

Parap Primary School

Annual Performance Report to the School Community 2024



Acronyms	Full form
PPS	Parap Primary School
RTL	Ready To Learn
RLI	Real Life Inquiry
SEL	Social Emotional Learning
EALD	English as an Additional Dialect
PAT	Progressive Achievement Test
SAIS	Student Achievement Information System
RRRR	Resilience, Rights and Respectful Relationships (resource)

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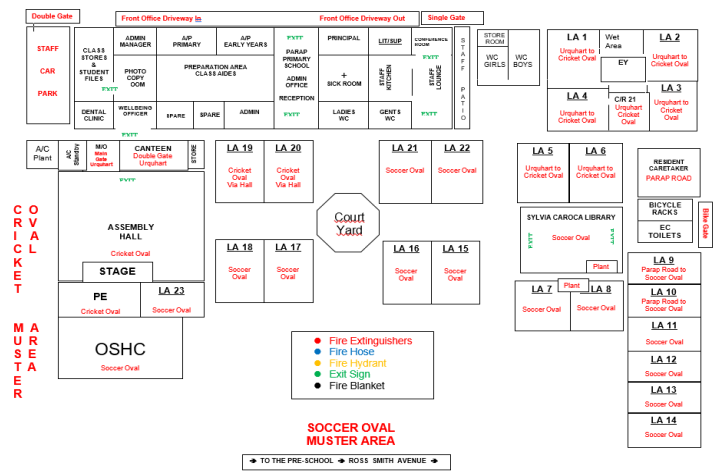
School Overview: Context and Focus for Improvement in 2024

Our School

Parap Primary School has been providing high quality education programs as part of the Parap and Fannie Bay community for over sixty years. Our school is a twin campus facility, with the Pre-school located nearby on Ross Smith Avenue.

Parap Primary School (PPS) is committed to achieving improved outcomes for ALL students.

PPS sits on Larrakia Land. The Larrakia people are the traditional owners of the Darwin region. Our country runs from Cox peninsula in the west to Gunn Point in the north, Adelaide River in the east and down to the Manton Dam area southwards.



SCHOOL MISSION

Student wellbeing underpins the culture of teaching and learning at our school with a strong emphasis on personal and social capabilities. The Australian Curriculum is implemented through innovative learning opportunities which empower students to develop critical and creative thinking skills and become real life problem solvers.

SCHOOL VISION

We believe that every child is capable of developing the skills to be successful global citizens when supported through strong school, family and community partnerships.

SCHOOL FOCUS

WELLBEING - Building a strong, positive culture of belonging, engagement and inclusion. Every student's success is everyone's responsibility.

PEDAGOGY - Individual student needs are recognised and incorporated into the teaching and learning programs to improve outcomes for all. Teachers, students and families work together to identify personal and learning goals and celebrate achievement.

EXCELLENCE - The school promotes and actively encourages a growth mindset in the pursuit of excellence. We embed and incorporate technology as a tool for innovation and exploration.

SCHOOL GOALS/ FOCUS

Our aim is to make the shift from learning the curriculum to developing innovative learning environments where students develop critical and creative thinking skills to become real life problem solvers.

Student wellbeing underpins the culture of teaching and learning at our school whereby every student’s success is everyone’s responsibility. We explicitly teach and assess personal and social capabilities to assist in the development of the whole child.

OUR SCHOOL VALUES

Our school values are designed to guide our students towards creating a better world for themselves and for others.

- **Personal Responsibility** – We have pride
- **Inclusion** – Caring for each other
- **Cooperation** – Working together
- **Global Citizenship** – Building our future

OUR SCHOOL LEARNING DISPOSITIONS

Parap Primary School is a learning community that strives to create meaningful learning experiences for students. We explicitly teach the skills of critical and creative thinking and personal and social capabilities.

COLLABORATIVE LEARNERS – cooperate with others in play and learning

CREATIVE LEARNERS – open their hearts and minds to possibilities

CURIOUS LEARNERS - ask questions to expand their knowledge of the world

SELF-DIRECTED LEARNERS – demonstrate a readiness and willingness to learn

RESILIENT LEARNERS – have a growth mindset

Our Students

2024

School facts

School sector	Government
School type	Primary
Year range	T-6
Location	Outer Regional

School staff

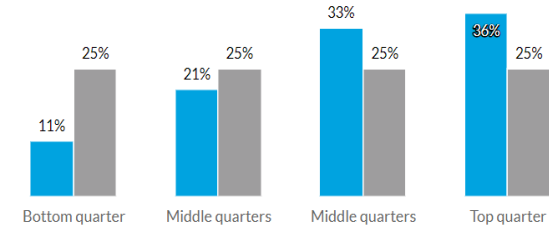
Teaching staff	23
Full-time equivalent teaching staff	23.0
Non-teaching staff	14
Full-time equivalent non-teaching staff	11.8

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1066
Average ICSEA value	1000
School ICSEA percentile	74

Distribution of Socio-Educational Advantage (SEA)



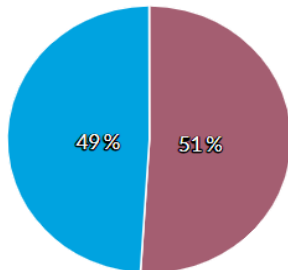
■ School distribution
■ Australian distribution
Percentages are rounded and may not add to 100

Students

Total enrolments: 397

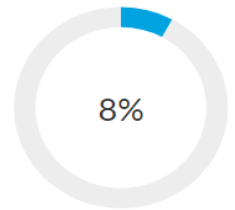
Boys 195

Girls 202

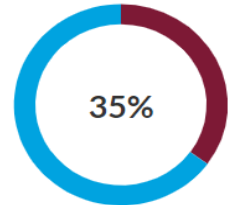
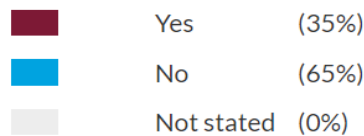


Full-time equivalent enrolments: 396.5

Indigenous students



Language background other than English



Our Staff

In 2024, the teaching staff consisted of 1 preschool teacher, 17 primary classroom teachers (7 Early Childhood classes and 10 Middle/ Upper Primary classes), 3 specialist teachers (teaching PE, Performing Arts, Library/ ICT), 1 Inclusion and Engagement teachers, 3 Lead Teachers, 2 Assistant Principals, an AO6 Business Manager and a Principal.

The Assistant Principals led our Ready To Learn (RTL), Literacy (ACW/L), Real Life Inquiry (RLI), ICT, attendance, student leadership.

The three LEAD teachers focused on; English, EALD, ICT, SEL, mentoring, coaching and Wellbeing.

