

Larapinta Primary School

Annual Performance Report to the School Community

2016



School Overview

Our School

Larapinta Primary School is a modern, inclusive government primary school located at the foot of the MacDonnell Ranges. In 2016 there were ten classes in the primary school and the preschool ran both long day and session options for up to 95 children.

Larapinta's mission is to work in partnership with community to provide an inclusive respectful, challenging and stimulating learning environment building resilient and independent learners.

In 2016 the school sought to do this by:

- Providing a high quality integrated Child and Family Centre service.
- Continuing/improving excellence in preschool delivery
- Developing collaborative teams delivering world class practice advancing learning and development of children birth to eight years.
- Delivering quality teaching, a contemporary, meaningful and differentiated curriculum through evidenced based learning programs
- Continuing to develop a safe, positive and healthy learning environment
- Identifying, monitoring and supporting the learning needs of Indigenous students, vulnerable, gifted, special needs and disengaged students.
- Ensuring all teachers had highly developed skills in Visible Learning and Relationship Based Learning and used to improve student outcomes.
- Improving teacher pedagogical content knowledge
- Growing staff leadership capabilities
- Retaining and recruiting high quality staff and provide a safe and a healthy work environment
- Effectively and efficiently using data to monitor performance and inform practice for improvement
- Continuing a high level of general parent engagement
- Building productive partnerships in the Early Childhood sphere
- Building partnerships with Centralian Middle School and Centralian Senior College to support student access to high quality programs across Science, Technology, Engineering, Arts and Maths (STEAM)
- Fostering an effective School Council and Indigenous Parent Group.

Our Staff

In 2016 there were 16 teachers, one senior teacher, one assistant principal and one principal. There were 8 staff who were employed by the Department of Education, including the administration manager, AIEW and preschool assistants. Four staff members identified as Indigenous; one teacher, two staff in the AIEW role, and one school council employee. Larapinta School Council directly employed a number of staff including relief teachers and support staff in tutoring roles.

All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of

Ethics for Northern Territory teachers. Preschool teacher, Denise Williams-Kennedy, was nominated and shortlisted for an ASG Teacher of Excellence award. Many of our staff were nominated for NT DoE Teacher Excellence Awards; Jackie Mullins, Jenny Hurn, Amy Malberg, Kate McMaster, Sarah Crook, Belinda Young, Mitchell Donaldson, Holly Bennett, Terry Abbott, Luis Nankivell and Josie Hodgins. Brenda Jolley was recognised as Principal of the Year for the Alice Springs region.

Staff attendance in 2016 was 95.3%, compared with 95.8% in 2015. There was substantial staff movement throughout the year due to staff family and personal situations.

Our Students

Larapinta averaged an enrolment of 318 students in 2016 compared to 289 in 2015. The school saw an influx of 40 students enrol in the first few weeks of the second semester. The preschool also swelled to 95 students in Term 4 and an extra teacher was employed to cater for the increased enrolments. Enrolments peaked at 346 in Term 4.

Student attendance averaged 88.4%, slightly down from 89.2% in 2015. Indigenous student attendance averaged 82.7%, a decrease on the 2015 average of 83.2%. On average there were 108 Indigenous students enrolled, 34% of the whole school cohort. Many other cultural groups were also represented across the school.

Student mobility for the year was 39%, down from 46% in 2015.

Six students received support through the Special Education Support Program.

Non-school attendance was managed by contact with families, provision of support required to assist and improve attendance, and where necessary intervention by the Truancy and Attendance Team.

Our Community

Larapinta School draws its families mostly from the local area; it is a true community school. We are strongly connected to and work closely with groups, organisations and agencies in our community, including Holyoake, Congress and other agencies that support children and families. The Child and Family Centre has added a further dimension to our community connections in the Early Childhood space. Our community now includes Child Australia staff and families at the Early Learning Centre.

