



Northern
Territory
Government

DEPARTMENT OF EDUCATION



Every Child a Success

Larapinta Primary School

Larapinta Primary School Annual Performance Report to the School Community 2014

Universal Access School

**Aboriginal and Torres Strait Islander Education Action Plan
Focus School**

Our School

Larapinta Primary School is in its sixteenth year of operation. It is located on the western outer area of the town of Alice Springs at the foothills of Mount Gillen, West MacDonnell Ranges. In 2014 there were nine classes from Transition to Year 6. Music, PE, and History resource programs ran across the year. A number of wellbeing programs supported students' social and emotional growth and development. School attendance averaged 88%. A small cohort of students presented with major attendance issues.

Staff members worked tirelessly throughout the year towards achievement of the goals of the 2014 annual operational plan.

Our Staff

In 2014 the staff was made up of nineteen teachers including senior staff and twenty three support staff made up of administrative and school council staff. There were nine classroom teachers, three resource teachers, a .8 ESL teacher and 2.6 preschool teachers. There was one Indigenous teacher on staff in the preschool and one male teacher on staff. All teaching staff met the requirements of the Teacher Registration Board and the AITSL professional standards for teachers. The school council employed twelve school support staff in a variety of roles. Two staff employed through the school council identify as Indigenous. Staff attendance was strong throughout the year.

Five staff members took periods of long service leave this year and an official retirement function was held for Kerry Espie. Assistant Principal, Ashlea Farrell, retired at the end of Term 3 and Jackie Mullins was the successful applicant for this position for the next two years.

Sharon Markham, a long term preschool assistant completed her teacher training and concluded her employment at the school at the end of the year.

Senior teacher Suzi Burgess won a promotion position as the Visible Learning Project Manager for Central Australia and was subsequently extended in the position. The senior teacher position was filled temporarily in Term Four.

Our Students

The school caters for approximately 300 students drawn mainly from the local Larapinta area. Thirty eight percent of the student cohort identifies as Indigenous. Other cultural groups include Maori, Indian, Chinese and Estonian. The majority of students reside in the local Larapinta community. Nine students were supported by Inclusion Support workers and required significant adjustment to their learning programs. Student mobility (average student turnover) was 31% as opposed to 41 % in 2013.

Principal's Report

Seven staff members (five teachers and two support staff members) were nominated in the Department of Education Primary School Teacher of the Year and Support Staff Member of the Year Award categories respectively. Administration Manager, Shirley Young, was named Support Staff Member of the Year for the Central Australian Directorate and was also awarded Northern Territory Support Staff Member of the Year.

Larapinta staff continued the Visible Learning journey embedding the use of learning intentions and success criteria in their daily lessons whilst also implementing feedback strategies and working with students and families to grow an understanding of effective learner qualities.

The use of data at a class and school level continued with the second collection of PAT Maths, PAT Reading and Sutherland Phonological Awareness Test (SPAT). This data enabled calculation of progress in maths, reading and phonological awareness. The collection and analysis of the data enabled targeted intervention programs to be put in place as required.

Collaborative planning times for teachers working in similar year levels continued across the year with teachers meeting to plan and share best practice with colleagues working in the same phase of schooling.

Our school grounds and facilities continued to be maintained to a high standard to ensure safety and a sense of pride and wellbeing for students, staff and parents. An enclosure for the school bus was completed in Term 3.

Satisfaction surveys were completed by staff, parents and Year 5 and 6 students in Term 4. Of the small sample of parents who returned the survey 100% were satisfied or very satisfied, 97% of students who completed the survey were satisfied or very satisfied with the school and 85% of staff members who completed the survey were satisfied or very satisfied.

Parents and families attended many successful whole school events throughout the year including an open night extravaganza, Sports Day, a Larapinta Learner evening and the end of year concert.

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

The first Larapinta Families and Schools Together (FAST) program was held in Term Three over eight weeks. This highly successful program engaged and supported eight families and was ably coordinated by AIEW, Kahlia Preece. Teachers, Kylie Hanson and Jenny Hurn, volunteered their time each week to ensure the program was a success.

Both teaching and support staff at the school remained stable across the year. The end of year saw some changes as staff members took leave or moved on to other pursuits for the year ahead.

In all 2014 was another successful year for Larapinta School. I commend the efforts of our staff to ensure that our school is a safe and stimulating environment for learning.

