

Alawa Primary School

Annual Performance Report to the School Community

2020



Alawa Primary School
2020

School Overview

Our School

Alawa Primary School was officially opened in 1970 on a very large site. Over the past 20 years many buildings have been redeveloped and the Alawa Farm was established in 2001. In 2009 Alawa became the Demonstration School for the Stephanie Alexander Kitchen Garden Program, and this is a key feature of the school today. In 2011, the BER project was completed, providing the school with a newly constructed library and conference room. In 2012 the Namarluk School took up residence on the old Preschool site and a strong partnership was formed with the school from 2013.

In 2020 as we celebrated the 50th Birthday for the school and worked our way through the challenges of the COVID-19 Pandemic, Alawa Primary School continued to provide rich opportunities for learning, engagement and wellbeing. We had a continued focus on improving literacy and numeracy skills, implementation of effective pedagogical practices incorporating digital learning technologies, visible learning and positive engagement of the whole school community. We also continued a significant focus on sustaining and further developing our Farm & Kitchen Garden program.

Alawa Primary School had 12 primary classes with relatively large class numbers and 2 full day preschool groups at the start of the year. Our average enrolment was 317.

Our Staff

Staff at Alawa Primary School worked positively and professionally to deliver the best outcomes for students' education. The school began the year with a fairly stable staff with limited turn over. Ms Sharon Griffey joined us full time as a Highly Accomplished Lead Teacher in the Early Years section of the school. Mrs Gen Donohue joined us as Assistant Principal, and Mr Matt Lotherington with Ms Ana Bernardino formed the rest of the Leadership Team. Ms Athena Hammond journeyed over to Alberta Canada for a Teacher Exchange year and we welcomed Ms Steph Skory to our team for the year in a Year 2 classroom.

We welcomed 1 new teacher to the primary team. I would like to thank all members of the leadership team for their positive contributions and outstanding efforts during 2020. There were eighteen teaching staff in addition to the Principal and Assistant Principal which included eleven classroom teachers, two Early Childhood trained Preschool teachers, one Special Education Teacher, two part time teachers working across the school with the Kitchen and Garden program as well as one specialist teacher who worked across the school with a range of PE and Science programmes.

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. In June, Mrs Ashford left us to await the arrival of her baby as did Mrs Henschke in late November. Mrs Donna Harding too left for the first Semester and returned part time working across the school as a teacher for the second half of the year. She then formally retired at the end of the year but continues in 2021 to come in as a relief teacher.

The administrative staff consisted of one Business Manager [changeover of personnel mid-year], three Administration Officers, one part time AEIW, one Maintenance Officer, one Preschool Assistant, one part-time Transition Support Officer, one library and ICT support officer and two Student Education Support Officers as well as a part time Marketing & Communications officer. The School Council employed eight Inclusion Support Officers for individual student and classroom support, one Kitchen Specialist, one Farm Manager, and one Café (canteen) staff member. Two staff members identify themselves as Indigenous and two as Filipino. We outsourced our grounds work again in 2020 rather than employing someone through the Council.



Alawa Primary School

Staff - 2020

Fourth Row: Solene Alford, Tammy Zure, Amanda Laro, Lisa O'Hara, Katie Wedel, Zara Pradham, Kate Hinch, Sam Car, Shalini, Ros Sutton
Third Row: James Gerson, Grace Gifford, Steph Henry, Shweta, Tevira, Tina Sullivan, Monique Tuley, Alva Wilson, Berni McLeish, Angela Johnson, Elizabeth Hodgson
Second Row: Gina Ryan, Roshan Thelak, Malika Pooni, Rob Wilk, Jodi Henderson, Riley Pooni, Nadia McLean, Robyn Korda, Joanne Ball, Maryanne Koon
Front Row: Meg Caruso, Emma Chantler, Awa Samardias, Val, Trishington, Sandy Cartright (grounds), Genesee Josselyn, Sharon Callag, Dorcas Harding
Eileen Wood
Absent: Heather Hearn, Linda Cooper, Michelle Lenners, Courtney Hayes, Angela, Jennifer, Josh, Inez, Lisa Stepper, Heather Smith

Defence kids: We were successful in securing a grant to have a Defence School Mentor on staff who did a terrific job supporting our children from defence families. Ms Katie Wedel offers individual support to children and families as well as a lunch time defence club and in class support.



We were successful in our Community Benefit Grant application which enabled us to continue having Dr Mantho on site for 2 paediatric clinics a term as well as weekly counselling sessions facilitated by Catholic Care.

Our Students

Student enrolment numbers remained steady with an average enrolment of 317, an average attendance of 91.4% and a student turnover of 19%. Over 26 cultures are represented across the school with 25% identified as Indigenous and 24% as EAL/D learners. The student population is represented by a significant proportion of lower socio-economic clientele and an increasing enrolment of EAL/D learners.

Current Year

91.4%

Previous Year

91.8%

Students need to be at school to access the learning opportunities – through 2020 still averaged over 91%.

ALAWA ENROLMENT GROWTH

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Start of the Year	175	201	191	186	209	254	271	314	317	322
End of the Year	192	198	196	192	226	261	292	293	318	
Growth during the year	17	-3	5	6	17	7	21	-21	-1	
% growth during the year	9.71%	-1.49%	2.62%	3.23%	8.13%	2.76%	7.75%	-6.60%	0	
Growth from Year to Year start		26	-10	-5	23	45	17	43	3	5
% growth from year to year		14.86%	-4.98%	-2.62%	12.37%	21.53%	6.69%	15.87%	1%	1.50%



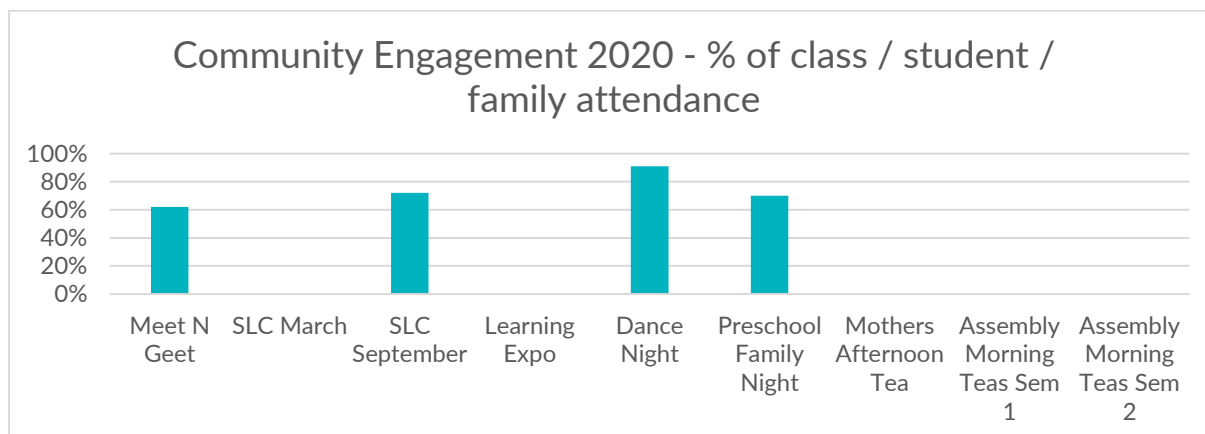
Our Community

Our school continued to thrive in the local community and many events were hosted through the year bringing the school community together. We were pleased once again with the relationships developed and sustained and the way the community comes together for special events and celebrations. While our plans for celebrating our 50th birthday did not quite all come to fruition and other events had to be cancelled due to the COVID-19 pandemic, we still managed to connect as a community and support each other.

