

# ALAWA PRIMARY SCHOOL

## Annual Performance Report to the School Community 2023

### Focus for Improvement in 2023



**Vision:** To foster happy inclusive students ready for the 21<sup>st</sup> Century who are reaching their potential, have a sense of belonging and are engaged through supportive, mutually respectful relationships.

#### Main Focus Areas

- 🌈 Whole School Approach to Literacy: 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
- 🌈 21<sup>st</sup> Century Learners: *21<sup>st</sup> Century Learning* is linked to all areas of learning and evident in all classrooms resulting in student learning improvement and engagement

Through systematic curriculum delivery and collaboration with staff to ensure the delivery of high-quality integrated teaching programs that are meaningful and authentic.

Acronyms	Full form
NT	Northern Territory
CEP	Casuarina Education Precinct
MM	Meaningful Maths
SAKGP	Stephanie Alexander Kitchen Garden Program
APS	Alawa Primary School
SIS	Sport in Schools
NTLC	NT Learning Commission



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## School Overview: Context and Focus for Improvement in 2023

### Our School

Alawa Primary School was officially opened in 1970 on a very large site. Over the past 22 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 2023, as we worked our way through the months, 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 with 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 316.

### Our Staff

Staff at Alawa Primary School worked positively and professionally to deliver the best outcomes for students' education. We had quite a few new teachers join the team, especially in the primary school. Mrs Gen Donohue continued as Assistant Principal, and Mrs Janelle Thorne with Ms Ana Bernardino, as well as Mr Jed Henderson were Senior Teachers and Ms Angela Henschke returned from Maternity Leave as Highly Accomplished Teacher.

There were nineteen teaching staff in addition to the Principal and Assistant Principal which included twelve 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 two specialist teachers who worked across the school with a range of PE and other 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.

#### *Alawa Staff Profile 2023*

	Number employed	Average Age	Average time at Alawa	Average years of teaching
Admin Team	10	43	3.67	N/A
Teachers	21	40	3	14.5
Council Staff	13	39	2	N/A

## Annual Performance Report to the School Community 2023

The administrative staff consisted of one Business Manager, three Administration Officers, 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 nine Inclusion Support Officers for individual student and classroom support, one Kitchen Specialist, one Farm Manager, a playgroup co-ordinator and one Café [canteen] staff member. One staff member identify themselves as Indigenous and one as Filipino. We outsourced our grounds work again in 2023 rather than employing someone through the Council on casual basis.

### Apple for the Teacher

We once again we had a solid number of our staff nominated for this Territory wide celebration and competition run by Hot 100. Due to our high number of nominees we had members of the morning show team join us on site for a class meet and greet.



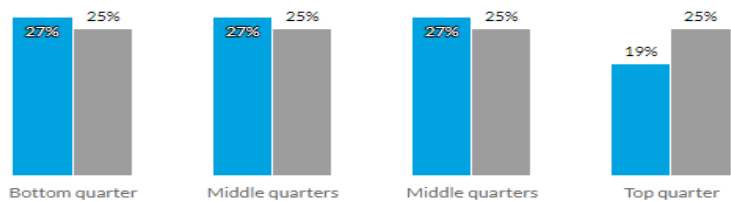
## Our Students

### Student background

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

School ICSEA value	993
Average ICSEA value	1000
School ICSEA percentile	43

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

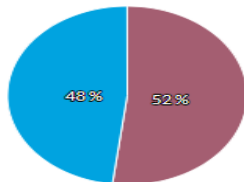


■ School distribution ■ Australian distribution  
Percentages are rounded and may not add to 100

### Students

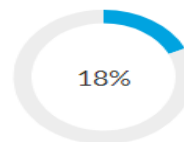
Total enrolments: 277

- Boys 132
- Girls 145



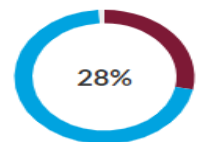
Full-time equivalent enrolments: 276.4

Indigenous students



Language background other than English

- Yes (28%)
- No (71%)
- Not stated (1%)







## 16031 - School Annual Performance Report E & A

### Enrolment and Attendance Summary - Alawa Primary School

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

	2021				2022				2023			
	Indigenous		All Students		Indigenous		All Students		Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	2	92.1%	42	92.5%	7	73.1%	43	86.9%	6	81.6%	41	89.8%
Transition	8	88.6%	40	94.0%	3	78.2%	38	89.3%	8	85.3%	43	91.1%
Year 1	6	92.3%	48	94.6%	8	78.9%	43	88.8%	3	81.1%	36	91.9%
Year 2	7	80.6%	41	93.2%	8	87.8%	41	90.9%	7	88.6%	45	92.1%
Year 3	8	93.5%	42	95.4%	7	77.6%	43	89.2%	8	91.7%	38	93.2%
Year 4	4	89.9%	30	94.5%	8	87.9%	43	90.5%	8	91.8%	43	92.9%
Year 5	12	84.3%	40	91.0%	5	85.0%	31	88.6%	9	93.0%	41	91.9%
Year 6	13	88.7%	34	91.5%	8	85.1%	35	86.5%	5	82.3%	30	90.9%
Alawa Primary School	59	88.1%	317	93.4%	53	82.6%	317	89.0%	55	88.4%	317	91.9%

Student enrolment numbers remained steady through 2023 with an average enrolment of 316, an average attendance of 91.2% and a student turnover of 19%. Over 26 cultures are represented across the school with 18% identified as Indigenous and 19% 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.

### Defence kids:

We were successful in securing a grant once again to have a Defence School Mentor on staff who did a terrific job supporting our children from defence families. Ms Katie Wedel & Ms Laura Thiele shared the role and offered individual support to children and families as well as a lunch time defence club and in class support.



### Wrap Around Service

We continued our Wrap Around Service with the following programmes:

- On site Paediatric clinics operated by Dr Corey Driscoll
- Speech Therapy intensive program with 2 students from University for Queensland supporting children for 6 weeks
- Occupational Therapy program with 2 students from LaTrobe University supporting children for 8 weeks
- Speech and OT screening for cohorts of children through the school
- Counselling as available through Catholic Care, private service provider and also DoE Counselling service



### Special Education

## Annual Performance Report to the School Community 2023

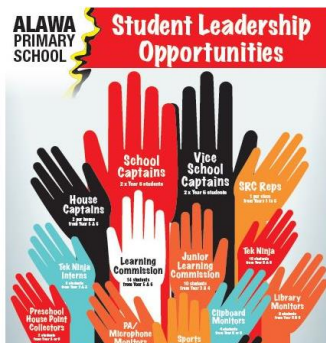
Special Education at Alawa is considered high priority and has significant financial and personnel resources. We have very clear systems and processes in place to identify learning needs and cater for individuals. With input from families we create individual learning plans to support students with specific needs.

Our support staff continued their professional learning opportunities on Friday mornings and this allows for us to have informed and skilled staff to support all students across the school.

### Wellbeing

Our Wellbeing team continued to create material and provide training on the program called the Zones of Regulation. This program aims to embed a consistent approach to teaching children how to regulate their feelings, energy and sensory needs in order to meet the demands of the situation around them and be successful socially. Our team also received a grant to convert our Community room to a Wellbeing room which established a space which provides the environment, tools and learning opportunities at school to teach small groups of students to better manage their emotions and learn strategies to help them self-regulate.

### Student Leadership / Student Voice



At Alawa Primary School we are committed to ensuring students have a voice – an opportunity to inform and influence all that goes on at our school. We are also committed to providing a range of opportunities for students to develop and display leadership skills.



### Captains / Vice-Captains and House Captains







The Junior Learning Commission spent time developing their confidence in speaking, persuading others to listen to their views and exploring some issues they saw with learning around our school.



#### Student Representative Council

Our SRC students did a fantastic job purchasing and selling for our Mother's day and Father's day stall. They also continued to promote the Rubbish Warriors through the school to encourage peers to keep our school tidy and put all rubbish in the bins.



#### Tek Ninja's: Led by Ms Sacha Evans and Mr Jarrad Lawrence

There were 12 Tek Ninjas in 2023. The Tek Ninjas used programs like Minecraft Education, Scratch and Google Classroom to participate in eSports and digital challenges. Tek Ninjas built on their existing knowledge of the Scratch program to participate in the international 'Moonhack' event, creating different programs highlighting aspects of how man made and natural satellites are used in everyday life. They participated in a safe online challenge within Minecraft Education and explored the Osmos and Makey Makeys. Students met weekly in their lunchtime and were tasked with the job of making sure the ICT room is organised and all devices get charged each evening. Students were also encouraged to be ICT leaders in their classrooms, assisting peers and teachers with computer issues and programming difficulties. Lastly, the Tek Ninjas were in charge of creating a photo story for their year 6 graduation.



### Tek interns 2023: Led by Ms Bron Cleary

In 2023 the tech interns comprised of 2 students from each of the Year 2 and 3 classes. Students nominated themselves to their teachers and were selected off merit to become leaders amongst their classroom. They donated their lunch times once a week to meet and develop their skills. Over the course of the year the students developed their skills in many areas of technology such as caring for and problem solving errors in school devices, logging into school systems [ie typing.com, ntschools account, google classroom] and using peripherals to learn to code [ie Bee Bots, Lego We Do, Scratch Jr, OzoBots]. They also ran development sessions over lunch times in the library to teach younger students across the school.



