

Larrakeyah Primary School

Annual performance report to the school community 2025



School overview: context and focus for improvement in 2025

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. Given the school's reputation as a high performing school, it is recognised as a strong competitor against private schools in the NT.

Larrakeyah Primary school staff and community continued to focus strongly on the strategic agenda for school improvement. 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 the 'Learning Through Doing' approach and student wellbeing was a continued focus. There was also a strong emphasis 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 third 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, highlighted in national educational magazine articles in *The Educator* and *School News*.

Staff achieved strategic and operational plan targets by either working in their Teaching and Focus Teams. 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 strongly 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 2025 for its innovation and outstanding programs. The school was a Winning school in the Australian Education Awards - 'Best Use of Technology' category and a finalist school in the categories 'Best Wellbeing Program' and 'Best Primary School of the Year - Government'. Larrakeyah Primary was also awarded by *The Educator* as a winning 5-star school for Innovation and recognised as one of Australia's top 34 schools in 2025.

ACARA identified Larrakeyah Primary as the top government school in the NT for making a significant difference in student growth since 2023 as indicated in NAPLAN results.

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 unwavering support to the school in 2025.

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

Our Students

The school population continues to remain high. In 2022 student enrolment totalled 482. In 2025 student enrolment totalled 531. Approximately one fifth of the school's students come from Defence families. The school has approximately 3% Aboriginal students and approximately 47% EAL/D. The school's average attendance for 2025 was 92.4%.

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.

2025

School facts

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

School staff

Teaching staff	27
Full-time equivalent teaching staff	20.8
Non-teaching staff	18
Full-time equivalent non-teaching staff	14.8

School links

School website

[Larrakeyah Primary School](#)

Sector, system or association website

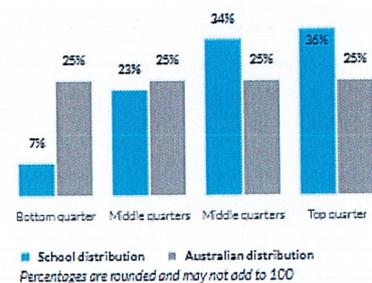
[Northern Territory Department of Education and Training](#)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1086
Average ICSEA value	1000
School ICSEA percentile	80

Distribution of Socio-Educational Advantage (SEA)



Students

Total enrolments: 480

Boys 241
Girls 239



Full-time equivalent enrolments: 479.7

Indigenous students



Language background other than English

Yes (65%)
No (35%)
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 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. Three staff members identified as Aboriginal.

There was a minimum of 10 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 the World Teachers' Day NT Awards.

We were proud that our Senior teacher Early Childhood, Ashleigh Church, was a Finalist in the category "Aboriginal and Torres Strait Islander Educator of the Year" in the World Teachers' Day NT Awards.

The Australian Education Awards also shortlisted staff as Finalists – Fathma Mauger, 'Principal of the Year - Government' and Danni Mattiazzo 'Deputy Principal of the Year'.

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 has a strong link between home and school. Parents work in partnership with the school. Parent survey data is extremely positive.

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. Audiri app continued to be used regularly as part of the school's communication process.

Dash Media continued to produce digital 'Community Digests' for parents each fortnight, highlighting special events, school programs or pedagogy with videos of 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.

Visible Learning strategies and processes are communicated to parents each fortnight in the school newsletter. 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. The school introduced a Facebook page which also highlighted to parents the weekly events and school activities.

As an IPS school, this is the eleventh year that the school has had a school board. During the 2025 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, Year 6 study tour to Singapore and school projects. At the end of the year, the School Board made a decision to outsource OSHC to Camp Australia.

The school held three-way conferences each semester that involved teacher, parents and student. Parent information sessions were also held for parents of Preschool and Transition students.

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 "Moana" and the professional production was outstanding.

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 to raise funds for the Year 6 Graduation.

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.

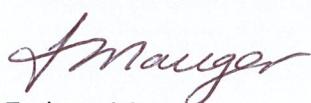
Students were involved in National Reconciliation Week (NRW). Students participated in Reconciliation Week activities and supported Children's Ground. Representatives from Children's Ground presented at a school assembly and spoke about their work to support First Nation children.

The school continued its innovative programs such as whole school STEAM Days, ECA program, QUEST and ASPIRE programs which involved linking with community and engaging parents in students' learning. Community-based ECAs were highly successful such as Tai Chi, facilitated by the Confucius Institute. The Museum and Art Gallery of the NT (MAGNT) involved students in creating a 'museum of curiosities' with a showcase of students' work. The ECA 'Rise Up' focussed on girls and leadership, involving several successful Darwin women leaders as guest speakers.

Principal's report

2025 was an exceptional year for Larrakeyah Primary and there were many highlights. We were extremely proud of our staff, students and school achievements. The school's main focus areas were Mathematics and Wellbeing (raising attendance).

- NAPLAN results were above the Australian mean in all testing domains. The school was identified as the top NT government school in NAPLAN results.
- ACARA identified Larrakeyah Primary as the top government school in the NT for making a significant difference in student growth since 2023 as indicated in NAPLAN results.
- Of all schools in Darwin region, Larrakeyah showed the highest growth and achievement in the Progressive Achievement Test (PAT) Mathematics.
- The school continued to receive accolades in 2025 for its innovation and outstanding programs. The school was a Winning school in the Australian Education Awards – 'Best Use of Technology' category and a finalist school in the categories 'Best Wellbeing Program' and 'Best Primary School of the Year – Government'. Larrakeyah Primary was also awarded by *The Educator* as a winning 5-star school for Innovation and recognised as one of Australia's top 34 schools in 2025, awarded a winning School 5-Star Best Schools Award by *The Educator*.
- Senior staff successfully raised the profile of the school through nominations in the Australian Education Awards and the World Teachers' Day NT Awards. The Australian Education Awards shortlisted staff as Finalists – Fathma Mauger, 'Principal of the Year - Government' and Danni Mattiazzo 'Deputy Principal of the Year'. Ashleigh Church, was a Finalist in the category "Aboriginal and Torres Strait Islander Educator of the Year" in the World Teachers' Day NT Awards.
- The school continued its innovative programs such as whole school STEAM Days, ECA program, QUEST and ASPIRE programs which involved linking with community and engaging parents in students' learning.
- Students in Years 4-6 were involved in extension programs such as Tournament of Minds (TOM). We were extremely proud of our students who were the winning TOMS team and represented the school and the NT at the international TOMS competition in Sydney.
- 50 Year 6 students together with 6 staff participated in the Year 6 international study tour to Singapore and visited our partner school, Invictus International School.
- The annual whole school production at the Darwin Entertainment Centre (DEC) was a definite school highlight and a sell-out event. This year, students performed "Moana" and the professional production was outstanding.



Fathma Mauger

Principal

School priorities 2025

Strategic Plan 2025-2028

The Department of Education and Training's [Strategic Plan](#) sets out a 4 year vision through which Territorians of all ages can learn the skills and capabilities required to positively contribute to the Territory's economic and social future.

Department of Education and Training
STRATEGIC PLAN 2025-2028

OUR VISION
 Territorians of all ages are learning the skills and developing capabilities to contribute to the Territory's economic and social future.

OUR PURPOSE
 The Department of Education and Training is a system that delivers, supports and regulates early childhood, school education and training services.

OUR PRIORITIES

	1. Boost literacy and numeracy	2. Raise school attendance and hold parents accountable	3. Attract and keep our teachers	4. Create pathways to real jobs	5. Improve student wellbeing
OBJECTIVES					
PRIORITY ACTIONS	A. Get back to basics with explicit instruction in literacy and numeracy B. Provide targeted support to students to help them meet their potential C. Improve access to quality early childhood programs and services to provide a strong start for all Territory children	A. Strengthen the workforce to drive increased participation, including school-based police, and school attendance officers B. Increase parental understanding of their responsibilities and expand compliance action C. Provide tailored responses to reengage children and young people in education and training through flexible learning and intensive support	A. Increase teacher permanency through more ongoing appointments and investing in teacher capability B. Prioritise reducing administrative burden for schools C. Improve staff wellbeing and safety	A. Reform secondary education, including a move away from standalone middle schools and increasing access in remote schools, to create better pathways to real and critical jobs B. Work with business, industry and the community to build the Territory's workforce in key industries including tourism, defence, agriculture, gas and mining C. Deliver a high quality and flexible Vocational Education and Training system for all Territorians	A. Expand student wellbeing programs and resources, including more school-based counsellors B. Strengthen special education schooling and inclusion support across schools C. Implement free swimming lessons in schools
MEASURES	Improved student literacy and numeracy outcomes Improved quality ratings of government preschools	Increased student attendance and participation of Territorians in education and training	Increased proportion of teachers employed permanently and teachers staying in NT government schools Improved school staff's perception of their wellbeing and safety	Increased number/proportion of students attaining their NICET, and/or Certificate II or above Increased number of apprenticeships and their completion rates.	Improved students' perception of their wellbeing and teacher-student relationships
ENABLERS	Our success will be enabled by efficient and effective use of resources and a diverse and capable workforce who feel valued and supported to grow and perform at their best. Enabling priorities include: 1. Building capability in the early years, education and training workforce to deliver contemporary, best practice services. 2. Developing a contemporary digital solution that reduces administration and supports schools. 3. Continuing resourcing and service delivery reform within the early years, education and training system.				PARTNERS
					To achieve our vision, we will partner with: <ul style="list-style-type: none"> • students, families and communities • other government agencies • industry and business • education and training providers • key peak groups and advisory bodies

OUR VALUES
Ethical practice
Accountability
Respect
Commitment to service
Diversity
Impartiality


NORTHERN TERRITORY GOVERNMENT

The school's journey demonstrates our commitment to continued improvement. We have clear goals, actions, monitor progress against targets and evaluate our improvement journey.

Strengthening instruction for young Territorians – Boosting Literacy and Numeracy

Strengthening Instruction Goal 2025 – Boosting Numeracy

Problem of Practice – If we use research-based data in Mathematics to understand student achievement and identify areas of need, then we can target teaching to help improve students' understanding of 'place value' as measured by the number of students achieving at or above the targets in Mathematics.