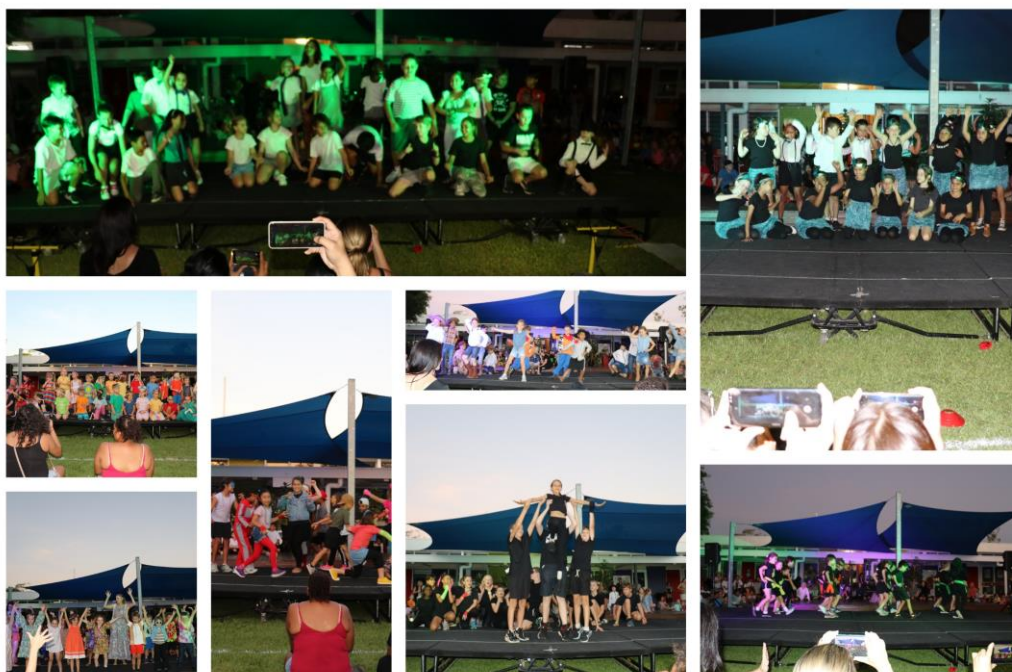
Our School Council continued to meet through the year as a whole to advise of matters and contribute to the direction of the school. In addition sub groups for the Café, Finance and Fundraising met off line to report back to the broader group on specific matters.

We distributed the volunteer survey at the start of the year which then enabled us to harness / draw on support from a range of parents for key events such as the Alawa through the Decades community night, the annual Sports Day and the school camps as well as weekly farm and kitchen lessons.

Our community keep in touch in various ways such as social media with a very active Facebook page as well as through face to face contact, email and classroom social media such as Class DoJo and SeeSaw.



Loads of fun in September at our annual community night – our students had all been exploring dancing through the decades through the term as our Performing Arts focus and shared their skills at the Community party night in September.



Principal's Report

Alawa Primary school achieved many successful outcomes in 2020 to provide an excellent education for all students with a clear focus on school improvement. Teachers spent many hours reflecting, reviewing, trialing and learning how to become better teachers with a core focus on 'what is effective teaching?' and 'what do we need to do to improve?' Deeper understandings of differentiated teaching and learning practices were developed, and time spent on analysing and using data to inform teaching and where students were progressing and what they needed to focus on next. Professional Learning opportunities took place in staff meetings, team meetings, whole school PD Days, external workshops, and through teacher coaching and mentoring to build capacity of all staff. Teachers used their Professional Learning Teams to discuss improving their practice, reflecting, sharing, modelling and observing their peers for feedback as part of the newly implemented Teacher Development and Performance Framework. I would like to acknowledge the positive efforts of all teaching staff to improve their practice and their active engagement in the Performance Development process where they identified areas for growth in their practice and established clear, achievable goals.

A Curriculum Team in conjunction with the Leadership Team continued to align scope and sequence documentation reflective of whole school approaches and year level requirements. A numeracy team continued ensuring the rigor behind the Meaningful Maths approach. An English team led the development of our Whole School Literacy Plan and continued the focus on the whole school approach to the teaching and assessment of writing. School wide monitoring and tracking was established to record student data online, inclusive of school wide diagnostic testing data. This allowed for all students' progress to be mapped and the identification of students at risk in their learning so that identified interventions could be provided. We continued to lead the way for the system with the adoption of a classroom based analytics system [GradeXpert] – and have now been able to add over four years of data including all learning areas, attendance and behaviour. We have offered data walks, consultation visits from colleagues in many other Top End schools and colleagues working in the corporate area of the Department.

Through the implementation of the Australian Curriculum, the school endeavoured to ensure that Science outcomes were explicitly taught and linked into the Farm and Garden Program. This program provided students the opportunity to connect with and learn about the natural environment, with first hand experiences to develop an understanding of healthy living, sustainability, caring and respecting our plants and animals, and learning how to grow, harvest, cook and share local nutritious home-made foods. Thank you to the Kitchen Garden Farm Committee and the many parent volunteers who put in many hours to keep this program sustainable.



We continued to have attendance rewards at the end of each term for students attending 90% or more and who arrived late less than 5 times.



Engage

Increase the number of children and students engaged in education from birth to Year 12, and maximize their participation.

	Performance	Progress
Attendance Rate	93.5%	2.5 ppt
Attending >80%	91.9%	5.5 ppt
Real Retention Within Year	95.0%	2.9 ppt
NAPLAN Participation	99.7%	4.0 ppt
PAT Participation	99.3%	-0.7 ppt
Student Wellbeing (Student Perception)		

Grow

Every student achieves at least one year of growth for one year of education.