Principal's Report

Building of the Child and Family Centre took place throughout 2016, the end result being the addition of three magnificent spaces to our school; an Early Learning Centre, Family Centre and administration building. The Centre has been well received by families, many whom now attend a weekly playgroup at the Family Centre and other educational and health programs. Whilst all very exciting, this impacted heavily and placed the burden of dust, noise, and inconvenience, particularly for preschool staff and families, who were surrounded by construction on three sides from mid-year when the town council also developed the parking area, new roundabout and drop off area outside the preschool. Lack of consistent and convenient parking impacted on school staff for the full year. I commend the resilience of our staff, especially the preschool team, and acknowledge their efforts to remain positive in the face of situations outside of their control. As the school year drew to a close, the construction, inclusive of extensive landscaping into the adjoining preschool yard, came to completion and we now look forward to developing the Centre for the benefit of children and families and to the new partnership with Child Australia who are the Early Learning Centre providers.

A Maths Coaching Project was a major highlight at the school in 2016. Maths coach, Carmel O'Beirne, worked with all classroom teachers across the first two terms of the school year. Carmel worked alongside teachers in their classrooms for one hour each week as they delivered their lessons and in the following hour teachers were released for a coaching session with Carmel. As the model was resource intensive we were grateful to be supported by the region to undertake this work. The project included a whole school professional learning day for all staff, numerous teacher professional learning sessions, development of policy, development of planning/programming tools and extensive work in the area of assessment. The school is committed to this work and will continue to support it in 2017 and beyond.

Some unexpected staff absences saw a change of teacher in three classes from mid-year. New staff settled in quickly and brought energy and enthusiasm to their work and added positively to our team.

A school review was conducted in Term Three providing excellent feedback regarding what is going well and where improvements can be made. Commendations were given regarding: the School's Explicit Improvement Agenda; School and Community Partnerships (CFC/Early Years); Systematic Curriculum Delivery, and in the preschool, A Culture that Promotes Learning. Affirmations were provided regarding: A culture that promotes learning in the primary school; Targeted use of school resources; Analysis and discussion of data; School and community partnerships. Finally, review recommendations were provided around Development of an expert teaching team, Differentiation, Effective teaching practices and Discussion and analysis of data.

Towards the end of the year our Regional Director conducted the Principal Review process, spending two days in the school talking with staff, students and parents. Principal reviews occur every four years and are based on the leadership requirements and professional practices in the National Professional Standards for Principals. As part of the process an online tool allows for feedback from line managers, colleagues, staff and others. Following the review a further four year contract for the principal position was offered, which I have accepted. I consider it a great privilege to lead the Larapinta team and am grateful for the inspired and passionate staff we have at our school, for the involved parent community and for our wonderful student group. I look forward to consolidating our current work and leading new initiatives over the next four years.

Brenda Jolley

Goal 1 – A great start for children

The school's deliverables for 2016 were to:

- Provide a high quality integrated Child and Family Centre (CFC) service.
- Continue/improve excellence in preschool delivery.
- Develop collaborative teams delivering world class practice advancing learning and development of children birth to eight years.

Actions undertaken to address the deliverables included:

- Recruitment of high quality staff in the CFC (Manager and Coordinator) and supporting professional learning.
- Partnering with Child Australia, a high quality long day care provider
- Implementing programs to strengthen parent engagement in learning and support transition to school
- Continuous work towards NQS Excellent rating
- Staff contribution to, trialling and implementation of the new NT Preschool Curriculum
- Regular collaborative planning/meeting times for Preschool, Early Years teachers and CFC staff.
- Supporting professional learning for Early Childhood staff.

The impact

Mid-year saw the Family Centre officially opened by the then Chief Minister, Adam Giles. A very popular and successful weekly playgroup commenced at that time. An eight week Baby FAST program ran from the Centre. Congress delivered a nutrition program and numerous other partnerships were fostered. The CFC staff members worked tirelessly to fit out the three buildings that make up the Centre, commenced policy development, and undertook numerous other tasks in addition to working closely with the preschool and school Early Years' staff. The Early Learning Centre (long day care) building was handed over at a later date and landscaping to complete the project was nigh on completed at the close of the school year, with some shade sails and other touches yet to be finalised.

Child Australia won the tender to run the Early Learning Centre. A Director and staff have been appointed. Some 200 expressions of interest were taken for the 70 places available. The Centre opens its doors on April 18th 2017.

Larapinta Preschool was nominated and shortlisted again this year in the NT Early Childhood and Care Awards. Additionally, Jenny Ashenden (Preschool Teacher in Charge) was nominated and shortlisted in the Educational Leader category of these awards and Denise Williams-Kennedy likewise in the Teacher of Excellence category. Larapinta Preschool maintained its Exceeding National Quality Standards rating. The preschool teachers were heavily involved in the development and trial of the new NT Preschool Curriculum.