We have an Inclusion and Engagement teacher who worked with an AO3 to support all students and their families to achieve the best outcomes possible. They worked with identified students and their class teacher to adapt programs to ensure that students access appropriate year level curriculum. They worked with teachers and parents to identify new students who may need to be referred.

The Pre-school classes were on site as we re-build the new preschool. They consistently used our Early Years facilities such as the playgrounds, library, assembly.

The school employed a number of Support Staff who worked in classrooms to support students, special needs focus groups and Literacy Intervention for students across the school. We had one Indigenous staff member.

Although we do not have a designated EALD teacher one of our Lead teachers took on the additional role of EALD support for teachers, students and families. She worked with the teachers to assist them with modifying programs, teaching practices and assessment. We employed a part time support person to work with identified students in the Early Years classes.

The teaching levels of our staff are listed below.

CT1	CT 2	CT 3	CT 4	CT 5	CT 6	CT 7	CT 8	CT 9
0	1	3	1	4	1	0	0	15

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.

The School of Music provided instrumental lesson for the students in Years 4, 5 and 6. Parap Primary School were able to offer Chinese lessons, through the Confucius Institute to students in Years 2 to Year 6.

Our Community

Parap Primary school has an average enrolment of 440 students. Our school is diverse and we pride ourselves on providing a warm and supportive environment that celebrates diversity, promotes inclusivity and expects success for every child. Parap Primary School is committed to staying abreast of educational trends and research and provides students with a challenging and relevant educational experience through Real Life Inquiry (RLI).

Teachers work collaboratively in year groups to develop Curriculum Maps to ensure that all Australian Curriculum areas and content are taught throughout the year. These Curriculum Maps enables teachers to highlight Global Concepts, Essential Questions and Fluency Challenges being taught each term. Being specific to each year level it focuses on relevant Achievement Standards and authentic connected curriculum. RLI is mapped alongside stand-alone content, all of which is explicitly taught over the duration of the year.

Communication between our staff, students and parents occur through a number of different means: our fortnightly newsletter, the 'Parap Flyer'. Our school website is also used to convey important information about our school. Parents also receive regular communication via class emails or the online Dojo system. Our School Facebook – Parap Primary – Working Together is also regularly uploaded with upcoming events and news. Emails and phone calls as well as whole school assemblies are also an excellent vehicle for communication, celebrations and sharing of student achievements. On alternate weeks to the newsletter, we also post Community Noticeboards at 5 areas across the school. These noticeboards clearly state events planned for the next two weeks and feature photos of celebrations that have occurred. Our student leadership group produces a Student Broadcast each fortnight that incorporates ICT in an interactive way to provide information to our student and parent community.

Our school embraces parent involvement and class teachers actively seek parent participation within the classrooms. Many of our parents are regular volunteers while others are encouraged to visit for a particular purpose.

Principal's Report

Enrolment

Total	Preschool	Trans - Year 2	Years 3-6
451	51	162	238
	2 groups	7 classes	10 classes

- Aboriginal: - 8.2%
- Females: 51%
- Males: 49%

Attendance:

- Year to date is 90.3%
- Previous year to date is 91.2%

Staffing:

- Kim Rowe and Afro Giallouris have taken unexpected personal leave. In their absence, we have arranged for regular relief teachers who are familiar with the school's routines and expectations to provide continuity for the students.
- Congratulation Sarah Hinton on winning the 2024 Professional Teachers' Association of the NT Award (PTANT) for the fantastic work she does through PTANT. The award acknowledges the voluntary contributions educators make to the profession through a professional teaching association. Sarah will receive her award on the 2nd December 2024. Fantastic work Sarah, you do an amazing job at preschool especially with the upcoming new build.

Special events / updates:

- Congratulations to our swimmers for winning the overall Inter School Swimming Carnival! We are incredibly excited and proud of their achievements. Our Basketball Gala Day team also performed admirably, representing our school with outstanding sportsmanship and teamwork.
- The Annual School Improvement Plan (ASIP) is currently underway. This plan is informed by recommendations from our recent School Review, Explicit Improvement Agenda, and both school and system data. In 2025, we will continue to focus on enhancing data literacy across the school, with a specific emphasis on numeracy. Additionally, we will work towards further strengthening our approach to student wellbeing, drawing on research-based practice and data collected from both school and system levels.
- Thank you to all our families for their support and attendance at the Expo. Staff have remarked on the high turnout and the enthusiasm shown by students as they proudly presented their Real Life Inquiry projects and showcased the ICT concepts taught as part of our scope and sequence. It was a wonderful opportunity for students to demonstrate their learning and achievements.
- Sarah Hinton and I recently met with Rosi Architects and Nathan, the project manager, to discuss the fittings for the new preschool building. We also received an update that 11 reputable builders submitted Tenders for the build, with six being shortlisted. Due to numerous questions and queries from the builders, the consultation process took longer than expected. Once a final decision is made, the team hopes to commence the build shortly after. All shortlisted builders have stated that the preschool should be completed by 2025. Power and Water have decided that the originally planned location for the power substation near the corner of the early childhood playground would cause too much disruption to traffic during installation. As a result, they are now exploring the option of relocating the substation closer to the preschool, near the pool side.
- The Preschool Information Night saw a great turnout, with many new and returning families joining Sarah and the preschool team for an informative session. For families who were unable to attend, we hosted an additional Open Afternoon where parents had the opportunity to visit the preschool setting and ask questions. The preschoolers have continued their transition to Big School with a fun scavenger hunt around the school, visiting key areas such as the sick bay and my office.
- Transition Information Night will be held on Monday 25th November, from 5:00pm – 6:00pm for all preschool families and new enrolments. A Come and Play session will be offered for new families who are not enrolled at our preschool.
- Year 6 Graduation plans are underway for Monday 9th December. The ceremony will be held in the school hall where students will be presented with awards and certificates. Following the formal ceremony, students will celebrate with a fun event, including food, drinks, a DJ, and a photo booth.
- A big thank you to the school council for their incredible support throughout the year. It has been a busy and productive year, with several great partnerships and accomplishments: Completion of the concrete pathway to the bike shed and the extension of bike racks to improve accessibility and safety. Successful fundraising events, including the Trivia Night, School Concert, Democracy Sausage, Disco, and Deckchair Movie Night. The council has committed to enhancing the Sound Garden by adding a mural and shade sail. We successfully increased our Camp Australia fees to \$110,000 for 2025. Have a great rest of 2024 and I look forward to seeing you all in 2025!