PAT (Performance percentile)	Matched (within NTG schools)	Matched (at same school)
Reading	1.5 ppt	2.1 ppt
Maths	-1.4 ppt	-1.8 ppt




The School Improvement Dashboard is a tool to help focus school and system leaders on measures most likely to drive whole-of-system improvement.

The dashboard shows current (performance) and trend (progress) data to help schools identify, set and monitor school improvement targets.

To delve further into the data, please navigate to the other School Improvement dashboards as listed in the mega menu at the top of the page.

Achieve

Students leave school with options that allow them to achieve their ambitions.

PAT		Performance	Progress		
	(Performance percentile)				
	Reading	41.0%	1.9 ppt		
	Maths	55.6%	1.9 ppt		
NAPLAN					
	% Above	National Minimum Standard	Australian Mean	National Minimum Standard	Australian Mean
	Writing	81.6%	32.9%	13.1 ppt	7.0 ppt
	Reading	84.4%	40.3%	7.1 ppt	12.0 ppt
	Numeracy	80.5%	35.1%	3.2 ppt	8.6 ppt
A-E					
	(% C grades and above)				
	Maths	69.7%	9.2 ppt		
	English	72.1%	14.2 ppt		

Identified signature strategies for 2020 school year

Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9

E5 - A whole school instruction model

Connecting Reading & Writing

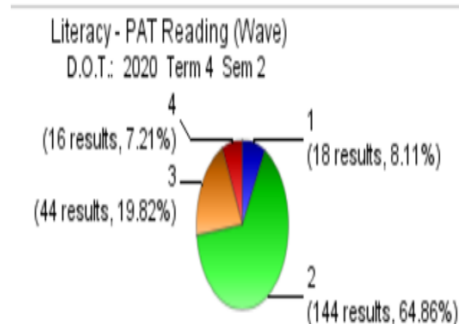
To embed a whole school approach to the teaching and learning of literacy in a connected way that is sustainable and has meaningful impact on student outcomes.

The Connecting Reading and Writing Team researched and presented to staff a whole school reading model based on current best practice. They also developed a whole school scope and sequence which aligns with our current planning documents to be used in 2021.

The team continued to refine and implement the whole school 'Writer's Workshop' model and to upskill teachers and students in using the Bright Path tool for writing assessment.

The team deepened their own and subsequently colleagues understanding in the effective teaching of Spelling. Developed and gained feedback on a scope and sequence to trial in 2021.

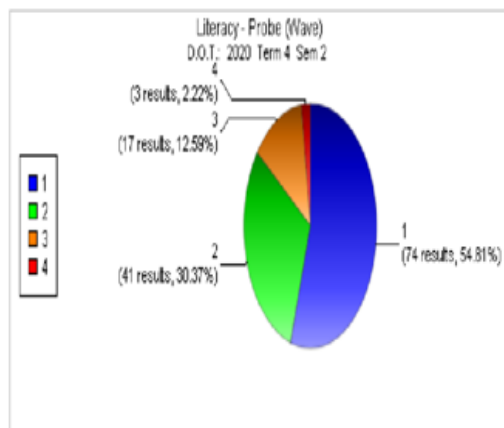
Pat DATA



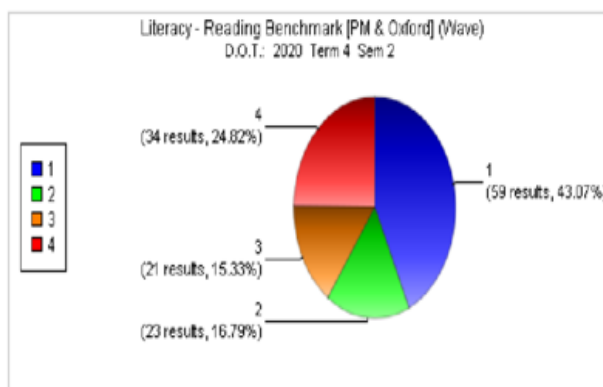
Reading

Wave 1	Wave 2	Wave 3	Wave 4
More than 6 months ahead of expected level for the year	Within a 12month span of expected level for the year	Between 6months and 12months below expected level for the year	More than 12months below expected level for the year

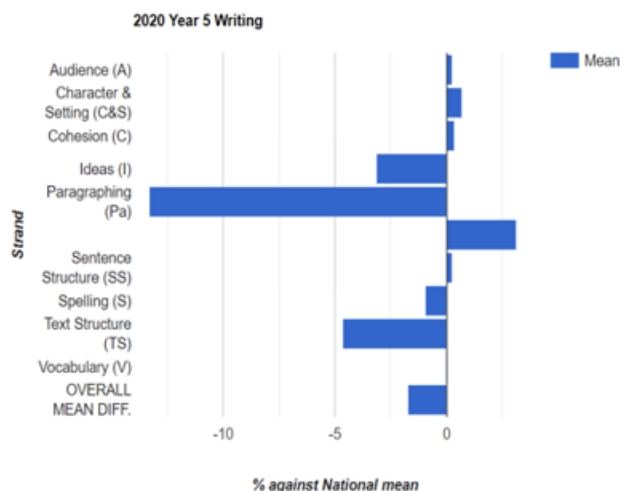
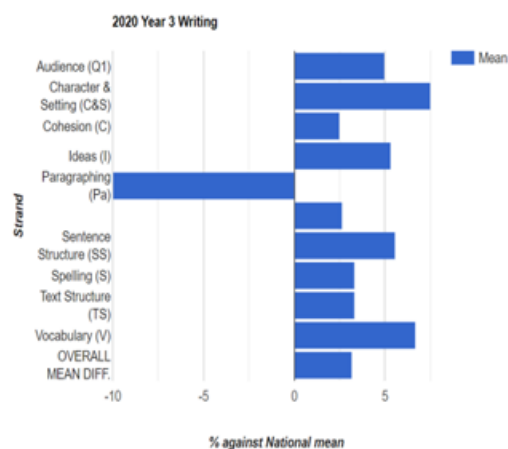
	Wave 1	Wave 2	Wave 3	Wave 4
2016	15%	47%	29%	9%
2017	15%	51%	30%	4%
2018	14%	61%	22%	3%
2019	13%	68%	16%	1%
2020	8%	65%	20%	7%



7% increase in Wave 1
Over 50% of student in wave 1
2.5% decrease in wave 4
6% decrease in wave 2s (Moved into wave 1)



12% increase in wave 1
10% decrease in wave 2 (Moved into wave 1)
1.5% increase in wave 3
2% decrease of wave 4 (Into wave 3)



R6 - Professional learning communities

We want to have the best teachers that have the biggest impact on student achievement, excellence and equity.