Actions Implemented –

- The ‘Learning Through Doing’ approach was aligned to the school's Mathematics pedagogical framework.
- Professional development was targeted to the use of concrete materials to support teaching in Mathematics lessons.
- Teachers were 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 participated in professional development on personalised learning using the Numeracy Progressions.
- Teachers implemented Mathematics sprints to gather baseline data.
- Students set goals in relation to Place Value and their area of need.
- Teachers reviewed and analysed data to target teaching and inform teaching programs.
- Teachers analysed data to track progress against the goal, tracking At, Below and Above Achievement each term.
- Teachers worked in teaching teams to backwards map achievement standards and create assessment tasks.
- Teachers participated in confirming sessions to moderate place value assessment tasks and confirm grades.
- Teachers participated in triads and lesson observations to receive feedback on teaching.
- Teachers used 2024 NAPLAN and PAT M focuses in their planning on a termly basis.

2025 Targets:

In 2024 88% of Year 1 student grades were C and above in Number and Algebra/Mathematics. In 2025, the target is 92% for Year 2 students. 86% of Year 2 students received a C grade or above in 2025. This target was not achieved.

In 2024 79% of Year 2 student grades were C and above in Number and Algebra/Mathematics. In 2025, the target is 84% for Year 3 students. 87% of students received a C grade or above in 2025. This target was achieved.

In 2024 85% of Year 3 student grades were C and above in Number and Algebra/Mathematics. In 2025, the target is 91% for Year 4 students. 78% of students received a C grade or above in 2025. This target was not achieved.

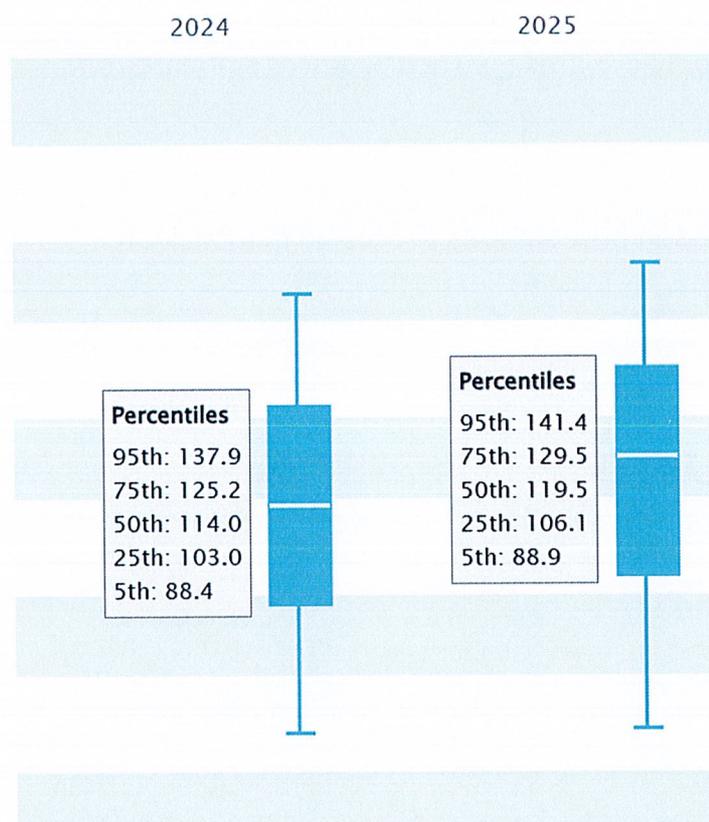
In 2024 90% of Year 4 student grades were C and above in Number and Algebra/Mathematics. In 2025, the target is 94% for Year 5 students. 86% of students received a C grade or above in 2025. This target was not achieved.

In 2024 87% of Year 5 student grades were C and above in Number and Algebra/Mathematics. In 2025, the target is 92% for Year 6 students. 87% of students received a C grade or above in 2025. This target was not achieved.

A - E Grades (% of students receiving a C grade or above)

	Overall	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number and Algebra	82%	66%	86%	87%	78%	86%	87%
Measurement and Geometry	91%	82%	89%	92%	91%	97%	92%
Data and Statistics	92%	77%	94%	95%	96%	97%	94%

PAT Mathematics Progress:



The school has shown growth in the 5th, 25th, 50th, 75th and 95th percentiles for Mathematics.

Of all Darwin schools, Larrakeyah showed highest growth and achievement in PAT Maths,

Annual Performance Report to the School Community 2025

PAT M Targets 2025:

In 2024, 48% of the Year 1 cohort were at the Year 1 Australian Norm 50th Percentile. In 2025, the target is 55% for the Year 2 students. 55% of Year 2 Students were at the Year 2 Australian Norm 50th Percentile. This target was achieved.

In 2024, 34% of the Year 2 cohort were at the Year 2 Australian Norm 50th Percentile. In 2025, the target is 40% for Year 3 students. 51% of Year 3 Students were at the Year 3 Australian Norm 50th Percentile. This target was achieved.

In 2024, 54% of the Year 3 cohort were at the Year 3 Australian Norm 50th Percentile. In 2025, the target is 60% for Year 4 students. 54% of Year 4 Students were at the Year 4 Australian Norm 50th Percentile. This target was not achieved.

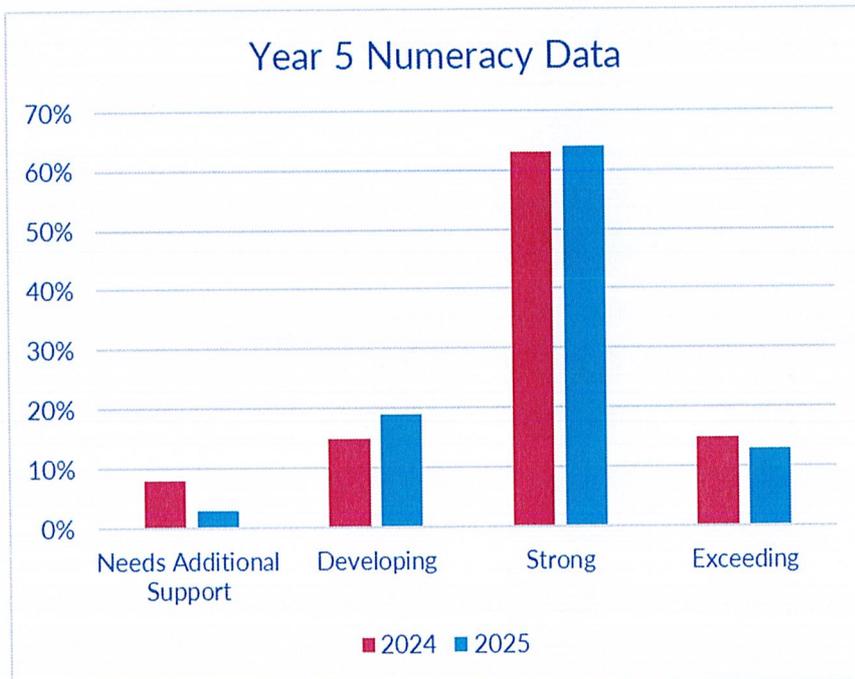
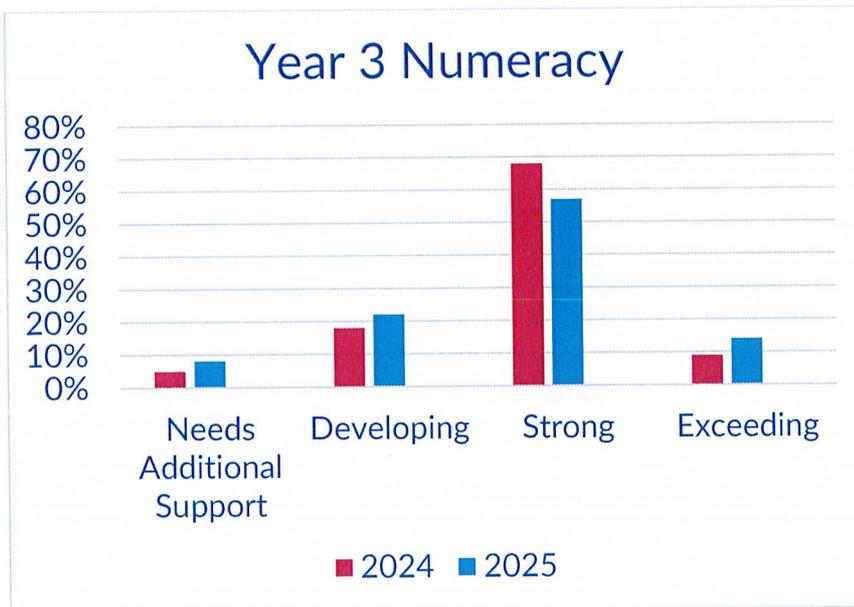
In 2024, 52% of the Year 4 cohort were at the Year 4 Australian Norm 50th Percentile. In 2025, the target is 60% for Year 5 students. 62% of Year 5 Students were at the Year 5 Australian Norm 50th Percentile. This target was achieved.

In 2024, 55% of the Year 5 cohort were at the Year 5 Australian Norm 50th Percentile. In 2025, the target is 60% for Year 6 students. 66% of Year 6 Students were at the Year 6 Australian Norm 50th Percentile. This target was achieved.

YEAR 3 NAPLAN RESULTS 2025					
	Numeracy	Reading	Writing	Grammar	Spelling
Exceeding	13/70 = 19%	22/70 = 31%	11/69 = 16%	17/70 = 24%	23/70 = 33%
Strong	37/70 = 53%	32/70 = 46%	53/69 = 77%	25/70 = 36%	29/70 = 41%
Developing	16/70 = 23%	13/70 = 19%	7/69 = 10%	19/70 = 27%	13/70 = 19%
Needs Additional Support	4/70 = 5%	3/70 = 4%	1/69 = 1%	9/70 = 13%	5/70 = 7%

YEAR 5 NAPLAN RESULTS 2025					
	Numeracy	Reading	Writing	Grammar	Spelling
Exceeding	9/67 = 13%	16/67 = 24%	10/66 = 15%	15/67 = 22%	19/67 = 28%
Strong	43/67 = 64%	44/67 = 66%	47/66 = 71%	35/67 = 52%	32/67 = 48%
Developing	13/67 = 19%	6/67 = 9%	7/66 = 11%	15/67 = 22%	13/67 = 19%
Needs Additional Support	2/67 = 3%	1/67 = 1%	2/66 = 3%	2/67 = 3%	3/67 = 4%

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.