Teachers' spoke about the Tek Interns great confidence in class to help and assist their peers or teachers with technology. Tek Intern feedback and interests were always considered, helping to create their own digital literacy journey.

### Student Bulletins

This year the Marketing and Communications officer Ms Tamra along with Ms Stratton and student leaders continued creating our Student Bulletins which were shared with both the school and the wider community via our school Facebook page. Student leaders reported on each Term, the events held, learning in classroom and school celebrations. A total of 4 Bulletins were created for the year.

### Early and Primary Years Swimming program

Preschool to Year 2 classes participated in swimming lessons at Nightcliff Swimming Pool conducted by Royal Life Saving NT. Great excitement for many with being bussed to and from the pool. Lessons took place in Term 4 and consisted of 8 lessons.





In 2023 we saw the continuation of the Primary Years swimming program as well. Students travelled to Nightcliff Pool each Friday for a full day of swimming and life saving programs culminating in a mini swimming tournament at the conclusion of the program.



### Sport In Schools

Our students in Years 3-6 continued heading out for regular sport Friday mornings and engaged with students from other schools for games. We had teams in 6 Gala Days through the year bringing home a few winning banners.

### Sport in Schools & Club Connect

In 2023 we were able to secure 3 sporting schools grants through Sports Australia to the total value of \$7800. Funds were used to provide a variety of free sports sessions both during lunch times and after school. These sports included volleyball, table tennis, gymnastics, basketball, Cricket, Tennis and Hockey.

## 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.

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.

## Annual Performance Report to the School Community 2023

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 Spectacular – Under the Big Top' night, the annual Sports Day, 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 Xuno [which was launched at the start of 2023].

### Annual Meet, Greet n Eat [Explore, Engage & Eat]

Our annual Meet, Greet n Eat and School Council AGM was once again held in March for the start of the new year. This event provides an opportunity for families to explore their child's classroom as well as meet their class teacher. This event plays an important role in bringing together our Alawa School community and staff and students look forward to it each year.



### Slime Run

A very successful fundraiser and whole school event held in May.

Raised over \$13 000 which went towards upgrading our ICT devices in classes through the school.





### Council AGM

Held following Engage, Eat & Explore

Very well attended and the 2023 school leaders were presented to the school community.

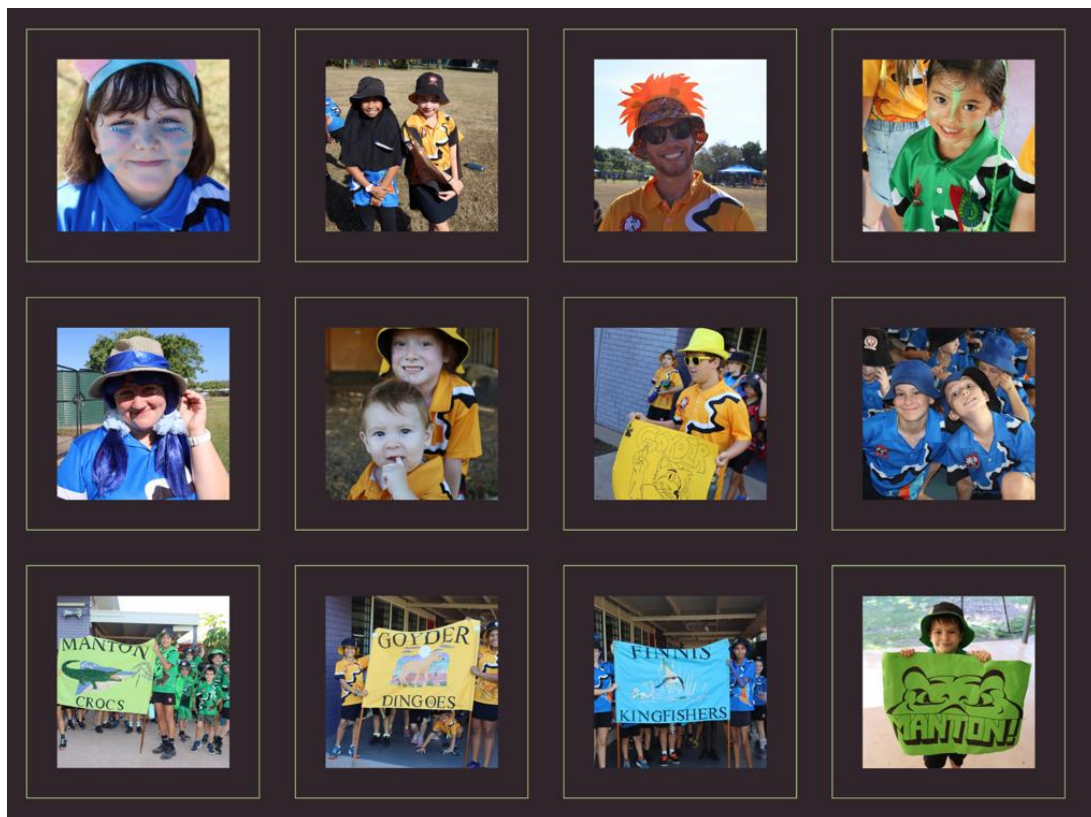
Full Council elected for 2023.



### Sports day

Our annual sports day once held over 2 days with the 800m and high jump activities taking place on the Thursday of Week 8 and the whole school day being held on the Friday. We once again had a strong number of volunteers attend and help out with both sporting activities and in the Café.

Manton were the winning team on the day.





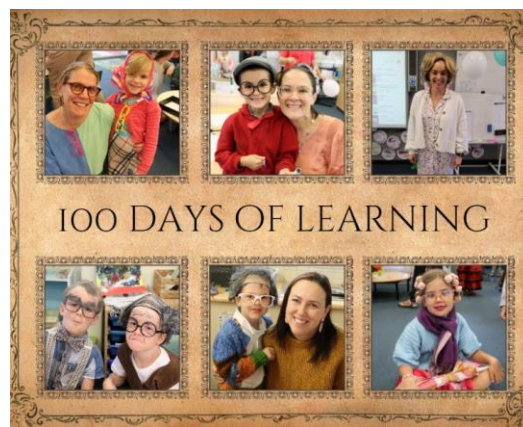
### Preschool Bikeathon

The Preschool Bikeathon lead by the Preschool teachers and a parent run committee took place in Term 3. Students from across the school came out to show their support to the Preschool students with some of the older students from Year 6 volunteering their time to help with activities such as face painting and track coordination. The funds raised were used to fund the establishment of the mud kitchen in the outdoor learning space.

This event raised just under \$2000 and is schedule to take place again in 2023.

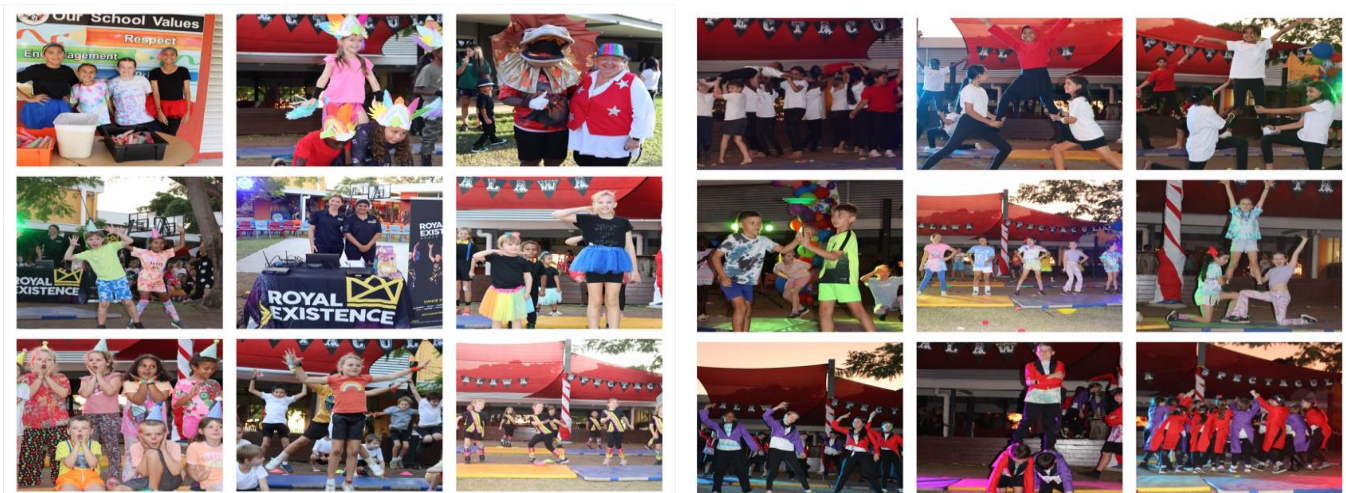
### Transition 100 Days of Learning

Huge celebratyiouns for our childrne enegaged in their first formal year of learning whewre they all celebrated 100 days of learning!



