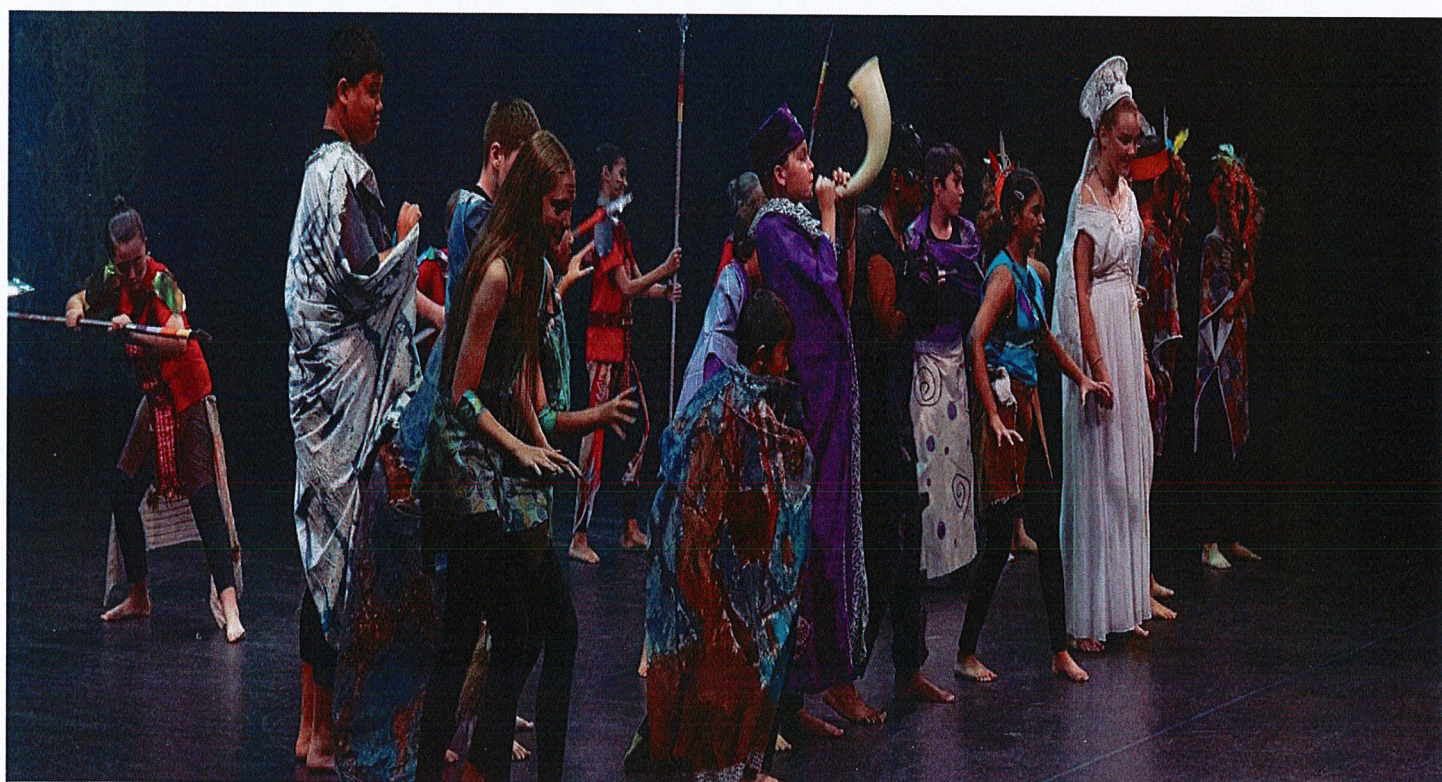


# Larrakeyah Primary School

Annual performance report to the school community  
2024



## School overview: context and focus for improvement in 2024

### Our School

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

Larrakeyah Primary's school motto "Pathways To Excellence" reflects the school culture of high standards, high expectations and high achievement. The school continued to sustain 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 21st 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. For the second year, the school implemented a program called ASPIRE 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 - 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.

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 2024 for its innovation and outstanding programs. The school was a Finalist school in the Australian Education Awards - Best Use of Technology category. Larrakeyah Primary was also the Northern Territory state winner in the 2024 Anzac Day Schools' Awards.

An external school review was conducted this year. The school received Outstanding rankings across all 9 Domains as well as 23 Commendations. This reflected the unwavering focus on excellence in teaching and learning across the school and commitment to high standards and expectations. One Commendation was *"a learning culture predicated on high expectations and the commitment to working to achieve the exemplary standards evident in all facets of the school"*.

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 2024.

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

## Our Students

The school population continues to remain high. In 2022 student enrolment totalled 482. In 2023 student enrolment totalled 515. In 2024 student enrolment totalled 511. Approximately one fifth of the school's students come from Defence families. The school has approximately 2% Aboriginal students and approximately 45% ESL. The school's average attendance for 2024 was 92.8%.

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.

### 2024

#### 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	28.5
Non-teaching staff	14
Full-time equivalent non-teaching staff	11.6

#### School links

##### School website

[Larrakeyah Primary School](#)

##### Sector, system or association website

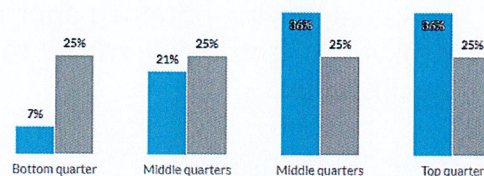
[Northern Territory Department of Education](#)

#### 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)

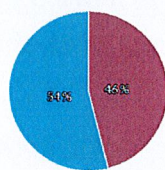


Percentages are rounded and may not add to 100

#### Students

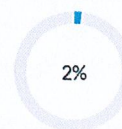
Total enrolments: 465

Boys 250  
Girls 215



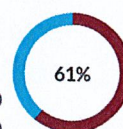
Full-time equivalent enrolments: 465.0

Indigenous students



Language background other than English

- Yes (61%)
- No (39%)
- Not stated (0%)



## Our Staff

The Executive staff consisted of : 1 Principal, 2 Assistant Principals and 2 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 Aboriginal.

There was a minimum of 8 other staff who were funded as 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 Australian Education Awards and NT Teaching in the Territory Excellence Awards.

We were proud that two teachers were nominated for the NT Teaching in the Territory Excellence Awards – George Mamouzellos and Emma Loughran.

The Australian Education Awards also shortlisted staff as Finalists – Fathma Mauger, 'Principal of the Year Government'; Danni Mattiazzo 'Head of Department of the Year' and Carmel Spruhan 'Primary Teacher of the Year'. Carmel Spruhan also retired at the end of the year, a great loss to the school but the beginning of another chapter for Carmel.

Angeline Vrettis received the 'Inspiring Educator Award' at the 2024 Northern Territory Performing Arts Awards held in Alice Springs. These awards recognise and celebrate the achievements of Territory artists, highlighting their creativity and commitment to the performing arts sector. As a specialist Arts teacher, Angeline choreographs the annual whole-school productions at the Darwin Entertainment Centre, which are always a huge success. She has also worked with Larrakeyah's sister school in Singapore to choreograph collaborative dances.

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 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.

In the external school review, one finding was "*Larrakeyah actively and purposefully seeks ways to enhance student learning and wellbeing by building partnerships with families, other schools and educational institutions, local businesses and community stakeholders. It strategically identifies and establishes an extensive range of these partnerships to improve and enrich learning opportunities and outcomes for students*".

The school review also highlighted specific commendations and affirmations which acknowledged the school community -

- *a culture of positive, caring, respectful relationships between students, parents and staff and where there is a high level of pride in belonging to the school community.*
- *the strong reciprocal relationship developed with Larrakeyah Naval Base that strengthens learning opportunities and, along with the Defence Mentor, provides support for military families and students.*
- *building relationship and informal partnerships with a significant range of local businesses, community organisations and government authorities to enrich student learning in areas that include QUEST, ASPIRE and the ECA program.*

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 ap 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 school leaders, 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. In the 10 targeted survey questions to parents, there was an improvement in each question response compared to the previous year.

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 Mathematics 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 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 tenth year that the school had a school board. During the 2024 school year, the school board held 8 meetings as well as the Annual General Meeting. Major topics of discussion during the year included OSHC, school infrastructure, school outdoor education program including the Year 6 study tour to Singapore and school projects.

The school held three-way conferences each semester that involved 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 highly anticipated event. This year, students performed A Night At The Oscars with many describing the production as "next level". It was outstanding and our school community enjoyed dressing for a night of glamour.

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 a successful Halloween whole school disco.

The Upper Primary Business and Enterprise Day was a huge event and a huge success. Students prepared their stalls or 'businesses'. Students learnt about business design, marketing, sales tactics, costs, profit, product promotion, human resources and more. This was a great example of how students' learning is extended beyond the four walls of a classroom and involves our school community.

Students were involved in National Reconciliation Week (NRW). Students were involved in class activities to learn about reconciliation and First Nation's perspectives. As a school, students created a collaborative art project to be displayed which represents our commitment to reconciliation.

Larrakeyah Primary was the Northern Territory state winner in the 2024 Anzac Day Schools' Awards. The competition showcased the ways in which schools engaged with veterans and learnt about Australia's military history. Special thanks to Jodie Murdoch (Defence School Mentor) for her work with the school's entry.

The whole school STEAM Days, ECA program, QUEST and ASPIRE programs involved linking with community and engaging parents in students' learning. Students had an impact on the local community, particularly the ECA where students linked with the Darwin botanical gardens and successfully influenced the NT Government to fund and restore the treehouse. Another ECA involved the "Animal Ambassadors" working with the RSPCA, learning about the work of the RSPCA and animal rights and welfare. The students also organised a fundraising "dress up as your favourite animal day" to raise \$450 for the RSPCA which they presented to the RSPCA representatives at assembly.

## School Priorities 2024

### Strengthening instruction for young territorians

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 2024** - Increase student achievement and growth in Mathematics (Problem Solving)

**Problem of Practice** – If we use research-based data in Mathematics so that it informs problem solving lesson design, then we will see improvement in Mathematics as measured by number of students achieving at or above the targets in Mathematics.

**Actions Implemented** –

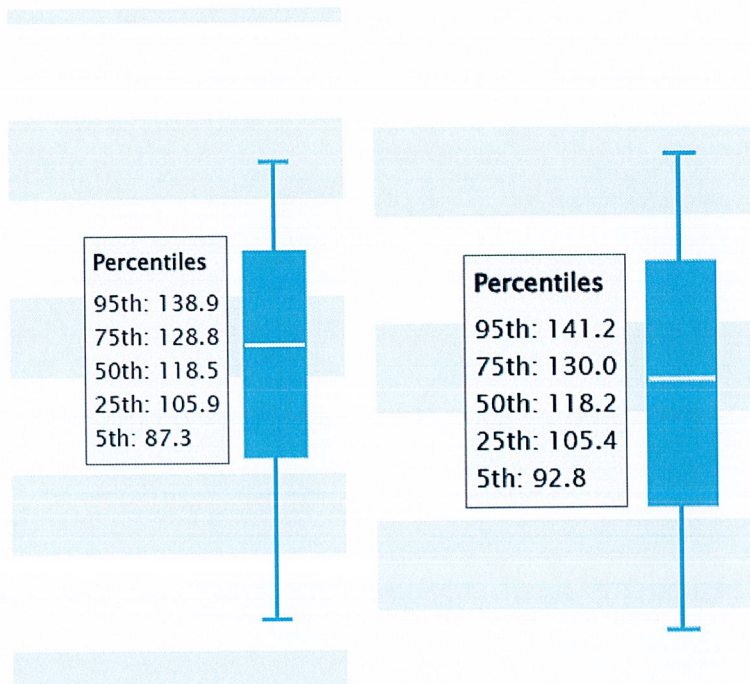
- The school's Mathematics pedagogical framework was a focus in Maths professional development sessions, particularly the problem solving cycle.
- Professional development sessions focussed on using problem solving to personalise learning in Mathematics.
- Targeted professional development sessions on the use of concrete materials in teaching problem solving
- Teachers involved in sessions presented by consultant Guy Glover on the 'Learning Through Doing' approach
- Teachers used the 'Learning Through Doing' approach in the teaching of Mathematics.
- Teachers implemented Mathematics problem solving sprints to gather baseline data.
- Teachers reviewed and analysed data to target teaching and inform teaching programs.
- Teachers analysed data to track progress against the goal.
- Teachers used NAPLAN 2023 and PAT-M problem solving focusses in their planning on a termly basis.
- Teachers used NAPLAN 2023 and PAT-M problem solving questions in their planning on a weekly basis in problem solving Friday lessons.

