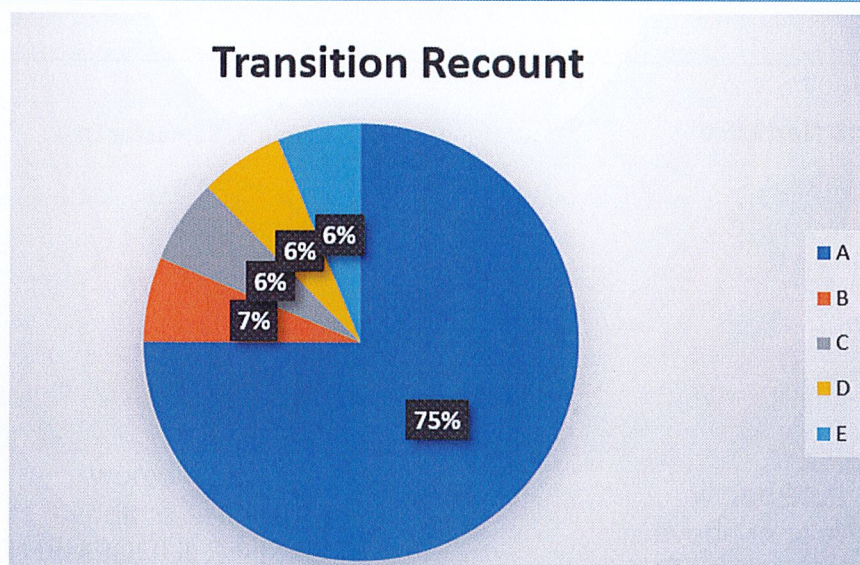
## TEACHER JUDGEMENTS: BRIGHTPATH RECOUNT/NARRATIVE

### SEMESTER ONE, 2022

#### Recount

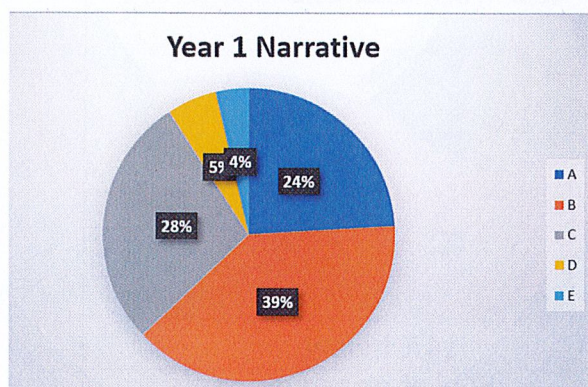
	A	B	C	D	E
<b>Pre-Primary / Reception</b>	190 and above	160 - 189	90 - 159	50 - 89	0 - 49
<b>Year 1</b>	245 and above	200 - 244	160 - 199	90 - 159	0 - 89
<b>Year 2</b>	270 and above	245 - 269	190 - 244	140 - 189	0 - 139

#### Transition Recount



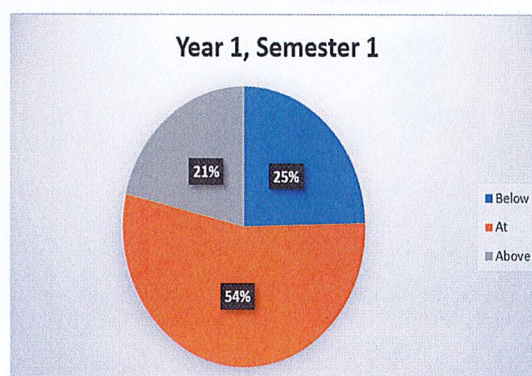
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BRIGHTPATH TEXT

#### Year 1 Narrative



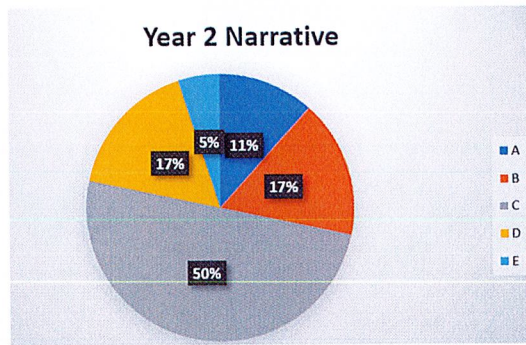
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#### Year 1, Semester 1

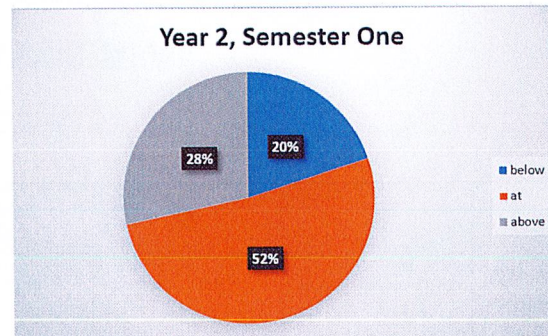


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TEACHER JUDGEMENTS

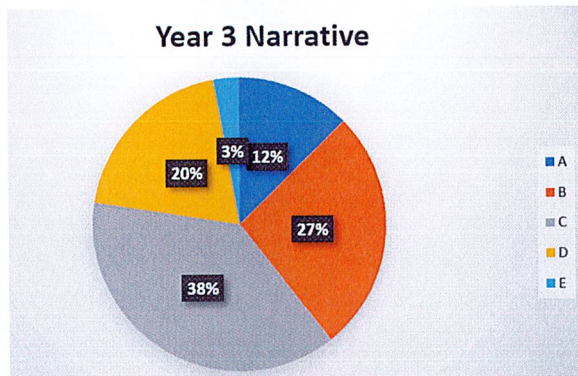




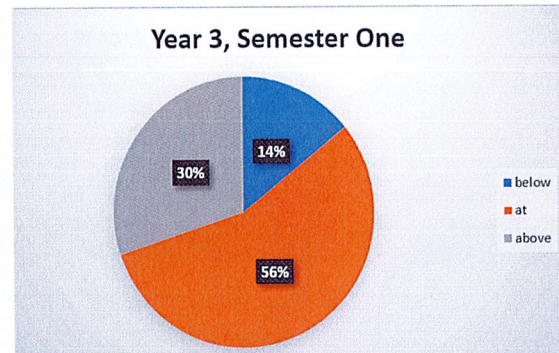
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**BRIGHTPATH TEXT**



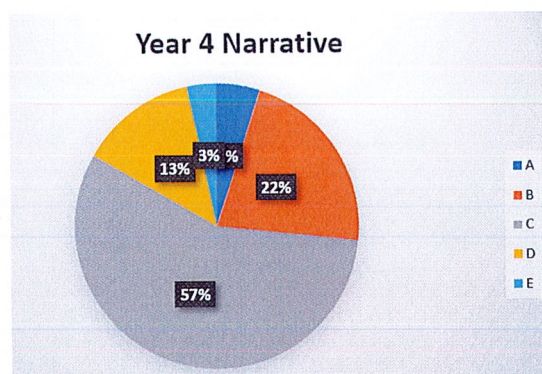
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**TEACHER JUDGEMENTS**



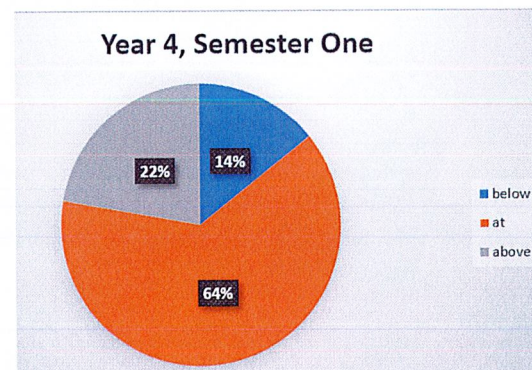
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**TEACHER JUDGEMENTS**

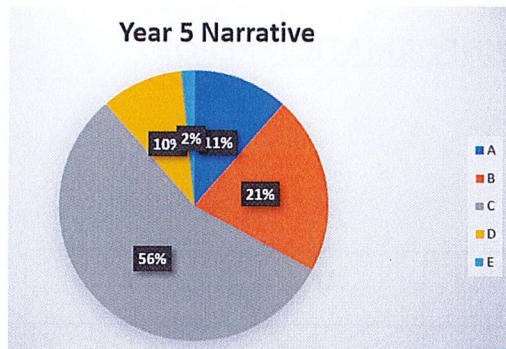


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**BRIGHTPATH TEXT**

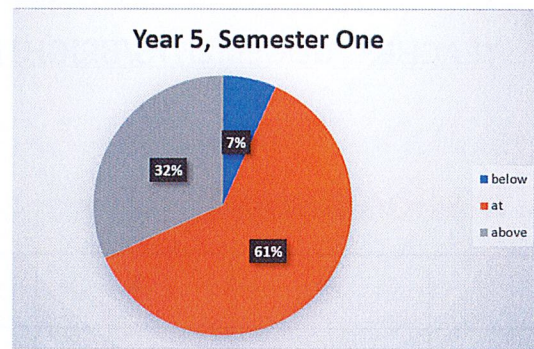


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**TEACHER JUDGEMENTS**

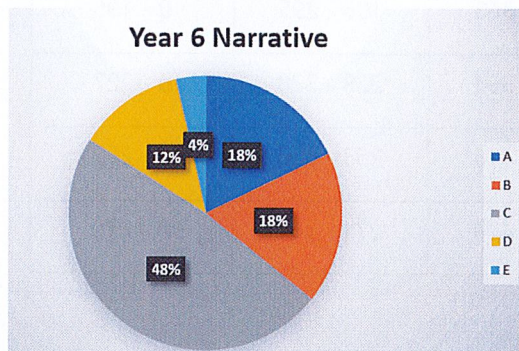




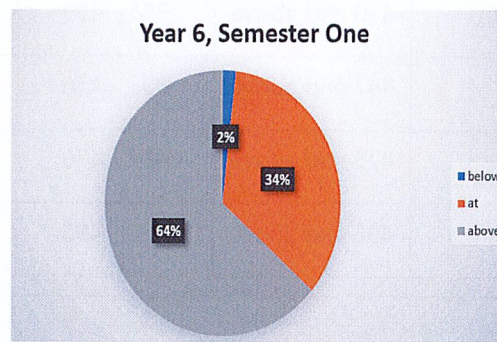
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**TEACHER JUDGEMENTS**



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**TEACHER JUDGEMENTS**

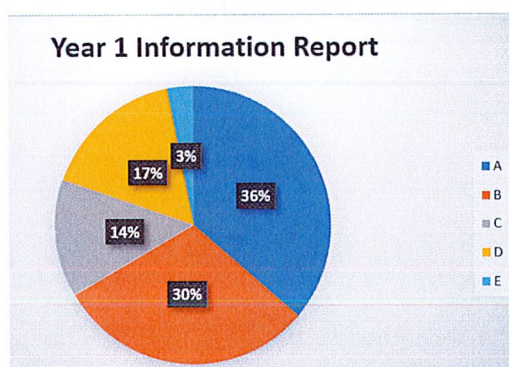


## SEMESTER TWO

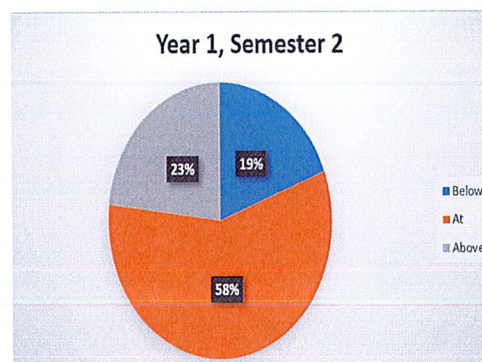
### TEACHER JUDGEMENTS/BRIGHTPATH INFORMATION REPORT

## Information Report

	A	B	C	D	E
<b>Year 1</b>	250 and above	200 - 249	127 - 199	59 - 126	0 - 58
<b>Year 2</b>	312 and above	264 - 311	195 - 263	112 - 194	0 - 111
<b>Year 3</b>	365 and above	318 - 364	251 - 317	157 - 250	0 - 156
<b>Year 4</b>	410 and above	361 - 409	296 - 360	196 - 295	0 - 195
<b>Year 5</b>	447 and above	395 - 446	329 - 394	228 - 328	0 - 227
<b>Year 6</b>	476 and above	417 - 475	351 - 416	253 - 350	0 - 252
<b>Year 7</b>	496 and above	430 - 495	362 - 429	271 - 361	0 - 270

