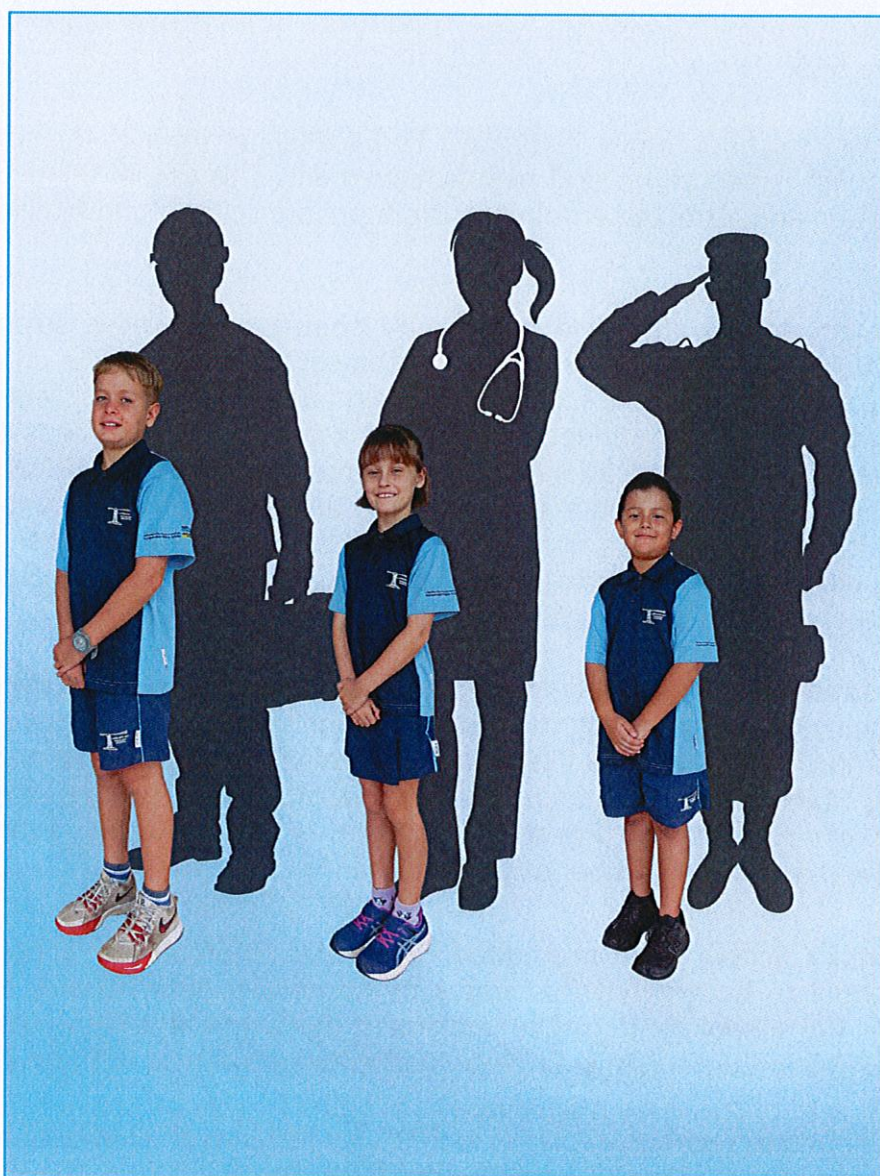


# Larrakeyah Primary School

## Annual Performance Report to the School Community 2023





# School Overview

## Our School

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

This year, the school celebrated its 60<sup>th</sup> birthday – 60 years of history, education and success. The school has experienced considerable growth over a number of years as it is a popular school of choice in Darwin City. 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 national and international levels, has resulted in increased student enrolments. Since COVID-19 and travel restrictions ceasing, enrolments have increased again this year. Last year, enrolments were 482. This year, enrolments were 515.

Larrakeyah Primary's school motto "Pathways To Excellence" reflects the school culture of high standards, high expectations and high achievement. The school continued to hold its excellent reputation and attracted enrolments from private schools and families moving from overseas.

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. Mathematics was a priority focus with Writing 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. A new program called ASPIRE was also implemented to engage our younger T-4 students in inquiry projects working with industry professionals in preparation for the QUEST program in Years 5 & 6. Innovation and best practice continued to be 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 has been embedded in the school for a number of years.

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.

The school continued to receive accolades in 2023 for its innovation and outstanding programs. The school was a Finalist school in the Australian Education Awards - Best Use of Technology category.

The Educator Australian Magazine awarded Larrakeyah Primary as one of Australia's top 35 most sustainable and most innovative schools. 2023 Winning School 5-Star Sustainable



School Award- The Educator; 2023 Winning School 5-Star Innovative School Award – The Educator

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 for the ongoing and dedicated support to the school in 2023.

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

## Our Staff

The Executive staff consisted of: 1 Principal, 2 Assistant Principals and 4 Senior teachers. There were 20 full time class teachers, 3 specialist teachers, learning support teacher, 2 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.

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 NT Teaching in the Territory Excellence Awards.

We were proud to have two finalists in the 2023 Australian Education Awards – Danni Mattiazzo (Head of Faculty) and Carmel Spruhan (Primary Teacher of the Year).

We were proud to have a winner in the NT Excellence in Teaching Awards 2023 – Carmel Spruhan: Primary Educator of the Year, Darwin Region.

Fathma Mauger was recognised as a winner by the Educator Australian Magazine as one of Australia's Most Influential Educators 2023.

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 2020 student enrolment totalled 531. In 2021 student enrolment totalled 510, a slight decline due to Covid travel restrictions. In 2022 student enrolment totalled 482. In 2023 student enrolment totalled 515. Approximately one fifth of the school's students come from Defence families. The school has approximately 3% Indigenous students and approximately 55% ESL. The school's average attendance for 2023 was 92.1%.



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.

## 2023

### School facts

School sector	Government
School type	Primary
Year range	T-6
Location	Outer Regional

### School staff

Teaching staff	29
Full-time equivalent teaching staff	27.9
Non-teaching staff	15
Full-time equivalent non-teaching staff	12.4

### School links

#### School website

Larrakeyah Primary School

#### Sector, system or association website

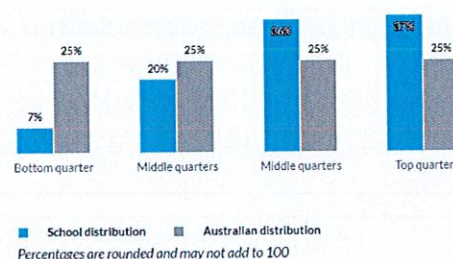
Northern Territory Department of Education

### Student background

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

School ICSEA value	1083
Average ICSEA value	1000
School ICSEA percentile	80

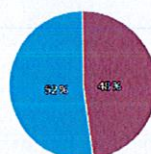
#### Distribution of Socio-Educational Advantage (SEA)



### Students

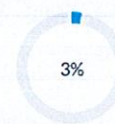
Total enrolments: 472

Boys	247
Girls	225



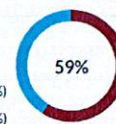
Full-time equivalent enrolments: 472.0

Indigenous students



Language background other than English

Yes	(59%)
No	(41%)
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.

Parents assisted with the Reading program, kitchen/garden program, excursions, camps, school's 60<sup>th</sup> birthday celebration and supported in classrooms.

The school community proudly celebrated the school's 60<sup>th</sup> birthday with an official assembly during the day. After school, there was a community event at the school with a memorabilia display, food stalls and fun activities. Media such as NT News and Territory Q magazine promoted this special school event.

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. Special assemblies were held for ANZAC Day, Remembrance Day and student presentation awards. Skoolbag app was also used regularly as part of the school's communication process.

Dash Media continued to write news items and newsflashes for parents each fortnight, highlighting special events or school programs. Dash Media also targeted the newsflashes on specific programs or pedagogy and captured videos from teachers and students speaking on these topics. This gave parents specific information and Dash Media then focussed on obtaining parent opinions each fortnight on specific survey questions from the annual parent opinion survey. This allowed the school to obtain 'real time' data for school improvement rather than wait for the annual survey data.



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 ninth year that the school had a school board. During the 2023 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, school 60<sup>th</sup> birthday celebration, naval base redevelopment – carpark, and school projects.

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

The annual whole school production at the Darwin Entertainment Centre (DEC) is always a school highlight and a much anticipated event. This year, students performed Beauty and the Beast. It was an outstanding production and the main cast was exceptional.

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

The Year 6 students held two successful fundraising events – 'Create a Bat' fundraising for Wildcare and a whole school disco.

The whole school STEAM Days, QUEST program and new ASPIRE program involved linking with community and engaging parents in students' learning.



## School Priority 2023

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 survey

Strengthen student wellbeing and teacher-student relationships so that students can reach their full potential.

#### Foundations for Early Literacy Assessment NT

Increase the proportion of Transition year students that have foundational early literacy skills.

#### Attended days

Increase the number of days students attend school each year by 10 days.

#### NAPLAN growth

Ensure every student achieves at least one year of learning growth in reading and numeracy for every year of school.

#### A-E grades

Increase student grades at and above the expected achievement standards for English, maths and science.

#### Year 12 achievement

Increase the number of young Territorians that continue their school education through to Year 12 and increase the proportion of students that achieve an NTCET or Certificate II or higher.

### Strengthening Instruction Goal 2023 - Increase student achievement and growth in Mathematics

**Problem of Practice** – If we change our use of learning progressions in Mathematics so that they inform assessment task design, then we will see improvement in Mathematics as measured by number of students achieving at or above their age for grade levels in Mathematics.

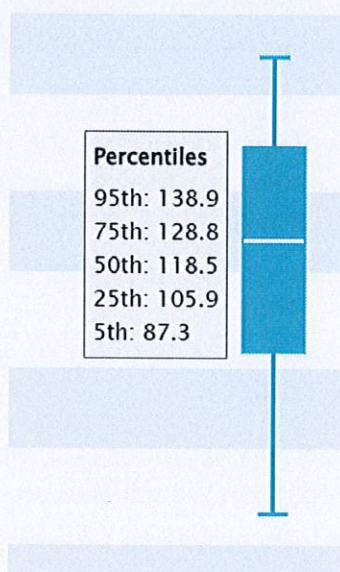
#### Actions Implemented –

- The school's Mathematics pedagogical framework was focussed on in Maths professional development sessions, particularly the problem solving cycle.
- Teachers reviewed and analysed data to target teaching and inform teaching programs.
- Teachers across the school implemented targeted teaching on Place Value
- Professional development sessions included modelling of differentiation in teaching programs through the use of data in Mathematics.
- Teachers used progressions and assessment for learning to personalise learning in Mathematics, including accelerated programs for high achieving students.
- This year, the target of 92% was almost met with 91.4% students achieving a C standard and above in Mathematics.



	Overall	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Algebra	87.96	83.61	85.51	82.61	88.3	92.98	95.46
Measurement and Geometry	91.48	91.8	91.3	88.41	92.21	89.48	95.45
Data and Statistics	94.74	88.53	89.86	97.11	97.4	100	95.45
	91.4	88	89	89.3	92.6	94.1	95.45

- In Semester 2 2022, a change in PAT M adaptive testing occurred which affected results in relation to targets. In 2023, targets were considered given the adaptive testing.
- The target was achieved with increasing the school's mean scale score in PAT-M data in 2023. Below is the box and whiskers grid for PAT Maths 2023. Whilst the mean scale score in 2022 was 113.9, 2023 data showed a 118.5 scale score for the 50<sup>th</sup> percentile.



- 2023 NAPLAN target was 50% of students in the top two Bands. However, this year, NAPLAN testing moved from band levels to proficiencies which means that 2023 NAPLAN results cannot be compared to previous years. Our students performed very well across all areas.



YEAR 3 NAPLAN RESULTS 2023					
	Numeracy	Reading	Writing	Grammar	Spelling
Exceeding	8/64 = 13%	12/66 = 18%	5/66 = 8%	5/65 = 8%	10/65 = 15%
Strong	41/64 = 64%	39/66 = 59%	50/66 = 78%	35/65 = 54%	33/65 = 51%
Developing	11/64 = 17%	13/66 = 20%	10/66 = 15%	22/65 = 34%	16/65 = 25%
Needs Additional Support	4/64 = 6%	2/66 = 3%	1/66 = 2%	3/65 = 5%	6/65 = 9%

YEAR 5 NAPLAN RESULTS 2023					
	Numeracy	Reading	Writing	Grammar	Spelling
Exceeding	3/54 = 6%	15/58 = 26%	4/58 = 7%	9/55 = 16%	12/55 = 22%
Strong	42/54 = 78%	33/58 = 57%	39/58 = 67%	27/55 = 49%	31/55 = 56%
Developing	7/54 = 13%	9/58 = 16%	13/58 = 22%	15/55 = 27%	11/55 = 20%
Needs Additional Support	2/54 = 4%	1/58 = 2%	2/58 = 3%	4/55 = 7%	1/55 = 2%

The actions implemented made a difference to student learning in Mathematics evidenced by student data. Teachers also became more confident in using progressions and data to inform teaching. Teachers were also more conscious of the need to use concrete materials in the teaching of Mathematics.

Mathematics will continue to be a focus next year. The analysis of data highlights the need for a continued focus on the areas of place value and problem solving. Further professional learning is required with a whole school approach using concrete materials in teaching Mathematics.

**Engagement Goal 2023** - Increase engagement in school for all students

**Problem of Practice** – If we empower students to build resilience and happiness to impact their wellbeing, where families and teachers are actively involved, then we will see an increase in student wellbeing and engagement in emotional learning across all year levels.

**Actions Implemented** –

- Targetted professional development was planned for teachers to implement the Resilience Project which delivers emotionally engaging programs
- Teachers identified strategies to use with students to build resilience and happiness
- Teaching programs reflected curriculum plans aligned to the school's scope and sequences
- Students continued to use the YouHue ap daily to record their wellbeing



- Teachers continued to use YouHue as a tool to monitor in real time the emotional wellbeing of students and respond as appropriate
- Teacher participated in an audit of the Resilience Project

Students were engaged in the Resilience Project and strategies improved student wellbeing. YouHue data and student survey data showed a high level of student engagement, resilience and wellbeing.

School survey target questions included: There is an adult at my school who cares about me and knows me well; I know how to manage my emotions when I am upset; I have good friends that I care about; I know where to get help at school if I need it.

The target for 2023 was 82%. In 2023 there was 74% positive response rate for target questions. There were staff changes during the year that affected some classes and this likely contributed to the inconsistency for students in the teacher-student relationship.

The school has funded the Resilience Project for continued implementation next year. Our Engagement strategy is largely based on our innovative wellbeing programs which enable students to be active, engaged, resilient and confident learners who are happy to attend school. The school's average attendance for 2023 was 92.1%. We understand the link between academic success and students' physical and emotional wellbeing.

