

# **Larapinta Primary School**

## **Annual Performance Report to the School Community**

**2019**



## School Overview

### Our School

Larapinta Primary School is located on the western outer area of the town of Alice Springs at the foothills of Mount Gillen, West MacDonnell Ranges. The school caters mainly for students from the local area. In 2019 student numbers reduced down to an average of 357 students with thirteen classes from Transition to Year 6. Music and Physical Education resource programs were provided to all classes. A number of wellbeing programs supported students' social and emotional growth and development. School attendance averaged 87%.

### Our Staff

In 2019 the staff was made up of twenty-eight teachers including senior staff. There were thirteen primary classroom teachers, two resource teachers, a .6 support teacher, a .5 Maths Coach and two fulltime and one part-time Early Childhood qualified preschool teachers. All teaching staff met the requirements of the Teacher Registration Board and the AITSL professional standards for teachers.

Support staff included administrative staff and a maintenance officer employed by the Department as well as School Council employed staff who worked in classrooms to support students. There was one Indigenous teacher on staff in the preschool. Two staff employed through the school council identify as Indigenous. Two Aboriginal staff took on traineeships in Early Childhood Education; one each in the Preschool and Child and Family Centre. Staff attendance was strong throughout the year.

Child and Family Centre staff include the Integrated Services Leader, Coordinator, Family as First Teachers teacher and Family Liaison Officer, Young Fathers and Young Mothers program coordinators. A Hearing Health Officer (employed through NT Health) also works fulltime with the CFC.

### Our Students

In addition to approximately 300 students in the primary school, the preschool caters for 84 children. Approximately forty percent of the student cohort identifies as Indigenous. Other cultural groups include Maori, Indian, Chinese, Estonian, Vietnamese, Filipino, Thai and German. The majority of students reside in the local Larapinta community.

## **2019 Principal's Report**

2019 marked the third year of operation of the Larapinta Child and Family Centre (CFC) and our school's partnership with Child Australia, providers in the Early Learning Centre. A child and community fund through the CFC resulted in a Larapinta Park revitalisation project and funding agreements with Tangentyere Council to support and promote early learning within town camps.

Our preschool continued work with Early Learning Stem Australia (ELSA) and Jenny Ashenden, Preschool Teacher in Charge, presented at the national ELSA symposium in Canberra. Transitioning processes were embedded across our organisation and a case study of our services was published by the Department of Education as an example of good practice. Staff from Darwin and other schools visited to learn from the excellent practice of Age Appropriate Pedagogies in our Transition to Year Two classes led by Senior Teacher, Jacki Raybould.

Significant professional learning was facilitated to improve writing across the school. Assistant Principal, Jackie Mullins, represented Larapinta on a town-wide writing network that gained momentum across the year and is set to continue to lead work in this space. A trial of a synthetic phonics program, Read Write Inc, began in Semester Two. Heartened by promising results, considerable funds were invested to set up the program ready for broader implementation in 2020. Student-led conferences were conducted at the end of Term Two with students sharing their learning and discussing their goals and progress with families.

Book Week, Science Week, National Literacy and Numeracy Week, NAIDOC Day, and Outdoor Classroom Day were some of the events celebrated on our school calendar across the year. Students were provided sporting and arts opportunities, representing the school in the Eisteddfod, Alice Can Dance, and The Alice Beat productions. In Term Three a circus-themed concert showcased student talent and proved the commitment and dedication of a strong staff team. The 2019 Music Count Us In event saw our students learn and perform not only the song but the Arrernte translation of the chorus. Our students were livestreamed nationally on the day singing in Arrernte – a great tribute in the year of Indigenous languages!

Our school continued partnerships with the Polly Farmer Foundation, Blueearth and Holyoake in order to support students. The Australian Childhood Foundation (ACF) worked across the school throughout the year, providing professional learning, reflective practice and secondary consultation for staff regarding trauma- sensitive practice.

A much-loved mud kitchen installed at the start of the year has provided endless hours of play and encouraged language and social skill development on a daily basis. A play-pod committee of students met regularly to help develop the concept of a loose-parts playground; their voice and agency contributing to a new piece of work at the school. Thank you for Jacki Raybould for supporting this student team.

