

# Parap Primary School

## Annual Performance Report to the School Community 2025



| Acronyms | Full form  |
|----------|--|
| PPS      | Parap Primary School                                       |
| RTL      | Ready To Learn   |
| RLI      | Real Life Inquiry  |
| SEL      | Social Emotional Learning                                  |
| EALD     | English as an Additional Dialect                           |
| PAT      | Progressive Achievement Test                               |
| SAIS     | Student Achievement Information System                     |
| RRRR     | Resilience, Rights and Respectful Relationships (resource) |

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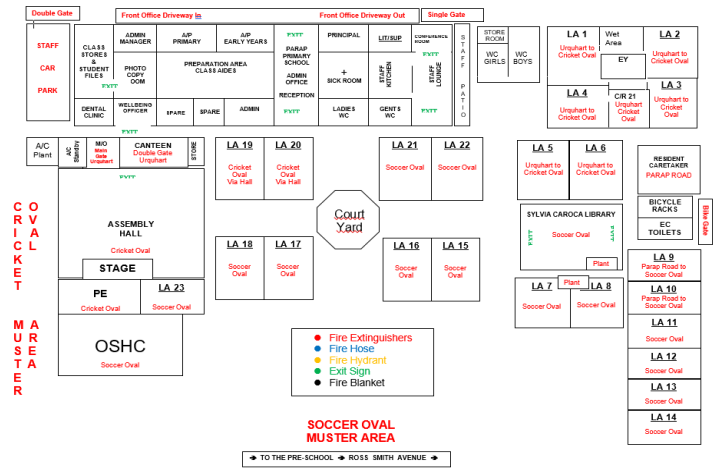
# School Overview: Context and Focus for Improvement in 2025

## 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

2025

### School facts

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

### School staff

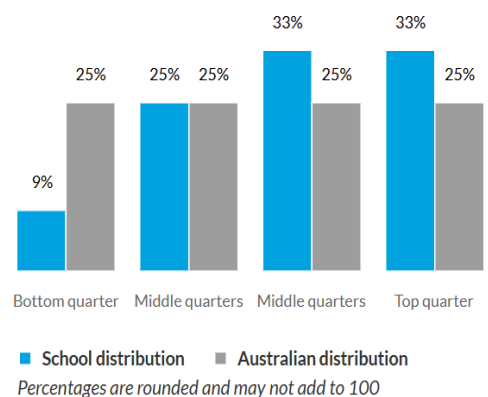
|   |      |
|---|------|
| Teaching staff                          | 27   |
| Full-time equivalent teaching staff     | 26.2 |
| Non-teaching staff                      | 18   |
| Full-time equivalent non-teaching staff | 12.8 |

### Student background

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

|                         |      |
|-------------------------|------|
| School ICSEA value      | 1066 |
| Average ICSEA value     | 1000 |
| School ICSEA percentile | 74   |

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

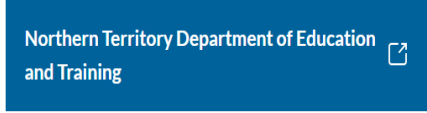


School links

School website



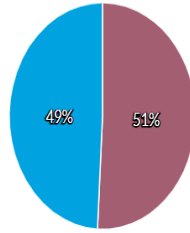
Sector, system or association website



Students

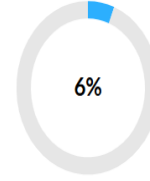
Total enrolments: 405

Boys 199  
Girls 206



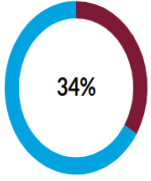
Full-time equivalent enrolments: 403.9

Indigenous students



Language background other than English

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



Our Staff

In 2025, the teaching staff consisted of 1 preschool teacher, 18 primary classroom teachers (7 Early Childhood classes and 11 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 led our Ready To Learn (RTL), Literacy, Numeracy, Real Life Inquiry (RLI), ICT, attendance, student leadership.

The three LEAD teachers focused on; English, EALD, ICT, SEL, mentoring, coaching and Wellbeing.

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

The Pre-school classes were on site as we re-build the new preschool. They consistently used our Early Years facilities such as the playgrounds, library, assembly.

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

Although we do not have a designated EALD teacher one of our Lead teachers took on the additional role of EALD support for teachers, students and families. She worked with the teachers to assist them with modifying programs, teaching practices and assessment. We employed 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 |
|-----|------|------|------|------|------|------|------|------|
| 0   | 1    | 3    | 2    | 3    | 0    | 1    | 1    | 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 provided instrumental lesson for the students in Years 4, 5 and 6. Parap Primary School were able to offer Chinese lessons, through the Confucius Institute to students in Years 2 to Year 6.

## Our Community

Parap Primary school has an average enrolment of 450 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 teachers 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.

Communication between our staff, students and parents occur through a number of different means: 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 online Dojo system. Our School Facebook – Parap Primary – Working Together is also regularly uploaded with upcoming events and news. Emails and phone calls as well as 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  |
|-------|-----------|----------------|------------|
| 447   | 44        | 156            | 246        |
|       | 2 groups  | 7 classes      | 11 classes |

- Aboriginal: - 6.7%
- Females: 50%
- Males: 50%

### Attendance:

- Year to date is 90.8%
- Previous year to date is 90.5%

### Staffing:

Welcome back Sonia Wright to preschool.

## Annual Performance Report to the School Community 2025

Welcome Lynley Davies who will be on year 3 until the rest of the year. Lynley works Monday – Thursday and Catherine Peckham on Fridays.

Since 1999, Annette Harris has been an important part of the Parap family and after much consideration she has made the decision to retire at the end of this year. Annette's dedication, care and passion for teaching have touched generations of families and made a lasting impact on our school community

Congratulations to Cimarra Stephensen who was awarded the Northern Territory Aboriginal and Torres Strait Islander Educator of the Year, Darwin Region at the World Teachers' Day ceremony. This is a wonderful recognition of her dedication and advocacy for education.

### Special events / updates:

The Annual School Improvement Plan (ASIP) 2026 is currently underway. This plan is informed by recommendations from our recent School Review, the Explicit Improvement Agenda, and both school and system data. In 2026, the ASIP will continue to outline Parap Primary School's key improvement priorities, focusing on strengthening literacy and numeracy through consistent, explicit instruction and the effective use of student data. The plan also includes targeted strategies to improve attendance and enhance wellbeing, using evidence-based frameworks such as MTSS and Ready to Learn. These actions align with the Department's Strategic Plan and build on the progress made in 2025.