This year, the target of 90% was met with 93.0% 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	87.0%	88.0%	79.0%	85.0%	90.0%	87.0%	93.0%
Measurement and Geometry	95.0%	92.0%	93.0%	96.0%	95.0%	95.0%	97.0%
Data and Statistics	96.0%	97.0%	91.0%	99.0%	97.0%	94.0%	98.0%
	93.0%	92.0%	88.0%	93.0%	94.0%	92.0%	96%

PAT-M 2023

PAT-M 2024



The school has shown growth in the 75<sup>th</sup> and 95<sup>th</sup> percentiles for Mathematics and has maintained the 50<sup>th</sup> percentile.

YEAR 3 NAPLAN RESULTS 2024

	Numeracy	Reading	Writing	Grammar	Spelling
Exceeding	7/66 - 10%	24/67 - 36%	5/68 - 7%	11/66 - 17%	15/66 - 23%
Strong	46/66 - 70%	28/67 - 42%	54/68 - 79%	36/66 - 54%	31/66 - 47%
Developing	11/66 - 17%	9/67 - 13%	6/68 - 9%	15/66 - 23%	17/66 - 26%
Needs Additional Support	2/66 - 3%	6/67 - 9%	3/68 - 5%	4/66 - 6%	3/66 - 4%

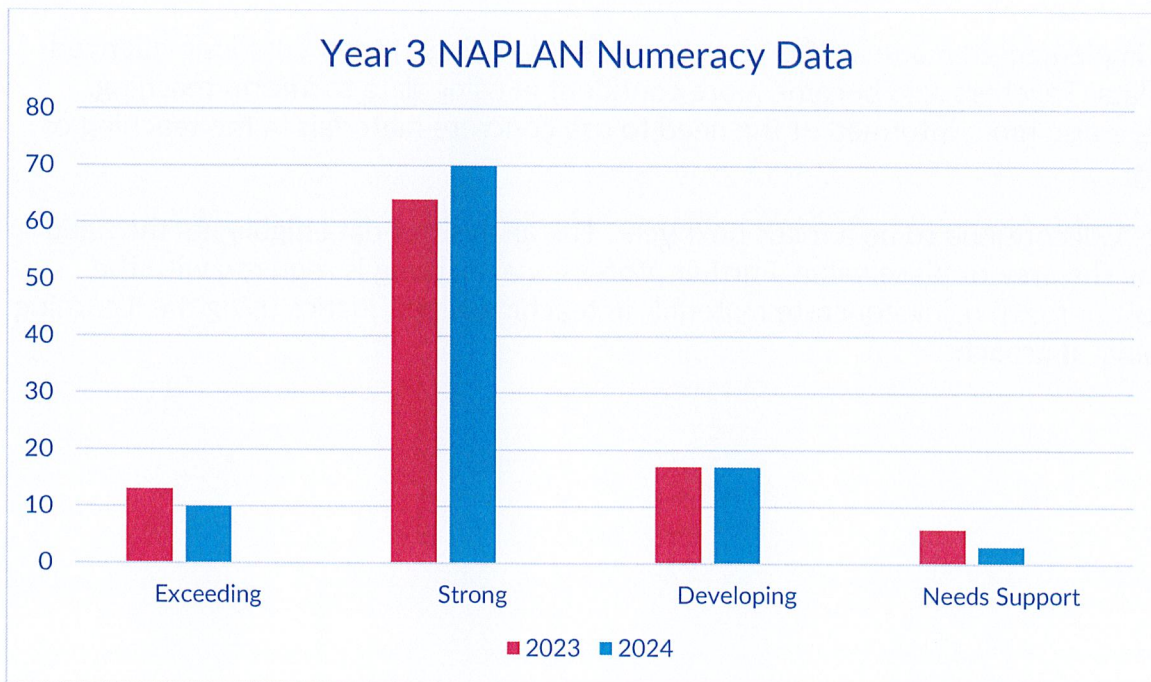
The Year 3 NAPLAN target of 80% was met with 80% students within strong-exceeding range.

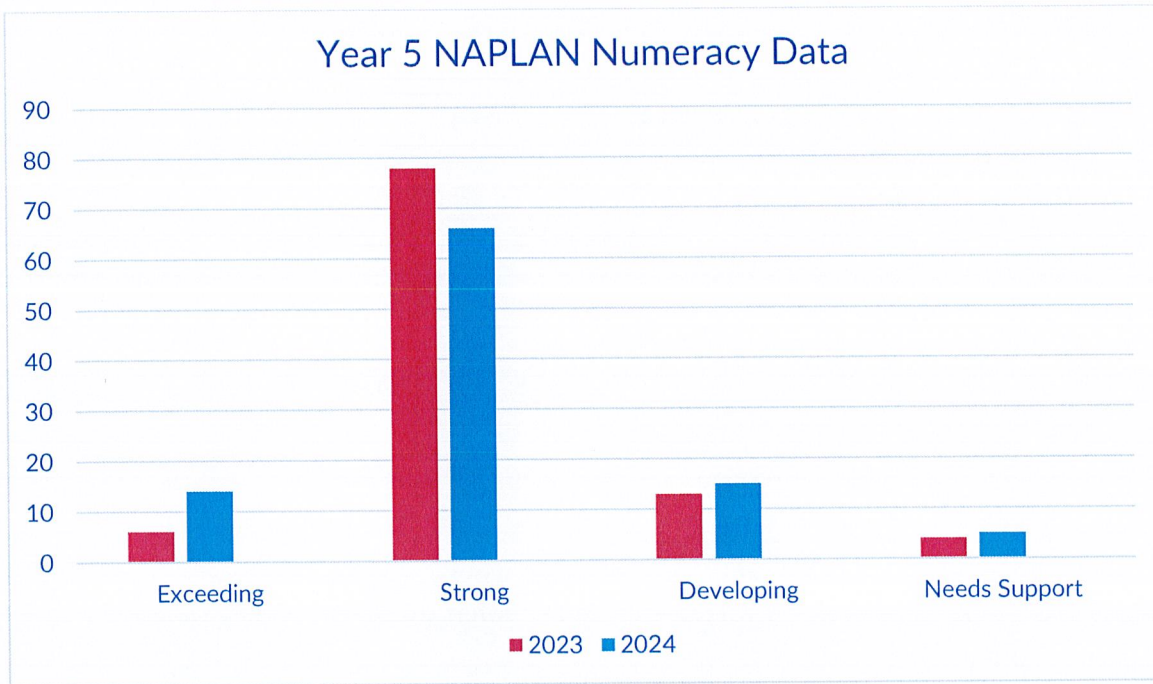


YEAR 5 NAPLAN RESULTS 2024					
	Numeracy	Reading	Writing	Grammar	Spelling
Exceeding	11/77 - 14%	22/77 - 29%	11/76 - 15%	11/77 - 14%	18/77 - 23%
Strong	51/77 - 66%	43/77 - 56%	48/76 - 63%	46/77 - 60%	45/77 - 58%
Developing	11/77 - 14%	8/77 - 10%	12/76 = 16%	14/77 - 18%	11/77 - 14%
Needs Additional Support	4/77 - 5%	4/77 - 5%	5/76 - 7%	6/77 - 8%	3/77 - 4%

The Year 5 target of 87% was almost met with 80% students within strong-exceeding range.

The comparison of NAPLAN data over 2 years shows growth in all areas. This is shown below in the comparison between 2 years (Achieved above the National Benchmark in all areas for Year 3 and 5).





The actions implemented made a difference to student learning in Mathematics evidenced by student data. Teachers also became more confident in using data to inform teaching. Teachers were also more informed 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 focus on the area of place value. Further professional learning is required with the whole school approach using concrete materials in teaching Mathematics using the 'Learning Through Doing' approach.

## Engaging every child and student in learning

**Engagement Goal 2024** - Increase student resilience and happiness in their overall wellbeing and belonging at school.

**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 –

- Targeted professional development continued for teachers to implement the Resilience Project which delivers emotionally engaging programs
- Teachers following the year level scope and sequence for the Resilience Project in teaching programs.
- Targeted professional development on data analysis using YouHue.
- Teachers showing term data in teaching team meetings of YouHue and the percentage of positive emotions.
- Targeted professional development on data analysis of ACER Student Wellbeing Survey.
- Students continued to use the YouHue app 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
- Teachers analysing wellbeing data and identifying wellbeing actions to track student progress.
- 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 2024 was 77%. There was a 73% positive response rate for target questions.

The school has funded the Resilience Project for two years. Staff feedback was that the program did not always align with the Australian curriculum outcomes which made it difficult. A decision was made to trial the 'Grow Your Mind' program next year together with the Respectful Relationships program endorsed by DET.

The school's 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 2024 was 92.8%. Staff understand the link between academic success and students' physical and emotional wellbeing.

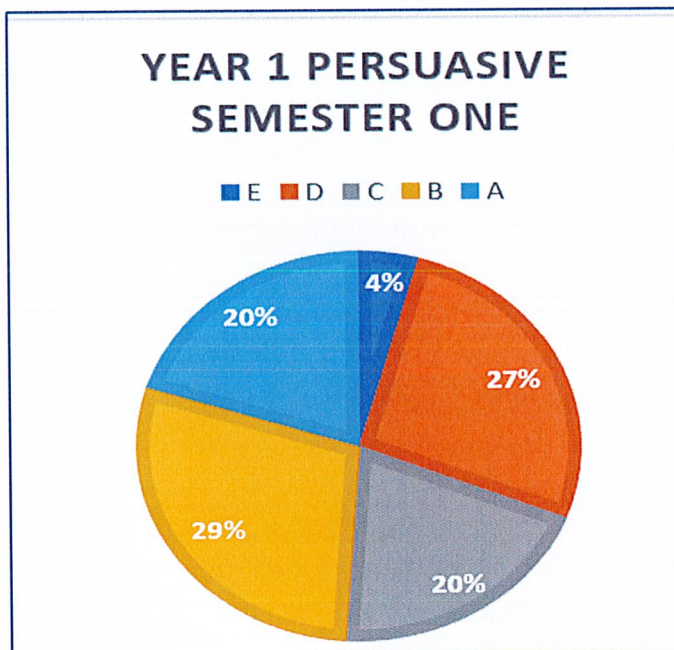
### Continued Focus - Writing

The school continued to focus on Writing by:

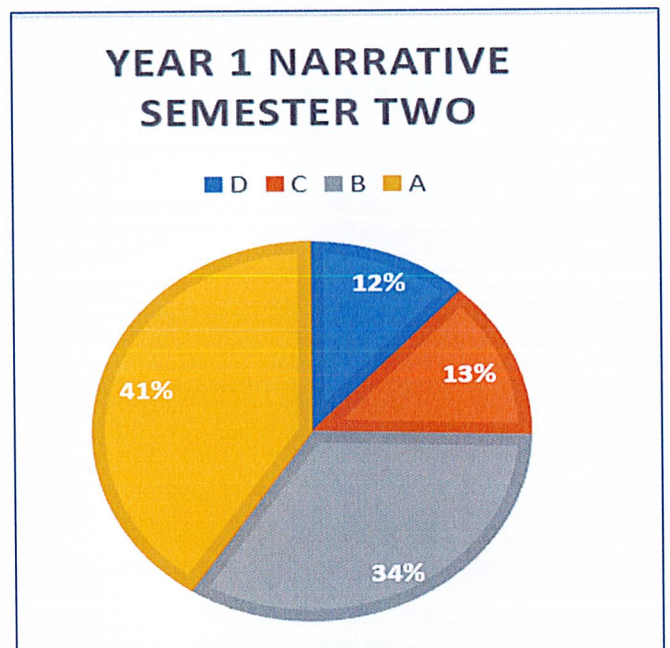
- Professional Development for all staff on the Writing Process and Writing Pedagogical Framework for the school, particularly targeting new staff;
- Professional Development for all staff in catering for EAL/D students in the classroom, particularly in Writing and Mathematics;
- Writing Triad Processes 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.

Teachers used Brightpath Writing and assessed against the Brightpath A-E rubric for narrative and persuasive texts. \*Please note that Transition classes cannot be assessed against the Brightpath A-E rubric. This commences in Year 1.

This year, the target of 90% was almost met with 83% students achieving a C standard and above in Writing.