Brenda Jolley

Teaching and Learning

Feedback was the Visible Learning focus this year as well as a school wide focus on the Larapinta Learner Qualities believed to help students improve their learning. These were highlighted at assemblies, through the newsletter, in class and at a Family Night. Students across the school are now able to explain and use the qualities to support their learning.

Testing across the school was administered in Term 1 and again in Term 3. Online testing was introduced for mathematics and reading. The data collected as a result of the testing enabled teachers to plan appropriately for student learning and to assess growth and achievement as well as for whole school planning. Phonological Awareness (SPAT) was completed in the Early Childhood classes to test students' ability to manipulate sounds – an important precursor to learning to read. Teachers also collected reading data (PM levels), and spelling growth through the South Australian Spelling Test.

Year 3 and 5 students sat NAPLAN tests in May. Data was submitted for the National Consistent Collection of Data on School Students with Disability detailing students in our school who require significant adjustments to enable them to access the curriculum.

The whole school attended Life Education Health sessions in Term 1 with varied topics covered. A whole school morning fitness program was introduced and ran successfully throughout the year. Students from Transition to Year 4 participated in a two week swimming program in Term 1. Senior school students attended school sport trials and participated in interschool sport at a local and territory level. Andado was the winning team at the School Sports Day held in Term 2; Kylie Jones coordinated this very successful day. Thirty-five students from Years 3-6 represented Larapinta at the Interschool Sports Day. Students attended a Tennis Gala Day and a Gymnastics event in Term 4. Students who participated in after school touch rugby and soccer teams were supported by Sarah Crook and Kylie Jones. A protective behaviours (personal safety) program was conducted in Term Three.

Students attended a number of performances including 'Datiwuy Dreaming' through Musica Viva. Both junior and senior choirs won first prizes at the Eisteddfod. In addition to the weekly Music lessons for all classes all students participated in the 'Music Count Us In' program. A number of students participated in the Alice Beat performance in choirs and playing ukulele. An opportunity for students to perform for a real audience and to practice speaking skills with purpose was provided for an elective group who worked with VAMP TV.

The Preschool underwent an assessment and rating process to determine whether, and at what rating level, it met the National Quality Standards and the requirements of the National Regulations. Jenny Ashenden, Preschool Teacher in Charge, and the team are to be commended for the top quality preschool program they provide.

Whole school events included Harmony Day and National Day of Action against bullying. All students attended ANZAC Day and Remembrance Day ceremonies at the school. Students across the school attended excursions, camps and sleepovers as part of their learning programs.

Wellbeing

High student attendance was acknowledged each term with special individual certificates and other rewards including acknowledgements at assembly and in school newsletters.

Truancy officers worked with a number of parents of students with unsatisfactory attendance. A concerning number of students continued to arrive late to school throughout the year. A text messaging system was introduced in Term 4 to enable parents to respond by text to explain absences.

The Targeting Health Improving Engagement (THIE) program with fortnightly visits from a nurse treated and referred students in order to minimize time away from school due to health issues.

Staff again utilized the opportunity to access annual influenza vaccinations at the school.

Breakfast was offered to Year 3 and Year 5 students during the NAPLAN testing week.

Many families joined staff and students on Walk Safely to School Day, an annual activity for Larapinta School.

The Student Representative Council was active throughout the year and organized events including school socials.

Staff and students wore red on 25 October in support of the Daniel Morcombe Foundation.

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

Support programs including access to a counselor, Sandplay sessions through Holyoake, Kidshope and Bluearth continued this year with various classes/students accessing these programs and services.

Participation, Transitions and Pathways

Playgroup for children 0-4 years was provided at the preschool on Wednesday afternoons to engage children and families prior to preschool. Playgroup was led by the Beginning Strong Officer employed in the Preschool and enjoyed steady attendance throughout the year.

From Semester Two preschool students attended school assemblies on alternate Friday mornings. In Term Four, they also visited the Transition classroom in preparation for their impending move to primary school. In Term Four parents of preschool children were provided the opportunity to meet with the Transition teacher and their preschool teacher to share information about starting school. Parents also attended information sessions about the primary school.

Year 6 students visited Centralian Middle School (CMS) for various activities throughout the year including a combined primary school Year 6 sports session, a multi-media session and an arts session. CMS staff visited the Year 6 class to provide sessions with Girls in the Centre, Girls Academy and Clontarf.