In 2020 the Quality Teaching Team worked to develop a Teaching and Learning Framework for the school. The Framework was to become the primary source of information for teaching staff about Alawa Primary School's Philosophy, pedagogical practices and modes of delivery. It was also designed to define critical terms used at Alawa so that all staff members were aware of the specific use of that term as it applies within the Alawa context.

The Quality Teaching Team also kept Alawa's journey with Explicit Instruction going through targeted support of EI strategies within the classroom.

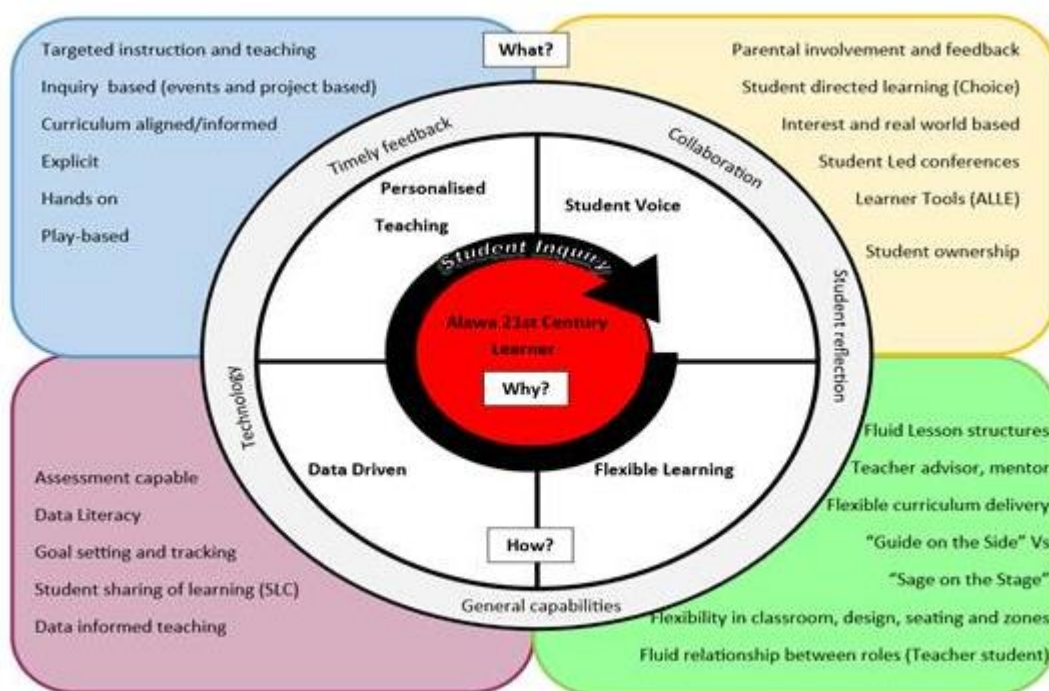
<p>Teaching & Learning Framework A Framework for Quality Education at Alawa Primary School 2021</p> <p>Overview</p> <p>Vision: Alawa Strategic Plan 2020 - 2023</p> <p>Statements of expectations:</p> <ul style="list-style-type: none"> 21st Century Learners Growth Mindset Alawa School Values Data Informed Practise <p>Students at the Centre:</p> <ul style="list-style-type: none"> Social & Emotional Development Wellbeing Communication & Relationships Quality Start to Schooling <p>Quality Teachers</p> <p>Collaborative Approach</p> <p>Growing our Own:</p> <ul style="list-style-type: none"> Induction Probation Capacity Building Performance Development Coaching Walkthroughs Instructional Rounds <p>Data Literacy</p> <p>Pedagogy</p> <p>Alawa Teaching & Learning Model</p> <p>Approaches:</p> <ul style="list-style-type: none"> Inquiry Learning SAKGP STEM Play Based Learning Explicit Instruction Student Centred KIDDO 	<p>High Impact Teaching Strategies:</p> <ul style="list-style-type: none"> Meaningful Maths Writers Workshop Reading Spelling <p>Curriculum:</p> <ul style="list-style-type: none"> Statement of Expectation Curriculum Map Indicative timetabling / timing <p>Assessment:</p> <ul style="list-style-type: none"> Statement of Expectation Achievement Progress Schedule <p>Reporting:</p> <ul style="list-style-type: none"> Statement of Expectation Achievement Progress <p>Appendices</p> <ul style="list-style-type: none"> A. Recommended time allocation for curriculum delivery at Alawa B. Meaningful Maths C. Writing Model D. Explicit teaching gradual release of responsibility model E. Alawa Data Informed Teaching F. Descriptors for reporting to parents <p>Glossary of Terms at Alawa</p>
---	--

Ac4 - Personalising learning

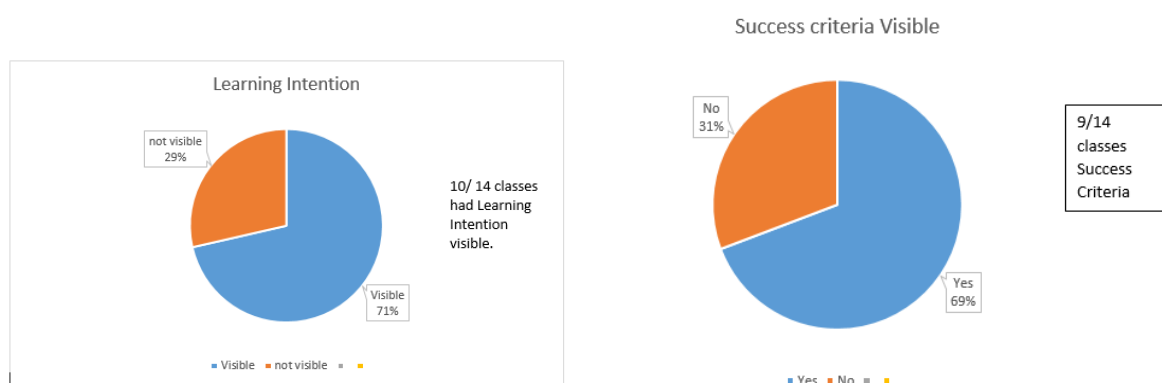
21st Century Learning is linked to all areas of learning and evident in all classrooms resulting in student learning improving.

The 21st Century team researched, read, discussed, compared and analysed several different 'Inquiry Based Learning' approaches currently being used in other schools. This included staff visiting other schools to see what was happening in their classrooms and take part in discussions with their staff about implementing the approaches.

