

ALAWA PRIMARY SCHOOL

Annual Performance Report to the School Community 2024



2024 Annual School Improvement Plan



Alawa Primary School

Explicit Improvement Agenda Cycle: 2024-2027

Focus for Improvement in 2024

VISION

To foster and support deep learning, critical and creative thinking in a positive, inclusive environment so all members of our community can become lifelong learners



Following the External School Review in August 2023 the school community spent considerable time reflecting and unpacking the recommendations, visioning the future and consulting with staff, parents and students within our community to develop a clear plan for our next improvement agenda.

- **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.



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



Contents

School Overview: Context and Focus for Improvement in 2024	4
Our School.....	4
Our Staff	4
Our Students.....	5
Wrap Around Service	6
Our Community.....	12
Principal's Report	14
School Priorities 2024	16
Identified signature strategies for 2024 school year	16
Engaging Every Child and Student in Learning	17
Student Enrolment, Attendance and Learning	19
National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2024	20
School Survey Results	26
Audited Financial Statements	29

School Overview: Context and Focus for Improvement in 2024

Our School

Alawa Primary School was officially opened in 1970 on a very large site. Over the past 24 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 2024, 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 311.

Our Staff

Staff at Alawa Primary School worked positively and professionally to deliver the best outcomes for students' education. We had a few new teachers join the team, especially in the primary school. Mrs Rachel Barnett commenced in the role as Assistant Principal, Mrs Janelle Thorne and Mr Jed Henderson were Senior Teachers for the first half of the year and Ms Angela Henschke continued as Highly Accomplished Teacher. In Semester 2, I was seconded by DET to work offline from Alawa part time to focus on major ICT Transformational projects for the NT in recognition of my credibility, background and expertise in that space. In recognition the Department funded a second full time Assistant Principal for Alawa for Semester 2, which Jed Henderson stepped into. Mrs Joanne Baines then stepped up into the Senior Teacher Primary role for the semester.

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 2024

	Number employed	Average Age	Average time at Alawa	Average years of teaching
Admin Team	9	45	4 years	N/A
Teachers	21	38	3 years	12
Council Staff	10	41	3 years	N/A

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. The School Council employed seven 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 identifies themselves as Indigenous and one as Filipino. We outsourced our grounds work again in 2024 rather than employing someone through the Council on casual basis. The Council made the tough call to close the Café service due to continued financial losses and lack of viability. We sourced a provider that now delivers to the school orders placed online 2 days a week.

Apple for the Teacher

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.



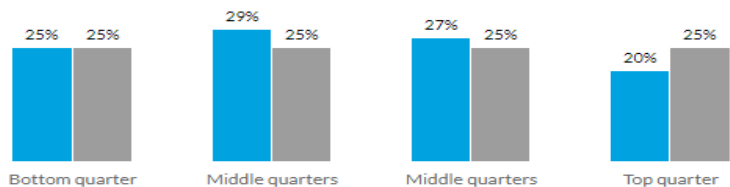
Our Students

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	996
Average ICSEA value	1000
School ICSEA percentile	45

Distribution of Socio-Educational Advantage (SEA)



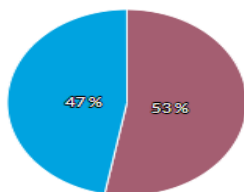
■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

Students

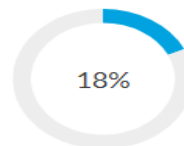
Total enrolments: 267

- Boys 125
- Girls 142



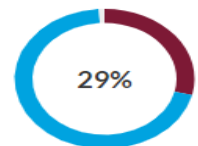
Full-time equivalent enrolments: 267.0

Indigenous students



Language background other than English

- Yes (29%)
- No (71%)
- Not stated (1%)



Enrolment and Attendance Summary - Alawa Primary School

This data can be used for 2024 Annual School Improvement Plan (ASIP) Student Improvement Targets. Please note this report does not show data for current year due to incomplete data.

Enrolment and Attendance - Whole Year Attendance Rate

	2024			
	Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	10	79.1%	40	85.8%
Transition	8	80.7%	35	89.2%
Year 1	7	89.2%	41	94.2%
Year 2	4	74.7%	38	92.4%
Year 3	8	87.3%	41	92.9%
Year 4	8	88.6%	39	94.1%
Year 5	4	92.6%	37	93.7%
Year 6	9	87.4%	41	92.7%
Alawa Primary School	60	85.4%	311	92.3%

Student enrolment numbers remained steady through 2024 with an average enrolment of 311, an average attendance of 92.3% 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 students:

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 Laura Thiele returned in this 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 1 student from University for Queensland supporting children for 6 weeks
- Occupational Therapy program with 2 students from LaTrobe University supporting children for 8 weeks
- Counselling as available through Catholic Care, private service provider and DoE Counselling service



Special Education

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.

