



Every Child a Success

Larapinta Primary School

Larapinta Primary School Annual Performance Report to the School Community 2013

Universal Access School

Aboriginal and Torres Strait Islander Education Action Plan Focus School

Our School

Larapinta Primary School is in its fifteenth year of operation. It is located on the western outer area of the town of Alice Springs at the foothills of Mount Gillen, West MacDonnell Ranges. In 2013 there were nine classes from Transition to Year 6. Music, PE, and Library resource programs ran across the year. A number of wellbeing programs supported students' social and emotional growth and development. School attendance averaged 88%. A small cohort of students presented with major attendance issues.

The school's 2013 Operational Plan aimed to:

- Improve student literacy and numeracy outcomes school wide
- Improve student attendance and engagement across the school
- Attract and retain students to the school/system
- Ensure smooth transitions for students through the phases of learning; preschool, primary school, middle school
- Enhance learning experiences, outcomes and student wellbeing by partnering with families, caregivers and others
- Recruit, retain and develop an expert teaching team / high quality workforce who understand and work towards the school's vision

Staff members worked tirelessly throughout the year towards achievement of these goals.

Our Staff

In 2013 the staff was made up of nineteen teachers including senior staff and twenty three support staff. There were nine classroom teachers, 3 resource teachers, a .5 ESL teacher and two preschool teachers as well as the principal, assistant principal and two senior teachers. There was one Indigenous teacher on staff in the preschool and one male teacher on staff. All teaching staff met the requirements of the Teacher Registration Board and the AITSL professional standards for teachers. The school council employed twelve school support staff in a variety of roles. Two staff employed through the school council identify as Indigenous. There were two male support staff members. Staff attendance was strong throughout the year.

Our Students

The school caters for approximately 300 students drawn mainly from the local Larapinta area. Forty seven percent of the student cohort identifies as Indigenous. Other cultural groups represented include Maori, Indian, Chinese and Estonian. The majority of students reside in the local Larapinta community. Nine students were supported by Inclusion Support workers and required significant adjustment to their learning programs. Student mobility (average student turnover) was 41%; this was 15% lower than in 2012.

Principal's Report

Larapinta Primary School was the 2013 directorate winner in the School Excellence Awards. In addition the awards of 'Primary School Teacher of the Year' and the 'Support Staff Member of the Year' for the Central Australian Directorate were conferred upon members of Larapinta School staff; Suzi Burgess and Cathy Bridges. Five teachers and two support staff members were nominated in the Department of Education Primary School Teacher of the Year and Support Staff Member of the Year Award categories respectively. One of these teachers was also nominated in the National Excellence in Teaching Awards.

Larapinta staff embraced the region wide Visible Learning approach and worked hard to implement new learning and initiatives. In addition to extensive learning in this area much time was devoted to ensuring staff were well prepared to implement Australian Curriculum Science and History.

A growing focus on the collection and use of data across the school provided staff with new information about a range of diagnostic tests. The increased and targeted collection of data enabled teachers to calculate achievement and progress made across the year for all of our students.

A more focused approach to collaborative planning was implemented with specific times allocated for staff to meet for planning purposes.

The nationally funded Next Steps Initiative allowed the school to continue its efforts to improve literacy, numeracy, attendance and parental engagement. Of particular note was the importance of employing support staff to assist students with their learning and the tools to ensure that teachers can effectively track student progress.

Both teaching and support staff at the school remained very stable across the year.

Our school grounds and facilities continued to be maintained to a high standard to ensure safety and a sense of pride and wellbeing for students, staff and parents. Our Administration Manager, Shirley Young, is once again to be commended for her passion, drive and excellence in the management of the school facilities.

Satisfaction surveys were completed by staff, parents and Year 5 and 6 students in Term 4. These indicated that 100% of staff members who completed the survey were satisfied or very satisfied with the school. Of the small sample of parents who returned the survey 93% were satisfied or very satisfied and the student group indicated 89% satisfaction with the school overall.

Many successful school events dotted the calendar throughout the year. A 'Big Breakfast' to celebrate Harmony Day was held in Term One, and a modified Sports Day in Term Two. The Year Six Graduation and the end of year concert were both well attended events and a tribute to all involved.

Parents were represented by a supportive School Council group. The Indigenous Parent Group was active throughout the year with successful meetings each term for both social and business purposes.

In all 2013 was a highly successful year for Larapinta School. I commend the efforts of our staff to ensure that our school is a safe and stimulating environment for learning.

