

Larapinta Primary School

Annual Performance Report to the School Community

2017



Larapinta Primary School
Annual Performance Report to the School Community
2017

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

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 neighbourhood, however, enrolment is open to all regardless of place of residence. In 2017 there were twelve classes from Transition to Year 6. Music and Science 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 2017 the staff was made up of nineteen teachers including senior staff and seventeen support staff that included nine fulltime and one part-time administrative (AO staff) and a maintenance officer. Eight of the support staff were employed through School Council. Staff attendance was strong throughout the year. There was one Indigenous teacher on staff in the preschool. Two staff employed through the School Council identify as Indigenous.

There were ten primary classroom teachers, two resource teachers, a .6 Impact Coach and two Early Childhood qualified preschool teachers. Three male teachers taught in the primary school. All teaching staff met the requirements of the Teacher Registration Board and the AITSL professional standards for teachers. One teacher held highly accomplished lead teacher (HALT) status.

Four staff members took periods of long service leave across the year.

Our Students

In addition to approximately 220 students in the primary school, the preschool caters for 84 children. Thirty eight 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. Eight students were funded to receive support from Inclusion Support workers and required significant adjustment to their learning programs.

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Principal's Report

2017 was a year of growth for Larapinta Primary School. During the year our school's partnership with Child Australia commenced as they came on board as providers in the Early Learning Centre. The Child and Family Centre celebrated a year of operation in August and built on their programs and connections with community and organisations. Programs operating from the Centre in 2017 included Families as first Teachers (FaFT), Young Mums, Universal Playgroup, BabyFast, Preschool Readiness Program, Autism family support and Nutrition.

Preschool continued to operate at a high level and as such were requested by the regulatory authority QECNT to participate in a Spotlight on Quality session showcasing their work to other services. A group of dedicated Early Years staff gave much of their own time throughout the year to develop the school Transitioning Plan.

A make-over mid-year saw flexible seating and new classroom furniture replacing desks in many teaching spaces. The Transition classrooms received an injection of funds for an upgrade of furniture and resources. The assembly hall was also painted and new signage installed including song boards for the Territory Anthem and the school song complete with a newly written Arrernte verse.

The Maths Coaching project continued across 2017 supporting teachers in their teaching of Mathematics. STEAM became a focus with a weekly extension group running in Semester One and a STEAM space developing in the library from Semester 2. Teachers trialled the Social Emotional Learning (SEL) program as it was developed by the Department. SWPBS continued as a school priority. Transition and Year One teachers participated in the Age Appropriate Pedagogies trial in Semester 2.

The introduction of student-led conferences saw students take the lead in sharing their learning and discussing their goals and progress with families.

Students were provided many sporting and Arts opportunities throughout the year representing the school in the Eisteddfod, Alice Can Dance and The Alice Beat productions.

Eligible Aboriginal students attended Polly Farmer programs; the Maths and Science Centre of Excellence, Learning Club and Little Pollies. Our AIEW Kahlia Preece was outstanding in her liaison and coordination of these programs at Larapinta, ensuring a high level of communication and encouragement to students and families resulting in improved outcomes for students.

Our school was supported by a strong school council group and excellent parent participation at school events. I commend our teachers for their dedication to student growth and wellbeing, for their resilience and their collaborative efforts to further improve the work of our school. I also acknowledge support staff for their contribution to student learning and success at Larapinta.

Brenda Jolley

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Goal 1 – A great start for children

The school's deliverables for 2017 were to:

- Provide a high quality integrated Child and Family Centre (CFC) service including Families as First Teachers (FaFT) program.
- Continue/improve excellence in preschool delivery.
- Embed the NT preschool curriculum.
- Further improve transition pathways and parent engagement

Actions undertaken to address the deliverables included:

- Employed Families as First Teachers staff and operationalised the FaFT program.
- Partnered with Child Australia (long day care provider in Early Learning Centre).
- Implemented programs that strengthen parent engagement in early learning.
- Worked towards NQS Excellent rating in the Preschool.
- The collaborative development of a transitioning plan by all stakeholders.

The Impact

The Family Centre celebrated twelve months of operation in August. The FaFT program led by the FaFT Family Educator and the Family Liaison Officer was instrumental in building relationships and strategies to engage parents and children. Elements included in the FaFT program are; coaching and modelling of learning games, a language rich environment and enriched caregiving. The FaFT program has enhanced other operations at the Child and Family Centre where a Universal Playgroup, Young Mums group, and an Autism Support group also featured across the year. The Centre connected with and drew on community resources to support families. For example, speech therapists and occupational therapists from the Child Development Team visited to provide assessment and therapy on site. Links with the Congress Preschool Readiness Program assisted a number of families throughout the year and a dietician provided sessions regarding nutritious food ideas.