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



In 2024, the **House Captains** played a vital role in leading and supporting their teams during Sports Day, highlighting strong leadership and teamwork throughout the event.

Leading at Sports Day: House Captains demonstrated excellent leadership skills as they supported their teams, motivating them before, during, and after the events. They were actively involved in organising their house members, ensuring everyone knew their events and were prepared. Their enthusiasm helped maintain a high level of energy and spirit across the day.

After-Lunch Muster Points: After lunch, House Captains were instrumental in managing the muster points. Helping to manage their team and meet expectations from teachers.

Learning Commission: Led by Mrs Jo Baines & Mrs Katie Wedel

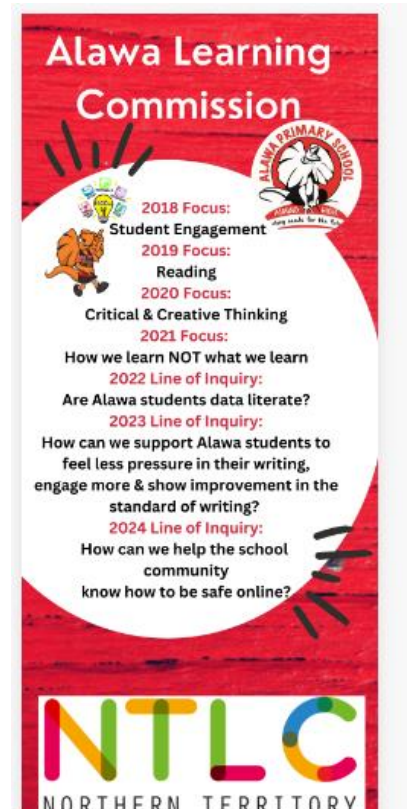
The Senior Learning Commission focussed on a line of Inquiry for 2024:



NTLC delved into the school’s perception survey, PIVOT, Naplan, assessment data and school ASIP to identify that there was a need to focus on helping our school community know how to be safe online.

We progressed through the year by collecting more data from our school community, concluding that we would create some resources and posters which would help guide families and students to become more aware of the how to be safe online.

The Student Commissioners presented their journey and way of working to various groups through the year and to the Minister for Education and other key stakeholders in November at the Convention Centre.



The Junior Learning Commission is a program designed to teach Year 3-4 students' important skills for leadership and teamwork. Students practice writing and delivering speeches, listening and responding to others, playing fun and fair team-building games, and learning how data at school can help them improve their learning.

It's a great way for students to build confidence and essential skills for the senior learning commission!



Junior Learning Commission: Led by Mrs Bron Cleary & Ms Laura Thiele

Student Representative Council: Led by Mrs Rachel Barnett

The SRC implemented 'Project Flying Fox' in 2024, which aimed to raise funds to repair the Flying Fox in the Primary Years Playground. SRC Members held several fundraising events, including a Mother's Day Stall and Free Dress days, including the very popular PJ Day. The SRC were successful in this venture and the Flying Fox has been restored. SRC members also represented their classes when discussing student focussed matters at meeting, providing a voice for the student body at Alawa.



Tek Ninja's:

Led by Ms Sacha Evans and Mr Corey Daniels



There were 9 Tek Ninjas in 2024. Students met weekly in their lunchtime and were tasked with the job of making sure the ICT room is organised, and all devices were charged each evening. Students were encouraged to be ICT leaders in their classrooms, assisting peers and teachers with computer issues and programming difficulties. They explored coding and participated in eSports and digital challenges through GROK Academy and Lego League. The school successfully applied for a Grant through the Lego Foundation Grant Program receiving five Spike Prime kits, 7 Spike Essential Robot kits, 2 years registration for Lego League and participation kits for the Lego League Explore and Challenge programs as well a full day incursion from the First Australia Program Co-ordinator Angie Melville introducing the robots and the program to the students. Through Lego League innovation project they researched challenges faced in our Oceans and focusing on one of these they explored solutions presenting their findings to judges at The First Lego League Regional Final.

As a part of the Lego League program, they also worked with Spike Prime Robots designing, building and coding them to complete challenges on the Submerged Challenge mat. The Regional Final saw 8 schools come together at Woodroffe Primary School to participate and compete in the full day event. Scoring and placing for the event was based on both the innovation project as well as their robot runs and overall teamwork. The Tek Ninjas were awarded for their Innovation Project and came in overall in Second Place for the day.