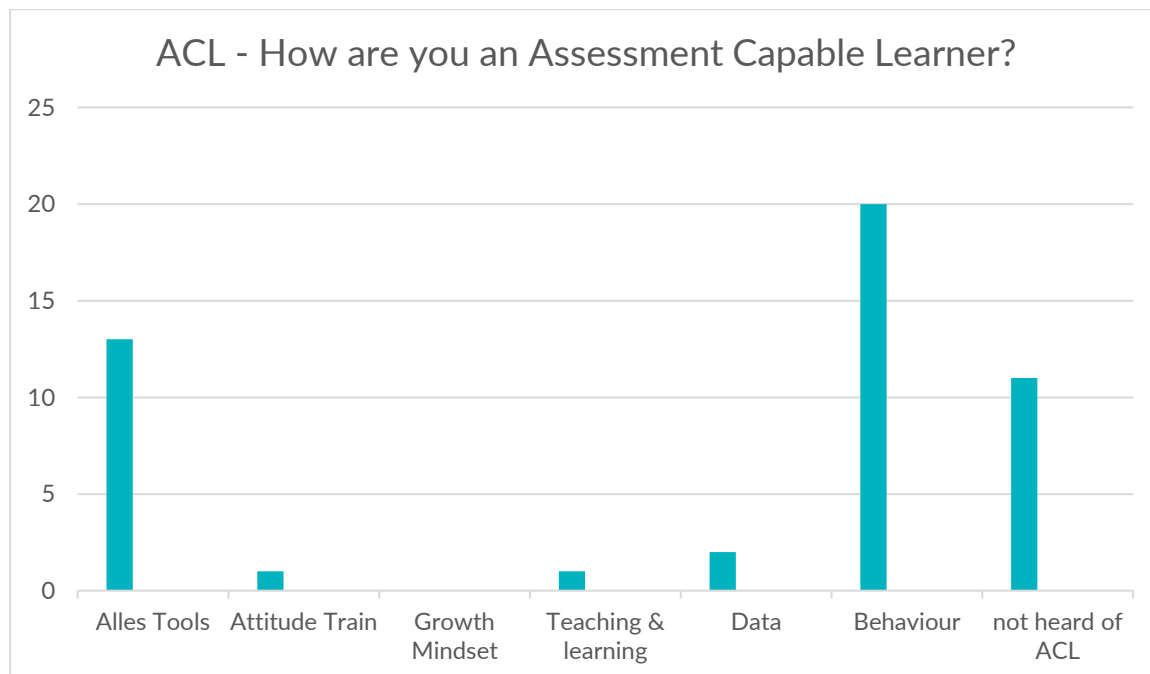
The team also upskilled all teaching staff in co-constructing a success criteria in several different areas of learning, which was then implemented across the school. We also collected data from students in reference to our 21st century focuses, which will help inform our journey into 2021.



The team conducted Walkthroughs in classrooms to see if Learning Intentions and Success Criteria were visible.



The team asked students 'How they were Assessment Capable Learners?'



E3 - Whole school curriculum and assessment plan

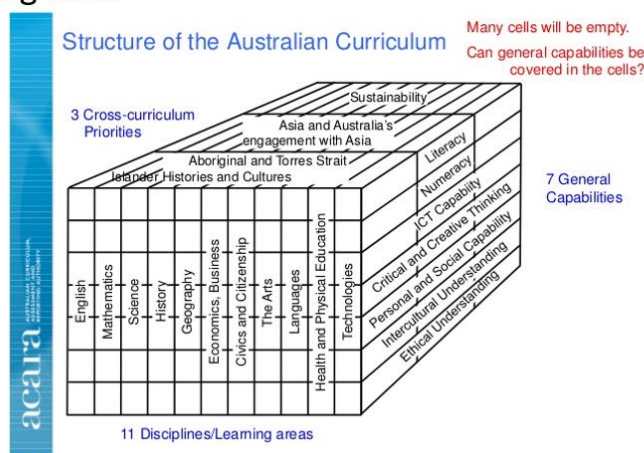
General Capabilities will be embedded in teaching and learning and used to engage students. Teachers will deliver a systematic curriculum which includes the General Capabilities.

The Curriculum Connections Team in 2020 predominately focused on Systematic Curriculum Delivery at Alawa by improving the visibility of the General Capabilities in the Whole School Curriculum Map. In addition, the team was able to establish the current use of the General Capabilities in teaching programs and collaborated with staff to reach consensus that would see an emphasis placed on the Critical & Creative Thinking, Personal & Social Capability & ICT Capability in planning and programming through to explicit instruction in the classroom

Aim:

- To make staff aware of the current reality of the visibility of General Capabilities in teaching programs.

How was this data Collected?

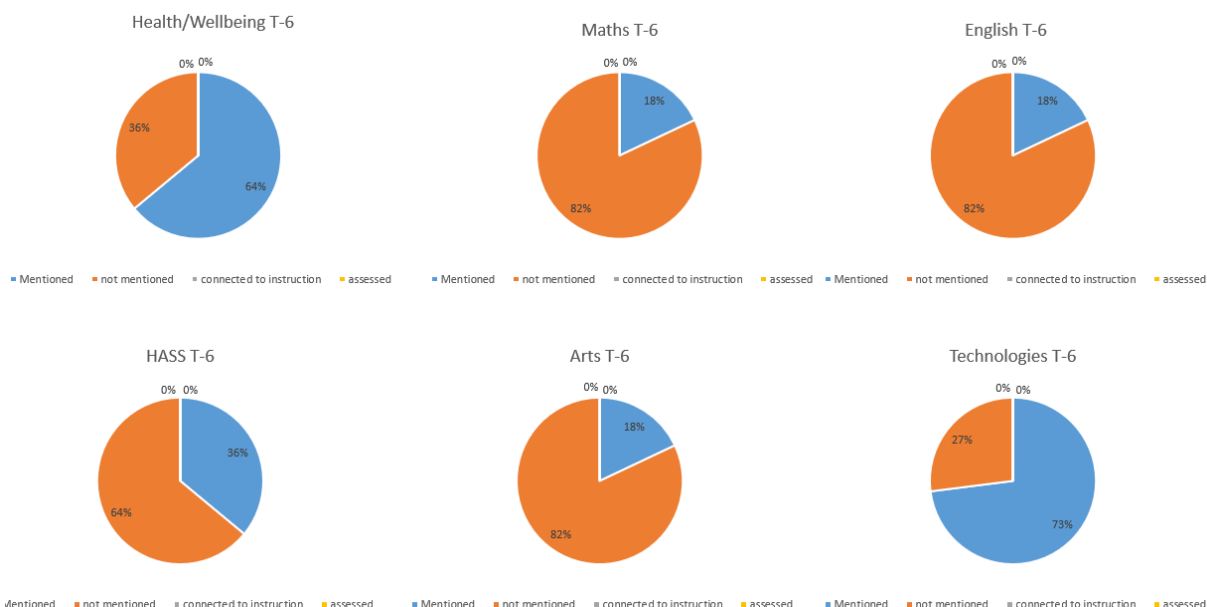


Summary of Results

- Majority of staff knew there were 7 General Capabilities.
- Overall the respondents felt they had some knowledge of what the General Capabilities were.
- 60% of the respondents had programmed and planned using General Capabilities.
- 90% of the respondents felt using the General Capabilities would enrich programmes.
- 75% of the respondents indicated that the General Capabilities should be used to program/plan Units of Work.