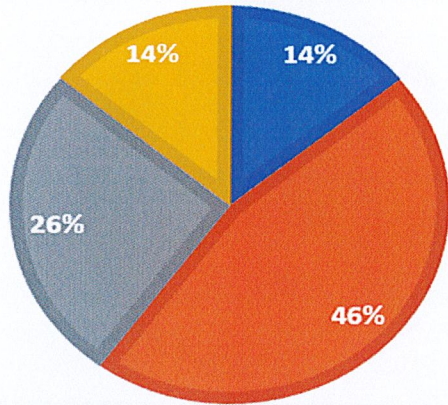
96% AT OR ABOVE LEVEL



88% AT OR ABOVE LEVEL

### YEAR 2 PERSUASIVE SEMESTER 1

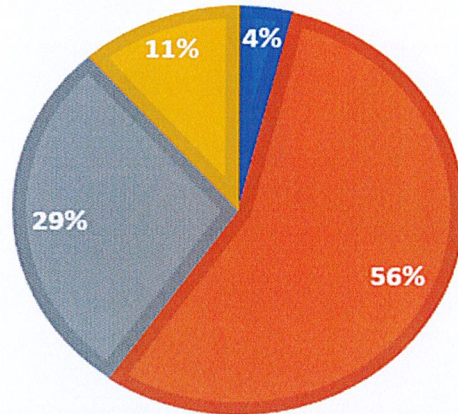
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86% AT OR ABOVE LEVEL

### YEAR 2 NARRATIVE SEMESTER 2

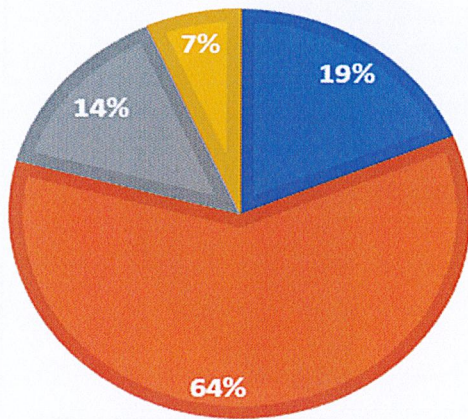
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96% AT OR ABOVE LEVEL

### YEAR 3 PERSUASIVE SEMESTER 1

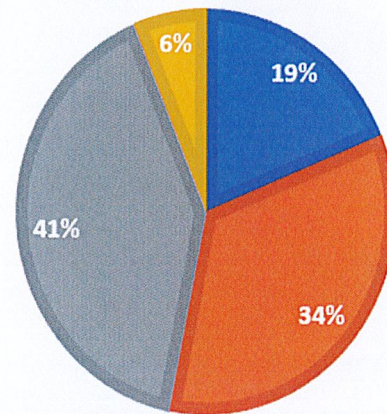
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85% AT OR ABOVE LEVEL

### YEAR 3 NARRATIVE SEMESTER 2

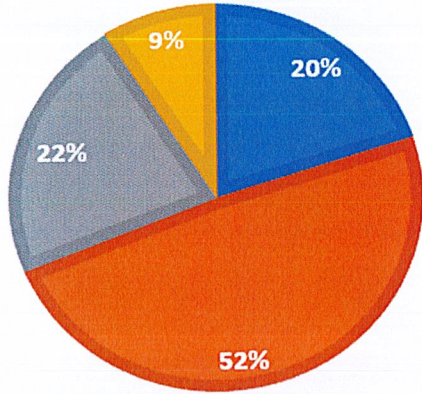
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81% AT OR ABOVE LEVEL

### YEAR 4 PERSUASIVE SEMESTER 1

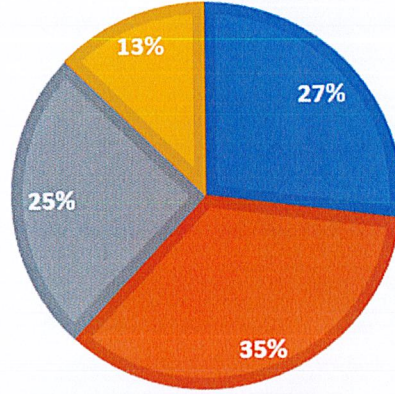
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83% AT OR ABOVE LEVEL

### YEAR 4 NARRATIVE SEMESTER 2

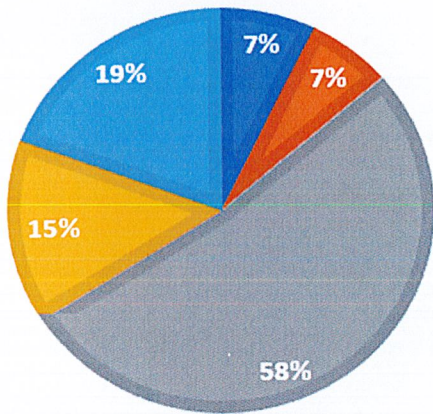
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73% AT OR ABOVE LEVEL

### YEAR 5 PERSUASIVE SEMESTER 1

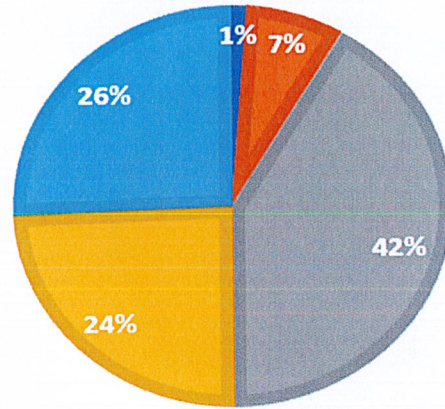
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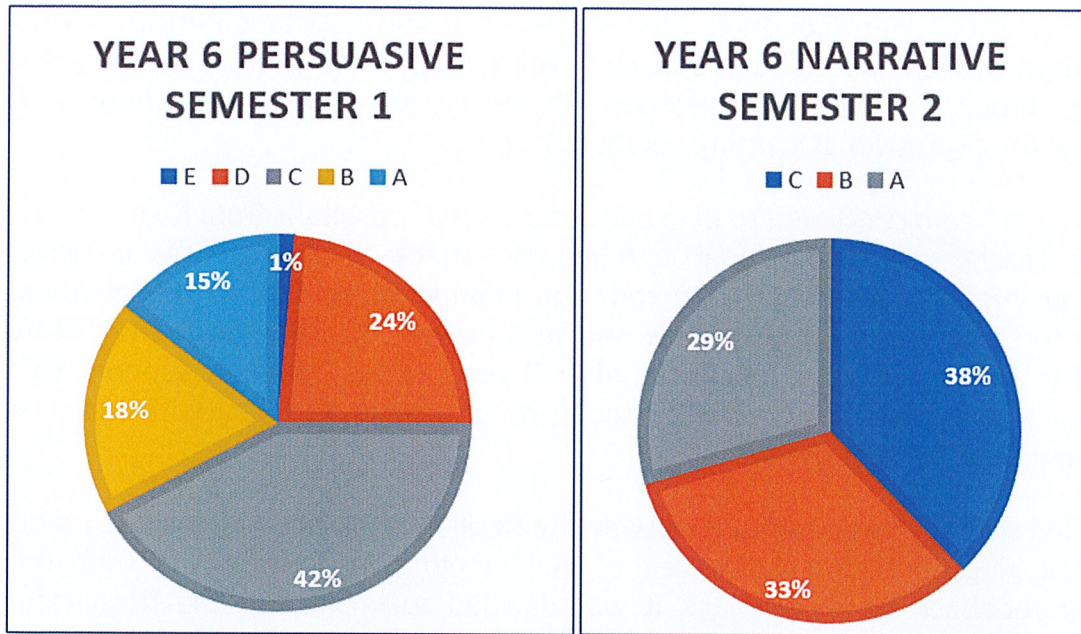
86% AT OR ABOVE LEVEL

### YEAR 5 NARRATIVE SEMESTER 2

■ E ■ D ■ C ■ B ■ A



92% AT OR ABOVE LEVEL



75% AT OR ABOVE LEVEL

100% AT OR ABOVE LEVEL

The continued focus on Writing made a difference to student achievement as evident in A-E data and NAPLAN data. 2024 NAPLAN data showed 86% Year 3 students in Exceeding/Strong proficiencies and 78% Year 5 students in Exceeding/Strong proficiencies.

In using Brightpath for assessing students' writing has enabled teachers to improve teacher judgement. Teachers also used data to inform their teaching of writing. With the school's investment in Brightpath, Writing is a continued focus in 2025.

## 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 continued to ensure consistency of Visible Learning across the school by conducting classroom walkthroughs and working with individual teachers to implement Visible Learning. 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. A finding in the school review was *"the unwavering commitment to Visible Learning pedagogies and embedding those within all curriculum areas to create consistency of practice"*.

- 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. However, after 3 years of Real Schools support, this professional learning will be provided by the leadership team next year with a trial of the 'Growing Your Mind' program.
- A teacher led staff professional learning with The Resilience Project which focussed on student wellbeing. This is the second year of implementing The Resilience Project and, given staff feedback on the project, it was decided to implement the Respectful Relationships education program next year which is endorsed by DET and not continue with The Resilience Project.
- The focus of the school leaders on staff wellbeing was recognised in the school review with a Commendation being *"fostering and building a staff culture which is collaborative, collegial and supportive, with a sense of community, where wellbeing is prioritised, trust and morale are high and there is confidence in school leaders"*.
- The award winning 5/6 program QUEST continued. 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, first aid, textiles, photography, tourism and water conservation. 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 new ASPIRE program for Years T-4 that was introduced last year continued. 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.
- Organised by the Learning Support teacher and Cooking & Gardening specialist teacher, students in Years 4-6 were involved in extension programs such as Tournament of Minds (TOM) and a project "How do we help people to feel a sense of belonging to their community?" using the design-thinking model.



- An Assistant Principal organised a highly successful Whole School STEAM DAY and students worked collaboratively on the STEAM challenge, "How can we stop plovers nesting in our school yard while still respecting their habitat and ensuring the safety of both the birds and students?" Throughout the day, the 4C's were demonstrated by students – Communication, Collaboration, Creativity and Critical Thinking. The prototypes made by the students were creative and impressive.
- The ICT specialist teacher organised two teams of students to participate in the FIRST Lego League Challenge. FIRST (For Inspiration and Recognition of Science and Technology) helps to fund programs that engage students in STEM (Science, Technology, Engineering, and Mathematics). Students worked with our ICT specialist teacher, Mr Burgan. Team Larrakeyah 1 won the Engineering Excellence Award which recognises efficient robot design, an innovative project solution, and evidence of the Core Values. Team Larrakeyah 2 won the Robot Performance Award for scoring the most points during the robot game.
- The school's Focus Teams – Innovation, Literacy, Numeracy and Data each 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. A senior teacher implemented Cambridge ESL to support EAL/D students.
- Our strong school leadership was acknowledged in the Australian Education Awards 2004. Fathma Mauger was a shortlisted finalist for Principal of the Year (Government), Danni Mattiazzo was a shortlisted finalist for Head of Department of the Year and Carmel Spruhan was a shortlisted finalist for Primary Teacher of the Year.

## 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.
- The school review commended the school for – *“driving the school improvement agenda through a relentless focus on data and their robust analysis and interrogation; building a culture where staff exhibit a mature level of data literacy and, as a matter of course, analyse data regularly to inform improvements in their teaching”*.
- Xuno (formally Grade Expert) school-wide data monitoring system is established in the school and teachers are confident using the data system. As part of induction, 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 Principals continued to focus on lesson observations and provided both written and verbal feedback to teachers in the Mathematics curriculum area. Feedback also included Visible Learning implementation. 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 using data for differentiation in the areas of Mathematics and Writing. Students from Years 3-6 were identified for extension programs.
- All teachers used individual/class data on 'Problem Solving' to plan a sequence of lessons. Data was analysed to inform teaching.
- Staff professional learning focussed on NAPLAN and PAT data with an understanding of data, student growth, areas of concern and focus areas for the school for the following year. A finding in the school review was *“The school’s detailed NAPLAN and PAT<sup>1</sup> analysis drives a whole-school improvement focus, informing strategies which are articulated in annual planning and monitoring. The leadership team has been relentless in seeking out best practice across*

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<sup>1</sup> Progressive Achievement Tests (PAT) is an integrated approach to improving learning by measuring a student's knowledge, skills and understanding in a subject. For example: PAT-M – mathematics, PAT-R – reading, PAT-S – science.

*Australia and overseas and implementing only those platforms and processes that have proven successful in similar contexts”.*

- 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 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 fifth 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 exceeded the target of 80% of class teachers consistently analysing and using data to inform their teaching programs and practices. A finding in the school review was *“All staff embrace the use of data to inform their classroom practice. They consistently review their engagement and performance data to improve their pedagogy”.*
- The Data Team established a Data Wall so that teachers could readily access school data and year level cohort data in the areas of Mathematics, Writing and student wellbeing. Teachers analysed and discussed relevant data each fortnight in their teaching teams.
- The Data Team ensured that all teachers were implementing the use of Data Folders with their students. A finding in the school review was *“All students highlight the importance of their individual data folder and how they utilise it on a weekly basis to measure their improvement and help to inform their goal setting into the future”.*

## Community Engagement

The school's deliverables for this priority area included :

- Further develop international school partnerships, particularly with a school in Singapore.
  - Following the closure of Leeds International School in Singapore and the end of our international school partnership (sister school), a new partnership was established between Larrakeyah Primary School and Invictus International School in Singapore. A Memorandum of Understanding (MOU) was developed with an official launch of the partnership between both schools held at the Australian High Commission in Singapore on 26<sup>th</sup> April 2024.
  - 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 Invictus International teachers and students on a collaborative dance item with our Year 5 students for our concert 'A Night At The Oscars'.
  - Angeline Vrettis and Carmel Spruhan visited Invictus 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 5 students performing the dance on stage at the end of year school concert and the students from Invictus performed via video. It was a unique and spectacular performance with students from both schools.
  - 52 Year 6 students together with 6 staff participated in the Year 6 international study tour to Singapore and visited Invictus International School. Students from both schools participated in collaborative art activities and visited the Australian High Commission in Singapore to present their work. It was a memorable experience for students and staff.
  - Students and staff from both schools will continue to work on activities to develop students as global citizens and share learning across time and space.