Tek interns 2024: Led by Ms Tina Stratton



Tek Interns consisted of 9 students from years 2 and 3. We learnt about how to use ipads and chromebooks. We used programs such as outlook email, typing.com, scratch junior and played with beebots. We took part in the Lego League Explore and created models of underwater scenes and programmed the submersible craft using coding.

Student Bulletins

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.

Choir

The Choir met each Wednesday at lunchtime. The Choir had up to twenty students for the year, averaging around fourteen per session. The students were keen to revise some of the old songs they had in previous years and learn some new songs. The selection of songs usually came from the children's interests, then reviewed by Mrs Thorne to ensure they were easy to learn and contained appropriate content. The Junior Choir joined the Senior choir and performed at the Harmony Day assembly, the End of Year Assembly and ventured on an excursion to the Starlight Foundation rooms at the Royal Darwin Hospital at the end of the year. Our presence was extremely well received, with many of the sick children and families (as well as some nurses and doctors) joining in with the songs. We had three boys join the choir in 2024 and hope to encourage more to join in 2025!

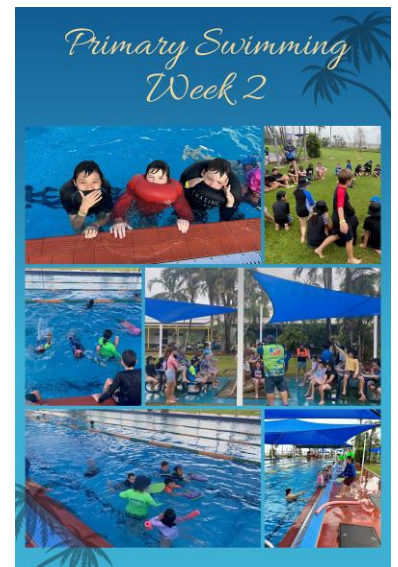


Early and Primary Years Swimming program

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 2024 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 lifesaving 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 2024 we were able to secure 2 sporting schools grants through Sports Australia to the total value of \$4700 Funds were used to provide a variety of free sports sessions both during lunch times and after school. These sports included AFL, T-Ball, Touch Football, Tennis and Rugby

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, subgroups 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 'ALLElympics' 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.

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 with both sporting activities and in the Café.

Manton was 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 \$2965 and is schedule to take place again in 2025.



Transition 100 Days of Learning

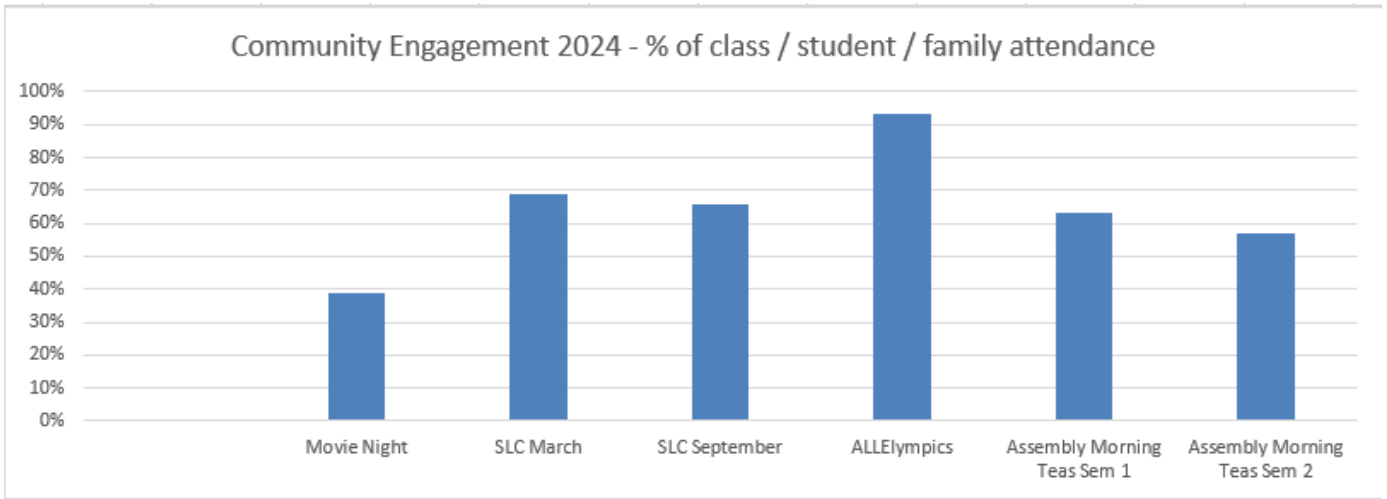
Huge celebratryions for our childrne engaged in their first formal year of learning whewre they all celebrated 100 days of learning!