Key Learning Areas T-6



Curriculum Map	Aligning current curriculum map with General Capabilities.	<p>Relaunch the GC aligned curriculum map to staff. Ensure the updated version is saved in SC.</p> <p>In Term 3 the GC aligned curriculum map was shared with staff and feedback collated and actioned in the updated working copy.</p>
----------------	--	---

Student Enrolment, Attendance and Learning

	2019				2020			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	8	82.3%	45	90.2%	6	84.1%	43	92.8%
Transition	7	76.3%	44	91.4%	6	89.5%	49	94.8%
Year 1	10	92.5%	47	92.5%	7	78.2%	43	93.6%
Year 2	4	92.3%	31	93.8%	10	91.4%	45	94.5%
Year 3	9	88.4%	42	91.9%	3	96.2%	31	94.3%
Year 4	14	90.7%	37	92.6%	11	87.5%	41	93.6%
Year 5	11	89.4%	34	92.9%	14	86.2%	37	91.5%
Year 6	9	89.9%	28	92.8%	10	92.2%	30	93.3%
Alawa Primary School	71	88.5%	307	92.3%	69	88.0%	319	93.7%

School Survey Results

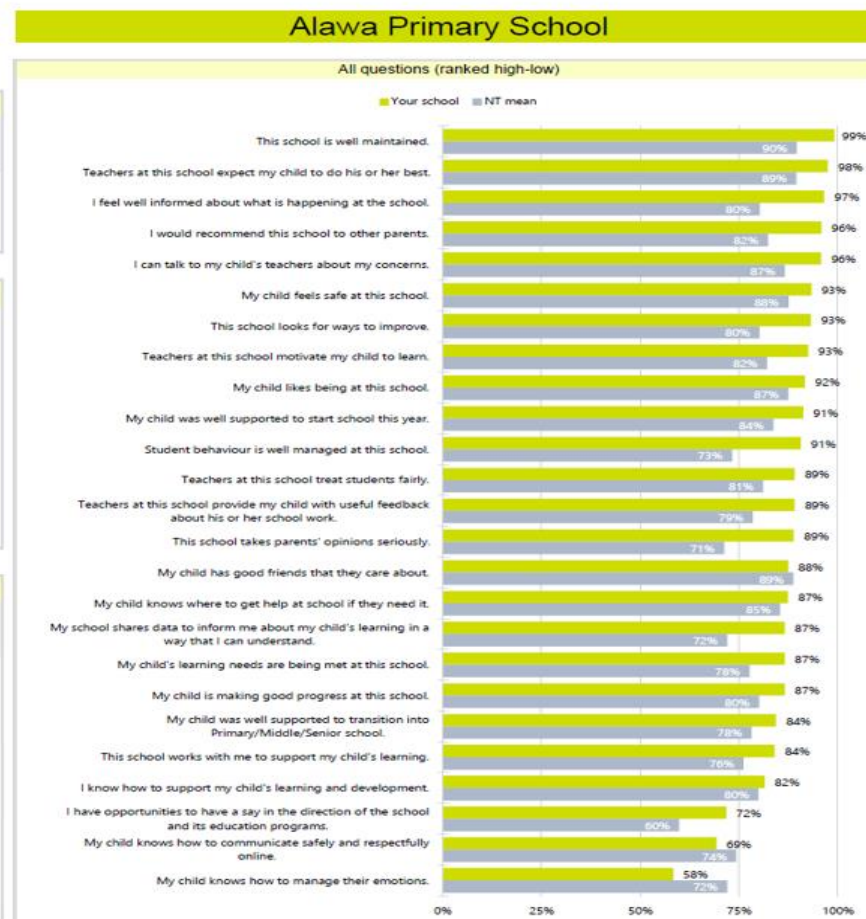
2020 Parent Perception Survey

Respondents					
No. of responses:		Aboriginal	Non-Aboriginal	Early Years	Primary
2020	120	9	108	74	45
2019	118				
2018	123				

Highest scoring responses for 2020:		Lowest scoring responses for 2020:	
This school is well maintained.	99%	I have opportunities to have a say in the direction of the school and its education programs.	72%
Teachers at this school expect my child to do his or her best.	98%	My child knows how to communicate safely and respectfully online.	69%
I feel well informed about what is happening at the school.	97%	My child knows how to manage their emotions.	58%

Change from previous year (2020 vs 2019)					
Highest ranking items:	% point change	2020 vs 2019	Lowest ranking items:	% point change	2020 vs 2019
I can talk to my child's teachers about my concerns.	+7%	96% 89%	I have opportunities to have a say in the direction of the school and its education programs.	-5%	72% 77%
Teachers at this school provide my child with useful feedback about his or her school work.	+6%	89% 83%	I know how to support my child's learning and development.	-5%	82% 86%
Teachers at this school expect my child to do his or her best.	+3%	98% 94%	My child knows how to manage their emotions.	-9%	58% 67%

This table presents the first three and last three items when ranked in order of percentage point change.