## Continued Focus - Writing

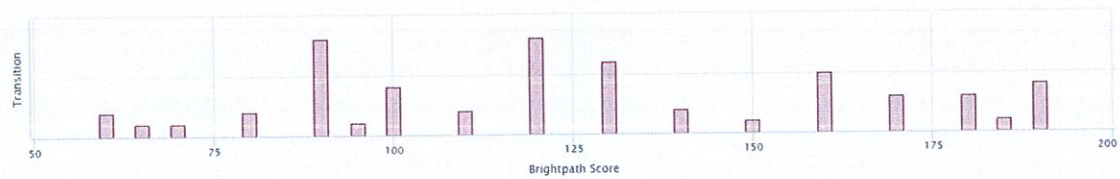
The school continued to focus on Writing by continuing:

- 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.

This year, the target of 90% was almost met with 85.54% students achieving a C standard and above in Mathematics.

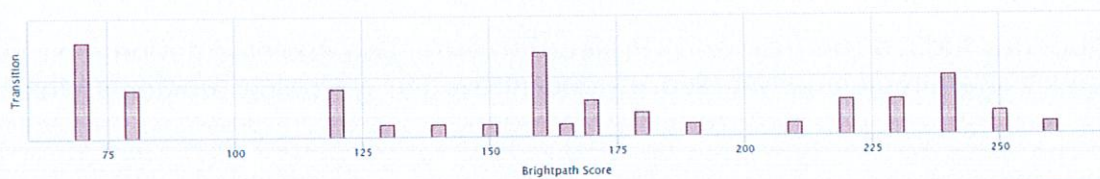


## TRANSITION



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Transition	126	120	37.8	54	54

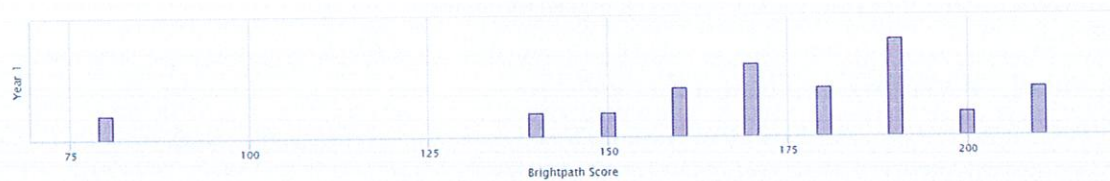
### Recount Semester One



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Transition	159	160	63.0	48	48

Narrative Semester Two \*Please note that Transition classes cannot be assessed against the Brightpath A-E rubric for narrative. This commences in Year 1\*

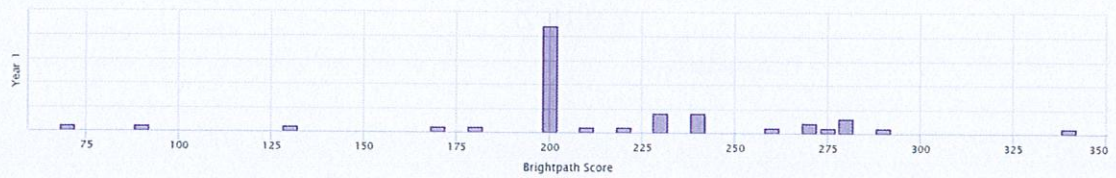
## YEAR 1



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 1	173	180	31.0	17	17

### Recount Semester 1

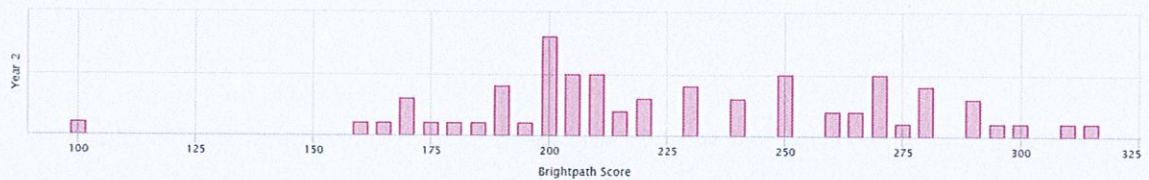




ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 1	215	200	47.4	46	46

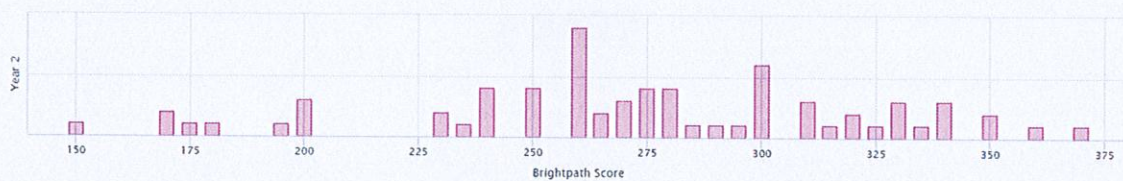
## Narrative Semester Two

## YEAR 2



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 2	228	220	42.6	70	70

## Persuasive Semester One

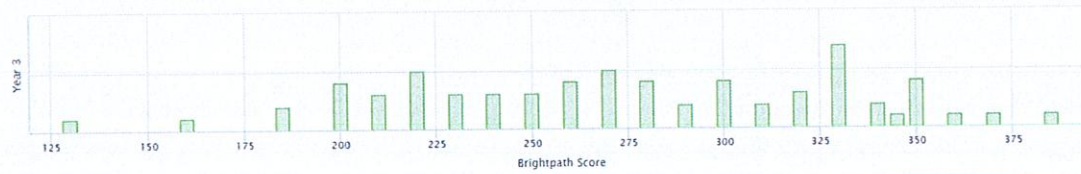


ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 2	273	275	49.2	69	69

## Narrative Semester Two

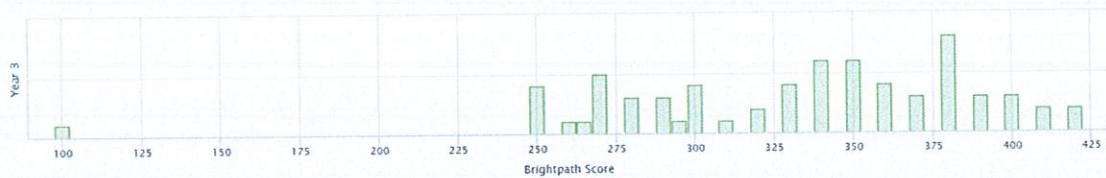


## Year 3



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 3	274	270	56.9	66	66

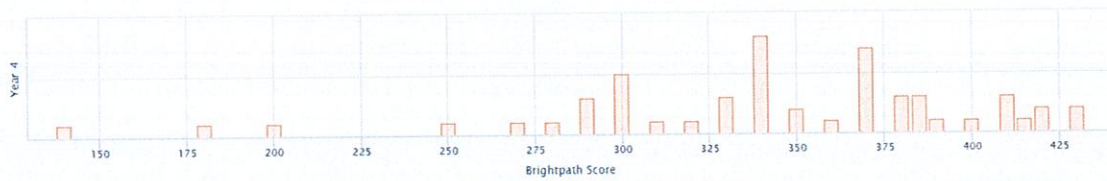
## Persuasive Semester One



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 3	331	340	56.3	67	67

## Narrative Semester Two

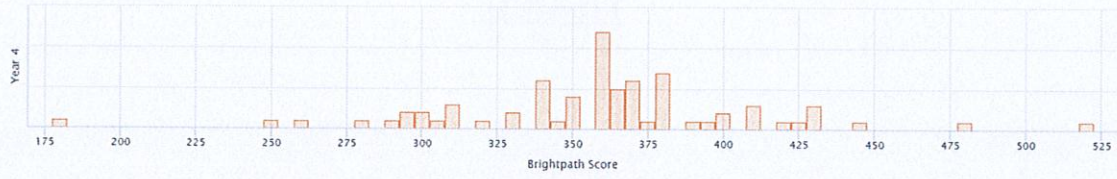
## YEAR 4



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 4	342	340	60.8	53	53

## Persuasive Semester One

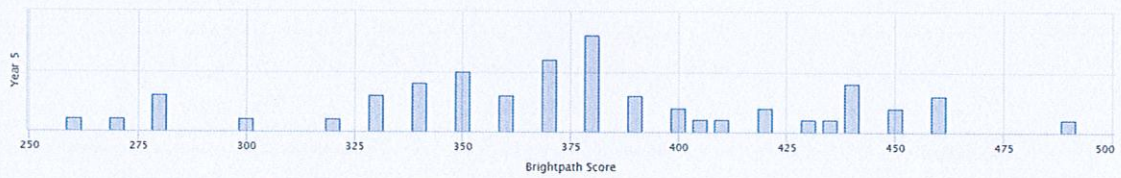




ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 4	360	360	50.6	73	73

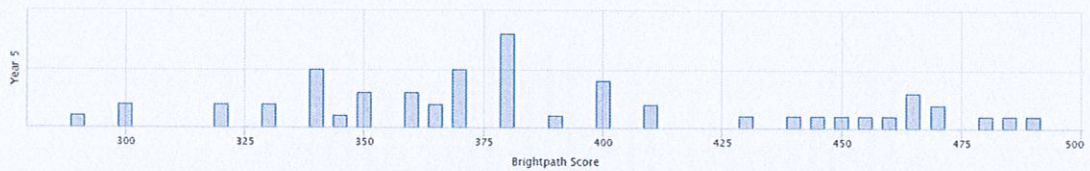
Narrative Semester Two

## YEAR 5



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 5	376	380	52.2	57	57

Persuasive Semester One

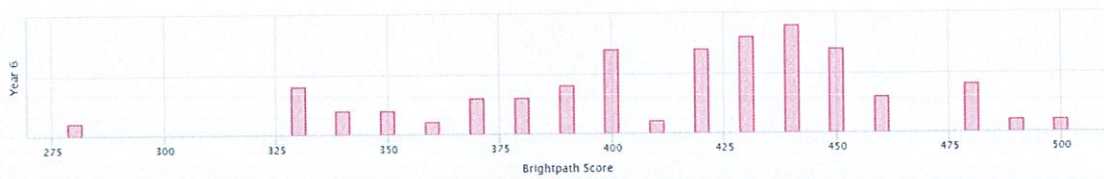


ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 5	387	380	52.1	55	55

Narrative Semester Two

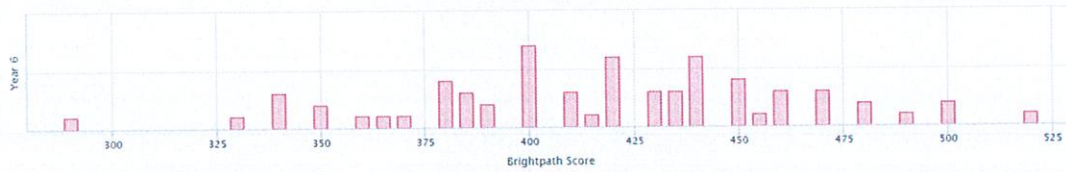


## YEAR 6



ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 6	414	420	45.0	68	68

### Persuasive Semester One



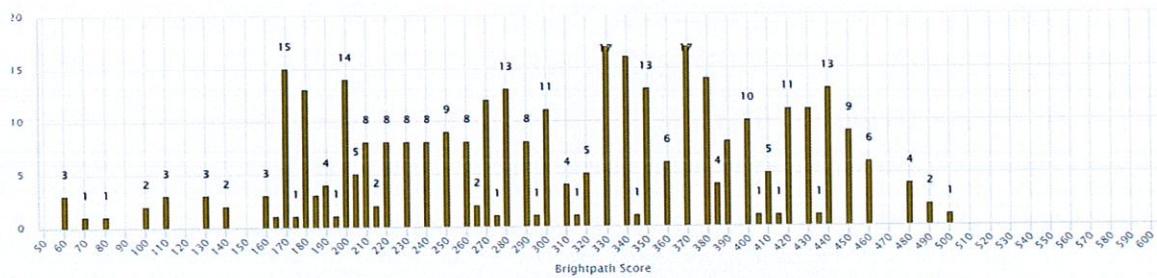
ACADEMIC YEAR	MEAN	MEDIAN	SD	N ASSESSMENTS	N STUDENTS
Year 6	417	420	45.6	65	65

## BRIGHTPATH and the AUSTRALIAN CURRICULUM

School comparison data:

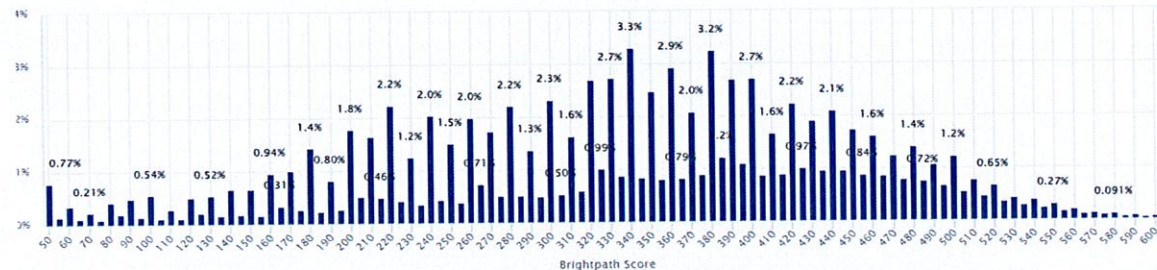
### PERSUASIVE TEXT

Semester 1, persuasive writing. Please note: the range includes secondary level of education.



● Larrakeyah Primary School

All Schools

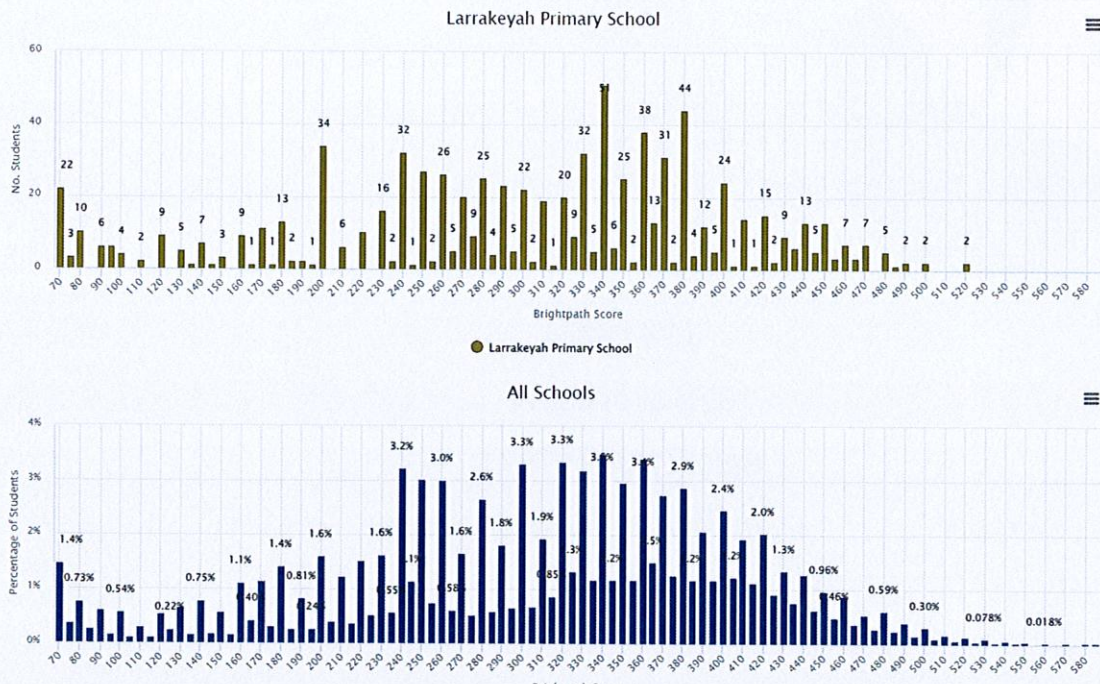


● All Schools



## NARRATIVE TEXT

### Semester 2.



Below are charts that correlate Brightpath scores to grading the Australian Curriculum, using A-E. Semester One shows Recount for Transition and Yr 1, Persuasive for Years 2-6. Semester Two outlines grading expectations for Narratives.