ALLElympics - Whole School Performance Night



Royal Existence came along weekly to work with classes to upskills our students in 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 Olympics theme and the majority of our school community came long for the fun event.



End of Year Awards and Volunteers morning tea

In Week 10 our end of Year student awards was 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 2024 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.

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 [Xuno] – 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 2024

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 2024 school year

English: Signature Strategy E5 – Whole School Instructional Model

The Educator Switches Instructional Model Team conducted an inquiry throughout 2024 to identify examples and elements of best practice for an Instructional Model and used this to develop an Instructional Model for Alawa. Research looked at effective elements necessary for an Instructional Model as cited in academic and Department of Education research, examples of Instructional Models from several other schools and also best practice for Alawa which needs to be reflected in an IM for the school. The team has worked on Layer 1 documents and has introduced this to staff to implement across the school in Semester 1. Feedback will be sought from teaching teams across subjects and year levels to refine and further develop the model.

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

The Educator switches ASIP Team (Academic Strategic Improvement Plan) for 2024 focused on advancing literacy practices across the school. Key actions included:

Instructional Rounds: These rounds gave an opportunity for teachers to observe and discuss literacy instruction across classrooms. The goal was to identify best practices, areas for growth, and opportunities for collaboration among staff.

Collaboration with the Department: Work was done to align literacy instruction with evidence-based research. A group of teachers worked with the department to refine strategies and scope, and sequences based off the SA units.

Scope and Sequences: New scope and sequences were created to provide clear, structured guidance for literacy instruction. These documents outlined the progression of skills and content to be taught at each year level, ensuring coherence throughout the year.

Science of Reading Workshop: Several teachers attended workshops focused on the *Science of Reading*, equipping them with evidence-based strategies and techniques for teaching reading. This workshop emphasised phonemic awareness, decoding, fluency, and comprehension, all grounded in research-supported methods.

Overall, the Literacy ASIP aimed to enhance instructional quality, strengthen teacher collaboration, and support the development of reading skills using proven, research-based strategies.

Meaningful Maths Program

Full-Day PD with Michael Minas: The final term kicked off with a full professional development day led by Michael Minas, an expert in mathematics education. The full-day session provided the math team with valuable insights into effective teaching strategies, problem-solving approaches, and ways to engage students in deeper mathematical thinking. This PD equipped teachers with practical tools to enhance their teaching methods.

Support from the Network Coach: Athena Hammond the network coach collaborated with teachers in a co-teaching model, helping to model best practices and providing real-time feedback.

Revisit to Strand Alignment: The team revisited the alignment of math strands to ensure that curriculum goals and objectives were clear and coherent across year levels.

Ongoing Partnership with the MM Network: The ongoing collaboration with the MM Network continued to be a key element of the math team's development in 2024. This partnership provided teachers with access to additional resources, workshops, and a professional community of practice.

Wellbeing Focus

The Wellbeing Teams' primary work in 2024 was the introduction of the Keeping Safe: Child Protection Curriculum at Alawa Primary School. A Scope and sequence for delivery was developed for Alawa, staff training provided, and resources sourced. Ongoing work around supporting the implementation of the Zones of Regulation, delivery of Health and SEL lessons and supporting staff and student wellbeing through proactive and preventative measures was also a priority.

Engaging Every Child and Student in Learning

21st Century Learners: Signature Strategy AC4 Personalised Learning

The 21st 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 2024, all 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 21st 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 [21st 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

Enrolment and Attendance Summary - Alawa Primary School

This data can be used for 2024 Annual School Improvement Plan (ASIP) Student Improvement Targets. Please note this report does not show data for current year due to incomplete data.

Enrolment and Attendance - Whole Year Attendance Rate

	2024			
	Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	10	79.1%	40	85.8%
Transition	8	80.7%	35	89.2%
Year 1	7	89.2%	41	94.2%
Year 2	4	74.7%	38	92.4%
Year 3	8	87.3%	41	92.9%
Year 4	8	88.6%	39	94.1%
Year 5	4	92.6%	37	93.7%
Year 6	9	87.4%	41	92.7%
Alawa Primary School	60	85.4%	311	92.3%

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2024

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 2024

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

Reading

	Proficiency Level						Total Students	
	Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	4	11%	6	16%	27	73%	37	100%
Year 5	5	14%	6	16%	26	70%	37	100%
All Year Levels	9	12%	12	16%	53	72%	74	100%