Thank you to all our families for their support and attendance at the Expo. We had 63% of families support this event, with majority visiting our Year 6 Market Day, which raised an amazing \$3,000 for various charities!! Well done to Year 2 Sinclair who also raised \$200 for a local charity with their art gallery. The Expo was a wonderful opportunity for students to demonstrate their learning and achievements through RLI, which fosters 21st Century Learning.

Asset Assessment was conducted on 3rd and 4th November. The assessment team carried out a thorough review and have provided a report to DLI. They also sent us a list of WHS recommendations for the school to action. This has been approved by UNMR, and we will begin actioning the identified tasks. We will be informed of the final outcomes and any further actions once DIPL has reviewed and assessed the report.

Parent School Contributions – thanks to our contributions we were able to purchase 3 x Interactive Panels for Early Years, 4 x TV Panels for Primary Years and 10 laptops, which will be used in the library and help during NAPLAN.

Year 6 Graduation plans are underway for Monday 8th December. The ceremony will be held in the school hall where students will be presented with awards and certificates. This year we are trialling Silks for the after party, where the children will enjoy food, drinks and DJ Kevin. We are looking forward to this new exciting change.

A big thank you to the school council for their incredible support throughout the year. It has been a busy and productive year, with several great partnerships and accomplishments: a rewarding School Review which recognised the great work that is happening and provided us with our next steps to continue strengthening our instruction. Some playground upgrades including repairs and the dizzy wizzy. Successful fundraising events, including the Colour Fun Run, Trivia Night, Democracy Sausage Sizzle, School Concert and Disco which raised a decent amount. The council actively participated in a successful working bee which saw the enhancement of the Sound Garden and Sensory Space. The successful application of \$226,497 to help reduce our school deficit. Most importantly, our new preschool should be completed and operational at the start of 2026. Have a great rest of 2025 and I look forward to seeing you all in 2026!

Present a proposal for our website upgrade from Dash Media.

## Highlights 2025

### Term 1

- *Preschool Redevelopment* – Construction commenced on our new Preschool, marking a significant investment in high quality early learning at Parap Primary School.

- *Civic and Community Engagement* – Our School Captains represented Parap at the Bombing of Darwin Commemoration at the Cenotaph, deepening students' understanding of local history and citizenship.
- *Sustainability Leadership* – During Clean Up Australia Day, the Administrator of the Northern Territory visited Parap and met with our Eco Warriors, who confidently showcased the school's sustainability initiatives and community partnerships.
- *Harmony Week* – A whole school celebration aligned to our Real Life Inquiry focus on Identity and Belonging, with rich learning experiences promoting inclusion, student voice and cultural understanding.

## Term 2

- *Outstanding School Review Results* – Parap Primary School achieved High ratings across all nine domains and Outstanding ratings in six, placing the school among the highest-performing in Australia.
- *Enrichment Programs* – Students benefited from a visit by award winning author Dianne Wolfer and a culturally diverse performance by Musica Viva in Schools, enriching literacy and arts learning.
- *Sport and Community Partnerships* – Highly successful Early Years and Primary Sports Carnivals were held, supported by strong family engagement and generous sponsorship from Ray White Darwin.
- *Colour Fun Run Fundraiser* – Our major fundraiser raised \$34,000, delivering vital upgrades to Early Years play spaces and Primary Years furniture and ICT resources.

## Term 3

- *Inclusive Education Excellence* – An unscheduled NCCD audit confirmed strong, embedded practices in supporting students with additional needs.
- *Student Leadership and Experiences* – A successful School Concert, Quiz Night and the Year 6 Outdoor Education Camp provided enriching learning, leadership and wellbeing opportunities.
- *Strong Academic Achievement* – Year 3 and Year 5 NAPLAN results were above the national average across all domains.
- *Swimming Program* – The Primary Years swimming program concluded with a successful whole-school carnival.

## Term 4

- *Community Connection* – Grandparents Day, the School Disco and the Sharing Expo strengthened family engagement and celebrated student learning across Transition to Year 6.
- *Celebrating Talent and Giving Back* – Christmas with Friends showcased student talent while supporting the Kmart Wishing Tree appeal.
- *Sport and Recognition* – Parap fielded four teams in the inter-school netball competition, and Cimarra Stephensen was recognised as the NT Aboriginal and Torres Strait Islander Educator of the Year (Darwin Region).
- *Robotic Competition* – Parap students proudly competed in the LEGO® SPIKE™ Robotics Competition, placing in couple of categories and showcasing strong skills in coding, problem-solving, and teamwork.
- *Gala Sports Days* – Gala Sports Days are an integral part of life at Parap Primary School. Throughout the year, students participate in a range of interschool Gala Days with primary schools across Darwin, fostering collaboration, teamwork and sportsmanship through friendly competition. In 2025, Parap students represented the school in AFL, netball, table tennis, basketball, soccer, beach volleyball, touch football, as well as interschool swimming and athletics carnivals.

# Annual Performance Report to the School Community 2025

**GUARDIAN ANGEL'S TIMETABLE - TERM 1, 2024**  
 Guardian Angels are a group of dedicated parents and staff who provide support and care for our children during school hours. We are grateful for their commitment and hard work.

| MONDAY      |           |             |               |             |             |
|-------------|-----------|-------------|---------------|-------------|-------------|
| TIME        | ASSISTANT | TEACHER     | TEACHER/STAFF | ASSISTANT   | PROBATION   |
| 08:15-09:00 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 09:00-09:45 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 09:45-10:30 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 10:30-11:15 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 11:15-12:00 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| TUESDAY     |           |             |               |             |             |
| TIME        | ASSISTANT | TEACHER     | TEACHER/STAFF | ASSISTANT   | PROBATION   |
| 08:15-09:00 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 09:00-09:45 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 09:45-10:30 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 10:30-11:15 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 11:15-12:00 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| WEDNESDAY   |           |             |               |             |             |
| TIME        | ASSISTANT | TEACHER     | TEACHER/STAFF | ASSISTANT   | PROBATION   |
| 08:15-09:00 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 09:00-09:45 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 09:45-10:30 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 10:30-11:15 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 11:15-12:00 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| THURSDAY    |           |             |               |             |             |
| TIME        | ASSISTANT | TEACHER     | TEACHER/STAFF | ASSISTANT   | PROBATION   |
| 08:15-09:00 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 09:00-09:45 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 09:45-10:30 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 10:30-11:15 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 11:15-12:00 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| FRIDAY      |           |             |               |             |             |
| TIME        | ASSISTANT | TEACHER     | TEACHER/STAFF | ASSISTANT   | PROBATION   |
| 08:15-09:00 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 09:00-09:45 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 09:45-10:30 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 10:30-11:15 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |
| 11:15-12:00 | Angela M. | Michelle M. | Michelle M.   | Michelle M. | Michelle M. |



## School Body / LEaD Committee Report

### Parap Primary School Council Report – Chairperson’s Report – Tamara Cole

The School Council had a busy and productive year in 2025 and was fortunate to gain several new parent and staff members who generously contributed their enthusiasm, curiosity and expertise to meetings and events throughout the year. Their efforts were well balanced by those of our longer standing members who provided great continuity and depth of knowledge and experience.

