



Alawa Primary School

Annual Performance Report to the School Community 2022

2022 Annual School Improvement Plan

Assess

Set Goals

Alawa Primary School

Focus for Improvement in 2022



Vision: To foster happy inclusive students ready for the 21st 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
- 21st Century Learners: 21st 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.

Goal/s

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.

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

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

Contents

School Overview	4
Our School.....	4
Our Staff	4
Our Students.....	5
Our Community.....	11
Principal's Report.....	15
School Priority 2022	17
Identified signature strategies for 2022 school year.....	17
Student Enrolment, Attendance and Learning.....	19
National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2022.....	20
School Survey Results.....	27
Audited Financial Statements	29

School Overview

Our School

Alawa Primary School was officially opened in 1970 on a very large site. Over the past 21 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 2022 as we worked our way through the challenges of the COVID-19 Pandemic, Alawa Primary School continued to provide rich opportunities for learning, engagement and wellbeing. We had a continued focus on improving literacy and numeracy skills, implementation of effective pedagogical practices incorporating digital learning technologies, visible learning and positive engagement 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.

In 2022 we finally saw the completion of our Car Park upgrades – a long lobbied for project to support the safe traffic management and collection and drop of children for school.

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 Nathan Wilson with Ms Ana Bernardino were Senior Teachers and Ms Angela Henschke returned from Maternity Leave as Highly Accomplished Teacher. In Term 4 Mr Jed Henderson was offered higher duties to take on the role as Senior Teacher Assessment & Innovation.

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 one specialist teacher who worked across the school with a range of PE and Visual Art 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 2022

	Number employed	Average Age	Average time at Alawa	Average years of teaching
Admin Team	11	40	4.4	N/A
Teachers	20	38	3	13
Council Staff	12	39	2	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 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. Two staff members identify themselves as Indigenous and one as Filipino. We outsourced our grounds work again in 2022 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 as with our Transition and Preschool class.



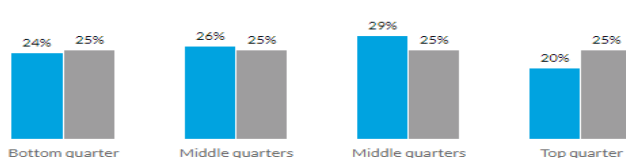
Our Students

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1003
Average ICSEA value	1000
School ICSEA percentile	48

Distribution of Socio-Educational Advantage (SEA)

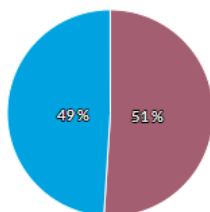


■ School distribution ■ Australian distribution
Percentages are rounded and may not add to 100

Students

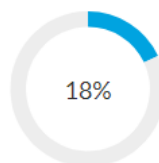
Total enrolments: 272

- Boys 132
- Girls 140



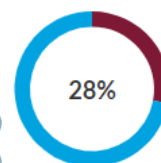
Full-time equivalent enrolments: 272.0

Indigenous students



Language background other than English

- Yes (28%)
- No (72%)
- Not stated (0%)



Note: Data above from My School does not include Preschool students in 2022.

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 offers individual support to children and families as well as a lunch time defence club and in class support.



Student enrolment numbers remained steady through 2022 with an average enrolment of 316, an average attendance of 89.1% and a student turnover of 19%. Over 26 cultures are represented across the school with 25% identified as Indigenous and 24% as EAL/D learners. The student population is represented by a significant proportion of lower socio-economic clientele and an increasing enrolment of EAL/D learners.

Wrap Around Service

We continued our Wrap Around Service with the following programmes:

- On site Paediatric clinics operated by Dr Mantho Kgosiemang
- Speech Therapy intensive program with 3 students from University for Queensland supporting children for 6 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

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



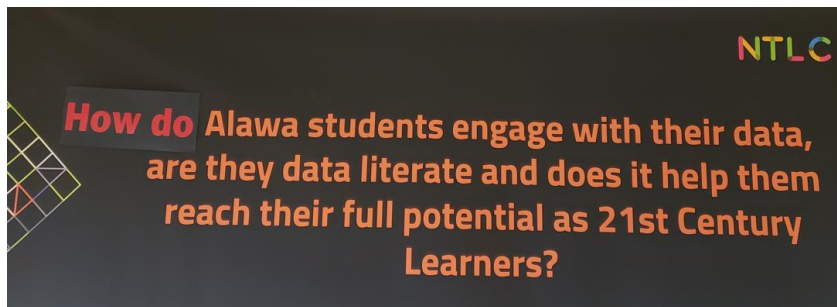
At Alawa Primary School we are committed to ensuring students have a voice – an opportunity to inform and influence all that goes on at our school. We are also committed to providing a range of opportunities for students to develop and display leadership skills.

School Captains / Vice-Captains and House Captains



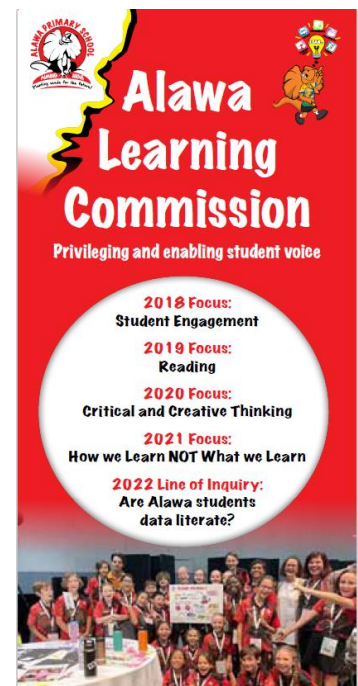
Learning Commission

The Senior Learning Commission focussed on a line of Inquiry for 2022:



They 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 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.



