

Parap Primary School

Annual Performance Report to the School Community 2023



Acronyms	Full form
PPS	Parap Primary School
RTL	Ready To Learn
RLI	Real Life Inquiry
SEL	Social Emotional Learning

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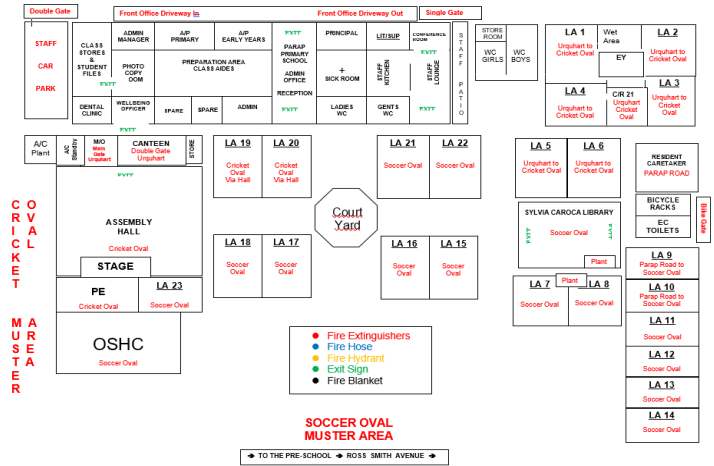
School Overview: Context and Focus for Improvement in 2023

Our School

Parap Primary School has been providing high quality education programs as part of the Parap and Fannie Bay community for over sixty years. Our school is a twin campus facility, with the Pre-school located nearby on Ross Smith Avenue.

Parap Primary School (PPS) is committed to achieving improved outcomes for ALL students.

PPS sits on Larrakia Land. The Larrakia people are the traditional owners of the Darwin region. Our country runs from Cox peninsula in the west to Gunn Point in the north, Adelaide River in the east and down to the Manton Dam area southwards.



SCHOOL MISSION

Student wellbeing underpins the culture of teaching and learning at our school with a strong emphasis on personal and social capabilities. The Australian Curriculum is implemented through innovative learning opportunities which empower students to develop critical and creative thinking skills and become real life problem solvers.

SCHOOL VISION

We believe that every child is capable of developing the skills to be successful global citizens when supported through strong school, family and community partnerships.

SCHOOL FOCUS

WELLBEING - Building a strong, positive culture of belonging, engagement and inclusion. Every student’s success is everyone’s responsibility.

PEDAGOGY – Individual student needs are recognised and incorporated into the teaching and learning programs to improve outcomes for all. Teachers, students and families work together to identify personal and learning goals and celebrate achievement.

EXCELLENCE - The school promotes and actively encourages a growth mindset in the pursuit of excellence. We embed and incorporate technology as a tool for innovation and exploration.

SCHOOL GOALS/ FOCUS

Our aim is to make the shift from learning the curriculum to developing innovative learning environments where students develop critical and creative thinking skills to become real life problem solvers.

Student wellbeing underpins the culture of teaching and learning at our school whereby every student's success is everyone's responsibility. We explicitly teach and assess personal and social capabilities to assist in the development of the whole child.

OUR SCHOOL VALUES

Our school values are designed to guide our students towards creating a better world for themselves and for others.

- **Personal Responsibility** – We have pride
- **Inclusion** – Caring for each other
- **Cooperation** – Working together
- **Global Citizenship** – Building our future

OUR SCHOOL LEARNING DISPOSITIONS

Parap Primary School is a learning community that strives to create meaningful learning experiences for students. We explicitly teach the skills of critical and creative thinking and personal and social capabilities.

COLLABORATIVE LEARNERS – cooperate with others in play and learning

CREATIVE LEARNERS – open their hearts and minds to possibilities

CURIOUS LEARNERS - ask questions to expand their knowledge of the world

SELF-DIRECTED LEARNERS – demonstrate a readiness and willingness to learn

RESILIENT LEARNERS – have a growth mindset

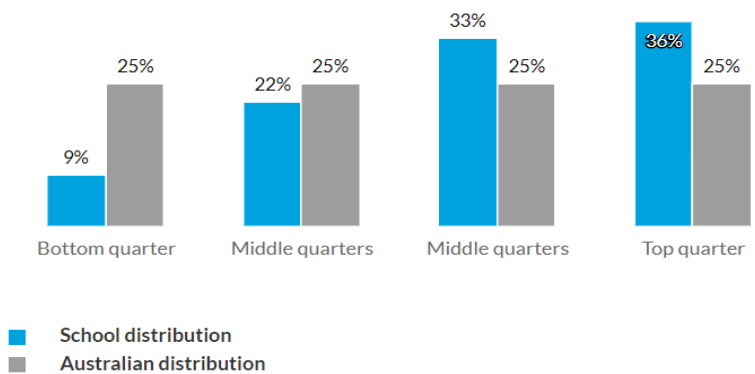
Our Students

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1071
Average ICSEA value	1000
School ICSEA percentile	76

Distribution of Socio-Educational Advantage (SEA)

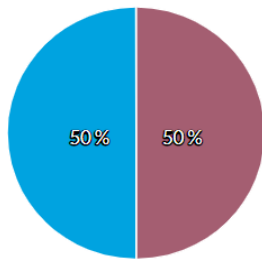


Percentages are rounded and may not add to 100

Students

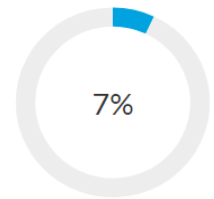
Total enrolments: 418

- Boys 210
- Girls 208



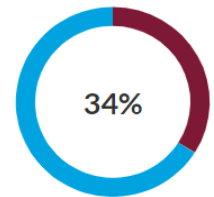
Full-time equivalent enrolments: 417.7

Indigenous students



Language background other than English

- Yes (34%)
- No (66%)
- Not stated (0%)



Our Staff

In 2023, the teaching staff consisted of 1.4 preschool teachers, 18 primary classroom teachers (9 Early Childhood classes and 9 Middle/ Upper Primary classes), 3 specialist teachers (teaching PE, Performing Arts, Library/ ICT), 1 Inclusion and Engagement teachers, 3 Lead Teachers, 2 Assistant Principals, an AO6 Business Manager and a Principal.

The Assistant Principals lead our Ready To Learn (RTL), Literacy (ACW/L), Real Life Inquiry (RLI), ICT, attendance, student leadership.

The three LEAD teachers focus on; English, ESL, ICT, SEL, mentoring, coaching and Wellbeing.

We have an Inclusion and Engagement teacher who works with an AO3 to support all students and their families to achieve the best outcomes possible. They work with identified students and their class teacher to adapt programs to ensure that students access appropriate year level curriculum. They work with teachers and parents to identify new students who may need to be referred.