#### **School Council Meetings**

The Council undertook its required 8 meetings in 2025, plus its AGM in March which was overseen by NT Council of Government School Organisations who provide excellent governance training and support to the Council.

Each meeting featured a fulsome agenda which included the requisite principal’s and treasurer’s reports and reports from the infrastructure and grounds, preschool, fundraising, wellbeing sub-committees and Camp Australia, Parap Primary School’s after-school care provider.

In her role as principal, Bianca Hyke consistently provided detailed data, analysis and/or reports on key school events including the school’s NAPLAN performance, School Review, Strategic Plan, Annual School Improvement Plan and Asset Assessment. Bianca’s presentations and the helpful contributions often provided by other staff members on these topics generated excellent discussion and opportunities for council feedback and input.

Other agenda items included reviewing the school’s annual budget, fundraising matters, reviews of school policies and procedures, receiving updates on new departmental processes, funding and regulatory matters and reviewing and endorsing planned school excursions and agreements with various external parties.

#### **Student voice**

The Council also had the privilege of frequent presentations at Council meetings by representatives of the Student Representative Council. These presentations were always enjoyable, informative and impressive. They provided a unique opportunity for the Council to gain the student perspective on a range of aspects of school life and hear what is most important to students.

#### **Events and Fundraising**

The Council once again undertook a concerted effort on the fundraising front in 2025. Both Council members and some generous and dedicated non-council member parents and local businesses worked tirelessly to bring together numerous events including the Colour Fun Run, Annual Quiz Night, School Disco, Democracy Sausage Sizzle, School Concert and Working Bee.

Each of these events was fantastic, building on the momentum that we had gathered with such events in past years. Most of all, their success was demonstrated by the number of people who attended, the community spirit and the vibrant atmosphere throughout.

Across the various fundraising events held in 2025, the Council generated over \$18,000 for the school – a tremendous effort! Those funds were variously allocated to new school furniture and playground equipment essential for supporting students’ physical development, wellbeing and outdoor learning.

**Thank you from the School Council Chair**

2025 was my first year in the role of Chair of the School Council. This is an area where I am constantly learning and which I draw on support from principal, Bianca Hyke and my fellow Council members.

I would like to thank staff members Bianca Hyke, Cimarra Stephenson, Kathryn Sparks, Jude McGrath, Sarah Hinton and Debby Gribben for their work on the School Council during 2025. In addition to all they did and do in their roles as staff, they provided a huge contribution to the Council and went above and beyond their regular duties in being a part of the Council.

I would also like to thank all the teachers, administrative and support staff. We are so fortunate to have so many committed staff working at our school who make it the best learning environment for our students, and a great community to be a part of.

Finally, I would like to thank my fellow Council members. The Council consists of a fabulous group of parents who volunteer their time and efforts to make our School community great. I’d like to pay particular tribute to Eliane LeFevre (Secretary), Kate McGlinchley (Treasurer) and Steph Hawkins (Chair of the Fundraising Sub-Committee) for their support and contributions.

**Tamara Cole**

**Parap Primary School Council Chair**

# School Priorities 2025

## Headline Improvement Measures (HIMS)

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<br>B. Provide targeted support to students to help them meet their potential<br>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<br>B. Increase parental understanding of their responsibilities and expand compliance action<br>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<br>B. Prioritise reducing administrative burden for schools<br>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<br>B. Work with business, industry and the community to build the Territory's workforce in key industries including tourism, defence, agriculture, gas and mining<br>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<br>B. Strengthen special education schooling and inclusion support across schools<br>C. Implement free swimming lessons in schools |
| MEASURES         | Improved student literacy and numeracy outcomes<br>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<br>Improved school staff's perception of their wellbeing and safety                                   | Increased number/proportion of students attaining their NT CET, and/or Certificate II or above<br>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.<br>Enabling priorities include:<br>1. Building capability in the early years, education and training workforce to deliver contemporary, best practice services.<br>2. Developing a contemporary digital solution that reduces administration and supports schools.<br>3. Continuing resourcing and service delivery reform within the early years, education and training system. |   |   | To achieve our vision, we will partner with:<br>• students, families and communities<br>• other government agencies<br>• industry and business<br>• education and training providers<br>• key peak groups and advisory bodies  |  |

**OUR VALUES**  Ethical practice  Accountability  Respect  Commitment to service  Diversity  Impartiality 

### What were the key aspects for the delivery of your Focus for Improvement in 2025?

#### Focus for Improvement

In 2025, Parap Primary School continued its strategic focus on developing innovative learning environments where students build critical and creative thinking skills and become real-life problem solvers. Building on recommendations from the School Review, our ASIP prioritised:

- Strengthening teachers' data literacy to inform instruction and monitor growth at both school and individual student levels.
- Enhancing teaching practices to meet the needs of diverse learners, including responding to differences in cultural knowledge and experiences.
- Embedding student wellbeing and inclusion as central to teaching and learning, underpinned by explicit teaching of personal and social capabilities.

### What were the school's Student Improvement Targets and Implementation Outcomes in 2025?

#### Numeracy (Strengthening Instruction Goal):

- **Year 3 NAPLAN Numeracy:** Increase the percentage of students achieving "Strong" or "Exceeding" from 53% (2024) to 55%. **Achieved target with over 80% achieving this target.**

- **Year 5 NAPLAN Numeracy:** Increase the percentage of students achieving “Strong” or “Exceeding” from 68% (2024) to **70%**. [Achieved with over 78% achieving this target.](#)

**Engagement and Wellbeing (Education Engagement Strategy Goal):**

- **Student Attendance:** Increase average attendance from 90% (2024) to **91%**. [Maintained between 90% - 92% throughout the year.](#)
  - **Student Wellbeing:** Increase positive responses to “I know how to manage my emotions when I am upset” from 58% (2024) to **60%**.
  - **Aboriginal Workforce:** Increase the proportion of staff identifying as Aboriginal from 2% (2024) to **3%**. [Achieved by increasing Indigenous staff members to Parap.](#)
- ***What Actions did the school undertake to address the Student Improvement Targets and Implementation Outcomes?***

To address these targets, the following actions were undertaken throughout the year:

**Staff:**

- Established a school-wide data team to analyse NAPLAN, PAT, and A–E grades and lead rich data conversations.
- Undertook professional development to triangulate multiple data sources, create high-quality assessment tasks, and design targeted interventions.
- Implemented protocols for collaborative planning and data-driven goal setting.