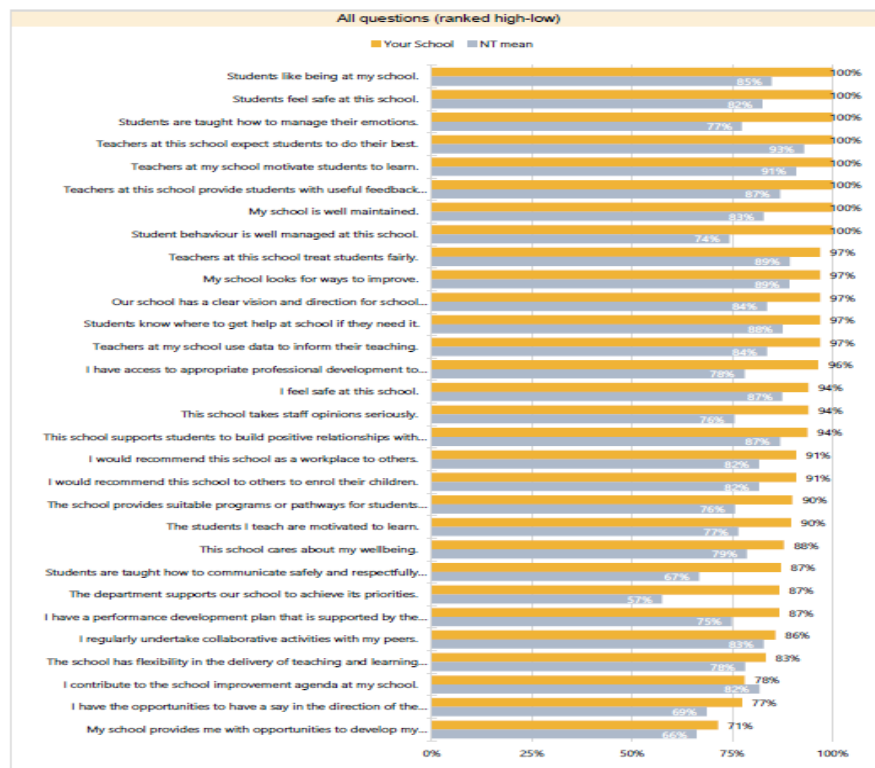


2020 Staff Perception Survey

Staff Survey - School Report - 2020

Generated 20-10-20

Alawa Primary School



		Respondents				
	No. of responses	Response rate	Aboriginal	Non-Aboriginal	Teaching	Non-teaching
2020	33	103%	2	30	13	18
2019	39	115%				
2018	34	113%				

Highest scoring responses for 2020		Lowest scoring responses for 2020	
Students like being at my school.	100%	I contribute to the school improvement agenda at my school.	78%
Students feel safe at this school.	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.	77%
Students are taught how to manage their emotions.	100%	My school provides me with opportunities to develop my leadership capacity.	71%

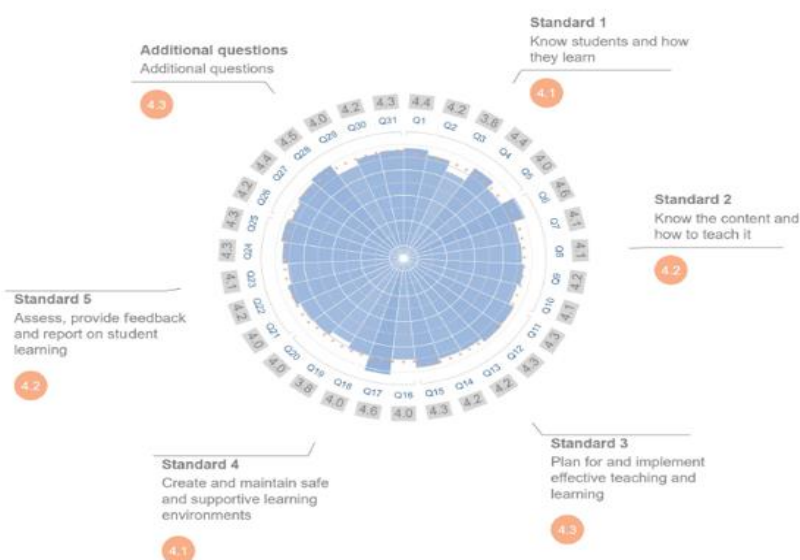
Change from previous year (2020 vs 2019)					
Highest ranking items:	% point change	2020 vs 2019	Lowest ranking items:	% point change	2020 vs 2019
The department supports our school to achieve its priorities.	+11%	87% 78%	Students are taught how to communicate safely and respectfully online.	-10%	87% 97%
Students feel safe at this school.	+9%	100% 91%	I regularly undertake collaborative activities with my peers.	-11%	86% 97%
The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further	+6%	90% 84%	My school provides me with opportunities to develop my leadership capacity.	-12%	71% 84%

This table presents the first three and last three items when ranked in order of percentage point change.

2020 Student Perception Survey

School Report | Alawa Primary School

Heatmap
November 2020



School Report | Alawa Primary School

Heatmap
November 2020



Insights from your survey

Areas of strength Standard 3 - Plan for and implement effective teaching and learning

Highest individual question scores

1st	Q17	This teacher is clear about the behaviour they expect from us
2nd	Q6	This teacher is knowledgeable about the topics in this subject
3rd	Q788	In class we work together in pairs or small groups to help us learn

Areas for growth Standard 4 - Create and maintain safe and supportive learning environments

Lowest individual question scores

1st	Q3	This class keeps my attention
2nd	Q19	This class is focused on learning
3rd	Q16	This teacher's use of technology helps me learn

Greatest Improvement in individual questions

+0.21	Q4	This teacher models different ways to learn new concepts
+0.18	Q25	We often review new information that we have learned
+0.16	Q24	This teacher pushes me to correct my mistakes

Audited Financial Statements



ClarityNT
is a CPA Practice



Alawa Primary School Council Incorporated

ABN: 88 008 114 983

Special Purpose Financial Report

For the Year Ended 31 December 2020

ALICE SPRINGS - DARWIN

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

Liability limited by a scheme
approved under Professional
Standards Legislation.

Alawa Primary School Council Incorporated

ABN: 88 008 114 983

Special Purpose Financial Report

For the Year Ended 31 December 2020

CONTENTS	PAGE
Council Declaration	3
Independent Auditor's Report	4
Income and Expenditure Statement	6
Balance Sheet	7
Notes to the Financial Statements	8

COUNCIL DECLARATION

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2020

The Alawa 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 Alawa Primary School Council the Financial Statements as set out on the following pages:

1. Presents fairly the financial position of Alawa Primary School Council Incorporated as at 31 December 2020 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 Alawa Primary School Council Incorporated will be able to pay its debts as and when they fall due.


Principal

Dated: 15.2.2021


Chairperson

Dated: 15.2.2021

INDEPENDENT AUDITOR'S REPORT

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2020

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

Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Alawa Primary School Council Incorporated (the 'Council') which comprises the income and expenditure statement for the year then ended, the assets and liabilities statement as at 31 December 2020, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of our report, the accompanying financial report of the Council presents fairly, in all material respects, the financial position of the Council as at 31 December 2020 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

Basis for Qualified Opinion

1. Grant income, interest and other income are significant sources of revenue for the School. The School Council has determined that, with the exception of grant income, it is impracticable to establish controls over the collection of revenue prior to its recording in the accounting system. Accordingly, as the evidence available to us regarding other income was limited, our audit procedures with respect to such income had to be restricted to the amounts recorded in the financial records. We are therefore unable to express an opinion on the completeness of other income in the financial statements.

2. The Council has recorded inventories held as at 31 December 2020 of \$53,159 and as we were unable to attend the stocktake, we are unable to confirm the existence of the quantities held at year end.