Year Six students also attended orientation days for Middle School at the end of the school year.

Two Year Six students represented Larapinta at the Middle Schools' Review.

Drama class students from CMS visited the Year 6 class to perform impromptu works.

The School Emergency Plan was reviewed and updated. The plan covers emergencies such as fires, bomb threats etcetera that require evacuation of school buildings to designated areas and also incidents that may require lockdown inside buildings. Drills were held across the year.

Partnerships

The School Council met monthly and supported the school through its governance role.

Indigenous Parent Group meetings were held each term coordinated by the Aboriginal Islander Education Worker (AIEW) Kahlia Preece.

The Families and Schools Together (FAST) program, an early intervention program with a collaborative approach, invited families to participate in eight weekly sessions to engage parents and children in fun, structured, research-based activities. FAST aims to: empower parents, strengthen family functioning, reduce the risk of school failure by the selected child, help prevent substance abuse by the child and other family members, reduce stress from daily life situations for parents and children. FAST increases engagement between school and families, helps families gain confidence and trust in school and increases student attendance and classroom engagement. The program was a great success thanks to those teachers and community volunteers who supported it each week. Kahlia Preece coordinated the program and Jenelle Preece was the parent partner.

Four pre-service teachers completed placements at the school this year through the Charles Darwin University Teaching Schools program.

Bluearth continued their work in the school and also began working with the Preschool in Semester Two. Bluearth is a health initiative that runs in schools across Australia; Larapinta is fortunate to have been supported by this program over several years with six teachers having access to the coach across 2014.

Clontarf partnered with the school to offer a program to senior boys for sport and leadership activities. Clontarf officer Ross Fraser supports the boys both in the yard and classrooms to engage and act as a role model. Strong school attendance and positive and respectful behaviours are cornerstones of the Clontarf program.

'The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal men and by doing so, equips them to participate more meaningfully in society. The Foundation believes that failure to experience achievement when young, coupled with a position of under-privilege can lead to alienation, anger and to more serious consequences. As a prelude to tackling these and other issues, participants are first provided with an opportunity to succeed and in turn to raise their self-esteem. The vehicle for achieving this outcome is football.'

The Data Network Leader, Ali Donaldson from the Department of Education Learning and Performance Team worked with school staff to build capacity. Data projects included ESL (English as a Second language) and NAPLAN.

Family Nights held in Term 1 and Term 3 were very well attended and a credit to the staff who developed excellent activities to highlight the school's programs and the Larapinta Learner Qualities.

Leadership

Visible Learning professional development was both attended and presented by staff throughout the year. From the Visible Learning Foundation Day to weekly staff professional learning sessions focuses included:

- Developing learner qualities
- Growth mindsets
- Feedback
- Data
- Impact Coach days
- Evidence into Action for School Leaders
- Evidence into Action for Teachers
- Culture Counts - Relationship Based Learning
- Visible Learning Classroom Observation Tool

Teachers embraced opportunities to work with the Feedback and Data Network Leaders and shared their learning with colleagues. All teachers attended a session with Professor John Hattie on his recent research *The Science of Learning*.

In addition to Visible Learning, staff attended a broad range of other professional learning over the course of the year:

Curriculum - NAPLAN, Understanding Autism Spectrum Disorders, Whiteboard, Ipads in the classroom, Focused Classroom Observation, First Steps Speaking and Listening, Abcederian approach, ICT (poster making using the macs, imovie, dropbox, iwb, podcasts, creating videos, writing scripts), NAP writing marking panel, monitoring and target setting for EALD (English as Additional Language or Dialect) learners, Asia Capable Schools, Certificate 4 in Education, Reciprocal Teaching, speech and language training online course, oral histories, using ipads in the classroom, cross-town 'confirming' sessions regarding student assessment, Music in class programs,

Wellbeing- Mandatory Reporting, First Aid, Asthma and Administering epipen for anaphylactic attacks, Response-Ability Program, Trauma Informed Schools, KidsMatter , Positive Partnerships, Families and Schools Together.

Leadership - Performance and Development, Merit Selection training, AITSL Observation Tool, Putting Faces on the Data, Global Budgets, Cross Cultural Training.

Other - Student Administration Management System (SAMS), Chamber of Commerce sessions, Certificate IV in Business Administration, Employee Relations, Merit Selection, Initial Teacher Education, Disability Standards online training.