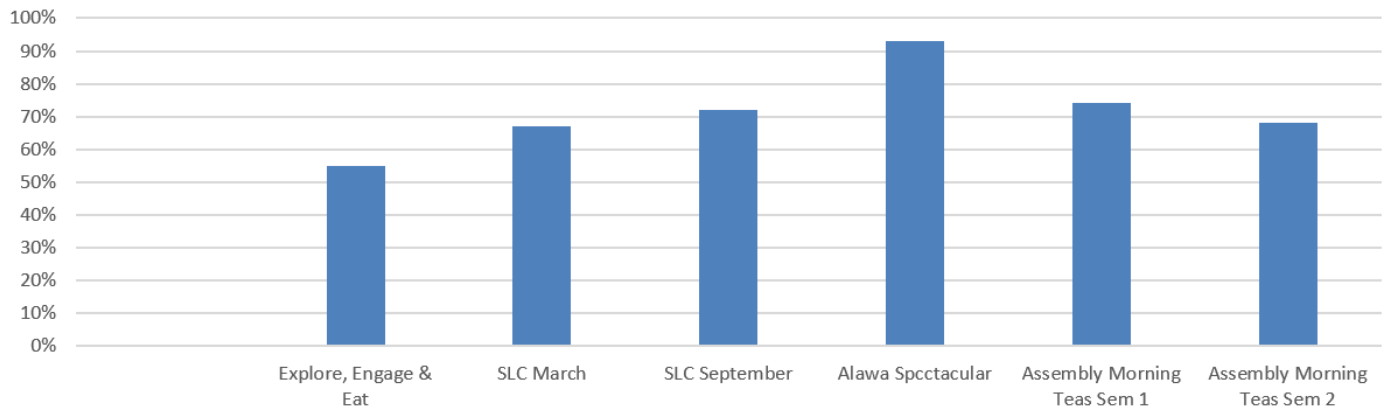
### Alawa Spectacular – Under the Big Top– Whole School Performance Night

Royal Existence came along weekly to work with classes to upskills our students in acrobatics and dance. Culminating in a Community Performance evening – student’s showcased 12 varied routines to the wider Alawa community. This night was supported by fun activities along the circus theme and the majority of our school community came long for the fun event.





Community Engagement 2023 - % of class / student / family attendance



### End of Year Awards and Volunteers morning tea

In Week 10 our end of Year student awards were held followed by our annual morning tea. This event provides an opportunity to celebrated high achieving students as well as students that have shown growth during the year in their learning. The volunteer's morning tea gives our teachers and staff an opportunity to spend time and say thanks to the many volunteers we have from across the school.



## Principal's Report

Alawa Primary school achieved many successful outcomes in 2023 to provide an excellent education for all students with a clear focus on school improvement. Teachers spent many hours reflecting, reviewing, trialling 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 DoE 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.

In September we engaged with an External School Review led by a LEAD reviewer from ACER from interstate and supported by 3 NT professional reviewers. Our report provided authentic and specific feedback aligned to each of the 9 domains of the School Improvement Tool.

Domain	Low	Medium	High	Outstanding
Driving an Explicit Improvement Agenda				
Analysing and discussing data				
Promoting a Culture of Learning				
Targeting School Resources				
Building an expert teaching team				
Leading systematic curriculum implementation				
Differentiating teaching and learning				
Implementing effective Pedagogical Practices				
Building school-community partnerships				

**Green:** Majority of indicators rated in this category

**Yellow:** A few indicators rated in this category



## Commendations

- the clear adherence to the Explicit Improvement Agenda (EIA) 2020-2024 and 2020-2023 Strategic Improvement Plan (SIP) that reflect DoE regional goal-setting agendas for increasing student achievement in literacy and numeracy.
- the derivation of the 2023 ASIP from the EIA, and the clear focus areas that have arisen through extensive consultation and discernment with school staff, students and parents.
- the collective responsibility taken by staff for the success of all students.
- the commitment by leadership to continual improvement for all staff and students in data literacy which led to each member of the leadership taking on roles as data coaches in the school.
- the growth in the students' proficiency in the interpretation, calibration, communication and goal-setting in use of their own data.
- the skilled use of EAPs and ILPs for all students identified in their data as needing extra support.
- the extensive and frequent processes to seek learner feedback to improve teaching and learning and foster student participation in their own learning journey.
- the strong, collegial atmosphere, where staff collaboration is prioritised to reflect on and refine practice, and to learn from and with their colleagues.
- the ethos of high expectations that drives a deep, collective commitment to improving teaching practice. This is motivating and inspiring staff to learn from and with colleagues, and engage in professional learning opportunities.
- the provision of highly individualised wrap-around care via the engagement of a paediatrician and occupational and speech therapists to assess students and upskill staff and parents. This is enabling the use of impactful and targeted strategies that support students in their areas of need.
- the consistent and intentionally conducted instructional rounds to improve the pedagogical capacity of teachers and increase the collective efficacy of the staff as a whole.
- the comprehensive and inclusive induction program that links effectively with the planned coaching and mentoring regime.
- the well-documented and comprehensive curriculum map that provides teachers with clarity and assurance to guide their planning using Australian Curriculum Version 9.
- the staff's use of data to work collaboratively in achieving collective expertise through the principal and the leadership team's relentless focus on promoting a culture of coaching and observation.
- all teachers' outstanding commitment to "the Alawa Way" of teaching across every area of the curriculum.
- the high value and respect placed on student voice to inform classroom practice and school-wide decision making. The Northern Territory Student Learning Commission and Student Representative Council are also imbuing learners with sophisticated skills in communication, leadership and data literacy.
- the unanimous view of the school community that the leadership team is highly approachable and responsive. This is creating a school characterised by high levels of trust and collective efficacy.

## Recommendations

Enhance the teaching and learning capabilities and expertise in the school through:

- further development and embedding of evidence-informed, effective teaching strategies during
- explicit and guided instruction to promote deep learning
- further refine pedagogical practices to maximise the impact on learning for all students across all
- learning areas
- collaboratively building an agreed understanding of differentiated teaching and learning
- providing explicit extension opportunities to progressively build students' conceptual
- understandings, effective questioning and critical thinking skills, with emphasis on challenging highly
- capable students
- encouraging more innovative and creative practices by further development of inquiry learning.

- Identify, develop and implement an evidence-informed, comprehensive and consistent approach to
- literacy instruction that incorporates and values current models and strategies, and includes:
- an in-depth understanding of how students learn complex literacy skills
- professional learning processes for staff to become experts in curriculum design and delivery
- a collaboratively developed model for instruction
- strategies to differentiate for and engage all learners
- systems to monitor and evaluate practice.

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 and prepare for the implementation of Version 9 of the Australian Curriculum in 2023. 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 connected approach to the teaching and assessment of writing connected to reading. School wide monitoring and tracking was continued 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 use of a classroom based analytics system [GradeXpert] – and have now been able to add over six 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. Students continued to review their own data, their progress and establish their own learning goals which they then worked towards achieving.

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 also hosted our now very popular 'Mini Master Chef' events co-ordinated by Ms Stratton with seven teams entering and excelling twice through the year.

## School Priorities 2023

Our journey demonstrates our commitment to continued improvement. The Education NT Strategy 2021–2025 will enable us to continue to become the most improving education system in Australia.

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

### Headline Improvement Measures (HIMS)



#### School survey

Strengthen student wellbeing and teacher-student relationships so that students can reach their full potential.

#### Foundations for Early Literacy Assessment NT

Increase the proportion of Transition year students that have foundational early literacy skills.

#### Attended days

Increase the number of days students attend school each year by 10 days.

#### NAPLAN growth

Ensure every student achieves at least one year of learning growth in reading and numeracy for every year of school.

#### A-E grades

Increase student grades at and above the expected achievement standards for English, maths and science.

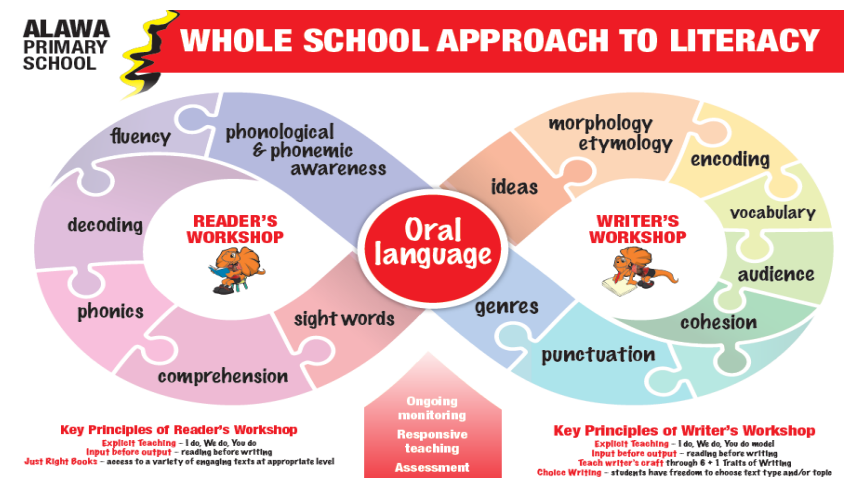
#### Year 12 achievement

Increase the number of young Territorians that continue their school education through to Year 12 and increase the proportion of students that achieve an NTCET or Certificate II or higher.