A new meeting space made possible through the Building Better Schools program was almost completed by the year's end.

# **Larapinta Primary School**

## **Annual Performance Report to the School Community**

### **2019**

*Aligned to EducationNT Strategy 2018-22*

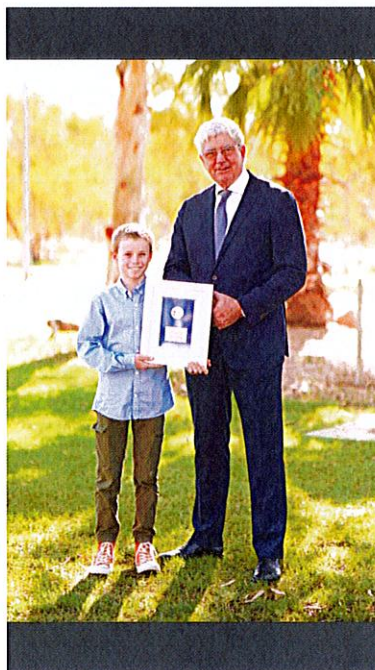
Amid a large pool of nominations from both our school and across the region in the Teach in the Territory Awards, Denise Williams-Kennedy was deservedly named Aboriginal Educator of the Year for the Alice Springs region on World Teachers' Day. I was also honoured and humbled to receive the Principal of the Year award for both the Alice Springs region and for the Northern Territory. I owe that accolade to the support and hard work of our mighty team!

Year Six student, Asher Lennie, was the recipient of the Northern Territory Administrator's medal award for primary school scholar; a great achievement! Asher is the third Larapinta student to win the medal in the past four years. The winner is chosen from nominations from all government and non-government schools in the Northern Territory.

At the closure of the school year we hosted the Mparntwe Alice Springs Education Declaration with Education Ministers from around the country coming together to launch and sign the declaration. The declaration sets as its goals that the Australian Education system promotes excellence and equity and secondly that all young Australians become confident and creative individuals, successful lifelong learners and active and informed members of the community; aligning closely to our school vision.

Many thanks to our parent community and our dedicated school council members for active participation in the life of our school and for support throughout the year. I commend our staff for their dedication and for living our staff values of professionalism, inclusion and innovation in their work each day.

Brenda Jolley



Year 6 student Asher Lennie receiving the 2019 Northern Territory Administrator's Medal.

## **Goal 1 - ENGAGE - Increase participation of parents and children in Families as First Teachers program**

*The school's deliverables for 2019 were to:*

Increase attendance (dosage) through a highly engaging and visible program.

*Actions undertaken to address the deliverables included:*

- Programs that support and engage
- Home visits on two dedicated afternoon per week with intent of learning games and conversational reading
- Network with other agencies to promote integrated support of FaFT families
- Case management for families below target attendance of three times per week.

### ***The Impact***

FaFT educators continued to coach families in the Abcederian approach, support families with transitioning to preschool and co-plan with families to create holistic programs for individual and group needs, interests and development. They worked to engage hard to reach families through home visit support. Quality early learning opportunities were provided in an inclusive, welcoming and safe environment. Rachel Jericho returned to the FaFT teacher position in Term 4.

### ***What are the school's deliverables for 2020?***

Continue to increase attendance (dosage) through a highly engaging and visible Families as First Teachers (FaFT) program.

In addition to FaFT the Child and Family Centre will work in collaboration with Tangentyere Council to support early years education and continue to contribute to Integrated Services in the Early Years through involvement and leadership of Child Friendly Alice.



Ruth Cook and son Peter at the CFC



**Painting by Ruth Cook 2019**

Parent, Ruth Cook, created the painting above to depict the Early Years work at Larapinta Primary School. The painting shows the four main areas; Early Learning Centre, Child and Family Centre, Preschool and the Primary School. In the centre of the picture the bigger U shapes represent the leaders in those spaces with teachers around them and the outer groups represent teachers with students and children.

In the four corners are bush foods; yerampe (honey ants), tyape (witchetty grubs), langwa (bush banana) and katjarra (bush tomato). Note these are Western Arrernte words for these bush foods.

The colours in the painting reflect the colours of Central Australia; hills, trees and grass.