The Pre-school classes are not on site but visit our Library each week and are able to use our Picture Story Book area and computers to complement their teaching and learning programs.

The school employs a number of Support Staff who work in classrooms to support students, special needs focus groups and Literacy Intervention for students across the school. We have one Indigenous staff member.

Although we do not have a designated ESL teacher one of our Lead teachers takes on the additional role of ESL support for both teachers, students and families. She works with the teachers to assist them with modifying programs, teaching practices and assessment. We employ a part time support person to work with identified students in the Early Years classes.

The teaching levels of our staff are listed below.

CT1	CT 2	CT 3	CT 4	CT 5	CT 6	CT 7	CT 8	CT 9
1	1	0	2	4	0	0	0	14

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 School of Music provides instrumental lesson for the students in Years 4, 5 and 6. Parap Primary School was able to offer Chinese lessons to students in Year 1 to Year 6. As a Sister School to Lu'An Road Primary School the school was offered two Chinese teachers over 3 days a week which was provided by the Confucius Institute.

Our Community

Parap Primary school has an average enrolment of 420 students. Our school is diverse and we pride ourselves on providing a warm and supportive environment that celebrates diversity, promotes inclusivity and expects success for every child. Parap Primary School is committed to staying abreast of educational trends and research, and provides students with a challenging and relevant educational experience through Real Life Inquiry (RLI).

Teachers work collaboratively in year groups to develop Curriculum Maps to ensure that all Australian Curriculum areas and content are taught throughout the year. These Curriculum Maps enables them to highlight Global Concepts, Essential Questions and Fluency Challenges being taught each term. Being specific to each year level it focuses on relevant Achievement Standards and authentic connected curriculum. RLI is mapped alongside stand-alone content, all of which is explicitly taught over the duration of the year.

The main means of communication between our staff, students and parents is through our fortnightly newsletter, the 'Parap Flyer'. Our school website is also used to convey important information about our school. Parents also receive regular communication via class emails or the online Dojo system. Our School Facebook – Parap Primary – Working Together is also regularly uploaded with upcoming events and news. Whole school assemblies are also an excellent vehicle for communication, celebrations and sharing of student achievements. On alternate weeks to the newsletter we also post Community Noticeboards at 5 areas across the school. These noticeboards clearly state events planned for the next two weeks and feature photos of celebrations that have occurred. Our student leadership group produces a Student Broadcast each fortnight that incorporates ICT in an interactive way to provide information to our student and parent community.

Our school embraces parent involvement and class teachers actively seek parent participation within the classrooms. Many of our parents are regular volunteers while others are encouraged to visit for a particular purpose.

Principal's Report

Enrolment:

Total	Preschool	Trans - Year 2	Years 3-6
425	42	171	212
	2 groups	9 classes	9 classes

- Aboriginal: - 7%
- Females: 49%
- Males: 51%

Attendance:

- Year to date is 91.3%
- Previous year to date is 89%

Staffing:

- SB is on sick leave from weeks 3 – 8. CJ will be covering the class during this time.
- Working on budget for 2024, based on 17 classes, 3 specialist and Inclusion and Engagement teacher.

Special events / updates:

- A heartfelt thank you to the council for the delightful morning tea in celebration of World Teacher's Day—a gesture warmly received and cherished by our dedicated staff.
- Grandparents Day was a tremendous success, with the SRC shining as hosts, treating grandparents to tea, coffee, scones, and biscuits. Gratitude to Cimarra for orchestrating this memorable day filled with engaging activities and shared moments.
- Our Gala Days this term were triumphant: the Swimming Carnival placed us 5th overall, and our Basketball Gala Day saw one team clinch the top spot.
- The recent Expo showcased exceptional learning, emphasizing Real Life Inquiry and 'A Better World.' Special mention to the Year 6 team for their innovative approach, linking RLI with Business Enterprise with profits going to the Orange Sky Laundry Service for the homeless.
- Our Sockable fundraising initiative is gaining momentum; pairs of socks are available at the front counter, and we appreciate the support on Dojo and Facebook.
- A successful fire drill in week 5 highlighted the commitment of students and staff to safety procedures, even with preschoolers present as part of their transition program.
- Well done to our Netball volunteers, Desley Lawrence, Sonia Wright, and Kim Morgan, for contributing to the success of the ongoing competition ending on December 6th.
- The almost-completed bike shed project stands as a testament to the success of our council's initiatives.
- Updates on the Preschool project reveal a concept design over budget, but modifications are underway. Refurbishment of the multipurpose room begins shortly, aligning with our commitment to enhancing learning spaces.
- The Year 4/3 cohort enjoyed the enriching performance, "Waru, Journey of the Small Turtle" by the Bangarra Dance Theatre, aligning with their literacy focus.
- Mark your calendars for the School Disco on Thursday, November 23rd, from 5pm to 7pm in the Hall. Join us for a night of fun with pizza, popcorn, ice-cream, drinks, glow sticks, and socks—all accompanied by the vibrant energy of our Parap community.
- As I approach my six-month mark at Parap, I express gratitude for the warm welcome. Here's to another fantastic six months ahead! Wishing you all a safe and joyous holiday season.

Highlights 2023

Term 1

- *NAPLAN* – testing took place in Term 1 for 2023. The testing window ran from 15th March to 27th March. Moving the testing to Term 1 enabled results to be made available earlier in the school year which in turn helped to inform school and system teaching and learning programs.
- *Easter Hat parade* – student designed and modelled their wonderful creations during our annual Easter Hat parade.

Term 2

- *ANZAC Day assembly* - was run by the School Captains and Vice Captains. Special guest, Warrant Officer Jacinta Doyle, gave a speech about the connections between the values of the Anzac's and our own school values. Sergeant Stuart Dorrian walked with the SRC out to our memorial stone. Our oldest and youngest students laid a wreath on behalf of our school, in memory of the service men and women who died at war.

- *Colour Fun Run* – this was a major fundraiser for the school. Parents signed up and created profiles for their children on the School Fun Run website. Our aim is to raise \$25000, to go towards outdoor learning spaces. The school raised money that helped support our students to create a Sound Garden for the whole school to enjoy.
- *Sports Carnival* – the Early Years Sports Carnival was held at school, it was wonderful to see amazing sportsmanship on offer. The smiles on children and parents' faces were fantastic to see. The upper primary Athletic Sports Carnival was held on 19th June at Marrara Athletics Stadium. Watching the children in the running races trying so hard and obviously enjoying the occasion is what sport is all about. Congratulations to Hudson on winning the Primary Athletics sports.