Year Level	Previous Year				Reporting Year			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Preschool	-	-	51	88.3%	<5	87.8%	44	89.4%
Transition	<5	85.7%	58	90.8%	<5	81.5%	59	93.0%
Year 1	<5	81.4%	61	92.4%	<5	85.7%	63	91.9%
Year 2	<5	83.3%	70	93.7%	<5	93.1%	71	93.9%
Year 3	<5	80.8%	69	89.7%	<5	99.3%	70	93.1%
Year 4	<5	98.7%	78	93.5%	<5	96.7%	66	91.7%
Year 5	-	-	59	92.7%	<5	97.0	82	94.2%
Year 6	<5	93.0%	69	93.1%	-	-	57	92.5%
<b>Larrakeyah Primary School</b>	<b>14</b>	<b>86.4%</b>	<b>515</b>	<b>92.1%</b>	<b>10</b>	<b>91.0%</b>	<b>511</b>	<b>92.8%</b>

## National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2024

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

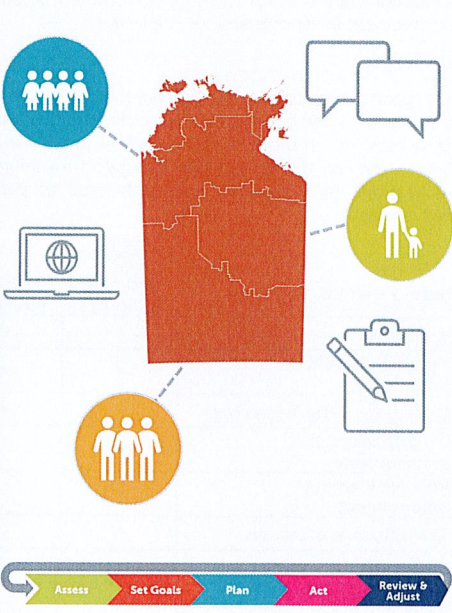
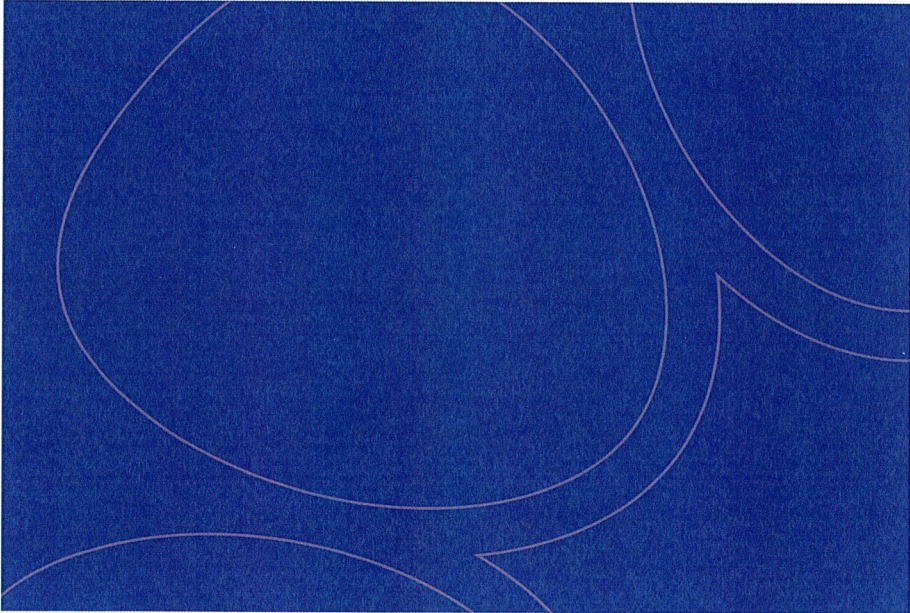
READING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	430	330	9%	13%	76%
Year 5	514	420	5%	10%	82%
Year 7					
Year 9					
WRITING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	428	340	3%	9%	87%
Year 5	504	408	5%	15%	77%
Year 7					
Year 9					
SPELLING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	425	319	4%	25%	69%
Year 5	512	409	4%	14%	80%
Year 7					

Annual Performance Report to the School Community 2024

Year 9					
GRAMMAR AND PUNCTUATION					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	443	320	6%	22%	70%
Year 5	513	416	8%	18%	72%
Year 7					
Year 9					
NUMERACY					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	427	340	3%	16%	79%
Year 5	501	419	5%	14%	78%
Year 7					
Year 9					

# 2024 NT School Survey Report

## Larrakeyah Primary School






## NT School Survey

The annual NT School Survey captures insights from students, their families and staff about school performance, culture and services. The mandated survey contains national and jurisdictional questions that provide valuable perceptions of Northern Territory Government school communities to drive improvement in schools and for the system.

### This report

This report brings together data from the student, parent and staff survey to support the use of school survey data. Survey questions are grouped into 10 themes. Whilst many survey questions provide insights on a range of themes, they have been grouped to support meaningful analysis. The table below shows each theme covered in the student, parent/carer and school staff surveys.

Survey themes	 Student Survey	 Parent Survey	 Staff Survey
Wellbeing	✓	✓	✓
Teacher-student relationships	✓	✓	✓
Quality teaching & learning	✓	✓	✓
Growth mindset & perseverance	✓		
Positive learning environment	✓	✓	✓
Transitions & pathways	✓	✓	✓
Shared vision & voice	✓	✓	✓
School community engagement		✓	✓
School satisfaction		✓	✓
Professional development			✓

✓ Themes covered in each survey group

## Report contents

Section	Page
Participation	5
Most positive and least positive responses	6
Change from previous year (2024 vs 2023)	7
Analysis by theme	
Wellbeing	8
Teacher-student relationships	10
Quality teaching & learning	11
Positive learning environment	13
Transition & pathways	15
Shared vision & voice	16
School community engagement	17
School satisfaction	18
Professional development	19
Growth mindset & perseverance	19
Headline Improvement Measures	20

### NT Inquiry Cycle:





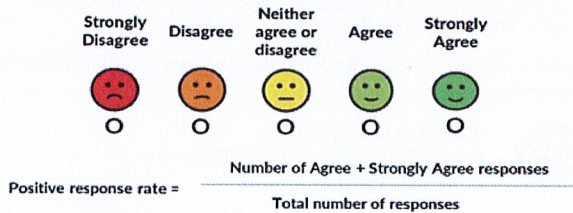
## Unpacking the results

### Measuring response rates

Response rates for students and staff are calculated using the number of responses received and counts at August Age Grade Census. The student response rate is calculated using the number of responses from the target year levels (Year 5-12) and the number of Year 5-12 students enrolled at Age Grade Census.

### Measuring positive response rates

This report presents results using 'positive response rates'. Participants are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree. 'Positive response rates' shows the proportion of participants who responded agree/strongly agree to each statement, conveyed as a percentage (%). Figures are rounded.



### Anonymity and data suppression

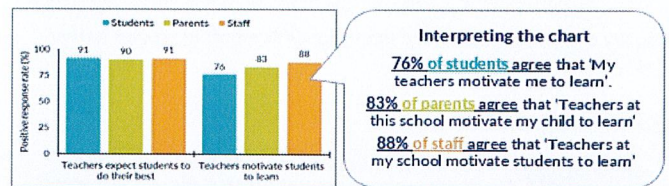
Responses to the school survey are anonymous and this report is designed to protect anonymity. No attempt to identify individual respondents is to be made.

Data will be 'suppressed' where less than 4 responses were received, i.e. if there are 3 responses from staff the data will not be shown and will be 'suppressed'. In data tables, 'Supp' indicates the data has been suppressed. In graphs, suppressed data will not appear. All responses are included in the region and whole-of-NT report.

## Analysis by theme

### Triangulation

These graphs bring together student, parent and staff 2024 responses that can be aligned for comparison. It is important to note that questions differ slightly between the survey groups, so the individual questions need to be considered when analysing these graphs. There will be gaps in the graphs as not every question is covered across all survey groups. These graphs can help provide insights on where students, parents and staff have similar or differing perceptions. Lines of inquiry are provided alongside these graphs to support analysis.



### Trends (5 years)

These graphs provide 5 years of data (where available) for each survey question for each group: student, parent, and staff. The graphs order the results from 2024 as the top bar, through to 2020 as the bottom bar for each question. A gap in this chart represents a missing question; either the question was introduced in later years or was missing from the survey.

### Headline Improvement Measures

School Survey is a data source for one of the six Headline Improvement Measures. The School Survey Headline Improvement Measure looks at student responses to specific questions in two themes; Wellbeing and Teacher-Student Relationships. This report provides a snapshot against the identified Headline Improvement Measure items in the Student Wellbeing and Teacher-Student Relationships themes.

### Using School Survey data

School survey Insights can help inform school and system Improvement planning, such as establishing a basis for setting targets, measuring progress, and evaluating improvement efforts.

School survey can be a valuable resource for Inquiry



- What does the data tell us?
- What alignment is there for Annual School Improvement Plan?

Inquiry questions are provided throughout this report to prompt further exploration of the data.

### School Survey Dashboard



A suite of eDash > School and System Focused dashboards are now available to all approved school and corporate staff. This includes a School Survey Delve dashboard.

The dashboard has the capacity to filter data to provide further insights into school survey responses.

Lines of inquiry are provided alongside each page to support analysis.

### Target Setting



School Survey data contained within the report and eDash can be used for school Improvement targets.

Information on target setting is available on eLearn > Annual School Improvement Plans > Target Setting

### Raw data

All schools are provided with the free text responses, captured in an excel document. This report provides a count of respondents who provided additional free text responses.

Schools who included additional school-specific questions will be provided raw data responses to these, captured in an excel document. These are not reported in this document. The NT School Survey is an anonymous survey and no attempt to identify individual respondents is to be made.

### Sharing School Survey data

Schools are encouraged to share their survey insights with their school community, to celebrate their success and discuss areas for improvement. Visit eLearn for more information and resources.

### Further information

Visit [eLearn](#) for a range of School Survey resources; including research spotlights, 'how to' guides and FAQs.

For further information or feedback on this report please contact the School Survey team.



NT School Survey Team  
[schoolsurvey.doe@education.nt.gov.au](mailto:schoolsurvey.doe@education.nt.gov.au)  
(08) 8901 1326

## Participation

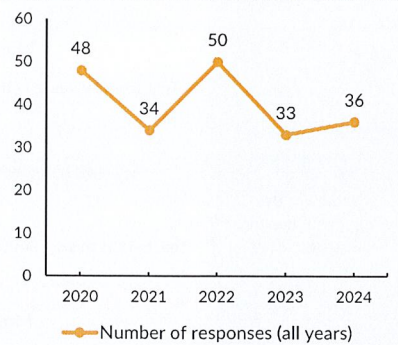
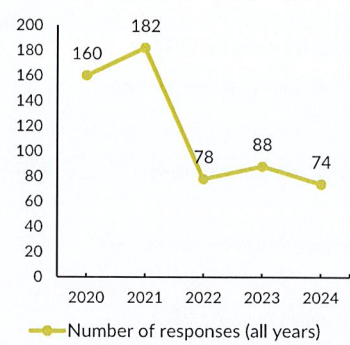
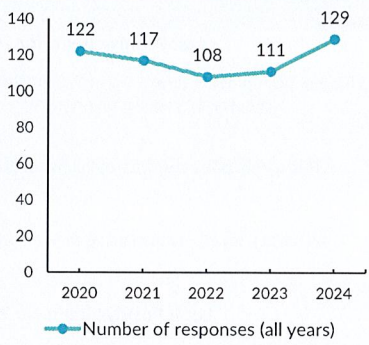
RESPONSES	Students				Parents			Staff		
	Year of survey	Number of responses (all years)	Number of responses (Yrs 5-12)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses		Year of survey	Number of responses	Response rate
In determining reliability of survey results, consider sample size, number and diversity of respondents against school population. Compositions of schools and previous participation rates also need to be considered when comparing survey results with previous years. When analysing participation graphs, consider response rate first. Changes in enrolment can impact participation numbers and rates.	2024	129	129	93%	2024	74		2024	36	56%
	2023	111	111	86%	2023	88		2023	33	53%
	2022	108	108	90%	2022	78		2022	50	79%
	2021	117	117	85%	2021	182		2021	34	61%
	2020	122	113	91%	2020	160		2020	48	100%

Is this data representative?