Larapinta Preschool continued to operate at a high level and regularly hosted staff from other services across the year to share learning. Preschool staff developed positive working relationships with staff from the Early Learning Centre with whom they share the outdoor learning environment.

A dedicated team of Early Childhood staff from the CFC, preschool and school met regularly across the year to develop a Larapinta Transitioning Plan and other documents to assist families when enrolling in our services.

What are the school's Deliverables for 2018?

Our focus in 2018 will be to increase the number of enrolments and participation in the FaFT program.

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Goal 2 – Every student a successful learner

The school's deliverables for 2017 were to:

- Follow a Response to Intervention (RTI) model re disability and mental illness.
- Identify, monitor and support the learning needs of Indigenous students, vulnerable, gifted, special needs and disengaged students.
- Continue to provide and develop a safe, positive and healthy learning environment
- Embed Australian Curriculum delivery.

Actions the school undertook to address the deliverables included:

- Collection and submission of NCCD data
- Provision of professional learning to raise staff awareness of the Disability Standards
- Continued implementation and evaluation of the School-wide Positive Behaviour Support program and Social Emotional Learning Program T-6
- Provision of professional learning for staff
- Ensuring teacher planning and programming using Australian Curriculum and agreed school wide approaches

The Impact

School-wide processes for teacher planning and programming continued to be used and refined. Professional learning and teacher feedback contributed to the process. School-wide Positive Behaviour Support program continued to be implemented, and Social Emotional Learning Curriculum continued to be trialled as it was being developed by the Department. The collection and submission of Nationally Consistent Collection of Data (NCCD) saw a growing number of students recorded as requiring adjustments for their learning.

Deliverables for 2018

2018 will see a strong and clear school wide focus on the development of writing with an aim to improve students' two year gain in NAPLAN writing in Year 5.



Goal 3 – Quality leaders, quality educators

The school's deliverables for 2017 were to:

- Ensure all teachers have highly developed skills in Visible Learning (VL), Relationships Based Learning (RbL) and strong pedagogical content knowledge, and use to improve student outcomes.
- Embed assessment practices in literacy and numeracy
- Provide professional learning: HALT, Early Career Mentoring Program, STEAM, Maths, Reading and Writing
- Ensure all employees have professional development plans that aligned to Teacher Professional Standards or the NTPD Capability and Leadership Framework and that detail career aspirations, development goals and support school priorities

Actions the school undertook to address the deliverables included:

- Supported teachers to employ VL strategies, demonstrate VL mind frames and monitor and analyse student achievement and progress data.
- Continued to build teacher pedagogical content knowledge in maths, reading and writing.
- Provided professional development in ESL pedagogies to enhance teaching practices.
- Scheduled and supported assessment processes.
- Developed policy regarding assessment practice.
- Provided staff with access to professional learning opportunities.
- Supported HALT participants with time allocation.
- Development of PDPs for leadership team.

The Impact

Weekly professional learning for teaching staff including VL strategies, analysis of student achievement and progress data, ESL pedagogy, assessment continued to grow an expert teacher team. HALT participants benefited from extra time allocation. Continued Maths coaching has ensured a consistent approach across the school. An updated assessment policy sets standards and guides practice.

Deliverables for 2018

We will continue a strong focus on developing an expert teaching team.

Goal 4 – Coherent and capable organisation

The school's deliverables for 2017 were to:

- Explore and store school data on appropriate systems – School Central and Compass
- Ensure Global School Budget remained within Category 3
- Begin long term school infrastructure development planning

Actions undertaken to address the deliverables included:

- Development of processes and protocols for sharing of data in team meetings and student support team meetings.
- Regular meetings between Principal and Administration Manager re budget
- Monitoring of budget at monthly finance team meeting
- Submission of all finance records to DoE as required
- Investigation of masterplan development

The Impact

The task of shifting to the use of School Central began. The school utilised Compass as part of a trial for the Department of Education throughout 2017. This allowed tracking of some academic data as well as behaviour and wellbeing data. At the conclusion of the trial the Department had not fully committed to the use of Compass and as it was unclear whether this would happen the decision was made to change to GradeExpert as the preferred data base for the school.

The Global School budget remained on track throughout the year.