Highlights 2024

Term 1

- *NAPLAN* – testing took place in Term 1 for 2024. The testing window ran from 13th March to 25th March. Moving the testing to Term 1 enabled results to be made available earlier in the school year which in turn helped to inform school and system teaching and learning programs.
- *Preschool relocated* – preschool relocated to the Primary School site as the existing preschool was demolished and a new building is set to be built in 2025.
- *Life Education* – Life Education provides evidence-backed, engaging education to children in their formative years, to build the skills they need to lead safe and healthy lives. These lessons are used in conjunction and compliments Health programs taught in class.
- *Easter Hat parade* – student designed and modelled their wonderful creations during our annual Easter Hat parade.

Term 2

- *ANZAC Day assembly* - was run by the School Captains and Vice Captains. Special guest, Sergeant Stuart Dorrian, gave a speech about the connections between the values of the Anzac's and our own school values. Sergeant Stuart Dorrian walked with the School Captains out to our memorial stone. Our oldest and youngest students laid a wreath on behalf of our school, in memory of the service men and women who died at war.
- *Seabreeze Festival* –our Year 3/4 team, won the Primary School category at the Seabreeze Festival winning \$1,500. When creating their masterpiece, they integrated the Real Life Inquiry global concept of unity, to complete a deep dive into our relationship to nature, our shared home (Darwin) and the geological and human history of our local area. It combined the Larrakia seasons with various visual representations of data.
- *Sports Carnival* – the Early Years Sports Carnival was held at school, it was wonderful to see amazing sportsmanship on offer. The smiles on children and parents' faces were fantastic to see. The upper primary Athletic Sports Carnival was held on 4th June at Marrara Athletics Stadium and Early Years was held at school on 6th June. Watching the children in the running races trying so hard and obviously enjoying the occasion is what sport is all about. Congratulations to Hudson on winning the Primary Athletics sports.
- *Year 6 Camp* - Year 6 students attended camp at Batchelor for 3 days and 2 nights to help build friendships and connections as they prepare for middle school.
- *Quiz Night* - 13th June, the School Council Fundraising team treated us to a thrilling Quiz Night at the Trailer Boat Club. It was an evening filled with friendly competition, fabulous prizes and an exciting raffle.

Term 3

- *Chief Minister's Reading Challenge Blitz* - a two week reading blitz where parents/family members were encouraged to visit and read with their child/ren. Buddy Classes will also team up to read to one another. Library lessons will devote part of the lesson to the reading challenge. Teachers will also take part by sharing their favourite children's book with the community. As well as a design your favourite book cover competition.

Annual Performance Report to the School Community 2024

- *School Concert* – 6th August we held our highly anticipated concert, Paris on Parade was a big hit with plenty of positive comments from the community. We linked our RLI Global Concept with our School Value of Co-operation to come up with this amazing theme that was linked to the Olympic Games.
- *Sporting Schools extracurricular activity* – we ran netball sessions after school each Wednesday for Term 3 for students in Year 3 – Year 6.
- *BEAT festival* - Our Senior Choir and Dance Troupe performed at the annual BEAT festival. The theme for this year was Courage, our students did an outstanding job on the night.
- *Book Week* – Character Book Parade was held on 25th August at assembly in the Hall. The children came dressed as their favourite book character and did a march around the hall to showcase their wonderful costumes.
- *Primary Years swimming program* – Year 4 – Year 6 students took part in swimming lessons with Swim Dynamics and later participated in the swimming carnival at Parap pool.

Term 4

- *Grandparents Day* – the Student Representative Council (SRC) hosted this special event by inviting grandparents to an early morning tea with tea, coffee, biscuits, and scones. We had a big turn out, with our students and their loved ones participating in colouring in activities, puzzles, games as well as enjoying a light snack.
- *Expo* - on 29th October from 2:45pm to 4:00pm, we hosted a Sharing Expo where all classes from Transition to Year 6 showcased their amazing learning. An online Scavenger Hunt was organised where families collected information from each stall to go in the draw to win an amazing prize.
- *Early Years Swimming program* – we offer swimming program for our students from Transition to Year 6 each year. The two week program is run by qualified Royal Life Saving Society instructors for 2 weeks.
- *Sporting Schools extracurricular activity* – we ran tennis sessions after school each Thursday for Term 4 for students in Year 3 – Year 6.
- *School Disco* – thanks to our School Council, our students were able to dance the night away at an after hours disco. Food and drinks were on sale, making it a wonderful community event.
- *Deckchair Movie Night*, on Sunday 27th October, organised by the School Council Fundraising team.
- *Christmas with Friends* - our annual Christmas with Friends performance was held on 6th of December and featured the talented students of Parap Primary School. Families were invited to join in celebrating the talent at our school. Students and families were asked to please bring a gold coin donation, with all proceeds going towards the K-mart Wishing Tree, supporting those less fortunate at Christmas time.

Gala Sports Days – are an integral part of Parap Primary School. Our students participate in a number of Gala Days each with other Primary Schools across Darwin. These days help foster collaboration and sportsmanship between schools through friendly competition. This year our students participated in AFL, netball, table tennis, basketball, soccer, beach volleyball, touch football, Interschool swimming and athletics carnivals.

Annual Performance Report to the School Community 2024



School Body / LEaD Committee Report

Parap Primary School Council Report – Chairperson’s Report – Steph Hawkins

I am pleased to present the Parap School Council 2024 Chairperson's Report. I commenced in the role of Chair in December 2023, I have been a parent member on the Council for the last 5 years. It has been a pleasure to work with the Council and school leadership and provide this report of our activities.

Once, again, 2024 presented Council with an eventful year with stability in the leadership team with Bianca Hyke permanently winning the position Principal, new and exciting fundraising activities and the commencement of works for the new preschool building!

Council has made continuing progress with implementing strong governance frameworks and transparent decision-making. It has done so, with the concerted and continuing efforts of both council members and non-council individuals committed to promoting and maintaining the best interests of our school community as well as with the support of the Northern Territory Council of Government School Organisations (NTCOGSO)

The Parap Primary School Council 2024 comprised of 15 members; 10 parent members, our Principal, 2 teachers and 2 invited members.

OFFICE BEARERS THROUGHOUT 2024:

Chair: Stephanie Hawkins from December 2023

Secretary: Eliane Lefebvre from March 2023

Treasurer: Shane Drake from October 2023

PARENT, TEACHER AND INVITED MEMBERS AS ELECTED AT THE 2024 AGM:

Stephanie Hawkins

Eliane Lefebvre

Tommy Va'a

Sarah Rheinberger

Lerika de Vaal

Yvette Park

Glenn Josephs

Tash Chandler

Leonique Story

Tamara Cole

Emma Dorrian – Preschool representative

Bianca Hyke - Principal representative

Desley Lawrence – Teacher representative

Sarah Hinton – Teacher representative

GOVERNANCE

Governance remained a focal point for Council throughout 2024 (and will continue to be in 2025 and into the future) Good governance is critical in underpinning School Council decision making, roles and responsibilities and Parap School operations. School Council continued to provide Parap School leadership team strategic direction and oversight on matters as and when relevant.