## Identified signature strategies for 2023 school year

### English: Signature Strategy E5 – Whole School Instructional Model

An English team led the continued development of our Whole School Literacy Approach and focused on the planning, teaching and assessing of Reading, Writing and Spelling in a connected way. School wide monitoring and tracking allowed us to continue to record student data online. This allowed for all students' progress to be mapped. Teachers used this data in the planning and teaching to identify where students are at and the next steps to help them improve.



### Curriculum Connections: Signature Strategy E3 – Whole School Curriculum & Assessment Plan

Through systematic curriculum delivery and collaboration with staff to ensure the delivery of high-quality integrated teaching programs that are meaningful and authentic. Curriculum Connections have definitely collaborated with staff through the V9 Implementation Plan process to create a draft V9 whole school curriculum for implantation and refinement in 2024.

The process provided many opportunities to staff to input into through discussion and viewing samples of curriculum maps to weigh up pros and cons.

The Curriculum Connections team used the E3 Signature Strategy continuum to self-assess its progress. Achievements and review and adjust. This will be shared with staff for their input and is part of the refinement process.

## Engaging Every Child and Student in Learning

### 21<sup>st</sup> Century Learners: Signature Strategy AC4 Personalised Learning

The 21<sup>st</sup> team consolidated much of the teams learning from over the past 2 years and began to put into practice the use of Inquiry Learning across most classes. This was a culmination of the professional learning from previous years and was achieved through a coaching model. At the end of 2023, 9 of the 12 classes from T – 6 were teaching using an inquiry cycle in HASS lessons with varying degrees of confidence. The team finalised the planning tool that teachers use to support the development of their cycles. Student voice was a big competent of this aspect of the 21<sup>st</sup> Team's work to ensure that learning in the area of HASS was more agentic.

The team also rolled out the new and improved ALLE [21<sup>st</sup> Century Learner] and the Learning Tools. The new tools were shared as videos that were created in 2021 through classes, assemblies and the school Facebook Page. The team provided several professional learning opportunities for staff around ALLE's Tools across the year. The impact of this was that at the end of 2023, 81% of students across all year levels [selected as a random sample] were able to articulate ALLE's Tools for Learning.





## Student Enrolment, Attendance and Learning



### 16031 - School Annual Performance Report

#### E & A

#### Enrolment and Attendance Summary - Alawa Primary School

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

	2021				2022				2023			
	Indigenous		All Students		Indigenous		All Students		Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	2	92.1%	42	92.5%	7	73.1%	43	86.9%	6	81.6%	41	89.8%
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Year 3	8	93.5%	42	95.4%	7	77.6%	43	89.2%	8	91.7%	38	93.2%
Year 4	4	89.9%	30	94.5%	8	87.9%	43	90.5%	8	91.8%	43	92.9%
Year 5	12	84.3%	40	91.0%	5	85.0%	31	88.6%	9	93.0%	41	91.9%
Year 6	13	88.7%	34	91.5%	8	85.1%	35	86.5%	5	82.3%	30	90.9%
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# National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2023



## 16031 - School Annual Performance Report

### NAPLAN - Summary

#### Alawa Primary School

In 2023, important changes have been made to NAPLAN. Bringing the tests forward to Term 1, use of the online tailored testing and reporting results based on new, more ambitious national standards, have reset the NAPLAN time series. It is important to note that results from 2023 cannot be compared to previous years due to the break in timeseries.

In terms of 2023 NAPLAN results reporting, each student's scale score for a test domain is checked against Proficiency standards for that domain to determine their Proficiency level.

For any given cohort it is then possible to report the percentage of students that are within that Proficiency level.

Data may differ to eDash School and System Summary and NAPLAN Summary. In the dashboards, "Exempt" is included in "Needs additional support" and separate out in this report. Strong and exceeding are combined and reported as "Strong & exceeding" in this report.

#### NAPLAN Assessed Year 2023

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

#### Reading

	Proficiency Level								Total Students	
	Exempt		Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	6	18%	8	24%	19	56%	34	100%
Year 5	3	7%	3	7%	6	15%	29	71%	41	100%
All Year Levels	4	5%	9	12%	14	19%	48	64%	75	100%

**Alawa Primary School**

NAPLAN Assessed Year 2023

**Writing**

	Proficiency Level								Total Students	
	Exempt		Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	6	18%	4	12%	22	67%	33	100%
Year 5	3	7%	1	2%	9	22%	28	68%	41	100%
All Year Levels	4	5%	7	9%	13	18%	50	68%	74	100%

**Spelling**

	Proficiency Level								Total Students	
	Exempt		Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	6	18%	11	32%	16	47%	34	100%
Year 5	3	7%	6	15%	9	22%	23	56%	41	100%
All Year Levels	4	5%	12	16%	20	27%	39	52%	75	100%

Alawa Primary School  
NAPLAN Assessed Year 2023

Grammar

	Proficiency Level								Total Students	
	Exempt		Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	8	24%	11	32%	14	41%	34	100%
Year 5	3	7%	5	12%	8	20%	25	61%	41	100%
All Year Levels	4	5%	13	17%	19	25%	39	52%	75	100%

Numeracy

	Proficiency Level								Total Students	
	Exempt		Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	3	9%	6	18%	23	70%	33	100%
Year 5	3	8%	3	8%	8	20%	26	65%	40	100%
All Year Levels	4	5%	6	8%	14	19%	49	67%	73	100%



**Alawa Primary School**

In 2023, important changes have been made to NAPLAN. Bringing the tests forward to Term 1, use of the online tailored testing and reporting results based on new, more ambitious national standards, have reset the NAPLAN time series. It is important to note that results from 2023 cannot be compared to previous years due to the break in timeseries.

In terms of 2023 NAPLAN results reporting, each student's scale score for a test domain is checked against Proficiency standards for that domain to determine their Proficiency level.

For any given cohort it is then possible to report the percentage of students that are within that Proficiency level.

**NAPLAN Assessed Year 2023**

		Proficiency Level								Total Students	
		Exempt		Needs additional support		Developing		Strong & Exceeding			
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	1	3%	6	18%	8	24%	19	56%	34	100%
	Writing	1	3%	6	18%	4	12%	22	67%	33	100%
	Spelling	1	3%	6	18%	11	32%	16	47%	34	100%
	Grammar	1	3%	8	24%	11	32%	14	41%	34	100%
	Numeracy	1	3%	3	9%	6	18%	23	70%	33	100%
Year 5	Reading	3	7%	3	7%	6	15%	29	71%	41	100%
	Writing	3	7%	1	2%	9	22%	28	68%	41	100%
	Spelling	3	7%	6	15%	9	22%	23	56%	41	100%
	Grammar	3	7%	5	12%	8	20%	25	61%	41	100%
	Numeracy	3	8%	3	8%	8	20%	26	65%	40	100%



## 16031 - School Annual Performance Report

### NAPLAN - Participation

#### Alawa Primary School

In 2023, important changes have been made to NAPLAN. Bringing the tests forward to Term 1, use of the online tailored testing and reporting results based on new, more ambitious national standards, have reset the NAPLAN time series. Although participation can be compared, it is important to note that results from 2023 cannot be compared to previous years due to the break in timeseries.

#### NAPLAN Assessed Year 2023

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

#### Reading

	Participating		Participating		Not Participating		Total Students	
	Exempt		Present		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	33	87%	4	11%	38	100.0%
Year 5	3	7%	38	93%	0	0%	41	100.0%
All Year Levels	4	5%	71	90%	4	5%	79	100.0%

#### Writing

	Participating		Participating		Not Participating		Not Participating		Total Students	
	Exempt		Present		Absent		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	32	84%	1	3%	4	11%	38	100.0%
Year 5	3	7%	38	93%	0	0%	0	0%	41	100.0%
All Year Levels	4	5%	70	89%	1	1%	4	5%	79	100.0%

**Alawa Primary School**

NAPLAN Assessed Year 2023

**Spelling**

	Participating		Participating		Not Participating		Total Students	
	Exempt		Present		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	33	87%	4	11%	38	100.0%
Year 5	3	7%	38	93%	0	0%	41	100.0%
All Year Levels	4	5%	71	90%	4	5%	79	100.0%

**Grammar**

	Participating		Participating		Not Participating		Total Students	
	Exempt		Present		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	33	87%	4	11%	38	100.0%
Year 5	3	7%	38	93%	0	0%	41	100.0%
All Year Levels	4	5%	71	90%	4	5%	79	100.0%

**Alawa Primary School**

NAPLAN Assessed Year 2023

## Numeracy

	Participating		Participating		Not Participating		Not Participating		Total Students	
	Exempt		Present		Absent		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	32	84%	1	3%	4	11%	38	100.0%
Year 5	3	7%	37	90%	1	2%	0	0%	41	100.0%
All Year Levels	4	5%	69	87%	2	3%	4	5%	79	100.0%