A masterplan was explored, however, on advice from the Department this was not deemed to be the best way forward due to masterplans becoming out of date well before funding can be sourced to action them.

Deliverables for 2018

- Larapinta will shift to GradeXpert as the main tool for storing student data in 2018.
- Utilise allocation of \$300 000 Building Better Schools funding to improve learning spaces.
- Work with DCI and DoE to establish and fit out a new transportable classroom.

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Goal 5 – Working together

The school's deliverables for 2017 were to:

- In partnership with Camp Australia ensure a Successful Out of School Hours Care (OSHC) program
- Work with Bluearth to provide a leadership program for students
- Continue the Charles Darwin University (CDU) Teaching School program
- Partner with Holyoake to deliver weekly Sandplay program
- Partner with Polly Farmer Foundation to ensure access for Indigenous students to attend after school programs

Actions the school undertook to address the deliverables included:

- Promotion of the OSHC service through newsletters, assemblies etc and liaison with Camp Australia to ensure successful program.
- Teacher working alongside the Bluearth Coach to deliver the weekly student leadership program.
- Support for whole school events delivered by student leaders.
- Liaison with CDU and other universities re placements.
- Support for mentor teachers and pre-service teachers through practicums.
- Provision of space and coordination of referrals for students to attend Sandplay.
- Provision of transport for students to attend Little Pollies weekly program.
- Liaison with Polly Farmer staff re student enrolment and other data.

The Impact

- The Camp Australia run OSHC program was well attended each afternoon. A small number of families also utilised a before school program. Challenges in recruiting and retaining quality staff have been ongoing.
- The Bluearth leadership program ran successfully throughout the year with the students coordinating and leading a number of whole school sessions.
- Two preservice teachers were supported to complete practicums throughout the year with one moving into a teacher position at the school from Term 4 and the other, who is still studying, taking on a support staff role in 2018.
- Holyoake supported many students in the Sandplay program across the year.
- Larapinta extended strong support to students enrolled in the various Polly Farmer programs; Little Pollies, Learning Club and Maths and Science Centre of Excellence. A small group of Larapinta students benefited from an interstate excursion to Melbourne in Term 4. Students enrolled in these after school programs demonstrated academic improvement and enthusiasm for learning.

Deliverables for 2018

- Continued partnerships with Camp Australia for OSCH program, with Bluearth, Holyoake, CDU, and Polly Farmer program.

NAPLAN

2017 Student Participation in NAPLAN and percentage of students achieving National Minimum Standard (NMS)

Year 3

	No. of students	Participating % of students	No. of students	Achieved NMS % of students
Reading	40	93%	27	68%
Writing	40	93%	34	86%
Spelling	39	91%	30	77%
Grammar	39	91%	26	67%
Numeracy	40	93%	34	86%

Year 5

	No. of students	Participating % of students	No. of students	Achieved NMS % of students
Reading	33	100%	31	94%
Writing	33	100%	22	66%
Spelling	33	100%	28	85%
Grammar	33	100%	23	70%
Numeracy	33	100%	27	82%

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Number and percentage of students below, at and above National Minimum Standard for each domain and comparison with NT and national mean

Year 3

	Below NMS		At NMS		Above NMS		School Mean	NT Mean	National Mean
	No. of students	% of students	No. of students	% of students	No. of students	% of students			
Reading	13	33%	6	15%	21	53%	320	343	431
Writing	6	15%	5	13%	29	73%	344	325	414
Spelling	9	23%	13	33%	17	44%	337	329	416
Grammar	13	33%	7	18%	19	49%	309	329	439
Numeracy	6	15%	13	33%	21	53%	346	341	409

Year 5

	Below NMS		At NMS		Above NMS		School Mean	NT Mean	National Mean
	No. of students	% of students	No. of students	% of students	No. of students	% of students			
Reading	2	6%	11	33%	20	61%	461	430	506
Writing	11	33%	8	24%	14	42%	412	395	473
Spelling	5	15%	7	21%	21	64%	446	431	501
Grammar	10	30%	6	18%	17	52%	417	415	499
Numeracy	6	18%	9	27%	18	55%	442	432	494

2017 Student Enrolment, Attendance and Learning Enrolment and Attendance Summary – Larapinta Primary School

Year Level	2016				2017			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
FaFT		N/A			15	48%	18	N/A
Preschool	12	81.4%	84	88.6%	20	83.8%	82	88.6%
Transition	17	84.8%	46	89.1%	13	83.1%	46	88%
Year 1	13	79.3%	29	87.2%	21	83.1%	50	87.9%
Year 2	19	82.4%	39	88.2%	20	77.2%	39	85.5%
Year 3	13	82.8%	35	90.7%	19	79.4%	42	86.2%
Year 4	11	86.4%	31	91.8%	17	79.8%	42	88.2%
Year 5	13	82.2%	29	89.2%	13	81.6%	35	88.4%
Year 6	10	81.1%	24	89%	12	78.8%	29	86.5%
ALL	108	82.7%	318	89.2%	135	80.6%	366	87.4%

School Survey Results

Twenty-nine Year 5/6 students completed the student school survey. 28% of those surveyed identified as Aboriginal.