The lines between the spaces represent the road, travelling together and the connections between us.

The painting was unveiled at a special celebration at the Child and Family Centre on 8 November 2019 and is now an integral part of the Larapinta School story.

## **Goal 2 - ENGAGE - Increase the percentage of students attending more than 80% of the time in Preschool to Year 6**

### ***The school's deliverables for 2019:***

- Whole school plan and approach to improving and celebrating attendance.
- Engaging class and school programs that promote strong attendance.

### ***Actions undertaken to address the deliverables included:***

- Principal and AIEW analyse weekly attendance data.
- Case management for families below 80%; where attendance was below 80% families were advised and requested to support improvement.
- Advertising campaign; the newsletter and assembly were the main focus of advertising regarding the importance of strong attendance.
- Attendance recognition made both individually and collectively, formally and informally to students, families and the school community.
- Classroom focus; classes used a variety of means including charts and acknowledgments to promote strong attendance.
- Celebrate improvement; awards for strong and improved attendance were provided through assemblies and at the end of each semester. Classes were acknowledged through the newsletter for strong and improved attendance.
- The Early Years transitioning team analysed low absences and made contact with families as necessary.
- Worked with attendance and truancy team where required.

### ***The Impact***

Across the four terms an average of 75% of students attended more than 80% of the time, down 3% from 2018 where 78% of students attended more than 80% of the time.

### ***What are the school's Deliverables for 2012?***

Deliverables for 2020 will remain the same, that is, a whole school plan and approach to improving and celebrating attendance and engaging class and school programs that promote strong attendance.

## **Goal 3 - GROW - Improve students' 2 year gain in NAPLAN writing in Year 5**

### ***The school's deliverables for 2019:***

- All 2019 Year 5 students who sat Year 3 NAPLAN at Larapinta will show at least two-year gain from 2017 NAPLAN scale score
- Increased percentage of students receiving C or above in writing at end of Semester Two.

### ***Actions undertaken to address the deliverables included:***

- Regular professional development in writing for all staff
- Whole school focus on elements of a literacy block
- Intervention for students not achieving at level
- All students set clear writing goals that were communicated to families, reviewed and reported on at student led conferences
- Information sessions for parents on how to support student writing
- Writing moderation in school and across town
- Intervention processes for students not meeting expected growth mid-year
- Teachers used NAPLAN marking guide to assess writing
- Teacher focus on students to shift from D-C writing grades

### ***The Impact***

2019 Larapinta NAPLAN writing results saw a 77 point two-year gain for students from Year 3 in 2017 to Year 5 in 2019 (compared with a 61 point national two-year cohort gain).

Significant professional learning re the teaching of writing was provided by Assistant Principal Jackie Mullins across the year.

Senior teachers undertook professional learning in Read Write Inc and trialled the program with a small cohort. Positive results encouraged the school to invest in the program with a view to expand in 2020.

### ***What are the school's Deliverables for 2020?***

- All 2020 Year 5 students who sat Year 3 NAPLAN at Larapinta will show at least a two-year gain from 2018 NAPLAN scale score.
- Increased percentage of students receiving C or above in writing at end of Semester Two.

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# NAPLAN

## Summary - Larapinta Primary School

### 2019

2019		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	46	98%	42	91%
	Writing	46	98%	39	85%
	Spelling	46	98%	35	76%
	Grammar	46	98%	37	80%
	Numeracy	46	98%	41	89%
Year 5	Reading	29	100%	23	79%
	Writing	29	100%	21	72%
	Spelling	29	100%	24	83%
	Grammar	29	100%	20	69%
	Numeracy				

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## NAPLAN - Participation - Larapinta Primary School

**2019**

		Participating		Not Participating	
		Present		Absent	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	46	98	1	2
	Writing	46	98	1	2
	Spelling	46	98	1	2
	Grammar	46	98	1	2
	Numeracy	46	98	1	2
Year 5	Reading	29	100		
	Writing	29	100		
	Spelling	29	100		
	Grammar	29	100		
	Numeracy	27	93	2	7

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# 2019 Student Enrolment, Attendance and Learning

## Enrolment and Attendance Summary - Larapinta 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).
- 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.