**Alawa Primary School**

NAPLAN Assessed Year 2023

## Summary

		Participating		Participating		Not Participating		Not Participating		Total Students	
		Exempt		Present		Absent		Withdrawn			
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	1	3%	33	87%	0	0%	4	11%	38	100%
	Writing	1	3%	32	84%	1	3%	4	11%	38	100%
	Spelling	1	3%	33	87%	0	0%	4	11%	38	100%
	Grammar	1	3%	33	87%	0	0%	4	11%	38	100%
	Numeracy	1	3%	32	84%	1	3%	4	11%	38	100%
Year 5	Reading	3	7%	38	93%	0	0%	0	0%	41	100%
	Writing	3	7%	38	93%	0	0%	0	0%	41	100%
	Spelling	3	7%	38	93%	0	0%	0	0%	41	100%
	Grammar	3	7%	38	93%	0	0%	0	0%	41	100%
	Numeracy	3	7%	37	90%	1	2%	0	0%	41	100%





## 16031 - School Annual Performance Report

### NAPLAN - Achievement (Score)

#### Alawa Primary School

In 2023, important changes have been made to NAPLAN. Bringing the tests forward to Term 1, use of the online tailored testing and reporting results based on new, more ambitious national standards, have reset the NAPLAN time series. It is important to note that results from 2023 cannot be compared to previous years due to the break in timeseries. For more information about NAPLAN changes see, NAP - NAPLAN

#### NAPLAN Assessed Year 2023

##### Reading

	Average Scale Score	
	School	NT
Year 3	391	330
Year 5	502	427
All Year Levels	447	378

##### Writing

	Average Scale Score	
	School	NT
Year 3	401	335
Year 5	492	403
All Year Levels	446	369

##### Spelling

	Average Scale Score	
	School	NT
Year 3	379	315
Year 5	474	416
All Year Levels	427	365

##### Grammar

	Average Scale Score	
	School	NT
Year 3	375	328
Year 5	495	424
All Year Levels	435	376

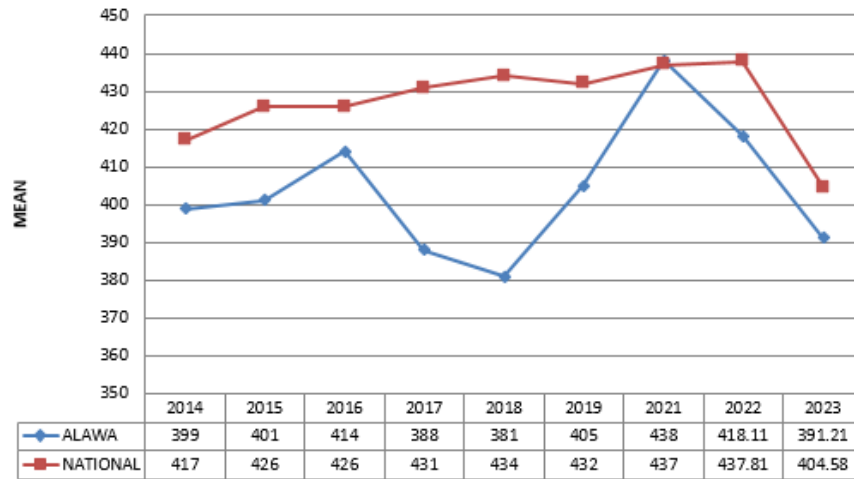
##### Numeracy

	Average Scale Score	
	School	NT
Year 3	403	337
Year 5	485	416
All Year Levels	444	377