Celebrations: What has been your highlight from being in the Alawa Learning Commission this year?

[illegible]



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 Mrs Bron Cleary.

There were 12 Tek Ninjas in 2022. 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 2022: Led by Ms Angela Henschke

In 2022 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 Sullivan 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 2022 we saw the inclusion of a Primary Years swimming program as well. Students travelled to Casuarina 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 2022 we were able to secure 3 sporting schools grants and 1 Club Connect grant through Sports Australia to the total value of \$12,800.

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.

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 'We are One' 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 See Saw.

In 2022 the school was successful in receiving funding for the International Education Innovation grant to the value of \$30,000. This grant was utilised across 3 areas. A International digital receipt book which included video clips and family cooking sessions, the International festival for Harmony Day and our whole school event – Celebrating our culture through our community through the performing arts.

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. We had 48% of students and their parents attend this event, mainly due to the merging COVID situation.



Harmony Day [Funded through International Grant]

Our Harmony Day breakfast was held in conjunction with Harmony Week on the 26th March. With funding from the International Innovation grant, Students, families and staff enjoyed a community breakfast and were treated to performances by both the junior and senior choirs along with students who showcased cultural dances. On top of this we also had African dance and cultural experiences and Greek dancers who performed along with current students and the Larrakia Nation Smoking ceremony for the school community to take part. This early morning event saw 62% of our student population attend.

As a lead up to the Harmony Day festival, all classes also participated in art and craft activities throughout the week with their buddy classes.

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. As COVID permitted we had a strong number of volunteers attend and help out with both sporting activities and in the Café.

Finnis 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. This was the third time for this event to take place with a strong contingent of both students and families attending. 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.

We Are One– Whole School Performance Night

Funding provided through the International Innovation grant allowed us to engage the services of 2 external performing arts providers, Footsteps – an internationally known dance choreography who specialized in curriculum, age based movement programs for Preschool to Year 12 students and a local dance instructor [dance therapy] and teacher who over saw and implemented the program. We had a culturally diverse dance program created for us based on a selection of our students and family's cultural back grounds.

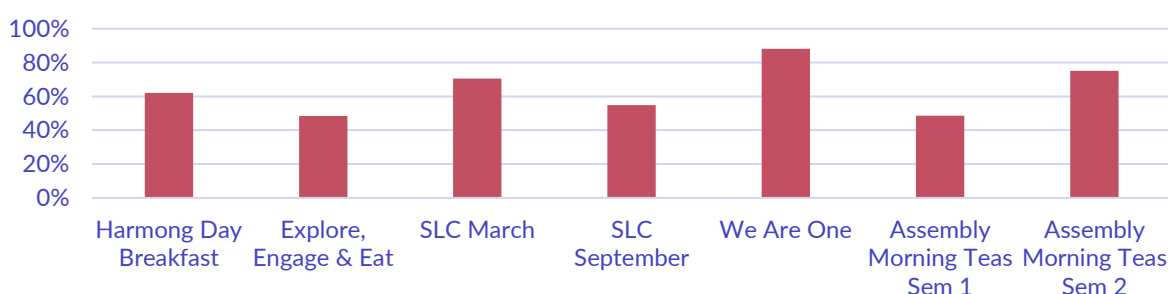
Culminating in a Community Performance evening – student's showcased 12 culturally diverse dances to the wider Alawa community. This night was supported by the not only external cultural displays such as the Chinese Lion Troupe, but also by a variety of in house cultural activities set up for families to enjoy prior to the performance. We also included a variety of food stalls to enhance

the experience such as Mexican, Vietnamese and Greek. Our in house Arts teacher also spent time in the first 7 weeks creating culturally diverse art work to use as visual displays on the evening.

Although this event was not specifically tagged as a 'fundraising event' \$1 436 was raised on the night.



Community Engagement 2022 - % of class / student / family attendance



Deckchair Cinema

In 2022 we secured a fundraising night at Deckchair cinema. It was a sell out event with \$2522.61 being raised in ticket sales [minus venue hire]. Our school council members along with the support of our Marketing and Communications member also coordinated and ran a sweets stall that raised us \$487.10 We were also lucky enough to run a raffle with the support of one of our parents who secured all of our prizes and raised \$434.00. Onsite caterer Yogi's Way also donated \$150 to the school. This meant a total of \$2993.71 was raised at the event.

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 2022 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 [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 Mrs Sullivan with seven teams entering and excelling twice through the year.