	2018				2019			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	23	82.5%	85	86.9%	17	66.2%	84	83.1%
Transition	11	85.8%	46	91.8%	16	81.9%	43	85.3%
Year 1	15	80.3%	49	88.8%	10	83.7%	43	89.3%
Year 2	21	80.6%	53	88.0%	12	79.4%	36	87.2%
Year 3	16	79.0%	40	87.7%	16	84.6%	48	89.6%
Year 4	15	74.3%	35	84.0%	13	77.2%	35	85.3%
Year 5	17	80.4%	41	87.5%	11	79.2%	30	86.6%
Year 6	16	79.1%	36	87.1%	17	82.6%	39	87.0%
Larapinta Primary School	134	79.9%	384	87.9%	113	80.4%	357	86.9%

## School Survey Results

**Fifty-eight Year 5/6 students completed the student school survey. 34% of those surveyed identified as Aboriginal.**

- 98% students agree or strongly agree that their teachers expect them to do their best
- 83% students agree or strongly agree that their teachers provide them with useful feedback about their school work
- 80 % students agree or strongly agree that teachers at their school treat students fairly
- 67% students agree or strongly agree that the school is well maintained
- 81% students agree or strongly agree that they feel safe at this school
- 65% students agree or strongly agree that they can talk to their teachers about their concerns
- 51% students agree or strongly agree that student behaviour is well managed at this school
- 75% students agree or strongly agree that they like being at this school
- 88% students agree or strongly agree that the school looks for ways to improve
- 68% students agree or strongly agree that the school takes students' opinions seriously
- 95% students agree or strongly agree that their teachers motivate them to learn
- 82% students agree or strongly agree that the school gives them opportunities to do interesting things

**Forty-four staff responses were received. Of these 82% were female and 16% were Aboriginal, 45% were teachers, 45% were non-teaching staff and 9% were school leadership staff.**

- 89% staff agree or strongly agree that the school has a clear vision and direction for school improvement
- 66% staff agree or strongly agree that they contribute to the school improvement agenda at the school
- 75% staff agree or strongly agree that the Department supports the school to achieve its priorities
- 81% staff agree or strongly agree that the school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community
- 79% staff agree or strongly agree that the school provides suitable pathways for students to transition from primary to secondary
- 48% staff agree or strongly agree that they have 89% staff agree or strongly agree that they have the knowledge and skills to perform their role at the school
- 57% staff agree or strongly agree they have a performance development plan supported by the school with access to appropriate professional development

# Larapinta Primary School Annual Performance Report to the School Community 2018

*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

- 89% staff agree or strongly agree that teachers at this school use data to inform their teaching
- 61% staff agree or strongly agree that they have a performance development plan that is supported by the school
- 78% staff agree or strongly agree that they have access to appropriate professional development
- 70% staff agree or strongly agree that the school provides them with opportunities to develop their leadership capacity
- 85% staff agree or strongly agree that they regularly undertake collaborative activities with their peers
- 64% staff agree or strongly agree that their students are motivated to learn
- 84% staff agree or strongly agree that the school cares about their wellbeing
- 96% staff agree or strongly agree that they feel safe at this school
- 87% staff agree or strongly agree that they would recommend the school as a workplace to others
- 91% staff agree or strongly agree that they would recommend this school to others to enrol their children

**Forty-seven parents competed the parent school survey; of these 87% were female and 13% identified as Aboriginal. Parents who completed the survey had children from preschool through to Year 6.**

- 93% parents agree or strongly agree that teachers at this school expect their child to do their best
- 87% parents agree or strongly agree that that teachers provide their child with useful feedback about their work
- 89% parents agree or strongly agree that teachers at the school treat students fairly
- 98% parents agree or strongly agree that the school is well maintained
- 95% parents agree or strongly agree that their child feels safe at the school
- 96% parents agree or strongly agree that they can talk to their child's teachers about their concerns
- 79% parents agree or strongly agree that student behaviour is well managed at the school
- 96% parents agree or strongly agree that their child likes being at this school
- 89% parents agree or strongly agree that this school looks for ways to improve
- 88% parents agree or strongly agree that the school takes parents' opinions seriously
- 90% parents agree or strongly agree that teachers at this school motivate their child to learn
- 92% parents agree or strongly agree that their child is making good progress at this school
- 89% parents agree or strongly agree that their child's learning needs are being met
- 96% parents agree or strongly agree that the school works with them to support their child's learning