In term 3 the Council members completed our annual Governance training facilitated by the NTCOGSO). School Council continued to have the support and guidance of Alice Gawler from the NTCOGSO. Alice has continued to provide valuable advice and support to the council throughout the year, and we are grateful for her expertise and guidance. Her contributions were instrumental in ensuring that the council was able to carry out its duties effectively.

At the end of 2024 all terms of references for the sub-committees have been refreshed ready to be updated with the planned activities and focus for 2025.

SUBCOMMITTEES

2024 School Council established subcommittees to best reflect the needs of the school community and to support the school's operations.

These subcommittees included Finance, Fundraising and sponsorship, Governance, Infrastructure and Grounds, Wellbeing and the Preschool. The subcommittees continue to play an important role in ensuring that the Council's projects, review processes and oversight is carried out.

A special subcommittee was established to work on the renegotiations of the Outside School Hours Care (OSHC) contract with Camp Australia. The re-negotiations have secured ongoing OSCH on the school premises and have included upgrades to the facilities and increase in returns to the school and therefore our students.

SCHOOL LEADERSHIP

Parap School leadership team, comprising Principal Bianca Hyke, Assistant Principals Kim Morgan and Cimarra Stephenson have again, worked tirelessly to ensure academic, social, and emotional needs of our students were met.

Cimarra continued her hard work with the SRC students throughout the year to develop their skills of student representation, leadership, voices for group communication and decision making. Council welcomed the communications from the SRC and enjoyed having representatives present their activities at each Council meeting.

In term 4 the Council received some letters from students requesting upgrades to the bathrooms, the Council was grateful to receive this information and agreed to fund the necessary upgrades to the bathrooms. We look forward to hearing from students with other ideas that we can support to enhance our school and students' wellbeing.

FINANCE

Financial management is critical to the delivery of all school activities and functions at Parap School. The School Council has an established Finance Subcommittee which works in collaboration with business manager, Ms. Debby Gribben, and Treasurer, Shane Drake. The Finance Subcommittee continued to deliver monthly school financial management reports using the Department of Education's accounting software package to the Council.

FUNDRAISING AND SPONSORSHIP

Our fundraising subcommittee delivered a busy calendar of activities including some annual events and incorporating some new events into the mix. The combined efforts of the fundraising committee and school centric fundraising activities helped deliver an essential financial bonus for the benefit of all our students and school.

Some highlight events for 2024 included the Democracy Sausage sizzle to coincide with the NT election, the Deckchair Cinema Despicable Me 4 movie night fundraiser which raised over \$1500 and included a

cake stall and best dressed minion competition. Term 3 saw a number of fundraising events capitalise on the dry season weather with the annual trivia night held at the Darwin Trailer Boat Club. Possibly the highlight of term 4, other than grade 6 graduation was the school disco which was a huge hit with all the students, parents and carers that attended.

All funds raised have gone to improvements around the school including the sound garden, the bike shed and other upgrades including the bathrooms.

The generous sponsorship by Andrew Harding and his team at Ray White Real Estate Parap, saw the year 3-6 school sports carnival continue to be held at the Marrara sports stadium. This allowed all student a great opportunity to demonstrate their sporting skills in a custom-made sports venue and we hope this sponsorship continues into 2025.

I would like to wholeheartedly thank all parents, teachers, students and local businesses for their time, energy and efforts for which Council rely upon in order to deliver the myriad of Council and school projects. The fundraising subcommittee has already started planning for new projects to support with funds raised by some exciting activities planned for 2025.

COUNCIL ENGAGEMENT

The School leadership team and Council have continued discussions about the best way to communicate with the school community. The Council have continued to value add to the Parap Flyer newsletter, utilise the Class Dojo and the Student Broadcast to promote fundraising activities. Have a regular presence at the School assemblies and consult with students and families about key issues. The Council has an email address for families to contact us directly.

We continue to actively encourage parents and community members to attend School Council meetings to provide feedback and suggestions.

Another highlight on the Council's calendar is celebrating World Teachers Day. Once again, the Council hosted a morning tea to celebrate all our teachers. Our teaching team shape our students learning experience and that of our broader school community. Although we celebrate on that day we also recognise and appreciate the work they do all year round.

I would like to thank all members of the Parap School Council and School Leadership team for their hard work throughout the year. The School Council continues to strengthen in its role as a knowledgeable voice representing the interests and needs of the whole of school community.

School Priorities 2024

Headline Improvement Measures (HIMS)



School survey

Strengthen student wellbeing and teacher-student relationships so that students can reach their full potential.

Foundations for Early Literacy Assessment NT

Increase the proportion of Transition year students that have foundational early literacy skills.

Attended days

Increase the number of days students attend school each year by 10 days.

NAPLAN growth

Ensure every student achieves at least one year of learning growth in reading and numeracy for every year of school.

A-E grades

Increase student grades at and above the expected achievement standards for English, maths and science.

Year 12 achievement

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

- What were the key aspects for the delivery of your Focus for Improvement in 2024?***

In 2024, we will continue to enhance our school's vision with a focused and strategic agenda aimed at improving student outcomes. This will involve incorporating the recommendations from the 2021 School Review to drive better achievement and well-being outcomes for all students.

A key area of focus will be the further development of a whole-school curriculum that enables teachers to effectively navigate the broad spectrum of curriculum expectations. This includes a strong emphasis on General Capabilities and Cross-curriculum Priorities. The delivery of this curriculum will be designed to promote deep learning, emphasizing foundational principles, key concepts, and overarching ideas that are developed progressively over time.

Additionally, our focus group will continue to refine and expand students' knowledge and engagement in Numeracy at all year levels. This will involve integrating ICT tools to both engage students and support their understanding. We will continue to emphasise the importance of feedback, both giving and receiving, as a tool to enhance student outcomes.

What were the school's Student Improvement Targets and Implementation Outcomes in 2023?

Through the development of rich assessment tasks and interpretation of student data through eDash we aimed to grow our Numeracy school mean in NAPLAN from 404 to 410 in Year 3 and from 471 to 480 in Year 5.

- What Actions did the school undertake to address the Student Improvement Targets and Implementation Outcomes?***

To address these targets, the following actions were undertaken throughout the year:

- **Best Practice Sharing:** Staff participated in collaborative sessions to share best practices around Maths teaching strategies. This included integrating ICT tools into the curriculum and creating effective assessment tasks.
- **Professional Development:** Ongoing professional development was provided, with a focus on effective feedback practices. Staff were encouraged to link feedback to student goal setting to enhance learning outcomes.
- **Review and Update of Instructional Models:** Our instructional model for Mathematics was reviewed and updated, with new goals and targets set for all year levels, ensuring alignment with our overall improvement objectives.