Term 3

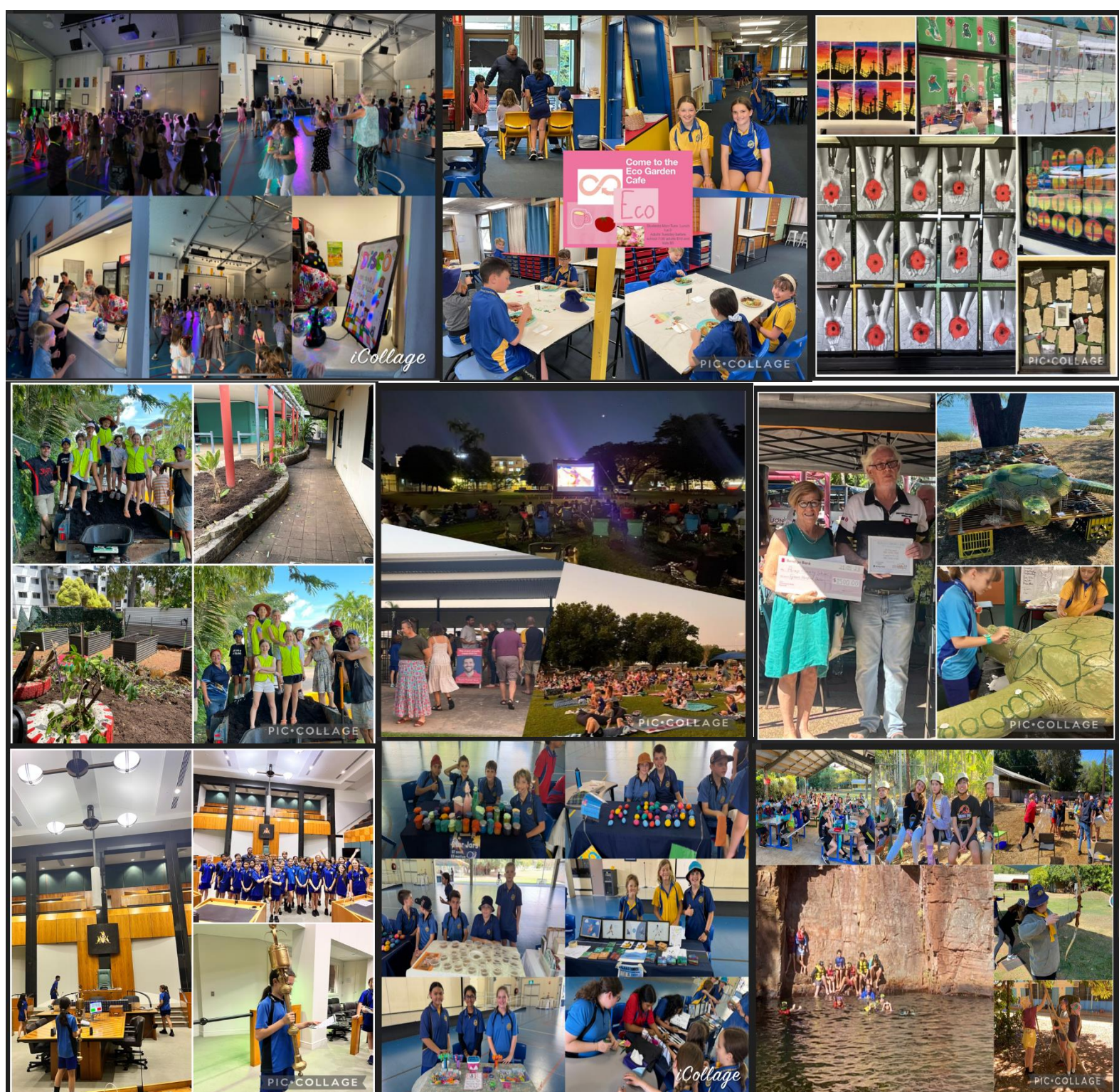
- *Movie night* – another fantastic school fundraiser. Thanks to Ms Nicole Brown and Mr Brent Potter who organised the big screen and a sausage sizzle. Families brought picnic blankets and set up space on our oval for a very enjoyable evening.
- *Year 6 Camp* - Year 6 students attended camp at Batchelor, along with students from Ludmilla Primary to help build friendships and connections as they prepare for middle school.
- *School Concert* – on 10th August we held our highly anticipated concert, the theme revolved around our Real Life Inquiry Global Concept of CONNECTIONS - FRIENDSHIP (a Ship of Friends) around the adventurous world of Pirates, where the spirit of mate ship took centre stage.
- *BEAT festival* - Our senior Choir and Dance Troupe performed at the annual BEAT festival. The theme for this year was Courage, our students did an outstanding job on the night.
- *Book Week* – Character Book Parade was held on 25th August at assembly in the Hall. The children came dressed as their favourite book character and did a march around the hall to showcase their wonderful costumes.
- *Trivia Night* - 7th September, the School Council Fundraising team treated us to a thrilling Trivia Night at the Trailer Boat Club. It was an evening filled with friendly competition, fabulous prizes and an exciting raffle. Thanks to this event, we raised funds to support our students through initiatives endorsed by our Student Representative Council (SRC).

Term 4

- *Grandparents Day* – the Student Representative Council (SRC) hosted this special event by inviting grandparents to an early morning tea with tea, coffee, biscuits, and scones. We had a big turn out, with our students and their loved ones participating in colouring in activities, puzzles, games as well as enjoying a light snack.
- *Expo* - on 7th November from 2:45pm to 4:00pm, we hosted a Sharing Expo where all classes from Transition to Year 6 showcased their amazing learning. An online Scavenger Hunt was organised where families collected information from each stall to go in the draw to win an amazing prize.
- *Swimming program* – we offer swimming program for our students from Transition to Year 6 each year. The two week program is run by qualified Royal Life Saving Society instructors for 2 weeks.
- *Gala Sports Days* – are an integral part of Parap Primary School. Our students participate in a number of Gala Days each with other Primary Schools across Darwin. These days help foster collaboration and sportmanship between schools through friendly competition.

Annual Performance Report to the School Community 2023

- *School Disco* - thanks to our School Council, our students were able to dance the night away at an after hours disco. Food and drinks were on sale, making it a wonderful community event.
- *Eco Warriors award/ Green Flag* - the Eco Warriors were fortunate to win the NT Natural Resources Management People's Choice Award. The awards celebrate the outstanding efforts and achievements of landholders, community groups, farmers, rangers, schools, businesses, and researchers, who look after our land, water and biodiversity for the future. Congratulations to our students, staff and families for all of their hard work. Later that week we were also awarded our Third Green Flag!
- *Christmas with Friends* - our annual Christmas with Friends performance was held on 6th of December and featured the talented students of Parap Primary School. Families were invited to join in celebrating the talent at our school. Students and families were asked to please bring a gold coin donation, with all proceeds going towards the K-mart Wishing Tree, supporting those less fortunate at Christmas time.