## TEACHER JUDGEMENTS: BRIGHTPATH RECOUNT/PERSUASIVE TEXT

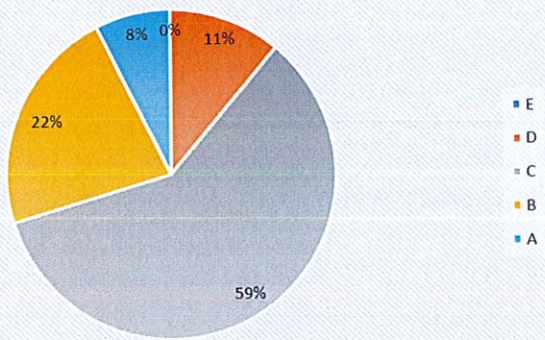
### SEMESTER ONE, 2023

#### 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

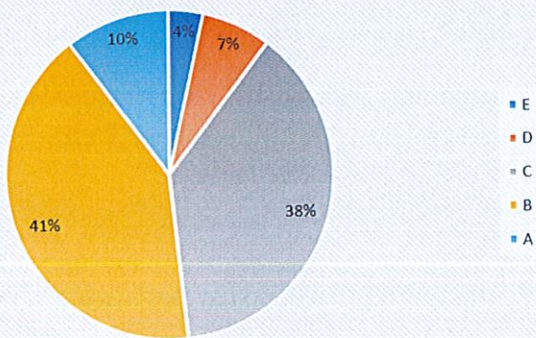


11% below

89% at or above

BRIGHTPATH TEXT

Year 1 Recount

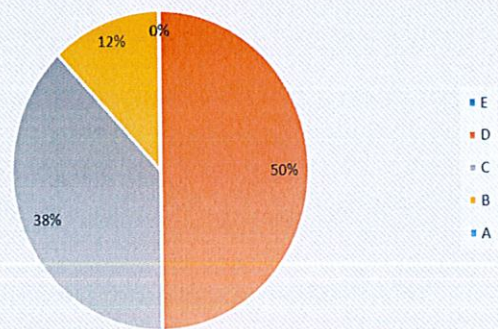


10% below

90% at or above

BRIGHTPATH TEXT

Year 1 Semester 1 Teacher Judgements



50% below

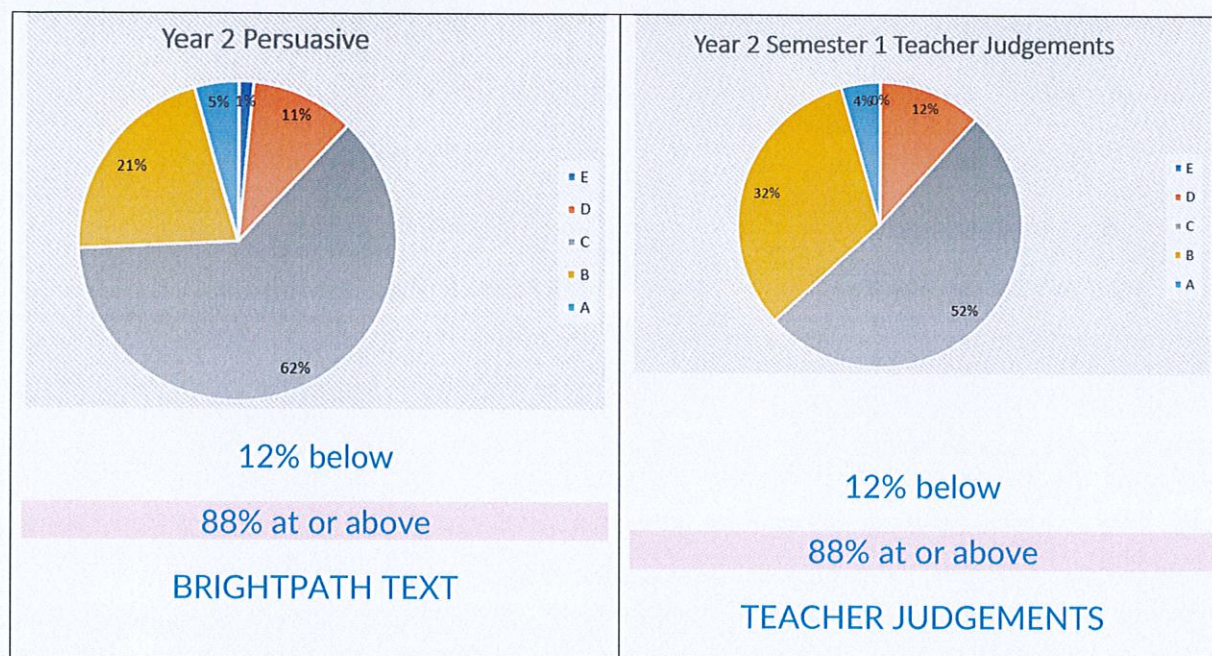
50% at or above

TEACHER JUDGEMENTS



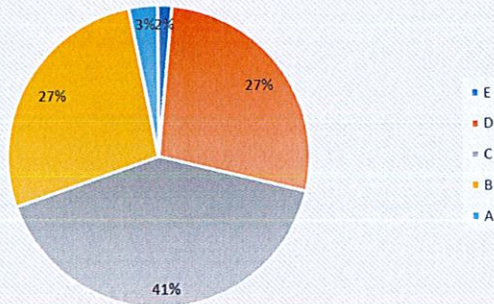
## Persuasive

	A	B	C	D	E
Year 1	243 and above	196 - 242	127 - 195	64 - 126	0 - 63
Year 2	306 and above	260 - 305	184 - 259	107 - 183	0 - 106
Year 3	361 and above	316 - 360	235 - 315	148 - 234	0 - 147
Year 4	410 and above	363 - 409	282 - 362	187 - 281	0 - 186
Year 5	452 and above	401 - 451	325 - 400	224 - 324	0 - 223
Year 6	487 and above	429 - 486	362 - 428	259 - 361	0 - 258
Year 7	516 and above	448 - 515	395 - 447	291 - 394	0 - 290
Year 8	538 and above	459 - 537	422 - 458	321 - 421	0 - 320
Year 9	553 and above	460 - 552	445 - 459	349 - 444	0 - 348





Year 3 Persuasive

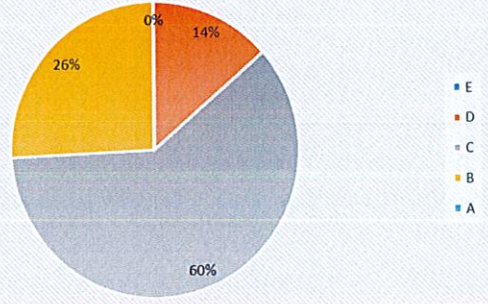


29% below

71% at or above

BRIGHTPATH TEXT

Year 3 Semester 1 Teacher Judgements

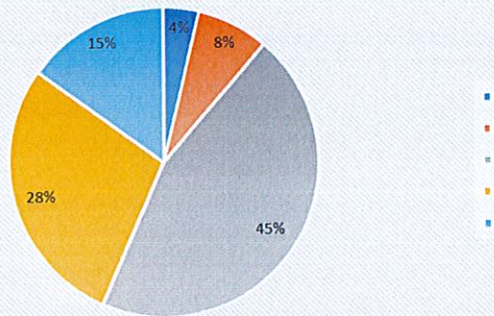


14% below

86% at or above

TEACHER JUDGEMENTS

Year 4 Persuasive

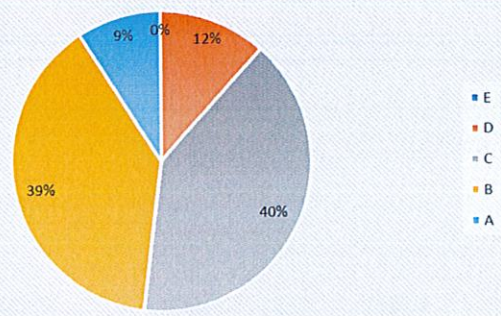


12% below

88% at or above

BRIGHTPATH TEXT

Year 4 Semester 1 Teacher Judgements

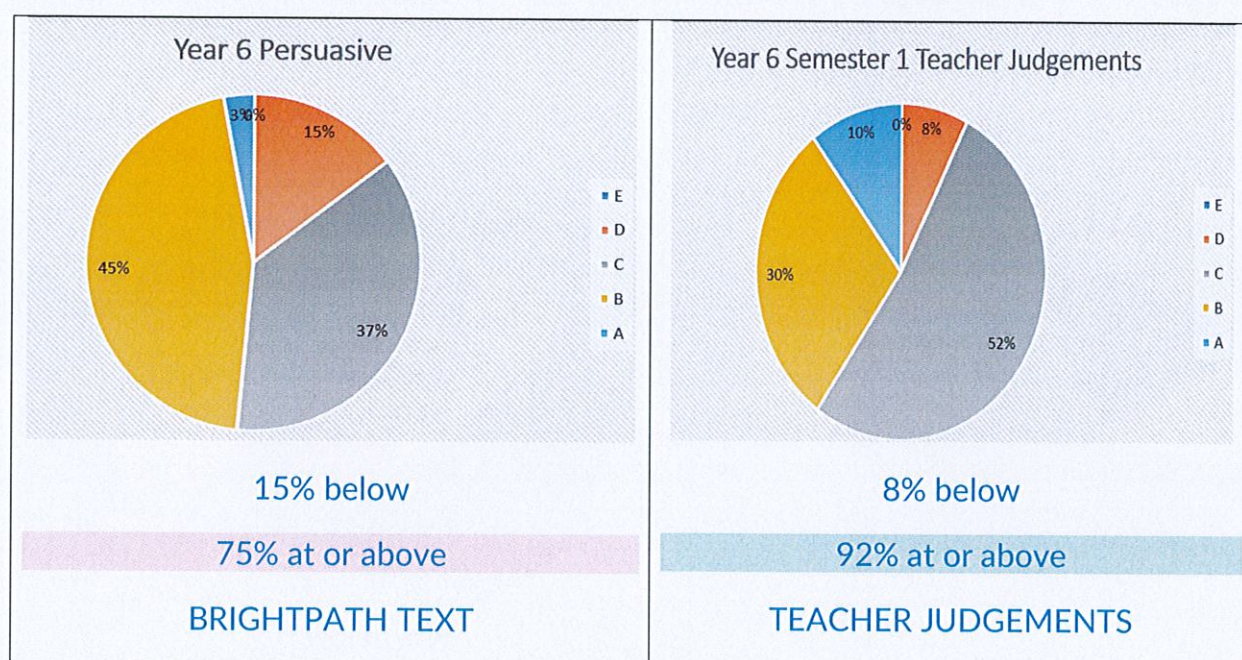
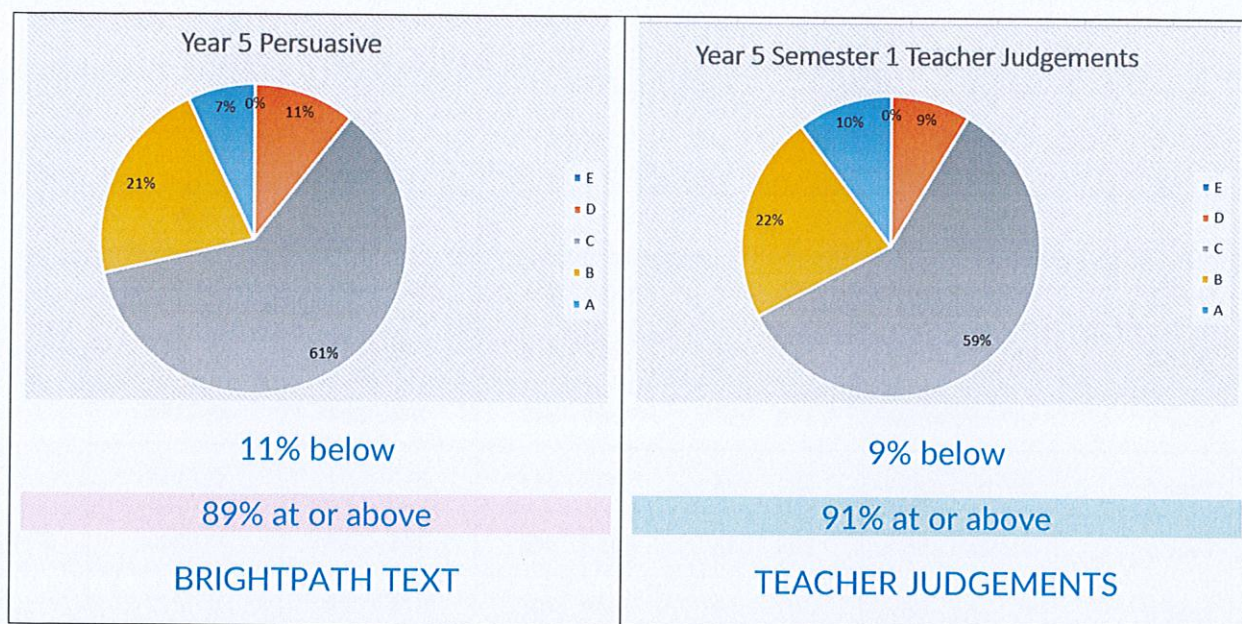


12% below

88% at or above

TEACHER JUDGEMENTS





## SEMESTER TWO

### TEACHER JUDGEMENTS/BRIGHTPATH NARRATIVE

## Grade Ranges

Grades are available for the following scales and year levels:

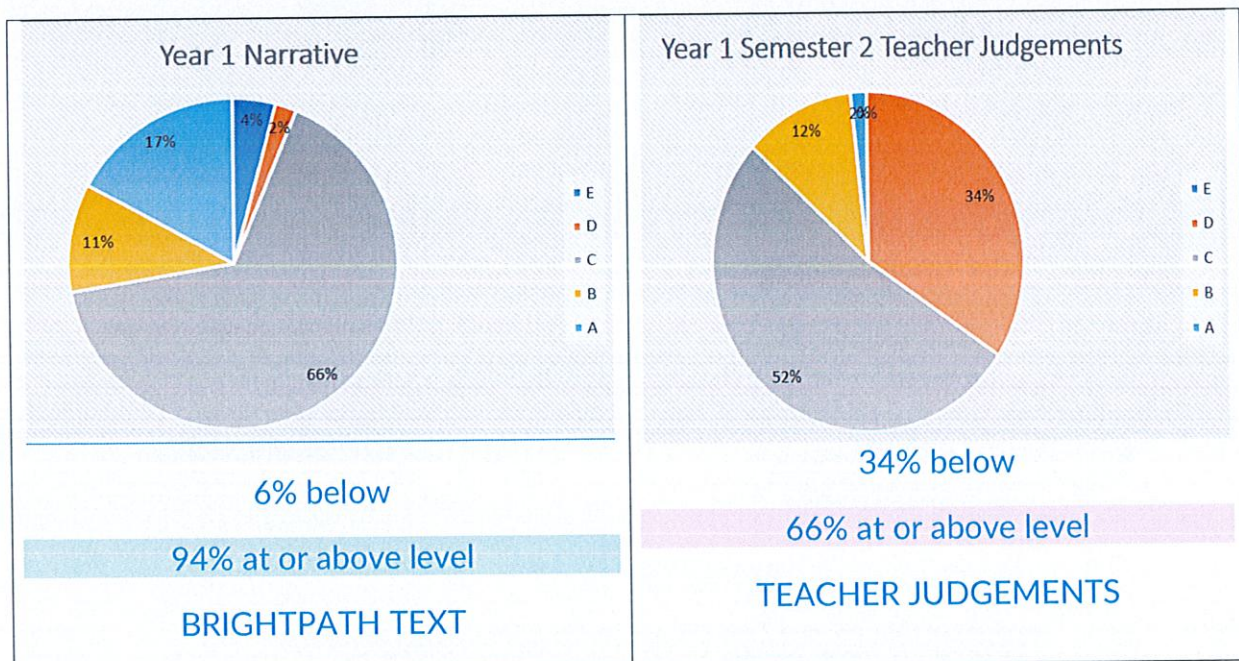
- Narrative Year 1 – Year 7
  - Persuasive Year 1 – Year 9
-