Brenda Jolley

Teaching and Learning

Visible Learning was a major focus across schools in Central Australia in 2013. Larapinta teachers developed their understanding of Learning Intentions and Success Criteria and made these explicit to students. Teachers developed a visible strategy in classrooms to record student progress in reading and worked with students to ensure they were able to verbalise what they needed to do to reach their reading goals.

National Curriculum Science and History were implemented across the school.

A 'Focused Classroom Observation' process occurred twice in the year, one in connection to Visible Learning and the other focused on how questioning is used throughout the school.

Testing was administered across the school for Maths, spelling, reading and phonological awareness to provide information about student achievement and progress. As well as participation in NAPLAN testing, the school was involved in an Online NAPLAN Trial in Term Four.

In addition to the weekly Music lessons for all classes, extra Music experiences continued to play an important part on our school's calendar. The Darwin Symphony Orchestra String Quartet visited and performed. All students participated in the Music Count Us In program. A number of students participated in the Alice Beat performance. Our choir students performed in 'Desert Song' at Olive Pink. Our choirs also performed and received awards at the Eisteddfod.

Many families attended a modified Sports Day which was held after rain forced the cancellation of the original event. Selected students attended the Interschool Athletics Day and as always represented our school well. Students in Transition to Year Four participated in the annual two-week swimming lesson block. Tennis clinics were hosted at the school and some students attended a Tennis Gala Day. Two classes attended a clinic run by members of the West Coast Waves Women's National Basketball Team. Hip Hop dance classes were conducted weekly for interested students in Semester One and this culminated in a performance at Alice Plaza. Along with students from other schools thirty two Larapinta students from Years 3-6 performed in the 'Alice Can Dance' production at Araluen Arts Theatre. This was a wonderful showcase and the culmination of practise over several months.

The school celebrated both Reconciliation Week and NAIDOC Week with various activities to promote the importance of working together and to celebrate diversity. Year 5/6 Pinto helped raise awareness of issues pertaining to Indigenous health and education through 'Close the Gap' / Harmony Day activities in Term One and entered a film they made of their learning into the Little Big Shots Film Festival.

Senior classes attended Cybersafety sessions presented by the Australian Communications and Media Authority designed to keep students safe online. Senior students also attended a Questacon Science session. Students across the school attended excursions, camps and sleepovers as part of their learning programs.

Successful grant submissions for assistive technologies enabled the purchase of Boardmaker and several ipads for use by students with disabilities.

Author Alison Lester visited the school and ran workshops with students. Students participated in the annual World of Books at Larapinta (WOBAL) event.

Wellbeing

A range of social-emotional programs provided at the school have continued this year with various students accessing the Kidshope program, Sandplay through Holyoake, BluEarth (two classes) and visits to the school counselor. Some students were also supported to access hearing assessments.

The Targeting Health Improving Engagement (THIE) program operated in Semester One with fortnightly visits from a nurse. This service treats and refers students in order to minimize time away from school due to health issues. Lack of staff meant that only administrative assistance was available in Semester Two.

Transition students underwent a health screen provided by Darwin Health Services.

Many staff utilized the opportunity to access annual influenza vaccinations at the school.

Breakfast was offered prior to NAPLAN testing to students in Year 3 and Year 5 last week.

The Student Representative Council was very active throughout the year and organized many events including school socials and other fundraisers. Staff and students wore red on 25 October in support of the Daniel Morcombe Foundation. Students discussed personal safety with their teachers.

High attendance was acknowledged each term with special certificates and other rewards.

A new data collection tool allowed the school to more effectively analyse behaviour data. The Calm Room provides an avenue for students to discuss their behaviour, the effects of their behaviour on others and ways to amend their actions. The highest volume of behaviour incidents recorded related to student non-compliance.

From Semester Two, School Engagement and Attendance Measure (SEAM) meetings were held to re-engage a number of students and families in the school system to ensure better attendance. These meetings involved parents, social workers from Centrelink, Truancy officers and a school representative.

In Semester Two, a weekly after school fitness class for staff was implemented by a senior staff member and a teacher. This initiative was well received by staff.

Participation, Transitions and Pathways

A playgroup for children 0-4 year was held at the Preschool once a week throughout the year. Playgroup was led by the Beginning Strong Officer employed in the Preschool and enjoyed steady attendance throughout the year.