How many responses were received?

From who?

What needs to be considered when analysing these results?



2024 Responses*	Total	Aboriginal	Non Aboriginal	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
<b>Students</b>	129	2	127	0	129	0	0	-	-	-
<b>Parents</b>	74	2	72	34	39	0	0	-	-	-
<b>Staff</b>	36	1	35	14	10	0	0	21	10	5

\*breakdowns in response numbers may not add up to the overall total as they do not include 'other' or 'not specified' responses

## Most positive and least positive responses

HIGHEST / LOWEST	Students			
	Most Positive items for 2024		Least Positive items for 2024	
These tables identify the three most positive and least positive responses for each survey group: student, parent and staff.	My teacher supports me to set my own learning goals.	92%	I can talk to my teachers about my concerns.	45%
	I know how to communicate safely and respectfully when I am online.	91%	Once I plan to get something done, I stick to it.	55%
	My teachers expect me to do my best.	91%	My school takes students' opinions seriously.	55%
What are the areas of strength?  What are the opportunities for improvement?  Are there similar themes across the survey groups: students, parents and staff?  How do these results compare with the region and NT? (refer to the cohort comparison section)	Parents/carers			
	Most Positive items for 2024		Least Positive items for 2024	
	This school gives my child opportunities to do interesting things.	99%	I have opportunities to have a say in the direction of the school and its education programs.	74%
	My child has good friends that they care about.	97%	This school takes students' opinions seriously.	81%
Teachers at this school expect my child to do his or her best.	97%	My child knows how to manage their emotions.	84%	
Staff				
Most Positive items for 2024		Least Positive items for 2024		
Students feel safe at this school.	100%	The department supports our school to achieve its priorities.	53%	
Students like being at my school.	100%	My school provides me with opportunities to develop my leadership capacity.	81%	
Teachers at my school motivate students to learn.	100%	This school cares about my wellbeing.	81%	

## Change from previous year (2024 vs 2023)

CHANGE FROM PREVIOUS YEAR	Highest ranking items	% point change	2024 vs 2023	Lowest ranking items	% point change	2024 vs 2023
<p>This table presents the first three and last three items when ranked in order of percentage point change.</p> <p>Compositions of your school and previous participation rates also need to be considered when comparing survey results with previous years.</p> <p>Are the changes significant? How many responses do they represent?</p> <p>What are the areas of strength?</p> <p>What are the opportunities for improvement?</p> <p>Are there similar themes across the survey groups: students, parents and staff?</p>	<b>Students</b>					
	Student behaviour is well managed at this school.	+21%	68% 47%	I participate in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	-11%	70% 81%
	My school is well maintained.	+15%	81% 66%	I felt ready to start Primary/Middle/Senior School.	-8%	60% 68%
	My teachers provide me with useful feedback about my school work.	+8%	90% 82%	I am certain I can learn the skills taught in school this year.	-7%	73% 80%
	<b>Parents/carers</b>					
	This school takes parents' opinions seriously.	+21%	86% 65%	My child is making good progress at this school.	+1%	92% 91%
	My child was well supported to start school this year.	+15%	95% 80%	My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	+2%	89% 87%
	My school shares data to inform me about my child's learning in a way that I can understand.	+15%	91% 76%	My child feels included in their learning environment.	+3%	95% 92%
	<b>Staff</b>					
	I would recommend this school as a workplace to others.	+27%	97% 70%	Students are taught how to communicate safely and respectfully online.	-5%	89% 94%
School's leadership understands how to build expertise in this school.	+19%	94% 75%	The department supports our school to achieve its priorities.	-2%	53% 55%	
This school takes students' opinions seriously.	+18%	94% 76%	The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education.	-2%	89% 91%	

## Theme: Wellbeing - Triangulation

### WELLBEING

Ensuring students and school staff feel safe, supported and welcome in their environment is foundational to a school's ability to engage its students and create a learning culture for continuous improvement.



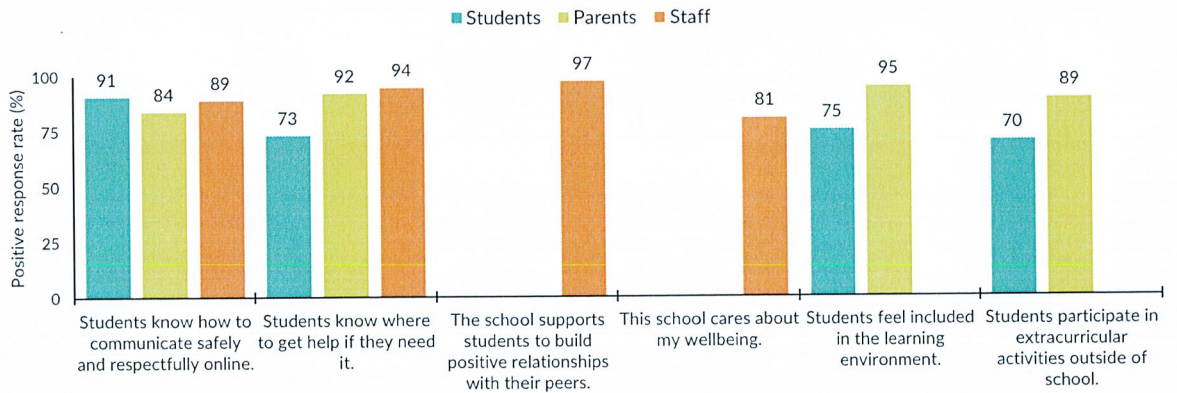
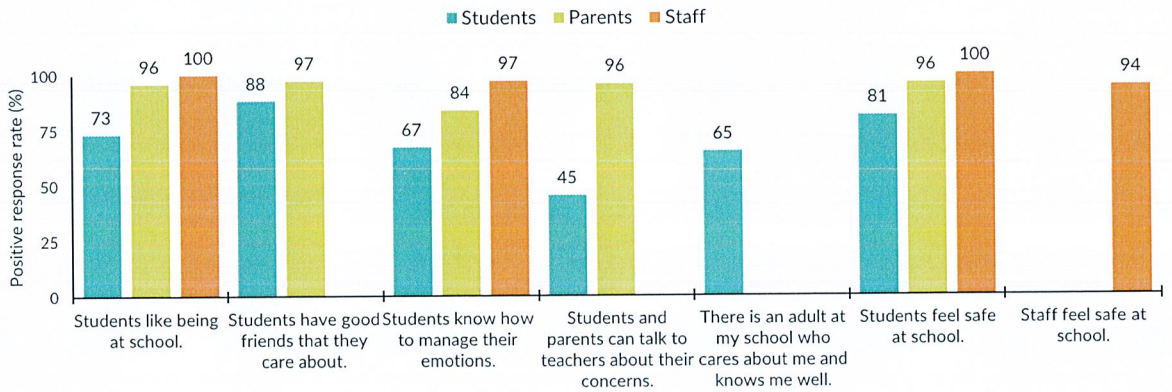
What does our data tell us?

Where is there strong alignment?

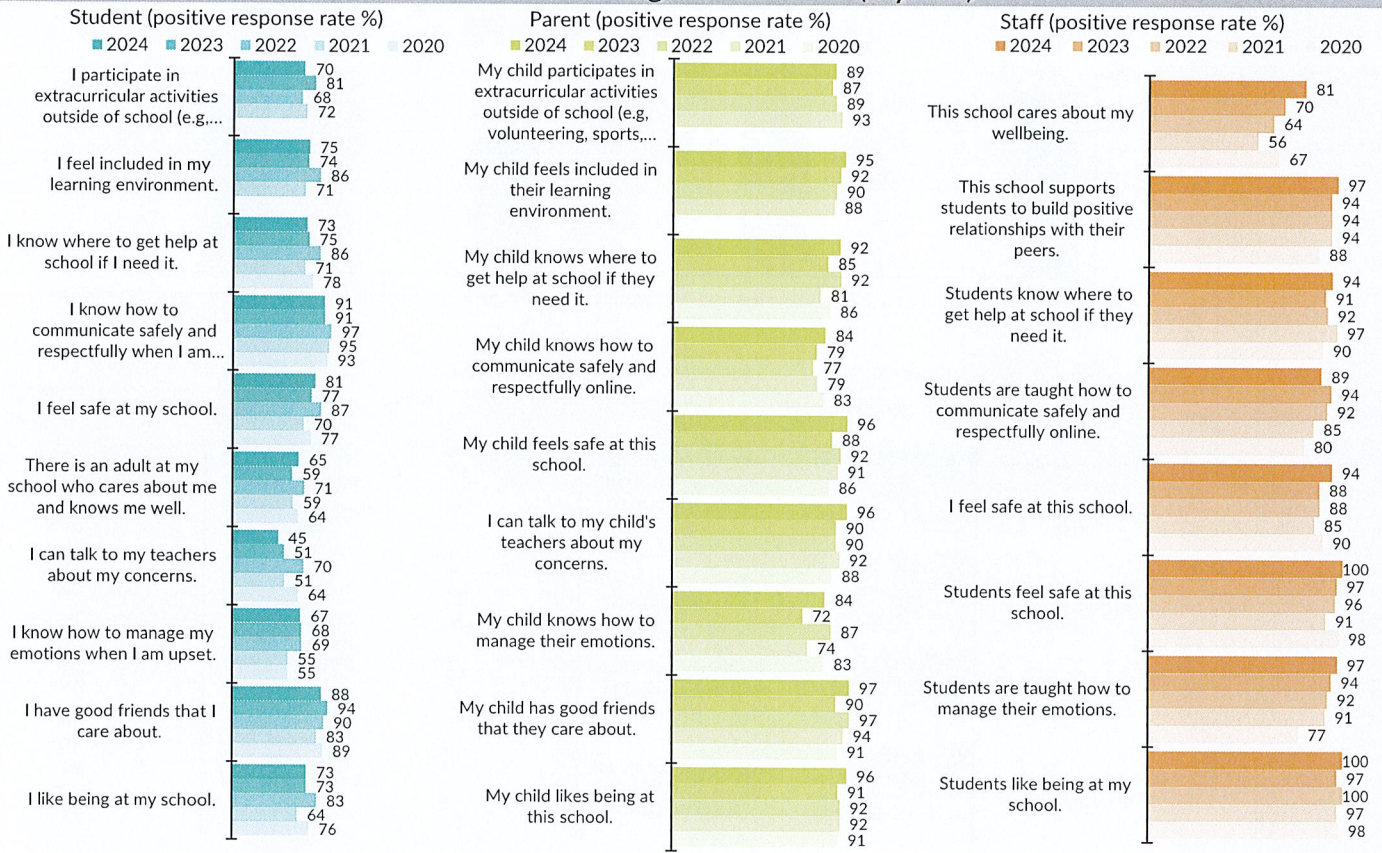
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



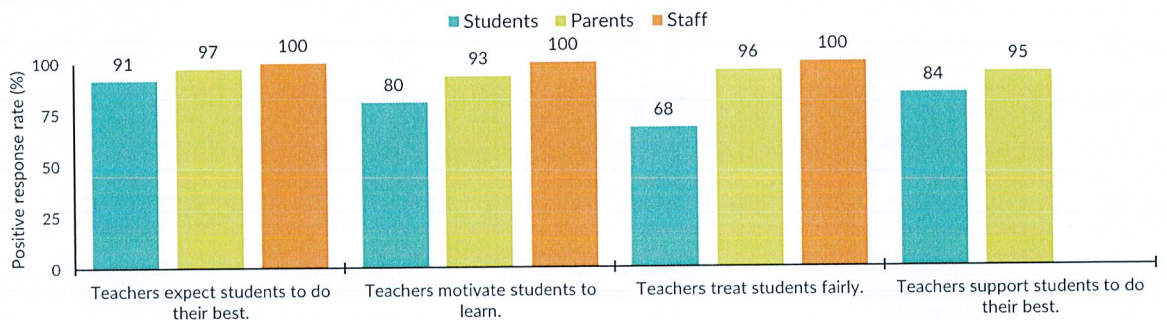
## Theme: Wellbeing - Trends (5 years)



## Theme: Teacher-Student Relationships - Triangulation & Trends (5 years)

### TEACHER-STUDENT RELATIONSHIPS

A student's relationship with their teachers has a significant impact on how well they learn, their engagement in schooling, their academic outcomes and their behaviour at school.