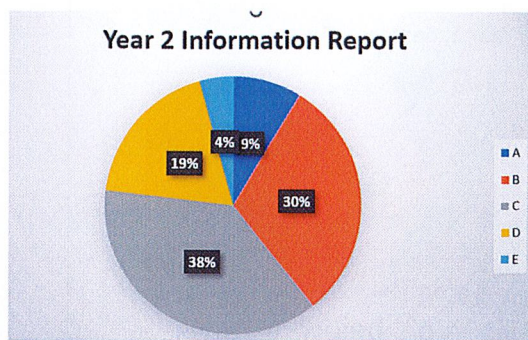


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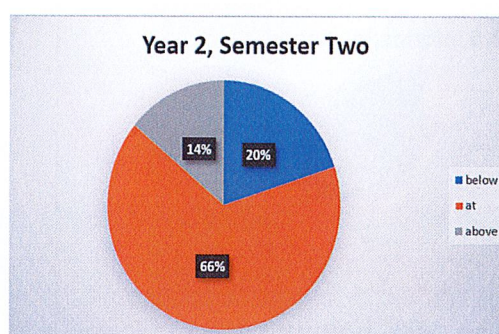


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TEACHER JUDGEMENTS

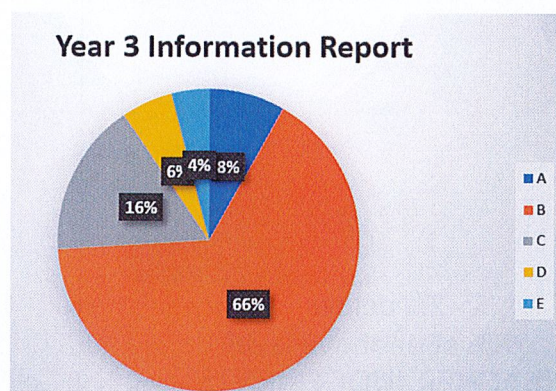




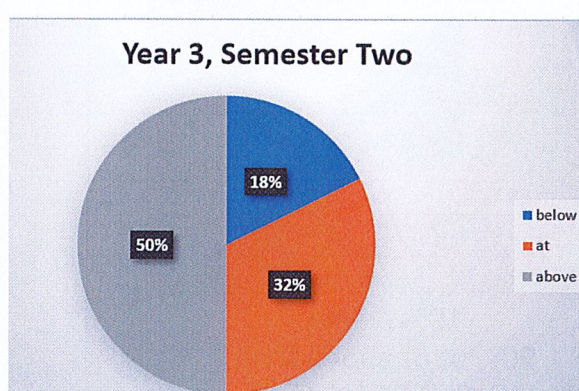
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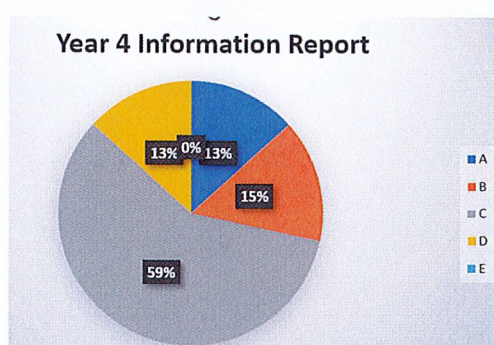
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TEACHER JUDGEMENTS



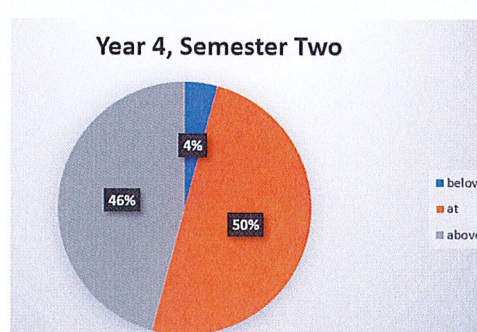
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TEACHER JUDGEMENTS



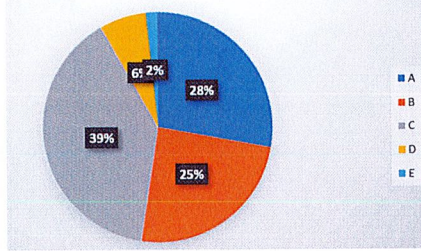
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TEACHER JUDGEMENTS

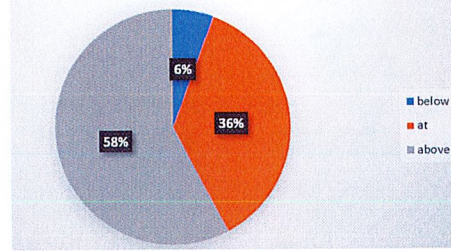


### Year 5 Information Report



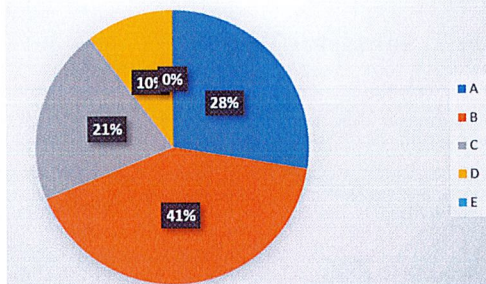
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### Year 5, Semester Two



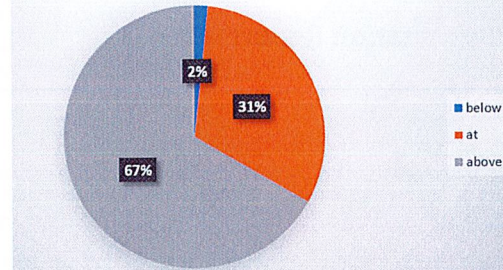
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TEACHER JUDGEMENTS

### Year 6 Information Report



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### Year 6, Semester Two



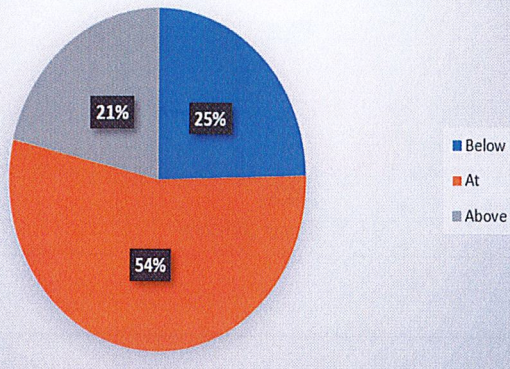
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TEACHER JUDGEMENTS



**A-E TEACHER JUDGEMENTS: semester comparisons**  
**WRITING 2022**

**SEMESTER ONE**

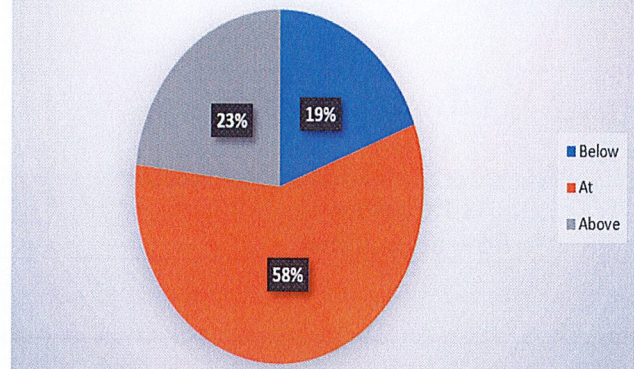
**Year 1, Semester 1**



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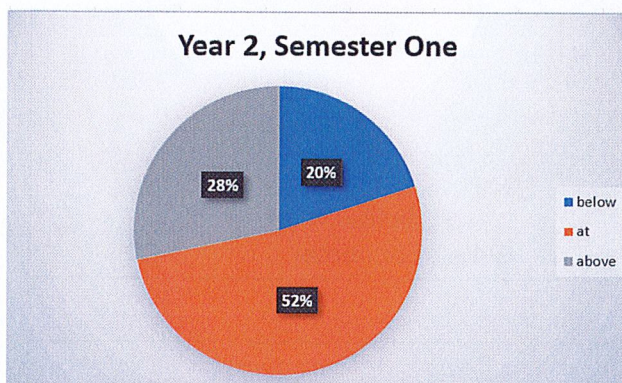
**SEMESTER TWO**

**Year 1, Semester 2**



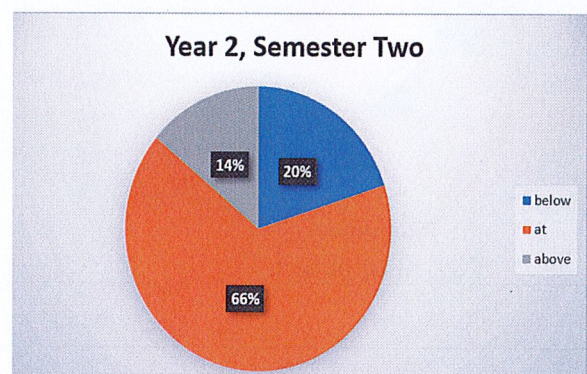
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**Year 2, Semester One**



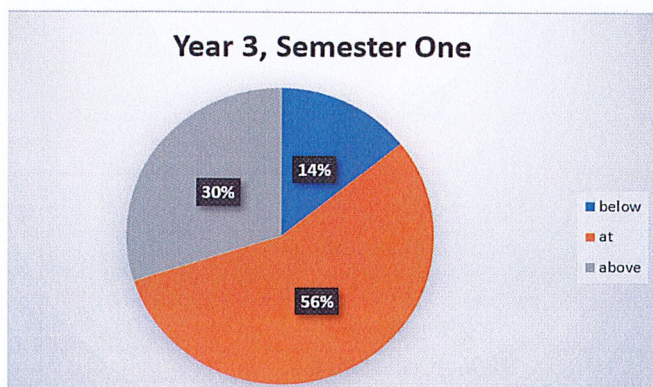
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**Year 2, Semester Two**



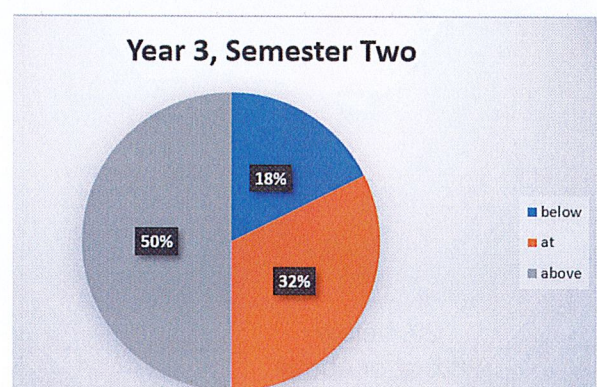
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**Year 3, Semester One**