Preschool students attended school assemblies and Friday morning rotations with library, music and fitness sessions at the primary school to assist in their familiarity with the environment and to build relationships with school staff. In Term Four, the rotations included visits to the Transition classroom in preparation for the students' impending move to primary school.

In Term Four parents of preschool children were provided the opportunity to meet with the Transition teacher and their preschool teacher to share information about starting school in the following year. This proved to be a very successful format.

Year Six students attended a number of events at Centralian Middle School (CMS) including a Healthy Lifestyles Expo and other visits that enabled them to develop familiarity with the school's programs and facilities. Year Six students who enrolled in non-government middle schools also attended orientation days.

A number of senior students participated in Desert Storm School Sports events including attending Touch Championships in Katherine. One student was selected in the NT team to compete in the National School Sports Touch tournament. On all occasions where Larapinta students participated in these events we received excellent feedback about the students' behaviour and contribution.

Partnerships

Indigenous Parent Group meetings were held each term. These meetings provided parents with information about Visible Learning, A-E reporting, SEAM, and the Code of Behaviour. The Congress Healthy Lifestyle team provided activities for students and cooked barbeques for these events.

The School Council Annual General Meeting and combined Meet the Teacher evening drew a large group of parents and carers. A number of long term council members completed their terms of office and several new council members were elected.

The Principal, Administration Manager and School Council Chair attended the Council of Government Schools Organisation (COGSO) Governance Workshop which provided information around governance, finance and HR.

Nurses from the Targeting Health Improving Engagement (THIE) program continued their visits to our school in Semester One. Unfortunately due to staffing issues the program was not fully operational in Semester Two due to Congress being unable to recruit a nurse to the position.

Many families attended the whole school Big Breakfast event as part of Reconciliation Week. Walk Safely to School Day was also well supported by families. Parents attended a sports morning, a Cybersafety session and Visible Learning information sessions. Several class teachers invited parents to specific class events across the year and these were well attended by parents. The preschool connected with parents through a variety of events across the year including a well attended art show and lawn sale.

The school continued its association with Blueearth with two teachers undertaking the training in 2013. Blueearth is a health initiative that runs in schools across Australia; Larapinta is fortunate to have been supported by this program over several years.

The Outback Tigers program, an arm of the Richmond Football Club, continued visits to the school in 2013 running sessions with students to encourage good school attendance, hygiene and nutrition as well as to emphasise the importance of an active lifestyle.

The school hosted a day's visit from a consultant to evaluate the Next Steps Initiative implemented over the past two years. The Next Steps Initiative has focused on four areas for improvement for Indigenous students; Literacy, Numeracy, Attendance and Community Engagement. Strategies commenced in 2012 were continued throughout 2013. The Next Steps project allowed the school to make a great shift in the collection, analysis and evaluation of student learning data and to support students in their learning.

Leadership

The Principal participated in an annual Principal Performance and Development Plan process with the Director of School Support. This process enables reflection on what is working well and identifies challenges and learning goals at the principal level using the National Professional Standards of Principals. As a consequence the principal, Brenda Jolley, was appointed for a further four year period.

Teacher, Sue Thomson was successful in being awarded Highly Accomplished Teacher status.

Teachers, school managers and the Visible Learning Impact Coach attended extensive training with the Visible Learning Plus team throughout the year. This training included sessions on Culture Counts, Assessment Capable Learners, SOLO assessment, Feedback, Evidence into Action for School Leaders and Evidence into Action for Teachers.

Staff attended a broad range of professional learning over the course of the year:

- *Curriculum* - Australian Curriculum Science and History, Early Years Learning Framework, National Quality Standards, Safer Roads, Assessment, NAPLAN, Guided Reading/Benchmarking, Explicitly Teaching Writing, Understanding Autism Spectrum Disorders, Supporting diverse learners through using Ipads, EALD learners, Cybersafety, Interactive Whiteboard. Staff also undertook professional learning regarding diagnostic testing (PAT Maths, PAT Reading and Phonological Awareness).
- *Wellbeing*- Behaviour Management, Non Violent Crisis Intervention, Protective Behaviours, Response Ability Program (RAP), Bill Rogers, School Wide Positive Behaviours, SEAM, Kidsmatter.
- *Leadership* - Co-coaching, School Vision, Teacher Performance and Development, Merit Selection training, Appropriate Workplace Behaviours
- *Other* - Student Administration Management System (SAMS), Student Assessment (SAIS), First Aid, Administering epipen for anaphylactic attacks.

Our Physical Education teacher participated in an ACARA consultation session for the new Health and Physical Education curriculum.