- 90% students agree or strongly agree that their teachers expect them to do their best
- 94% students agree or strongly agree that their teachers provide them with useful feedback about their school work
- 90 % students agree or strongly agree that teachers at their school treat students fairly
- 98% students agree or strongly agree that the school is well maintained
- 92% students agree or strongly agree that they feel safe at this school
- 77% students agree or strongly agree that they can talk to their teachers about their concerns
- 86% students agree or strongly agree that student behaviour is well managed at this school
- 93% students agree or strongly agree that they like being at this school
- 97% students agree or strongly agree that the school looks for ways to improve
- 83% students agree or strongly agree that the school takes students' opinions seriously
- 100% students agree or strongly agree that their teachers motivate them to learn
- 90% students agree or strongly agree that the school gives them opportunities to do interesting things

Thirty-eight staff responses were received. Of these 87% were female and 13% were male, 16% were Aboriginal, 58% were teachers, 32% were non-teaching staff and 11% were school leadership staff.

- 92% staff agree or strongly agree that the school has a clear vision and direction for school improvement
- 87% staff agree or strongly agree that they contribute to the school improvement agenda at the school86% 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 community89% 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
- 83% staff agree or strongly agree that they regularly undertake collaborative activities with their peers
- 86% staff agree or strongly agree that their students are motivated to learn
- 89% staff agree or strongly agree that they would recommend the school as a workplace to others

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- 89% staff agree or strongly agree that they would recommend this school to others to enrol their children

Thirty six parents completed the parent school survey; of these 86% were female and 14% male. Parents who completed the survey had children from preschool through to Year 6. 9% of parents surveyed identified as Aboriginal.

- 89% parents agree or strongly agree that teachers at this school expect their child to do their best
- 76% % parents agree or strongly agree that that teachers provide their child with useful feedback about their work
- 86% parents agree or strongly agree that teachers at the school treat students fairly
- 95% parents agree or strongly agree that the school is well maintained
- 80% parents agree or strongly agree that their child feels safe at the school
- 89% parents agree or strongly agree that they can talk to their child's teachers about their concerns
- 72% parents agree or strongly agree that student behaviour is well managed at the school
- 86% parents agree or strongly agree that their child likes being at this school
- 86% parents agree or strongly agree that this school looks for ways to improve
- 81% parents agree or strongly agree that the school takes parents' opinions seriously
- 75% parents agree or strongly agree that teachers at this school motivate their child to learn
- 75% parents agree or strongly agree that their child is making good progress at this school
- 72% parents agree or strongly agree that their child's learning needs are being met
- 78% parents agree or strongly agree that the school works with them to support their child's learning
- 78% parents agree or strongly agree that they feel well informed about what is happening at the school
- 80% parents agree or strongly agree that they know how to support their child's learning and development
- 59% parents agree or strongly agree that they have opportunities to have a say in the direction of the school and its education programs
- 84% parents agree or strongly agree that they would recommend the school to other parents

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Audited Financial Statements

Larapinta Primary School

Financial Statements

For the Year Ended December 31, 2017

Larapinta Primary School

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For the Year Ended December 31, 2017

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Larapinta Primary School

Committee's Report

December 31, 2017

The committee members submit the financial report of the school for the financial year ended December 31, 2017.

1. General Information

Committee members

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

Louise Clark - Chair

Zoe Smith

Jodie Foley - Treasurer

Amanda Frankcombe

Brenda Jolley - Principal

Emma Chalmers

Renee Hughes

Anna Lennie

Kim Bollis

Wendy Kleeman

Cassie O'Broe

Hannah Madin

Mica Fleming

Jackie Mabasa

Cynthia Kumar

Principal activities

The principal activities of the school 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 surplus / (deficit) of the school for the financial year amounted to \$ 32,637 (2016: \$ (167,983)).

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

Committee member: B. Jolley
Brenda Jolley

Committee member: L. Clark
Louise Clark

Dated this 14th day of February 2018.