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86% at or above

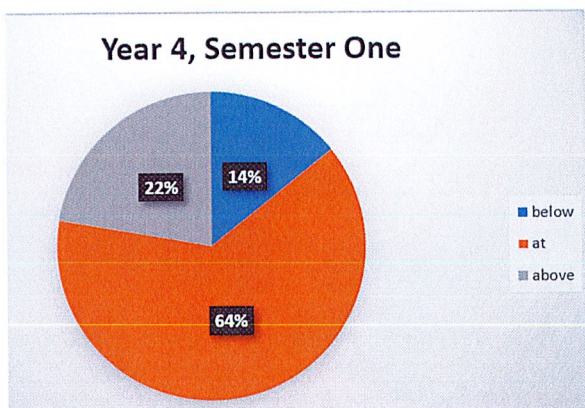
**Year 3, Semester Two**



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82% at or above

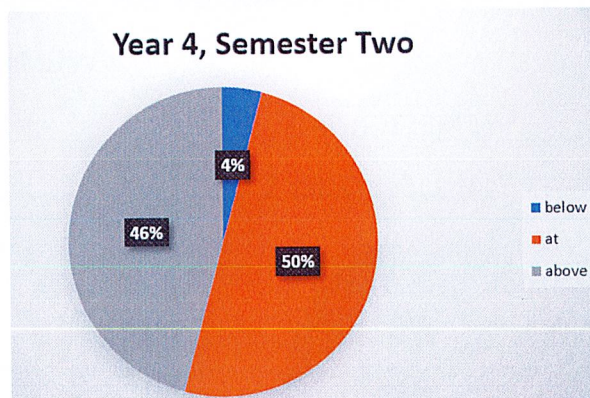


**Year 4, Semester One**



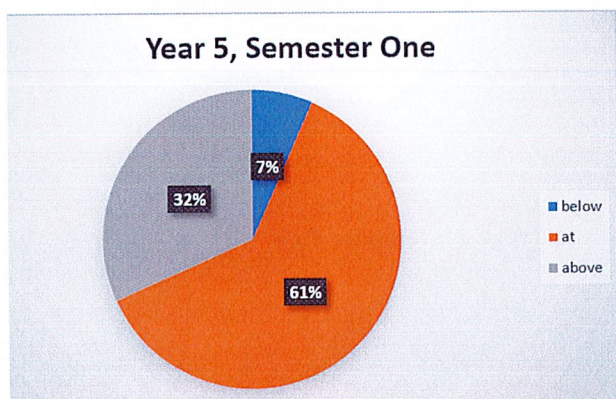
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**Year 4, Semester Two**



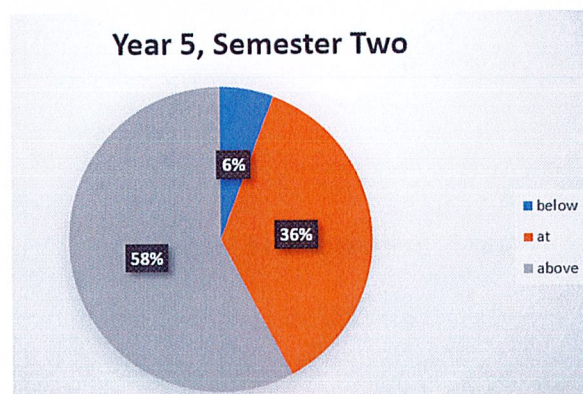
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**Year 5, Semester One**



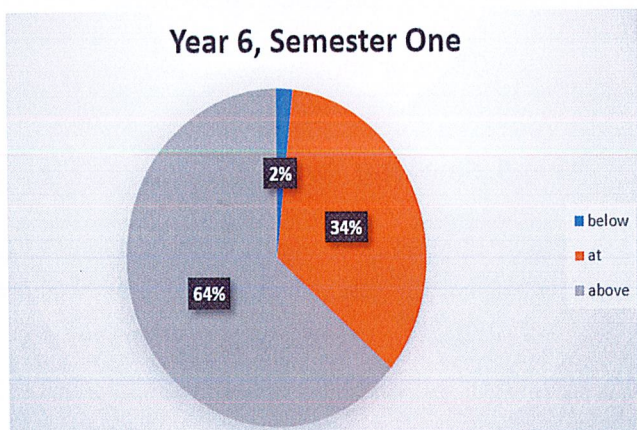
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93% at or above

**Year 5, Semester Two**



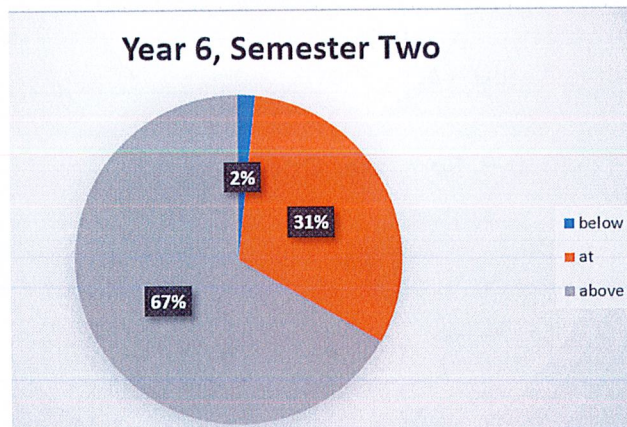
6% below  
94% at or above

**Year 6, Semester One**



2% below  
98% at or above

**Year 6, Semester Two**



2% below  
98% at or above



# Identified Signature Strategies for 2022 School Year

## Personalising Learning

### Goals :

By the end of 2022 the curriculum will have been refined to ensure vertical alignment so that there is continuity and progression of learning across the years of schooling

By the end of 2022 there will be documented plans that align with the school's curriculum documents which will show clear policies and procedures in regards to high achieving and gifted and talented students.

Teachers 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.

Teachers have a greater understanding of the identification processes for high achieving and gifted students.

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

Students are 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.

Student leaders and older classes know that the school has a focus on differentiation to cater for all students' learning needs through various methods.

### Actions -

**Review:** current definition of differentiation and the range of data used by teachers to diagnose and target teaching; current definition of accelerated programs; identification of high achieving and gifted students.

**Audit:** What does differentiation look like for specific cohorts groups in Mathematics and Writing; what do accelerated programs look like in Mathematics and Writing.

**Review and refine** vertical alignment in the Whole School Curriculum; identification of accelerated programs in teaching programs.

**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. Accelerated programs are also a continued focus.

## 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.
- 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 continued to plan and work 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 continued to be very positive and this support will continue next year.
- Friends At Breaks (FAB), introduced and supported by the Student Leadership Team a few years ago, continued this year. FAB is a popular program and enabled students to play games across age groups at recess in the library. FAB also offered support to those students who were experiencing social problems and fostered the development of friendships.
- A teacher 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.

- This year, the school was a shortlisted 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. Larrakeyah Primary was the only Australian school to be shortlisted as a finalist in the International School Awards.
- The QUEST program was also highlighted in the school’s nomination in the inaugural World’s Best School Prizes. The school was shortlisted as a Top 3 school in the category “Supporting Healthy Lives”. Larrakeyah Primary was the only Australian school to be shortlisted as a Top 3 finalist school in any of the five categories.
- A senior teacher who also coordinated STEAM in the school, organised two highly successful whole school STEAM Days in which all students across the school worked together on a STEAM challenge incorporating the 4C’s. The STEAM challenge also involved working with the RSPCA. The school’s STEAM program was recognised at a national level in the Australian Education Awards where the school won the best STEM program 2022.
- 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 three years as well as one meeting this year to have input in this national work.
- Larrakeyah Primary School was selected as a Top 3 finalist school in the ‘World’s Best School Prizes. As a Top 3 school, we were required to present a session during World Education Week via the largest global online platform. Fathma Mauger, Danni Mattiazzo, Carmel Spruhan and Elijah Tyrrell (Year 6 student) presented and spoke about the school’s QUEST and wellbeing programs.
- Larrakeyah Primary was part of the ‘Continuity of Learning’ project with the University of Melbourne. Danno Mattiazzo and Carmel Spruhan provided input to the project. The outcome of the project will be a Continuity of Learning Framework for services and schools to support the development of students as they move from long day care to preschool, transition, primary learning, middle years and onto senior secondary school.



- 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 Australian Education Awards 2022. Danni Mattiazzo and Fathma Mauger were shortlisted finalists in their respective categories– Danni Mattiazzo (Head of Faculty) and Fathma Mauger (Principal of the Year-Government).
- The Australian Educator Magazine selected Fathma Mauger and Danni Mattiazzo as winners for the ‘Hot List 2022’. The ‘Hot List’ is comprised of people who are considered trailblazers in education. Fathma and Danni’s profiles are published in the Australian Educator Magazine.
- Fathma Mauger was invited to talk in a session ‘The World Beyond the Bubble: Preparing Students Academically, Emotionally, and Culturally for Life Beyond International School’ at the Outstanding Schools Asia conference 2022.
- Natasha Guse was a finalist in the category ‘Leader of the Year’ in the NT Teaching Excellence Awards.
- In Term 2, Fathma was working as Acting Principal Darwin Middle School. 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. A particular focus was how teachers use data to target teaching and inform teaching programs, particularly in catering for high achieving students.

- The Principal and Assistant Principal continued to focus on 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.
- Staff professional learning included identifying differentiation for specific cohorts of students through the use of data in Mathematics and Writing. Professional learning regarding the use of accelerated programs for differentiation needs to continue next year.
- Staff professional learning focussed on NAPLAN data with an understanding of data, student growth, areas of concern and focus areas for the school for the following year.
- A collaborative session in Term 4 occurred with other Darwin City primary schools as well as Year 7 teachers from Darwin Middle School. This session enabled teachers to analyse Mathematics data across schools to determine areas of strength and areas for improvement.
- 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 third 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. A senior teacher analysed the data to show teachers how year level and class wellbeing data can be used to target specific behaviours and attitudes.
- Youhue, a program to collect daily student wellbeing data continued to be 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, particularly with a school in Singapore.
  - With COVID-19 and travel restrictions, our Year 6 students were unable to participate for the third year in the international study tour to Singapore and visit our sister school, Repton International School in Johor Bahru, Malaysia. Our partnership this year was still affected by Covid with students in Malaysia participating in home remote learning for periods of time.
  - 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.
  - Planning with the Principal and Arts teacher of NCIC on the collaborative arts program commenced this year. Our specials Arts teacher worked with the Arts teacher of NCIC to develop a unit of work based on visual and performing arts. Students focussed on the work of Yayoi Kusama, a Japanese artist. Students also worked via Skype on a collaborative dance with our Year 3 students performing the dance on stage at the end of year school concert and the students from NCIC would perform via video. However, due to Covid lockdown in Shenzhen, the students were unable to complete their dance for the video.
  - 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 was considered as too problematic with the Covid situation.
- An international partnership was explored with Leeds International School in Singapore. This school is also a Cambridge International School. Communication began with the Principal of Leeds International School who was keen for a partnership to be established. Consequently, a partnership was discussed between members of the leadership team from both schools.
- On 12<sup>th</sup> October, Natasha Guse and Fathma Mauger attended the official launch of the partnership between Leeds International School and Larrakeyah Primary School. This was held at the Australian High Commission in Singapore. Year 6 classes and 5/6 Spruhan attended the event online together with Department of Education representatives, including the CE Karen Weston. Natasha Guse and

Fathma Mauger also visited Leeds International School and met staff and students. The official launch and visit was highly successful as we have now developed a relationship which will pave the way for collaborative learning for staff and students. Time was spent with staff at Leeds International School to plan activities to commence this term as well as goals for next year. We are considering proposing the recommencement of the Year 6 international study tour for 2023. The Australian High Commissioner in Singapore also welcomes our students.