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

Child and Family Centre staff, the preschool team and the primary school Early Years' teachers strengthened their community of practice through regular weekly meetings focused on curriculum, pedagogy and transitions.

Deliverables for 2017

Deliverables for 2017 remain similar to those for last year:

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

Goal 2 – Every student a successful learner

Deliverables for 2016

- Deliver quality teaching, a contemporary, meaningful and differentiated curriculum through evidenced based learning programs
- Continue to develop a safe, positive and healthy learning environment
- Identify, monitor and support the learning needs of Indigenous students, vulnerable, gifted, special needs and disengaged students.

Actions undertaken to address the deliverables

- Maths Coach employed to work across school in Semester One
- Continued implementation of the Schoolwide Positive Behaviour Support (SWPBS) program with a focus on a whole school positive acknowledgement system
- Review of learning support processes

The impact

The maths coaching project had a marked impact on: teacher practice and mindsets; programming, assessment and reporting practices; and student achievement and progress.

The School Evaluation Tool (SET) conducted as part of the SWPBS process showed an increase from 51.2% in 2015 to 86.1% in 2016. The SET measures the extent to which the school meets criteria for implementation of SWPBS. The introduction of the schoolwide acknowledgement system using 'Larry' tokens and the awards system proved very successful. The language of 'safe, respectful, learners' is now embedded as the school's behaviour code. Data was collected, analysed and shared with staff throughout the year to develop understanding of issues and to determine next course of action.

Student response to the school survey statement, '*I feel safe at my school*' showed that 84% students agreed or strongly agreed. 92% of parents agreed or strongly agreed that their children feel safe at the school.

The gaps

- The maths project requires continued momentum in order to embed the work and bring new staff on board. The Maths Coaching project will support staff in their work in Terms 2-4, 2017. Continued work with staff to improve pedagogical content knowledge in the areas of reading and writing is also required.
- Regular SWPBS team meetings with a data focus need to be a strong feature in 2017.
- Formalising a learning support team is a high priority for 2017.

Deliverables for 2017

- Maths Coaching Project
- Reading and Writing professional learning

- Response to Intervention (RTI) – disability and mental illness. Identify, monitor and support the learning needs of Indigenous students, vulnerable, gifted, special needs and disengaged students.
- Nationally Consistent Collection Data (NCCD)
- Disability Standards Education Course for all staff
- SWPBS and Social Emotional Learning Program (SEL) – Continue to provide and develop a safe, positive and healthy learning environment

Goal 3 – Quality leaders, quality educators

Deliverables for 2016

- All teachers have highly developed skills in Visible Learning (VL) and Relationship Based Learning (RbL) and use to improve student outcomes.
- Pedagogical Content Knowledge (PCK) used to improve teacher skills and practice
- Growth in staff leadership capabilities

Actions undertaken to address the deliverables

- Ongoing professional learning for all staff in Visible Learning and Relationship Based Learning
- Improve maths pedagogical content knowledge through work of maths coach across school in Semester One
- Provide access to professional learning opportunities re leadership development

The impact

- Staff developed understandings and practice re Visible Learning and Relationship Based Learning and used to support student learning
- All teachers involved in Maths coaching project improved pedagogical content knowledge

The gaps

- Professional learning opportunities re leadership development

Deliverables for 2017

- Australian Curriculum is embedded and evident through NAPLAN results
- All teachers have highly developed skills in Visible Learning (VL), and pedagogical content knowledge and use to improve student outcomes
- Assessment in Literacy and Numeracy
- Professional learning: HALT, Technology, Coaching opportunities.

Goal 4 – Coherent and capable organisation

Deliverables for 2016

- Retain and recruit high quality staff and provide a safe and a healthy work environment
- Effectively and efficiently use data to monitor performance and inform practice for improvement

Actions undertaken to address the deliverables

- Rigorous probation processes/mentoring for new staff. All other staff undertake performance development processes
- Develop processes/protocols for sharing of data in team meetings and student support team meetings.