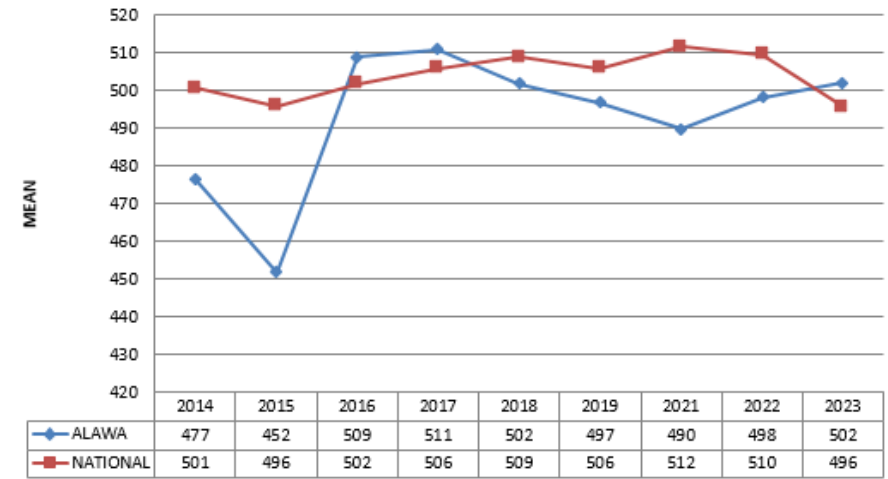
# ALAWA PRIMARY NAPLAN JOURNEY



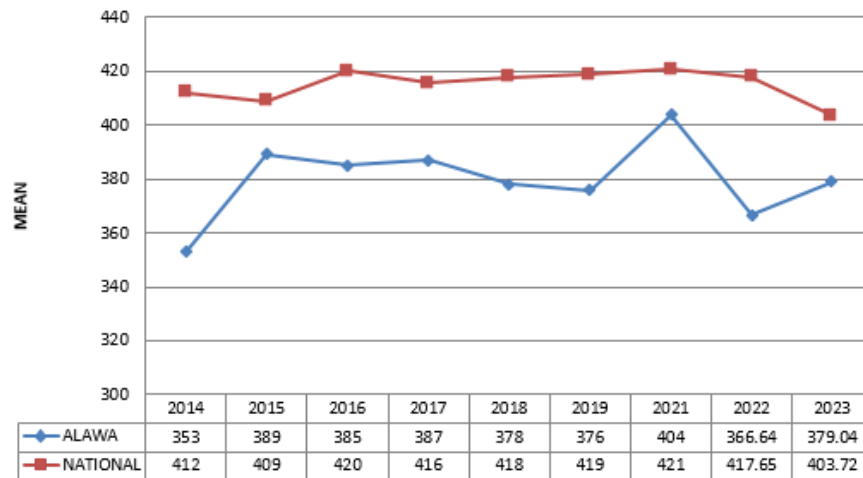
## NAPLAN YEAR 3 READING: MEANS



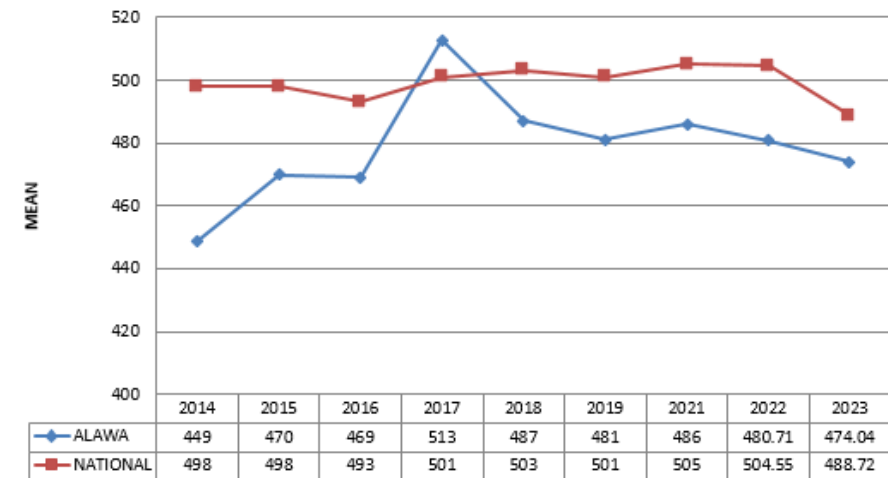
## NAPLAN YEAR 5 READING: MEANS

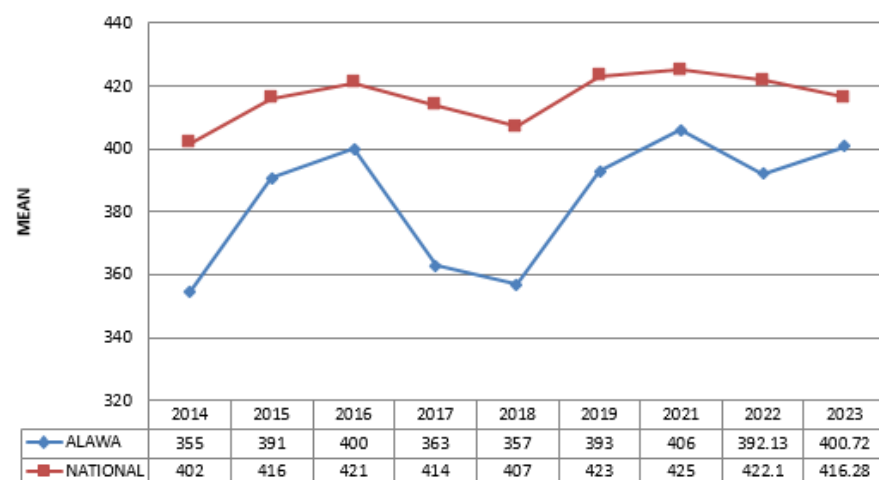
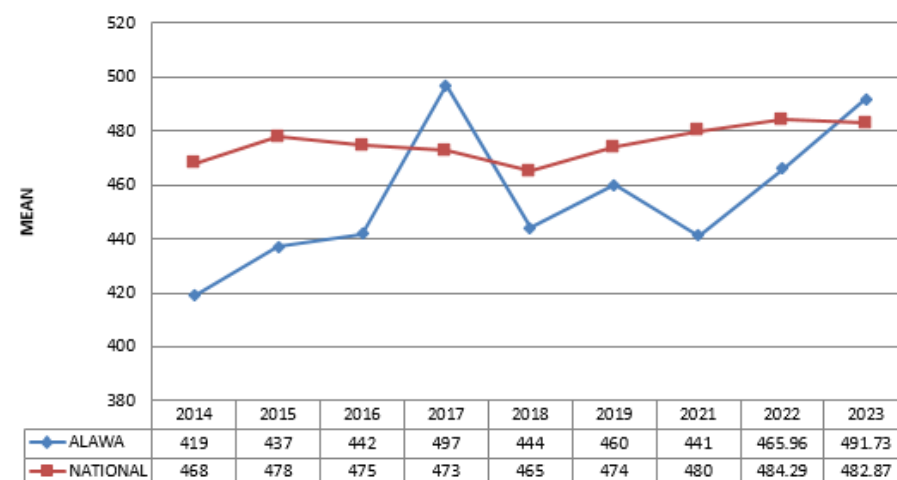
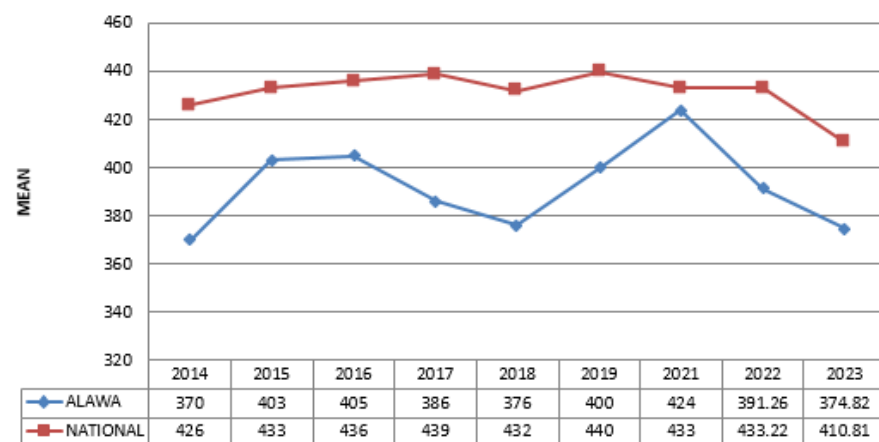
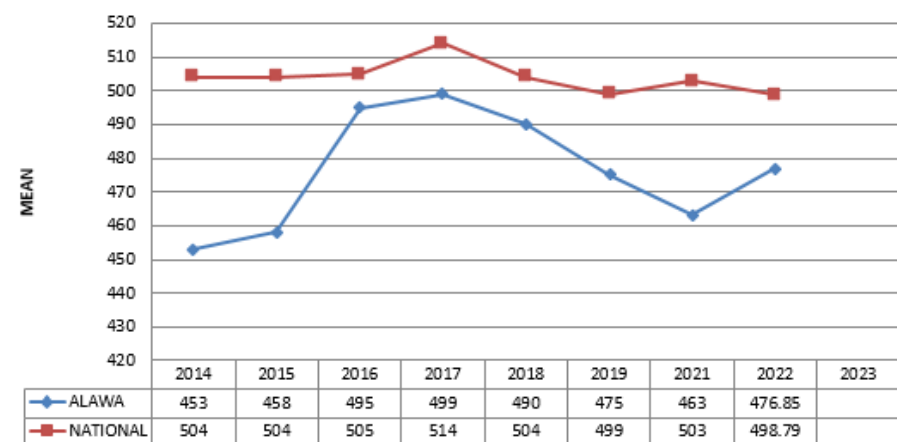


## NAPLAN YEAR 3 SPELLING: MEANS

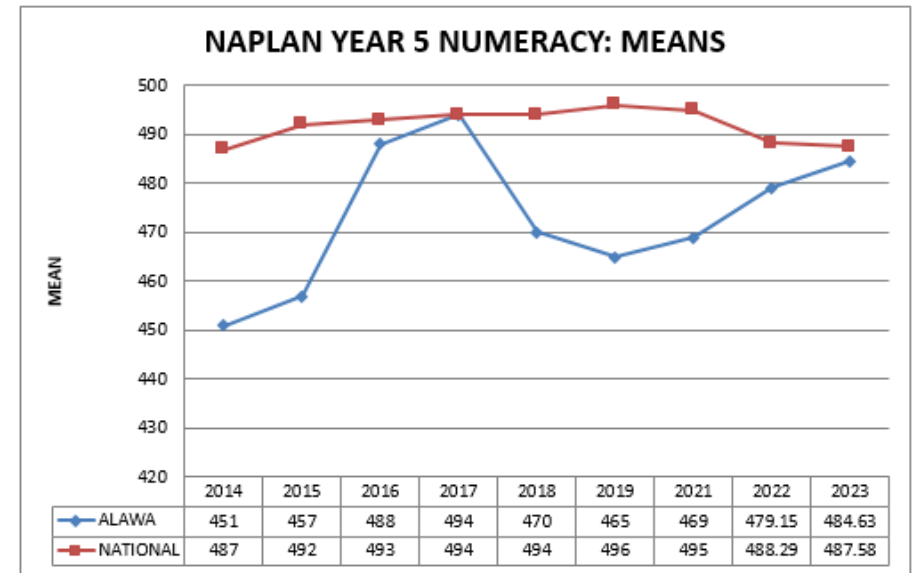
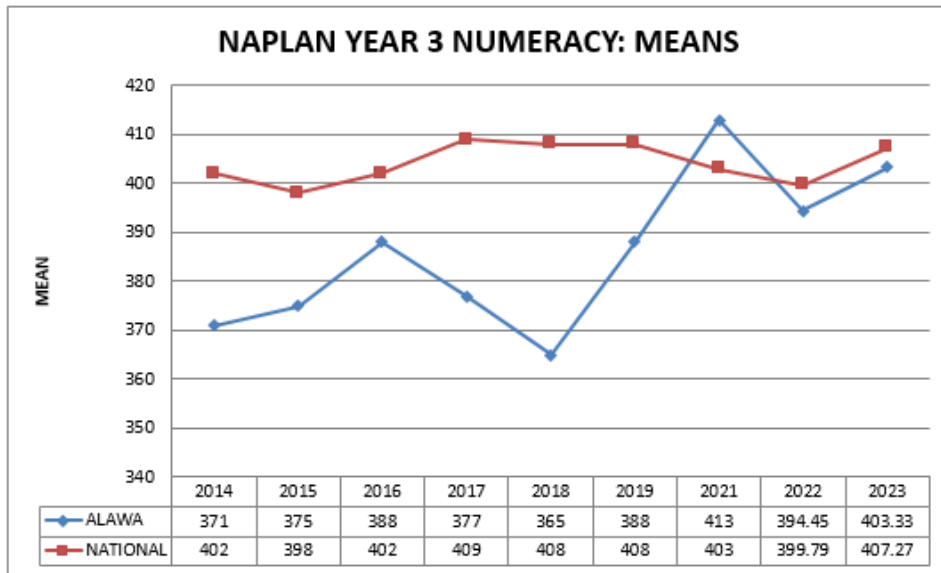