The school was extremely proud to be publicly identified by ACARA as the top government school in the NT whose NAPLAN data showed significant student growth since 2023.

Mathematics will continue to be a focus next year. The analysis of data highlights the need for a focus on the area of measurement. Further professional learning is required with the whole school approach using concrete materials in teaching Mathematics using the 'Learning Through Doing' approach and explicit instruction.

Engaging children and young people in learning – raising attendance

Engagement Goal 2025 - 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 on data analysis using YouHue and using the data to inform teaching.
- Professional development on 'Grow Your Mind' and teachers trialling the program.
- Professional development on the 4Rs (Resilience, Rights and Respectful Relationships) and how to deliver in the classroom.
- Targeted professional development on data analysis of Student Wellbeing Survey (ACER).
- Teachers showing term data of YouHue in teaching team meetings and the percentage of positive emotions.
- Students continued to use the YouHue app daily to record their wellbeing
- Teachers analysing wellbeing data and identifying wellbeing actions to track student progress.
- Students in the Student Leadership Team and NT Learning Commission addressed the identified wellbeing areas and school survey target questions.
- Teachers of students in Years 5/6 unpacked and discussed the 10 school survey target questions with their students.

Students were engaged in student wellbeing programs. YouHue data and student survey data showed a high level of student engagement, resilience and wellbeing.

School survey target questions included those related to student wellbeing: I like being at my school; I can talk to my teachers about my concerns; 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 feel safe at my school.

The target for 2025 was 80%. There was an 80% positive response rate for target questions. This was a 10% increase compared to 2024 data.

School survey target questions included those related to teacher-student relationships: My teachers expect me to do my best; My teachers motivate me to learn; Teachers at my school treat students fairly; I am supported by teachers and staff at the school to do my best.

The target for 2025 was 90%. There was an 85% positive response rate for target questions. Whilst the target was not achieved, this was a 5% increase compared to 2024 data.

The 'Grow Your Mind' program together with the 4Rs program, endorsed by DET, were successful in achieving positive outcomes for students.

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 2025 was 91.2%. Staff understand the link between academic success and students' physical and emotional wellbeing.

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 strongly 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 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.
- After three years of professional learning on teacher wellbeing from Real Schools, the Leadership Team developed and presented teacher wellbeing sessions. These involved, information, discussions, support videos and activities. The feedback from staff was very positive.
- An Assistant Principal led the implementation of the 'Grow Your Mind' program for student wellbeing as well the Respectful Relationships education program which is endorsed by DET. Both programs have been successfully implemented and will continue next year.
- Youhue wellbeing data and anecdotal evidence indicated that some students were experiencing racism in the school. An Assistant Principal led teachers to develop a school-based program 'Culture Connect' to identify racism, bias and stereotype. This program was successfully trialled in Year 6. Teachers further developed the program T-6 so that it can be implemented across the school next year.

- 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, solar energy, textiles, photography, tourism and sustainability. 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 also 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.
- Students in Years 4-6 were involved in extension programs such as Tournament of Minds (TOM). We were extremely proud of our students who were the winning TOMS team and represented the school and the NT at the international TOMS competition in Sydney.
- A senior teacher organised a highly successful Whole School STEAM DAY and students worked collaboratively on the STEAM challenge, "How can we design a creative classroom within our school grounds when there is no space left?" Throughout the day, the 4C's were demonstrated by students – Communication, Collaboration, Creativity and Critical Thinking. Students used the Design Thinking model to make prototypes.
- 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).
- 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 teacher implemented Cambridge ESL to support EAL/D students.
- Our strong school leadership was acknowledged in the Australian Education Awards 2025. Fathma Mauger was a shortlisted finalist for Principal of the Year (Government)

and Danni Mattiazzo was a shortlisted finalist for Deputy Principal of the Year. Senior teacher Early Childhood, Ashleigh Church, was a Finalist in the category "Aboriginal and Torres Strait Islander Educator of the Year" in the World Teachers' Day NT Awards

Staff continued to build their capacity to lead and initiate innovative programs. The capacity of the Leadership Team improved to lead/manage school improvement

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 has continued to have a culture where staff exhibit a mature level of data literacy. Each fortnight, teachers meet in Teaching Teams to analyse student data to inform their teaching. Teachers are confident in using Xuno, the school data monitoring system.
- Teachers participated in data coaching, 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. 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. Sprint data was used to differentiate instruction in Mathematics. Students from Years 3-6 were identified for extension programs.
- The Assistant Principal and Data Team provided staff professional learning focussed on NAPLAN and PAT data so that teachers were able to analyse data, understanding targets and student growth, areas of concern and focus areas for the school for the following year.
- This is the sixth 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. Assistant Principals worked with teachers to analyse the data to determine how year level and class wellbeing data can be used to target specific behaviours and attitudes.

- Teachers continued to use Youhue, a program to collect daily student wellbeing data, to monitor student wellbeing and identify class and year level trends.
- Youhue data and anecdotal evidence indicated that some students were experiencing racism in the school. Consequently, teachers developed a program 'Culture Connect' to identify racism, bias and stereotype which was trialled in Year 6. Data from the trial was positive and this program will be implemented across the school next year.
- 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 in staff meetings and also individually.
- The Data Team continued to implement and update a Data Wall so that teachers could readily access school data and year level cohort data in the areas of Mathematics and student wellbeing. Teachers analysed and discussed relevant data each fortnight in their teaching teams, particularly with a focus on differentiation.

Community Engagement

The school's deliverables for this priority area included :

- Further develop international school partnerships, particularly with a school in Singapore.
- Following a Memorandum of Understanding (MOU) in 2024 with Invictus International School in Singapore, students and staff from both schools have continued to communicate online, sharing information about their school and their country.
- 50 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 activities. It was an enjoyable and 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. This includes preparing and designing a joint wall mural which will be completed 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
Preschool	<5	87.8%	44	89.4%	<5	83.0%	44	89.5%
Transition	<5	81.5%	59	93.0%	<5	89.0%	66	91.0%
Year 1	<5	85.7%	63	91.9%	<5	88.9%	57	93.1%
Year 2	<5	93.1%	71	93.9%	<5	83.7%	63	91.5%
Year 3	<5	99.3%	70	93.1%	<5	88.0%	75	93.1%
Year 4	<5	96.7%	66	91.7%	<5	97.0%	66	93.6%
Year 5	<5	97.0	82	94.2%	<5	96.1%	76	93.1%
Year 6	-	-	57	92.5%	<5	955%	78	92.3%
Larrakeyah Primary School	10	91.0%	511	92.8%	14	89.4%	524	92.4%

National Assessment Program – Literacy And Numeracy – 2025

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	433	323	4%	18%	77%
Year 5	513	418	1%	9%	90%
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	446	328	1%	6%	92%
Year 5	507	396	3%	10%	87%
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

Annual Performance Report to the School Community 2025

Year 3	442	309	7%	18%	74%
Year 5	507	402	4%	19%	77%
Year 7					
Year 9					

GRAMMAR AND PUNCTUATION

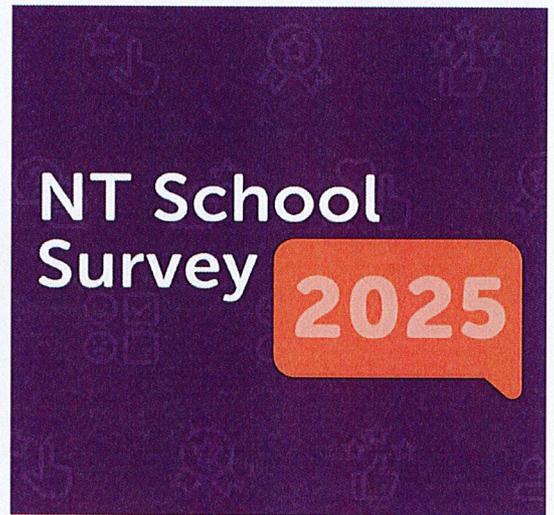
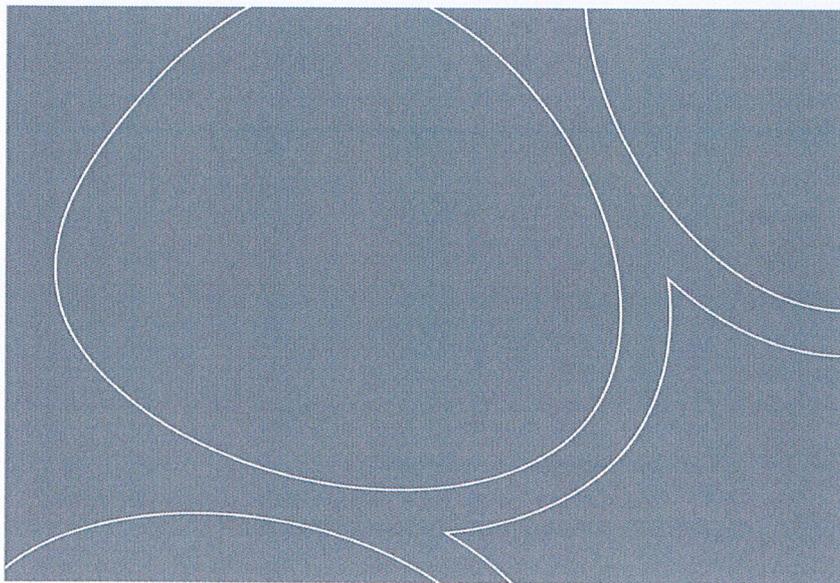
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	436	307	13%	27%	60%
Year 5	524	403	3%	21%	75%
Year 7					
Year 9					

NUMERACY

Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	426	337	6%	23%	71%
Year 5	510	418	3%	19%	78%
Year 7					
Year 9					

2025 NT School Survey Report

Larrakeyah Primary School



Introduction

The annual NT School Survey captures insights about school performance, culture and services.

Schools are required to report on student, parent/carer and staff satisfaction. The School Survey is an important mechanism for capturing school and community voice, for use in school and system improvement planning and to monitor the impact of education programs.