Strengthening Instruction for Young Territorians

To improve the data literacy of our teachers.

- ***What was the school's Strengthening Instruction Problem of Practice in 2024?***

If we improve our data literacy, using a data schedule that emphasise on data use at a classroom level then we will be able to determine and target teaching points for learning.

What Actions did the school undertake to achieve the Goal and Problem of Practice?

Teachers:

- Established a team who led the development of a whole school data plan.
- Collected teacher voice around data analysis through Data Perception Survey.
- Explored open ended maths tasks using Principles of Assessment.
- Provided workshops to staff on navigating data platforms such as, eDash, OARS, GradeXpert, Elastiks to analyse systemic data.
- Confirming EALD writing samples.
- Developing open ended maths tasks using Principles of Assessment.

Students:

- Students completed formative and summative assessments.
- Students created SMART learning goals for English and Maths.
- Targeted intervention programs based on gap analysis from eDash.
- Engaged in effective feedback and goal setting strategies.
- Shared and analysed results to identify growth.

Community:

- Shared our ASIP plan with school council and parent community.
- Students shared and discussed learning goals during 3 Way Conferences.
- Shared NAPLAN, PAT and School Survey results with community.

- ***What were the school's Strengthening Instruction Targets and were they met?***

Through the development of rich assessment tasks and interpretation of student data through eDash we aim to grow our school mean in NAPLAN in Numeracy.

Baseline data for Semester 2, 2023 saw 38% C and 6% D grades in Number for Year 2 and 47% C and 5% D grades in Number for Year 4. In 2024, the school will also see a lift in C 2% for Year 2 and 4 and a decrease of 1% of D grades in Year 2 and 4.

We saw some gains in A-E grades across the school in semester 2, 2024.

- ***How is the work making a difference?***

Teachers

Results from the teacher Data Perception survey showed an increase in teacher confidence in analysing and interpreting data sets and using the data to inform teaching points.

Students

Students gained a better understanding of setting SMART goals for English and Maths and were able to articulate these to their parents during 3 Way Conferences.

Community

We increased communication to our community through a range of platforms. This enabled the community to receive ongoing information and updated through a range of sources.

- ***What are the next steps for 2025?***

In 2025, we would like to continue to grow the data literacy of our staff to include engaging in regular data conversations, which will lead to improved student outcomes. We would like to engage our students in gathering and interpreting data sets in order to create meaningful learning goals.

Engaging Every Child and Student in Learning

Elevate the collective voice of the school to improve our engagement and partnership for staff, students and parents through inclusive practices.

- ***What was the school's Engaging Every Child and Student in Learning Problem of Practice in 2024?***

If we continue to develop inclusive practices, where families are integral partners in students learning then we will be able to promote a positive learning environment.

- ***What Actions did the school undertake to achieve the Goal and Problem of Practice?***

Teachers:

- Established a team who led the development of inclusion and engagement practice.
- Promoted and developed a cohesive classroom culture that is inclusive and engaging.
- Updated Ready to Learn document to include clear guidelines around behaviour management strategies.
- Investigated student wellbeing survey to record student data.

Students:

- Built an inclusive classroom culture through Ready to Learn.
- Increased community partnerships and industry professionals to programs such as Eco Warriors and Challenge Hour.
- Culturally responsive activities.

- Collected student voice through wellbeing survey.
- Discussed School Survey results for growth.

Community:

- Shared our Ready to Learn and behaviour management approach with the community.
- Conducted parent information sessions on cyber safety.
- Inclusion and engagement team set up a display as the expo for families.

- ***What were the school's Student Improvement Targets and were they met?***

As stated in the NT Engagement Strategy, inclusive education ensures every child feels welcomed and accepted in their learning environment. By promoting inclusive practices, we will be able to support our students to manage their wellbeing and behaviour positively. This will be evident in our School Survey results where students will increase their response of 'student behaviour is well managed at this school' from 42% to 50%, and parents from 68% to 69%.

We saw positive gains in our school survey results with students showing a 3% increase to the question 'student behaviour is well managed at this school' and parents increased by 2% with an overall rating of 70%.

- ***What Actions did the school undertake to achieve the Goal and Problem of Practice?***

Teachers:

Teachers engaged in ongoing professional development around inclusion and wellbeing and incorporated these skills and strategies into their planning and programming throughout the year.

Students:

Students voice from Years 1 – 6, was captured through the PAT Student Wellbeing survey to identify trends and areas of improvement.

Community:

Parent wellbeing committee worked in partnership with the school to review and update the Ready to Learn policy to include clear guidelines around behaviour management strategies. They created a parent friendly document that was shared with the parent community.

- ***What are the next steps for 2025?***

In 2025, we would like to continue to engage in professional development including de-escalation training, RRRR and child protection. Collectively we will analyse PAT Student Wellbeing data to identify 3 focus areas for us work on.

Student Enrolment, Attendance and Learning

Enrolment and Attendance - Whole Year Attendance Rate

	2024			
	Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	5	83.9%	51	88.6%
Transition	5	84.4%	49	89.4%
Year 1			54	90.2%
Year 2	3	89.2%	58	91.6%
Year 3	8	81.5%	63	91.0%
Year 4	5	84.1%	60	91.3%
Year 5	6	90.5%	68	90.3%
Year 6	4	79.1%	45	89.4%
Parap Primary School	37	84.4%	447	90.4%

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2024

NAPLAN Assessed Year 2024

		Proficiency Level								Total Students	
		Needs additional support		Developing		Strong & Exceeding					
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	8	13%	12	20%	40	66%	1	2%	61	100%
	Writing	3	5%	9	16%	43	75%	2	4%	57	100%
	Spelling	4	7%	23	38%	32	52%	2	3%	61	100%
	Grammar	11	18%	22	36%	26	43%	2	3%	61	100%
	Numeracy	11	18%	16	27%	32	53%	1	2%	60	100%
Year 5	Reading	4	6%	13	21%	46	73%	0	0%	63	100%
	Writing	3	5%	18	29%	42	67%	0	0%	63	100%
	Spelling	8	13%	14	22%	41	65%	0	0%	63	100%
	Grammar	4	6%	21	33%	38	60%	0	0%	63	100%
	Numeracy	2	3%	18	29%	43	68%	0	0%	63	100%

NAPLAN Assessed Year 2024

This data can be used for 2024 Annual School Improvement Plan (ASIP) Student Improvement Targets.