- Three classes and teachers from both schools started to communicate online and share information about their school and their country. This will continue next year as well as participation in other collaborative projects.



## 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	<5	85.8%	44	89.4%	<5	82.1%	44	85.4%
Tran	<5	34.4%	57	93.9%	<5	91.2%	55	93.9%
1	<5	89.5%	60	93.3%	<5	64.0%	64	90.7%
2	-	-	74	94.9%	<5	82.9%	65	90.9%
3	<5	47.6%	65	93.7%	<5	97.4%	72	90.4%
4	<5	81.3%	73	93.8%	<5	67.9%	64	90.1%
5	<5	86.4%	65	94.7%	<5	93.4%	63	90.2%
6	<5	91.8%	71	94.2%	<5	63.2%	57	90.0%
ALL	18	83.8%	510	93.9%	16	82.7%	485	90.0%

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 2022

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	482	371	99%
YEAR 5	533	445	98%
YEAR 7			
YEAR 9			
WRITING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	438	357	100%
YEAR 5	505	413	98%
YEAR 7			
YEAR 9			
SPELLING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	445	336	97%
YEAR 5	524	438	98%
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	473	360	100%
YEAR 5	512	436	100%
YEAR 7			
YEAR 9			
NUMERACY			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	431	341	100%
YEAR 5	503	433	99%
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](mailto:schoolsurvey.doe@education.nt.gov.au))*



## Overview

Survey title	Larrakeyah Primary School Parent Survey 2022
Report title	Distribution - single
Organisation name	Larrakeyah Primary School
Generation time & date	9:42PM - 31 Aug 2022
Generated by	Natasha Guse
Distribution name	Larrakeyah Primary School Parent Survey 2022 - 3/08/2022 1:43 PM
School year	2022
Num of online responses	78
Num of manual responses	0

This survey incorporates skipping logic between questions.

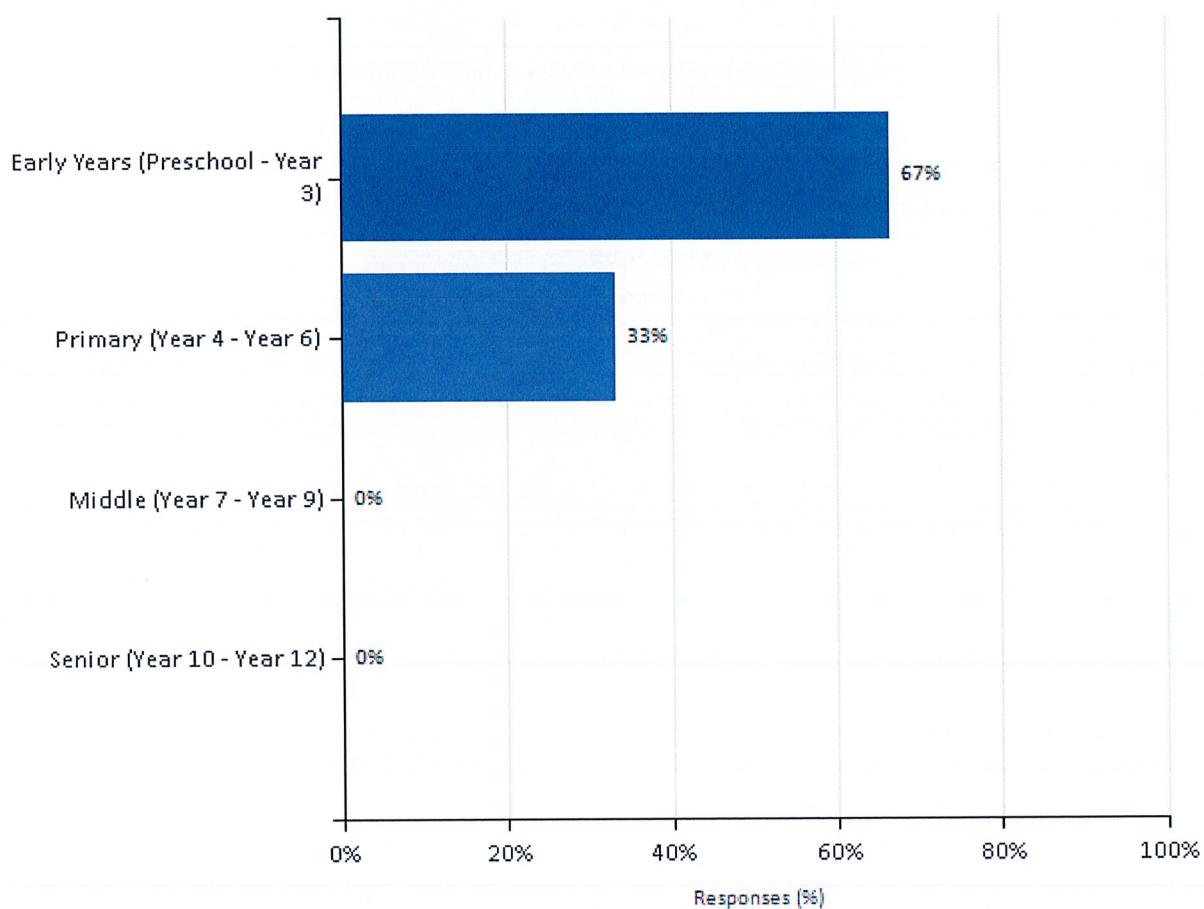
Question overview information	Yes
N/A responses	No
Open text responses	No
'Other' responses	No
Order of questions	Sequential
Graphs	Yes



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

### Question overview

Module name	2021 NT parent demographics section
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Single response multiple choice
Answered	78
Not answered	0
Skipped (as per skip logic)	0

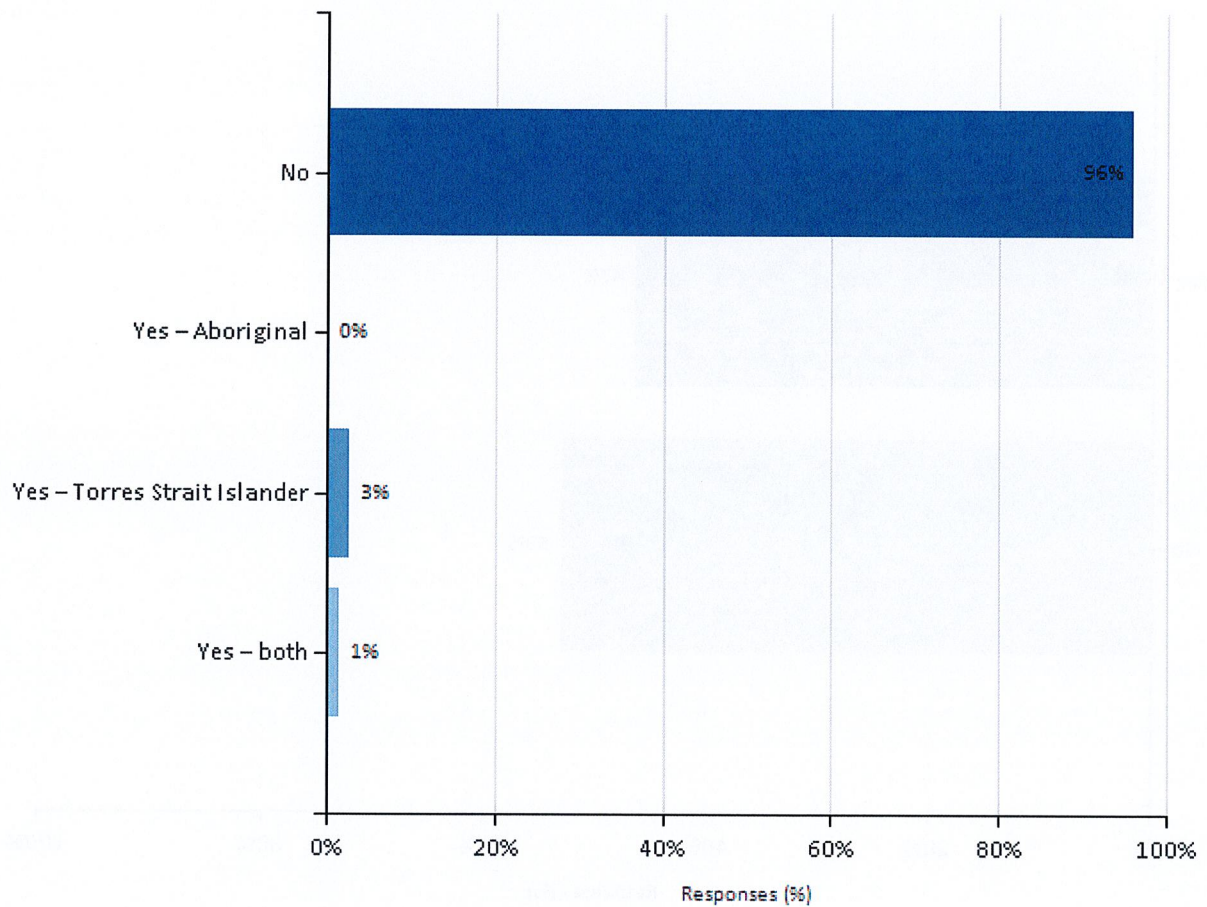


	Early Years (Preschool - Year 3)		Primary (Year 4 - Year 6)		Middle (Year 7 - Year 9)		Senior (Year 10 - Year 12)	
	Num	%	Num	%	Num	%	Num	%
Number	52	67%	26	33%	-	-	-	-

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

### Question overview

Module name	2021 NT parent demographics section
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	78
Not answered	0
Skipped (as per skip logic)	0