Assistant Teachers from remote schools visited our Preschool to observe the acknowledged good practice in place. Various teachers attended networks meetings after school including the Early Childhood network and School Sport.

ATTACHMENT A

NAPLAN data

Student Participation in NAPLAN

Year 3

	Participating Present		Participating Exempt		Not Participating Absent		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	23	88%			2	8%	26
Writing	24	92%			1	4%	26
Spelling	24	92%			1	4%	26
Grammar	24	92%			1	4%	26
Numeracy	23	88%			2	8%	26

Year 5

	Participating Present		Participating Exempt		Not Participating Absent		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	40	95%	2	5%			42
Writing	40	95%	2	5%			42
Spelling	40	95%	2	5%			42
Grammar	40	95%	2	5%			42
Numeracy	40	95%	2	5%			42

Percentage of students achieving National Minimum Standard (NMS)

Year 3

	Below NMS		At NMS		Above NMS		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	6	26%	5	22%	12	52%	23
Writing	6	25%	4	17%	14	58%	24
Spelling	7	30%	4	17%	12	52%	24
Grammar	8	33%	3	13%	13	54%	24
Numeracy	0	0	9	39%	14	61%	23

Year 5

	Below NMS		At NMS		Above NMS		Total No. of Students
	No. of students	% of students	No. of students	% of students	No. of students	% of students	
Reading	9	21%	5	12%	38	67%	42
Writing	9	21%	5	12%	28	67%	42
Spelling	8	19%	3	7%	31	74%	42
Grammar	11	26%	4	10%	27	64%	42
Numeracy	10	24%	9	21%	23	55%	42

ATTACHMENT B

Student Enrolment, Attendance and Learning

Year Level	Previous Year (2013)				Reporting Year (2014)			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Preschool	19	74.0%	74	83.3%	14	79.5%	76	85.8%
Transition	12	82.9%	25	87.0%	13	77.9%	33	85.2%
1	18	85.4%	41	89.5%	14	84.9%	29	88.9%
2	15	83.9%	30	89.2%	16	84.9%	36	89.2%
3	13	78.1%	24	85.6%	12	80.9%	27	87.4%
4	16	89.4%	40	91.3%	11	81.9%	26	87.7%
5	16	83.6%	26	86.8%	17	83.5%	41	89.2%
6	15	86.6%	32	88.5%	12	84.1%	23	88.0%
ALL	125	83.6%	293	87.8%	110	82.5%	290	87.7%

Learning and Engagement Plans		
	All	Indigenous
Number of students in first year of schooling to Year 10 with a Learning and Engagement Plan in place	55	41
Proportion of students in first year of schooling to Year 10 with a Learning and Engagement Plan	26%	43%
Proportion of students in first year of schooling to Year 10 whose parent/carer have worked with the teacher to develop a Learning and Engagement Plan	26%	43%

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

ATTACHMENT C

Audited Financial Statements

Larapinta Primary School

Financial Statements

For the Year Ended 31 December 2014

Larapinta Primary School

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Larapinta Primary School

Committee's Report

31 December 2014

The committee members present their report on Larapinta Primary School for the financial year ended 31 December 2014.

1. General information

Committee members

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

Natasha Appo
Kathryn Cochrane
Devender Bohra
Jess Hacket
Renee Kenny
Nicole Totan
Krystal Commandeur

Jodie Samuels
Helen Antemes
Sarah Crook
Sue Thomson
Brenda Jolley
Shirley Young

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 \$ (82,845)(2013: \$ 111,737).

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



Committee Member



Committee Member

Dated this day of January 2015.

Larapinta Primary School

Statement of Profit or Loss

For the Year Ended 31 December 2014

	2014	2013
Note	\$	\$
Revenue from ordinary activities	798,901	1,010,552
Employee benefits expense	(282,810)	(319,847)
Essential services	(145,976)	(157,612)
Cleaning	(97,947)	(95,233)
Curriculum	(42,765)	(37,492)
Grounds	(22,838)	(16,930)
Canteen purchases	(13,339)	(12,831)
Depreciation	(6)	(1,495)
Other expenses	(276,065)	(257,375)
Surplus / (Deficit) from ordinary activities	(82,845)	111,737
Retained surplus at the beginning of the financial year	592,562	480,825
Retained surplus at the end of the financial year	509,717	592,562

The accompanying notes form part of these financial statements.