School Priority 2022

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

Measuring progress

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

Headline improvement measures



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

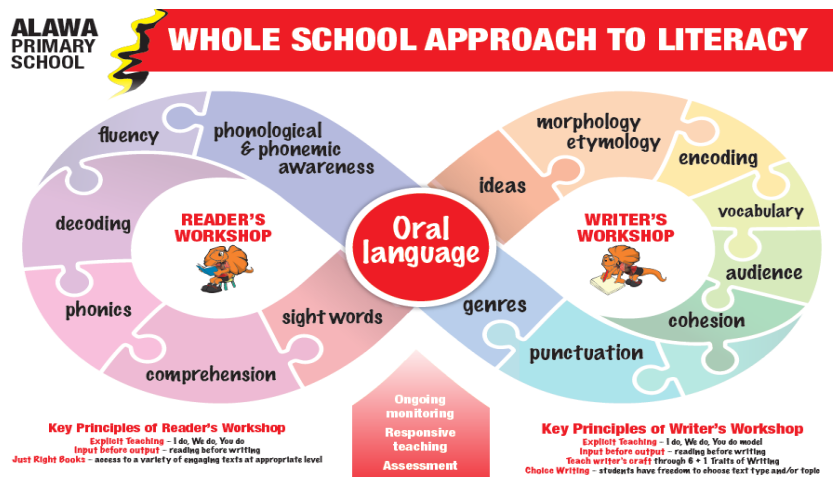
Increase the number of young Territorians that continue their school education through to Year 12 and increase the proportion of students that achieve an NTCET or Certificate II or higher.

Headline Improvement Measures (HIMs) have been included to align to the Education NT strategy 2021-2025

Identified signature strategies for 2022 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 2023.

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 will use 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.

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 2022, 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 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 2022, 81% of students across all year levels [selected as a random sample] were able to articulate ALLE's Tools for Learning.

Library

In 2022, the Library hosted events such as the National Simultaneous Storytime and our annual Book Fair. We also welcomed Author/Illustrator Sandra Kendell who conducted a reading for Grades 1 and 2 and a writing workshop with the Grade 4/5s through The Sun Project for CBCA. The School was chosen for a visit from Nasa Scientists who were in the region to view Pluto's stellar occultation, this was hosted in the Library with Grade 5/6 having the opportunity to find out more about what NASA does and ask questions. The Library earned a total of \$1724.38 in Scholastic Rewards through a total of 4 Book Clubs [1 per term] and the Annual Book Fair held during Week 9 Student Conversations in Term 3 - \$998.00 of this was from the Book Fair.

Student Enrolment, Attendance and Learning

Enrolment and Attendance Summary - Alawa Primary School

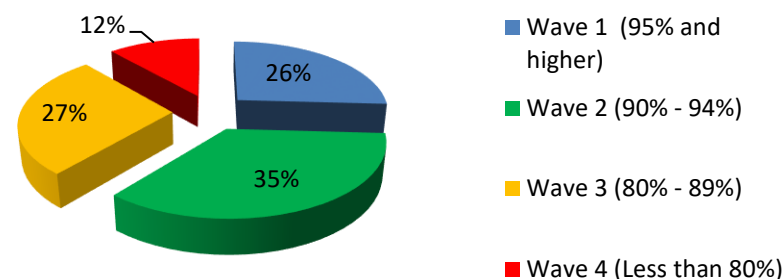
Data source: Enrolment and Attendance

Notes

- Enrolment and attendance data is collected twice a term. The reporting period for this data covers weeks 1 to 4 and weeks 5 to 8 of each term. Data provided does not include Weeks 9, 10 or 11 (where applicable). Data provided is unpublished and should be considered subject to change.
- The average enrolment number is the average number of enrolled students over the reporting period.
- The attendance rate is the proportion of time students attend compared to the time they are expected to attend during the reporting period.

	2021				2022			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	2	92.7%	42	92.1%	7	71.6%	43	85.5%
Transition	8	87.6%	40	93.9%	3	73.4%	37	88.9%
Year 1	6	93.7%	48	94.6%	7	80.2%	43	89.2%
Year 2	7	80.0%	41	93.2%	7	86.7%	40	90.9%
Year 3	8	94.0%	42	95.3%	6	79.7%	43	89.0%
Year 4	4	90.3%	30	94.2%	8	87.8%	44	90.3%
Year 5	11	84.4%	39	91.0%	5	88.0%	31	89.3%
Year 6	13	88.9%	34	91.1%	8	86.0%	35	87.6%
Alawa Primary School	59	88.2%	316	93.3%	53	83.0%	316	89.1%

% Attendance of Primary Students at Alawa 2022



Student Attendance: Transition – Year 6

	2016	2017	2018	2019	2020	2021	2022
School average	91.88%	93%	90.7%	91.9%	92.08%	93.8%	90%

Student Lates: Preschool – Year 6

	2016	2017	2018	2019	2020	2021	2022
School Total	2041	1128	1015	1298	1260	1384	1246

Note: Lates within first 10 minutes no longer recorded as LATE in SAMS as directed by Department.

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2022

NAPLAN - Summary - Alawa Primary School

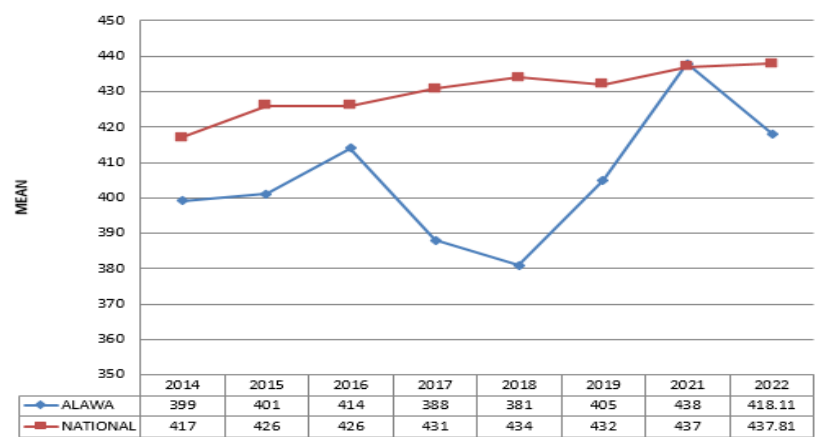
- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were post 2010 Writing results should not be compared to previous years.