Larapinta Primary School

Statement of Profit or Loss

For the Year Ended December 31, 2017

	2017	2016
	\$	\$
Sale of goods	1,540,134	889,782
Other expenses	618,348	484,792
Employee benefits expense	386,997	262,395
Cleaning	138,002	115,067
Essential services	115,305	118,132
Grants repaid	103,931	-
Curriculum	77,511	28,945
Grounds	66,783	41,150
Depreciation	2,620	7,051
Canteen purchases	-	233
Surplus / (deficit)	32,637	(167,983)
Retained surplus at the beginning of the financial year	1,030,233	1,198,216
Retained surplus at the end of the financial year	1,062,870	1,030,233

The accompanying notes form part of these financial statements.

Larapinta Primary School

Assets and liabilities statement

December 31, 2017

	Note	2017 \$	2016 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	3	984,768	961,280
Trade and other receivables	4	14,925	-
Inventories		73,673	99,987
Prepayments		3,117	5,040
TOTAL CURRENT ASSETS		<u>1,076,483</u>	<u>1,066,307</u>
NON-CURRENT ASSETS			
Plant and equipment	5	10,216	16,151
TOTAL NON-CURRENT ASSETS		<u>10,216</u>	<u>16,151</u>
TOTAL ASSETS		<u>1,086,699</u>	<u>1,082,458</u>
LIABILITIES			
CURRENT LIABILITIES			
Trade and other payables	6	14,202	40,575
Deferred income		-	300
TOTAL CURRENT LIABILITIES		<u>14,202</u>	<u>40,875</u>
NON-CURRENT LIABILITIES			
Employee benefits		9,627	11,350
TOTAL NON-CURRENT LIABILITIES		<u>9,627</u>	<u>11,350</u>
TOTAL LIABILITIES		<u>23,829</u>	<u>52,225</u>
NET ASSETS		<u>1,062,870</u>	<u>1,030,233</u>
MEMBERS' FUNDS			
Retained surplus		1,062,870	1,030,233
TOTAL MEMBERS' FUND		<u>1,062,870</u>	<u>1,030,233</u>

The accompanying notes form part of these financial statements.

Notes to the Financial Statements

For the Year Ended December 31, 2017

1 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.

2 Summary of Significant Accounting Policies

(a) Income Tax

The school is exempt from income tax under Division 50 of the *Income Tax Assessment Act 1997*.

(b) Revenue and other income

Revenue is recognised when the amount of the revenue can be measured reliably, it is probable that economic benefits associated with the transaction will flow to the school and specific criteria relating to the type of revenue as noted below, has been satisfied.

Revenue is measured at the fair value of the consideration received or receivable and is presented net of returns, discounts and rebates.

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

(c) Goods and services tax (GST)

Revenue, expenses and assets are recognised net of the amount of goods and services tax (GST), except where the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO).

Receivables and payable are stated inclusive of GST.

The net amount of GST recoverable from, or payable to, the ATO is included as part of receivables or payables in the statement of assets and liabilities.

(d) Inventories

Inventories are measured at the lower of cost and net realisable value. Cost of inventory is determined using the first-in-first-out basis and is net of any rebates and discounts received. Net realisable value is estimated using the most reliable evidence available at the reporting date and inventory is written down through an obsolescence provision if necessary.

(e) Property, plant and equipment

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment.

(f) Cash and cash equivalents

Cash and cash equivalents comprises cash on hand, demand deposits and short-term investments which are readily convertible to known amounts of cash and which are subject to an insignificant risk of change in value.

Larapinta Primary School

Notes to the Financial Statements

For the Year Ended December 31, 2017

2 Summary of Significant Accounting Policies

(g) Employee benefits

Provision is made for the school's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits that are expected to be wholly settled within one year have been measured at the amounts expected to be paid when the liability is settled.

(h) Teachers' salaries

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

(i) 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.