## NAPLAN YEAR 5 SPELLING: MEANS

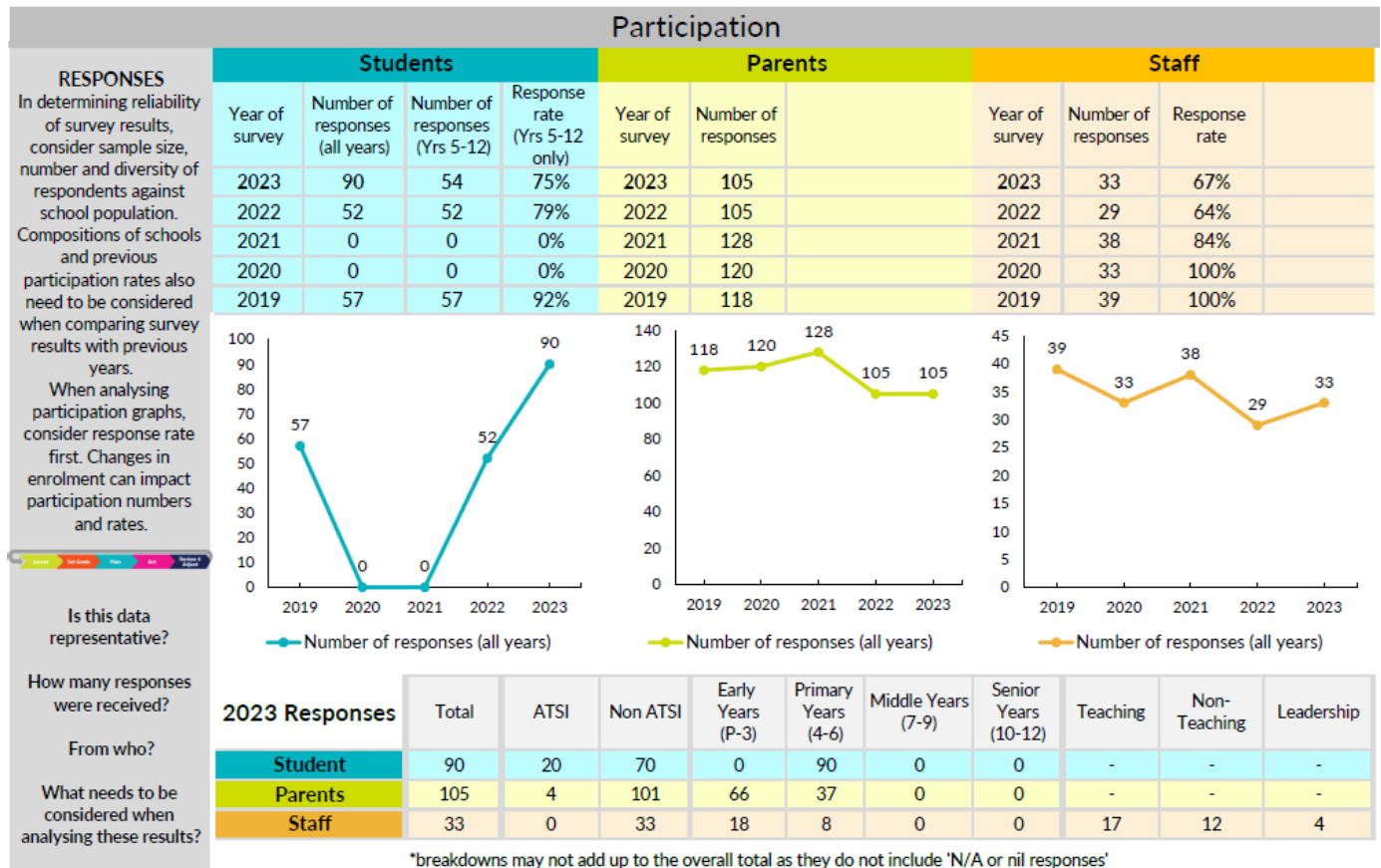



**NAPLAN YEAR 3 WRITING: MEANS****NAPLAN YEAR 5 WRITING: MEANS****NAPLAN YEAR 3 GRAMMAR & PUNCTUATION: MEANS****NAPLAN YEAR 5 GRAMMAR & PUNCTUATION: MEANS**

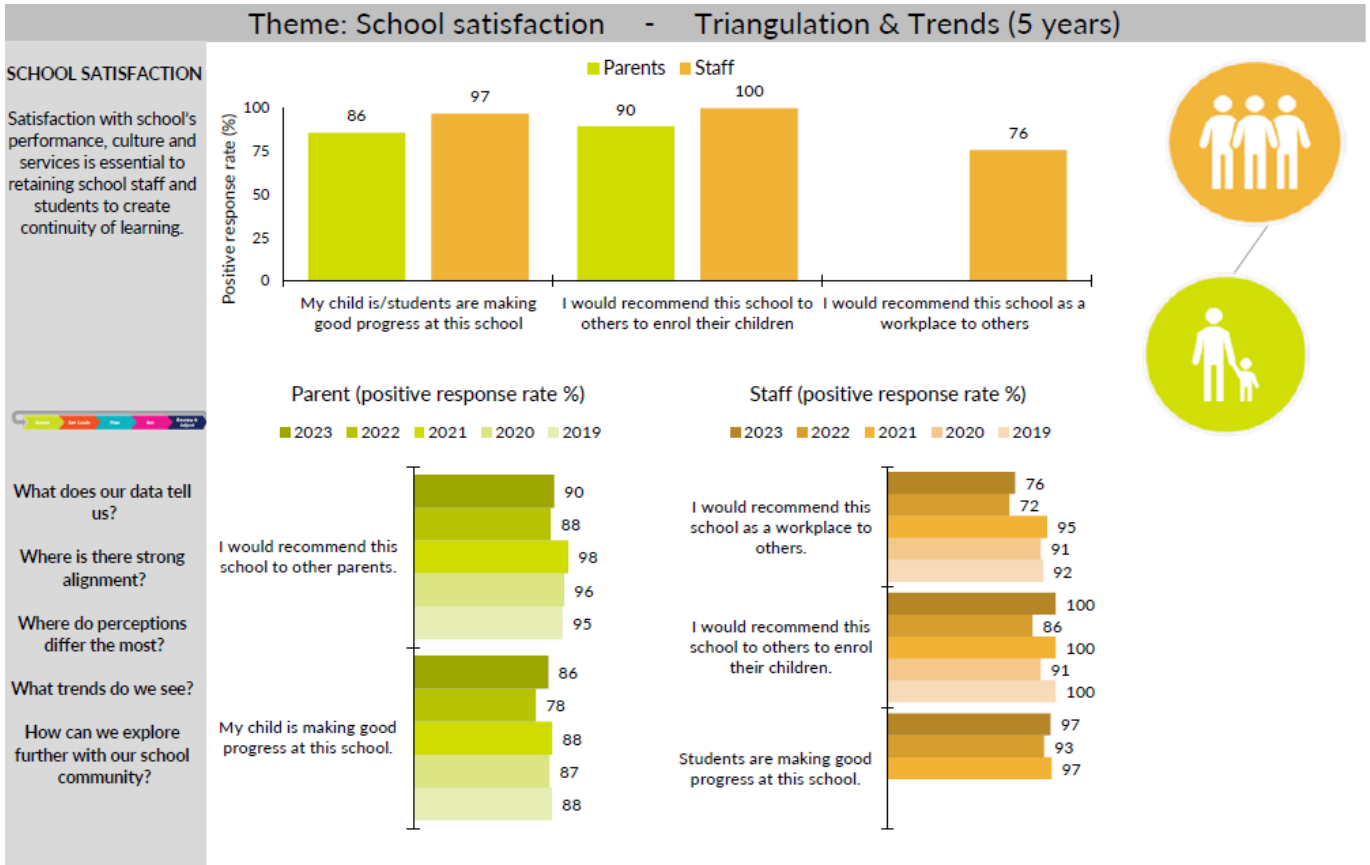




## School Survey Results



Most positive and least positive responses				
<b>HIGHEST / LOWEST</b>  These tables identify the three most positive and least positive responses for each survey group; student, parent and staff.	Student			
	Most Positive items for 2023		Least Positive items for 2023	
	My teacher supports me to understand my learning data.	98%	I can talk to my teachers about my concerns.	72%
	My teacher supports me to set my own learning goals.	97%	Once I plan to get something done, I stick to it.	73%
	My teachers expect me to do my best.	97%	I like being at my school.	78%
  What are the areas of strength?  What are the opportunities for improvement?  Are there similar themes across the survey groups; students, parents and staff?  How do these results compare with the region and NT? (refer to the cohort comparison section)	Parent/carer			
	Most Positive items for 2023		Least Positive items for 2023	
	This school is well maintained.	100%	My child knows how to communicate safely and respectfully online.	59%
	My child feels safe at this school.	98%	I have opportunities to have a say in the direction of the school and its education programs.	69%
	I can talk to my child's teachers about my concerns.	95%	My child knows how to manage their emotions.	69%
	Staff			
	Most Positive items for 2023		Least Positive items for 2023	
	Students feel safe at this school.	100%	The department supports our school to achieve its priorities.	55%
	Students know where to get help at school if they need it.	100%	This school cares about my wellbeing.	73%
	This school supports students to build positive relationships with their peers.	100%	The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	75%





## Education NT Strategy 2021 - 2025 'Headline Improvement Measures' - 2023 Snapshot

### Alawa Primary School

Education NT Strategy 2021 - 2025, Headline Improvement Measures (Page 23)

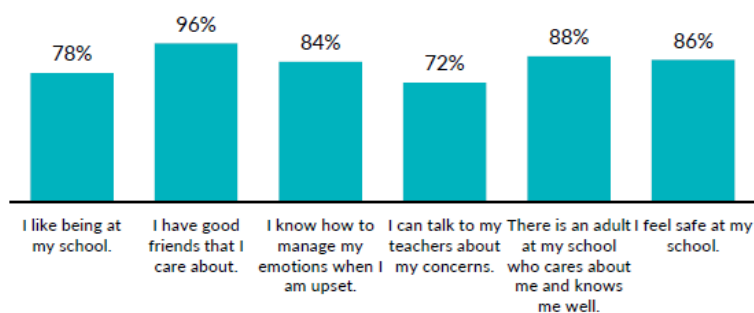
We will monitor progress and evaluate our improvement journey through the use of headline improvement measures.