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- 87% parents agree or strongly agree that they feel well informed about what is happening at the school
- 94% parents agree or strongly agree that they know how to support their child's learning and development
- 87% parents agree or strongly agree that the school shares data to inform them about their child's learning in a way they can understand
- 62% parents agree or strongly agree that their child was well supported to transition into primary school
- 70% parents agree or strongly agree that they have opportunities to have a say in the direction of the school and its education programs
- 94% parents agree or strongly agree that they would recommend the school to other parents

**Larapinta Primary School**

**Annual Performance Report to the School Community**

**2018**

*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

# **Audited Financial Statements**



# **Larapinta Primary School Council Incorporated**

ABN: 30 074 792 438

## **Special Purpose Financial Report**

*For the Year Ended 31 December 2019*



ALICE SPRINGS - DARWIN

PH 08 8953 4440  
FAX 08 8960 5555

1/70 Elder Street  
Alice Springs NT 0870

PO Box 1533  
Alice Springs NT 0871

admin@claritynt.com.au  
www.claritynt.com.au

ABN 42 140 540 101

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# Larapinta Primary School Council Incorporated

ABN: 30 074 792 438

## Special Purpose Financial Report

*For the Year Ended 31 December 2019*

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## COUNCIL DECLARATION

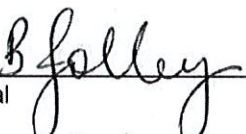
### Larapinta Primary School Council Incorporated


*For the Year Ended 31 December 2019*

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

1. Presents fairly the financial position of Larapinta Primary School Council Incorporated as at 31 December 2019 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 Larapinta Primary School Council Incorporated will be able to pay its debts as and when they fall due.

  
Principal  
Dated: 6/3/2020

  
Chairperson  
Dated: 4/3/2020

# **INDEPENDENT AUDITOR'S REPORT**

## **Larapinta Primary School Council Incorporated**

***For the Year Ended 31 December 2019***

### **Independent Auditor's Report to the members of Larapinta Primary School Council Incorporated**

#### **Qualified Opinion**

We have audited the accompanying financial report, being a special purpose financial report of Larapinta Primary School Council Incorporated (the 'Council') which comprises the income and expenditure statement for the year then ended, the assets and liabilities statement as at 31 December 2019, 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 2019 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. The Council has determined that it is impracticable to establish controls over the collection of cash income prior to its recording in the accounting system, other than annual government funding and grant income. Accordingly, as the evidence available to us regarding such cash 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 cash income in the financial statements.
2. The Council has recorded inventories held as at 31 December 2019 of \$70,659 and as we were unable to attend the stocktake, we are unable to confirm the existence of the quantities held at year end.

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

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

#### **Emphasis of Matter - Basis of Accounting**

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

# INDEPENDENT AUDITOR'S REPORT

## Larapinta Primary School Council Incorporated

*For the Year Ended 31 December 2019*

### **Responsibilities of Management for the Financial Report**

Management is responsible for the preparation and fair presentation of the financial report in accordance with the requirements of the Northern Territory of Australia Education Act and associated Regulations and has determined that the basis of preparation described in Note 1 is appropriate to meet the needs of the Council. Management's responsibility also includes such internal control as deemed necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

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

### **Auditor's responsibilities for the audit of the financial report**

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

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

Auditor's signature:



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

Dated: 06 / 03 / 2020

# INCOME AND EXPENDITURE STATEMENT

## Larapinta Primary School Council Incorporated

*For the Year Ended 31 December 2019*

<b>Income</b>	<b>2019</b>	<b>2018</b>
Commonwealth Grants - Via DOE	\$ 10,909.09	\$ 12,604.60
Commonwealth Grants - Direct to School	\$ 2,500.00	\$ -
Other Grants from DOE	\$ 959,849.94	\$ 1,147,016.70
Other Grants from NTG	\$ 301,416.81	\$ 40,278.79
Grants from External Third Parties	\$ 33,712.93	\$ 32,971.11
School Council Projects	\$ 80,102.10	\$ 91,049.47
Student Activities	\$ 28,104.74	\$ 28,639.96
Interest Received	\$ 20,009.09	\$ 9,295.42
<b>Total Income</b>	<b>\$ 1,436,604.70</b>	<b>\$ 1,361,856.05</b>
<b>Expenses</b>		
Salaries and Related Expenditure	\$ 502,892.98	\$ 483,116.69
Superannuation Expenses	\$ 47,738.10	\$ 45,974.96
Workers Compensation	\$ -	\$ 860.00
School General Expenses	\$ 87,681.06	\$ 199,130.11
Administrative Expenses	\$ 19,303.15	\$ 24,683.24
Motor Vehicle Expenses	\$ 11,935.64	\$ 9,182.31
Student Activities	\$ 41,340.08	\$ 28,969.08
Student Information and Technology	\$ 99,071.89	\$ 22,358.97
Admin IT and Communication	\$ 36,245.17	\$ 62,510.70
Curriculum	\$ 79,509.16	\$ 62,398.08
School Non-Core Activities	\$ 212,892.67	\$ 69,510.95
Urgent Minor Repairs	\$ 35,166.04	\$ 32,007.77
Non Urgent Minor Repairs	\$ 9,187.51	\$ 3,993.75
Depreciation and Amortisation	\$ 20,448.37	\$ 10,562.40
Essential Services	\$ 213,262.57	\$ 108,723.01
Cleaning	\$ 137,796.24	\$ 138,783.08
Grounds	\$ 67,753.51	\$ 60,709.84
Property Management Other	\$ 91,324.57	\$ 79,350.78
<b>Total Expenses</b>	<b>\$ 1,713,548.71</b>	<b>\$ 1,442,825.72</b>
<b>Net Profit / (Loss)</b>	<b>(\$ 276,944.01)</b>	<b>(\$ 80,969.67)</b>

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

# BALANCE SHEET

## Larapinta Primary School Council Incorporated

As At 31 December 2019

ASSETS	2019	2018
<b>Current Assets</b>		
Cash At bank	\$ 6,767.68	\$ 32,676.26
Cash On Hand	\$ 700.00	\$ 700.00
On Call/Short Term Deposits	\$ 550,408.79	\$ 874,613.80
Trade Debtors	\$ 6,774.05	\$ 4,740.24
Prepayments	\$ 11,590.80	\$ 4,907.33
Inventories	\$ 70,659.53	\$ 86,932.26
<b>Total Current Assets</b>	<b>\$ 646,900.85</b>	<b>\$ 1,004,569.89</b>
<b>Non Current Assets</b>		
Plant and Equipment	\$ 98,176.10	\$ 60,408.92
<b>Total Non Current Assets</b>	<b>\$ 98,176.10</b>	<b>\$ 60,408.92</b>
<b>Total Assets</b>	<b>\$ 745,076.95</b>	<b>\$ 1,064,978.81</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
Deposits Held -3rd Parties	\$ 2,651.44	\$ 20,947.00
Deposits Held-NTG Departments	\$ 15,892.50	\$ 9,325.00
Trade Creditors	\$ 12,078.92	\$ 40,363.93
GST Liabilities	(\$ 4,068.99)	(\$ 1,055.14)
Other Accrd Expenses (Gds &S)	\$ 13,567.60	\$ 4,698.53
<b>Total Current Liabilities</b>	<b>\$ 40,121.47</b>	<b>\$ 74,279.32</b>
<b>Non Current Liabilities</b>		
Employee Entitlements>12M	\$ -	\$ 8,800.00
<b>Total Non Current Liabilities</b>	<b>\$ -</b>	<b>\$ 8,800.00</b>
<b>Total Liabilities</b>	<b>\$ 40,121.47</b>	<b>\$ 83,079.32</b>
<b>Net Assets</b>	<b>\$ 704,955.48</b>	<b>\$ 981,899.49</b>
<b>EQUITY</b>		
Accumulated Funds	\$ 704,955.48	\$ 981,899.49
<b>Total Equity</b>	<b>\$ 704,955.48</b>	<b>\$ 981,899.49</b>

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