Student (positive response rate %)

■ 2024 ■ 2023 ■ 2022 ■ 2021 ■ 2020

Parent (positive response rate %)

■ 2024 ■ 2023 ■ 2022 ■ 2021 ■ 2020

Staff (positive response rate %)

■ 2024 ■ 2023 ■ 2022 ■ 2021 ■ 2020



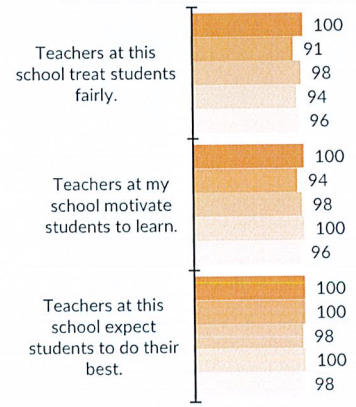
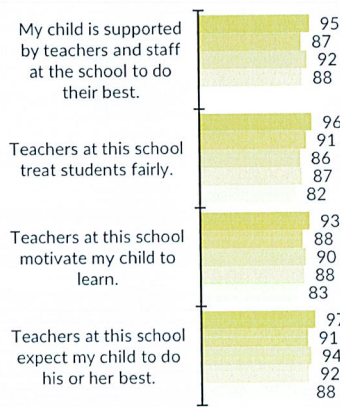
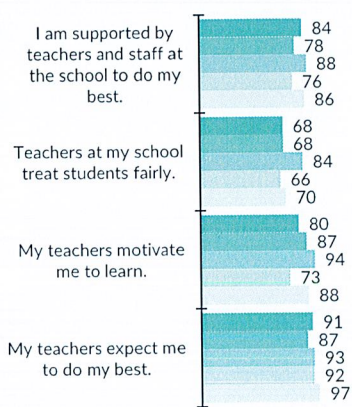
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?





## Theme: Quality teaching & learning - Triangulation

### QUALITY TEACHING AND LEARNING

Quality teaching and learning shapes the learning experiences and education outcomes of a young person. Engaging teaching and learning addresses individual student needs, includes useful and consistent feedback and supports students to achieve learning goals and targets.



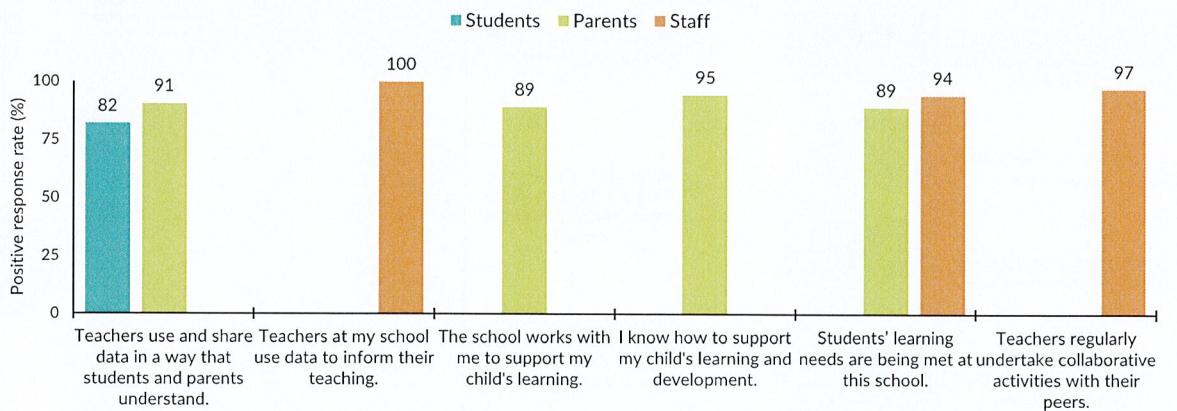
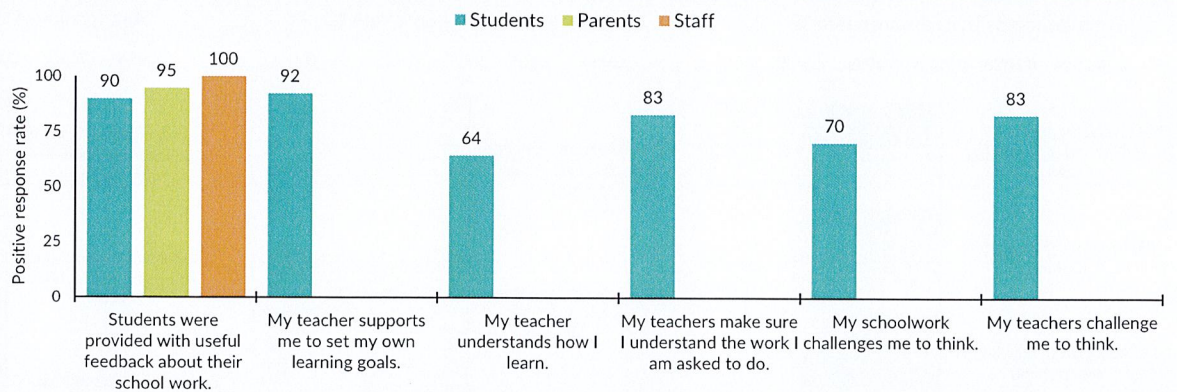
What does our data tell us?

Where is there strong alignment?

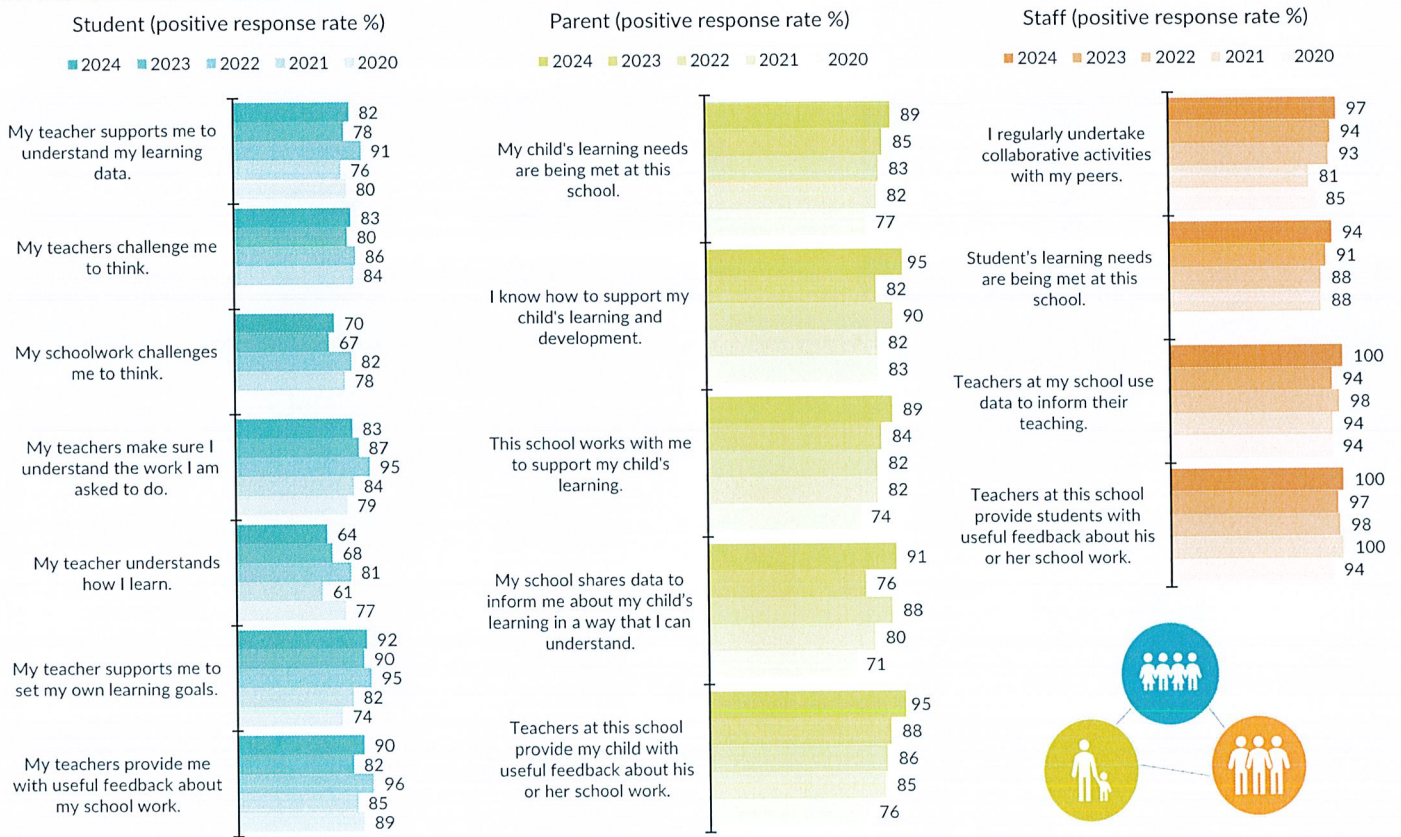
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



## Theme: Quality teaching & learning - Trends (5 years)



## Theme: Positive learning environment - Triangulation

### POSITIVE LEARNING ENVIRONMENT

School improvement requires a positive learning environment where there is a collective belief that every student is capable of successful learning. This is built through positive and caring relationships, a culture of mutual trust and support, and creating a learning environment that is safe, respectful and inclusive.



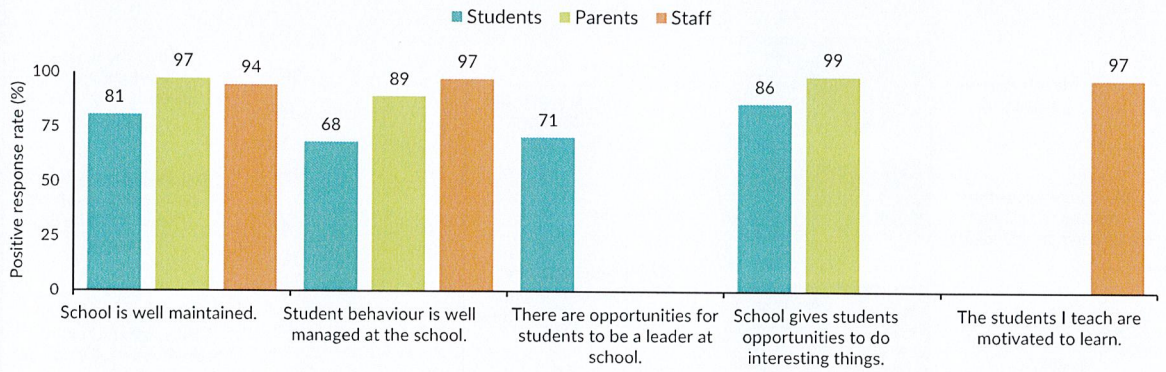
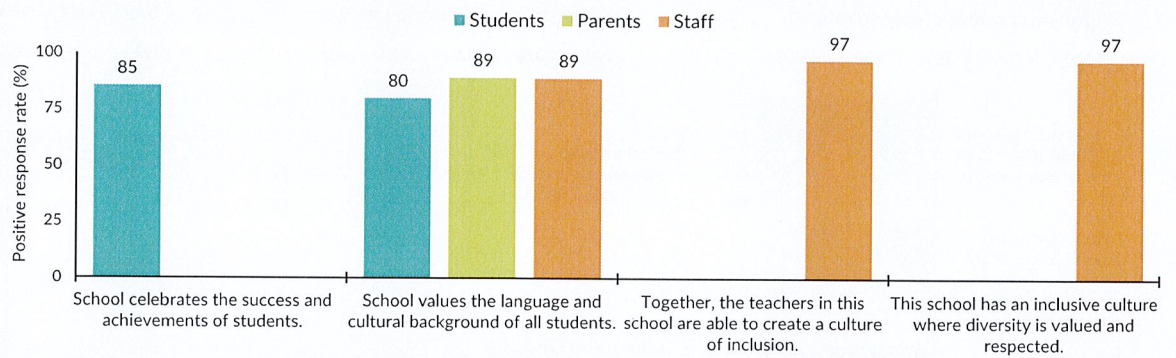
What does our data tell us?

Where is there strong alignment?