Survey results are used extensively for annual reporting purposes, and benchmarking against school improvement plans and system strategic priorities.

Changes in 2025 - Staff Survey Suspension

To reduce the administrative burden on schools and staff, minimise survey fatigue and focus efforts on the People Matter survey, the School Staff Survey was suspended in 2025. Accordingly, 2025 staff results are either removed or replaced with N/A throughout relevant sections of this report.

NT Public Sector (NTPS) People Matter Survey

The People Matter Survey provides representative data about how well the department is performing as viewed by employee perceptions. The evidence and data collected provide valuable insights into the actions and outcomes required to deliver performance improvements and workforce development initiatives.

This year, for the first time, the People Matter Survey was expanded to include both NTPS employees and non-NTPS school-based staff, such as School Representative Body employees.

Survey Items

Participants are asked to rate statements about school experience on a five-point Likert scale. The survey also contains a limited selection of demographic and free text response items.

Survey themes

NT School Survey items are grouped into 10 themes. While many survey items provide insights across multiple themes, they have been grouped to support meaningful analysis. The table below shows each theme covered in the student and parent/carer surveys.

Themes	 Student Survey	 Parent/Carer 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

Anonymity and data suppression

Responses to the School Survey are anonymous and this report is designed to protect anonymity. Individuals will not be identified.

Data will be 'suppressed' where less than 4 responses were received, i.e. if there are 3 responses from students the data will not be shown. In data tables, 'Supp' indicates the data has been suppressed. In graphs, suppressed data appears as '0'.

No attempt to identify individual respondents is to be made.

Free text responses and school-specific items

All schools are provided with their free text responses alongside this report, captured in an excel document. This report provides an associated count of respondents who provided additional free text responses.

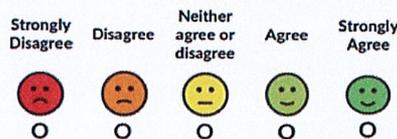
Additional school-specific items are not included in this report. If a school included additional school-specific items, the raw data responses to these are also provided separately, combined in the same excel document.

Measuring participation rates

Participation rates for students 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. All responses are included in the results.

Measuring positive response rates

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



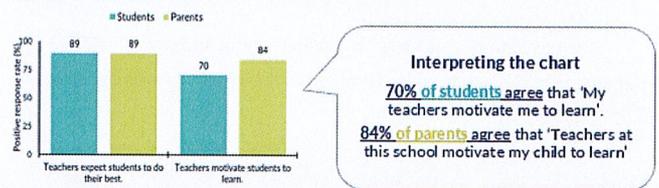
$$\text{Positive response rate} = \frac{\text{Number of Agree + Strongly Agree responses}}{\text{Total number of responses} *}$$

*N/A and no selection are not included in the denominator (total number of responses for an item)

Key Findings Presentation

Compare and Contrast

These graphs combine 2025 student and parent survey responses for comparison. While questions vary slightly between groups, individual items should be considered during analysis. Some gaps may appear where questions weren't asked across all groups. The graphs highlight areas of alignment and difference in perceptions, with guiding questions provided to support interpretation.



Trend Analysis (5 years)

These graphs provide 5 years of data (where available) for each survey item for each cohort: student, parent, and staff. The graphs order the results from 2025 as the top bar, through to 2021 as the bottom bar for each item. A gap in this chart represents a missing item; either the item was introduced in later years, or staff participation suspended in 2025.

Strategic Plan Measures

School Survey is the data source for the Improve Student Wellbeing priority measure under the Department of Education and Training Strategic Plan 2025-28. The Improve Student Wellbeing measure looks at student responses to specific items in two themes: Wellbeing and Teacher-Student Relationships. This report provides a snapshot against the identified items in the Student Wellbeing and Teacher-Student Relationships themes.

Using School Survey data

School Survey insights help inform school and system improvement planning, such as establishing a basis for setting targets, measuring progress, and evaluating improvement efforts.

School survey is 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 available to all approved school and corporate staff. This includes a School Survey Delve dashboard.

The School Survey Delve dashboard has the capacity to filter data and provide further insights into school survey responses. Lines of inquiry are also provided within the dashboard to support analysis.

Target Setting

School Survey data contained within the report and eDash can be used for school improvement targets. For school survey data to be considered reliable to use for improvement targets, the school must have high levels of participation (>30%) and at least 10 responses.

Sharing and Support



Schools are encouraged to share their survey insights with their school community, to celebrate their success and identify 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
(08) 8901 1326

Report contents

Section	Page
Participation	5
Most positive and least positive responses	6
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Professional development	19
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Participation

	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
RESPONSES 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.	2025	147	147	95%	2025	114		2025	N/A	N/A
	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%

● Number of responses (all years)

● Number of responses (all years)

● Number of responses (all years)

2025 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
Students	147	5	140	0	147	0	0			
Parents	114	1	111	45	67	0	0			
Staff	2025 Staff Survey Suspended									

*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 2025		Least Positive items for 2025	
These tables identify the three most positive and least positive responses for each survey group.	I have good friends that I care about.	97%	My school takes students' opinions seriously.	65%
	My teachers expect me to do my best.	94%	Once I plan to get something done, I stick to it.	67%
	I know how to communicate safely and respectfully when I am online.	91%	I can talk to my teachers about my concerns.	69%
Parents/carers				
Most Positive items for 2025		Least Positive items for 2025		
What are the areas of strength? What are the opportunities for improvement? Are there similar themes across the survey groups? How do these results compare with the region and NT? (refer to eDash)	My child likes being at this school.	96%	I have opportunities to have a say in the direction of the school and its education programs.	80%
	I would recommend this school to other parents.	96%	I know how to support my child's learning and development.	86%
	This school gives my child opportunities to do interesting things.	95%	This school takes parents' opinions seriously.	86%
Staff				
Refer to People Matter Survey for 2025 staff insights				

Change from previous year (2025 vs 2024)

CHANGE FROM PREVIOUS YEAR	Highest ranking items	% point change	2025 vs 2024	Lowest ranking items	% point change	2025 vs 2024
<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>	Students					
	I can talk to my teachers about my concerns.	+24%	69% 45%	My school is well maintained.	-3%	78% 81%
	My teacher understands how I learn.	+17%	81% 64%	My teacher supports me to set my own learning goals.	-2%	90% 92%
	My schoolwork challenges me to think.	+14%	84% 70%	I plan to progress through school and finish Year 12.	+0%	83% 83%
	Parents/carers					
	This school takes students' opinions seriously.	+6%	87% 81%	I know how to support my child's learning and development.	-9%	86% 95%
	I have opportunities to have a say in the direction of the school and its education programs.	+6%	80% 74%	Teachers at this school treat students fairly.	-6%	90% 96%
	My child knows how to communicate safely and respectfully online.	+3%	87% 84%	My child has good friends that they care about.	-6%	91% 97%
	Staff					
	Refer to People Matter Survey for 2025 staff insights					

Theme: Wellbeing

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.



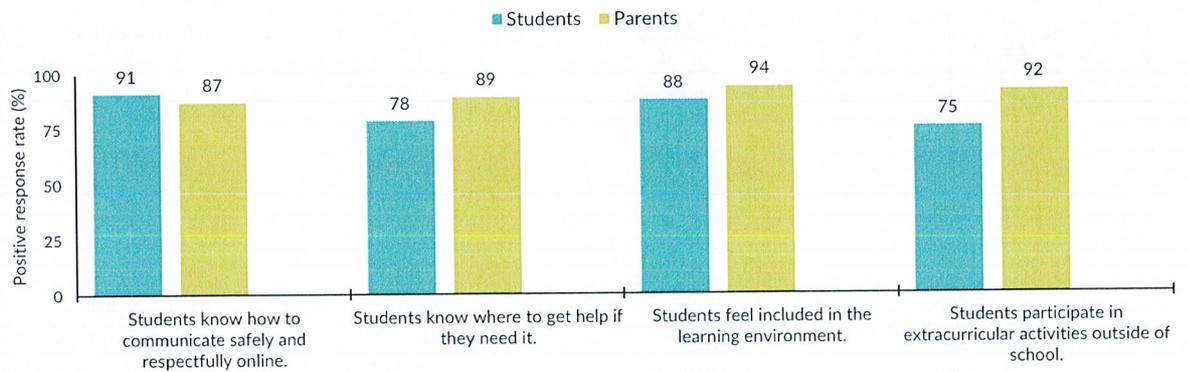
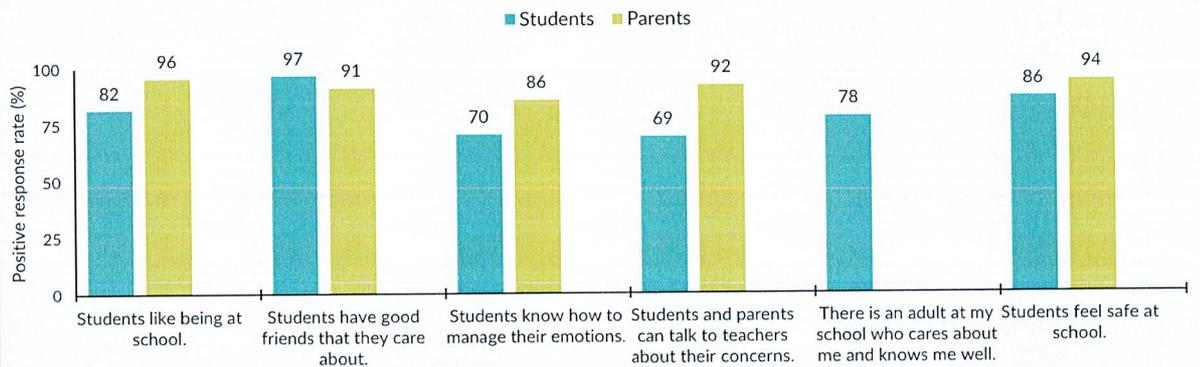
What does our data tell us?

Where is there strong alignment?