School Body / LEaD Committee Report

Parap Primary School Council Report – Chairperson’s Report

I am pleased to present the Parap School Council 2023 Chairperson's Report. Although I commenced in the role of Chair in December 2023, I have been a parent member on the Council for the last 4 years

Once, again, 2023 presented Council with an eventful year with changes in the leadership team with the arrival of Bianca Hyke as Principal at the start of term 3, new and exciting fundraising activities and the completion of the new bike shed!

Council has made continuing progress with implementing strong governance frameworks and transparent decision-making. It has done so, with the concerted and continuing efforts of both council members and non-council individuals committed to promoting and maintaining the best interests of our school community as well as with the support of the Council of Government School Organisations (COGSO)

The Parap Primary School Council 2023 comprised of 15 members; 10 parent members, our Principal, 2 teachers and 2 invited members.

OFFICE BEARERS THROUGHOUT 2023:

Chair: Paul Eustance until December 2023
Chair: Stephanie Hawkins from December 2023
Secretary: Cailin Wigg until March 2023
Secretary: Eliane Lefebvre from March 2023
Treasurer: Greg Arnott until October 2023
Treasurer: Shane Drake from October 2023

PARENT, TEACHER AND INVITED MEMBERS AS ELECTED AT THE 2023 AGM:

Paul Eustace
Cailin Wigg
Stephanie Hawkins
Eliane Lefebvre
Tommy Va'a
Sarah Rheinberger
Lerika de Vaal
Eliane Lefebvre
Yvette Park
Glenn Josephs
Tash Chandler
Greg Arnott
Emma Dorrian
Tamara Cole
Yvonne Harding – Principle until July 2023
Ruth Hillier
Desley Lawrence
Sarah Hinton

Throughout 2023 the Council saw some changes to the members with the following members resigning and new members joining.

Bianca Hyke – joined in July 2023

Greg Arnott – resigned last meeting October 2023

Paul Eustance – resigned last meeting December 2023

Tash Chandler – joined in October 2023

Shane Drake – joined in October 2023

Ruth Hillier – resigned November 2023.

GOVERNANCE

Governance remained a focal point for Council throughout 2023 (and will continue to be in 2024 and into the future) Good governance is critical in underpinning School Council decision making, roles and responsibilities and Parap School operations. School Council continued to provide Parap School leadership team strategic direction and oversight on matters as and when relevant.

SCHOOL LEADERSHIP

Parap School leadership team, comprising Principal Yvonne Harding until July 2023 with Bianca Hyke taking on the role in August 2023, Assistant Principals Kim Morgan and Cimarra Stephenson have again, worked tirelessly to ensure academic, social, and emotional needs of our students were met.

Cimarra continued her hard work with the SRC students throughout the year to develop their skills of student representation, leadership, voices for group communication and decision making. Council welcomed the communications from the SRC and enjoyed having representatives present their activities at each Council meeting.

FINANCE

Financial management is critical to the delivery of all school activities and functions at Parap School. School Council, has a Finance Subcommittee which worked in collaboration with business manager, Ms. Debby Gribben, and Treasurer, Greg Arnott and then Shane Drake. The Finance Subcommittee continued to deliver monthly school financial management reports using the Department of Education's accounting software package to the Council. In term 2 of 2023 the Council undertook some financial literacy training delivered by our then Treasurer, which was greatly appreciated and well received.

FUNDRAISING AND SPONSORSHIP

Our fundraising subcommittee delivered a busy calendar of activities including some annual events and incorporating some new events into the mix. The combined efforts of the fundraising committee and school centric fundraising activities helped deliver an essential financial bonus for the benefit of all our students and school.

Some highlight events for 2023 included the Colour Fun Run which raised a considerable amount to allow the completion of the long awaited bike shed which was ready to go at the start of Term 4. A big thank you to Ruth Hillier and all the teachers who got on board to make it such a fun and successful event! Term 3 saw a number of fundraising events capitalise on the dry season weather with the annual trivia night held at the Darwin Trailer Boat club, a family movie night held on the school oval sponsored by Nicole Brown Consulting and Brent Potter MLA for Fannie Bay. Term 4 saw the introduction of the "sockable: fundraiser which had a slow start but raised funds, remembering every dollar counts towards school projects. Possibly the highlight of term 4, other than grade 6 graduation was the reintroduction of the school disco which was a huge hit with all the students, parents and carers that attended.

2023 through the generous sponsorship by Andrew Harding and his team at Ray White Real Estate Parap, the year 3-6 school sports carnival was able to be held at the Marrara sports stadium. This allowed all student a great opportunity to demonstrate their sporting skills in a custom made sports venue and we hope this sponsorship continues into 2024.

I would like to wholeheartedly thank all parents, teachers, students and local businesses for their time, energy and efforts for which Council rely upon in order to deliver the myriad of Council and school projects. The fundraising subcommittee has already started planning for new projects to support with funds raised by some exciting activities planned for 2024.

ANNUAL SCHOOL IMPROVEMENT PLAN

2023 School Council and School Leadership worked at an improved ASIP delivery model. Improvements were made in the areas of communication, information sharing, plan development and delivery timelines which were more actively shared and understood by Council when presented for review. Improvements are ongoing in the delivery of the ASIP and the Council will continue to support best practice models that are truly collaborative, drawing on the School Leadership team, and School Council knowledge and the school communities input to enhance Parap School's learning environment, while strengthening the school's partnerships with parents and the wider community.

SUBCOMMITTEES

2023 School Council established subcommittees to best reflect the needs of the school community and to support the school's operations.

These subcommittees included Finance, Fundraising and sponsorship, Governance & Policy, Parent Engagement and Communication, Infrastructure and Grounds, Health, Nutrition and School Sustainability and the Preschool. The subcommittees continue to play an important role in ensuring that the Council's projects, review processes and oversight is carried out.

COUNCIL ENGAGEMENT

The School leadership team and Council have continued discussions about the best way to communicate with the school community. The Council have continued to value add to the Parap Flyer newsletter, utilise the Class Dojo and the Student Broadcast to promote fundraising activities. Have a regular presence at the School assemblies and consult with students and families about key issues. The Council also established an email address for families to contact us directly.

A key outcome in 2023 after lengthy consultation with the students and families was the introduction in October/ November of a new school menu for the canteen. This menu provides a combination of healthy and "healthier" treat options available in the canteen. The school community spoke and we listened!

We continue to actively encourage parents and community members to attend School Council meetings to provide feedback and suggestions. The Council also established an email address for families to contact us directly.

ACKNOWLEDGEMENT OF OUTGOING PRINCIPLE; YVONNE HARDING

I would like to take this opportunity to acknowledge the contribution of our outgoing principle, Yvonne Harding. Yvonne has been Principle at Parap Primary School for 11 years and held a valuable leadership role within the School Council. We are grateful for her leadership, time and efforts over the years in working with the Council to establish good governance and better oversight to the Council about Council business. WE wish Yvonne all the best with her new path.