3 Cash and Cash Equivalents

	2017	2016
	\$	\$
Cash on hand	700	700
Bank balances	9,026	13,276
Short-term deposits	975,042	947,304
Total cash and cash equivalents	<u>984,768</u>	<u>961,280</u>

4 Trade and Other Receivables

	2017	2016
	\$	\$
CURRENT		
Trade receivables	14,925	-
	<u>14,925</u>	<u>-</u>
Total current trade and other receivables	<u>14,925</u>	<u>-</u>

Larapinta Primary School

Notes to the Financial Statements
For the Year Ended December 31, 2017

5 Property, plant and equipment

PLANT AND EQUIPMENT

	2017 \$	2016 \$
Plant and equipment		
At cost	76,360	63,524
Accumulated depreciation	(66,144)	(63,524)
Total plant and equipment	<u>10,216</u>	<u>-</u>
Motor vehicles		
At cost	100,000	128,204
Accumulated depreciation	(100,000)	(112,054)
Total motor vehicles	<u>-</u>	<u>16,150</u>
Total plant and equipment	<u>10,216</u>	<u>16,150</u>
Total property, plant and equipment	<u>10,216</u>	<u>16,150</u>

6 Trade and Other Payables

	2017 \$	2016 \$
Current		
Trade payables	-	33,947
Other payables	14,202	6,628
	<u>14,202</u>	<u>40,575</u>

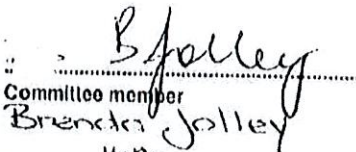
Larapinta Primary School

Statement by Members of the Committee

In our opinion:

1. the accompanying financial report as set out on pages 2-6, 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 2017 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;
4. all grants have been used for the approved activity as outlined by each grant's guidelines;
5. where a grant asset costing over \$10,000 has been acquired with grant funds, the asset has been included on the asset register;
6. the attached financial statements and independent audit report have been presented to and accepted by the members of the school committee.

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
Brenda Jolley

Dated this 14th day of February 2018.


.....
Committee member
Louise Clark

Larapinta Primary School

Independent Audit Report to the members of Larapinta Primary School

Report on the Audit of the Financial Report

Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Larapinta Primary School (the school), which comprises the statement of assets and liabilities as at December 31, 2017, the statement of profit or loss for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and statement by members of the committee.

In our opinion, except for the effects of the matter described in the *Basis for Qualified Opinion* section of our report, the accompanying financial report of the school for the year ended December 31, 2017 is prepared, in all material respects, in accordance with the Education Act..

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.

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 school in accordance with the auditor independence requirements of the ethical requirements of the Accounting Professional and Ethical Standards Board's 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 Note 1 of the financial report, which describes the basis of accounting. The financial report is prepared to assist the school in meeting the reporting requirements of the Act. As a result, the financial report may not be suitable for another purpose. Our report is intended solely for the school and should not be distributed to or used by parties other than the school. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance

Management is responsible for the preparation and fair presentation of the financial report in accordance with the Education Act., and for such internal control as management determines is necessary to enable the preparation of the financial report is free from material misstatement, whether due to fraud or error.

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

Those charged with governance are responsible for overseeing the school's financial reporting process.

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.

Perks Audit

Perks Audit Pty Ltd
Sultes 34, Alice Springs Business Centre
8 Gregory Terrace
Alice Springs NT 0871

P Hill

Peter Hill
Director
Registered Company Auditor

Dated this 14th day of February 2018

Larapinta Primary School
For the Year Ended December 31, 2017

Disclaimer

The additional financial data presented on page 10 is in accordance with the books and records of the school which have been subjected to the auditing procedures applied in our statutory audit of the school for the year ended December 31, 2017. 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

Perks Audit Pty Ltd
Suites 34, Alice Springs Business Centre
8 Gregory Terrace
Alice Springs NT 0871

P Hill

Peter Hill
Director
Registered Company Auditor

Dated this 14th day of February 2018

Larapinta Primary School

Detailed Income and Expenditure Statement
December 31, 2017

	2017	2016
	\$	\$
Income		
Grants	1,382,433	773,027
School council projects	96,488	59,686
Student activities	26,453	24,066
Interest	19,980	26,885
Fundraising	7,684	6,118
Profit on sale of assets	7,096	-
Total Income	1,540,134	889,782
Expenses		
Salary and wages	353,276	239,726
General expenses	208,797	74,196
Repairs and maintenance	169,281	37,132
Cleaning	136,002	115,067
Non-core activities	124,026	81,188
Essential Services	115,305	118,132
Grants repaid to Department	103,931	-
Curriculum	77,511	28,945
Grounds	66,783	41,150
Computer expenses	51,090	85,905
Superannuation	33,721	22,669
Administration costs	31,782	72,314
Student activities	21,811	20,236
Motor vehicle expenses	9,361	5,450
Depreciation	2,620	7,051
Audit fees	2,200	8,371
Canteen purchases	-	233
Payments to other government entities	-	100,000
Total expenses	1,507,497	1,057,765
Total	32,637	(167,983)