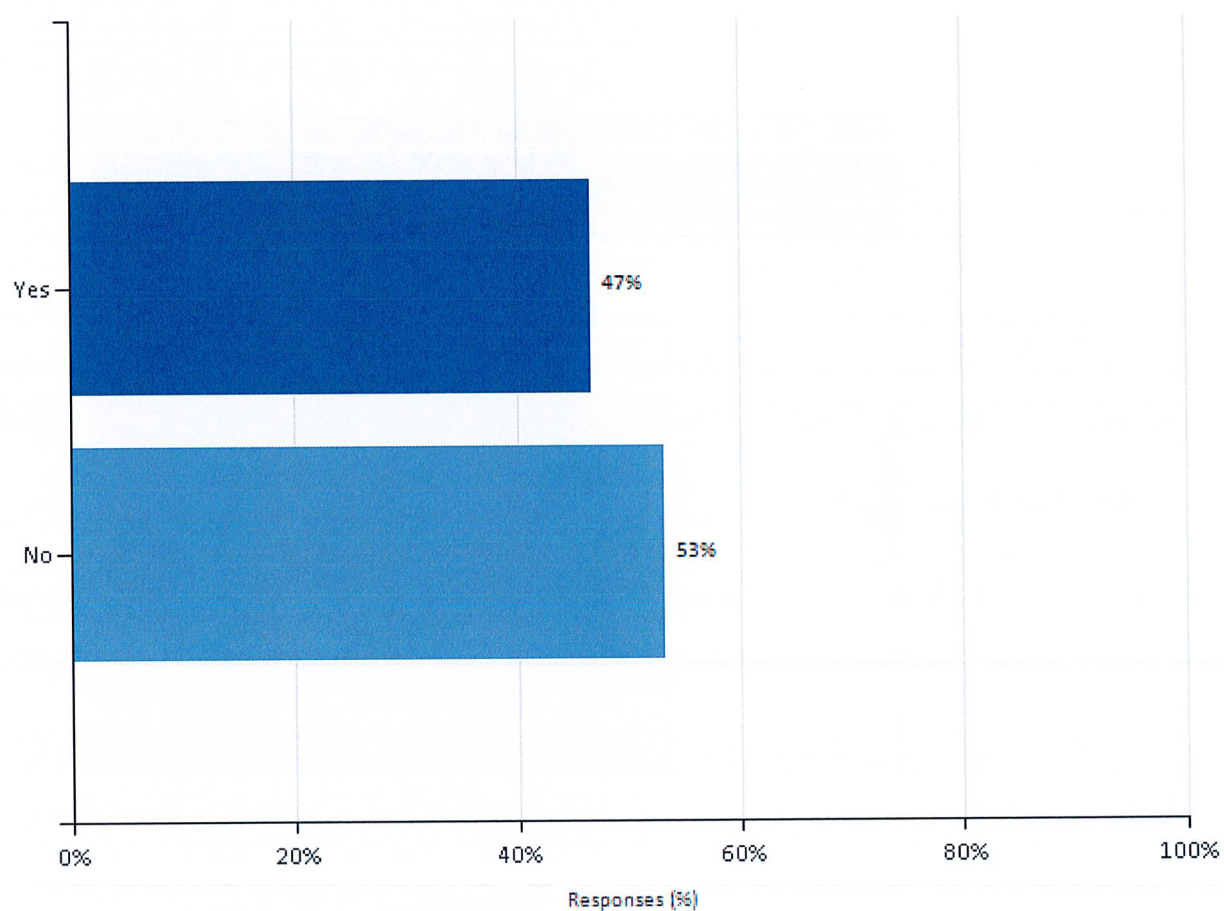
	No		Yes - Aboriginal		Yes - Torres Strait Islander		Yes - both	
	Num	%	Num	%	Num	%	Num	%
Number	75	96%	-	-	2	3%	1	1%



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

#### Question overview

Module name	2021 NT parent demographics section
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	77
Not answered	1
Skipped (as per skip logic)	0



	Yes		No	
	Num	%	Num	%
Number	36	47%	41	53%





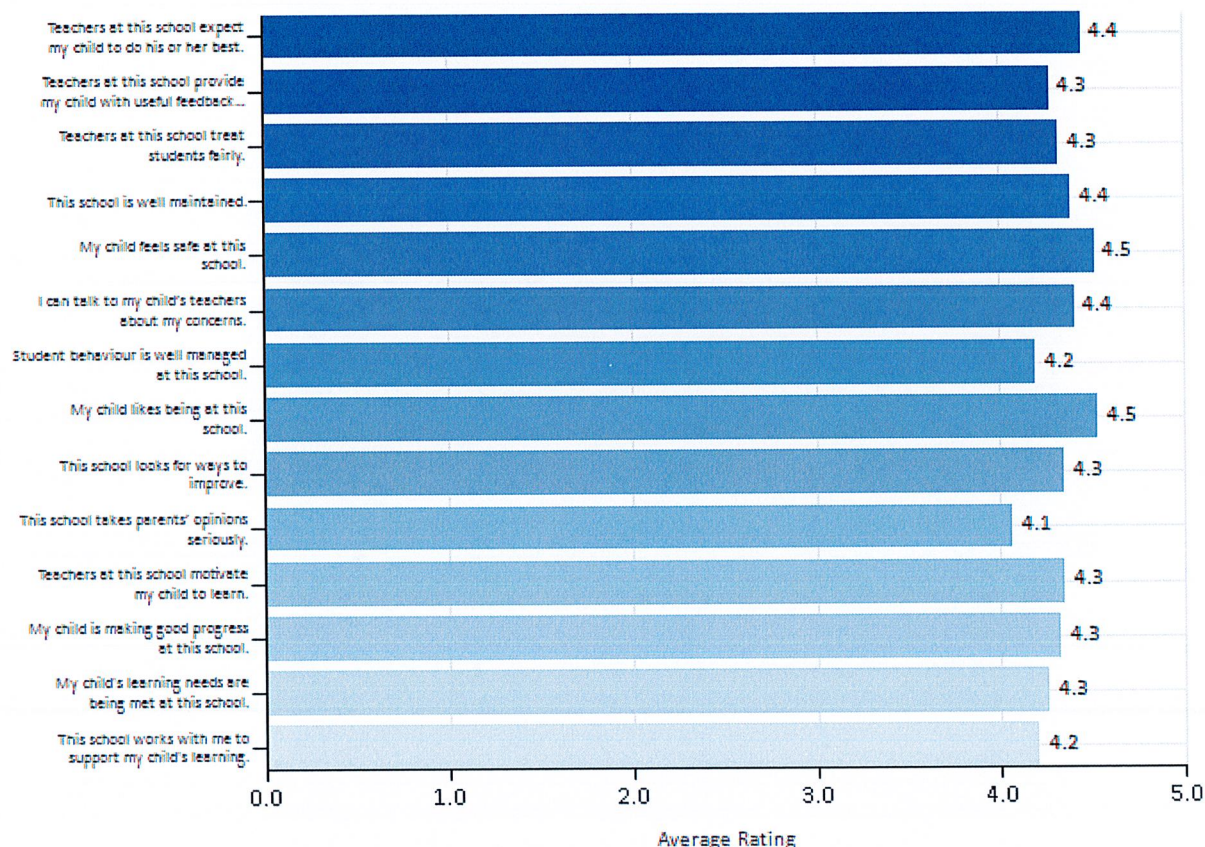
## Question overview

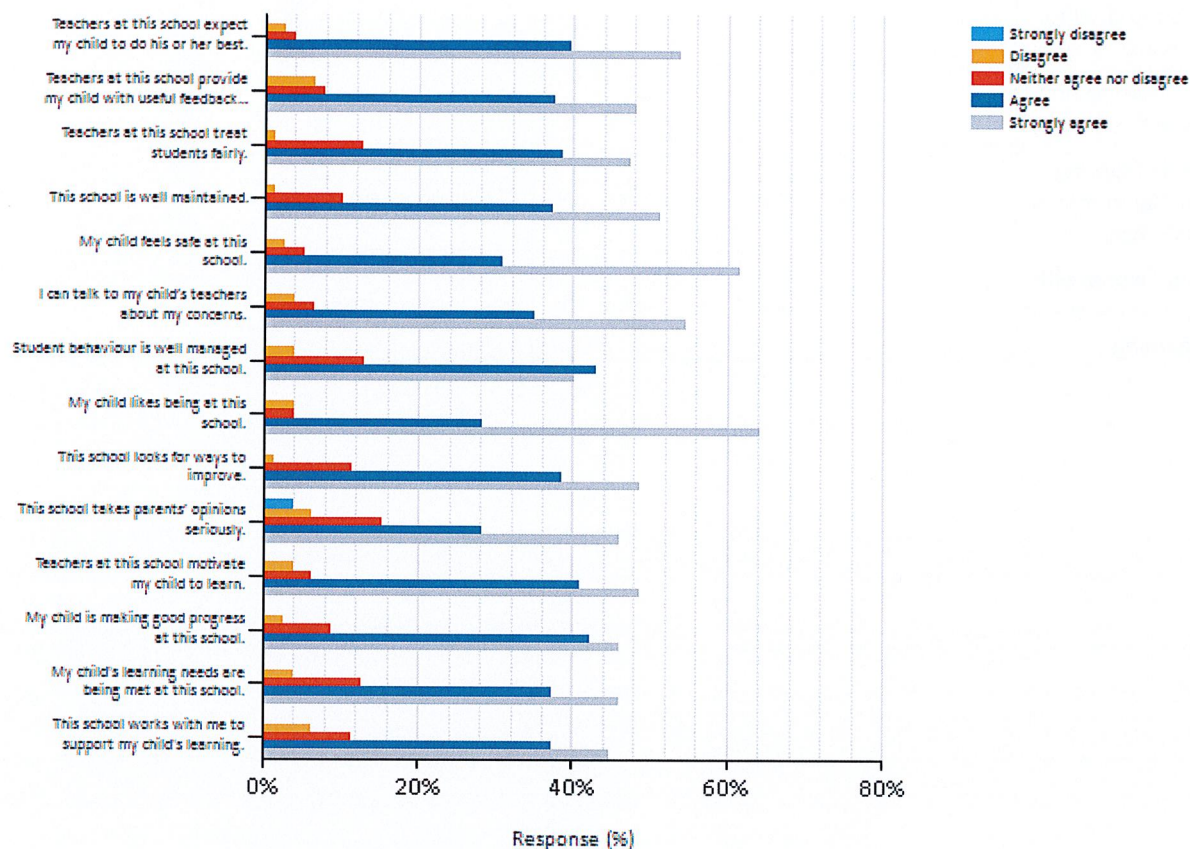
Module name	National parent questions
Module owner	National
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	78
Not answered	0
Skipped (as per skip logic)	0

## 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.	-	-	2	3%	3	4%	31	40%	42	54%
Teachers at this school provide my child with useful feedback about his or her school work.	-	-	5	6%	6	8%	29	38%	37	48%
Teachers at this school treat students fairly.	-	-	1	1%	10	13%	30	38%	37	47%
This school is well maintained.	-	-	1	1%	8	10%	29	37%	40	51%
My child feels safe at this school.	-	-	2	3%	4	5%	24	31%	48	62%
I can talk to my child's teachers about my concerns.	-	-	3	4%	5	6%	27	35%	42	55%
Student behaviour is well managed at this school.	-	-	3	4%	10	13%	33	43%	31	40%
My child likes being at this school.	-	-	3	4%	3	4%	22	28%	50	64%
This school looks for ways to improve.	-	-	1	1%	9	12%	30	38%	38	49%
This school takes parents' opinions seriously.	3	4%	5	6%	12	15%	22	28%	36	46%
Teachers at this school	-	-	3	4%	5	6%	32	41%	38	49%



motivate my child to learn.										
My child is making good progress at this school.	-	-	2	3%	7	9%	33	42%	36	46%
My child's learning needs are being met at this school.	-	-	3	4%	10	13%	29	37%	36	46%
This school works with me to support my child's learning.	-	-	5	6%	9	12%	29	37%	35	45%

5 . Please rate the items below.