CONTINUING GUIDANCE OF ALICE GAWLER OF COGSO

School Council continued to have the support and guidance of Alice Gawler from the Council of Government School Organisations (COGSO). Alice provided valuable advice and support to the council throughout the year, and we are grateful for her expertise and guidance. Her contributions were instrumental in ensuring that the council was able to carry out its duties effectively.

I would like to thank all members of the Parap School Council, School Leadership team for their hard work throughout the year. The School Council continues to strengthen in its role as a knowledgeable voice representing the interests and needs of the whole of school community.

School Priorities 2023

Headline Improvement Measures (HIMS)



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.

- **What were the key aspects for the delivery of your Focus for Improvement in 2023?**

The aim was to increase the reading levels of students in the Early Years by introducing InitialLit Program in all Transition classrooms. Through a targeted approach we should also see a reduction in Intervention Programs such as MiniLit and MultiLit required.

InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a three-year program, covering the first three years of school (Foundation to Year 2).

In the context of a Response to Intervention framework, InitialLit is a Tier 1 program, designed to be delivered to whole classes by classroom teachers.

- **What were the school's Student Improvement Targets and Implementation Outcomes in 2023?**

- 90% of Transition students to demonstrate competence in the first 6 subtests of FELA.
- The percentage of students receiving A and B grades in the data will increase by 3% to 57%. We aim to decrease the number of students receiving D's from Year 1 to Year 6 for reading to below 5% of the cohort.
- **What Actions did the school undertake to address the Student Improvement Targets and Implementation Outcomes?**

- 9 Early Years teachers were trained in the InitialLit Program, which comprised of a 2.
- Observations and data show that since introducing the program this year, our transition students have shown to have better phonemic awareness compared to last year. Across the three classes there have been improvements

with students being able to identify more initial sounds, blends and digraphs (ch, sh etc) and even beginning reading and more confidence and taking more risks with writing. (not taking into account our special needs children or our much younger cohort.

- Data from the different stages of testing have increased as the year has progressed.
- the children are enjoying the program – at 3 Way Conferences parents spoke about the improvements they have seen, especially when they have had other children come through the school in previous years.
- Transition teachers have reported that by the end of the year all students were reading.

Strengthening Instruction for Young Territorians

To improve students' reading ability across all year levels.

- **What was the school's Strengthening Instruction Problem of Practice in 2023?**

If we implement InitialLit, an evidence-based whole-class literacy program for all Transition classes, then we will see improved results in English, as evidenced in student reports, FELA data and a reduction in the need for intervention programs. It is expected that this will lead to an overall improvement of reading ability over time. Reading programs across the whole school will include evidence based strategies and resources with high calibre pedagogical practices, targeted professional learning, ongoing data analysis and collaborative programming, planning, modelling, assessment and moderation.

- **What Actions did the school undertake to achieve the Goal and Problem of Practice?**

Teachers:

Transition teachers implement InitialLit as a whole class comprehensive approach to Reading and a comprehensive strategy for teaching English. All teachers use assessment of students' knowledge, understanding and learning to inform future programming and planning.

Students:

Student can use a range of strategies and resources to support and improve their reading ability. They use these to create their own reading goals and work towards them.

Community:

Families will be informed of the school's improvement agenda including how InitialLit strengthens the whole school approach to English. This will detail how parents can support the learning of their child. There will be opportunities to observe this in action through open classrooms and parent information sessions.

- **What were the school's Strengthening Instruction Targets and were they met?**

Transition students' academic results in Reading will improve, reducing the necessity for Reading intervention programs to close the gap. There will also be a flow on effect throughout the school with improved achievement in Reading as a whole school approach is undertaken to ensure phonological and phonemic awareness programs are of a high standard.

Yes data showed that the reading average for Transition students improved in 2023 and by the end of the year all Transition students were reading.

- **How is the work making a difference?**

Feedback from parents outlined how they have seen improvements with their students reading abilities and engagement with reading. This was particularly evident of parents who have had other children come through the school in previous years.

Positive feedback from teachers who taught the program noted that the highly structured nature of the program kept them on track, there was a variety of lessons and resources making the program enjoyable to teach.

- **What are the next steps for 2024?**

Introduction of InitaiLit-F in all Transition classes this year was successful. Plans to introduce InitaiLit -1 in all Year 1 classes in 2024, then to all Year 2 classes in 2025.

Engaging Every Child and Student in Learning

To improve overall engagement by students, families and staff through the meaningful use of ICT.

- **What was the school's Engaging Every Child and Student in Learning Problem of Practice in 2023?**

If we, build staff confidence and capability, in the meaningful use of ICT in range of learning environments then we will see an increase in positive responses with students and parents in the ICT perception survey.

If we, challenge students in their learning through the meaningful use of ICT, then we will see an increase in students ICT capabilities and engagement in school.

If we, keep our parents informed of the innovative learning happening, then we will see an increase in positive responses in the School Survey.

- **What Actions did the school undertake to achieve the Goal and Problem of Practice?**

Teachers:

Staff are working on using SAMR in an innovative and meaningful manner into teaching practice, technology is not just as an additional activity but a tool for meaningful learning. Staff will actively engage in Professional Learning.

Staff will link a professional growth goal to engagement through the use of innovative, challenging and meaningful learning.

Staff will collaborate to create a whole school plan for apps and tech ideas for different year levels mapping from Preschool to Year 6.

Staff on board with whole school vision and NT Engagement Strategy, ICT as a tool for and of learning

Students:

Students will be inspired, engaged and challenged using a range of apps to communicate their learning. Students will create solutions to challenges and learning area tasks.

Students will use ICT to share ideas and information to collaboratively construct knowledge and digital solutions.

Students will see the practical value of their education and understand where it can take them after school.

Community:

Families will be encouraged to take a shared responsibility to support in the correct use of technology as an engagement tool.

Families and Community are aware of the innovative learning happening at Parap Primary School

- ***What were the school's Student Improvement Targets and were they met?***

Using adaptive technology to meet the needs of all students – this will be shown through the increase of targeted ICT goals within students with additional needs Personalised Learning Plans

Increase the responses by 5% in the Parent School Survey 2023 in the questions relating to communication and ICT use. Responses of growth and achievement data from the students will be captured through a series of perception survey from the end of 2022 and all of 2023 to measure the impact of student engagement and the meaningful use of ICT at Parap Primary School

'My child knows how to communicate safely and respectfully online' increased from 52% in 2022 to 67% in 2023.