Several teachers attended conferences in their own time including the Early Childhood Conference, History Teacher's conference, Visible Learning Conference and Hawker Brownlow Conference.

All teachers attended cross-town 'confirming' sessions looking at student assessment.

ATTACHMENT A

NAPLAN data

Student Participation in NAPLAN

Year 3

	Participating Present		Participating Exempt		Not Participating Absent		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	23	88%			3	12%	26
Writing	23	88%			3	12%	26
Spelling	23	88%			3	12%	26
Grammar	23	88%			3	12%	26
Numeracy	23	88%			3	12%	26

Year 5

	Participating Present		Participating Exempt		Not Participating Absent		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	21	78%	3	11%	3	11%	27
Writing	21	78%	3	11%	3	11%	27
Spelling	21	78%	3	11%	3	11%	27
Grammar	21	78%	3	11%	3	11%	27
Numeracy	21	78%	3	11%	3	11%	27

Percentage of students achieving National Minimum Standard (NMS)

Year 3

	Below NMS		At NMS		Above NMS		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	6	26%	5	22%	12	52%	23
Writing	4	17%	2	9%	17	74%	23
Spelling	7	30%	4	17%	12	52%	23
Grammar	4	17%	5	22%	14	61%	23
Numeracy	5	22%	6	26%	12	52%	23

Year 5

	Below NMS		At NMS		Above NMS		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	4	17%	7	29%	13	54%	24
Writing	10	42%	2	8%	12	50%	24
Spelling	8	33%	2	8%	14	58%	24
Grammar	7	29%	6	25%	11	46%	24
Numeracy	8	33%	6	25%	10	42%	24

ATTACHMENT B

Student Enrolment, Attendance and Learning

Year Level	Previous Year				Reporting Year			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Preschool	17	83.6%	67	86.9%	19	74.0%	74	83.3%
Transiton	22	87.2%	44	90.0%	12	82.9%	25	87.0%
1	16	83.7%	33	88.8%	18	85.4%	40	89.5%
2	17	84.3%	27	88.5%	15	83.9%	30	89.2%
3	19	91.8%	45	92.8%	13	78.1%	24	85.6%
4	16	88.2%	28	90.3%	16	89.4%	40	91.3%
5	19	89.4%	35	92.3%	16	83.6%	26	86.8%
6	11	83.6%	23	88.7%	15	86.6%	31	88.5%
ALL	137	86.9%	302	90%	124	83.6%	291	87.8%

Learning and Engagement Plans		
	All	Indigenous
Number of students in first year of schooling to Year 10 with a Learning and Engagement Plan in place	74	69
Proportion of students in first year of schooling to year 10 with a Learning and Engagement Plan	36%	78%
Proportion of students in first year of schooling to year 10 whose parent/carer have worked with the teacher to develop a Learning and Engagement Plan	36%	78%

Note: Learning and Engagement Plans are plans that address the learning and engagement needs of students, including attendance, behaviour, flexible learning and NTCET Personalised Learning Plans.

ATTACHMENT C

Audited Financial Statements

Larapinta Primary School

Financial Statements

For the Year Ended 31 December 2013

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Committee's Report

31 December 2013

The committee members present their report on Larapinta Primary School for the financial year ended 31 December 2013.

1. General information

Committee members

The names of committee members throughout the year and at the date of this report are:

Brenda Jolley - Principal
James Gatenby - Chairperson
Josie Hodgins - Secretary
Shirley Young - Treasurer
Helen Buckley
Julia Nowland
Natasha Mowles
Kristie Cramer
Tammi Renshaw
Benxiang Zeng
Kathryn Cochrane
Natasha Appo
Jenny Nixon
Devender Bohra
Jennifer Doyle - Preschool Representative
Jenny Hurn - Teacher Representative
Michelle Pinto - Teacher Representative

Principal activities

The principal activity of the council during the financial year was the operation of a school in the Larapinta area of Alice Springs.

Significant changes

No significant change in the nature of these activities occurred during the year.

2. Operating results and review of operations for the year

Operating result

The profit / (loss) of the school for the financial year amounted to \$ 111,737(2012: \$ (46,768)).

Signed in accordance with a resolution of the Members of the Committee:


.....


.....