Assets and liabilities statement

31 December 2014

	Note	2014 \$	2013 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	2	459,450	570,882
Trade and other receivables	3	43	-
Inventories		72,264	55,706
Prepayments		1,039	1,026
TOTAL CURRENT ASSETS		532,796	627,614
NON-CURRENT ASSETS			
Plant and equipment	4	-	6
TOTAL NON-CURRENT ASSETS		-	6
TOTAL ASSETS		532,796	627,620
LIABILITIES			
CURRENT LIABILITIES			
Trade and other payables	5	14,267	35,058
TOTAL CURRENT LIABILITIES		14,267	35,058
NON-CURRENT LIABILITIES			
Employee benefits		8,812	-
TOTAL NON-CURRENT LIABILITIES		8,812	-
TOTAL LIABILITIES		23,079	35,058
NET ASSETS		509,717	592,562
MEMBERS' FUNDS			
Retained surplus		509,717	592,562
TOTAL MEMBERS' EQUITY		509,717	592,562

Larapinta Primary School

Notes to the Financial Statements For the Year Ended 31 December 2014

1 Summary of Significant Accounting Policies

(a) Basis of Preparation

(b) Property, Plant and Equipment

Property, plant and equipment are carried at cost, independent or directors' valuation. All assets excluding freehold land and buildings, are depreciated over their useful lives to the Company.

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.

2 Cash and cash equivalents

	2014	2013
Note	\$	\$
Cash on hand	700	700
Cash at bank	6,137	10,600
Short-term bank deposits	452,613	559,582
	<u>459,450</u>	<u>570,882</u>

3 Trade and other receivables

	2014	2013
Note	\$	\$
CURRENT		
Total current trade and other receivables	<u>43</u>	<u>-</u>

Larapinta Primary School

Notes to the Financial Statements

For the Year Ended 31 December 2014

4 Property, plant and equipment

Plant and equipment

At cost

63,524 63,524

Accumulated depreciation

(63,524) (63,518)

Total plant and equipment

6

Motor vehicles

At cost

119,714 119,714

Accumulated depreciation

(119,714) (119,714)

Total Motor Vehicles

-

Total property, plant and equipment

6

5 Trade and other payables

	2014	2013
Note	\$	\$
CURRENT		
Unsecured liabilities		
Trade payables	3,590	27,594
Other payables	10,676	7,464
	14,266	35,058

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 to 5, being a special purpose financial statement, is drawn up so as to present fairly the state of affairs of the Company as at 31 December 2014 and the results of the Company for the year ended on that date;
2. the accounts of the Company have been properly prepared and are in accordance with the books of account of the Company.
3. there are reasonable grounds to believe that the Company will be able to pay its debts as and when they fall due.

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



Committee member



Committee member

Dated this day of January 2015.

Larapinta Primary School

Independent Audit Report to the members of Larapinta Primary School

Report on the Financial Report

We have audited the accompanying financial report being a special purpose financial report, of Larapinta Primary School, which comprises the statement of assets and liabilities as at 31 December 2014, 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 31 December 2014, 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 30th day of January 2015

Larapinta Primary School
For the Year Ended 31 December 2014

Disclaimer

The additional financial data presented on page 9 is in accordance with the books and records of the Company which have been subjected to the auditing procedures applied in our statutory audit of the Company for the year ended 31 December 2014. 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 *30th* day of January 2015

Larapinta Primary School

Detailed Income and Expenditure Statement

31 December 2014

	2014	2013
	\$	\$
INCOME		
Grants	660,198	862,920
School council projects	67,765	73,106
Canteen sales	29,601	25,565
Interest	17,617	19,535
Fundraising	15,475	14,488
Student activities	8,245	14,939
TOTAL INCOME	798,901	1,010,553
LESS EXPENSES		
Salary and wages	259,659	293,123
Essential Services	145,976	157,612
Cleaning	97,947	95,233
General expenses	90,037	76,388
Repairs and maintenance	75,548	98,974
Computer expenses	67,783	40,724
Curriculum	42,765	37,492
Superannuation	23,152	26,723
Grounds	22,838	16,930
Student activities	14,165	8,525
Canteen purchases	13,339	12,831
Non-core activities	13,259	5,000
Administration costs	7,293	12,423
Motor vehicle expenses	6,079	13,443
Audit fees	1,900	1,900
Depreciation	6	1,495
TOTAL EXPENSES	881,746	898,816
Total	(82,845)	111,737