- ***How is the work making a difference?*** Provide any evidence of changes in behaviour, practice and student outcomes (qualitative and quantitative) and include parent/student feedback, data tables, graphs etc.
- ***What are the gaps?*** What areas for improvement have you identified through analysis of the evidence?
- ***What are the next steps for 2024?***

Student Enrolment, Attendance and Learning

Enrolment and Attendance Summary - Parap Primary School

Enrolment and Attendance Year-To-Date (Term 1 to Term 3)

	2021				2022				2023			
	Indigenous		All Students		Indigenous		All Students		Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	3	78.5%	64	89.2%	2	57.7%	52	87.5%	4	89.0%	44	89.1%
Transition	8	89.9%	75	93.8%	2	82.9%	59	89.4%	1	92.9%	58	92.2%
Year 1	5	82.8%	65	92.1%	10	82.0%	75	89.5%	3	87.0%	64	91.4%
Year 2	5	88.7%	71	94.0%	4	64.9%	55	89.8%	9	83.8%	68	91.4%
Year 3	3	89.6%	54	93.3%	4	89.5%	68	90.8%	6	78.3%	60	92.3%
Year 4	2	75.2%	57	93.1%	3	80.2%	50	89.4%	4	91.6%	64	90.9%
Year 5	8	87.0%	67	93.2%	2	72.1%	52	88.9%	4	86.2%	45	90.1%
Year 6	4	81.6%	61	92.4%	5	77.2%	61	88.4%	2	61.8%	54	90.4%
Parap Primary School	38	85.9%	513	92.9%	32	78.5%	472	89.4%	33	83.3%	456	91.2%

2023

NAPLAN Assessed Year 2023

This data can be used for 2024 Annual School Improvement Plan (ASIP) Student Improvement Targets.

Reading

	Proficiency Level								Total Students	
	Exempt		Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	2%	3	6%	16	30%	34	63%	54	100%
Year 5	1	2%	0	0%	7	16%	36	82%	44	100%
All Year Levels	2	2%	3	3%	23	23%	70	71%	98	100%

Writing

	Proficiency Level						Total Students	
	Exempt		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	2%	7	14%	41	84%	49	100%
Year 5	1	2%	6	14%	37	84%	44	100%
All Year Levels	2	2%	13	14%	78	84%	93	100%

Spelling

	Proficiency Level								Total Students	
	Exempt		Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	2%	3	6%	15	28%	35	65%	54	100%
Year 5	1	2%	0	0%	10	23%	33	75%	44	100%
All Year Levels	2	2%	3	3%	25	26%	68	69%	98	100%

Grammar

	Proficiency Level								Total Students	
	Exempt		Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	2%	4	7%	19	35%	30	56%	54	100%
Year 5	1	2%	2	5%	13	30%	28	64%	44	100%
All Year Levels	2	2%	6	6%	32	33%	58	59%	98	100%

Numeracy

	Proficiency Level								Total Students	
	Exempt		Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	2%	3	6%	16	30%	34	63%	54	100%
Year 5	0	0%	5	12%	10	24%	27	64%	42	100%
All Year Levels	1	1%	8	8%	26	27%	61	64%	96	100%

Parap Primary School

NAPLAN Assessed Year 2023

Summary

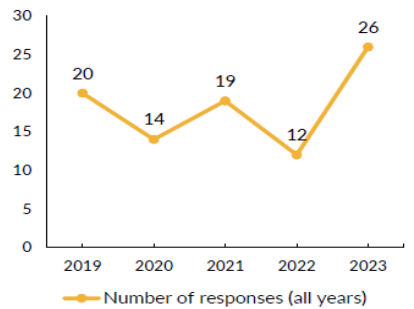
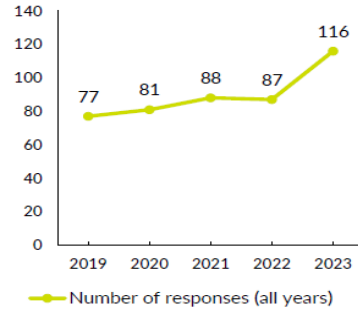
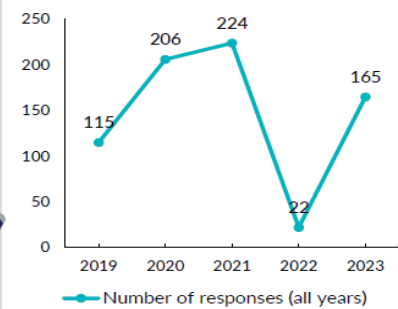
		Average Scale Score	
		School	NT
Year 3	Reading	400	330
	Writing	427	335
	Spelling	416	315
	Grammar	409	328
	Numeracy	404	337
Year 5	Reading	513	427
	Writing	498	403
	Spelling	502	416
	Grammar	492	424
	Numeracy	471	416

School Survey Results

Participation

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.

Students				Parents			Staff		
Year of survey	Number of responses (all years)	Number of responses (Yrs 5-12 only)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses		Year of survey	Number of responses	Response rate
2023	165	81	81%	2023	116		2023	26	63%
2022	22	22	19%	2022	87		2022	12	21%
2021	224	120	93%	2021	88		2021	19	35%
2020	206	99	84%	2020	81		2020	14	30%
2019	115	81	70%	2019	77		2019	20	41%



Is this data representative?
How many responses were received?
From who?
What needs to be considered when analysing these results?

2023 Responses	Total	ATSI	Non ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
Student	165	12	153	31	134	0	0	-	-	-
Parents	116	8	108	70	41	3	0	-	-	-
Staff	26	1	25	14	7	0	0	18	3	5

*breakdowns may not add up to the overall total as they do not include 'N/A or nil responses'

Most positive and least positive responses

HIGHEST / LOWEST

These tables identify the three most positive and least positive responses for each survey group; student, parent and staff.

Student			
Most Positive items for 2023		Least Positive items for 2023	
I have good friends that I care about.	95%	Student behaviour is well managed at this school.	42%
My teachers expect me to do my best.	92%	My school takes students' opinions seriously.	54%
I know how to communicate safely and respectfully when I am online.	90%	My school is well maintained.	62%
Parent/carer			
Most Positive items for 2023		Least Positive items for 2023	
My child feels safe at this school.	95%	I have opportunities to have a say in the direction of the school and its education programs.	51%
My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	95%	This school takes parents' opinions seriously.	57%
My child likes being at this school.	92%	This school takes students' opinions seriously.	66%
Staff			
Most Positive items for 2023		Least Positive items for 2023	
Students like being at my school.	100%	The department supports our school to achieve its priorities.	56%
This school supports students to build positive relationships with their peers.	100%	I have the opportunities to have a say in the direction of the school and its education program to the extent that I wish to.	68%
Teachers at my school motivate students to learn.	100%	My school provides me with opportunities to develop my leadership capacity.	72%

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)