2022		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	41	93%	39	95%
	Writing	40	91%	40	100%
	Spelling	41	93%	37	90%
	Grammar	41	93%	37	90%
	Numeracy	41	93%	40	98%
Year 5	Reading	30	97%	29	97%
	Writing	30	97%	28	93%
	Spelling	29	94%	27	93%
	Grammar	29	94%	29	100%
	Numeracy	30	97%	29	97%

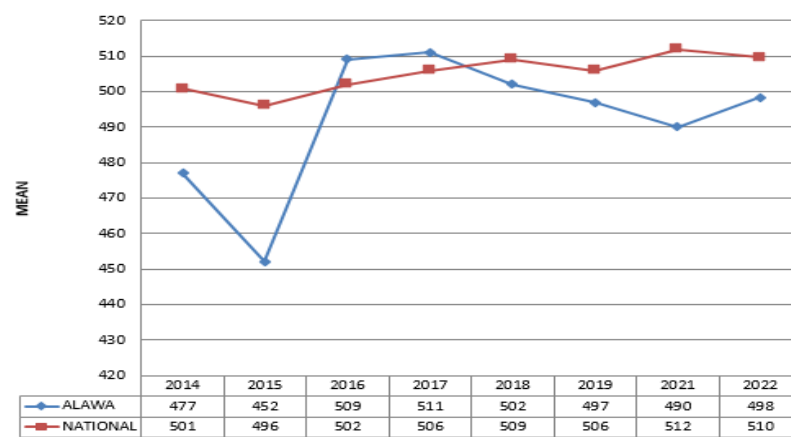
ALAWA PRIMARY NAPLAN JOURNEY



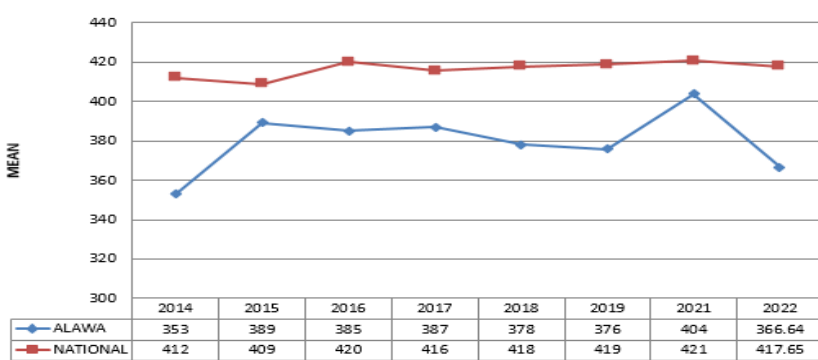
NAPLAN YEAR 3 READING: MEANS



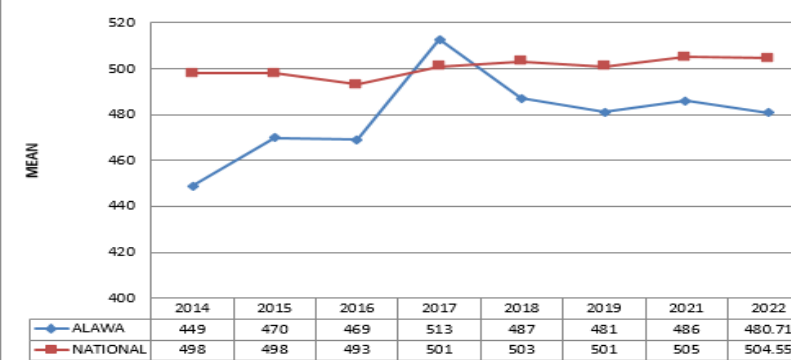
NAPLAN YEAR 5 READING: MEANS



NAPLAN YEAR 3 SPELLING: MEANS



NAPLAN YEAR 5 SPELLING: MEANS