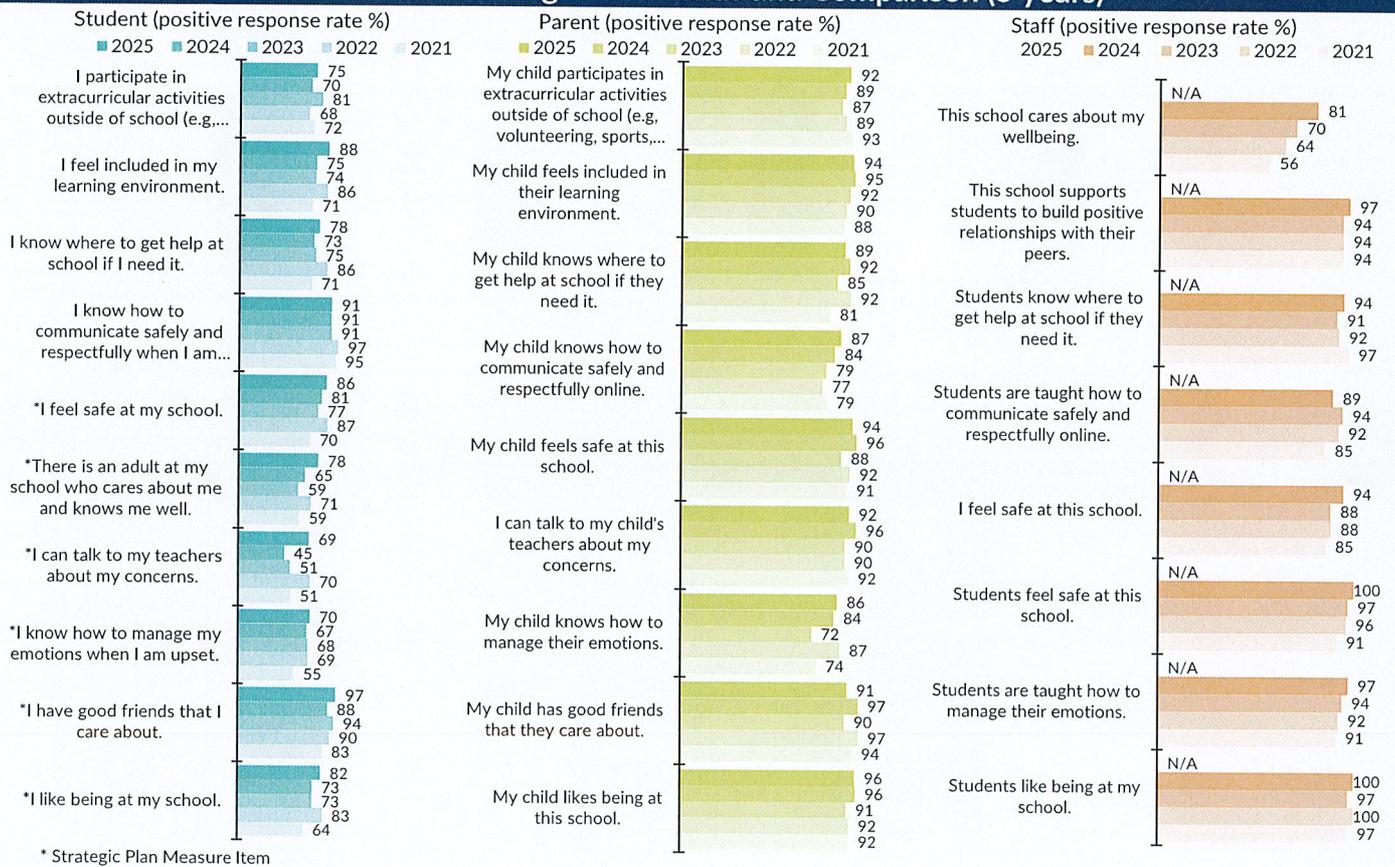
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: Wellbeing - Trends and Comparison (5 years)



Theme: Teacher-Student Relationships - Trends & Comparison (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 and their academic outcomes.



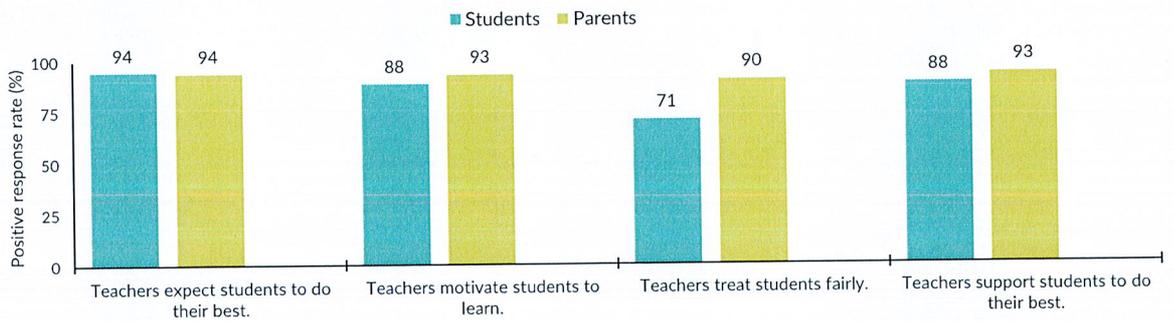
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Student (positive response rate %)

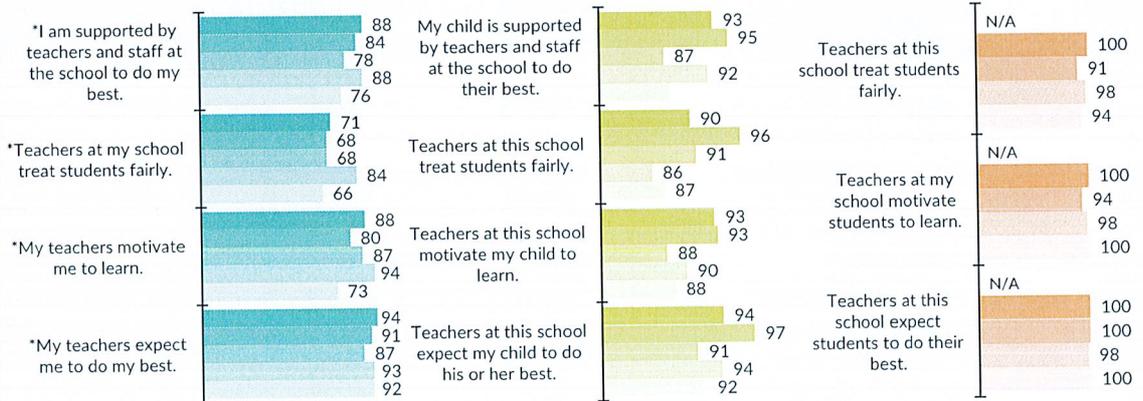
2025 2024 2023 2022 2021

Parent (positive response rate %)

2025 2024 2023 2022 2021

Staff (positive response rate %)

2025 2024 2023 2022 2021



* Strategic Plan Measure Item

Theme: Quality teaching & learning

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.



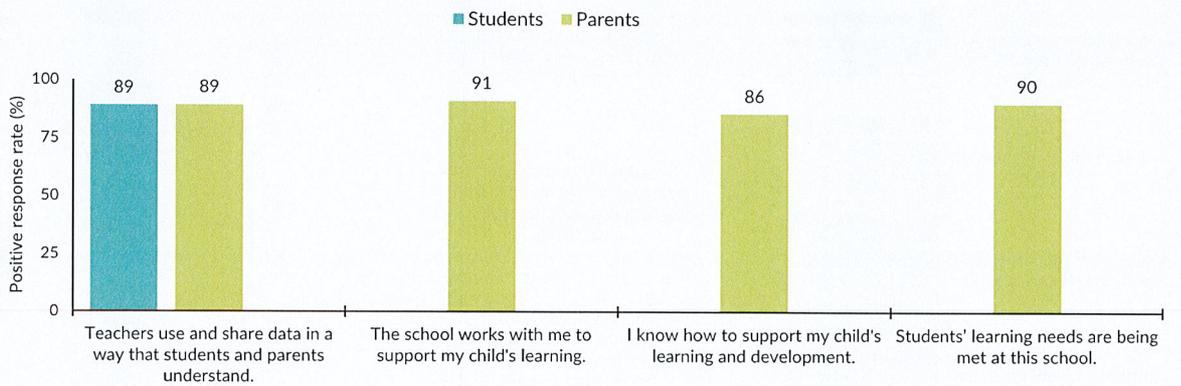
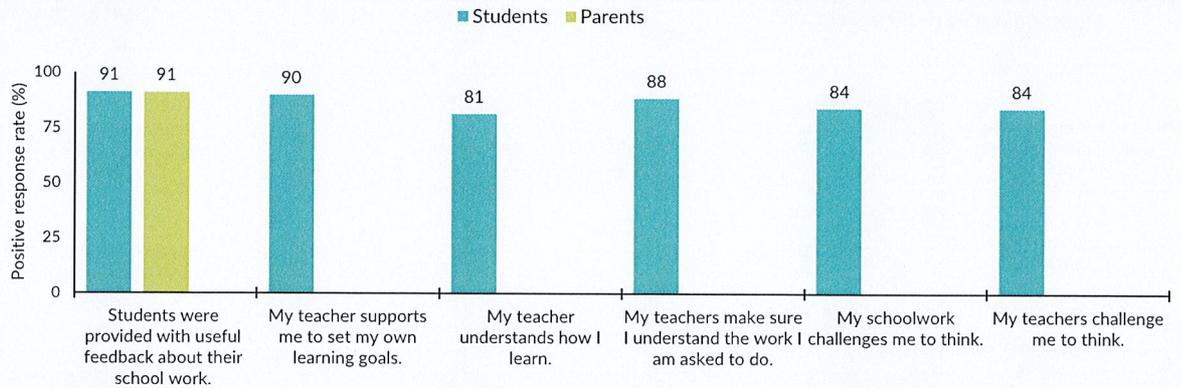
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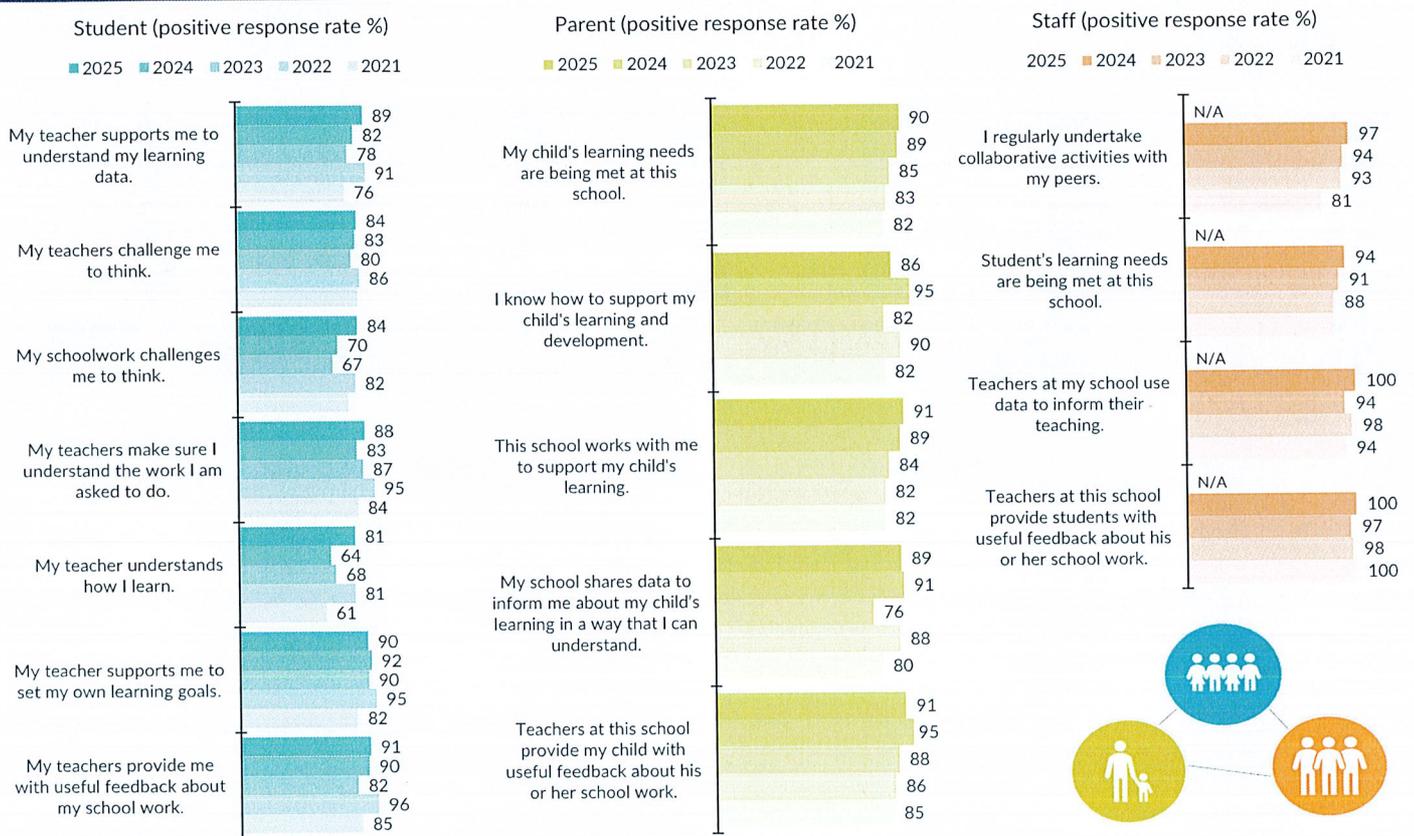
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