**Students:**

- Collected, tracked, and analysed their own numeracy data.
- Student Data Folders introduced across the school to help students track their progress and create SMART goals.
- Set SMART learning goals in Mathematics, reflecting their progress and areas for growth.
- Participated in targeted intervention and extension programs based on data analysis.
- Engaged in wellbeing and inclusion initiatives to build personal and social capabilities.

**Families/Community:**

- Received regular updates on student learning, progress, and school improvement initiatives through newsletters, Dojo posts, student broadcasts, Three-Way Conferences, semester reports and school events.
- Provided feedback on school strategies, contributing to ongoing improvement and shared understanding of student goals.

**Impact:**

- Early 2025 results show growth toward the targeted improvements in Numeracy outcomes, attendance, and student wellbeing.

- Enhanced student agency, teacher confidence, and family engagement in supporting learning and wellbeing.

## Strengthening instruction for young Territorians - Boosting Literacy and Numeracy

To improve the data literacy of our teachers.

- ***What was the school's Strengthening Instruction goal in 2025?***

**Goal:** Improve student outcomes in Literacy and Numeracy by enhancing staff data literacy and using evidence to guide teaching.

### Key Actions and Implementation

- Developed and implemented a whole-school data plan to guide analysis of NAPLAN, PAT, A-E grades and other assessment data.
- Conducted targeted professional development on triangulating data and analysing gaps.
- Students collected, tracked and reflected on their own data to set SMART goals, with targeted intervention and extension programs implemented based on analysis.
- Shared data and progress with families through Three-Way Conferences, newsletters and school communications.

### Impact

- Increased teacher confidence in using data to identify teaching points and plan targeted instruction.
- Students developed a deeper understanding of learning goals, progress, and personal achievement.
- Early results indicate growth in Numeracy outcomes, with NAPLAN and A-E grades reflecting improvements, particularly in higher-order problem solving.

### Next Steps

- Continue embedding regular data discussions to strengthen teaching and student goal setting.
- Increase student agency in analysing data and creating meaningful learning goals.

### ***What were the school's Student Improvement Targets for this goal(s) and were they met?***

In 2025, Parap Primary School focused on improving student outcomes by strengthening teacher data literacy, implementing evidence-informed teaching strategies, and engaging students in goal-setting practices. These actions aligned with our Explicit Improvement Agenda and School Review recommendations to support growth at both individual and school levels

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

Staff participated in professional development on triangulating NAPLAN, PAT, and A-E data, creating high-quality assessment tasks, and using data to plan targeted interventions.

The school established a data team to lead rich data analysis, set learning goals for each year level, and monitor student growth.

Data Folders were instrumental in students collecting and tracking their own numeracy data, set SMART learning goals, and engaged in targeted intervention and extension programs based on their results.

Families and the wider school community were regularly informed of progress via newsletters, Dojo posts, Three-Way Conferences, student broadcasts, and school events.

- ***What are the next steps for 2026?***

Our 2025 results indicate progress toward all Literacy and Numeracy targets.

Teacher confidence in using data to inform instruction has increased.

Students are demonstrating stronger engagement with their learning, improved problem-solving skills, and growth in Numeracy outcomes.

The school continues to embed data-informed teaching practices across all year levels to maintain growth and achievement.

## Engaging children and young people in learning – raising attendance

### Engaging Every Child and Student in Learning

- ***What was the school's Engaging Every Child and Student in goal in 2025?***

**Goal:** Elevate inclusive practice and student engagement by responding to cultural diversity and promoting wellbeing.

#### Key Actions and Implementation

- Established an Inclusion and Engagement Focus Team to lead development of inclusive practices.
- Delivered professional learning for staff on culturally responsive teaching, RRRR, Berry Street and Zones programs.
- Promoted student voice through SRC, Eco Warriors, Challenge Hour and focus groups.
- Tracked attendance and engagement data and shared results with the school community.
- Provided parent workshops and information sessions on Ready to Learn and cyber safety.

#### Impact

- Improved classroom culture and student engagement, supported by targeted social-emotional learning programs.
- Positive gains in wellbeing, attendance and behaviour management were noted in School Survey and PAT Wellbeing results.
- Stronger partnerships with families enhanced understanding of school practices and student progress.

#### Next Steps

- Continue professional learning in inclusion, de-escalation, and child protection.
- Analyse wellbeing and engagement data to identify priority focus areas for 2026.
- Maintain and strengthen family and community partnerships in supporting student learning and wellbeing.

- **What were the school's Student Improvement Targets for this goal(s) and were they met?**

As stated in the NT Engagement Strategy, inclusive education ensures every child feels welcomed and accepted in their learning environment. By promoting inclusive practices, we will be able to support our students to manage their wellbeing and behaviour positively. This will be evident in our School Survey results where students will increase their response of 'student behaviour is well managed at this school' from 42% to 50%, and parents from 68% to 69%.

We saw positive gains in our school survey results with students showing a 3% increase to the question 'student behaviour is well managed at this school' and parents increased by 2% with an overall rating of 70%.

- **What Actions did the school undertake to achieve the goal and implementation outcomes?**

To promote a positive learning environment and respond to differences in cultural knowledge and experiences, Parap Primary School implemented the following actions:

**Staff Actions:**

- Established the Inclusion and Engagement Focus Team to lead school-wide initiatives aligned to the ASIP goals.
- Conducted professional development on inclusive practices, cultural responsiveness, and trauma-informed approaches, including RRRR, Berry Street, Zones of Regulation" models.
- Delivered training in classroom management, de-escalation strategies and child protection to strengthen teacher capability in supporting student wellbeing.

**Student Actions:**

- Participated in programs that promote inclusion, leadership, and self-regulation, including SRC, Eco Warriors, Guardian Angels, Challenge Hour and SEL groups targeted to individual needs.
- Engaged in cultural knowledge initiatives such as Harmony Day, NAIDOC and Reconciliation Week to celebrate diversity and develop understanding.
- Collected feedback through PAT Wellbeing surveys and contributed to discussions about school culture and inclusion.

**Community Actions:**

- Shared the Ready to Learn scope and sequence, Behaviour Management plan and ASIP goals with parents and the wider community through newsletters, Dojo posts, student broadcasts, parent sessions, and school events such as Expo and Three-Way Conferences.
- Provided parent workshops on Ready to learn and cyber safety to support a consistent approach between home and school.
- Tracked attendance and wellbeing data and communicated progress regularly to families and School Council.

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

- Staff have increased confidence and capability in fostering inclusive and engaging classrooms.