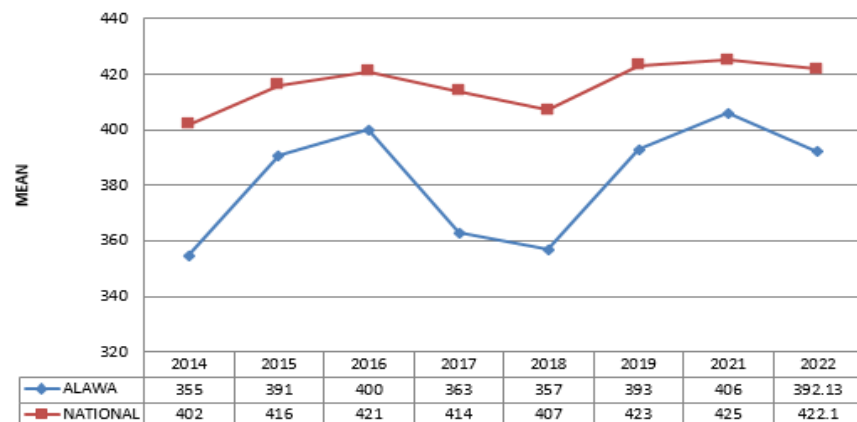


ALAWA PRIMARY SCHOOL

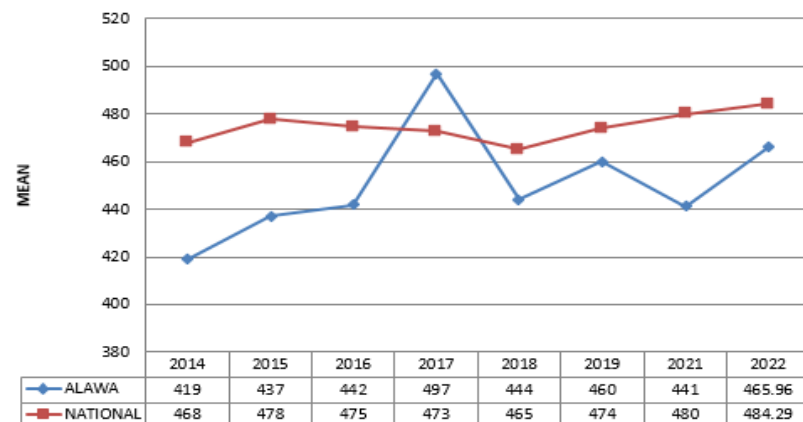
Annual Performance Report to the School Community 2022

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

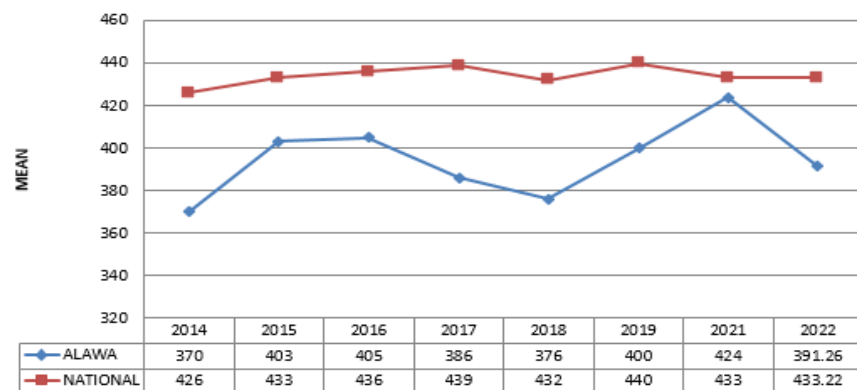
NAPLAN YEAR 3 WRITING: MEANS



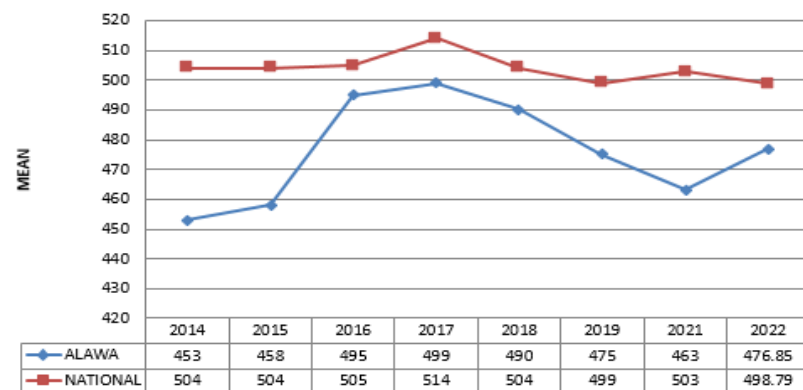
NAPLAN YEAR 5 WRITING: MEANS



NAPLAN YEAR 3 GRAMMAR & PUNCTUATION: MEANS



NAPLAN YEAR 5 GRAMMAR & PUNCTUATION: MEANS

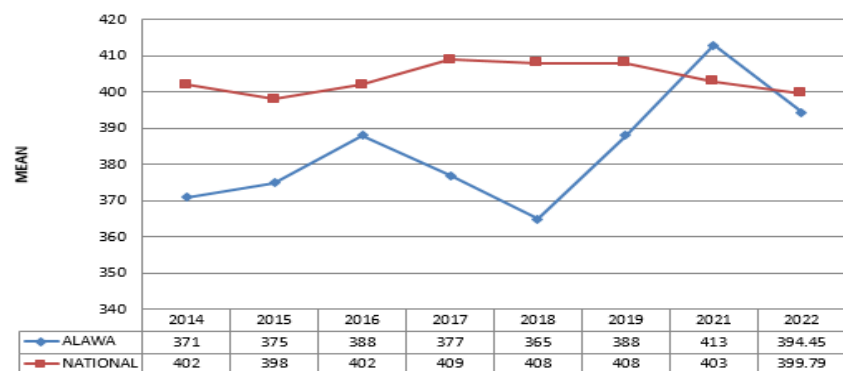


ALAWA PRIMARY SCHOOL

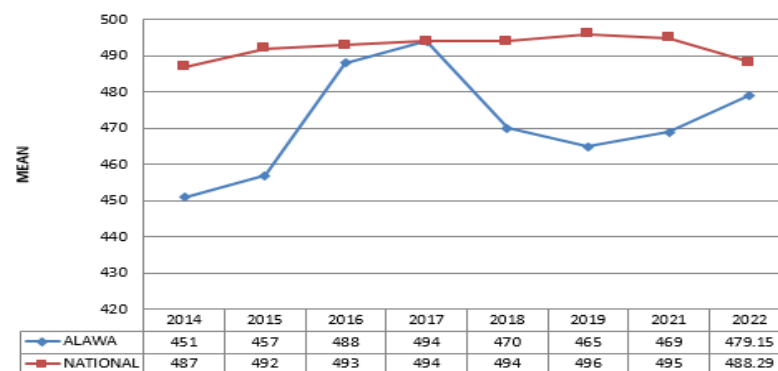
Annual Performance Report to the School Community 2022