Reading

	Participating		Participating		Not Participating		Total Students	
	Exempt		Present		Absent			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	2%	60	98%	0	0%	61	100.0%
Year 5	0	0%	63	98%	1	2%	64	100.0%
All Year Levels	1	1%	123	98%	1	1%	125	100.0%

Writing

	Participating		Participating		Not Participating		Total Students	
	Exempt		Present		Absent			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	2	3%	55	90%	4	7%	61	100.0%
Year 5	0	0%	63	98%	1	2%	64	100.0%
All Year Levels	2	2%	118	94%	5	4%	125	100.0%

Parap Primary School

NAPLAN Assessed Year 2024

Spelling

	Participating		Participating		Not Participating		Total Students	
	Exempt		Present		Absent			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	2	3%	59	97%	0	0%	61	100.0%
Year 5	0	0%	63	98%	1	2%	64	100.0%
All Year Levels	2	2%	122	98%	1	1%	125	100.0%

Grammar

	Participating		Participating		Not Participating		Total Students	
	Exempt		Present		Absent			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	2	3%	59	97%	0	0%	61	100.0%
Year 5	0	0%	63	98%	1	2%	64	100.0%
All Year Levels	2	2%	122	98%	1	1%	125	100.0%

Parap Primary School
NAPLAN Assessed Year 2024

Numeracy

	Participating		Participating		Not Participating		Total Students	
	Exempt		Present		Absent			
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	1	2%	59	97%	1	2%	61	100.0%
Year 5	0	0%	63	98%	1	2%	64	100.0%
All Year Levels	1	1%	122	98%	2	2%	125	100.0%

Parap Primary School
NAPLAN Assessed Year 2024

Summary

		Average Scale Score	
		School	NT
Year 3	Reading	395	330
	Writing	402	340
	Spelling	393	319
	Grammar	378	320
	Numeracy	382	340
Year 5	Reading	493	420
	Writing	471	408
	Spelling	479	409
	Grammar	480	416
	Numeracy	475	419

School Survey Results

Participation

RESPONSES

In determining reliability of survey results, consider sample size, number and diversity of respondents against school population. Compositions of schools and previous participation rates also need to be considered when comparing survey results with previous years.

When analysing participation graphs, consider response rate first. Changes in enrolment can impact participation numbers and rates.

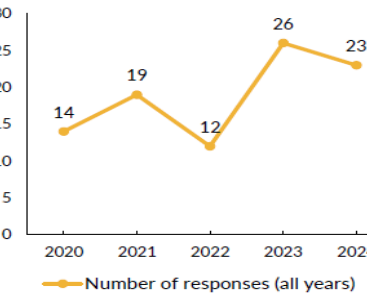
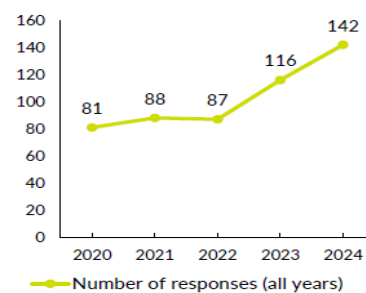
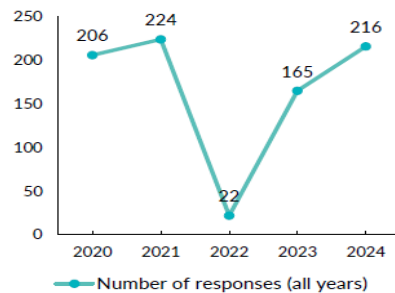
Is this data representative?

How many responses were received?

From who?

What needs to be considered when analysing these results?

Students				Parents			Staff			
Year of survey	Number of responses (all years)	Number of responses (Yrs 5-12)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses		Year of survey	Number of responses	Response rate	
2024	216	109	95%	2024	142		2024	23	55%	
2023	165	81	81%	2023	116		2023	26	63%	
2022	22	22	19%	2022	87		2022	12	21%	
2021	224	120	93%	2021	88		2021	19	35%	
2020	206	99	84%	2020	81		2020	14	30%	



2024 Responses*

	Total	Aboriginal	Non Aboriginal	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leaders
Students	216	24	192	56	160	0	0	-	-	-
Parents	142	6	135	65	71	0	0	-	-	-
Staff	23	1	22	10	7	0	0	20	0	3

*breakdowns in response numbers may not add up to the overall total as they do not include 'other' or 'not specified' responses

Most positive and least positive responses

HIGHEST / LOWEST

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

Students			
Most Positive items for 2024		Least Positive items for 2024	
My teachers expect me to do my best.	96%	Student behaviour is well managed at this school.	45%
I have good friends that I care about.	93%	My school takes students' opinions seriously.	53%
My teachers make sure I understand the work I am asked to do.	88%	I know how to manage my emotions when I am upset.	58%
Parents/carers			
Most Positive items for 2024		Least Positive items for 2024	
My child likes being at this school.	91%	I have opportunities to have a say in the direction of the school and its education programs.	54%
This school is well maintained.	90%	My child knows how to communicate safely and respectfully online.	61%
I can talk to my child's teachers about my concerns.	89%	This school takes parents' opinions seriously.	65%
Staff			
Most Positive items for 2024		Least Positive items for 2024	
I feel safe at this school.	100%	The department supports our school to achieve its priorities.	61%
Students are taught how to manage their emotions.	100%	I have the opportunities to have a say in the direction of the school and its education program to the extent that I wish to.	78%
Students feel safe at this school.	100%	My school provides me with opportunities to develop my leadership capacity.	83%

What are the areas of strength?

What are the opportunities for improvement?

Are there similar themes across the survey groups: students, parents and staff?

How do these results compare with the region and NT? (refer to the cohort comparison section)

Change from previous year (2024 vs 2023)

CHANGE FROM PREVIOUS YEAR	Highest ranking items	% point change	2024 vs 2023	Lowest ranking items	% point change	2024 vs 2023
<p>This table presents the first three and last three items when ranked in order of percentage point change.</p> <p>Compositions of your school and previous participation rates also need to be considered when comparing survey results with previous years.</p> <p>Are the changes significant? How many responses do they represent?</p> <p>What are the areas of strength?</p> <p>What are the opportunities for improvement?</p> <p>Are there similar themes across the survey groups: students, parents and staff?</p>	Students					
	I plan to progress through school and finish Year 12.	+6%	86% 80%	I know how to manage my emotions when I am upset.	-14%	58% 72%
	My school prepares me for my future.	+6%	74% 68%	I feel safe at my school.	-9%	71% 80%
	My teachers make sure I understand the work I am asked to do.	+6%	88% 82%	I felt ready to start Primary/Middle/Senior School.	-6%	63% 69%
	Parents/carers					
	My school shares data to inform me about my child's learning in a way that I can understand.	+10%	77% 67%	My child knows how to manage their emotions.	-8%	73% 81%
	I feel well informed about what is happening at the school.	+9%	86% 77%	Teachers at this school motivate my child to learn.	-7%	84% 91%
	This school takes parents' opinions seriously.	+8%	65% 57%	My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	-7%	88% 95%
	Staff					
	Student behaviour is well managed at this school.	+23%	96% 73%	This school takes staff opinions seriously.	-9%	87% 96%
	My school utilises my skills and expertise.	+19%	100% 81%	The students I teach are motivated to learn.	-4%	96% 100%
	I have a performance development plan that is supported by the school.	+16%	96% 80%	Teachers at this school provide students with useful feedback about his or her school work.	-4%	96% 100%