- Recount Pre-Primary (Kindy / Reception) – Year 2

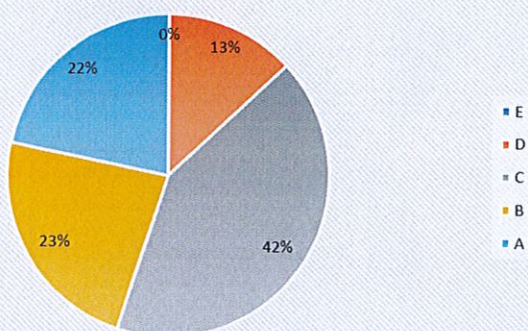
## Narrative

	A	B	C	D	E
<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





Year 2 Narrative

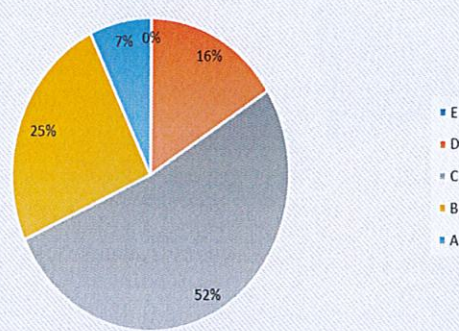


13% below

87% at or above level

BRIGHTPATH TEXT

Year 2 Semester 2 Teacher Judgements

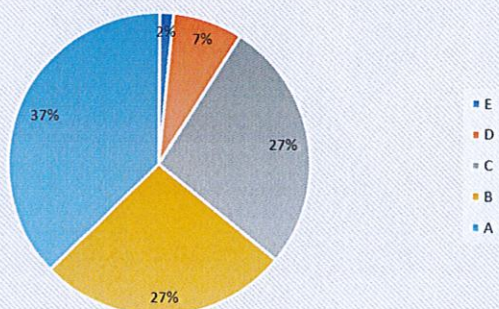


16% below

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TEACHER JUDGEMENTS

Year 3 Narrative

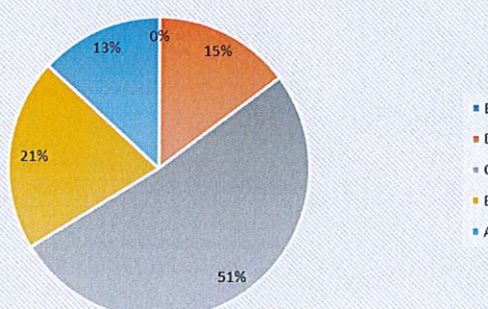


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91% at or above level

BRIGHTPATH TEXT

Year 3 Semester 2 Teacher Judgements



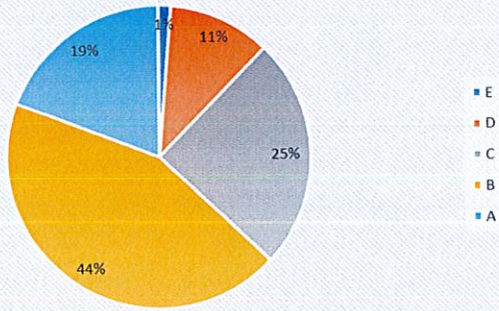
15% below

85% at or above level

TEACHER JUDGEMENTS



Year 4 Narrative

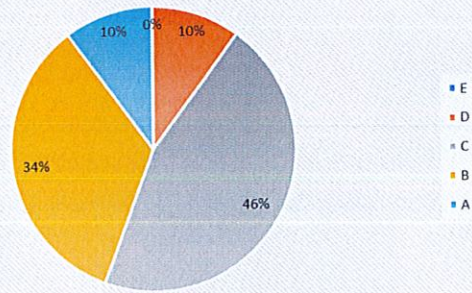


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88% at or above level

BRIGHTPATH TEXT

Year 4 Semester 2 Teacher Judgements

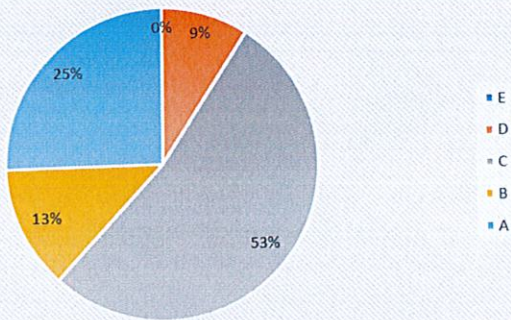


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90% at or above level

TEACHER JUDGEMENTS

Year 5 Narrative

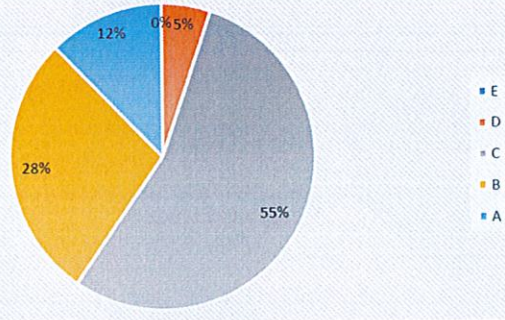


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91% at or above level

BRIGHTPATH TEXT

Year 5 Semester 2 Teacher Judgements

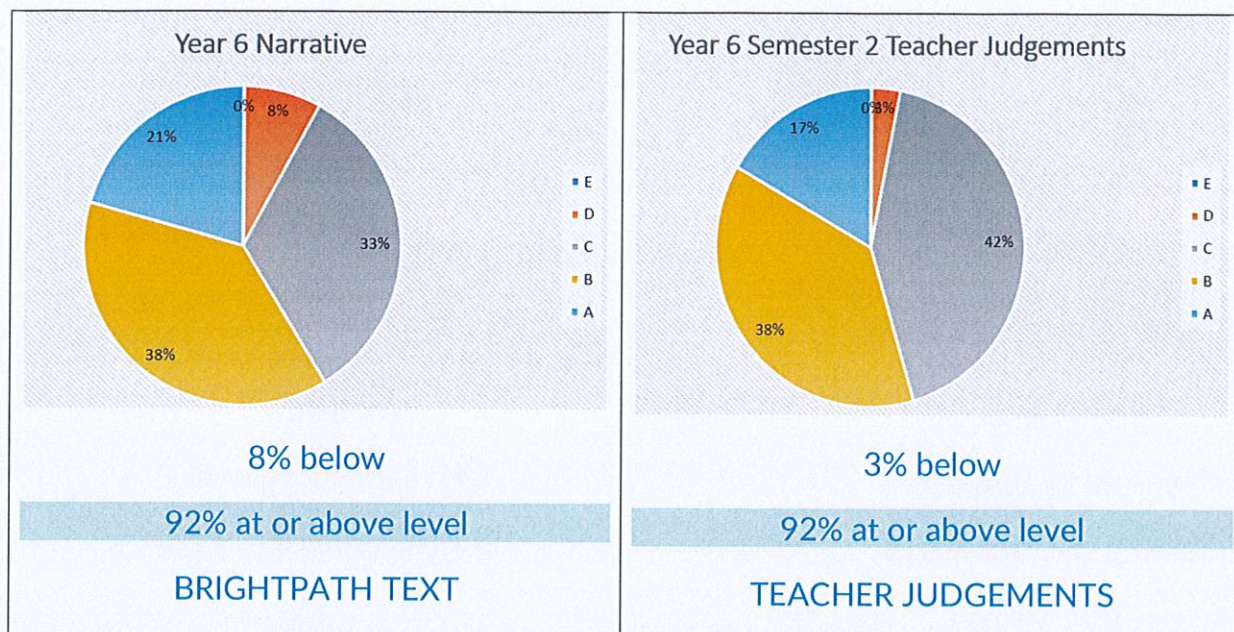


5% below

95% at or above level

TEACHER JUDGEMENTS



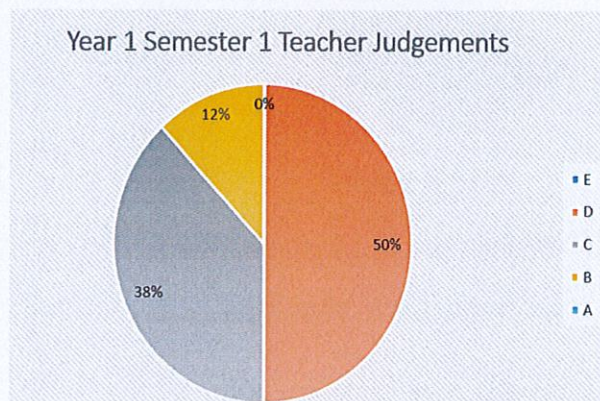


## A-E TEACHER JUDGEMENTS: semester comparisons

### WRITING 2023

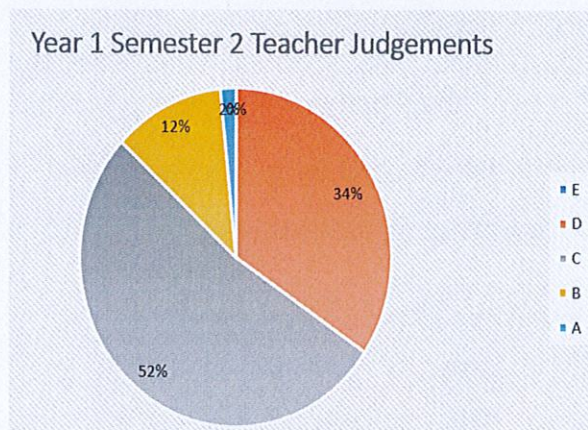
#### SEMESTER ONE

##### Year 1 Semester 1 Teacher Judgements



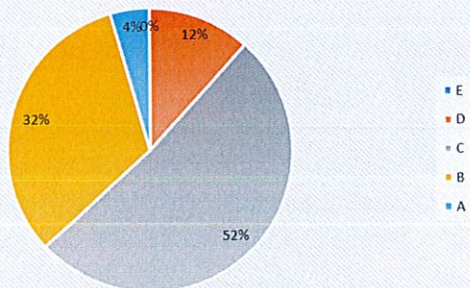
#### SEMESTER TWO

##### Year 1 Semester 2 Teacher Judgements





Year 2 Semester 1 Teacher Judgements

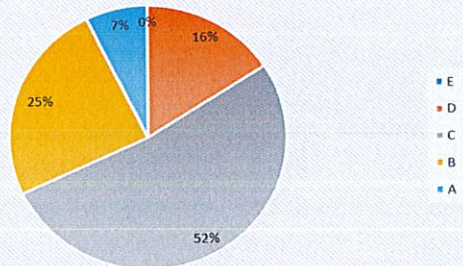


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TEACHER JUDGEMENTS

Year 2 Semester 2 Teacher Judgements

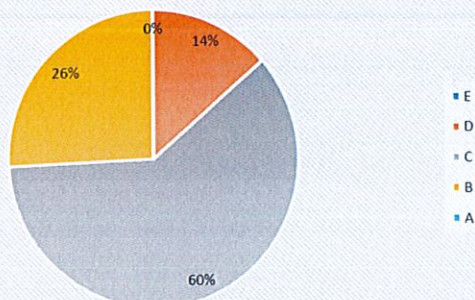


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84% at or above level

TEACHER JUDGEMENTS

Year 3 Semester 1 Teacher Judgements

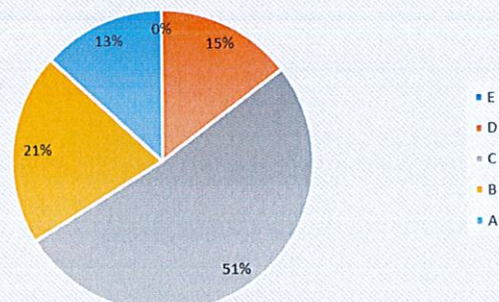


14% below

86% at or above

TEACHER JUDGEMENTS

Year 3 Semester 2 Teacher Judgements

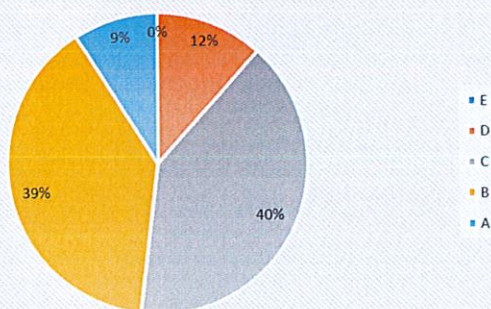


15% below

85% at or above level

TEACHER JUDGEMENTS

Year 4 Semester 1 Teacher Judgements

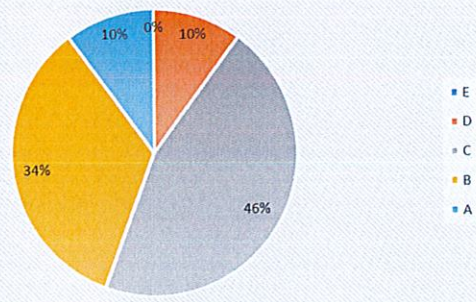


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88% at or above

TEACHER JUDGEMENTS

Year 4 Semester 2 Teacher Judgements



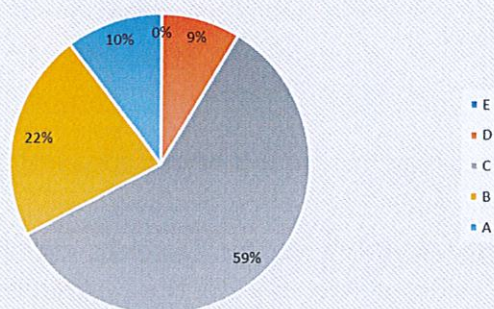
10% below level

90% at or above level

TEACHER JUDGEMENTS



Year 5 Semester 1 Teacher Judgements

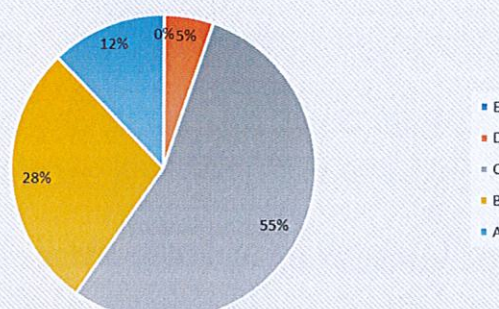


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91% at or above

TEACHER JUDGEMENTS

Year 5 Semester 2 Teacher Judgements

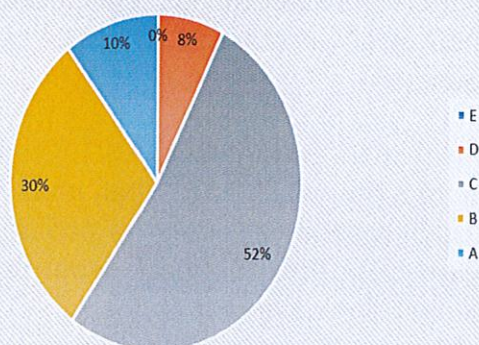


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95% at or above level

TEACHER JUDGEMENTS

Year 6 Semester 1 Teacher Judgements

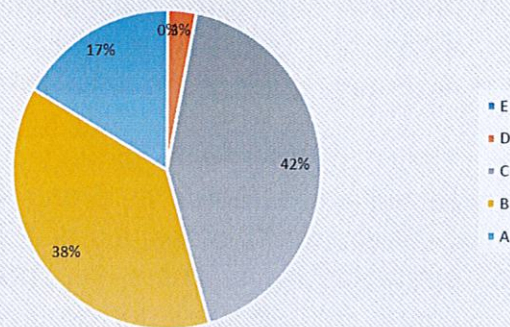


8% below

92% at or above

TEACHER JUDGEMENTS

Year 6 Semester 2 Teacher Judgements



3% below

92% at or above level

TEACHER JUDGEMENTS

The continued focus on Writing made a difference to student achievement as evident in A-E NAPLAN data. In using Brightpath for assessing students' writing has enabled teachers to improve teacher judgement. Teachers also used data to inform their teaching of writing. Writing is a continued focus in 2024.



## 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. 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.
- 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, tourism 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.
- The QUEST Expo, with students showcasing their learning, was a huge success and received great media exposure. The QUEST program and expo was featured on ABC national news (breakfast show), ABC local news and ABC online. ABC also featured the QUEST program on the series for Australian students – Behind the News (BTN).
- Two teachers from Alice-Smith International School in Malaysia visited our school and spent 3 days with staff and students, learning about our programs, in particular QUEST, so they can replicate these programs in their own school.



- The new ASPIRE program for Years T-4 was introduced. The program, incorporating community/industry experts in a unit of work, culminated in an Expo of Learning where students shared their learning with the school community. Parents and community members attended and it was an excellent showcase of our students' work.
- Students in Year 6 were involved in an enrichment program based on design thinking and sustainability. Students were involved in the project "Bat Scram" where they developed a robotic device that will scare bats away from mango farms to an alternative food source. Students tested their model in a mango farm and shared their learning with other schools. This project was entered in the 2024 International School Awards.
- A senior teacher who also coordinated STEAM in the school, organised a highly successful Early Childhood STEAM Day in which all EC students worked together on a STEAM challenge incorporating the 4C's. The STEAM challenge focussed on the story "Jack and the Beanstalk".
- 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.



- 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.
- Our strong school leadership was acknowledged in the Australian Education Awards 2023. Danni Mattiazzo and Carmel Spruhan were shortlisted finalists in their respective categories– Danni Mattiazzo (Head of Faculty) and Carmel Spruhan (Primary Teacher of the Year).
- Carmel Spruhan was a winner in the category 'Primary Teacher of the Year – Darwin Region' in the NT Teaching Excellence Awards.
- Fathma Mauger was recognised as a winner by the Educator Australian Magazine as one of Australia's Most Influential Educators 2023.
- Fathma Mauger, Danni Mattiazzo and George Mamouzellos were invited to speak at EduTech Asia conference "Inspiring the Next Generation" in Singapore. Speaking topic: "The Link Between High Achievement and Student Physical and Emotional Wellbeing". This was very well attended and very well received. Danni was also invited to be a panel member on a session and Fathma was invited to be a moderator.

## 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.
  - Xuno (formally 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 Xuno 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 in the priority area of Mathematics. 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 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.
- All teachers used individual/class data on 'Place Value' to plan a sequence of lessons focussed on the concept 'Place Value'. Data was analysed to inform teaching.
- 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.
- 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 fourth 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.
- Last year, an international partnership (sister school) was established between Larrakeyah Primary School and Leeds International School in Singapore and a Memorandum of



Understanding (MOU) was developed. An official launch of the partnership between both schools was held at the Australian High Commission in Singapore on 12<sup>th</sup> October 2022.

- Students and teachers from both schools started to communicate online and share information about their school and their country. Our Arts Specialist teacher, Angeline Vrettis, worked with Leeds International teachers and students on a collaborative dance item with our Year 3 students for our concert Beauty and the Beast.
- Angeline Vrettis and Carmel Spruhan visited Leeds International School to work with teachers on STEAM and to work with students on the dance item.
- Students and teachers from both schools worked via Skype on the collaborative dance which resulted in our Year 3 students performing the dance on stage at the end of year school concert and the students from Leeds performed via video. It was a unique and spectacular performance with students from both schools.
- After 3 years given COVID-19 and travel restrictions, 2023 was the first year of the re-commencement of the Year 6 international study tour to Singapore. 55 Year 6 students together with 6 staff participated in the study tour and visited Leeds International School. Students from both school participated in collaborative activities and visited the Australian High Commission in Singapore. It was a wonderful experience for students and staff.
- Unfortunately, we were advised at the end of the year that Leeds International School will close. It was disapoointing that the wonderful partnership could no longer continue. With the annual Year 6 international study tour to Singapore and successful collaborative work, we started to investigate the possibility of another partner school in Singapore.
- Discussions occurred with the Principal of Invictus International School in Singapore. Invictis is a Cambridge International School as is Larrakeyah Primary. The benefits of an international partnership for both schools were discussed. Both schools are high performing with similar programs and a focus on innovation. The Principal was very keen for an international partnership with a view to develop an memorandum of understanding early next year.



## 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	81.6%	44	85.2%			51	88.3%
Tran	<5	95.2%	57	89.3%	<5	85.7%	58	90.8%
1	<5	55.8%	64	89.8%	<5	81.4%	61	92.4%
2	<5	81.9%	63	90.9%	<5	83.3%	70	93.7%
3	<5	97.4%	72	90.2%	<5	80.8%	69	89.7%
4	-	-	64	89.7%	<5	98.7%	78	93.5%
5	<5	93.1%	62	89.8%	-	-	59	92.7%
6	<5	57.1%	56	89.7%	<5	93.0%	69	93.1%
ALL	16	81.5%	482	89.7%	14	86.4%	515	92.1%

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

*Note: under the Australian Education Regulation 2013 it is a requirement that schools report on post school destinations such as the number of students undertaking further study, training, or working. This information may be captured through student exit surveys/interviews or identified through planning of personalised learning strategies.*

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



# 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))*



# Audited Financial Statements



# Larrakeyah Primary School Incorporated

ABN: 63 496 566 245

## Special Purpose Financial Report

*For the Year Ended 31 December 2023*

ALICE SPRINGS - DARWIN

PH 08 8953 4440

FAX 08 8960 5555

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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

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approved under Professional  
Standards Legislation.



# Larrakeyah Primary School Incorporated

ABN: 63 496 566 245

## Special Purpose Financial Report

*For the Year Ended 31 December 2023*

<b>CONTENTS</b>	<b>PAGE</b>
Council Declaration	3
Independent Auditor's Report	4
Statement of Profit or Loss and Other Comprehensive Income	6
Statement of Financial Position	7
Notes to the Financial Statements	8



# COUNCIL DECLARATION

## Larrakeyah Primary School Incorporated

*For the Year Ended 31 December 2023*

The Larrakeyah Primary School 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, the Financial Statements as set out on the following pages:

1. Present fairly the financial position of Larrakeyah Primary School Incorporated as at 31 December 2023 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 Incorporated will be able to pay its debts as and when they fall due.

  
Principal

Dated: 13/3/24

  
Chairperson

Dated: 13/3/24



## INDEPENDENT AUDITOR'S REPORT

### Larrakeyah Primary School Incorporated

*For the Year Ended 31 December 2023*

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

##### **Qualified Opinion**

We have audited the accompanying financial report, being a special purpose financial report of Larrakeyah Primary School Incorporated (the 'Entity') 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 2023, 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 Entity presents fairly, in all material respects, the financial position of the Entity as at 31 December 2023 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. It is not practical for the Council to establish accounting controls over revenue prior to its receipt and accordingly it is not possible for our examination to include audit procedures to extend beyond the amounts recorded in the accounting records of the Council. As such, we cannot be assured of the completeness of non-grant income disclosed in these financial statements.

2. The Council has recorded inventories held as at 31 December 2023 of \$39,362 and as we were unable to attend the stocktake, we are unable to confirm the existence of the quantities held at year end.

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 Entity 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 the above matters.



## INDEPENDENT AUDITOR'S REPORT

### Larrakeyah Primary School Incorporated

*For the Year Ended 31 December 2023*

#### ***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 Entity. 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.

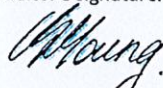
In preparing the financial report, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease 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  
Alice Springs-Darwin, NT

Dated: 14/ 03/2024



# STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

## Larrakeyah Primary School Incorporated

For the Year Ended 31 December 2023

Income	2023	2022
Commonwealth Grants - Via DOE	\$ 14,061.00	\$ -
Commonwealth Grants - Direct to School	\$ 31,405.77	\$ 29,132.81
Other Grants from DOE	\$ 995,192.87	\$ 937,275.30
Other Grants from NTG	\$ 107,058.91	\$ 22,793.90
Grants from External Third Parties	\$ -	\$ 2,915.85
School Council Projects (SRB)	\$ 712,274.93	\$ 706,586.16
Student Activities	\$ 255,646.33	\$ 110,571.30
Interest Received	\$ 16,919.17	\$ 6,104.07
Receipts/Reimbursements from Other Government Schools	\$ 492.78	\$ -
<b>Total Income</b>	<b>\$ 2,133,051.76</b>	<b>\$ 1,815,379.39</b>
<b>Expenses</b>		
Employee Expenses	\$ 682,467.42	\$ 642,190.17
School General Expenses	\$ 363,993.08	\$ 214,289.34
Motor Vehicle Expenses	\$ 111.91	\$ 105.27
Student Activities	\$ 152,090.68	\$ 96,612.68
Student Information and Technology	\$ 166,232.30	\$ 130,708.31
Curriculum	\$ 148,984.50	\$ 85,127.20
School Non-Core Activities	\$ 81,535.41	\$ 87,544.96
Payments to Other Government Schools	\$ -	\$ 1,748.77
Urgent Minor Repairs	\$ 108,185.98	\$ 25,669.74
Non Urgent Minor Repairs	\$ 10,982.00	\$ 20,558.00
Essential Services	\$ 238,098.88	\$ 225,722.03
Cleaning	\$ 151,214.45	\$ 162,786.53
Grounds	\$ 193,844.09	\$ 354,741.38
<b>Total Expenses</b>	<b>\$ 2,297,740.70</b>	<b>\$ 2,047,804.38</b>
<b>Other Income</b>		
<b>Other Expense</b>		
<b>Net Profit / (Loss)</b>	<b>(\$ 164,688.94)</b>	<b>(\$ 232,424.99)</b>

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



# STATEMENT OF FINANCIAL POSITION

## Larrakeyah Primary School Incorporated

As At 31 December 2023

ASSETS	2023		2022	
<b>Current Assets</b>				
Cash At bank	\$	1,549,086.34	\$	1,609,088.22
Cash On Hand	\$	100.00	\$	400.00
Trade Debtors	\$	1,542.06	\$	3,217.41
Prepayments	\$	70,691.27	\$	170,461.76
Inventories	\$	39,361.76	\$	34,454.11
<b>Total Current Assets</b>	\$	<b>1,660,781.43</b>	\$	<b>1,817,621.50</b>
<b>Non Current Assets</b>				
Other Non-Current Assets	\$	-	\$	-
<b>Total Non Current Assets</b>	\$	-	\$	-
<b>Total Assets</b>	\$	<b>1,660,781.43</b>	\$	<b>1,817,621.50</b>
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Deposits Held -3rd Parties	\$	3,462.85	\$	4,063.85
GST Liabilities	(\$	9,478.72)	(\$	9,547.53)
Other Accrued Expenses	\$	38,351.02	\$	13,415.95
Employee Entitlements<12M	\$	13,704.76	\$	8,272.79
Other Provisions<12M	\$	6,331.65	\$	6,558.75
Unacquit Grants	\$	207,013.87	\$	228,772.75
<b>Total Current Liabilities</b>	\$	<b>259,385.43</b>	\$	<b>251,536.56</b>
<b>Non Current Liabilities</b>				
<b>Total Non Current Liabilities</b>	\$	-	\$	-
<b>Total Liabilities</b>	\$	<b>259,385.43</b>	\$	<b>251,536.56</b>
<b>Net Assets</b>	\$	<b>1,401,396.00</b>	\$	<b>1,566,084.94</b>
<b>EQUITY</b>				
Opening Balance S/(D)	\$	1,566,084.94	\$	1,798,509.93
Current Year Profit / -Loss	(\$	164,688.94)	-\$	232,424.99
<b>Total Equity</b>	\$	<b>1,401,396.00</b>	\$	<b>1,566,084.94</b>

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



# NOTES OF THE FINANCIAL STATEMENTS

## Larrakeyah Primary School Incorporated

*For the Year Ended 31 December 2023*

### 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 Representative Body Members have determined that the School Representative Body 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 Representative Body's financial statements.

Capital Assets purchased by the School Representative Body 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 Representative Body 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 Representative Body 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 Incorporated

*For the Year Ended 31 December 2023*

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

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

#### *Grants and donations*

Grants and donations are recognised as revenues when the School Representative Body 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. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

#### *Urgent Minor Repairs (UMR) Funding*

UMR funding is recognised as income upon receipt of funding.

### **(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 School Representative Body's financial statements. These staff consist mainly of the Principal and Assistant Principal, teaching staff and administrative personnel.

The School Representative Body 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 Representative Body employees that have been employed at the School on a continuous basis for at least 7 years.

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

The School Representative Body 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.