- Students are more aware of strategies to manage emotions, develop leadership skills and engage positively with peers.
- Families and the wider school community are actively informed and engaged in supporting student wellbeing and inclusion.

- **What are the next steps for 2026?**

In 2026, Parap Primary School will continue to strengthen student wellbeing by:

- Expanding inclusive and culturally responsive practices across all classrooms.
- Providing ongoing staff development in trauma informed approaches, de-escalation and child protection.
- Supporting student leadership and engagement through programs like SRC, Eco Warriors and Challenge Hour.
- Enhancing family and community involvement in wellbeing initiatives through workshops, events and communication.
- Monitoring wellbeing and attendance data to guide targeted improvements and promote a positive school culture.

These steps will ensure every student feels valued, supported, and ready to succeed.

## Student Enrolment, Attendance and Learning

### Enrolment and Attendance - Whole Year Attendance Rate

|                             | 2025          |              |               |              |
|-----------------------------|---------------|--------------|---------------|--------------|
|                             | Indigenous    |              | All Students  |              |
|                             | Avg Enrolment | Attendance   | Avg Enrolment | Attendance   |
| Preschool                   | 4             | 91.5%        | 42            | 90.2%        |
| Transition                  | 5             | 77.2%        | 53            | 88.7%        |
| Year 1                      | 3             | 88.9%        | 44            | 92.6%        |
| Year 2                      |               |              | 58            | 86.3%        |
| Year 3                      | 3             | 85.2%        | 54            | 90.4%        |
| Year 4                      | 5             | 87.2%        | 65            | 91.2%        |
| Year 5                      | 5             | 78.3%        | 61            | 87.5%        |
| Year 6                      | 6             | 91.7%        | 65            | 91.4%        |
| <b>Parap Primary School</b> | <b>31</b>     | <b>85.1%</b> | <b>442</b>    | <b>89.7%</b> |

## National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2025

### NAPLAN Assessed Year 2025

|        |          | Proficiency Level        |               |                |               |                    |               | Total Students |               |
|--------|----------|--------------------------|---------------|----------------|---------------|--------------------|---------------|----------------|---------------|
|        |          | 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 |
| Year 3 | Reading  | 1                        | 2%            | 16             | 30%           | 36                 | 68%           | 53             | 100%          |
|        | Writing  | 0                        | 0%            | 4              | 8%            | 48                 | 92%           | 52             | 100%          |
|        | Spelling | 0                        | 0%            | 17             | 32%           | 36                 | 68%           | 53             | 100%          |
|        | Grammar  | 3                        | 6%            | 15             | 28%           | 35                 | 66%           | 53             | 100%          |
|        | Numeracy | 0                        | 0%            | 16             | 30%           | 37                 | 70%           | 53             | 100%          |
| Year 5 | Reading  | 3                        | 5%            | 9              | 15%           | 47                 | 80%           | 59             | 100%          |
|        | Writing  | 3                        | 5%            | 10             | 17%           | 46                 | 78%           | 59             | 100%          |
|        | Spelling | 2                        | 3%            | 13             | 22%           | 44                 | 75%           | 59             | 100%          |
|        | Grammar  | 4                        | 7%            | 16             | 27%           | 39                 | 66%           | 59             | 100%          |
|        | Numeracy | 2                        | 3%            | 16             | 27%           | 41                 | 69%           | 59             | 100%          |

### NAPLAN Assessed Year 2025

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

#### Reading

|                 | Proficiency Level        |               |                |               |                    |               | Total Students |               |
|-----------------|--------------------------|---------------|----------------|---------------|--------------------|---------------|----------------|---------------|
|                 | 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 |
| Year 3          | 1                        | 2%            | 16             | 30%           | 36                 | 68%           | 53             | 100%          |
| Year 5          | 3                        | 5%            | 9              | 15%           | 47                 | 80%           | 59             | 100%          |
| All Year Levels | 4                        | 4%            | 25             | 22%           | 83                 | 74%           | 112            | 100%          |

**NAPLAN Assessed Year 2025**

**Writing**

|                 | Proficiency Level        |               |                |               |                    |               | Total Students |               |
|-----------------|--------------------------|---------------|----------------|---------------|--------------------|---------------|----------------|---------------|
|                 | 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 |
| Year 3          | 0                        | 0%            | 4              | 8%            | 48                 | 92%           | 52             | 100%          |
| Year 5          | 3                        | 5%            | 10             | 17%           | 46                 | 78%           | 59             | 100%          |
| All Year Levels | 3                        | 3%            | 14             | 13%           | 94                 | 85%           | 111            | 100%          |

**Spelling**

|                 | Proficiency Level        |               |                |               |                    |               | Total Students |               |
|-----------------|--------------------------|---------------|----------------|---------------|--------------------|---------------|----------------|---------------|
|                 | 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 |
| Year 3          | 0                        | 0%            | 17             | 32%           | 36                 | 68%           | 53             | 100%          |
| Year 5          | 2                        | 3%            | 13             | 22%           | 44                 | 75%           | 59             | 100%          |
| All Year Levels | 2                        | 2%            | 30             | 27%           | 80                 | 71%           | 112            | 100%          |

**NAPLAN Assessed Year 2025**

**Grammar**

|                 | Proficiency Level        |               |                |               |                    |               | Total Students |               |
|-----------------|--------------------------|---------------|----------------|---------------|--------------------|---------------|----------------|---------------|
|                 | 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 |
| Year 3          | 3                        | 6%            | 15             | 28%           | 35                 | 66%           | 53             | 100%          |
| Year 5          | 4                        | 7%            | 16             | 27%           | 39                 | 66%           | 59             | 100%          |
| All Year Levels | 7                        | 6%            | 31             | 28%           | 74                 | 66%           | 112            | 100%          |

**Numeracy**

|                 | Proficiency Level        |               |                |               |                    |               | Total Students |               |
|-----------------|--------------------------|---------------|----------------|---------------|--------------------|---------------|----------------|---------------|
|                 | 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 |
| Year 3          | 0                        | 0%            | 16             | 30%           | 37                 | 70%           | 53             | 100%          |
| Year 5          | 2                        | 3%            | 16             | 27%           | 41                 | 69%           | 59             | 100%          |
| All Year Levels | 2                        | 2%            | 32             | 29%           | 78                 | 70%           | 112            | 100%          |

**NAPLAN Assessed Year 2025**

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

**Reading**

|                 | Participating  |               | Not Participating |               | Not Participating |               | Total Students |               |
|-----------------|----------------|---------------|-------------------|---------------|-------------------|---------------|----------------|---------------|
|                 | Present        |               | Absent            |               | Withdrawn         |               |                |               |
|                 | No of Students | % of Students | No of Students    | % of Students | No of Students    | % of Students | No of Students | % of Students |
| Year 3          | 53             | 98%           | 1                 | 2%            | 0                 | 0%            | 54             | 100.0%        |
| Year 5          | 59             | 97%           | 1                 | 2%            | 1                 | 2%            | 61             | 100.0%        |
| All Year Levels | 112            | 97%           | 2                 | 2%            | 1                 | 1%            | 115            | 100.0%        |