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

NAPLAN YEAR 3 NUMERACY: MEANS



NAPLAN YEAR 5 NUMERACY: MEANS



ALAWA PRIMARY SCHOOL

Annual Performance Report to the School Community 2022

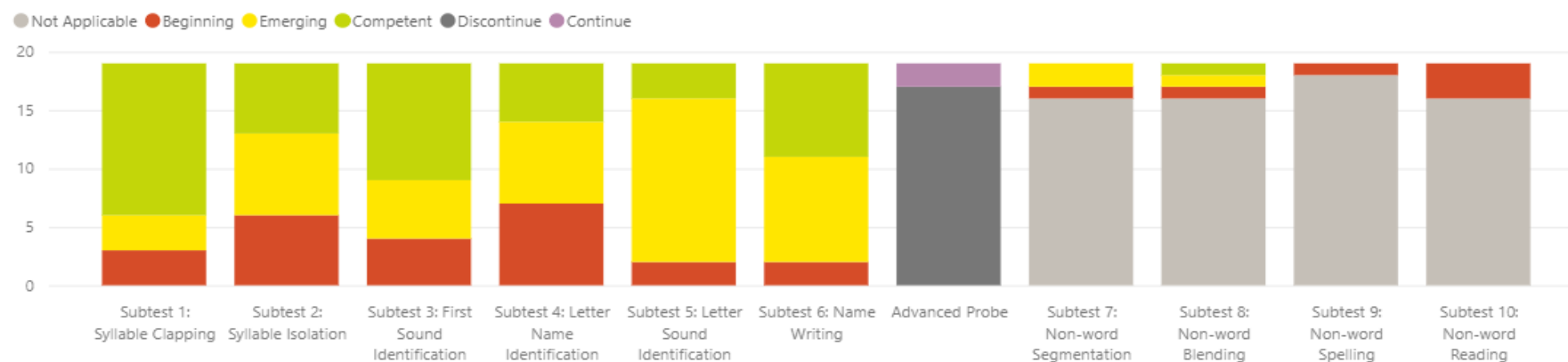
Aligned to the Department of Education's 'Education NT Strategy 2019-22'

Student Data: ASC [Assessment of Student Competencies] Preschool Term 4 2022

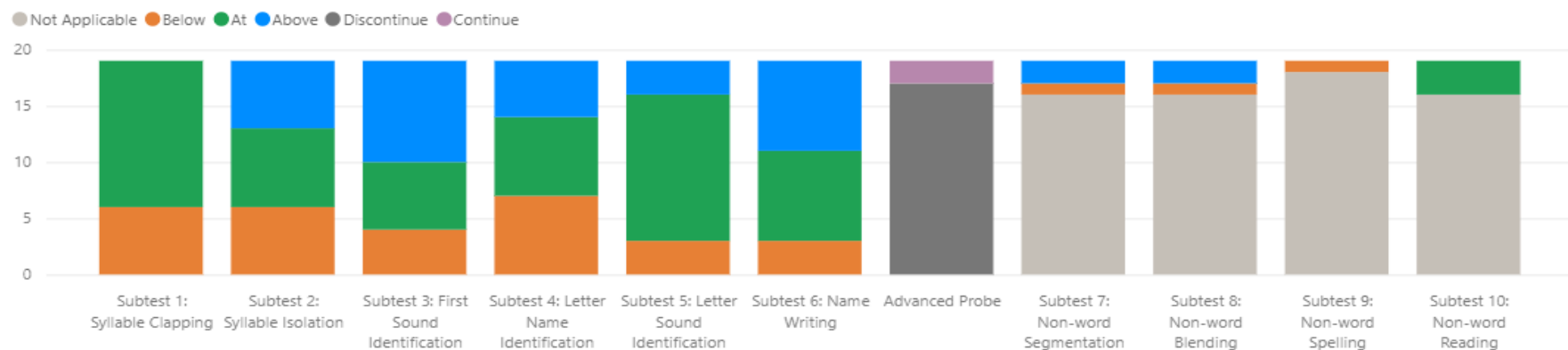
Competency	Percentage of students attained Term 4 2021 (Pre)	Percentage of students attained Term 2 2022 (Tran)	Percentage of students attained Term 4 2022 (Pre)
Perceptual Motor	96%	93%	82%
Fine Motor	92%	97%	94%
Gross Motor	88%	91%	88%
Self-Care	98%	96%	95%
Speaking & Listening	87%	91%	84%
Reading & Writing	95%	96%	93%
Number & Geometry	94%	98%	92%
Measurement & Geometry	93%	96%	93%