Education NT Strategy 2021 - 2025 'Headline Improvement Measures' - 2024 Snapshot Parap Primary School

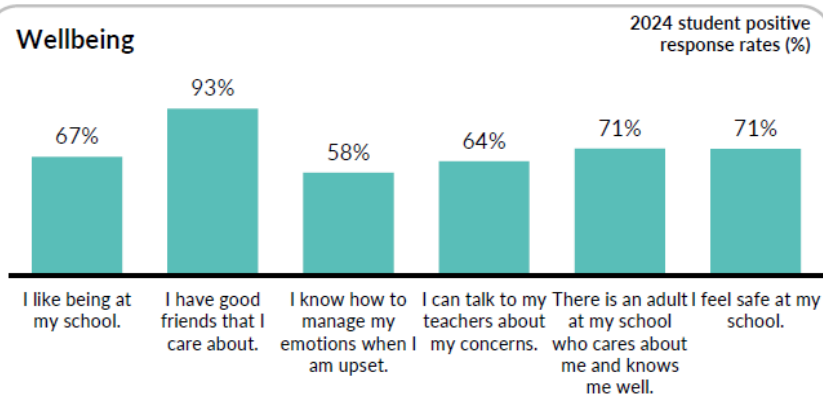
Education NT Strategy 2021 - 2025, Headline Improvement Measures

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

School Survey is one of the six Headline Improvement Measures. The School Survey Headline Improvement Measure looks at student responses to specific questions in two themes, Wellbeing and Teacher-Student Relationships.



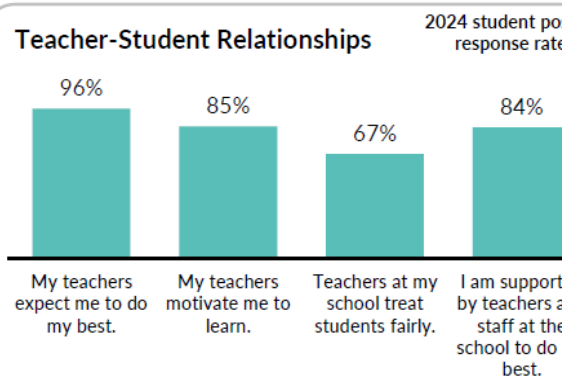
Wellbeing



Overall Headline Improvement Measure*
(4 years trend)



Teacher-Student Relationships



Overall Headline Improvement Measure*
(4 years trend)



*The 'Overall Headline Improvement Measure' is calculated as the overall average of the items, with each item receiving equal weighting.

PARAP PRIMARY SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2024

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

Phone: 0418897757

Email: susiedoris28@gmail.com

PO Box 475 Mudgeeraba QLD 4213

ABN: 29 161 528 481

PARAP PRIMARY SCHOOL COUNCIL INCORPORATED
FINANCIAL REPORT
YEAR ENDED 31st December 2024

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PARAP PRIMARY SCHOOL COUNCIL INCORPORATED

STATEMENT BY THE COUNCIL

for the year ended 31 December 2024

The school committee have determined that the school is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the school committee the financial report as set out on pages 5-7

1. Presents fairly the financial position of Parap Primary School as at 31 December 2024 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that Parap Primary School will be able to pay its debts as and when they fall due.
3. The school has, in respect of the financial year, kept accounting records which correctly record and explain its transaction and financial position of the school.
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 Council

Principal



Council Member

Dated this 17 day of February 2025

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

INDEPENDENT AUDIT REPORT

To the members of Parap Primary School Council Incorporated

We have audited the accompanying financial report of Parap Primary School Council Incorporated, which comprises the Statement of Financial Position as at 31/12/21 and the Income Statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information and the School Council statement.

School Council responsibility for the financial report

The School Council of Parap Primary School Council Incorporated are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the *Education Act* where applicable and for such internal control as the Council determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report whether due to fraud or error. In making those assessments, the auditor considers internal control relevant to the schools preparation and fair presentation of the financial statements 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 the accounting policies used and the reasonableness of accounting estimates made by the school 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 audit opinion.

Independence

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.

Audit Report qualification.

Basis for qualified opinion

Receipts from cash self-generated funds are a source of revenue for the Parap Primary School Council Incorporated. The school has determined that it is impracticable to establish control over the collection of cash revenue prior to entry in its financial records. Accordingly, as the evidence available to us about cash revenue was limited, our audit procedures for this revenue had to be restricted to the amounts recorded in the financial records. We therefore are unable to express an opinion on whether cash self-generated revenue obtained by the Parap Primary School Council Incorporated are complete.

Qualified opinion

The financial report of the Parap Primary School Council Incorporated, subject to the above qualification, presents fairly in all material respects in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of the Parap Primary School at 31 December 2024 and its financial performance for the year then ended. We are able to attest to the accuracy of this financial report.

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS



Susanne Lee

Director FCPA

11 February 2025

PARAP PRIMARY SCHOOL COUNCIL INCORPORATED

Statement of Financial Position

December 2024

	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
Main Bank Account	\$26,758.61	\$55,701.96
Additional Bank Account	\$265,477.19	\$261,966.35
Total Cash at Bank	\$292,235.80	\$317,668.31
Cash on Hand		
Main Float	\$150.00	\$150.00
Additional Float	\$100.00	\$0.00
Total Floats	\$250.00	\$0.00
Trade Debtors		
Receivables	\$32,452.43	\$2,946.78
Prepayments		
Prepaid Expenses	\$2,057.91	\$1,852.71
Inventories		
Stock on Hand	\$69,437.32	\$99,443.20
Total Current Assets	\$103,947.66	\$422,061.00
Non-Current Assets		
<u>Plant & Equipment at Cost</u>	\$29,730.00	\$29,730.00
<u>Plant & Equipment- Accumulated Depreciation</u>	(\$29,486.16)	(\$27,986.16)
<u>Motor Vehicle- At Cost</u>	\$14,000.00	\$14,000.00
<u>Motor Vehicle - Accumulated Depreciation</u>	(\$14,000.00)	(\$13,846.99)
Total Non-Current Assets	\$243.84	\$1,896.85
Total ASSETS	\$396,677.30	\$423,957.85