**Writing**

|                 | Participating  |               | Not Participating |               | Not Participating |               | Total Students |               |
|-----------------|----------------|---------------|-------------------|---------------|-------------------|---------------|----------------|---------------|
|                 | Present        |               | Absent            |               | Withdrawn         |               |                |               |
|                 | No of Students | % of Students | No of Students    | % of Students | No of Students    | % of Students | No of Students | % of Students |
| Year 3          | 52             | 96%           | 2                 | 4%            | 0                 | 0%            | 54             | 100.0%        |
| Year 5          | 59             | 97%           | 1                 | 2%            | 1                 | 2%            | 61             | 100.0%        |
| All Year Levels | 111            | 97%           | 3                 | 3%            | 1                 | 1%            | 115            | 100.0%        |

**NT (2025)**

2025 2024 2023 2022 2021 2019 2018

All **Gov** Non-Gov

- Larrakeyah Primary School Larrakeyah, NT
- Parap Primary School Parap, NT**
- Stuart Park Primary School Stuart Park, NT
- Nakara Primary School Nakara, NT
- Jingili Primary School Jingili, NT
- Nightcliff Primary School Nightcliff, NT

NAPLAN Assessed Year 2025

| Spelling        | Participating  |               | Not Participating |               | Not Participating |               | Total Students |               |
|-----------------|----------------|---------------|-------------------|---------------|-------------------|---------------|----------------|---------------|
|                 | Present        |               | Absent            |               | Withdrawn         |               |                |               |
|                 | No of Students | % of Students | No of Students    | % of Students | No of Students    | % of Students | No of Students | % of Students |
| Year 3          | 53             | 98%           | 1                 | 2%            | 0                 | 0%            | 54             | 100.0%        |
| Year 5          | 59             | 97%           | 1                 | 2%            | 1                 | 2%            | 61             | 100.0%        |
| All Year Levels | 112            | 97%           | 2                 | 2%            | 1                 | 1%            | 115            | 100.0%        |

Grammar

| Grammar         | Participating  |               | Not Participating |               | Not Participating |               | Total Students |               |
|-----------------|----------------|---------------|-------------------|---------------|-------------------|---------------|----------------|---------------|
|                 | Present        |               | Absent            |               | Withdrawn         |               |                |               |
|                 | No of Students | % of Students | No of Students    | % of Students | No of Students    | % of Students | No of Students | % of Students |
| Year 3          | 53             | 98%           | 1                 | 2%            | 0                 | 0%            | 54             | 100.0%        |
| Year 5          | 59             | 97%           | 1                 | 2%            | 1                 | 2%            | 61             | 100.0%        |
| All Year Levels | 112            | 97%           | 2                 | 2%            | 1                 | 1%            | 115            | 100.0%        |

NAPLAN Assessed Year 2025

Numeracy

| Numeracy        | Participating  |               | Not Participating |               | Not Participating |               | Total Students |               |
|-----------------|----------------|---------------|-------------------|---------------|-------------------|---------------|----------------|---------------|
|                 | Present        |               | Absent            |               | Withdrawn         |               |                |               |
|                 | No of Students | % of Students | No of Students    | % of Students | No of Students    | % of Students | No of Students | % of Students |
| Year 3          | 53             | 98%           | 1                 | 2%            | 0                 | 0%            | 54             | 100.0%        |
| Year 5          | 59             | 97%           | 1                 | 2%            | 1                 | 2%            | 61             | 100.0%        |
| All Year Levels | 112            | 97%           | 2                 | 2%            | 1                 | 1%            | 115            | 100.0%        |

**NAPLAN Assessed Year 2025**

**Summary**

|        |          | Participating  |               | Not Participating |               | Not Participating |               | Total Students |               |
|--------|----------|----------------|---------------|-------------------|---------------|-------------------|---------------|----------------|---------------|
|        |          | Present        |               | Absent            |               | Withdrawn         |               |                |               |
|        |          | No of Students | % of Students | No of Students    | % of Students | No of Students    | % of Students | No of Students | % of Students |
| Year 3 | Reading  | 53             | 98%           | 1                 | 2%            | 0                 | 0%            | 54             | 100%          |
|        | Writing  | 52             | 96%           | 2                 | 4%            | 0                 | 0%            | 54             | 100%          |
|        | Spelling | 53             | 98%           | 1                 | 2%            | 0                 | 0%            | 54             | 100%          |
|        | Grammar  | 53             | 98%           | 1                 | 2%            | 0                 | 0%            | 54             | 100%          |
|        | Numeracy | 53             | 98%           | 1                 | 2%            | 0                 | 0%            | 54             | 100%          |
| Year 5 | Reading  | 59             | 97%           | 1                 | 2%            | 1                 | 2%            | 61             | 100%          |
|        | Writing  | 59             | 97%           | 1                 | 2%            | 1                 | 2%            | 61             | 100%          |
|        | Spelling | 59             | 97%           | 1                 | 2%            | 1                 | 2%            | 61             | 100%          |
|        | Grammar  | 59             | 97%           | 1                 | 2%            | 1                 | 2%            | 61             | 100%          |
|        | Numeracy | 59             | 97%           | 1                 | 2%            | 1                 | 2%            | 61             | 100%          |

**NAPLAN Assessed Year 2025**

**Summary**

|        |          | Average Scale Score |     |
|--------|----------|---------------------|-----|
|        |          | School              | NT  |
| Year 3 | Reading  | 415                 | 323 |
|        | Writing  | 426                 | 328 |
|        | Spelling | 422                 | 309 |
|        | Grammar  | 421                 | 307 |
|        | Numeracy | 413                 | 337 |
| Year 5 | Reading  | 511                 | 418 |
|        | Writing  | 499                 | 396 |
|        | Spelling | 505                 | 402 |
|        | Grammar  | 507                 | 403 |
|        | Numeracy | 495                 | 418 |

# 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.

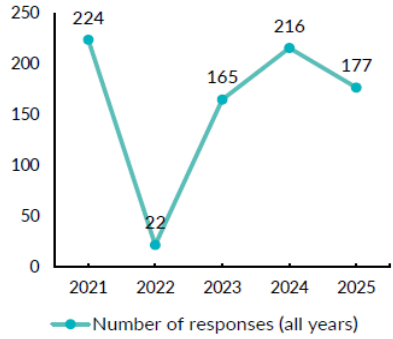
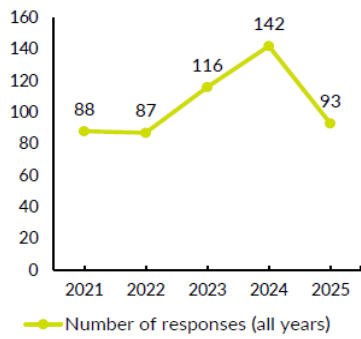
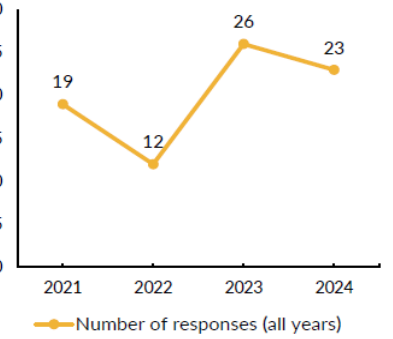
Is this data representative?