Student Data: FELA [Phonological Awareness] Transition 2022

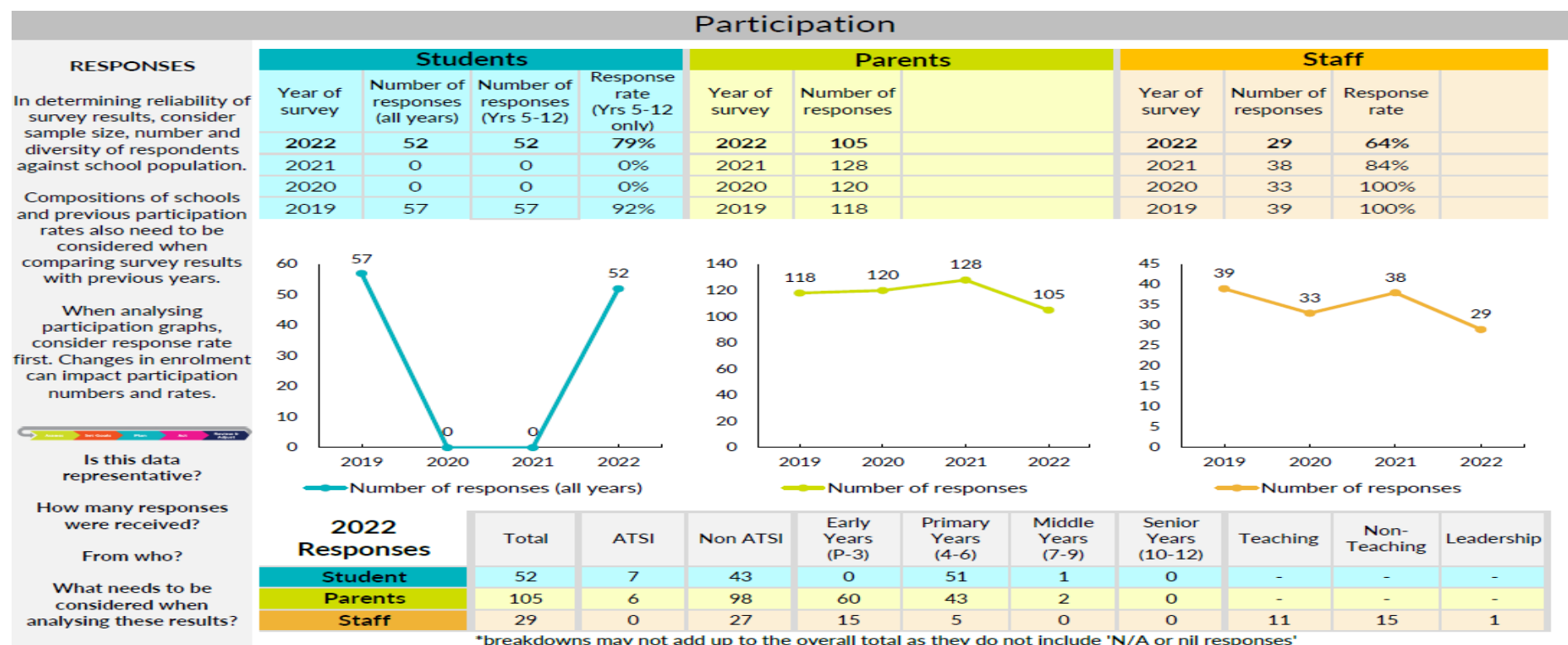
Mastery Level of Current Students



Expected Level When Assessed of Current Students



School Survey Results



2021 Parent Perception Survey

Most positive and least positive responses

HIGHEST / LOWEST

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

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)

Student

Most Positive items for 2022

Least Positive items for 2022

My teachers expect me to do my best.	100%	I plan to progress through school and finish Year 12.	71%
My teacher supports me to understand my learning data.	100%	I can talk to my teachers about my concerns.	69%
I have good friends that I care about.	96%	Student behaviour is well managed at this school.	67%

Parent/carer

Most Positive items for 2022

Least Positive items for 2022

This school is well maintained.	99%	I have opportunities to have a say in the direction of the school and its education programs.	67%
My child feels safe at this school.	94%	My child knows how to communicate safely and respectfully online.	54%
This school gives my child opportunities to do interesting things.	91%	My child knows how to manage their emotions.	54%

Staff

Most Positive items for 2022

Least Positive items for 2022

Students like being at my school.	100%	My school provides me with opportunities to develop my leadership capacity.	71%
Teachers at this school expect students to do their best.	100%	School's leadership understands how to build expertise in this school.	68%
My school is well maintained.	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.	59%

Audited Financial Statements



ClarityNT
is a CPA Practice



Alawa Primary School Council Incorporated

ABN: 88 008 114 983

Special Purpose Financial Report

For the Year Ended 31 December 2022

ALICE SPRINGS - DARWIN

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ABN 42 140 540 101

Liability limited by a scheme
approved under Professional
Standards Legislation.

Alawa Primary School Council Incorporated

ABN: 88 008 114 983

Special Purpose Financial Report

For the Year Ended 31 December 2022

CONTENTS	PAGE
Council Declaration	3
Independent Auditor's Report	4
Statement of Profit or Loss and Other Comprehensive Income	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 2022

The Alawa Primary School 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, 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 2022 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:

Chairperson Dated:

INDEPENDENT AUDITOR'S REPORT

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2022

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

Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Alawa Primary School Council Incorporated (the 'Council') which comprises the Statement of Profit or Loss and Other Comprehensive Income for the year then ended, Statement of Financial Position as at 31 December 2022, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of our report, the accompanying financial report of the Council presents fairly, in all material respects, the financial position of the Council as at 31 December 2022 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

Basis for Qualified Opinion

1. Grant income, interest and other income are significant sources of revenue for the School. The School Council has determined that, with the exception of grant income, it is impracticable to establish controls over the collection of revenue prior to its recording in the accounting system. Accordingly, as the evidence available to us regarding other income was limited, our audit procedures with respect to such income had to be restricted to the amounts recorded in the financial records. We are therefore unable to express an opinion on the completeness of other income in the financial statements.
2. The Council has recorded inventories held as at 31 December 2022 of \$88,894.95 and as we did not attend the stocktake, we are unable to confirm the existence of the quantities held at year end.