Dated this day of February 2014

Statement of Profit or Loss

For the Year Ended 31 December 2013

	Note	2013 \$	2012 \$
Revenue from ordinary activities		1,010,552	1,247,027
Employee benefits expense		(319,847)	(288,751)
Essential services		(157,612)	(113,608)
Cleaning		(95,233)	(87,264)
Curriculum		(37,492)	(28,061)
Grounds		(16,930)	(16,900)
Canteen purchases		(12,831)	(15,522)
Depreciation		(1,495)	(4,025)
Other expenses		(257,375)	(350,367)
Grant expenditure		-	(241,381)
Grants repaid		-	(147,916)
Surplus / (Deficit) from ordinary activities		<u>111,737</u>	<u>(46,768)</u>
Retained surplus at the beginning of the financial year		<u>480,825</u>	<u>527,593</u>
Retained surplus at the end of the financial year		<u>592,562</u>	<u>480,825</u>

Assets and liabilities statement

31 December 2013

	Note	2013 \$	2012 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	2	570,882	433,305
Trade and other receivables		-	3,498
Inventories		55,706	54,713
Prepayments		1,026	995
TOTAL CURRENT ASSETS		627,614	492,511
NON-CURRENT ASSETS			
Plant and equipment	3	6	1,231
TOTAL NON-CURRENT ASSETS		6	1,231
TOTAL ASSETS		627,620	493,742
LIABILITIES			
CURRENT LIABILITIES			
Trade and other payables	4	35,058	12,917
TOTAL CURRENT LIABILITIES		35,058	12,917
NON-CURRENT LIABILITIES			
TOTAL LIABILITIES		35,058	12,917
NET ASSETS		592,562	480,825
MEMBERS' FUNDS			
Retained surplus		592,562	480,825
TOTAL MEMBERS' EQUITY		592,562	480,825

Notes to the Financial Statements

For the Year Ended 31 December 2013

1 Summary of Significant Accounting Policies

(a) Basis of Preparation

This financial report is a special purpose financial report prepared in order to satisfy the financial reporting requirements of the Education Act of the Northern Territory. The school council has determined that the school is not a reporting entity because in the opinion of the school council there are unlikely to exist users of the financial statements who are unable to command the preparation of reports tailored so as to satisfy specifically all their information needs. Accordingly, these special purpose financial statements have been prepared in order to satisfy the financial reporting requirements of the Northern Territory of Australia Education Act.

The financial report has been prepared on an accruals and is based on historic costs and does not take into account changing money values or, except where specifically stated, current valuations of non-current assets.

The following significant accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of this financial report.

(b) Property, Plant and Equipment

Only fixed assets with a cost exceeding \$10,000 are required to be capitalised. Fixed assets associated with land and buildings are the property of the NT Department of Education and are therefore written off as expenses and not capitalised in the records of individual schools.

Plant and equipment is carried at cost less, where applicable, any accumulated depreciation.

The depreciable amount of all plant and equipment is depreciated over the useful lives of the assets to the school commencing from the time the asset is held ready for use.

(c) Income Tax

The accounts have been prepared on the basis that the school is not subject to income tax.

(d) Revenue and other income

Government grants are recognised as revenue in accordance with the year to which they relate. Grants receivable for the current year but not received are accrued as a receivable, grants for future years, received in the current year are treated as liability.

All revenue is stated net of the amount of goods and services tax (GST).

(e) Teachers' Salaries

General teachers' salaries are paid directly from the NT Department of Education and are therefore not included in this financial report.

(f) Economic dependence

Larapinta Primary School is dependent on the Government for the majority of its revenue used to operate the school. At the date of this report the committee members have no reason to believe the Government will not continue to support Larapinta Primary School.

Notes to the Financial Statements

For the Year Ended 31 December 2013

2 Cash and cash equivalents

	2013	2012
Note	\$	\$
Cash on hand	700	700
Cash at bank	10,600	5,115
Short-term bank deposits	559,582	427,490
	<u>570,882</u>	<u>433,305</u>

3 Property, plant and equipment

Plant and equipment		
At cost	63,524	63,254
Accumulated depreciation	(63,518)	(62,023)
Total plant and equipment	<u>6</u>	<u>1,231</u>
Motor vehicles		
At cost	119,714	119,714
Accumulated depreciation	(119,714)	(119,714)
Total motor vehicles	<u>-</u>	<u>-</u>
Total Property, plant and equipment	<u>6</u>	<u>6</u>

4 Trade and other payables

	2013	2012
Note	\$	\$
CURRENT		
Unsecured liabilities		
Trade payables	27,594	21,376
Other payables	7,464	(8,459)
	<u>35,058</u>	<u>12,917</u>

Statement by Members of the Committee

The Committee have determined that the school is not a reporting entity.