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Boards (APES 110 Code of Ethics for Professional Accountants) (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Emphasis of Matter - Basis of Accounting

We draw attention to the Notes to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Council to meet the requirements of the Northern Territory of Australia Education Act and associated Regulations. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

INDEPENDENT AUDITOR'S REPORT

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2020

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 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 Council. 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 Council'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 Council or to cease operations, or has no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at: <http://www.auasb.gov.au/Home.aspx>. This description forms part of our auditor's report.

Auditor's signature:



Claire Young, CPA
Director, ClarityNT
1/70 Elder Street, Alice Springs
NT 0870

Dated: 24 / 02 / 2021

ALAWA PRIMARY SCHOOL

Annual Performance Report to the School Community

2020

Aligned to the Department of Education's 'Education NT Strategy 2019-22'

INCOME AND EXPENDITURE STATEMENT

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2020

Income	2020	2019
Commonwealth Grants - Via DOE	\$ 17,008.08	\$ -
Commonwealth Grants - Direct to School	\$ 37,133.76	\$ 13,244.63
Other Grants from DOE	\$ 677,131.52	\$ 729,024.36
Other Grants from NTG	\$ 115,421.70	\$ 108,655.68
Grants from External Third Parties	\$ 359.55	\$ 14,974.92
School Council Projects	\$ 158,083.66	\$ 183,750.88
Student Activities	\$ 28,795.15	\$ 25,277.55
Interest Received	\$ 2,204.40	\$ 6,893.20
Receipts/Reimbursements from Other Government Schools	\$ 62,351.29	\$ 13,288.65
Sale of Minor Assets	\$ -	\$ 13.63
Total Income	\$ 1,098,489.11	\$ 1,095,123.50
Expenses		
Salaries and Related Expenditure	\$ 305,101.47	\$ 285,642.17
Superannuation Expenses	\$ 29,329.79	\$ 27,020.49
School General Expenses	\$ 114,704.96	\$ 73,234.37
Administrative Expenses	\$ 33,013.26	\$ 23,360.79
Motor Vehicle Expenses	\$ 3,337.36	\$ 3,551.48
Student Activities	\$ 68,067.01	\$ 40,481.65
Student Information and Technology	\$ 10,579.52	\$ 37,387.22
Admin IT and Communication	\$ 25,746.60	\$ 59,977.46
Curriculum	\$ 33,584.57	\$ 38,831.95
School Non-Core Activities	\$ 19,047.70	\$ 47,305.32
Payments to Other Government Schools	\$ -	\$ 5,122.04
Urgent Minor Repairs	\$ 120,655.43	\$ 88,464.41
Non Urgent Minor Repairs	\$ 9,429.98	\$ 5,228.55
Depreciation and Amortisation	\$ 8,660.94	\$ 8,660.95
Essential Services	\$ 187,033.58	\$ 194,207.23
Cleaning	\$ 91,420.45	\$ 64,274.95
Grounds	\$ 34,308.77	\$ 45,989.08
Property Management Other	\$ 37,316.47	\$ 35,410.72
Total Expenses	\$ 1,131,337.86	\$ 1,084,150.83
Net Profit / (Loss)	(\$ 32,848.75)	\$ 10,972.67

The above report should be read in conjunction with the Notes to the Financial Statements

ALAWA PRIMARY SCHOOL

Annual Performance Report to the School Community

2020

Aligned to the Department of Education's 'Education NT Strategy 2019-22'

BALANCE SHEET

Alawa Primary School Council Incorporated

As At 31 December 2020

ASSETS	2020	2019
Current Assets		
Cash At bank	\$ 411,093.43	\$ 412,423.26
Cash On Hand	\$ 66.00	\$ 116.80
Prepayments	\$ 2,657.88	\$ 2,599.90
Inventories	\$ 53,159.11	\$ 51,143.39
Total Current Assets	\$ 466,976.42	\$ 466,283.35
Non Current Assets		
Plant and Equipment	\$ 14,950.24	\$ 23,611.18
Total Non Current Assets	\$ 14,950.24	\$ 23,611.18
Total Assets	\$ 481,926.66	\$ 489,894.53
LIABILITIES		
Current Liabilities		
Deposits Held -3rd Parties	\$ 352.00	\$ -
Trade Creditors	\$ 6,345.22	\$ (1,040.00)
GST Liabilities	(\$ 55.00)	\$ 277.73
Other Accrd Expenses (Gds &S)	\$ 8,310.68	\$ 16,224.28
Employee Entitlements<12M	\$ -	\$ 5,209.48
Unacquitted Grants Liability	\$ 30,599.47	\$ -
Total Current Liabilities	\$ 45,552.37	\$ 20,671.49
Non Current Liabilities		
Total Liabilities	\$ 45,552.37	\$ 20,671.49
Net Assets	\$ 436,374.29	\$ 469,223.04
EQUITY		
Accumulated Funds	\$ 436,374.29	\$ 469,223.04
Total Equity	\$ 436,374.29	\$ 469,223.04

The above report should be read in conjunction with the Notes to the Financial Statements

ALAWA PRIMARY SCHOOL

Annual Performance Report to the School Community

2020

Aligned to the Department of Education's 'Education NT Strategy 2019-22'

NOTES OF THE FINANCIAL STATEMENTS

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2020

NOTE 1:

The financial statements are special purpose financial statements prepared in order to satisfy the financial reporting requirements of the Northern Territory of Australia Education Act and Regulations, and the Council's Constitution. The School Council Members have determined that the School Council is not a reporting entity.

The financial statements have been prepared on an accruals basis and are based on historic costs and do not take into account changing money values or, except where stated specifically, current valuations of non-current assets. The following significant accounting policies, which are consistent with the previous period unless stated otherwise, have been adopted in the preparation of these financial statements.

(a). Inventories

Inventory is carried at cost value.

(b). Property, Plant & Equipment

In general, school buildings are owned by the Northern Territory Government and not reflected in the School Council's financial statements.

Capital Assets purchased by the School Council 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 Council 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 is not subject to Income Tax.

(d). Revenue Recognition

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

Recurrent funding received from the Department of Education is recognised as income when received.

(e). Grants

Grant income is recognised when the grant funds are received. From the 2020 financial year, both unexpended capital grant funds and unexpended non-capital grant funds will be transferred to the Balance Sheet as a liability. In prior financial years, only unspent capital grants were transferred to the Balance Sheet as a liability.

(f). 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 Council's financial statements. These staff consist mainly of the Principal and Assistant Principal, teaching staff and administrative personnel.

The Council does employ staff directly, which is generally for positions such as tutors and relief teachers. Current Council staff members are all employed on a casual basis under an applicable award and therefore no annual leave provision has been recognised.

(g) Going Concern Assumption

The School Council 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.