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

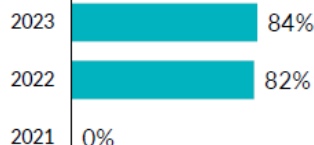


#### Wellbeing

2023 student positive response rates (%)

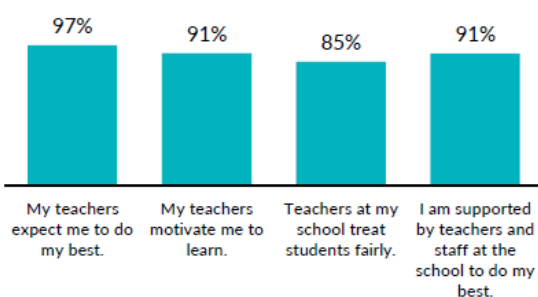


Overall  
Headline  
Improvement  
Measure  
(3 year trend)

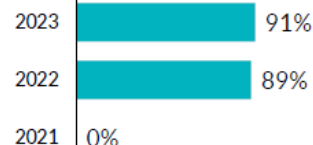


#### Teacher-Student Relationships

2023 student positive response rates (%)



Overall  
Headline  
Improvement  
Measure  
(3 year trend)



## Audited Financial Statements



# Alawa Primary School Council Incorporated

ABN: 88 008 114 983

## Special Purpose Financial Report

*For the Year Ended 31 December 2023*

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### Evolution Tax and Advisory

ABN 98 407 420 270

☎ 0439 816 356

✉ [nicole@evolutiontax.com.au](mailto:nicole@evolutiontax.com.au)



# **Alawa Primary School Council Incorporated**

ABN: 88 008 114 983

## **Special Purpose Financial Report**

*For the Year Ended 31 December 2023*

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Independent Auditor's Report	4
Statement of Profit or Loss	6
Statement of Financial Position	7
Notes to the Financial Statements	8

# COUNCIL DECLARATION

## Alawa Primary School Council Incorporated

### 1.1.1. For the Year Ended 31 December 2023

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. Present fairly the financial position of Alawa Primary School Council Incorporated as at 31 December 2023 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.

*S. Cantwright*

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Principal

Dated:

26.02.2024

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Chairperson

Dated:



# INDEPENDENT AUDITOR'S REPORT

## Alawa Primary School Council Incorporated

*For the Year Ended 31 December 2023*

*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 '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 2023, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of our report, the accompanying financial report of the Entity presents fairly, in all material respects, the financial position of the Entity as at 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. Cash takings are a material source of SRB revenue for the school. Alawa Primary School has implemented controls over the collection of cash, however due to the nature of cash dealings, evidence regarding SRB revenue from this source is limited to amounts recorded in the financial records only. Due to this limitation and the inherent risk arising from cash dealings, we are unable to express an opinion on whether the recorded cash revenue for the school is complete.

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 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.

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

Our opinion is not modified in respect of the above matters.

# INDEPENDENT AUDITOR'S REPORT

## Alawa Primary School Council Incorporated

*For the Year Ended 31 December 2023*

### ***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

Certified Practicing Accountant  
Founder, Evolution Tax & Advisory  
Darwin, NT

Dated:    /    /

# STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

## Alawa Primary School Council Incorporated

INCOME		2023		2022
Commonwealth Grants - Via DOE	\$	47,416.2	\$	-
	4			
Commonwealth Grants - Direct to School	\$	7,800.00	\$	37,152.16
Other Grants from DOE	\$	607,063.3	\$	646,584.40
	4			
Other Grants from NTG	\$	73,440.0	\$	76,299.46
	2			
Grants from External Third Parties	\$	6,172.67	\$	3,625.68
School Council Projects (SRB)	\$	187,903.2	\$	169,321.85
	5			
Student Activities	\$	61,721.7	\$	54,874.92
	5			
Interest Received	\$	18,085.4	\$	6,776.69
	2			
Receipts/Reimbursements from Other Government Schools	\$	22,738.2	\$	4,820.85
	3			
<b>Total Income</b>	<b>\$</b>	<b>1,032,340.92</b>	<b>\$</b>	<b>999,456.01</b>
<b>EXPENSES</b>				
Employee Expenses	\$	379,135.3	\$	356,827.28
	2			
School General Expenses	\$	105,431.1	\$	131,133.58
	3			
Motor Vehicle Expenses	\$	5,641.38	\$	2,778.46
Student Activities	\$	38,862.3	\$	58,338.36
	7			
Student Information and Technology	\$	19,960.0	\$	30,682.01
	3			
Curriculum	\$	43,901.8	\$	56,144.94
	0			
School Non-Core Activities	\$	84,878.6	\$	68,561.68
	2			

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

# STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

## Alawa Primary School Council Incorporated

Urgent Minor Repairs	\$		\$	90,273.93
		77,383.8		
	1			
Non Urgent Minor Repairs	\$		\$	6,643.16
		10,109.5		
	0			
Depreciation and Amortisation	\$	1,542.76	\$	3,068.24
Essential Services	\$		\$	208,237.42
		210,549.7		
	1			
Cleaning	\$		\$	91,072.03
		80,525.3		
	1			
Grounds	\$		\$	73,103.61
		35,437.1		
	1			
<b>Total Expenses</b>	<b>\$</b>	<b>1,093,358.85</b>	<b>\$</b>	<b>1,176,864.70</b>
<b>OTHER INCOME</b>				
Prior Year Adjustment	(\$	14,181.26)	\$	-
<b>OTHER EXPENSES</b>				
Prior Year Adjustment	\$	-	(\$	7,944.07)
<b>Net Profit / (Loss)</b>	<b>(\$</b>	<b>75,199.19)</b>	<b>(\$</b>	<b>169,464.62)</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

## 1.1.2. As At 31 December 2023

ASSETS		2023		2022
<b>Current Assets</b>				
Cash At bank	\$	187,893.5	\$	204,195.48
	1			
Cash On Hand	\$	113.00	\$	56.50
On Call/Short Term Deposits	\$	69,581.0	\$	69,581.00
	0			
Trade Debtors	\$	3,252.03	\$	2,176.00
Prepayments	\$	9,948.55	\$	8,658.34
Inventories	\$	87,397.0	\$	88,894.95
	0			
<b>Total Current Assets</b>	\$	<b>358,185.09</b>	\$	<b>373,562.27</b>
<b>Non Current Assets</b>				
Assets >\$10K	\$	1,796.85	\$	3,339.61
<b>Total Non Current Assets</b>	\$	<b>1,796.85</b>	\$	<b>3,339.61</b>
<b>Total Assets</b>	\$	<b>359,981.94</b>	\$	<b>376,901.88</b>
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Deposits Held -3rd Parties	\$	78,776.3	\$	513.78
	8			
Trade Creditors & Accruals	\$	17,227.8	\$	18,647.31
	7			
GST Liabilities	(\$	3,209.64)	(\$	457.93)
Other Provisions<12M	\$	8,067.78	\$	-
Unacquit Grants	\$	22,004.7	\$	45,884.77
	9			
<b>Total Current Liabilities</b>	\$	<b>122,867.18</b>	\$	<b>64,587.93</b>
<b>Non Current Liabilities</b>				
<b>Total Non Current Liabilities</b>	\$	<b>-</b>	\$	<b>-</b>
<b>Total Liabilities</b>	\$	<b>122,867.18</b>	\$	<b>64,587.93</b>
<b>Net Assets</b>	\$	<b>237,114.76</b>	\$	<b>312,313.95</b>
<b>EQUITY</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

Opening Balance S/(D)	\$		\$	481,778.57
		312,313.9		
	5			
Current Year Profit / -Loss	(\$	75,199.19)	(\$	169,464.62)
<b>Total Equity</b>	<b>\$</b>	<b>237,114.76</b>	<b>\$</b>	<b>312,313.95</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

## Alawa 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 significant accounting policies, which are consistent with the previous period unless stated otherwise, have been adopted in the preparation of these financial statements.

#### **(a). Inventories**

Inventory is carried at cost value.

#### **(b). Property, Plant & Equipment**

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

Capital Assets purchased by the School Representative Body are determined as being items with a cost base of \$10,000 or more, as per the Department of Education's capital asset policy for schools. These assets are depreciated on a straight line basis over the estimated life of the asset, commencing on the date the asset is held ready for use.

#### **(c). Tax**

The School Representative Body is registered for Goods and Services Tax and therefore revenues, expenses and assets are recognised as the amount exclusive of GST. The School is registered to lodge monthly Business Activity Statements on a cash basis.

The School Representative Body is considered to be exempt from income tax under Section 50 of the *Income Tax Assessment Act 1997*.

# NOTES OF THE FINANCIAL STATEMENTS

## *(d). Revenue Recognition*

### **Alawa Primary School Council Incorporated**

#### *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 parent contributions, uniforms, excursions, bookbags, donations and fundraising is recognised when the funds are received.

#### *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*

### **(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. These staff members are employed on a casual basis.

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.