The committee have determined that this special purpose financials report should be prepared in accordance with the accounting policies outlined in note 1 to the financial statements.

In our opinion:

1. the accompanying financial report as set out on pages 2 to 5, being a special purpose financial statement, is drawn up so as to present fairly the state of affairs of the school as at 31 December 2013 and the results of the school for the year ended on that date;
2. the accounts of the school have been properly prepared and are in accordance with the books of account of the school.
3. there are reasonable grounds to believe that the school will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the committee and is signed for and on behalf of the committee by:



Committee member



Committee member

Dated this day of February 2014.

Larapinta Primary School

Independent Audit Report to the members of Larapinta Primary School

Report on the Financial Report

We have audited the accompanying financial report being a special purpose financial report, of Larapinta Primary School, which comprises the statement of assets and liabilities as at 31 December 2013, the statement of profit or loss for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by members of the committee.

The School Council Members' Responsibility for the Financial Report

The members of Larapinta Primary School are responsible for the preparation of the financial report and have determined that the basis of preparation described in Note 1, is appropriate to meet the needs of the members. The council members responsibility also includes such internal control as the council members determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial report.

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

Basis for Qualified Opinion

As is common for organisations of this type, it is not practicable for Larapinta Primary School Council to maintain an effective system of control over donations, sundry income and other fund raising activities until their initial entry into the accounting system. Our audit, in relation to these items was limited to the amounts recorded in the accounting records. Accordingly, we are unable to express an opinion on the completeness of income.

Larapinta Primary School

Independent Audit Report to the members of Larapinta Primary School

Qualified Opinion

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial report presents fairly, in all material respects, the financial position of Larapinta Primary School as at 31 December 2013, and its financial performance for the year then ended in accordance with Australian Accounting Standards.

Basis of Accounting

Without modifying our opinion, we draw attention to Note 1 to the financial report which describes the basis of accounting. The financial report is prepared to assist Larapinta Primary School to comply with the financial reporting provisions of the Education Act of the Northern Territory. As a result, the financial report may not be suitable for another purpose.

Perks Audit & Assurance

Perks Audit & Assurance
Suites 3-4, Alice Springs Business Centre
8 Gregory Terrace
Alice Springs NT 0871

P Hill

Peter Hill
Registered Company Auditor

Dated this 20th day of February 2014

Disclaimer

The additional financial data presented on page 10 is in accordance with the books and records of the Association which have been subjected to the auditing procedures applied in our statutory audit of the Association for the year ended 31 December 2013. It will be appreciated that our statutory audit did not cover all details of the additional financial data. Accordingly, we do not express an opinion on such financial data and we give no warranty of accuracy or reliability in respect of the data provided. Neither the firm nor any member or employee of the firm undertakes responsibility in any way whatsoever to any person (other than Larapinta Primary School) in respect of such data, including any errors of omissions therein however caused.

Perks Audit & Assurance

Perks Audit & Assurance
Suites 3-4, Alice Springs Business Centre
8 Gregory Terrace
Alice Springs NT 0871

P Hill

Peter Hill
Registered Company Auditor

Dated this 20th day of February 2014

Detailed Income and Expenditure Statement

31 December 2013

	2013	2012
Note	\$	\$
INCOME		
Grants	862,920	1,090,223
Canteen sales	25,565	24,094
Fundraising	14,488	35,116
Interest	19,535	23,243
School council projects	73,106	63,810
Student activities	14,939	10,541
TOTAL INCOME	1,010,553	1,247,027
LESS EXPENSES		
Administration costs	12,423	16,171
Audit fees	1,900	1,850
Canteen purchases	12,831	15,522
Cleaning	95,233	87,264
Computer expenses	40,724	68,441
Curriculum	37,492	28,061
Depreciation	1,495	4,025
Essential Services	157,612	113,608
General expenses	76,388	70,049
Grant expenditure	-	241,381
Grants repaid to Department	-	147,916
Grounds	16,930	16,900
Motor vehicle expenses	13,443	8,893
Non-core activities	5,000	12,263
Repairs and maintenance	98,974	160,904
Salary and wages	293,123	264,480
Student activities	8,525	11,796
Superannuation	26,723	24,271
TOTAL EXPENSES	898,816	1,293,795
TOTAL SURPLUS / (DEFICIT) FOR THE YEAR	111,737	(46,768)