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

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

Emphasis of Matter - Basis of Accounting

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

INDEPENDENT AUDITOR'S REPORT

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2022

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 Council. Management's responsibility also includes such internal control as deemed necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, management is responsible for assessing the Council's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Council or to cease operations, or has no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial report

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

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

Auditor's signature:

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

Dated: / /

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2022

Income	2022	2021
Commonwealth Grants - Via DOE	\$ -	\$ 27,986.88
Commonwealth Grants - Direct to School	\$ 37,152.16	\$ 8,327.00
Other Grants from DOE	\$ 646,584.40	\$ 787,259.83
Other Grants from NTG	\$ 76,299.46	\$ 72,006.34
Grants from External Third Parties	\$ 3,625.68	\$ 5,305.65
School Council Projects	\$ 169,321.85	\$ 191,953.72
Student Activities	\$ 54,874.92	\$ 38,205.53
Interest Received	\$ 6,776.69	\$ 2,065.91
Receipts/Reimbursements from Other Government Schools	\$ 4,820.85	\$ 85,045.08
Total Income	\$ 999,456.01	\$ 1,218,155.94
Expenses		
Salaries and Related Expenditure	\$ 323,614.89	\$ 332,596.90
Superannuation Expenses	\$ 33,212.39	\$ 32,358.61
School General Expenses	\$ 131,133.58	\$ 33,554.67
Administrative Expenses	\$ -	\$ 27,495.34
Motor Vehicle Expenses	\$ 2,778.46	\$ 4,192.45
Student Activities	\$ 58,338.36	\$ 43,113.90
Student Information and Technology	\$ 30,682.01	\$ 48,573.07
Admin IT and Communication	\$ -	\$ 23,695.21
Curriculum	\$ 56,144.94	\$ 48,267.12
School Non-Core Activities	\$ 68,561.68	\$ 59,126.36
Payments to Other Government Schools	\$ -	\$ 130,000.00
Urgent Minor Repairs	\$ 90,273.93	\$ 63,383.69
Non Urgent Minor Repairs	\$ 6,643.16	\$ 5,272.65
Depreciation and Amortisation	\$ 3,068.24	\$ 8,542.39
Essential Services	\$ 208,237.42	\$ 182,714.93
Cleaning	\$ 91,072.03	\$ 89,976.58
Grounds	\$ 73,103.61	\$ 26,932.57
Property Management Other	\$ -	\$ 12,955.22
Total Expenses	\$ 1,176,864.70	\$ 1,172,751.66
Other Expense		
Prior Year Adjustment	(\$ 7,944.07)	\$ -
Net Profit / (Loss)	(\$ 169,464.62)	\$ 45,404.28

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

STATEMENT OF FINANCIAL POSITION

Alawa Primary School Council Incorporated

As At 31 December 2022

ASSETS		2022		2021
Current Assets				
Cash At bank	\$	204,195.48	\$	452,381.69
Cash On Hand	\$	56.50	\$	56.50
Trade Debtors	\$	2,176.00	\$	-
On Call/Short Term Investment	\$	69,581.00	\$	-
Prepayments	\$	8,658.34	\$	2,889.20
Inventories	\$	88,894.95	\$	96,716.82
Total Current Assets	\$	373,562.27	\$	552,044.21
Non Current Assets				
Plant and Equipment	\$	3,339.61	\$	6,407.85
Total Non Current Assets	\$	3,339.61	\$	6,407.85
Total Assets	\$	376,901.88	\$	558,452.06
LIABILITIES				
Current Liabilities				
Deposits Held -3rd Parties	\$	513.78	\$	602.90
Trade Creditors	\$	10,689.65	\$	928.93
GST Liabilities	(\$	457.93)	\$	-
Other Accrd Expenses (Gds &S)	\$	7,957.66	\$	10,387.31
Unacquitted Grants Liability	\$	45,884.77	\$	64,754.35
Total Current Liabilities	\$	64,587.93	\$	76,673.49
Non Current Liabilities				
Total Non Current Liabilities	\$	-	\$	-
Total Liabilities	\$	64,587.93	\$	76,673.49
Net Assets	\$	312,313.95	\$	481,778.57
EQUITY				
Accumulated Funds	\$	312,313.95	\$	481,778.57
Total Equity	\$	312,313.95	\$	481,778.57

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

NOTES OF THE FINANCIAL STATEMENTS

Alawa Primary School Council Incorporated

For the Year Ended 31 December 2022

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 Council Members have determined that the School Council 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 Council's financial statements.

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

(c). Tax

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

The School Council 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**

Income from parent contributions, uniforms, excursions, bookbags and fundraising is recognised when the funds are received. **For the Year Ended 31 December 2022**

Grants and donations

Grants and donations are recognised as revenues when the council obtains control over the assets comprising the contributions. Control over granted assets is normally obtained upon their receipt.

Revenue from grants will be recognised when any associated performance obligation to provide goods or services are incurred, and not immediately upon receipt as previously recognised. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

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

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

A Long Service Leave provision is only recognised for any School Council employees that have been employed at the School on a continuous basis for at least 7 years.

(f). Going Concern Assumption

The School Council is dependent upon annual funding from the Northern Territory Government Department of Education. The Financial Statements have been prepared on a Going Concern basis with annual funding expected to continue into the future.

(g). Subsequent Events

There are no subsequent events post balance sheet date.