The impact

- Probation meetings scheduled and held regularly. Two teachers successfully completed 12 month probation process; four other teachers are part way through probation.
- One staff member successfully moved from provisional to full registration.
- Five pre-service teachers completed practicums at the school; one took up a classroom teaching position at the school mid-year.
- A Principal Performance and Development Review was conducted based on the national professional standards for principals.

The gaps

Performance development meetings and plans for all staff are a priority for 2017.

Deliverables for 2017

- Data Systems – School Central and Compass systems implemented
- Global School Budget
- Long term school infrastructure development plan

Goal 5 – Working together

Deliverables for 2016

- Continued high level of general parent engagement.
- Build productive partnerships in Early Childhood sphere
- Build partnerships with Centralian Middle School and Centralian Senior College to support student access to high quality programs across Science, Technology, Engineering, Arts and Maths (STEAM)
- Effective School Council and Indigenous Parent Group.

Actions undertaken to address the deliverables

- Clear communication to and engagement of school council regarding role and contribution
- Indigenous parents invited to participate in life of school through meetings, encouraged to voice ideas, concerns, hopes and wishes.
- Whole school parent function held each term.
- Engagement of Long Day Care Centre Service Provider
- Establishment of Family Centre partnerships
- Strengthened connections between Preschool, Early Years teachers and CFC
- Communication of program opportunities through parent letters, newsletters, website and student participation in STEAM activities encouraged.
- Support of teacher professional learning in STEAM areas.

The impact

- Good parent/carer attendance at school functions throughout the year
- Strong school Early Childhood team met regularly
- Child and Family Centre Family Reference Group established
- School Council and Indigenous Parent Group provided support and direction for school

The gaps

Professional learning for School Council regarding global school budget and Industrial Relations responsibilities.

Deliverables for 2017

- Engage COGSO to deliver presentation to school council early in year after new council is formed. Engage DoE Schools' Finance Manager to present to school council re global school budgets.

NAPLAN

2016 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	28	82%	23	82%
Writing	29	85%	25	86%
Spelling	29	85%	25	86%
Grammar	29	85%	24	83%
Numeracy	29	85%	26	90%

Year 5

	No. of students	Participating % of students	No. of students	Achieved NMS % of students
Reading	27	93%	23	85%
Writing	27	93%	21	78%
Spelling	27	93%	24	89%
Grammar	27	93%	23	85%
Numeracy	27	93%	22	81%

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	5	18%	4	14%	19	68%	369	348	426
Writing	4	14%	6	21%	19	66%	342	346	421
Spelling	4	14%	5	17%	20	69%	362	339	420
Grammar	5	17%	3	10%	21	72%	337	351	436
Numeracy	3	10%	6	21%	20	69%	352	343	402

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	4	15%	8	30%	15	56%	465	423	502
Writing	6	22%	7	26%	14	52%	430	401	475
Spelling	3	11%	6	22%	18	67%	464	416	493
Grammar	4	15%	7	26%	16	59%	441	425	505
Numeracy	5	19%	6	22%	16	59%	446	436	493

2016 Student Enrolment, Attendance and Learning

Year Level	Previous Year				Reporting Year			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Preschool	15	79.5%	67	86.8%	12	81.4%	84	88.6%
Transition	11	77.9%	30	85.2%	17	84.8%	46	89.1%
Year 1	15	84.9%	35	88.9%	13	79.3%	29	87.2%
Year 2	13	84.9%	31	89.2%	19	82.4%	39	88.2%
Year 3	11	80.9%	36	87.4%	13	82.8%	35	90.7%
Year 4	12	81.9%	26	87.7%	11	86.4%	31	91.8%
Year 5	9	83.5%	26	89.2%	13	82.2%	29	89.2%
Year 6	16	84.1%	38	88.0%	10	81.1%	24	89%
ALL	101	82.5%	289	87.7%	108	82.7	318	89.2

School Survey Results

Fifty Year 5/6 students (56% girls and 44% boys) completed the student school survey. 38% of those surveyed were of Aboriginal or Torres Strait Islander origin. Interesting data collected included that:

- 50% students agree or strongly agree that they felt ready to start Middle School.
- 52% students indicated that they are able to concentrate on their learning without being distracted.
- 80% students agree or strongly agree that the school values the language and cultural background of all students
- 92% students believed the school acknowledges when students are doing good things
- 92% students agree or strongly agree that their teachers expect them to do their best
- 84% students agree or strongly agree their teachers provide them useful feedback about their work
- 84% students agree or strongly agree that teachers at the school treat students fairly.
- 84% students agree or strongly agree that they feel safe at the school
- 84% students agree or strongly agree that the school takes students' opinions seriously

Sixty four parents completed the parent school survey; of these 75% were female and 25% male. Parents who completed the survey had children from preschool through to Year 6. 20% of parents surveyed were Aboriginal.