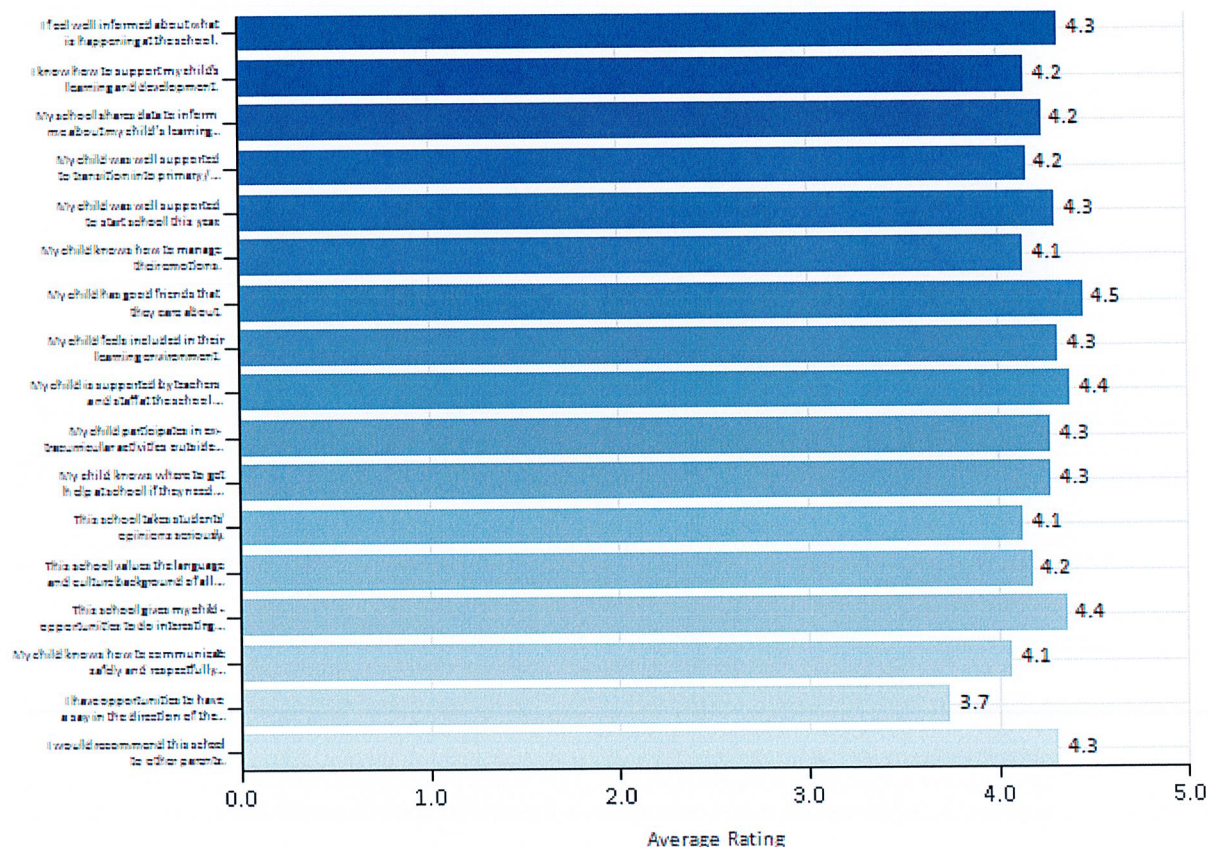
## Question overview

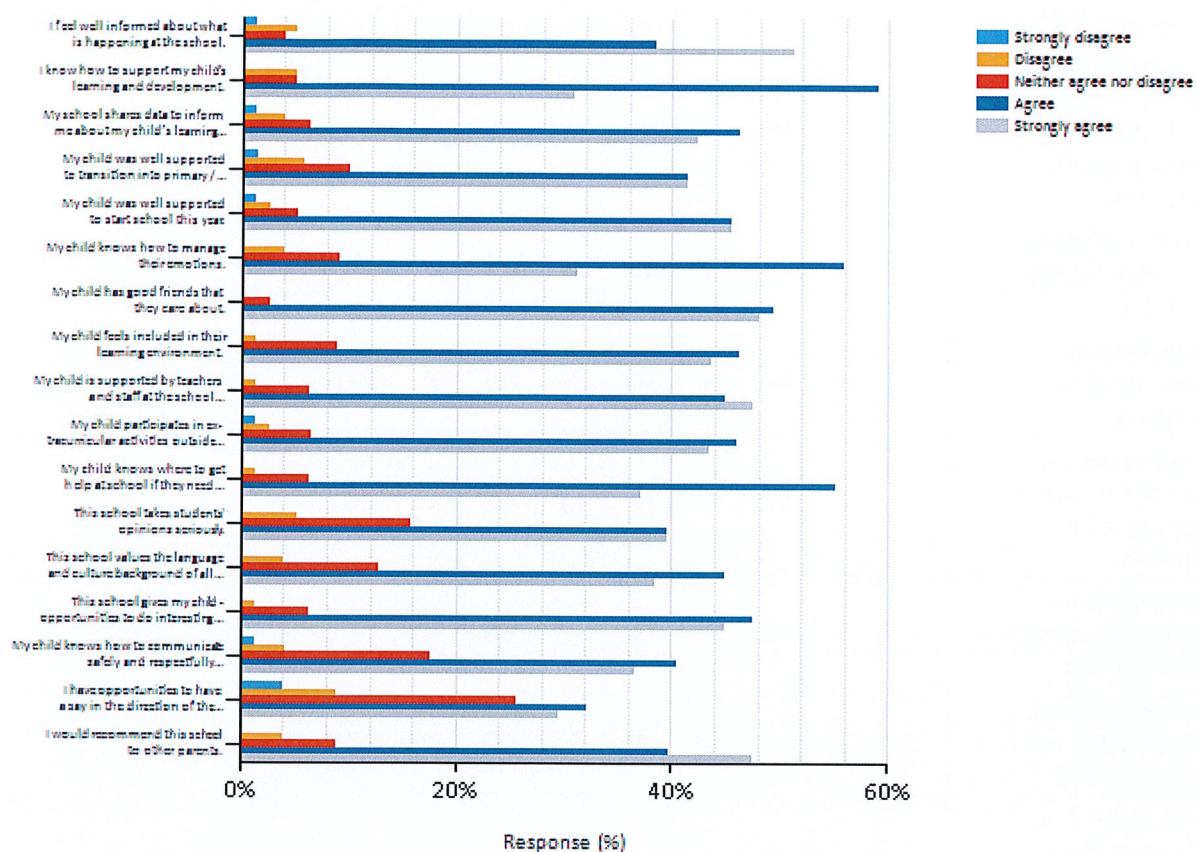
Module name	2021 NT parent jurisdiction section
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	78
Not answered	0
Skipped (as per skip logic)	0

## 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%	4	5%	3	4%	30	38%	40	51%
I know how to support my child's learning and development.	-	-	4	5%	4	5%	46	59%	24	31%
My school shares data to inform me about my child's learning in a way that I can understand.	1	1%	3	4%	5	6%	36	46%	33	42%
My child was well supported to transition into primary / middle / senior school.	1	1%	4	6%	7	10%	29	41%	29	41%
My child was well supported to start school this year.	1	1%	2	3%	4	5%	35	45%	35	45%
My child knows how to manage their emotions.	-	-	3	4%	7	9%	43	56%	24	31%
My child has good friends that they care about.	-	-	-	-	2	3%	38	49%	37	48%
My child feels included in their learning environment.	-	-	1	1%	7	9%	36	46%	34	44%
My child is supported by teachers and staff at the	-	-	1	1%	5	6%	35	45%	37	47%

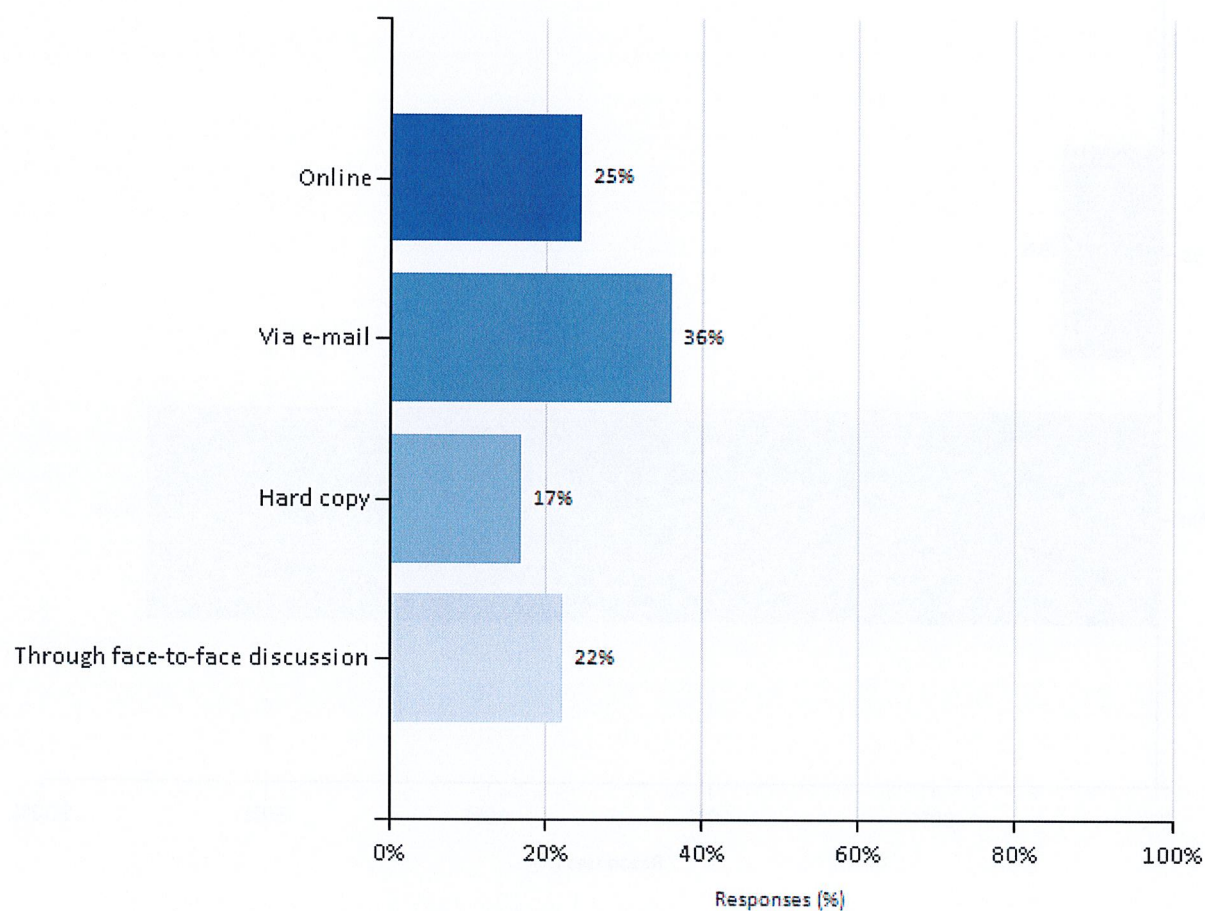


school to do their best.										
My child participates in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	1	1%	2	3%	5	7%	35	46%	33	43%
My child knows where to get help at school if they need it.	-	-	1	1%	5	6%	43	55%	29	37%
This school takes students' opinions seriously.	-	-	4	5%	12	16%	30	39%	30	39%
This school values the language and culture background of all students.	-	-	3	4%	10	13%	35	45%	30	38%
This school gives my child opportunities to do interesting things.	-	-	1	1%	5	6%	37	47%	35	45%
My child knows how to communicate safely and respectfully online.	1	1%	3	4%	13	18%	30	41%	27	36%
I have opportunities to have a say in the direction of the school and its education programs.	3	4%	7	9%	20	26%	25	32%	23	29%
I would recommend this school to other parents.	-	-	3	4%	7	9%	31	40%	37	47%

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

**Question overview**

Module name	2021 NT parent jurisdiction section
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Multiple response multiple choice
Answered	78
Not answered	0
Skipped (as per skip logic)	0