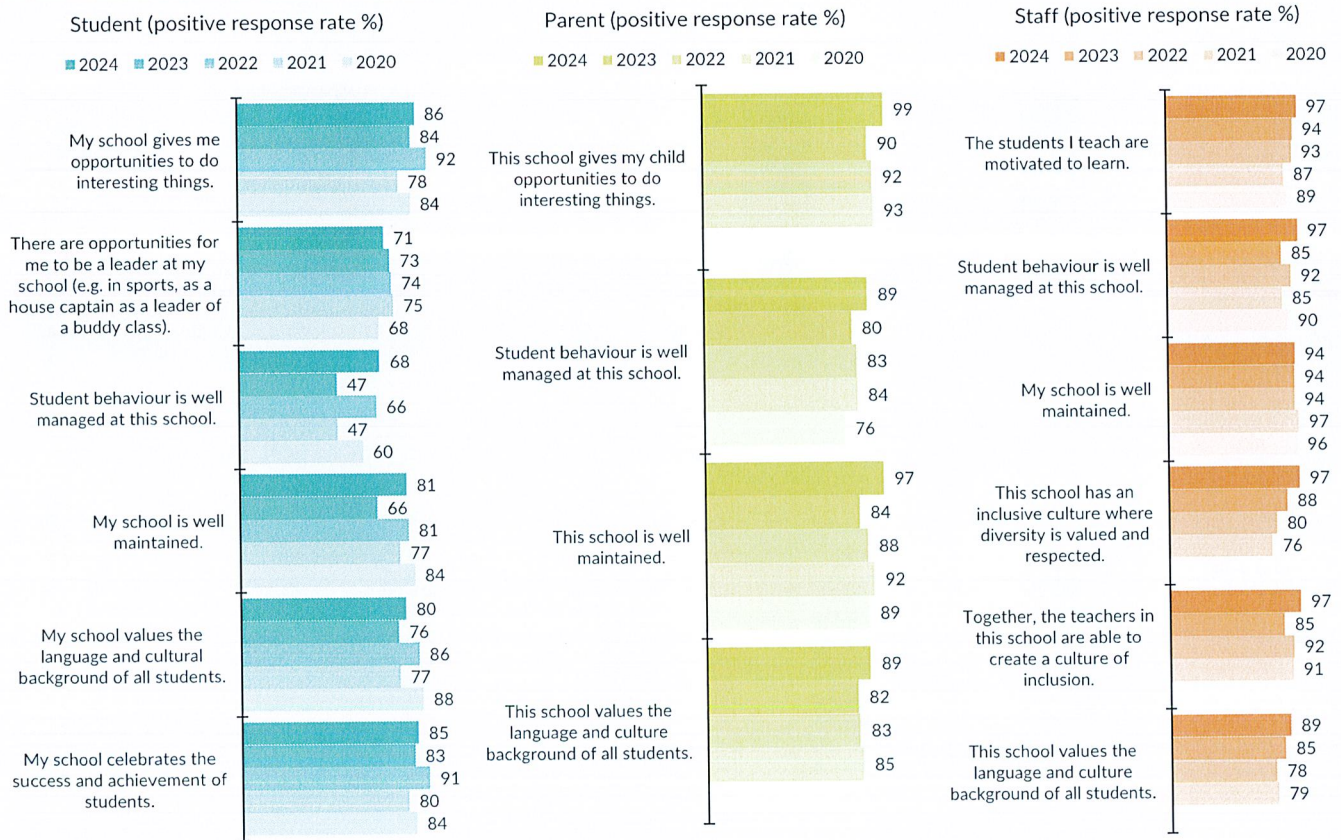
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



## Theme: Positive learning environment - Trends (5 years)



## Theme: Transitions & pathways - Triangulation & Trends (5 years)

### TRANSITION AND PATHWAYS

The child and student experiences a number of transitions as they move into, through and beyond schooling. To continue through these transition points, students need to feel supported by their school and believe in the value of their education for achieving future goals.



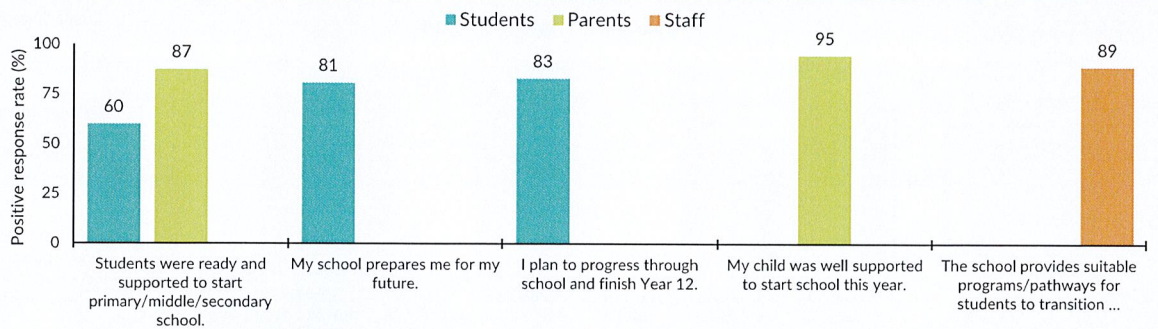
What does our data tell us?

Where is there strong alignment?

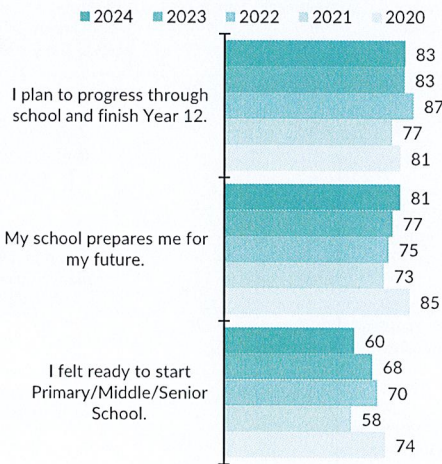
Where do perceptions differ the most?

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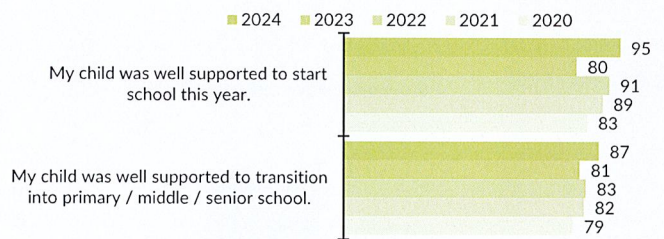
How can we explore further with our school community?



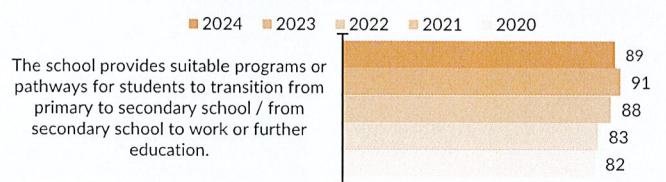
Student (positive response rate %)



Parent (positive response rate %)



Staff (positive response rate %)



## Theme: Shared vision & voice - Triangulation & Trends (5 years)

### SHARED VISION AND VOICE

Valuing the voices of the school community fosters relationships based on trust, respect and shared values and expectations.



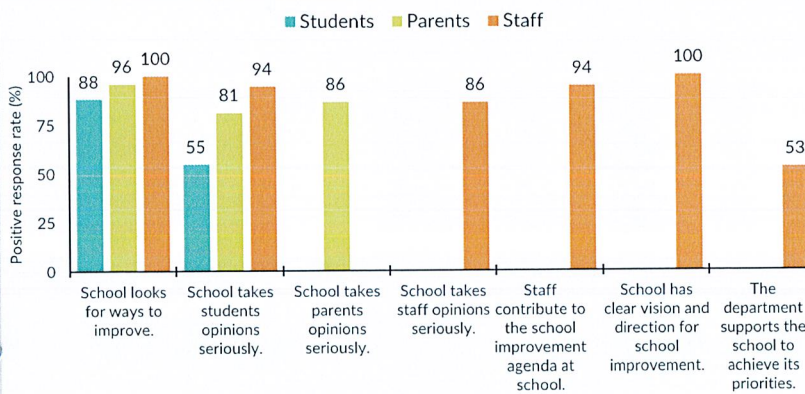
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

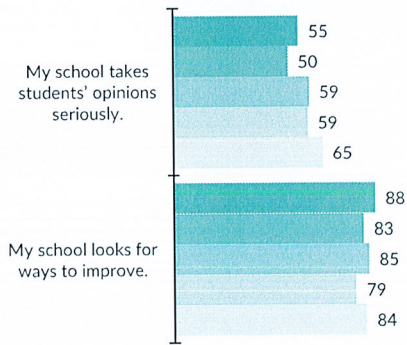
What trends do we see?

How can we explore further with our school community?



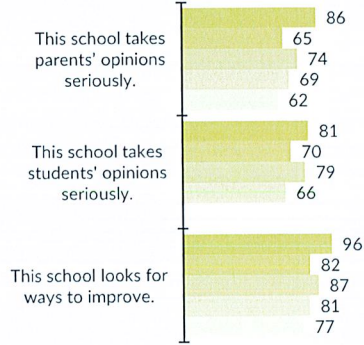
Student (positive response rate %)

■ 2024 ■ 2023 ■ 2022 ■ 2021 ■ 2020



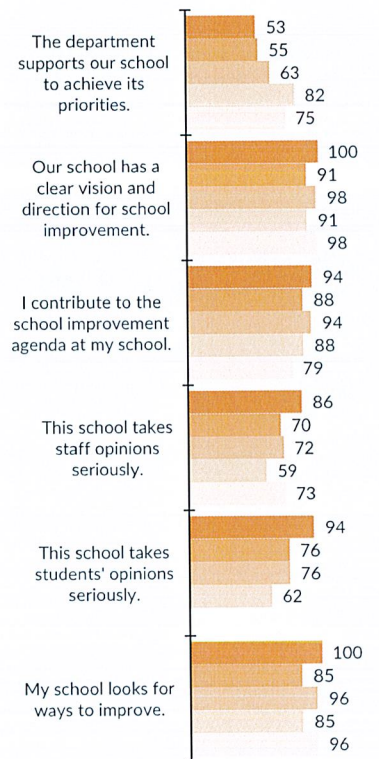
Parent (positive response rate %)

■ 2024 ■ 2023 ■ 2022 ■ 2021 ■ 2020



Staff (positive response rate %)

■ 2024 ■ 2023 ■ 2022 ■ 2021 ■ 2020



## Theme: School community engagement - Triangulation & Trends (5 years)

### SCHOOL COMMUNITY ENGAGEMENT

School community engagement supports student learning and wellbeing through common goals and shared purpose with parents, families and the wider school community. It also supports flexible delivery of education programs to meet the needs of the local community.



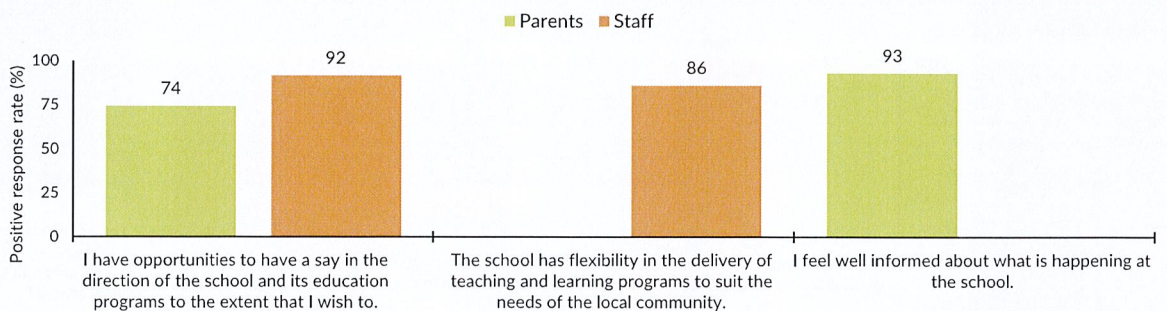
What does our data tell us?

Where is there strong alignment?

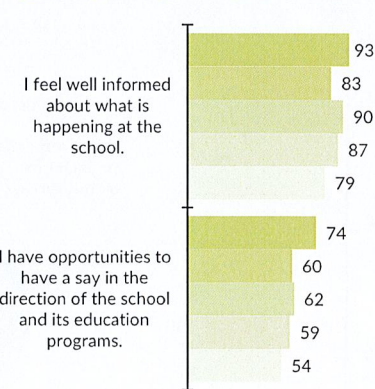
Where do perceptions differ the most?

What trends do we see?

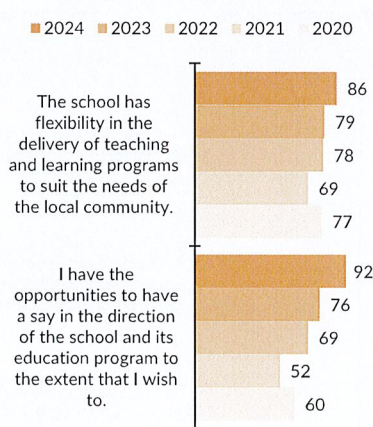
How can we explore further with our school community?



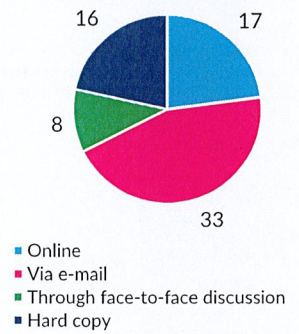
Parent (positive response rate %)



Staff (positive response rate %)



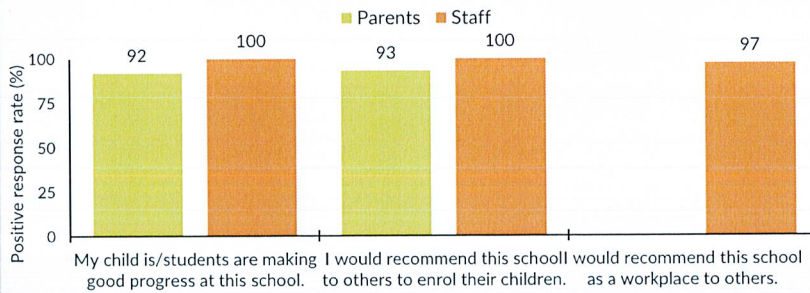
Count of parent selections for 'I would prefer the school to share information about my child's achievement with me' (Parents can choose multiple options)



## Theme: School satisfaction - Triangulation & Trends (5 years)

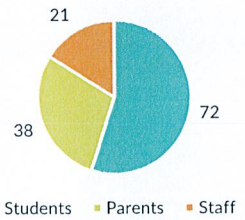
### SCHOOL SATISFACTION

Satisfaction with school's performance, culture and services is essential to retaining school staff and students to create continuity of learning.