Alawa Primary School

NAPLAN Assessed Year 2024

Writing

	Proficiency Level						Total Students	
	Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	5	14%	9	25%	22	61%	36	100%
Year 5	5	14%	11	30%	21	57%	37	100%
All Year Levels	10	14%	20	27%	43	59%	73	100%

Spelling

	Proficiency Level						Total Students	
	Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	3	8%	16	43%	18	49%	37	100%
Year 5	8	22%	9	25%	19	53%	36	100%
All Year Levels	11	15%	25	34%	37	51%	73	100%

Alawa Primary School
NAPLAN Assessed Year 2024

Grammar

	Proficiency Level						Total Students	
	Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	4	11%	13	35%	20	54%	37	100%
Year 5	4	11%	17	47%	15	42%	36	100%
All Year Levels	8	11%	30	41%	35	48%	73	100%

Numeracy

	Proficiency Level						Total Students	
	Needs additional support		Developing		Strong & Exceeding			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	3%	12	32%	24	65%	37	100%
Year 5	4	11%	9	24%	24	65%	37	100%
All Year Levels	5	7%	21	28%	48	65%	74	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 : 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 2024

		Proficiency Level						Total Students	
		Needs additional support		Developing		Strong & Exceeding			
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	4	11%	6	16%	27	73%	37	100%
	Writing	5	14%	9	25%	22	61%	36	100%
	Spelling	3	8%	16	43%	18	49%	37	100%
	Grammar	4	11%	13	35%	20	54%	37	100%
	Numeracy	1	3%	12	32%	24	65%	37	100%
Year 5	Reading	5	14%	6	16%	26	70%	37	100%
	Writing	5	14%	11	30%	21	57%	37	100%
	Spelling	8	22%	9	25%	19	53%	36	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. 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 2024

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

Reading

	Participating		Not Participating		Total Students	
	Present		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	37	86%	6	14%	43	100.0%
Year 5	37	93%	3	8%	40	100.0%
All Year Levels	74	89%	9	11%	83	100.0%

Writing

	Participating		Not Participating		Total Students	
	Present		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	36	84%	7	16%	43	100.0%
Year 5	37	93%	3	8%	40	100.0%
All Year Levels	73	88%	10	12%	83	100.0%

Alawa Primary School
NAPLAN Assessed Year 2024

Spelling

	Participating		Not Participating		Not Participating		Total Students	
	Present		Absent		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	37	86%	0	0%	6	14%	43	100.0%
Year 5	36	90%	1	3%	3	8%	40	100.0%
All Year Levels	73	88%	1	1%	9	11%	83	100.0%

Grammar

	Participating		Not Participating		Not Participating		Total Students	
	Present		Absent		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	37	86%	0	0%	6	14%	43	100.0%
Year 5	36	90%	1	3%	3	8%	40	100.0%
All Year Levels	73	88%	1	1%	9	11%	83	100.0%

Alawa Primary School
NAPLAN Assessed Year 2024

Numeracy

	Participating		Not Participating		Total Students	
	Present		Withdrawn			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	37	86%	6	14%	43	100.0%
Year 5	37	93%	3	8%	40	100.0%
All Year Levels	74	89%	9	11%	83	100.0%

Alawa Primary School**NAPLAN Assessed Year 2024****Summary**

		Participating		Not Participating		Not Participating		Total Students	
		Present		Absent		Withdrawn			
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	37	86%	0	0%	6	14%	43	100%
	Writing	36	84%	0	0%	7	16%	43	100%
	Spelling	37	86%	0	0%	6	14%	43	100%
	Grammar	37	86%	0	0%	6	14%	43	100%
	Numeracy	37	86%	0	0%	6	14%	43	100%
Year 5	Reading	37	93%	0	0%	3	8%	40	100%
	Writing	37	93%	0	0%	3	8%	40	100%
	Spelling	36	90%	1	3%	3	8%	40	100%
	Grammar	36	90%	1	3%	3	8%	40	100%
	Numeracy	37	93%	0	0%	3	8%	40	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. For more information about NAPLAN changes see, NAP - NAPLAN