- 100% parents surveyed believed the school supports their child's social development, 100% believed the school supports their child's wellbeing and 97% believed the school helps their child understand their emotions.
- 93% parents agree or strongly agree that the teachers expect their child to do their best
- 92% parents agree or strongly agree that their child feels safe at the school
- 89% parents agree or strongly agree that the teachers provide their child with useful feedback about their work
- 88% parents agree or strongly agree that teachers at the school treat students fairly.
- 81% parents agree or strongly agree that the school takes parents' opinions seriously
- 87% parents agree or strongly agree that student behaviour is well managed at the school.
- 87% parents agree or strongly agree that they feel well informed about what is happening at the school
- 92% parents agree or strongly agree they would recommend the school to other parents.

Twenty one staff responses were received. Of these 86% were female and 14% male, 5% were Aboriginal, 52% were teachers, 38% non-teaching staff and 10% leadership staff.

- 85% staff agreed or strongly believed that the school has a clear vision and direction for school improvement
- 100% of staff agreed or strongly agreed that they have the knowledge and skills to perform their role at the school
- 77% staff agreed or strongly agreed that they would recommend the school as a workplace for others

Audited Financial Statements

Larapinta Primary School

Financial Statements

For the Year Ended December 31, 2016

Larapinta Primary School

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For the Year Ended December 31, 2016

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Larapinta Primary School

Committee's Report

December 31, 2016

The committee members present their report on Larapinta Primary School for the financial year ended December 31, 2016.

1. General information

Committee members

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

Louise Clark - Chair	Jodie Samuels
Jodie Foley - Treasurer	Krystal Commandeur
Brenda Jolley - Principal	Emma Chalmers
Ali Mohammed	Paramjit Kaur
Kim Bellis	Wendy Kleeman
Cassie O'Bree	Hannah Medin
Jos Hackett	Nitika Segan

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 \$ (167,983) (2015: \$ 688,499).

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



Committee Member



Committee Member

Dated this 20th day of February 2017

Larapinta Primary School

Statement of Profit or Loss

For the Year Ended December 31, 2016

	2016	2015
	\$	\$
Revenue from ordinary activities	889,782	1,453,473
Other expenses	(484,792)	(248,198)
Employee benefits expense	(262,395)	(218,388)
Essential services	(118,132)	(142,154)
Cleaning	(115,067)	(108,864)
Curriculum	(28,945)	(25,453)
Grounds	(41,150)	(16,008)
Depreciation	(7,051)	(5,003)
Canteen purchases	(233)	(906)
Surplus / (Deficit) from ordinary activities	(167,983)	688,499
Retained surplus at the beginning of the financial year	1,198,216	509,717
Retained surplus at the end of the financial year	1,030,233	1,198,216

The accompanying notes form part of these financial statements.

Assets and liabilities statement

December 31, 2016

	Note	2016 \$	2015 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	2	961,280	1,108,823
Inventories		99,987	85,391
Prepayments		5,040	565
TOTAL CURRENT ASSETS		1,066,307	1,194,779
NON-CURRENT ASSETS			
Plant and equipment	3	16,151	23,201
TOTAL NON-CURRENT ASSETS		16,151	23,201
TOTAL ASSETS		1,082,458	1,217,980
LIABILITIES			
CURRENT LIABILITIES			
Trade and other payables	4	40,575	9,520
Deferred income		300	-
TOTAL CURRENT LIABILITIES		40,875	9,520
NON-CURRENT LIABILITIES			
Employee benefits		11,350	10,244
TOTAL NON-CURRENT LIABILITIES		11,350	10,244
TOTAL LIABILITIES		52,225	19,764
NET ASSETS		1,030,233	1,198,216
MEMBERS' FUNDS			
Retained surplus		1,030,233	1,198,216
TOTAL MEMBERS' EQUITY		1,030,233	1,198,216

The accompanying notes form part of these financial statements.