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

PARAP PRIMARY SCHOOL COUNCIL INCORPORATED

Statement of Financial Position

December 2024

	This Year	Last Year
LIABILITIES		
Current Liabilities		
Deposits Held -3rd Parties		
<u>Student Scholarships</u>	\$5,025.48	\$4,794.77
<u>Other third party</u>	\$0.00	\$2,507.94
Total Deposits Held -3rd Parties	\$5,025.48	\$7,302.71
Trade Creditors		
Trade Creditors	(\$2,981.29)	\$0.00
GST Liabilities		
GST Collected	\$2,900.68	\$233.69
GST Paid	\$262.72	\$0.00
GST Pending	\$3,180.00	\$3,434.00
Total GST Liabilities	\$6,343.40	\$3,667.69
Other Accrued Expenses		
Accrued Expenses	\$21,753.00	\$26,765.40
Superannuation Payable		
Superannuation	\$0.00	\$2,637.15
Unacquitted Grants		
Unacquitted Grants DoE/NTG	\$123.42	\$9,385.48
Unacquitted Grants Commonwealth	\$804.54	\$6,520.64
Total Unacquitted Grants	\$927.96	\$15,906.12
Total Current Liabilities		
Total LIABILITIES	\$31,068.55	\$56,279.07
Net ASSETS	\$365,608.75	\$367,678.78

EQUITY		
Opening Balance	\$367,678.78	\$523,343.49
Current Year Operating Surplus/(Deficit)	(\$2,070.03)	(\$155,664.71)
Total EQUITY	\$365,608.75	\$367,678.78

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

PARAP PRIMARY SCHOOL COUNCIL INCORPORATED		
Income Statement		
January-December 2024		
	This Year	Last Year
INCOME		
Grants and Subsidies		
Commonwealth Grants via DoE	\$6,397.22	\$8,379.63
Commonwealth Grants Direct to School	\$3,695.46	\$3,062.03
Other Grants from DoE	\$795,798.18	\$767,596.90
Other Grants from NTG Departments	\$74,619.20	\$150,619.65
Grants From External 3 rd Parties	\$3,972.98	\$7,533.18
Total Grants and Subsidies	\$884,483.04	\$937,191.39
Sale of Goods & Services		
School Council Projects	\$308,624.64	\$326,791.99
Student Activities	\$48,223.49	\$43,684.00
Total Sale of Goods & Services	\$356,848.13	\$370,475.99
Interest Received		
Interest Received	\$3,510.84	\$5,381.96
Miscellaneous Income		
Receipts/Reimbursements Other Government Schools	\$618.18	\$0.00
Total INCOME	\$1,245,460.19	\$1,313,049.34

EXPENSES		
Employee Expenses		
Salaries And Related Expenses	\$360,322.92	\$375,326.27
Superannuation Expenses	\$39,718.71	\$38,987.25
Workers Compensation	\$618.18	\$0.00
Total Employee Expenses	\$400,659.81	\$414,313.52
Purchase of Goods & Services		
School General Expenses	\$155,883.04	\$149,588.71
Motor Vehicle Expenses	\$6,179.16	\$2,528.41
Student Activities	\$42,571.51	\$53,083.60
Student Information Technology	\$77,901.53	\$92,103.48
Curriculum	\$30,565.22	\$48,927.58
School Non-Core Activities	\$61,925.49	\$56,920.25
Payments to Other Government Schools	\$3,426.52	
Total Purchase of Goods & Services	\$378,452.47	\$403,152.03
Repairs & Maintenance		
Urgent Minor Repairs	\$43,362.02	\$145,272.47
Non-Urgent Minor Repairs	\$12,007.99	\$14,171.79
Total Repairs & Maintenance	\$55,370.01	\$159,444.26
Depreciation & Amortisation		
Depreciation	\$1,653.01	\$5,000.00
Property Management		
Essential Services	\$234,642.19	\$232,310.42
Cleaning	\$111,203.99	\$128,025.19
Grounds	\$65,068.74	\$126,468.63
Property Management Other	\$480.00	\$0.00
Total Property Management	\$411,394.92	\$486,804.24
Total EXPENSES	\$1,247,530.22	\$1,468,714.05
Net PROFIT/(LOSS)	(\$2,070.03)	(\$155,664.71)

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

PARAP PRIMARY SCHOOL COUNCIL INCORPORATED

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

for the year ended 31st December 2024

Note 1: Statement of Accounting Policies.

These financial statements are a special purpose financial report prepared for the Council in order to satisfy the requirements of the Northern Territory Department of Education and the School Council Constitution. In accordance with the powers in S71H(1) of the Education Act (NT), the Secretary of the Department of Education has prescribed the manner in which the School Council is to prepare this report, and in so doing, has determined the accounting policies to be adopted in preparing the report.

In general, the statements have been prepared on the accruals basis and under the historic cost convention.

(a) Scope of the School Council's financial reporting

This financial report records only the revenues and associated expenditure of funds allocated to, or raised by, the school. It does not include teaching and administrative staff salaries and allowances, including leave provisions, since these personnel are employees of the Department, and their employment costs are met by the Department. The school does receive funding for casual relief teachers and other relief staffing, and although this activity is controlled by the school's management on behalf of the Department, it is included in this financial report.

(b) Revenue Recognition

Income from parent contributions, uniforms, excursions, bookbags and fundraising is recognised when the funds are received. Grants and donations are recognised as revenues when the council obtains control over the assets comprising the contributions. Control over granted assets is normally obtained upon their receipt.

In 2020, the Board has changed its accounting policy in relation to grant revenue recognition. Accordingly, revenue from grants will be recognised when any associated performance obligation to provide goods or services are incurred, and not immediately upon receipt as previously recognised. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

(c) Income Tax

The school is exempt from income tax under provisions of the Income Tax Assessment Act that apply to Government bodies.

(d) Capital expenditure.

The school does not own the land on which the school is situated, so does not record the cost or value of the buildings on that land. The land and buildings are assets of the Northern Territory Government.

From the 2010 financial year and in accordance with the Department of Education requirement, only assets with a cost of \$10,000 or higher are recorded as an asset. Only assets exceeding that amount are carried as recorded in the balance sheet.

(e) Depreciation

Assets carried in the balance sheet will be depreciated on a straight-line basis @ 15%.

(f) Receivables

Revenue from reimbursement from the Department of Education for over-expenditure in grant funded activities is brought to account when received.

(g) Inventories

Inventories are measured at the lower of purchase cost and net realisable value.

(h) Employee Entitlements

The school employs staff on casual, award and/or contract arrangements but has not incurred a liability for employee entitlements.

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.