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



Theme: Positive learning environment

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.

Assess Set Goals Plan Act Review & Adapt

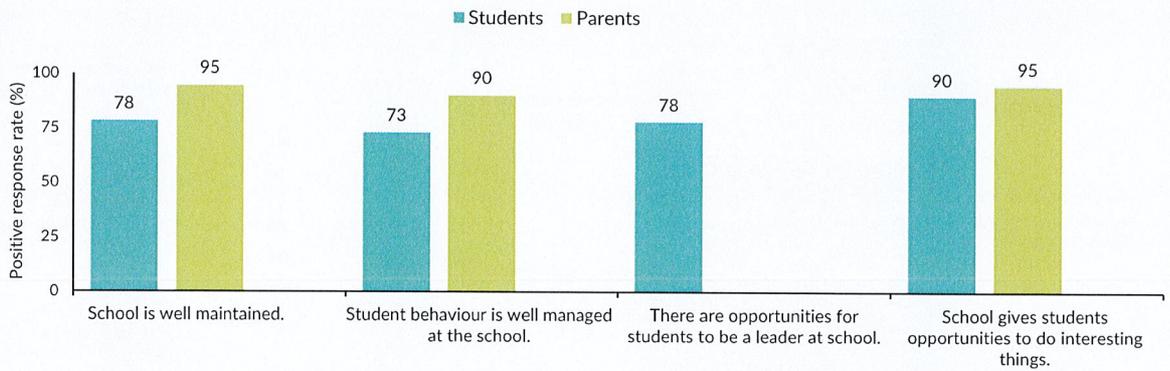
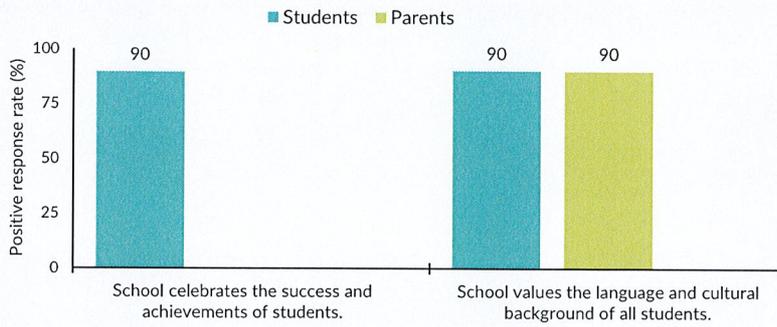
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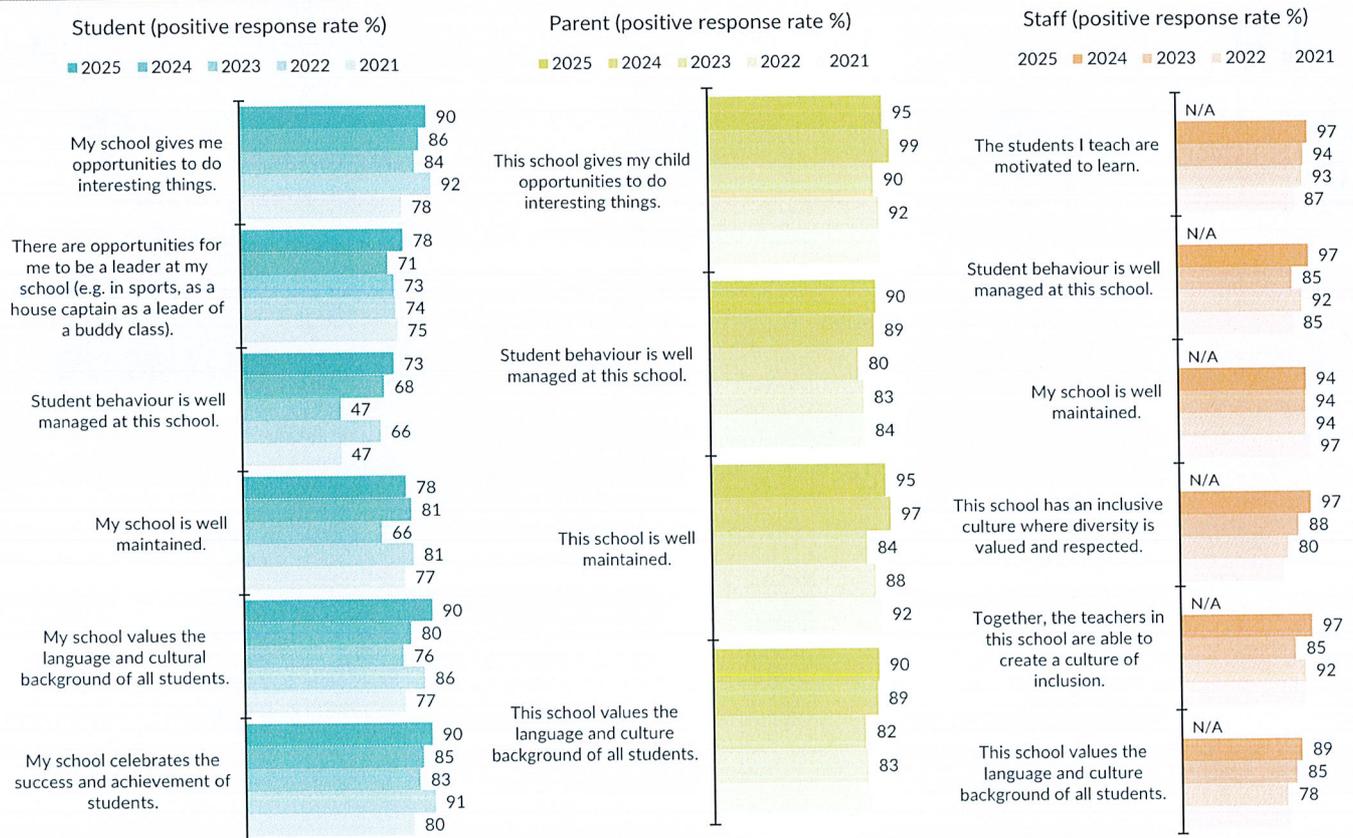
Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: Positive learning environment - Trends & Comparison (5 years)



Theme: Transitions & pathways - Trends & Comparison (5 years)

TRANSITION AND PATHWAYS

Students experience 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 their future goals.



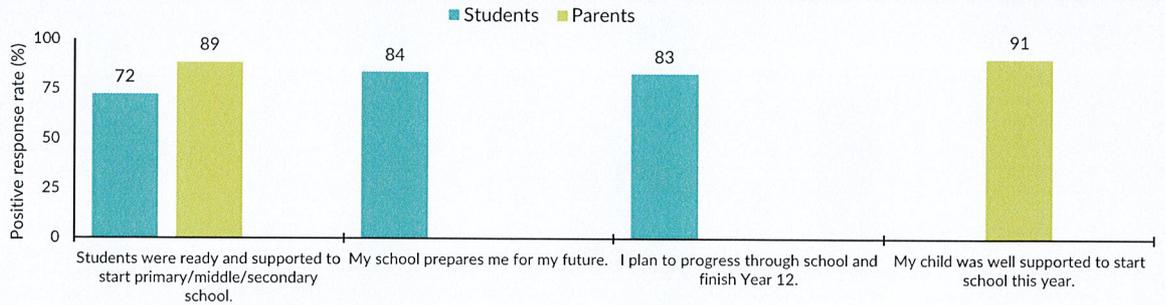
What does our data tell us?