How many responses were received?

From who?

What needs to be considered when analysing these results?

| 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 |
| 2025           | 177                             | 120                            | 93%                           | 2025           | 93                  |  | 2025           | N/A                 | N/A           |
| 2024           | 216                             | 109                            | 95%                           | 2024           | 142                 |  | 2024           | 23                  | 55%           |
| 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%           |

| 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 |
|-----------------|-----------------------------|------------|----------------|-------------------|---------------------|--------------------|----------------------|----------|--------------|------------|
| <b>Students</b> | 177                         | 20         | 157            | 1                 | 176                 | 0                  | 0                    |          |              |            |
| <b>Parents</b>  | 93                          | 4          | 89             | 42                | 45                  | 0                  | 0                    |          |              |            |
| <b>Staff</b>    | 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**

These tables identify the three most positive and least positive responses for each survey group.

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)

| Students  |     |   |     |
|---|-----|---|-----|
| Most Positive items for 2025  |     | Least Positive items for 2025                     |     |
| My teachers expect me to do my best.                                | 97% | Student behaviour is well managed at this school. | 53% |
| I have good friends that I care about.                              | 92% | I can talk to my teachers about my concerns.      | 60% |
| I know how to communicate safely and respectfully when I am online. | 90% | My school takes students' opinions seriously.     | 62% |

| Parents/carers                                       |     |   |     |
|--|-----|---|-----|
| Most Positive items for 2025                         |     | Least Positive items for 2025   |     |
| I can talk to my child's teachers about my concerns. | 92% | I have opportunities to have a say in the direction of the school and its education programs. | 55% |
| My child has good friends that they care about.      | 92% | My child knows how to communicate safely and respectfully online.                             | 69% |
| Teachers at this school treat students fairly.       | 91% | This school takes students' opinions seriously.   | 71% |

| 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> | <b>Students</b>   |                |              |  |                |              |
|   | My teacher supports me to understand my learning data.            | +11%           | 84%<br>73%   | I plan to progress through school and finish Year 12.              | -7%            | 79%<br>86%   |
|   | My school takes students' opinions seriously.                     | +9%            | 62%<br>53%   | I can talk to my teachers about my concerns.                       | -4%            | 60%<br>64%   |
|   | Student behaviour is well managed at this school.                 | +8%            | 53%<br>45%   | My teachers make sure I understand the work I am asked to do.      | -3%            | 85%<br>88%   |
|   | <b>Parents/carers</b>   |                |              |  |                |              |
|   | Student behaviour is well managed at this school.                 | +10%           | 80%<br>70%   | I know how to support my child's learning and development.         | -7%            | 78%<br>85%   |
|   | My child knows how to communicate safely and respectfully online. | +8%            | 69%<br>61%   | This school gives my child opportunities to do interesting things. | -5%            | 80%<br>85%   |
|   | This school takes parents' opinions seriously.                    | +8%            | 73%<br>65%   | This school is well maintained.                                    | -4%            | 86%<br>90%   |
|   | <b>Staff</b>  |                |              |  |                |              |
|   | Refer to People Matter Survey for 2025 staff insights             |                |              |  |                |              |

### Department of Education and Training Strategic Plan 2025 - 2028 Measures

#### Parap Primary School



#### OUR PRIORITIES

##### 5. Improve student wellbeing



OBJECTIVE

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

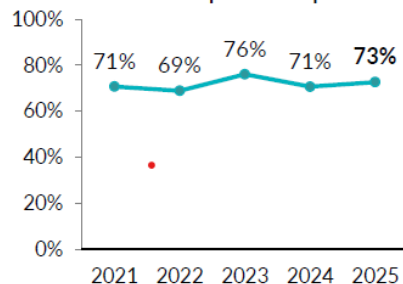
The 2025-28 Strategic Plan 'Improve student wellbeing' measure relates to positive responses to student items under the two themes of 'Student wellbeing' and 'Teacher-student relationships.'

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

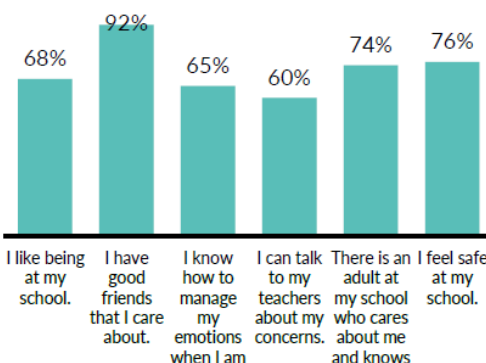
**Overall Student Participation**  
177 120 93%

#### Student wellbeing

Overall Student positive response rate

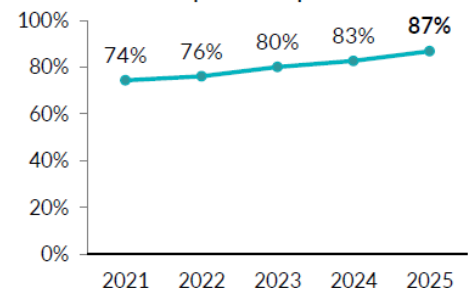


2025 Student positive response rate, by item

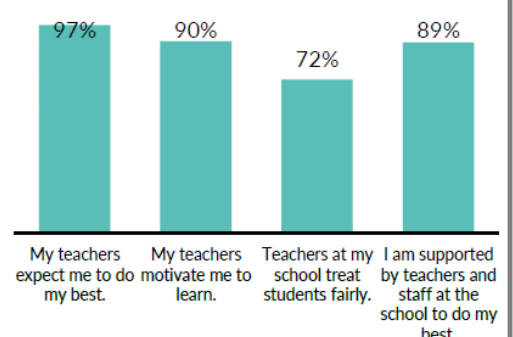


#### Teacher-student relationships

Overall Student positive response rate



2025 Student positive response rate, by item



# Parap Primary School Council Incorporated

ABN: 98 273 067 297

## 1.1.1. Special Purpose Financial Report

*For the Year Ended 31 December 2025*

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## COUNCIL DECLARATION

### 1.1.2. Parap Primary School Council Incorporated

*For the Year Ended 31 December 2025*

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

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

1. Present fairly the financial position of Parap 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 Parap Primary School Council Incorporated will be able to pay its debts as and when they fall due.