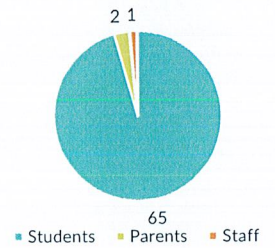


**ADDITIONAL FEEDBACK (optional)**  
 'Number of respondents who provided comment in the optional feedback questions'  
 These charts give a count of respondents who provided a comment in the optional text boxes; this includes any text response. Free text responses are provided to schools separately.

No. of respondents who provided comment for 'Do you have any other comments you would like to share with your school?'



No. of respondents who provided comment for 'Do you have any feedback on this survey?'



Parent (positive response rate %)

Staff (positive response rate %)

2024 2023 2022 2021 2020

2024 2023 2022 2021 2020

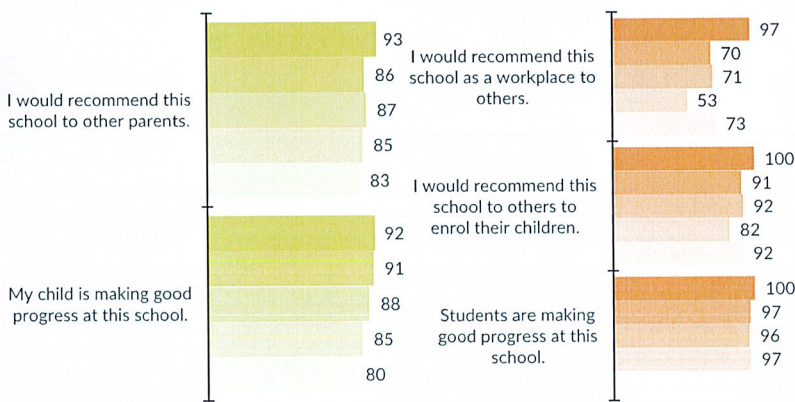
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?






## Theme: Professional development (staff only) - Trends (5 years)

**PROFESSIONAL DEVELOPMENT**

A culture of continuous professional development, including opportunities for teachers to take an active leadership role beyond the classroom, is integral to school improvement and student learning.



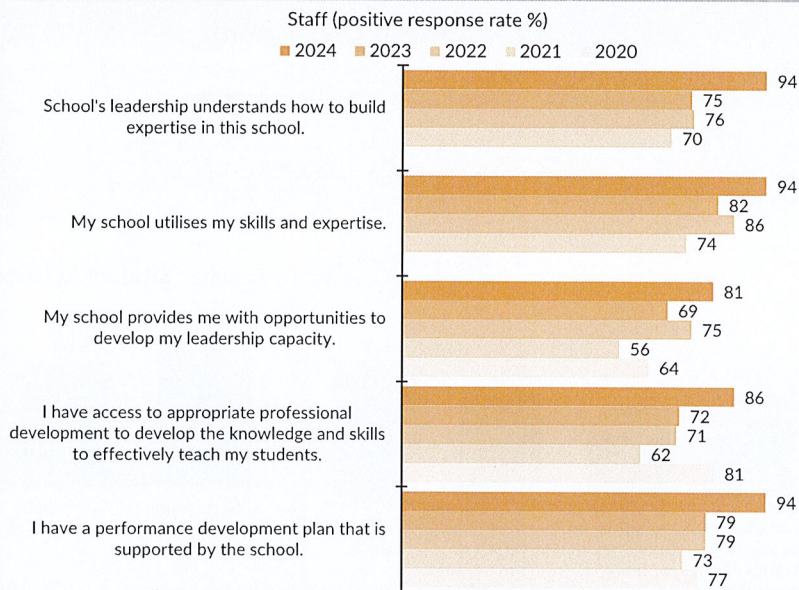
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

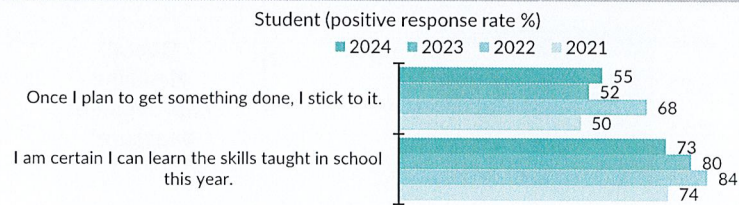
How can we explore further with our school community?



## Theme: Growth mindset & perseverance (student only) - Trends (4 years)

**GROWTH MINDSET AND PERSEVERANCE**

It is important for students to develop perseverance and resilience to overcome the challenges they may experience throughout their education journey.



## Education NT Strategy 2021 - 2025 'Headline Improvement Measures' - 2024 Snapshot Larrakeyah Primary School

### Education NT Strategy 2021 - 2025, Headline Improvement Measures

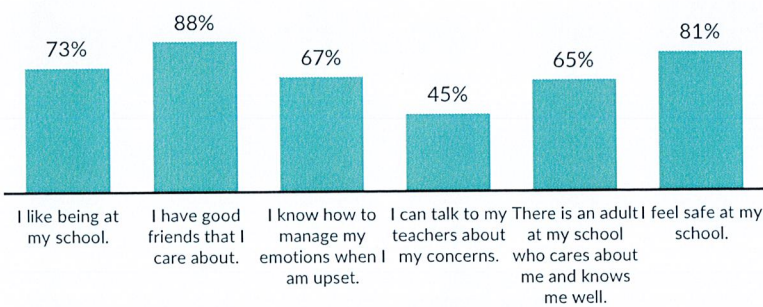
We will monitor progress and evaluate our improvement journey through the use of headline improvement measures.

School Survey is one of the six Headline Improvement Measures. The School Survey Headline Improvement Measure looks at student responses to specific questions in two themes, Wellbeing and Teacher-Student Relationships.

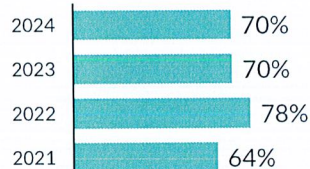


### Wellbeing

2024 student positive response rates (%)

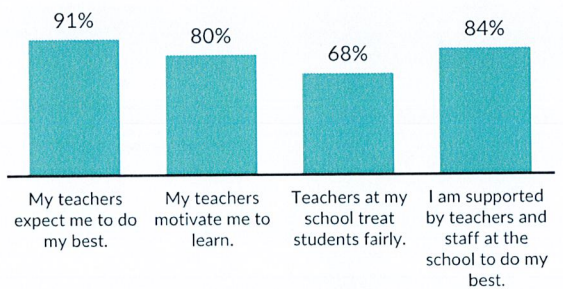


**Overall Headline Improvement Measure\***  
(4 years trend)

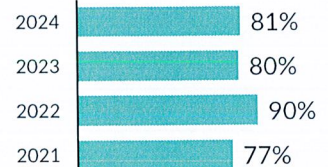


### Teacher-Student Relationships

2024 student positive response rates (%)



**Overall Headline Improvement Measure\***  
(4 years trend)



\*The 'Overall Headline Improvement Measure' is calculated as the overall average of the items, with each item receiving equal weighting.

**LARRAKEYAH PRIMARY SCHOOL COUNCIL  
INCORPORATED**

ABN: 63 496 566 245

**SPECIAL PURPOSE FINANCIAL REPORT  
FOR THE YEAR ENDED 31 DECEMBER 2024**



ALICE SPRINGS - DARWIN

PH 08 8953 4440  
FAX 08 8960 5555  
1/70 Elder Street  
Alice Springs NT 0870  
PO Box 1533  
Alice Springs NT 0871  
admin@claritynt.com.au  
www.claritynt.com.au  
ABN 42 140 540 101

Liability limited by a scheme  
approved under Professional  
Standard Legislation.

**LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED**  
**CONTENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2024**

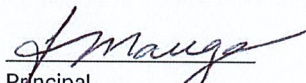
	<b>PAGE</b>
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**LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED**  
**COUNCIL DECLARATION**  
**FOR THE YEAR ENDED 31 DECEMBER 2024**

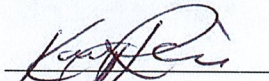
The Larrakeyah Primary School Council has determined that the School Council is not a reporting entity and that this Special Purpose Financial Report should be prepared in accordance with the accounting policies outlined in the Notes to the Financial Statements.

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 as at 31 December 2024 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 will be able to pay its debts as and when they fall due.

  
Principal

Dated: 25/2/25

  
Chairperson

Dated: 25/2/25.

**INDEPENDENT AUDITOR'S REPORT  
LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED  
FOR THE YEAR ENDED 31 DECEMBER 2024**

**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 (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 2024, 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 2024 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.

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 COUNCIL INCORPORATED  
FOR THE YEAR ENDED 31 DECEMBER 2024**

***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.

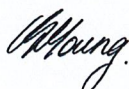
In preparing the financial report, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease 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: 26 / 02 / 2025

**LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED**  
**STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME**  
**FOR THE YEAR ENDED 31 DECEMBER 2024**

	2024	2023
	\$	\$
<b>Income</b>		
Commonwealth Grants - Via DOE	2,743	14,061
Commonwealth Grants - Direct to School	34,290	31,406
Other Grants from DOE	1,005,919	995,193
Other Grants from NTG	61,823	107,059
Grants from External Third Parties	4,258	-
School Council Projects (SRB)	788,349	712,275
Student Activities	238,202	255,646
Interest Received	40,417	16,919
Receipts/Reimbursements from Other Government Schools	4,274	493
<b>Total Income</b>	<b>2,180,275</b>	<b>2,133,052</b>
<b>Expenses</b>		
Employee Expenses	686,318	682,467
School General Expenses	314,708	363,993
Motor Vehicle Expenses	117	112
Student Activities	214,078	152,091
Student Information and Technology	101,720	166,232
Curriculum	79,527	148,985
School Non-Core Activities	86,150	81,535
Urgent Minor Repairs	36,036	108,186
Non Urgent Minor Repairs	2,850	10,982
Essential Services	238,188	238,099
Cleaning	155,216	151,214
Grounds	410,379	193,844
<b>Total Expenses</b>	<b>2,325,287</b>	<b>2,297,741</b>
<b>Other Income</b>	-	-
<b>Other Expense</b>	-	-
<b>Net Profit / (Loss)</b>	<b>(145,012)</b>	<b>(164,689)</b>

The accompanying notes form part of these financial statements.



**LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED**  
**STATEMENT OF FINANCIAL POSITION**  
**AS AT 31 DECEMBER 2024**

	2024	2023
	\$	\$
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash At bank	1,317,037	1,549,086
Cash On Hand	100	100
Trade Debtors	26,682	1,542
Prepayments	80,793	70,691
Inventories	39,677	39,362
<b>Total Current Assets</b>	<b>1,464,290</b>	<b>1,660,781</b>
<b>Non Current Assets</b>		
<b>Total Non Current Assets</b>	-	-
<b>Total Assets</b>	<b>1,464,290</b>	<b>1,660,781</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Deposits Held -3rd Parties	6,760	3,463
GST Liabilities	(4,201)	(9,479)
Other Accrued Expenses	23,329	38,351
Employee Entitlements<12M	16,840	13,705
Other Provisions<12M	-	6,332
Unacquit Grants	165,178	207,014
<b>Total Current Liabilities</b>	<b>207,906</b>	<b>259,385</b>
<b>Non Current Liabilities</b>		
<b>Total Non Current Liabilities</b>	-	-
<b>Total Liabilities</b>	<b>207,906</b>	<b>259,385</b>
<b>Net Assets</b>	<b>1,256,384</b>	<b>1,401,396</b>
<b>EQUITY</b>		
Opening Balance S/(D)	1,401,396	1,566,085
Current Year Profit / (Loss)	(145,012)	(164,689)
<b>Total Equity</b>	<b>1,256,384</b>	<b>1,401,396</b>

The accompanying notes form part of these financial statements.

**LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2024**

**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*.

**LARRAKEYAH PRIMARY SCHOOL COUNCIL INCORPORATED**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2024**

**(d). Revenue Recognition**

Income from parent contributions, uniforms, excursions, bookpicks 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.

**(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, but not limited to, 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.