# School Survey

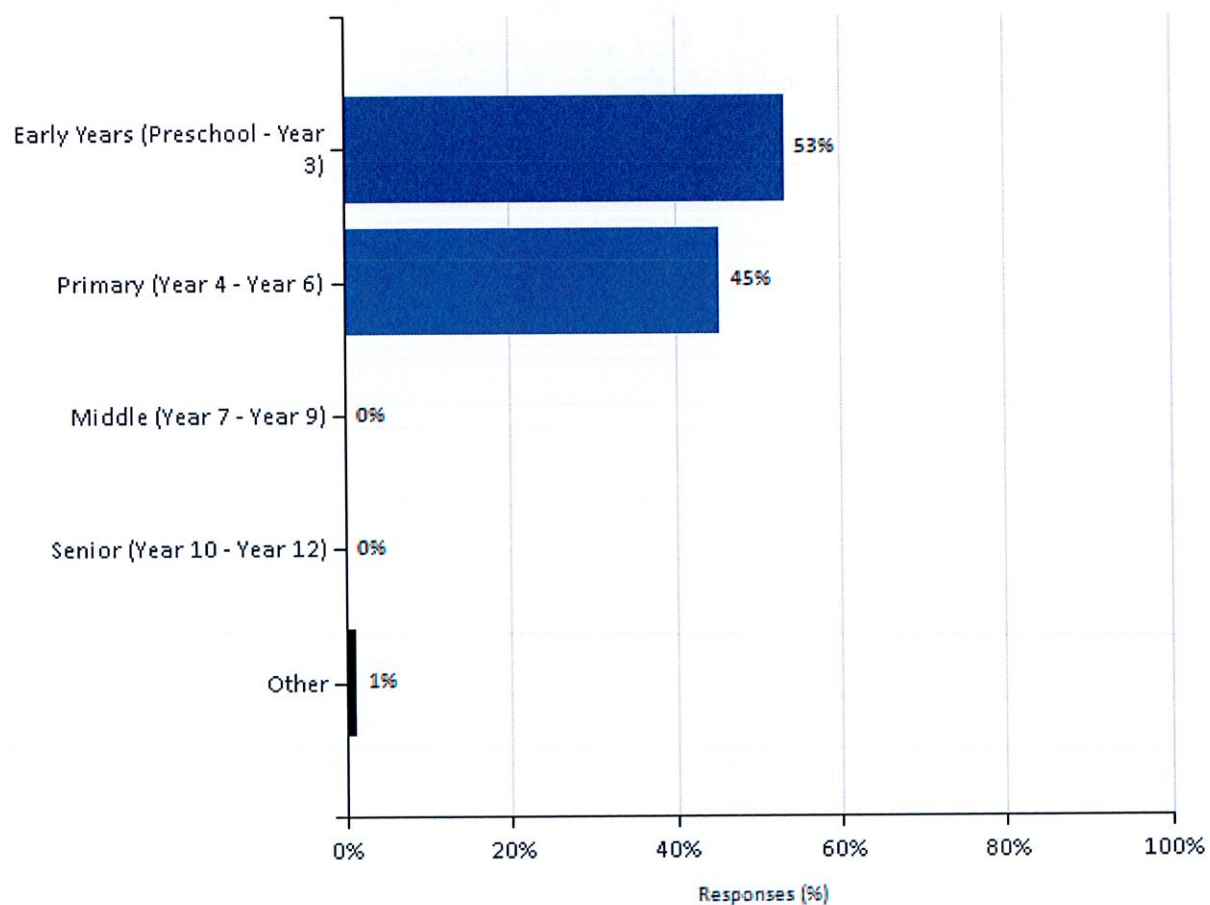
## Overview

Survey title	Larrakeyah Primary School Parent Survey 2023
Report title	Distribution - single
Organisation name	Larrakeyah Primary School
Generation time & date	2:08PM - 22 Sep 2023
Generated by	Natasha Guse
Distribution name	Larrakeyah Primary School Parent Survey 2023 - 20/07/2023 9:37 AM
School year	2023
Num of online responses	88
Num of manual responses	0

This survey incorporates skipping logic between questions.



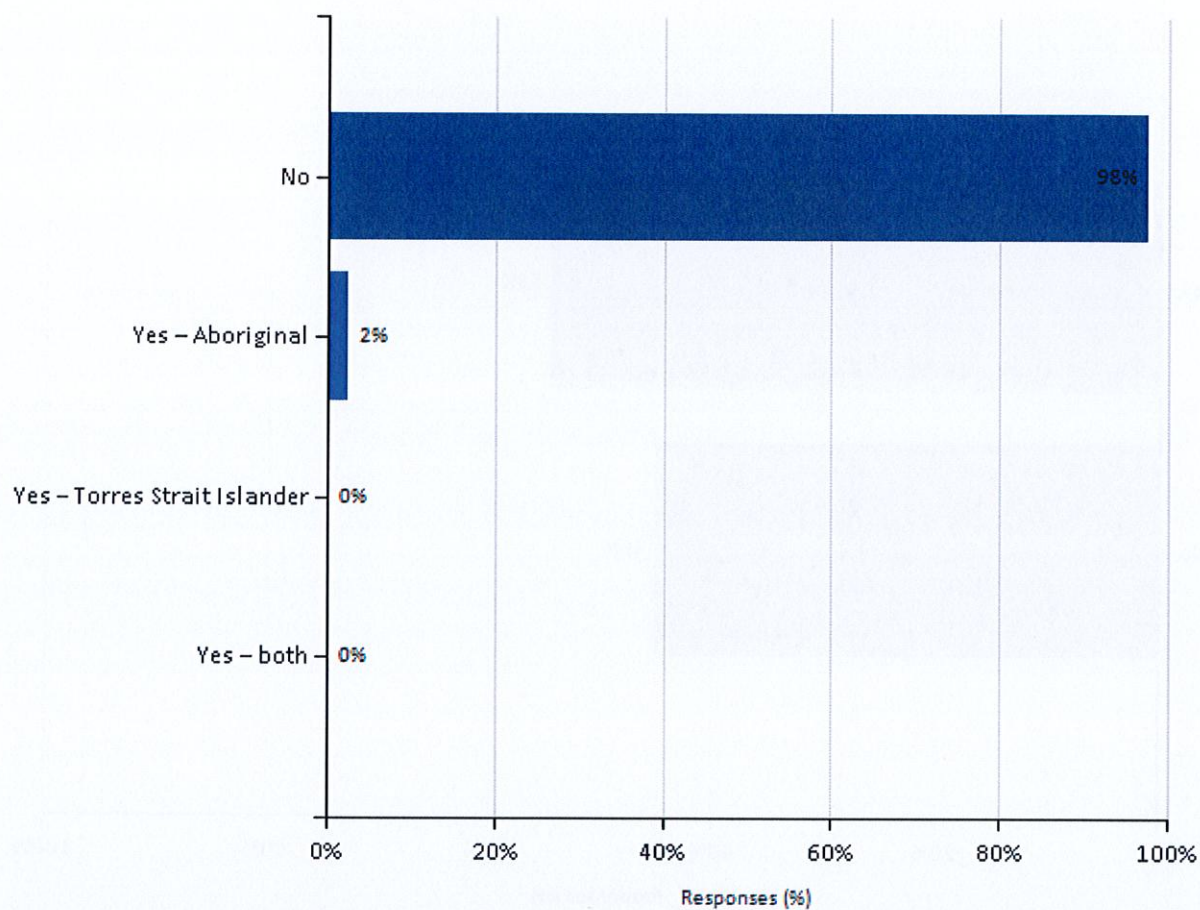
1 . What is the stage of schooling of the child you are considering when you answer this survey?



	Early Years (Preschool - Year 3)		Primary (Year 4 - Year 6)		Middle (Year 7 - Year 9)		Senior (Year 10 - Year 12)		Other	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	47	53%	40	45%	-	-	-	-	1	1%



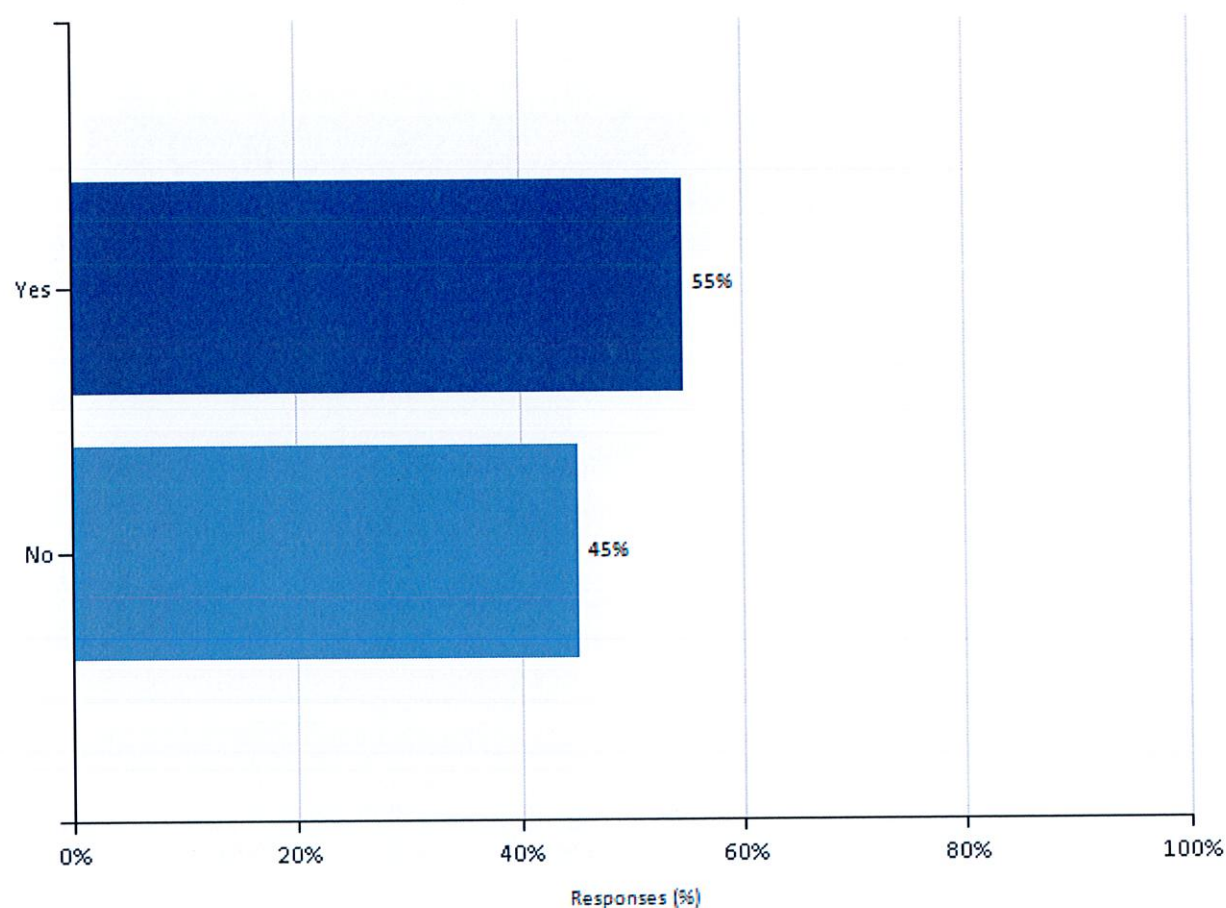
## 2 . Are you of Aboriginal or Torres Strait Islander origin?



	No		Yes - Aboriginal		Yes - Torres Strait Islander		Yes - both	
	Num	%	Num	%	Num	%	Num	%
Number	82	98%	2	2%	-	-	-	-



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



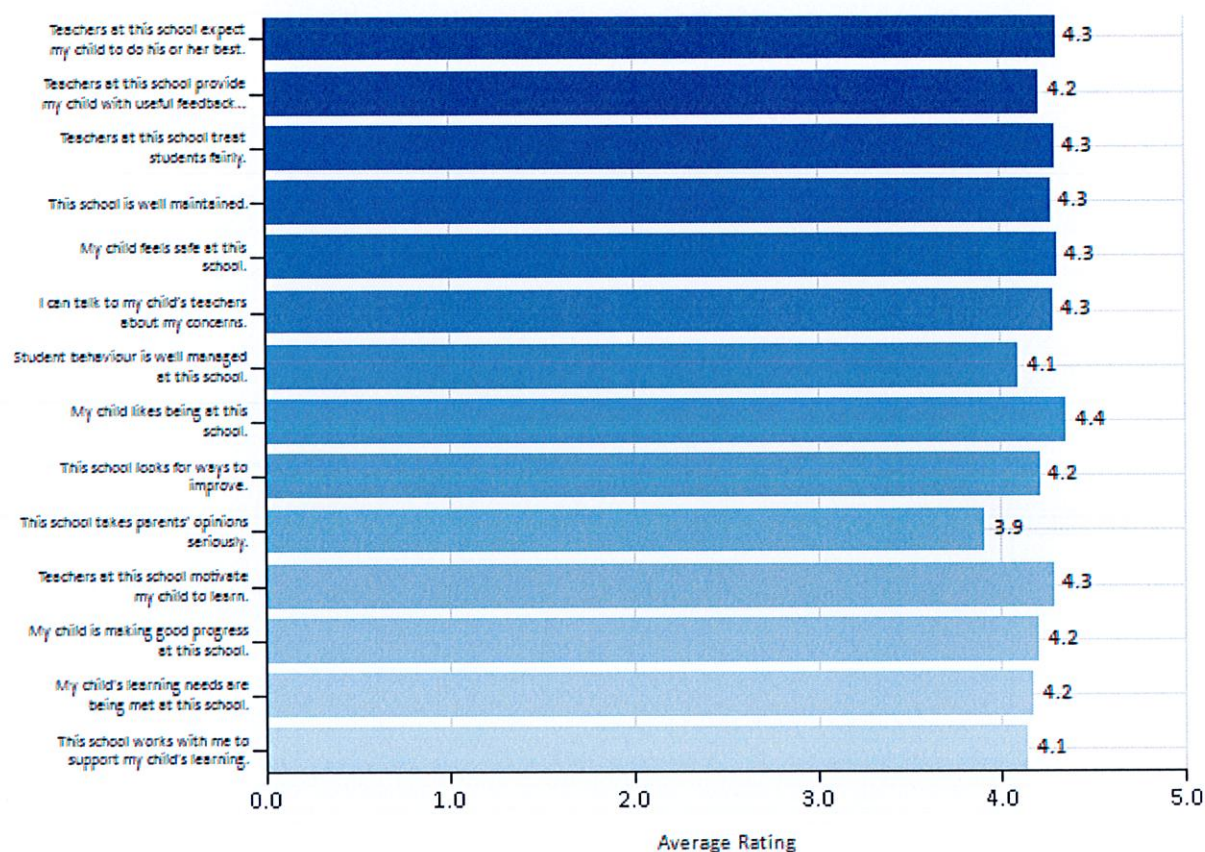
	Yes		No	
	Num	%	Num	%
Number	46	55%	38	45%