NAPLAN Assessed Year 2024

Reading

	Average Scale Score	
	School	NT
Year 3	409	330
Year 5	485	420

Writing

	Average Scale Score	
	School	NT
Year 3	382	340
Year 5	474	408

Spelling

	Average Scale Score	
	School	NT
Year 3	379	319
Year 5	457	409

Grammar

	Average Scale Score	
	School	NT
Year 3	418	320
Year 5	475	416

Numeracy

	Average Scale Score	
	School	NT
Year 3	410	340
Year 5	474	419

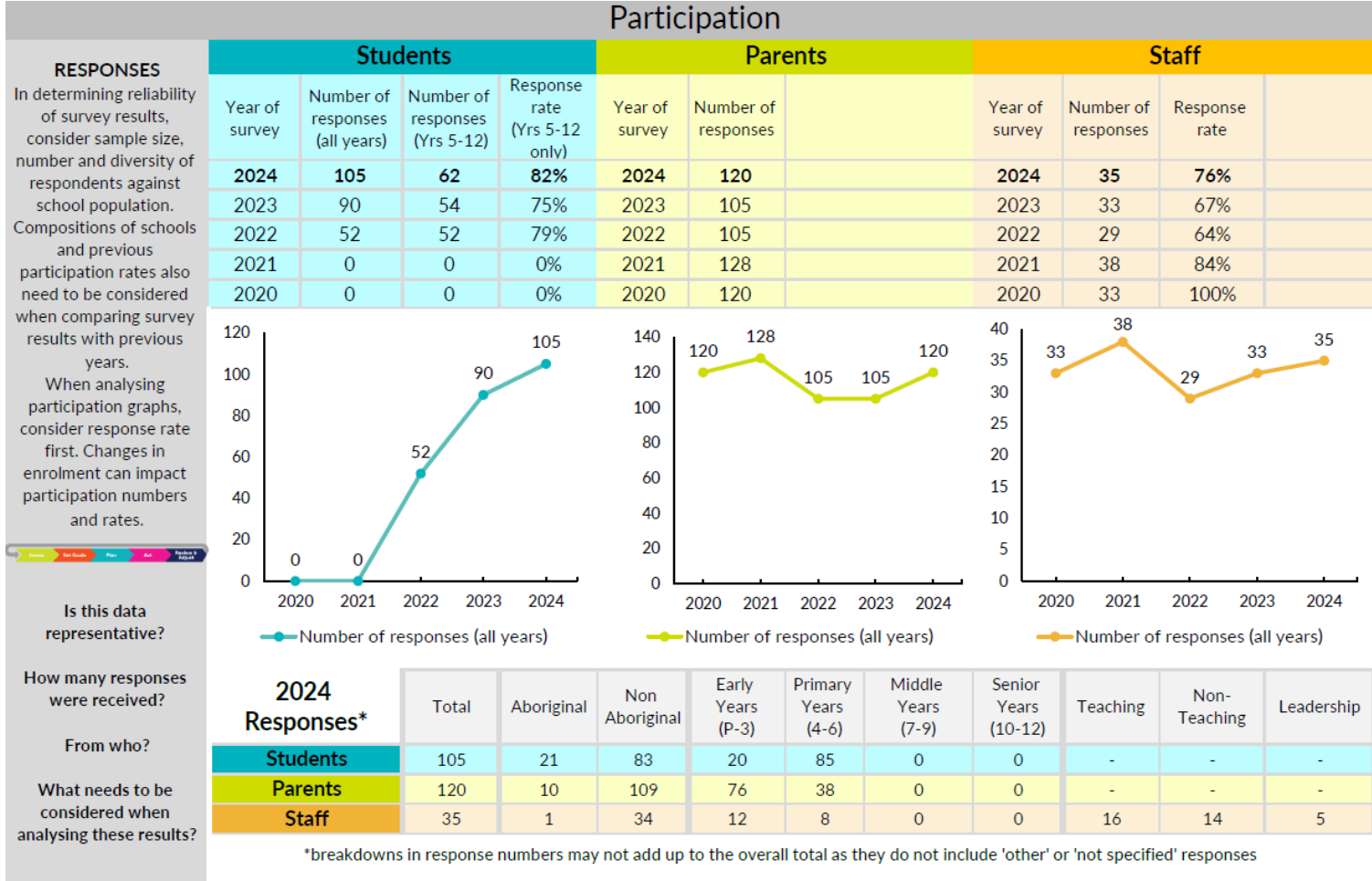
Alawa Primary School

NAPLAN Assessed Year 2024

Summary

		Average Scale Score	
		School	NT
Year 3	Reading	409	330
	Writing	382	340
	Spelling	379	319
	Grammar	418	320
	Numeracy	410	340
Year 5	Reading	485	420
	Writing	474	408
	Spelling	457	409
	Grammar	475	416
	Numeracy	474	419