Where is there strong alignment?

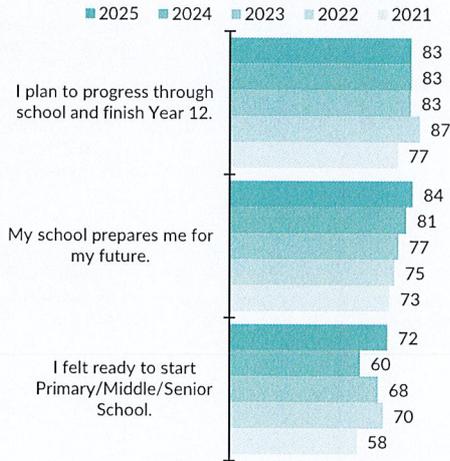
Where do perceptions differ the most?

What trends do we see?

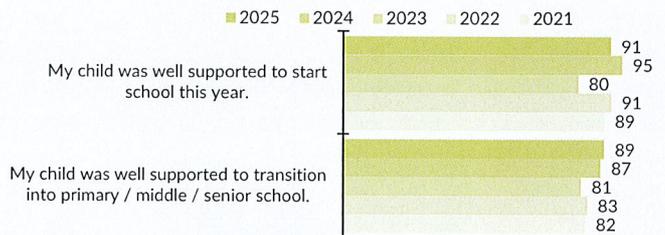
How can we explore further with our school community?



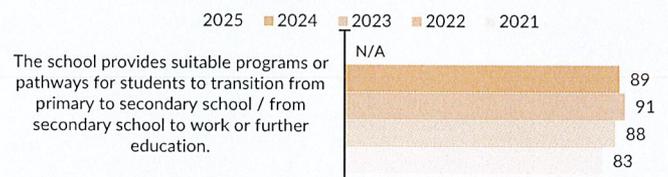
Student (positive response rate %)



Parent (positive response rate %)



Staff (positive response rate %)



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

SHARED VISION AND VOICE

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



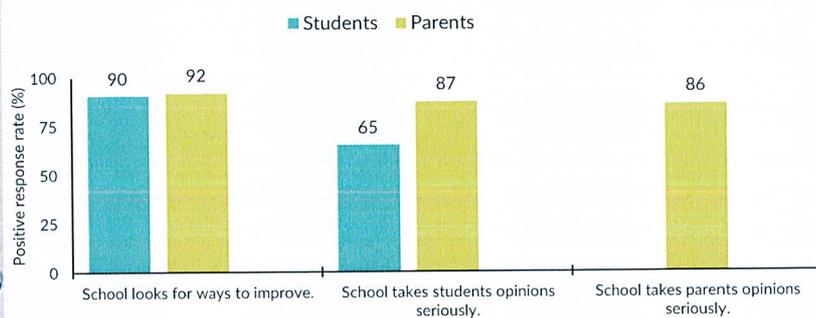
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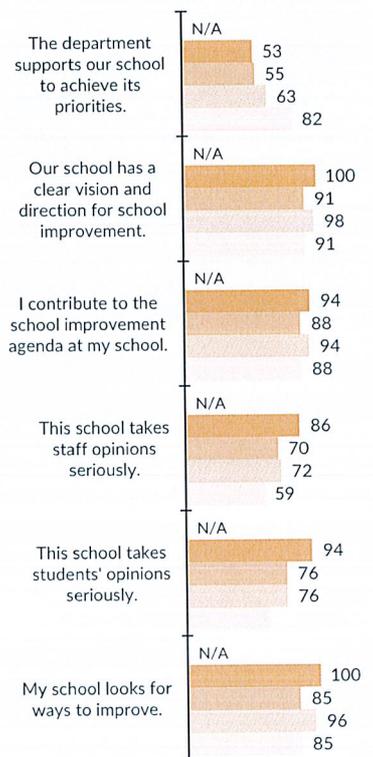
What trends do we see?

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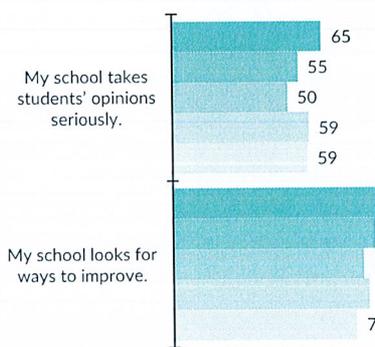
Staff (positive response rate %)

2025 2024 2023 2022 2021



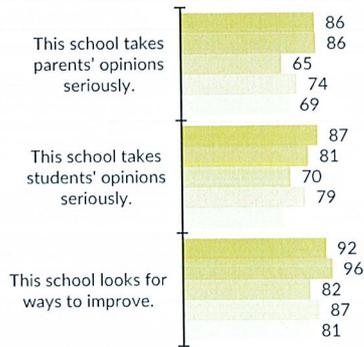
Student (positive response rate %)

2025 2024 2023 2022 2021



Parent (positive response rate %)

2025 2024 2023 2022 2021



Theme: School community engagement - Trends & Comparison (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.



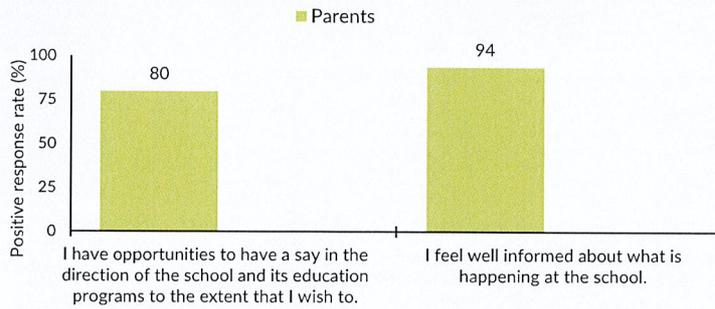
What does our data tell us?

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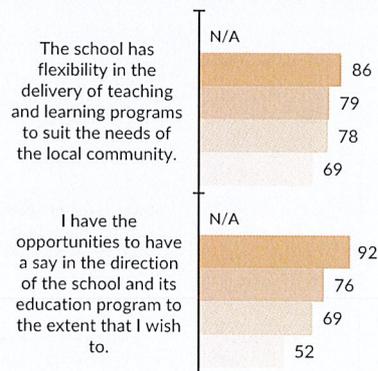
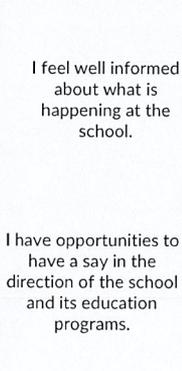
What trends do we see?

How can we explore further with our school community?

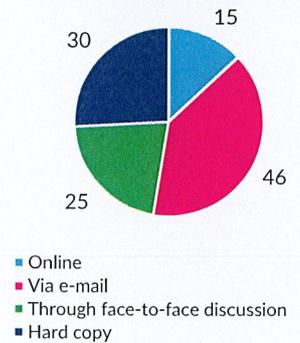


Parent (positive response rate %)

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)



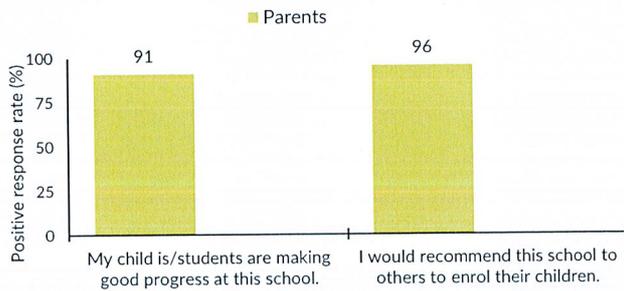
Theme: School satisfaction - Trends & Comparison (5 years)

SCHOOL SATISFACTION

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



- 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?



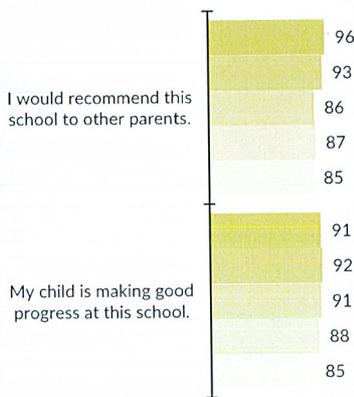
ADDITIONAL FEEDBACK (optional)
 'Number of respondents who provided comment in the optional feedback questions'

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

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

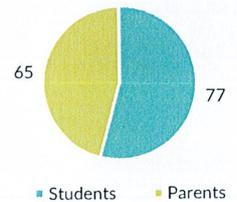
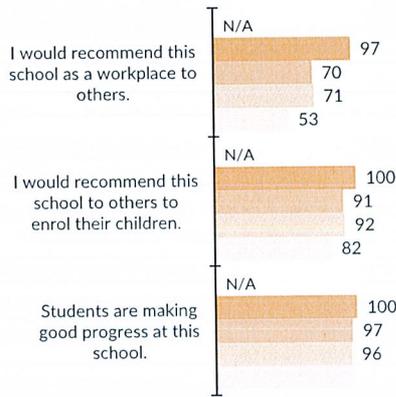
Parent (positive response rate %)

2025 2024 2023 2022 2021

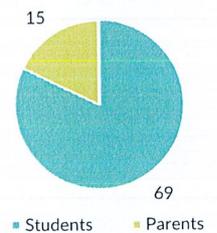


Staff (positive response rate %)

2025 2024 2023 2022 2021



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



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

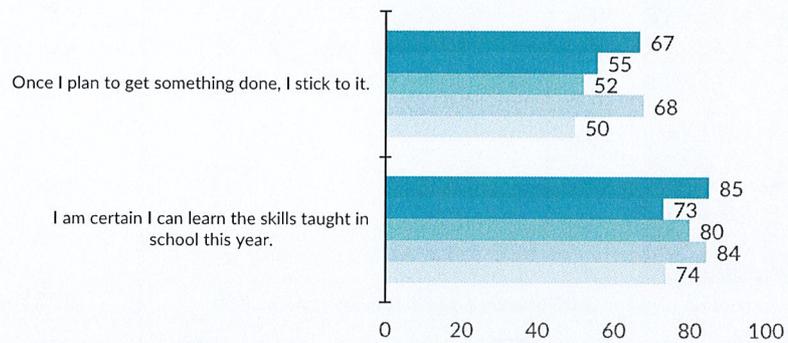
GROWTH MINDSET AND PERSEVERANCE

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



Student (positive response rate %)

■ 2025 ■ 2024 ■ 2023 ■ 2022 ■ 2021



Theme: Professional development (staff only) - Trends (4 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.