Annual Performance Report to the School Community 2023

Change from previous year (2023 v 2022)						
CHANGE FROM PREVIOUS YEAR	Highest ranking items	% point change	2023 vs 2022	Lowest ranking items	% point change	2023 vs 2022
<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>	Student					
	My school takes students' opinions seriously.	+25%	54%	I know how to communicate safely and respectfully when I am online.	-5%	90%
	My school gives me opportunities to do interesting things.	+19%	29%	My schoolwork challenges me to think.	-4%	95%
	I like being at my school.	+18%	81%	My teachers expect me to do my best.	-3%	77%
	Parent/carer					
	This school works with me to support my child's learning.	+16%	62%	My child was well supported to transition into primary / middle / senior school.	-4%	81%
	This school values the language and culture background of all students.	+16%	78%	This school is well maintained.	-3%	92%
	This school looks for ways to improve.	+15%	66%	Student behaviour is well managed at this school.	+1%	85%
	Staff					
	My school provides me with opportunities to develop my leadership capacity.	+47%	72%	The department supports our school to achieve its priorities.	-8%	68%
This school takes staff opinions seriously.	+46%	25%	My school is well maintained.	-4%	88%	
This school cares about my wellbeing.	+42%	96%	Teachers at this school expect students to do their best.	+0%	92%	
		50%			100%	
		50%			100%	

Audited Financial Statements

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

Mailing Address QLD

PO Box 475 Mudgeeraba QLD 4213

Mobile 0418 897 757

Email susiedoris28@gmail.com

Registered Office Daiwin

15 Tong Luck Street Millner NT 0810

ABN: 29 161 528 481

Parap Primary School Council Incorporated
Urquhart Street Parap

PARAPNT0820

Dear Chairperson

Audit of Parap Primary School Council Incorporated for the Year Ended 31 December 2023.

We have completed our audit of the financial report of Parap Primary School Council Incorporated for the year ended 31 December 2023. As stated in our engagement letter, our audit is designed to form an opinion on the financial report. Because of the test nature of an audit, there is a risk that some material misstatement, fraud or irregularity may remain undiscovered.

There were no errors or omissions discovered during the course of the audit.

In our review of purchases, orders were checked against invoices and no anomalies were found. Approval protocols had been followed and invoices scanned and filed electronically. Payroll records were filed systematically with Payroll Summary, Payroll Calculation Report and Timesheets attached. An efficient system of checking timesheets and recording payroll is in place.

We reviewed and confirmed the balance sheet EOY entries, and all calculations of provisions and entitlements. Should you wish to discuss any aspects of your report or this letter, please contact me on my mobile or by email.

This report is prepared under the terms of our engagement solely for the information of council members and

management of Parap Primary School Council Incorporated. Please arrange for the attached council representation letter to be copied on to your letterhead, signed, scanned, and emailed to me.

Yours faithfully



Susanne Lee FCPA
12 February 2024

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PARAP PRIMARY SCHOOL COUNCIL INCORPORATED

ANNUAL FINANCIAL STATEMENTS

for the year ending 31 December 2023

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

Phone: 0418897757

Email: susiedoris28@gmail.com

PO Box 475 Mudgeeraba QLD 4213

ABN: 29 161 528 481

PARAP PRIMARY SCHOOL COUNCIL INCORPORATED

FINANCIAL REPORT

YEAR ENDED 31st December 2023

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PARAP PRIMARY SCHOOL COUNCIL INCORPORATED

STATEMENT BY THE COUNCIL

for the year ended 31 December 2023

The school committee have 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 Note 1 to the financial statements.

In the opinion of the school committee the financial report as set out on pages 5-7

1. Presents fairly the financial position of Parap Primary School as at 31 December 2023 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that Parap Primary School will be able to pay its debts as and when they fall due.
3. The school has, in respect of the financial year, kept accounting records which correctly record and explain its transaction and financial position of the school.
4. All grants have been used for the approved activity as outlined by each grant's guidelines.
5. Where a grant asset costing over \$10,000 has been acquired with grant funds, the asset has been included on the asset register.
6. The attached financial statements and independent audit report have been presented to and accepted by the members of the school Council

Principal



Council Member

.ft._

Dated this /Jday of February 2024

Annual Performance Report to the School Community 2023

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

INDEPENDENT AUDIT REPORT

1.1.1.1.1. *To the members of Parap Primary School Council Incorporated*

We have audited the accompanying financial report of Parap Primary School Council Incorporated, which comprises the Statement of Financial Position as at 31/12/23 and the Income Statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information and the School Council statement.

1.1.1.1.2. *School Council responsibility for the financial report*

The School Council of Parap Primary School Council Incorporated are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the *Education Act* where applicable and for such internal control as the Council determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

1.1.1.1.3. *Auditor's responsibility*

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report whether due to fraud or error. In making those assessments, the auditor considers internal control relevant to the schools preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the school as well as evaluating the overall presentation of the financial report.

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

1.1.1.1.4. *Independence*

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.

Audit Report qualification.

Basis for qualified opinion

Receipts from cash self-generated funds are a source of revenue for the Parap Primary School Council Incorporated. The school has determined that it is impracticable to establish control over the collection of cash revenue prior to entry in its financial records. Accordingly, as the evidence available to us about cash revenue was limited, our audit procedures for this revenue had to be restricted to the amounts recorded in the financial records. We therefore are unable to express an opinion on whether cash self-generated revenue obtained by the Parap Primary School Council Incorporated are complete.

Qualified opinion

The financial report of the Parap Primary School Council Incorporated presents fairly in all material respects in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of the Parap Primary School at 31 December 2023 and its financial performance for the year then ended. We are able to attest to the accuracy of this financial report.



Susanne Lee
Director FCPA
12 February
2024

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PARAP PRIMARY SCHOOL COUNCIL INCORPORATED		
Statement of Financial Position		
December 2023		
	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
Main Bank Account	\$55,701.96	\$10,757.09
Additional Bank Account	\$261,966.35	\$466,584.39
Total Cash at Bank	\$317,668.31	\$477,341.48
Cash on Hand		
Main Float	\$150.00	\$150.00
Trade Debtors		
Receivables	\$2,946.78	\$0.00
Prepayments		
Prepaid Expenses	\$1,852.71	\$860.88
Inventories		
Stock on Hand	\$99,443.20	\$94,940.78
Total Current Assets	\$422,061.00	\$573,293.14
Non-Current Assets		
Plant & Equipment at Cost	\$29,730.00	\$29,730.00
Plant & Equipment- Accumulated Depreciation	(\$27,986.16)	(\$26,486.16)
Motor Vehicle- At Cost	\$14,000.00	\$14,000.00
Motor Vehicle - Accumulated Depreciation	(\$13,846.99)	(\$10,346.99)
Total Non-Current Assets	\$1,896.85	\$6,896.85
Total ASSETS	\$423,957.85	\$580,189.99