School Survey Results



Most positive and least positive responses

Students			
Most Positive items for 2024		Least Positive items for 2024	
I know how to communicate safely and respectfully when I am online.	95%	I can talk to my teachers about my concerns.	54%
My teachers expect me to do my best.	95%	I like being at my school.	60%
I have good friends that I care about.	90%	Student behaviour is well managed at this school.	63%
Parents/carers			
Most Positive items for 2024		Least Positive items for 2024	
This school is well maintained.	95%	My child knows how to communicate safely and respectfully online.	57%
I can talk to my child's teachers about my concerns.	92%	I have opportunities to have a say in the direction of the school and its education programs.	68%
Teachers at this school expect my child to do his or her best.	90%	My child knows how to manage their emotions.	70%
Staff			
Most Positive items for 2024		Least Positive items for 2024	
Teachers at this school expect students to do their best.	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.	38%
Teachers at my school use data to inform their teaching.	100%	The department supports our school to achieve its priorities.	46%
Student behaviour is well managed at this school.	100%	This school cares about my wellbeing.	51%

Education NT Strategy 2021 - 2025 'Headline Improvement Measures' - 2024 Snapshot Alawa Primary School

Education NT Strategy 2021 - 2025, Headline Improvement Measures

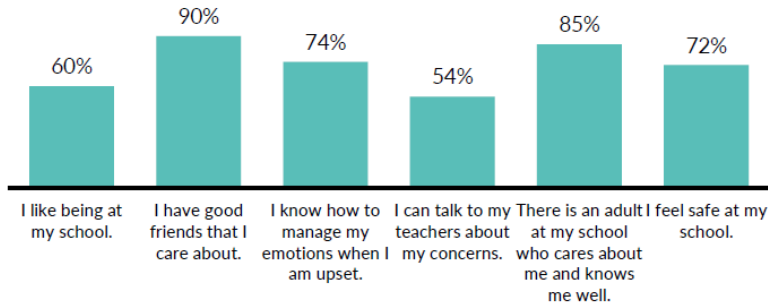
We will monitor progress and evaluate our improvement journey through the use of headline improvement measures.

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.

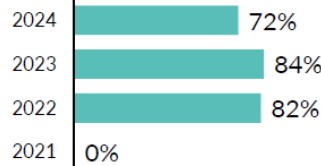


Wellbeing

2024 student positive response rates (%)

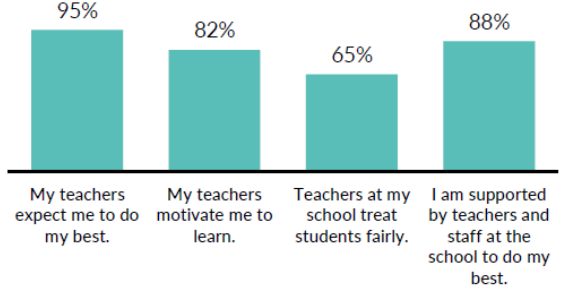


Overall Headline Improvement Measure*
(4 years trend)

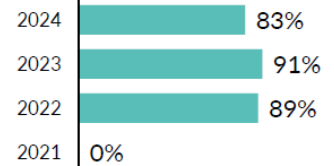


Teacher-Student Relationships

2024 student positive response rates (%)



Overall Headline Improvement Measure*
(4 years trend)



*The 'Overall Headline Improvement Measure' is calculated as the overall average of the items, with each item receiving equal weighting.

Audited Financial Statements



Alawa Primary School Council Incorporated

ABN: 88 008 114 983

Special Purpose Financial Report

For the Year Ended 31 December 2024

Evolution Tax and Advisory

ABN 72 676 057 328

☎ 0439 816 356

✉ nicole@evolutiontax.com.au

Larrakeyah
NT 0820



Alawa Primary School Council Incorporated

ABN: 88 008 114 983

Special Purpose Financial Report

For the Year Ended 31 December 2024

CONTENTS	PAGE
Council Declaration	3
Independent Auditor's Report	4
Statement of Profit or Loss	6
Statement of Financial Position	7
Notes to the Financial Statements	8

COUNCIL DECLARATION

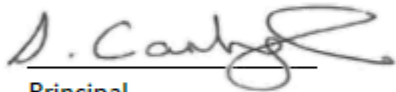
Alawa Primary School Council Incorporated

For the Year Ended 31 December 2024

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 2024 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: 25/02/2025



Chairperson

Dated: 25/02/2025

INDEPENDENT AUDITOR'S REPORT

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2024

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

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 2024, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, the accompanying financial report of the Entity presents fairly, in all material respects, the financial position of the Entity as at and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

Basis for Opinion

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

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

Emphasis of Matter - Basis of Accounting; Stocktake Non-Attendance and Cash Completeness

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

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

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

INDEPENDENT AUDITOR'S REPORT

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2024

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 Practising Accountant
Founder, Evolution Tax & Advisory
Darwin, NT

Dated: / /

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME**Alawa Primary School Council Incorporated***For the Year Ended 31 December 2024*