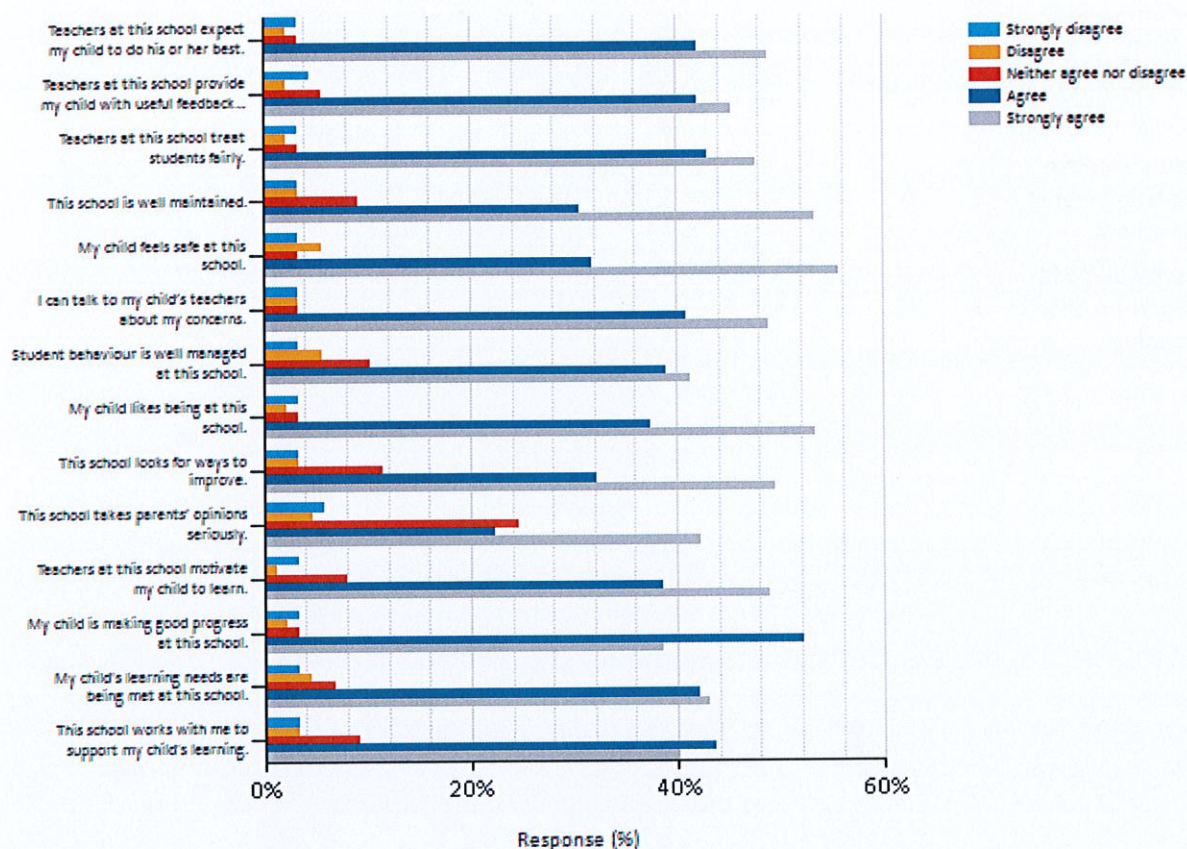
**4 . Please rate the items below**



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.	3	3%	2	2%	3	3%	37	42%	43	49%
Teachers at this school provide my child with useful feedback about his or her school work.	4	5%	2	2%	5	6%	37	42%	40	45%
Teachers at this school treat students fairly.	3	3%	2	2%	3	3%	38	43%	42	48%
This school is well maintained.	3	3%	3	3%	8	9%	27	31%	47	53%
My child feels safe at this school.	3	3%	5	6%	3	3%	28	32%	49	56%
I can talk to my child's teachers about my concerns.	3	3%	3	3%	3	3%	36	41%	43	49%
Student behaviour is well managed at this school.	3	3%	5	6%	9	10%	34	39%	36	41%
My child likes being at this school.	3	3%	2	2%	3	3%	33	38%	47	53%
This school looks for ways to improve.	3	3%	3	3%	10	11%	28	32%	43	49%
This school takes parents' opinions seriously.	5	6%	4	5%	21	25%	19	22%	36	42%
Teachers at this school	3	3%	1	1%	7	8%	34	39%	43	49%



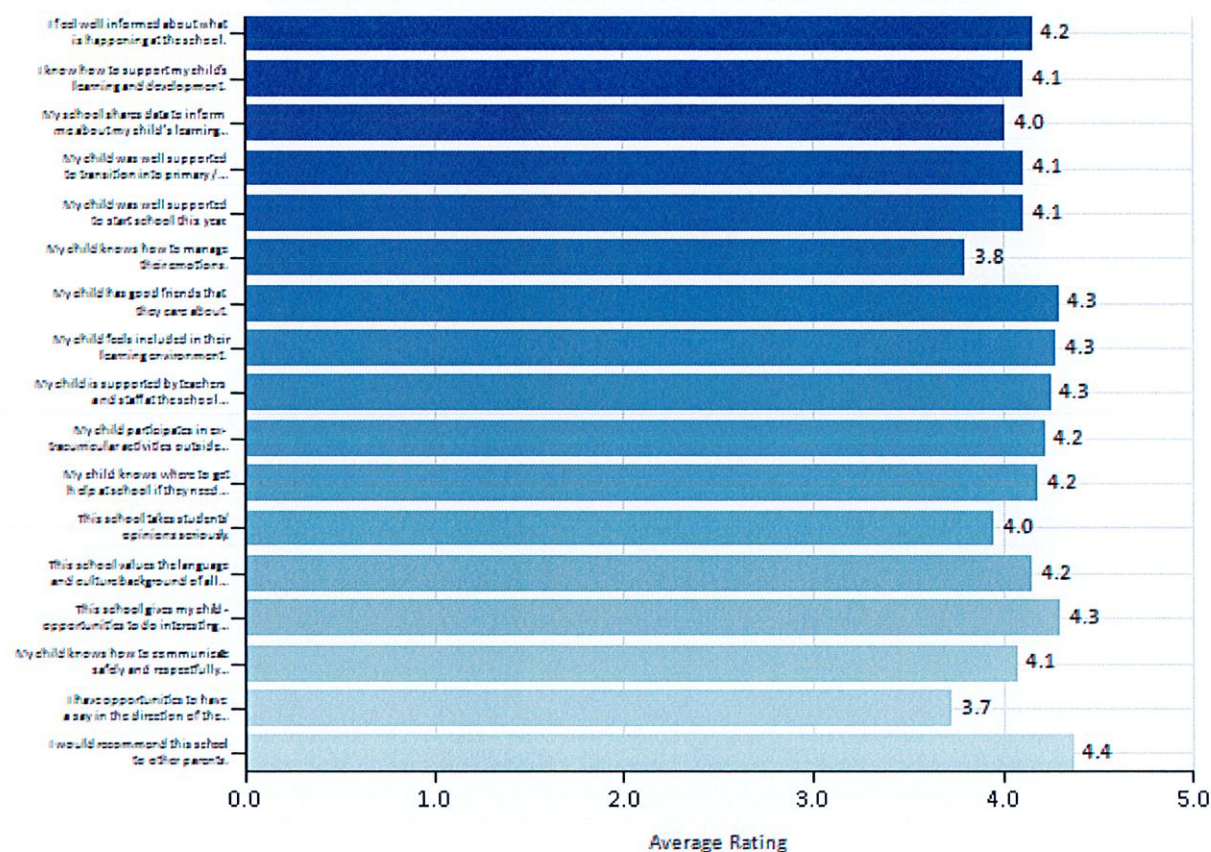
motivate my child to learn.										
My child is making good progress at this school.	3	3%	2	2%	3	3%	46	52%	34	39%
My child's learning needs are being met at this school.	3	3%	4	5%	6	7%	37	42%	38	43%
This school works with me to support my child's learning.	3	3%	3	3%	8	9%	38	44%	35	40%



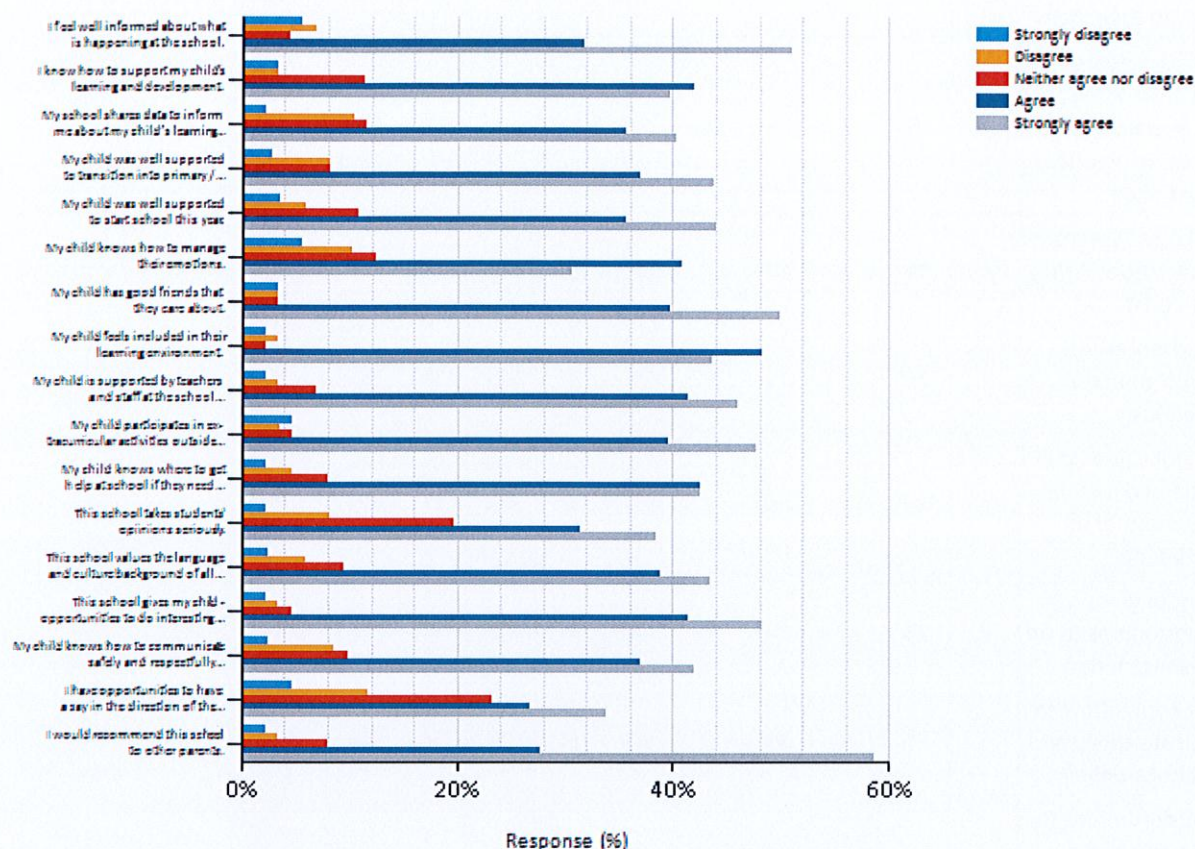
5 . Please rate the items below.



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







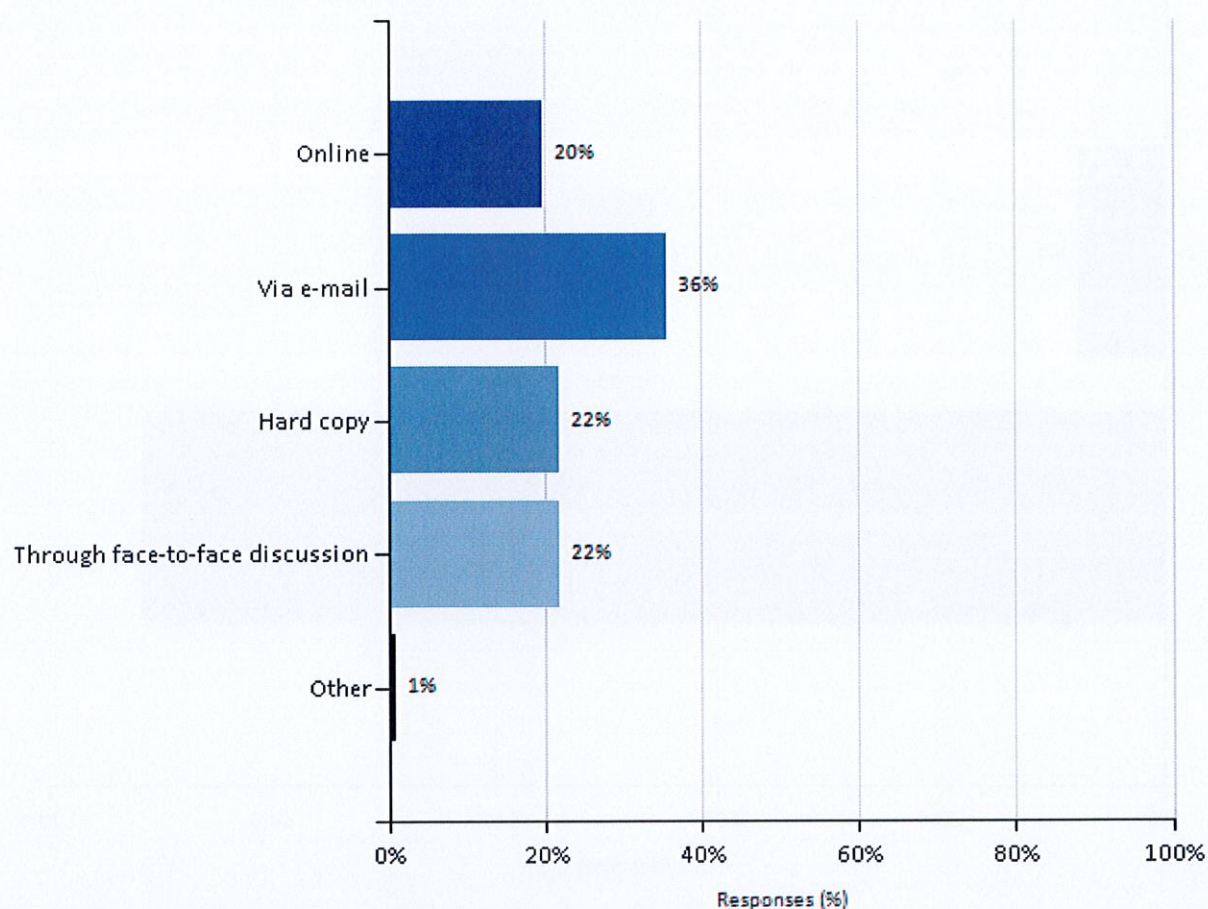
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%
I feel well informed about what is happening at the school.	5	6%	6	7%	4	5%	28	32%	45	51%
I know how to support my child's learning and development.	3	3%	3	3%	10	11%	37	42%	35	40%
My school shares data to inform me about my child's learning in a way that I can understand.	2	2%	9	10%	10	11%	31	36%	35	40%
My child was well supported to transition into primary / middle / senior school.	2	3%	6	8%	6	8%	27	37%	32	44%
My child was well supported to start school this year.	3	4%	5	6%	9	11%	30	36%	37	44%
My child knows how to manage their emotions.	5	6%	9	10%	11	13%	36	41%	27	31%
My child has good friends that they care about.	3	3%	3	3%	3	3%	35	40%	44	50%
My child feels included in their learning environment.	2	2%	3	3%	2	2%	42	48%	38	44%
My child is supported by teachers and staff at the school.	2	2%	3	3%	6	7%	36	41%	40	46%



school to do their best.										
My child participates in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	4	5%	3	3%	4	5%	34	40%	41	48%
My child knows where to get help at school if they need it.	2	2%	4	5%	7	8%	37	43%	37	43%
This school takes students' opinions seriously.	2	2%	7	8%	17	20%	27	31%	33	38%
This school values the language and culture background of all students.	2	2%	5	6%	8	9%	33	39%	37	44%
This school gives my child opportunities to do interesting things.	2	2%	3	3%	4	5%	36	41%	42	48%
My child knows how to communicate safely and respectfully online.	2	2%	7	9%	8	10%	30	37%	34	42%
I have opportunities to have a say in the direction of the school and its education programs.	4	5%	10	12%	20	23%	23	27%	29	34%
I would recommend this school to other parents.	2	2%	3	3%	7	8%	24	28%	51	59%