Notes to the Financial Statements

For the Year Ended December 31, 2016

1 Summary of Significant Accounting Policies

(a) Basis of Preparation

The financial statements cover Larapinta Primary School as an individual entity. Larapinta Primary School is a school incorporated in the Northern Territory under the *Associations Act (NT) 2010* (as modified by *Part 3, Division 2 of the Stronger Futures in the Northern Territory Regulations 2013*) ('the Act')

The functional and presentation currency of Larapinta Primary School is Australian dollars.

In the opinion of the Committee of Management, the school is not a reporting entity since there are unlikely to exist users of the financial report who are not able to command the preparation of reports tailored so as to satisfy specifically all of their information needs. These special purpose financial statements have been prepared to meet the reporting requirements of the Act.

The financial statements have been prepared in accordance with the recognition and measurement requirements of the Australian Accounting Standards and Accounting Interpretations with the exception of *AASB 120 Accounting for Government Grants and Disclosure of Government Assistance*. The Committee has determined that this accounting policy would contravene the presentation framework of the Education Act 2015.

(b) Property, Plant and Equipment

Property, plant and equipment are carried at cost. All assets excluding freehold land and buildings, are depreciated over their useful lives to the school.

Leasehold improvements and office equipment are carried at cost less, where applicable, any accumulated depreciation.

(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 December 31, 2016

2 Cash and cash equivalents

	2016	2015
	\$	\$
Cash on hand	700	700
Cash at bank	13,276	7,304
Short-term bank deposits	947,304	1,100,819
	<u>961,280</u>	<u>1,108,823</u>

3 Property, plant and equipment

Plant and equipment		
At cost	63,524	63,524
Accumulated depreciation	(63,524)	(63,524)
Motor vehicles		
At cost	128,204	128,204
Accumulated depreciation	(112,054)	(105,003)
Total motor vehicles	<u>16,150</u>	<u>23,201</u>

Total property, plant and equipment	<u>16,150</u>	<u>23,201</u>
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4 Trade and other payables

CURRENT

Unsecured liabilities

Trade payables	33,947	2,529
Other payables	6,628	6,991
	<u>40,575</u>	<u>9,520</u>

Larapinta Primary School

Statement by Members of the Committee

The Committee have determined that the association 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 2-5, being a special purpose financial statement, is drawn up so as to present fairly the state of affairs of the school as at December 31, 2016 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 20th day of February 2017

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 December 31, 2016, the statement of profit or loss for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and management's assertion statement.

Management's Responsibility for the Financial Report

Management is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and [relevant reporting framework], and for such internal control as management determines is necessary to enable the preparation and fair presentation of the 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 December 31, 2016, 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

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

P Hill

Peter Hill
Director
Registered Company Auditor

Dated this 23rd day of February 2017

Larapinta Primary School
For the Year Ended December 31, 2016

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 31 December 2016. 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 3-4, Alice Springs Business Centre
8 Gregory Terrace
Alice Springs NT 0871

P Hill

Peter Hill
Director
Registered Company Auditor

Dated this *23rd* day of February 2017

Larapinta Primary School

Detailed Income and Expenditure Statement December 31, 2016

	2016	2015
	\$	\$
INCOME		
Grants	773,027	1,339,438
School council projects	59,666	82,896
Interest	26,885	12,582
Student activities	24,066	3,337
Fundraising	6,118	9,923
Canteen sales	20	1,082
Profit on sale of assets	-	4,215
TOTAL INCOME	889,782	1,453,473
LESS EXPENSES		
Salary and wages	239,726	199,565
Essential Services	118,132	142,154
Cleaning	115,067	108,864
Payments to other government entities	100,000	-
Computer expenses	85,905	70,347
Non-core activities	81,188	5,214
General expenses	74,196	72,566
Administration costs	72,314	10,265
Grounds	41,150	16,008
Repairs and maintenance	37,132	64,067
Curriculum	28,945	25,453
Superannuation	22,669	18,823
Student activities	20,236	18,098
Audit fees	8,371	2,000
Depreciation	7,051	5,003
Motor vehicle expenses	5,450	5,641
Canteen purchases	233	906
TOTAL EXPENSES	1,057,765	764,974
TOTAL SURPLUS / (DEFICIT)	(167,983)	688,499