INCOME	2024	2023
Commonwealth Grants - Via DOE	\$ 13,237.66	\$ 47,416.24
Commonwealth Grants - Direct to School	\$ 21,285.72	\$ 7,800.00
Other Grants from DOE	\$ 663,320.24	\$ 607,063.34
Other Grants from NTG	\$ 102,670.29	\$ 73,440.02
Grants from External Third Parties	\$ 10,063.80	\$ 6,172.67
School Council Projects (SRB)	\$ 184,392.14	\$ 187,903.25
Student Activities	\$ 53,038.49	\$ 61,721.75
Interest Received	\$ 19,218.25	\$ 18,085.42
Receipts/Reimbursements from Other Government Schools	\$ 161,176.86	\$ 22,738.23
Total Income	\$ 1,228,403.45	\$ 1,032,340.92
EXPENSES		
Employee Expenses	\$ 328,596.29	\$ 379,135.32
School General Expenses	\$ 109,258.97	\$ 105,431.13
Motor Vehicle Expenses	\$ 2,993.04	\$ 5,641.38
Student Activities	\$ 44,295.96	\$ 38,862.37
Student Information and Technology	\$ 28,267.79	\$ 19,960.03
Curriculum	\$ 36,951.71	\$ 43,901.80
School Non-Core Activities	\$ 62,323.71	\$ 84,878.62
Payments to Other Government Schools	\$ 142,470.48	\$ -
Urgent Minor Repairs	\$ 91,188.31	\$ 77,383.81
Non Urgent Minor Repairs	\$ 11,460.96	\$ 10,109.50
Depreciation and Amortisation	\$ 1,542.76	\$ 1,542.76
Essential Services	\$ 203,731.45	\$ 210,549.71
Cleaning	\$ 76,880.24	\$ 80,525.31
Grounds	\$ 35,286.84	\$ 35,437.11
Total Expenses	\$ 1,175,248.51	\$ 1,093,358.85
OTHER INCOME		
Prior Year Adjustment	\$ 777.15	(\$ 14,181.26)
Net Profit / (Loss)	\$ 53,932.09	(\$ 75,199.19)

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**Alawa Primary School Council Incorporated***As At 31 December 2024*

ASSETS	2024		2023	
Current Assets				
Cash At bank	\$	123,547.41	\$	187,893.51
Cash On Hand	\$	113.00	\$	113.00
On Call/Short Term Deposits	\$	69,581.00	\$	69,581.00
Trade Debtors	\$	27,220.48	\$	3,252.03
Prepayments	\$	14,710.75	\$	9,948.55
Inventories	\$	70,371.75	\$	87,397.00
Total Current Assets	\$	305,544.39	\$	358,185.09
Non Current Assets				
Assets >\$10K	\$	254.09	\$	1,796.85
Total Non Current Assets	\$	254.09	\$	1,796.85
Total Assets	\$	305,798.48	\$	359,981.94
LIABILITIES				
Current Liabilities				
Deposits Held -3rd Parties	\$	3,062.81	\$	78,776.38
Trade Creditors	\$	3,459.18	\$	-
Other Creditors	\$	122.00	\$	-
GST Liabilities	(\$)	15,182.94	(\$)	3,209.64
Other Accrued Expenses	\$	7,417.55	\$	17,227.87
Employee Entitlements<12M	\$	2,800.17	\$	-
Other Provisions<12M	\$	3,416.20	\$	8,067.78
Unacquit Grants	\$	9,656.66	\$	22,004.79
Total Current Liabilities	\$	14,751.63	\$	122,867.18
Non Current Liabilities				
Total Non Current Liabilities	\$	-	\$	-
Total Liabilities	\$	14,751.63	\$	122,867.18
Net Assets	\$	291,046.85	\$	237,114.76
EQUITY				
Opening Balance S/(D)	\$	237,114.76	\$	312,313.95
Current Year Profit / -Loss	\$	53,932.09	(\$)	75,199.19
Total Equity	\$	291,046.85	\$	237,114.76

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

For the Year Ended 31 December 2024

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

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2024

(d). Revenue Recognition

Annual recurrent government funding

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

School Representative Body Income

Income from parent contributions, uniforms, excursions, bookpacks, 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

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

(e). Employee Entitlements

The majority of staff working at the School are employed through the Northern Territory Government and therefore related salary expenses and provisions are not included in the School Representative Body's financial statements. These staff consist mainly of the Principal and Assistant Principal, teaching staff and administrative personnel.

The School Representative Body does employ staff directly, which is generally for positions such as tutors and relief teachers. 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.