In 2025 insights relating to staff professional development were collected through the People Matter Survey.

The People Matter Survey captures employee perceptions of school and departmental performance, offering insights to guide performance improvements and workforce development.



OUR PRIORITIES

5. Improve student wellbeing

OBJECTIVE



MEASURE

Improved students' perception of their wellbeing and teacher-student relationships

The 2025-28 Strategic Plan 'Improve student wellbeing' measure relates to positive responses to student items under the two themes of 'Student wellbeing' and 'Teacher-student relationships.'

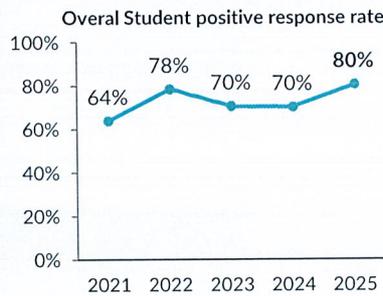
The measures are calculated as the average of the identified items under each theme, with each item receiving equal weighting.

Overall Student Participation

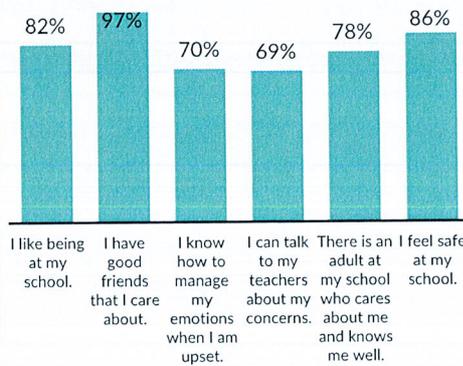
147 147 95%

No. of responses (all years)	No. of responses (Yrs 5-12)	Response rate (Yrs 5-12 only)
147	147	95%

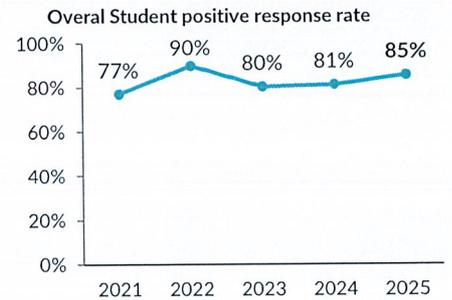
Student wellbeing



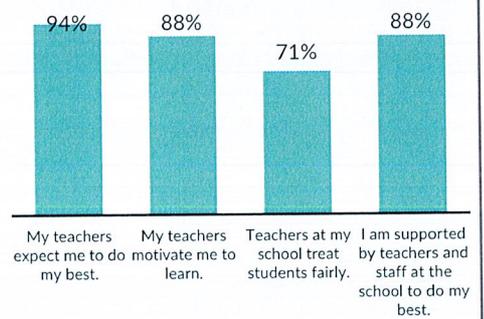
2025 Student positive response rate, by item



Teacher-student relationships



2025 Student positive response rate, by item



Larrakeyah Primary School Council Incorporated

ABN: 63 496 566 245

Special Purpose Financial Report

For the Year Ended 31 December 2025



Tax Agent
26255098

Evolution Tax & Advisory

0439 816 356
Larrakeyah, NT 0820
nicole@evolutiontax.com.au
www.evolutiontax.com.au
ABN 72 676 057 328

Larrakeyah Primary School Council Incorporated

ABN: 63 496 566 245

Special Purpose Financial Report

For the Year Ended 31 December 2025

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BOARD DECLARATION

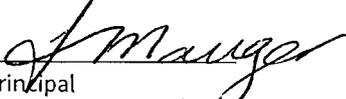
Larrakeyah Primary School Council Incorporated

For the Year Ended 31 December 2025

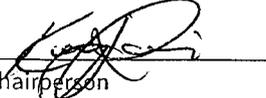
The Larrakeyah Primary School Council Board has determined that the School is not a reporting entity and that this Special Purpose Financial Report should be prepared in accordance with the accounting policies outlined in the Notes to the Financial Statements.

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

1. Present fairly the financial position of Larrakeyah Primary School Council Incorporated as at 31 December 2025 and its performance for the year ended on that date; and
2. At the date of this statement, there are reasonable grounds to believe that Larrakeyah Primary School Council Incorporated will be able to pay its debts as and when they fall due.


Principal

Dated: 25/2/26


Chairperson

Dated: 25/2/26

INDEPENDENT AUDITOR'S REPORT

Larrakeyah Primary School Council Incorporated

For the Year Ended 31 December 2025

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

Opinion

We have audited the accompanying financial report, being a special purpose financial report of Larrakeyah Primary School Council 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 2025, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, the accompanying financial report of the Entity presents fairly, in all material respects, the financial position of the Entity as at 31 December 2025 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 Opinion

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; Cash Receipts and Stocktake Non-Attendance

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.

In particular, please note the revenue recognition policy for SRB income and the limitations that exist in relation to the recording of cash receipts. Revenue from this source represents a proportion of the School's total income.

We also highlight that we did not observe the count of physical stock on hand (uniforms) at the end of the year.

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 2025

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.

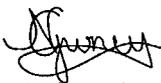
In preparing the financial report, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease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



Nicole Neck
Fellow Certified Practising Accountant
Director, Evolution Tax & Advisory
Darwin, NT

Dated: 25/ 02 /2026

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

Larrakeyah Primary School Council Incorporated

For the Year Ended 31 December 2025

INCOME	2025	2024
Commonwealth Grants - Via DOE	\$ -	\$ 2,742.99
Commonwealth Grants - Direct to School	\$ 33,465.81	\$ 34,289.64
Other Grants from DOE	\$ 1,134,067.00	\$ 1,005,918.57
Other Grants from NTG	\$ 38,789.40	\$ 61,823.16
Grants from External Third Parties	\$ -	\$ 4,258.07
School Council Projects (SRB)	\$ 903,910.61	\$ 788,348.98
Student Activities	\$ 309,214.97	\$ 238,202.25
Interest Received	\$ 20,183.13	\$ 40,416.96
Receipts/Reimbursements from Other Government Schools	\$ -	\$ 4,273.99
Total Income	\$ 2,439,630.92	\$ 2,180,274.61
EXPENSES		
Employee Expenses	\$ 736,259.53	\$ 686,318.11
School General Expenses	\$ 343,356.43	\$ 314,708.06
Motor Vehicle Expenses	\$ 118.77	\$ 116.75
Student Activities	\$ 200,372.29	\$ 214,078.05
Student Information and Technology	\$ 76,816.53	\$ 101,719.85
Curriculum	\$ 57,871.57	\$ 79,527.47
School Non-Core Activities	\$ 131,922.25	\$ 86,149.69
Payments to Other Government Schools	\$ 2,800.00	\$ -
Urgent Minor Repairs	\$ 35,102.41	\$ 36,035.60
Non Urgent Minor Repairs	\$ 15,132.51	\$ 2,850.00
Essential Services	\$ 227,266.92	\$ 238,187.68
Cleaning	\$ 152,291.46	\$ 155,216.32
Grounds and Property Management	\$ 91,850.83	\$ 410,379.16
Total Expenses	\$ 2,071,161.50	\$ 2,325,286.74
OTHER INCOME		
OTHER EXPENSES		
Net Profit / (Loss)	\$ 368,469.42	(\$ 145,012.13)

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 Council Incorporated

As At 31 December 2025

ASSETS	2025	2024
Current Assets		
Cash At bank	\$ 1,722,463.93	\$ 1,317,037.29
Cash On Hand	\$ 100.00	\$ 100.00
Trade Debtors	\$ 15,682.19	\$ 26,682.33
Prepayments	\$ 87,444.60	\$ 80,792.90
Inventories	\$ 23,982.39	\$ 39,677.40
Total Current Assets	\$ 1,849,673.11	\$ 1,464,289.92
Non Current Assets		
Total Non Current Assets	\$ -	\$ -
Total Assets	\$ 1,849,673.11	\$ 1,464,289.92
LIABILITIES		
Current Liabilities		
Deposits Held -3rd Parties	\$ 7,937.48	\$ 6,760.47
GST Liabilities	(\$ 3,278.35)	(\$ 4,201.33)
Other Accrued Expenses	\$ 38,890.43	\$ 23,329.14
Employee Entitlements<12M	\$ 14,689.92	\$ 16,839.62
Unacquit Grants	\$ 166,580.34	\$ 165,178.15
Total Current Liabilities	\$ 224,819.82	\$ 207,906.05
Non Current Liabilities		
Total Non Current Liabilities	\$ -	\$ -
Total Liabilities	\$ 224,819.82	\$ 207,906.05
Net Assets	\$ 1,624,853.29	\$ 1,256,383.87
EQUITY		
Opening Balance S/(D)	\$ 1,256,383.87	\$ 1,401,396.00
Current Year Profit /(Loss)	\$ 368,469.42	(\$ 145,012.13)
Total Equity	\$ 1,624,853.29	\$ 1,256,383.87

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 Council Incorporated

For the Year Ended 31 December 2025

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 material 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 Council Incorporated

For the Year Ended 31 December 2025

(d). Revenue Recognition

Annual recurrent government funding

School-held annual recurrent government funding from the Department of Education is recognised when the funds are received.

School Representative Body Income

Income from canteen, parent contributions, uniforms, excursions, bookpacks, donations and fundraising is recognised when the funds are received. This income consists of cash, EFTPOS and direct deposit methods of payment.

Grant funding

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.

Emergency Urgent Minor Repairs (EUMR) Funding

EUMR funding is recognised as income upon submission of the acquittal to NTG and raising as a debtor.

(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.