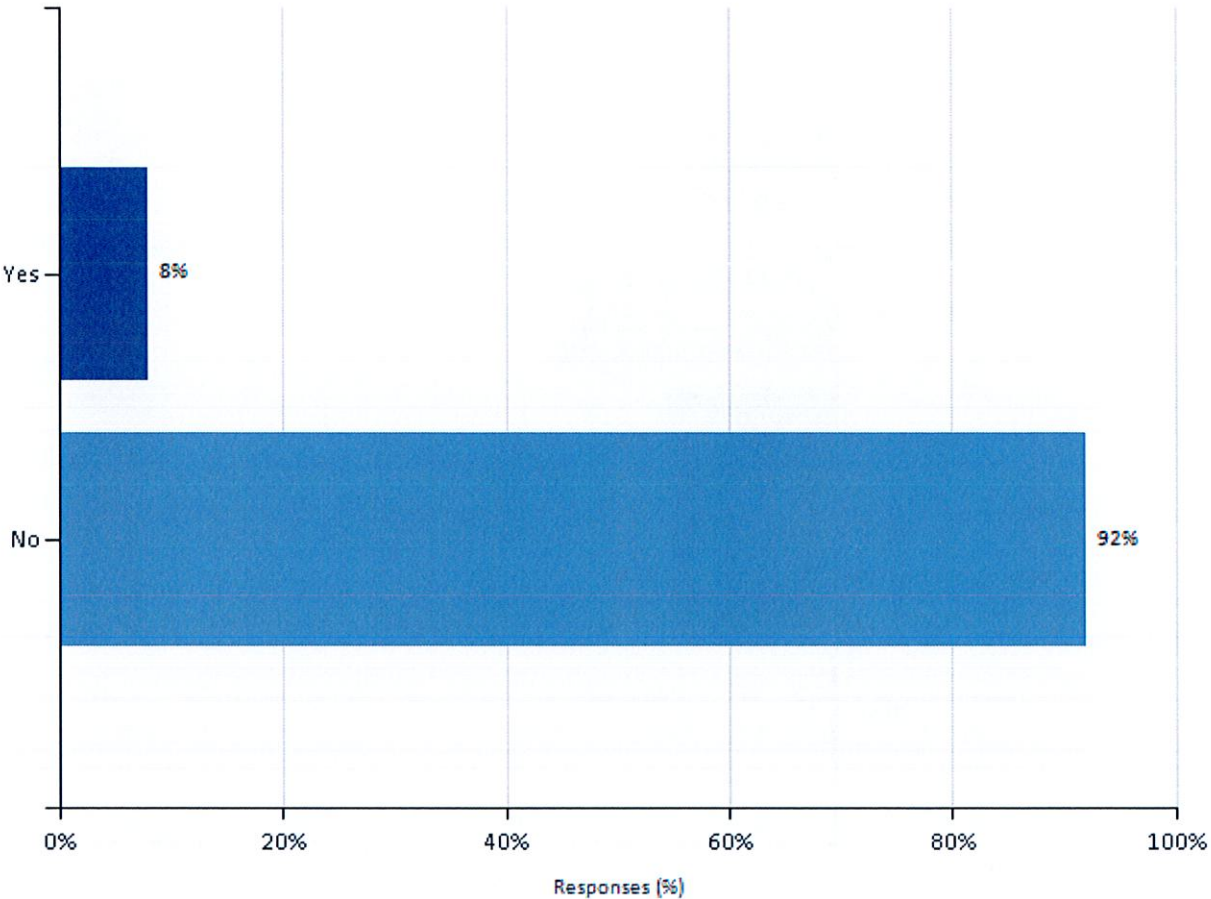
6 . I would prefer the school to share information about my child's achievement with me (for example their attendance and test results):



	Online		Via e-mail		Hard copy		Through face-to-face discussion		Other	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	29	20%	52	36%	32	22%	32	22%	1	1%



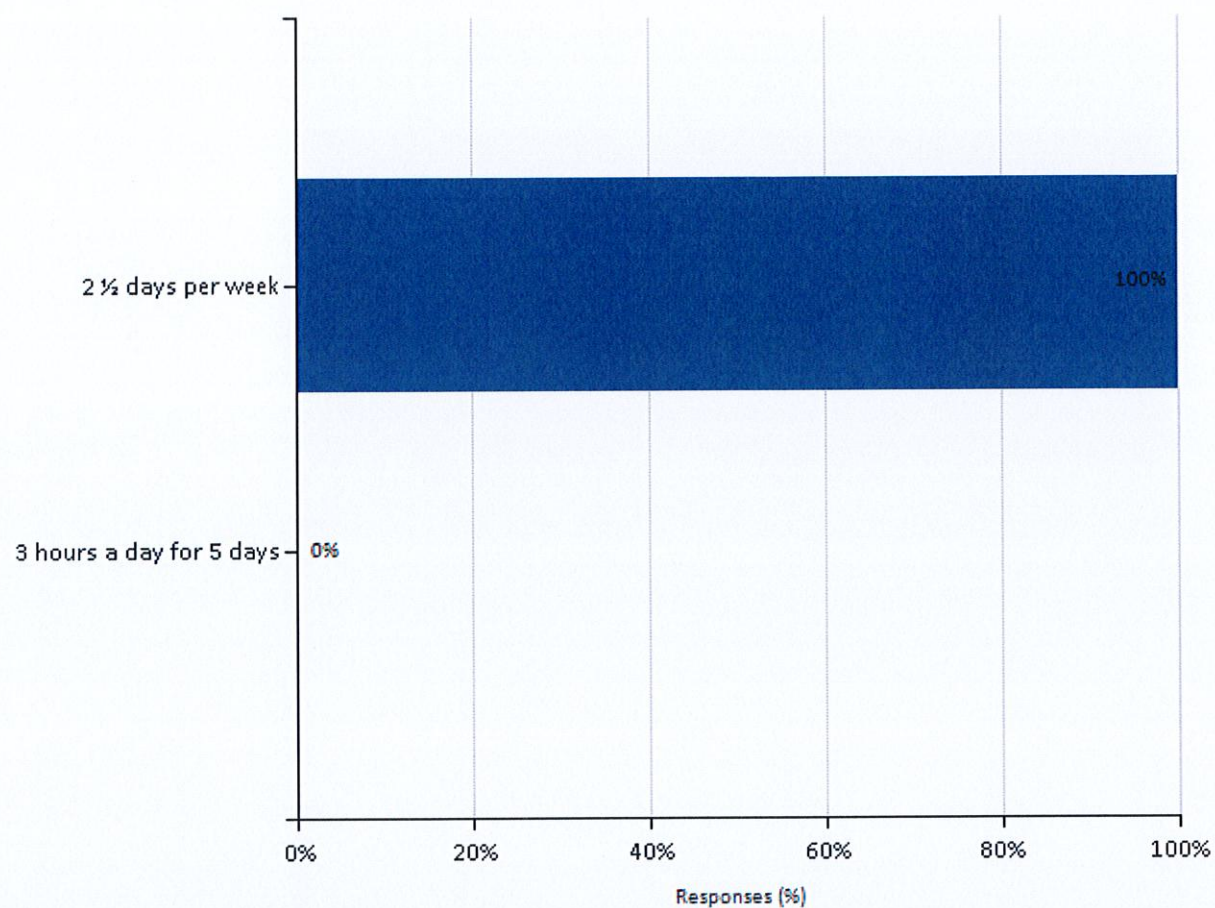
7 . Is the child you are answering this survey about in preschool?



	Yes		No	
	Num	%	Num	%
Number	7	8%	81	92%



## 8 . What hours does your preschool operate?



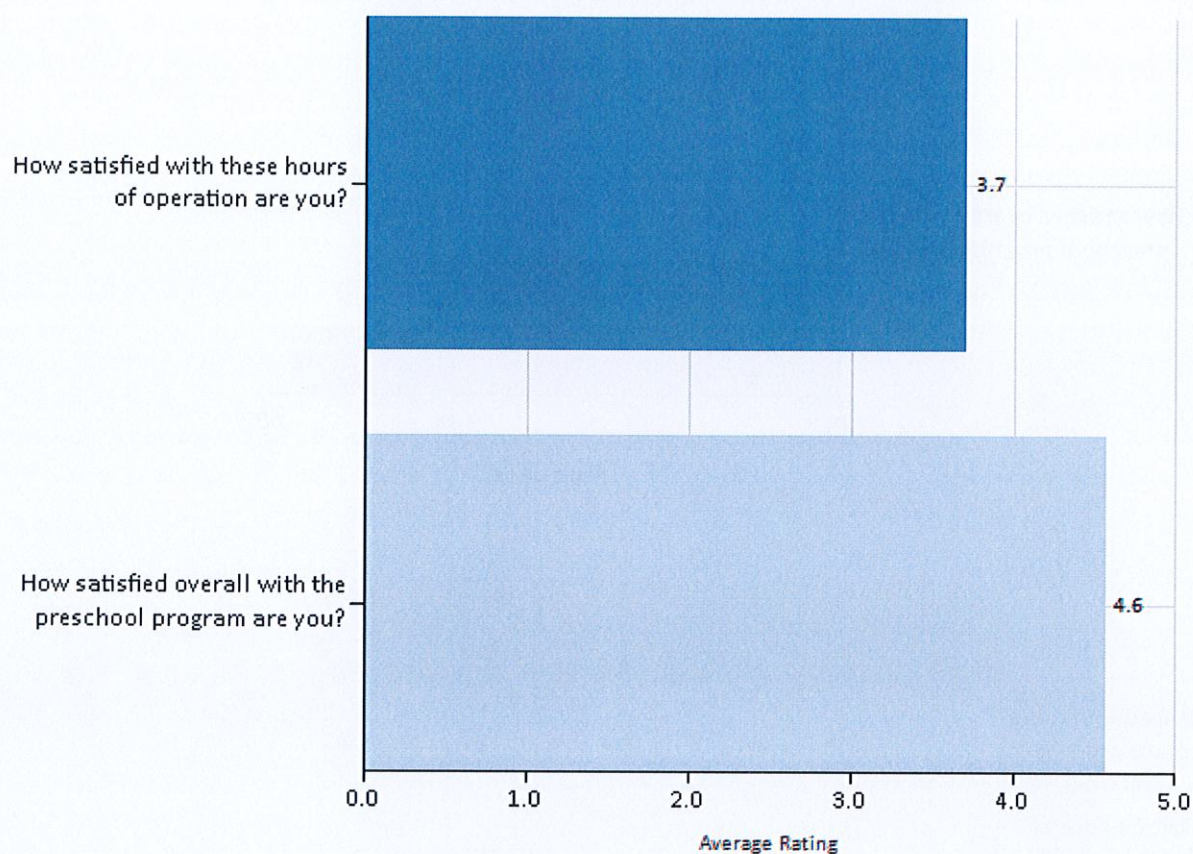
	2 ½ days per week		3 hours a day for 5 days	
	Num	%	Num	%
Number	6	100%	-	-



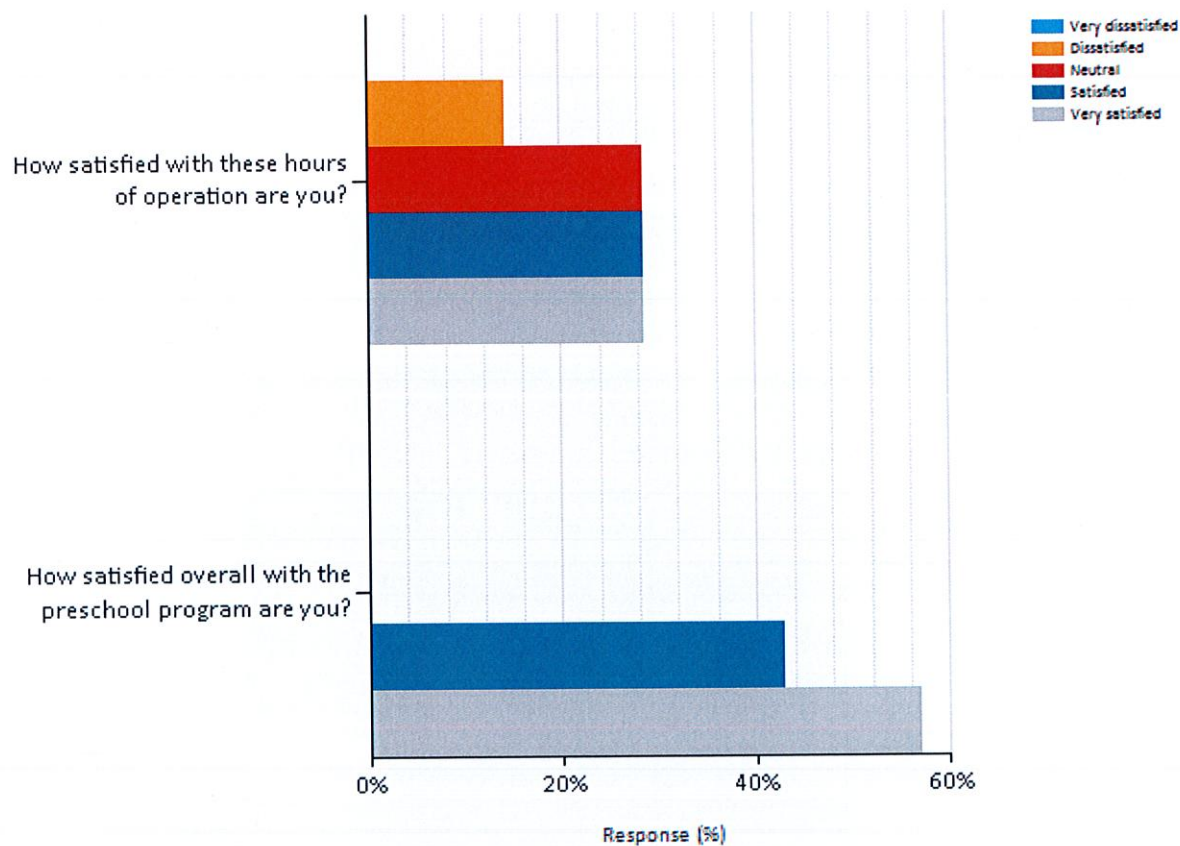
9 . Please rate the following questions.



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	14%	2	29%	2	29%	2	29%
How satisfied overall with the preschool program are you?	-	-	-	-	-	-	3	43%	4	57%