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Principal

Dated:

---

Chairperson

Dated:

# INDEPENDENT AUDITOR'S REPORT

## Parap Primary School Council Incorporated

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

#### ***Opinion***

We have audited the accompanying financial report, being a special purpose financial report of Parap 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 matter(s).

# INDEPENDENT AUDITOR'S REPORT

## Parap Primary School Council Incorporated

### *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 Practicing  
Accountant Director, Evolution Tax  
& Advisory Darwin, NT

Dated: / /

# STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

## Parap Primary School Council Incorporated

| <b>INCOME</b>   | <b>2025</b>            | <b>2024</b>            |
|---|------------------------|------------------------|
| Commonwealth Grants - Via DOE                         | \$ 94.63               | \$ 6,397.22            |
| Commonwealth Grants - Direct to School                | \$ 2,750.00            | \$ 3,695.46            |
| Other Grants from DOE                                 | \$ 845,567.25          | \$ 795,798.18          |
| Other Grants from NTG                                 | \$ 42,744.99           | \$ 74,619.20           |
| Grants from External Third Parties                    | \$ 6,056.11            | \$ 3,972.98            |
| School Council Projects (SRB)                         | \$ 363,464.23          | \$ 308,624.64          |
| Student Activities                                    | \$ 47,277.99           | \$ 48,223.49           |
| Interest Received                                     | \$ 2,124.82            | \$ 3,510.84            |
| Receipts/Reimbursements from Other Government Schools | \$ -                   | \$ 618.18              |
| <b>Total Income</b>                                   | <b>\$ 1,310,080.02</b> | <b>\$ 1,245,460.19</b> |
| <b>EXPENSES</b>                                       |                        |                        |
| Employee Expenses                                     | \$ 499,549.97          | \$ 400,659.81          |
| School General Expenses                               | \$ 133,724.79          | \$ 155,883.04          |
| Motor Vehicle Expenses                                | \$ 5,176.99            | \$ 6,179.16            |
| Student Activities                                    | \$ 76,555.80           | \$ 42,571.51           |
| Student Information and Technology                    | \$ 60,603.75           | \$ 77,901.53           |
| Curriculum  | \$ 28,347.94           | \$ 30,565.22           |
| School Non-Core Activities                            | \$ 70,060.41           | \$ 61,925.49           |
| Payments to Other Government Schools                  | \$ -                   | \$ 3,426.52            |
| Urgent Minor Repairs                                  | \$ 26,856.17           | \$ 43,362.02           |
| Non Urgent Minor Repairs                              | \$ 25,447.07           | \$ 12,007.99           |
| Depreciation and Amortisation                         | \$ 243.84              | \$ 1,653.01            |
| Essential Services                                    | \$ 213,751.14          | \$ 234,642.19          |
| Cleaning  | \$ 104,395.98          | \$ 111,203.99          |
| Grounds and Property Management                       | \$ 68,524.16           | \$ 65,068.74           |
| Property Management Other                             | \$ 1,120.00            | \$ 480.00              |
| <b>Total Expenses</b>                                 | <b>\$ 1,314,358.01</b> | <b>\$ 1,247,530.22</b> |
| <b>OTHER INCOME</b>                                   |                        |                        |
| <b>OTHER EXPENSES</b>                                 |                        |                        |
| <b>Net Profit / (Loss)</b>                            | <b>(\$ 4,277.99)</b>   | <b>(\$ 2,070.03)</b>   |

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

# STATEMENT OF FINANCIAL POSITION

As At 31 December 2025

| ASSETS                               | 2025                 | 2024                 |
|--------------------------------------|----------------------|----------------------|
| <b>Current Assets</b>                |                      |                      |
| Cash At bank                         | \$ 259,886.04        | \$ 292,235.80        |
| Cash On Hand                         | \$ 250.00            | \$ 250.00            |
| Trade Debtors                        | \$ 11,703.22         | \$ 32,452.43         |
| Prepayments                          | \$ 15,557.09         | \$ 2,057.91          |
| Inventories                          | \$ 120,926.70        | \$ 69,437.32         |
| <b>Total Current Assets</b>          | <b>\$ 408,323.05</b> | <b>\$ 396,433.46</b> |
| <b>Non Current Assets</b>            |                      |                      |
| Assets >\$10K                        | \$ -                 | \$ 243.84            |
| <b>Total Non Current Assets</b>      | <b>\$ -</b>          | <b>\$ 243.84</b>     |
| <b>Total Assets</b>                  | <b>\$ 408,323.05</b> | <b>\$ 396,677.30</b> |
| <b>LIABILITIES</b>                   |                      |                      |
| <b>Current Liabilities</b>           |                      |                      |
| Deposits Held -3rd Parties           | \$ 6,497.94          | \$ 5,025.48          |
| Trade Creditors                      | \$ 37,515.43         | (\$ 2,981.29)        |
| GST Liabilities                      | (\$ 1,037.35)        | \$ 6,343.40          |
| Other Accrued Expenses               | \$ 1,737.48          | \$ 21,753.00         |
| Unacquit Grants                      | \$ 2,278.79          | \$ 927.96            |
| <b>Total Current Liabilities</b>     | <b>\$ 46,992.29</b>  | <b>\$ 31,068.55</b>  |
| <b>Non Current Liabilities</b>       |                      |                      |
| <b>Total Non Current Liabilities</b> | <b>\$ -</b>          | <b>\$ -</b>          |
| <b>Total Liabilities</b>             | <b>\$ 46,992.29</b>  | <b>\$ 31,068.55</b>  |
| <b>Net Assets</b>                    | <b>\$ 361,330.76</b> | <b>\$ 365,608.75</b> |
| <b>EQUITY</b>                        |                      |                      |
| Opening Balance S/(D)                | \$ 365,608.75        | \$ 367,678.78        |
| Current Year Profit /(Loss)          | (\$ 4,277.99)        | (\$ 2,070.03)        |
| <b>Total Equity</b>                  | <b>\$ 361,330.76</b> | <b>\$ 365,608.75</b> |

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

# NOTES OF THE FINANCIAL STATEMENTS

## Parap Primary School Council Incorporated

### 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*.

**(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, bookbags, 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.