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

PARAP PRIMARY SCHOOL COUNCIL INCORPORATED		
Statement of Financial Position		
December 2023		
	This Year	Last Year
LIABILITIES		
Current Liabilities		
Deposits Held -3rd Parties		
BTS Vouchers	\$0.00	\$6,405.50
Scholastic Book Club	\$0.00	\$38.45
Third Party Donations	\$0.00	\$4,035.74
Student Scholarships	\$4,794.77	\$2,393.92
Misc. Clearing Account	\$0.00	\$834.26
Other third party	\$2,507.94	\$1,838.38
Total Deposits Held -3rd Parties	\$7,302.71	\$15,546.25
Trade Creditors		
Trade Creditors	\$0.00	\$14,573.91
GST Liabilities		
GST Collected	\$233.69	\$160.18
GST Paid	\$0.00	(\$492.73)
GST Pending	\$3,434.00	(\$89.09)
Total GST Liabilities	\$3,667.69	(\$421.64)
Other Accrued Expenses		
Accrued Expenses	\$26,765.40	\$10,695.42
Superannuation Payable		
Superannuation	\$2,637.15	\$0.00
Unacquitted Grants		
Unacquitted Grants DoE/NTG	\$9,385.48	\$17,425.01
Unacquitted Grants Commonwealth	\$6,520.64	\$0.00
Total Unacquitted Grants	\$15,906.12	\$17,425.01
Total Current Liabilities		\$56,846.50
Total LIABILITIES	\$56,279.07	\$56,846.50
Net ASSETS	\$367,678.78	\$523,343.49
EQUITY		
Opening Balance	\$523,343.49	\$592,641.97
Current Year Operating Surplus/(Deficit)	(\$155,664.71)	(\$69,298.48)
Total EQUITY	\$367,678.78	\$523,343.49

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

PARAP PRIMARY SCHOOL COUNCIL INCORPORATED		
Income Statement		
January-December 2023		
	This Year	Last Year
INCOME		
Grants and Subsidies		
Commonwealth Grants via DoE	\$8,379.63	\$0.00
Commonwealth Grants Direct to School	\$3,062.03	\$1,880.00
Other Grants from DoE	\$767,596.90	\$1,034,733.91
Other Grants from NTG Departments	\$150,619.65	\$156,418.57
Grants From External 3 rd Parties	\$7,533.18	\$4,811.46
Total Grants and Subsidies	\$937,191.39	\$1,197,843.94
Sale of Goods & Services		
School Council Projects	\$326,791.99	\$260,339.57
Student Activities	\$43,684.00	\$49,704.34
Total Sale of Goods & Services	\$370,475.99	\$310,043.91
Interest Received		
Interest Received	\$5,381.96	\$1,918.63
Miscellaneous Income		
Receipts/Reimbursements Other Government Schools	\$0.00	\$3,034.33
Total INCOME	\$1,313,049.34	\$1,512,840.81
EXPENSES		
Employee Expenses		
Salaries And Related Expenses	\$375,326.27	\$521,644.50
Superannuation Expenses	\$38,987.25	\$52,039.93
Total Employee Expenses	\$414,313.52	\$573,684.43
Purchase of Goods & Services		
School General Expenses	\$149,588.71	\$200,897.19
Motor Vehicle Expenses	\$2,528.41	\$5,040.87
Student Activities	\$53,083.60	\$58,808.18
Student Information Technology	\$92,103.48	\$107,633.57
Curriculum	\$48,927.58	\$52,050.88
School Non-Core Activities	\$56,920.25	\$38,447.84
Total Purchase of Goods & Services	\$403,152.03	\$462,878.53
Repairs & Maintenance		
Urgent Minor Repairs	\$145,272.47	\$122,730.15
Non-Urgent Minor Repairs	\$14,171.79	\$9,183.45
Total Repairs & Maintenance	\$159,444.26	\$131,913.60
Depreciation & Amortisation		
Depreciation	\$5,000.00	\$9,756.82
Property Management		
Essential Services	\$232,310.42	\$212,886.51
Cleaning	\$128,025.19	\$146,659.96
Grounds	\$126,468.63	\$44,359.44
Total Property Management	\$486,804.24	\$403,905.91
Total EXPENSES	\$1468,714.05	\$1,582,139.29
Net PROFIT/(LOSS)	(\$155,664.71)	(\$69,298.48)

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

PARAP PRIMARY SCHOOL COUNCIL INCORPORATED

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

for the year ended 31st December 2023

Note 1: Statement of Accounting Policies.

1.1.2. These financial statements are a special purpose financial report prepared for the Council in order to satisfy the requirements of the Northern Territory Department of Education and the School Council Constitution. In accordance with the powers in S71H(l) of the Education Act (NT), the Secretary of the Department of Education has prescribed the manner in which the School Council is to prepare this report, and in so doing, has determined the accounting policies to be adopted in preparing the report.

In general, the statements have been prepared on the accruals basis and under the historic cost convention.

(a) Scope of the School Council's financial reporting

1.1.3. This financial report records only the revenues and associated expenditure of funds allocated to, or raised by, the school. It does not include teaching and administrative staff salaries and allowances, including leave provisions, since these personnel are employees of the Department, and their employment costs are met by the Department. The school does receive funding for casual relief teachers and other relief staffing, and although this activity is controlled by the school's management on behalf of the Department, it is included in this financial report.

(b) Revenue Recognition

1.1.4. Income from parent contributions, uniforms, excursions, bookpicks and fundraising is recognised when the funds are received. Grants and donations are recognised as revenues when the council obtains control over the assets comprising the contributions. Control over granted assets is normally obtained upon their receipt.

In 2020, the Board has changed its accounting policy in relation to grant revenue recognition. Accordingly, revenue from grants will be recognised when any associated performance obligation to provide goods or services are incurred, and not immediately upon receipt as

previously recognised. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

(c) Income Tax

1.1.5. The school is exempt from income tax under provisions of the Income Tax Assessment Act that apply to Government bodies.

(d) Capital expenditure.

1.1.6. The school does not own the land on which the school is situated, so does not record the cost or value of the buildings on that land. The land and buildings are assets of the Northern Territory Government.

From the 2010 financial year and in accordance with the Department of Education requirement, only assets with a cost of \$10,000 or higher are recorded as an asset. Only assets exceeding that amount are carried as recorded in the balance sheet.

(e) Depreciation

1.1.7. Assets carried in the balance sheet will be depreciated on a straight-line basis@ 15%.

(f) Receivables

1.1.8. Revenue from reimbursement from the Department of Education for over-expenditure in grant funded activities is brought to account when received.

(g) Inventories

1.1.9. Inventories are measured at the lower of purchase cost and net realisable value.

(h) Employee Entitlements

The school employs staff on casual, award and/or contract arrangements but has not incurred a liability for employee entitlements.

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