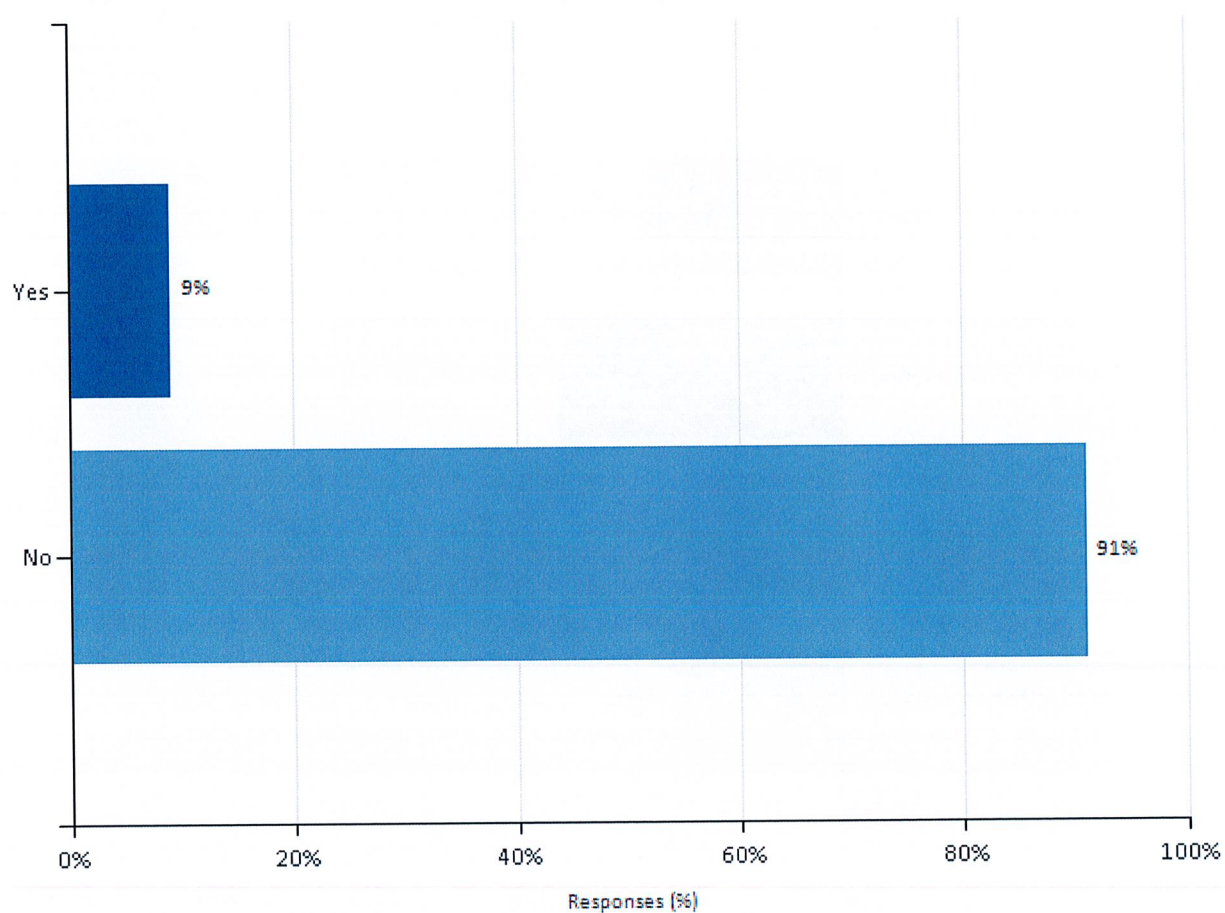
	Online		Via e-mail		Hard copy		Through face-to-face discussion	
	Num	%	Num	%	Num	%	Num	%
Number	32	25%	47	36%	22	17%	29	22%



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

### Question overview

Module name	2021 NT parent jurisdiction section
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Single response multiple choice
Answered	78
Not answered	0
Skipped (as per skip logic)	0

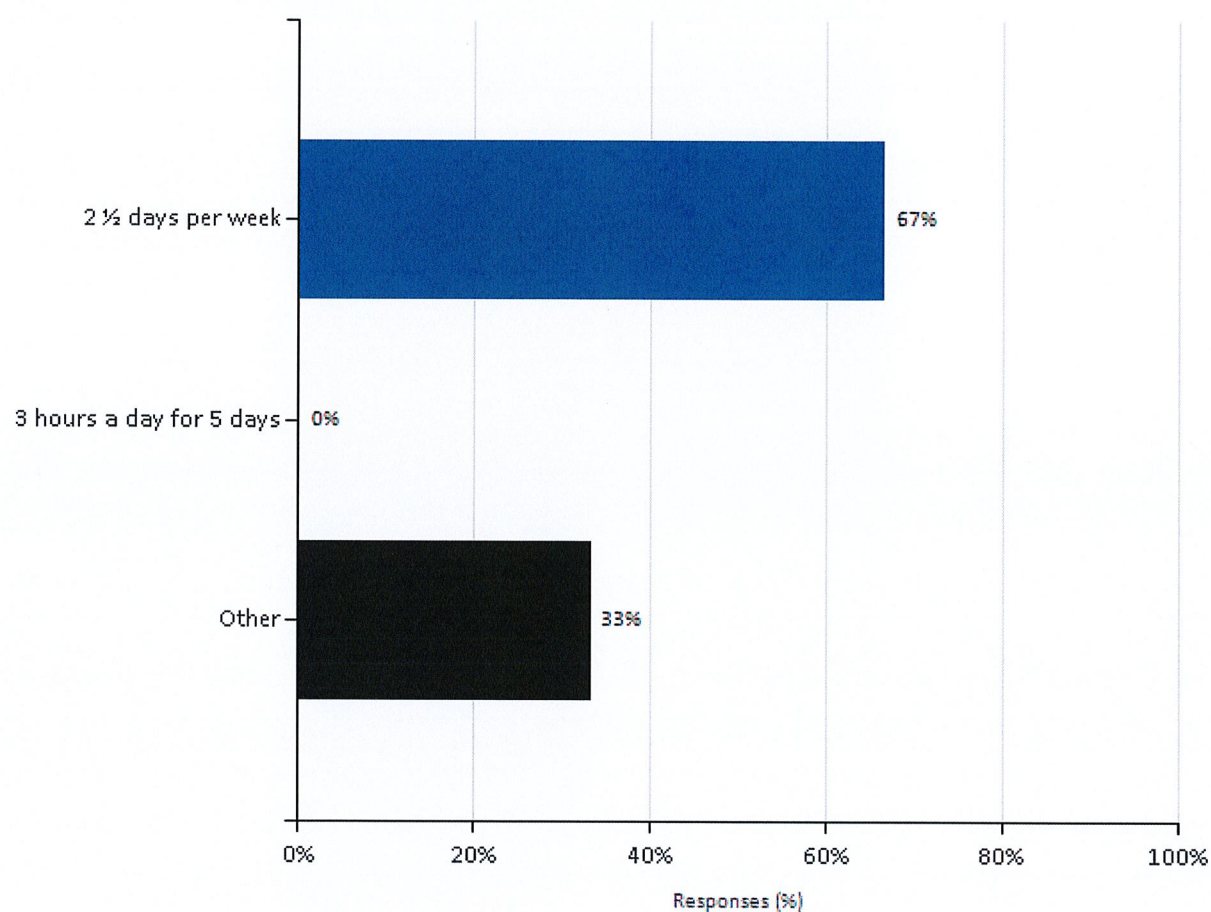


	Yes		No	
	Num	%	Num	%
Number	7	9%	71	91%

## 8 . What hours does your preschool operate?

### Question overview

Module name	2021 NT parent jurisdiction section
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	6
Not answered	1
Skipped (as per skip logic)	71



	2 ½ days per week		3 hours a day for 5 days		Other	
	Num	%	Num	%	Num	%
Number	4	67%	-	-	2	33%



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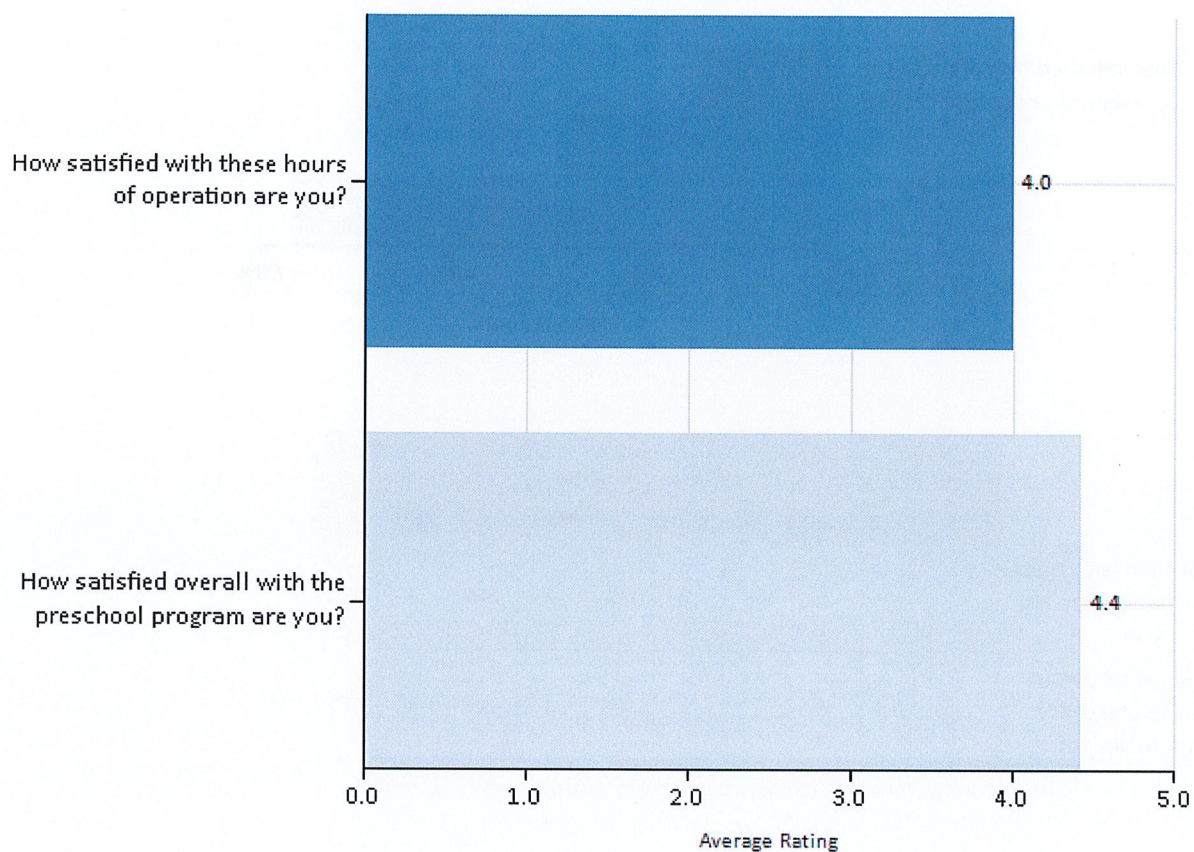
9 . Please rate the following questions.

## Question overview

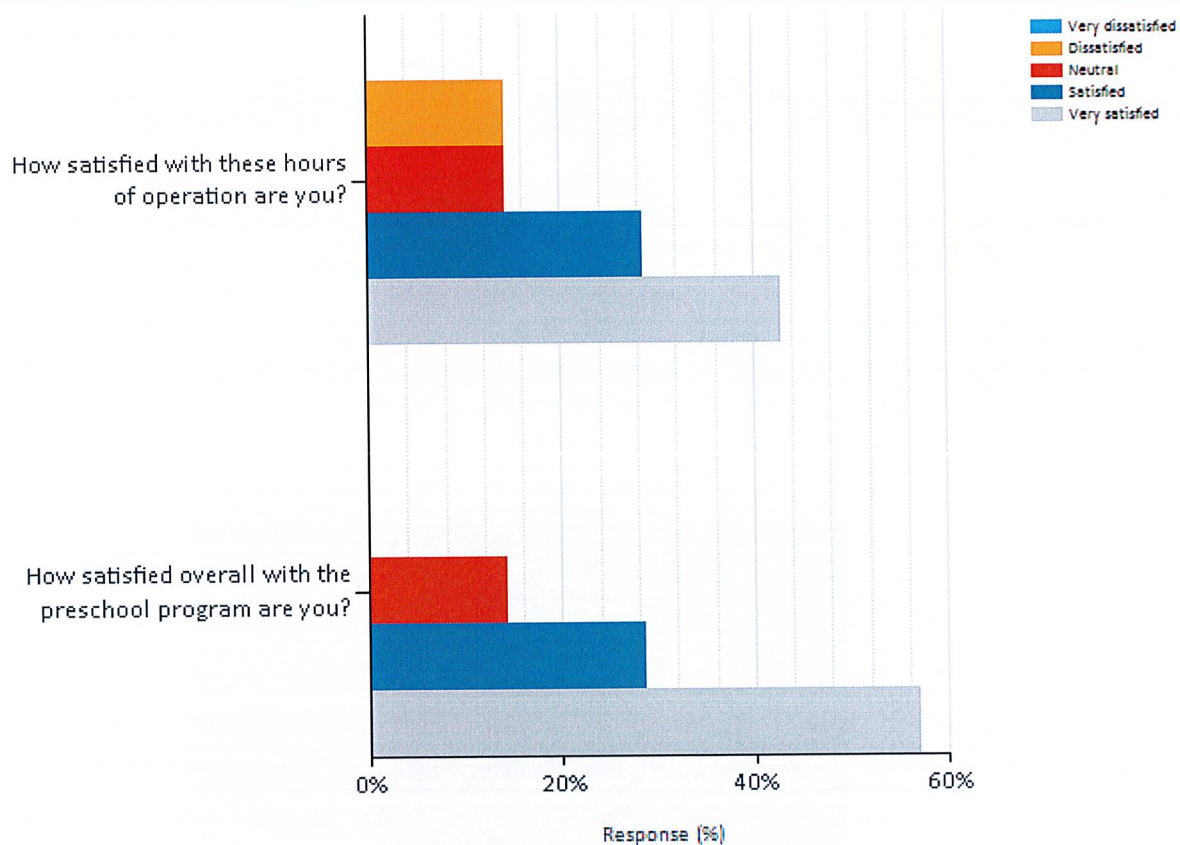
Module name	2021 NT parent jurisdiction section
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	7
Not answered	0
Skipped (as per skip logic)	71

## Rating

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







	Very dissatisfied		Dissatisfied		Neutral		Satisfied		Very satisfied	
	Num	%	Num	%	Num	%	Num	%	Num	%
How satisfied with these hours of operation are you?	-	-	1	14%	1	14%	2	29%	3	43%
How satisfied overall with the preschool program are you?	-	-	-	-	1	14%	2	29%	4	57%

## 10 . Do you have any feedback about the hours or programming at your child's preschool?

### Question overview

Module name	2021 NT parent jurisdiction section
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Extended text response
Answered	4
Not answered	3
Skipped (as per skip logic)	71

Comments do not display in this report type. Use a detailed report to view respondent open text responses.



## 11 . Do you have any other comments you would like to share with your school?

### Question overview

Category	None
Mandatory	No
Type	Extended text response
Answered	46
Not answered	32
Skipped <small>(as per skip logic)</small>	0

Comments do not display in this report type. Use a detailed report to view respondent open text responses.

## 12 . Do you have any feedback on this survey?

### Question overview

Module name	Parent survey feedback open text
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Extended text response
Answered	20
Not answered	58
Skipped (as per skip logic)	0

Comments do not display in this report type. Use a detailed report to view respondent open text responses.



# **Larrakeyah Primary School Council Incorporated**

ABN: 63 496 566 245

## **Special Purpose Financial Report**

*For the Year Ended 31 December 2022*

ALICE SPRINGS - DARWIN

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Alice Springs NT 0870

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Alice Springs NT 0871

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ABN 42 140 540 101

Liability limited by a scheme  
approved under Professional  
Standards Legislation.

# **Larrakeyah Primary School Council Incorporated**

ABN: 63 496 566 245

## **Special Purpose Financial Report**

*For the Year Ended 31 December 2022*

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## COUNCIL DECLARATION

### Larrakeyah Primary School Council Incorporated

*For the Year Ended 31 December 2022*

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

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

1. Present fairly the financial position of Larrakeyah Primary School Council Incorporated as at 31 December 2022 and its performance for the year ended on that date; and
2. At the date of this statement, there are reasonable grounds to believe that Larrakeyah Primary School Council Incorporated will be able to pay its debts as and when they fall due.

Principal

Dated: 15/2/23

Chairperson

Dated: 15/2/23

# INDEPENDENT AUDITOR'S REPORT

## Larrakeyah Primary School Council Incorporated

*For the Year Ended 31 December 2022*

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

#### *Qualified Opinion*

We have audited the accompanying financial report, being a special purpose financial report of Larrakeyah Primary School Council Incorporated (the 'Council') which comprises the Statement of Profit or Loss and Other Comprehensive Income for the year then ended, Statement of Financial Position as at 31 December 2022, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of our report, the accompanying financial report of the Council presents fairly, in all material respects, the financial position of the Council as at 31 December 2022 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

#### *Basis for Qualified Opinion*

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

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

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

#### *Emphasis of Matter - Basis of Accounting*

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



# INDEPENDENT AUDITOR'S REPORT

## Larrakeyah Primary School Council Incorporated

*For the Year Ended 31 December 2022*

### *Responsibilities of Management for the Financial Report*

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

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

### *Auditor's responsibilities for the audit of the financial report*

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

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

Auditor's signature:



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

Dated: 16 / 02 / 2023

# STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

## Larrakeyah Primary School Council Incorporated

*For the Year Ended 31 December 2022*

Income	2022	2021
Commonwealth Grants - Via DOE		
Commonwealth Grants - Direct to School	\$ 29,132.81	\$ 22,650.27
Other Grants from DOE	\$ 937,275.30	\$ 861,741.45
Other Grants from NTG	\$ 22,793.90	\$ 36,859.84
Grants from External Third Parties	\$ 2,915.85	\$ 7,118.64
School Council Projects	\$ 706,586.16	\$ 727,256.96
Student Activities	\$ 110,571.30	\$ 196,030.18
Interest Received	\$ 6,104.07	\$ 2,562.41
<b>Total Income</b>	<b>\$ 1,815,379.39</b>	<b>\$ 1,854,219.75</b>
<b>Expenses</b>		
Salaries and Related Expenditure	\$ 582,703.98	\$ 454,105.80
Superannuation Expenses	\$ 59,486.19	\$ 42,831.54
School General Expenses	\$ 214,289.34	\$ 158,732.43
Administrative Expenses	\$ -	\$ 21,539.34
Motor Vehicle Expenses	\$ 105.27	\$ 180.74
Student Activities	\$ 96,612.68	\$ 122,034.50
Student Information and Technology	\$ 130,708.31	\$ 58,422.59
Admin IT and Communication	\$ -	\$ 46,423.58
Curriculum	\$ 85,127.20	\$ 97,169.53
School Non-Core Activities	\$ 87,544.96	\$ 53,435.51
Payments to Other Government Schools	\$ 1,748.77	\$ -
Urgent Minor Repairs	\$ 25,669.74	\$ 33,523.94
Non Urgent Minor Repairs	\$ 20,558.00	\$ 2,200.00
Essential Services	\$ 225,722.03	\$ 231,369.70
Cleaning	\$ 162,786.53	\$ 153,278.35
Grounds	\$ 354,741.38	\$ 20,498.06
Property Management Other	\$ -	\$ 113,661.75
Other Administrative Expenses	\$ -	\$ 199.63
<b>Total Expenses</b>	<b>\$ 2,047,804.38</b>	<b>\$ 1,609,606.99</b>
<b>Other Income</b>		
Prior Year Adjustment	\$ -	(\$ 2,970.00)
<b>Net Profit / (Loss)</b>	<b>(\$ 232,424.99)</b>	<b>\$ 241,642.76</b>

*The above report should be read in conjunction with the Notes to the Financial Statements*  
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# STATEMENT OF FINANCIAL POSITION

## Larrakeyah Primary School Council Incorporated

As At 31 December 2022

ASSETS	2022	2021
<b>Current Assets</b>		
Cash At bank	\$ 1,609,088.22	\$ 2,053,129.69
Cash On Hand	\$ 400.00	\$ 900.00
Trade Debtors	\$ 3,217.41	\$ 400.00
Prepayments	\$ 170,461.76	\$ -
Inventories	\$ 34,454.11	\$ 49,537.36
<b>Total Current Assets</b>	<b>\$ 1,817,621.50</b>	<b>\$ 2,103,967.05</b>
<b>Non Current Assets</b>		
Plant and Equipment	\$ -	\$ -
<b>Total Non Current Assets</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Assets</b>	<b>\$ 1,817,621.50</b>	<b>\$ 2,103,967.05</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Deposits Held -3rd Parties	\$ 4,063.85	\$ 2,303.57
GST Liabilities	(\$ 9,547.53)	\$ -
Other Accrd Expenses (Gds &S)	\$ 13,415.95	\$ 49,064.98
Employee Entitlements<12M	\$ 8,272.79	\$ 8,611.00
Other Provisions<12M	\$ 6,558.75	\$ 3,316.88
Unacquitted Grants Liability	\$ 228,772.75	\$ 242,160.69
<b>Total Current Liabilities</b>	<b>\$ 251,536.56</b>	<b>\$ 305,457.12</b>
<b>Non Current Liabilities</b>		
<b>Total Non Current Liabilities</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Liabilities</b>	<b>\$ 251,536.56</b>	<b>\$ 305,457.12</b>
<b>Net Assets</b>	<b>\$ 1,566,084.94</b>	<b>\$ 1,798,509.93</b>
<b>EQUITY</b>		
Accumulated Funds	\$ 1,566,084.94	\$ 1,798,509.93
<b>Total Equity</b>	<b>\$ 1,566,084.94</b>	<b>\$ 1,798,509.93</b>

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

# NOTES OF THE FINANCIAL STATEMENTS

## Larrakeyah Primary School Council Incorporated

*For the Year Ended 31 December 2022*

### NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### Basis of accounting

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

The special purpose financial report has been prepared in accordance with the requirements of the Act and applicable Accounting Standards, Australian Accounting Interpretations and other authoritative pronouncements of the Australian Accounting Standards Board. The financial statements have been prepared on an accruals basis and are based on historic costs and do not take into account changing money values or, except where stated specifically, current valuations of non-current assets.

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

#### **(a). Inventories**

Inventory is carried at cost value.

#### **(b). Property, Plant & Equipment**

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

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

#### **(c). Tax**

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

The School Council is considered to be exempt from income tax under Section 50 of the *Income Tax Assessment Act 1997*.



# NOTES OF THE FINANCIAL STATEMENTS

## Larrakeyah Primary School Council Incorporated

*For the Year Ended 31 December 2022*

### **(d). Revenue Recognition**

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

#### *Grants and donations*

Grants and donations are recognised as revenues when the council obtains control over the assets comprising the contributions. Control over granted assets is normally obtained upon their receipt.

Revenue from grants will be recognised when any associated performance obligation to provide goods or services are incurred, and not immediately upon receipt as previously recognised. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

### **(e). Employee Entitlements**

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

The Council does employ staff directly, which is generally for positions such as tutors and relief teachers.

A Long Service Leave provision is only recognised for any School Council employees that have been employed at the School on a continuous basis for at least 10 years.

### **(f). Going Concern Assumption**

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

### **(g). Subsequent Events**

There are no subsequent events post balance sheet date.