



Northern
Territory
Government

DEPARTMENT OF EDUCATION AND CHILDREN'S SERVICES



Rosebery
PRIMARY SCHOOL

2012

Annual Performance Report to the School Community



School Overview

Our School

In 2012 Rosebery Primary School moved into its second year of operation with 383 students with enrolment figures indicating 100 students more than at the end of the previous year. Rosebery Primary School priority enrolment area takes in Rosebery, Bellamack and in the future Zuccoli.

Rosebery Primary School was built with a focus on new architecture which would facilitate a contemporary way of thinking about educating NT students. Our school's educational brief was to have a focus on Performing Arts and innovation in ICT (Information Communication Technology). Our architecture dictates that our teachers will work together in a co-teaching scenario and for both planning and teaching work cooperatively together. Our students respond to the student-centred programs that have become a feature of their educational experience here at Rosebery and we aim to continue to build our profile around being creative and innovative.

Our Staff

Our staff members are highly professional and come from a range of backgrounds. All teaching staff met the standards for teachers in the Northern Territory with appropriate qualifications including many of our Early Years teachers meeting the qualification requirement for the National Quality Standards.

We have one Indigenous male classroom support officer, one Quicksmart tutor, two classroom support officers working with students with high needs, one Special Education Assistant, a Special Education Teacher, a Performing Arts Teacher, a Specialist Teacher in ICT, a Physical Education Teacher, and 15 class teachers, two preschool teachers and two preschool assistants a universal access release aid supporting both preschool and transition and one full-time transition aid support assistant. We also have an Assistant Principal and two Senior Teachers along with 2-3 administration officers, a 0.4 IT Support Officer, a Finance Manager and a Maintenance Officer and a Canteen Manager. We currently have teachers with areas they specialise in being their focus, 1 specialist Performing Arts Teacher, 1 Specialist Teacher Level 1 Information Communication and Technology and 1 Physical Education teacher. Overall our staff attendance ranged between 93% - 98%.

In 2012 we had 14 classes ranging from Transition to year 6 catering for just over 300 students with 4 preschool classes catering for 80 students.

Our Students

In 2012 we had 49% student turnover compared to 78% the year previous. This is a typical trend in schools with high enrolments of defence families. We started the year with approximately 14% of actively serving defence families approximately the same at the end of 2011.

We had 45 Indigenous students enrolled with an average attendance of 87% compared to 2011 where we had approximately 21 Indigenous students with an average attendance of 85.1%.

The number of students with special needs from both ends of the spectrum grew substantially in 2012 with the number of funded students rising from 1 to 4 and those with a support plan or diagnosis unfunded to approximately 38 students. We have Support Plans or Educational Adjustment Plans and Individual Behaviour Plans in place to meet the needs for these students and with the work undertaken by the Special Education Teacher and the Special Education Assistant we cater for their needs across the school.

Our Community

In 2012 Rosebery Primary School worked towards engaging the community in the everyday running of the school in a more meaningful way. We have a school garden where parents are encouraged to help and assist in the maintenance of the gardens. We hold Friendly Friday groups where parents are provided with morning tea and spend time together covering books for our school. We have a number of parents to come and assist with our reading program and changing of home readers as well as supporting teachers in various ways in the classroom.

Principal's Report

At the beginning of 2012 I was appointed Principal of Rosebery Primary School. 2012 was a year of growth for the school with the number of classes growing by 2 throughout the year. Staff flexibility and professionalism showed a sense of ownership over the new ground we were covering as a growing school and with a change in demographics feeding into the school. There was the need to introduce intervention programs for both literacy and numeracy and the decision was taken to have a special Education Teacher allocated outside the staffing formula.

The Leadership Team has continued to provide support and ongoing professional learning for all staff around 'The Big 4' the school set down as the foundations on which to build a solid educational platform. These were refined and enriched throughout 2012:

- Evidence Based Practices
- Co-Teaching
- Kagan Co-Operative Learning
- Restorative Practices
-

As new staff joined the team the professional learning around the Big 4 continued and this embedded professional learning kept everyone on the same page. The whole school Professional Learning Plan that we are moving towards for 2013 will be informed by the the needs of the staff and will require setting up and maintaining this type of professional learning into the future so it becomes a sustainable model.

Throughout 2012 the Strategic Improvement Plan was being developed with the engagement of students, staff and community to build the picture of a strong and robust learning community. The school mission, vision and values were developed and this hinged on the premise of the school logo being the long necked turtle. The outcome was a strong statement and a set of values with a story that the community could relate to as our story.

The area of gathering, interpreting and analysing data has had a major focus in 2012 and through this a gap has been identified in teachers' knowledge and expertise in doing this type of exercise to identify gaps. This is partly due to the fact there is very little baseline data on the students learning. An Assessment Framework has now been established for 2013 so that there is the gathering of baseline data to add to in order to see growth overtime.

At the end of 2012 the school underwent a School Review. This was a timely and good process to undertake and one which allowed us to reflect and refocus in areas of need. The recommendations from the review have now been included in our Strategic Improvement Plan or Annual Operational Plan as we grow and continue to improve into the future.

Rosebery Primary School is growing quickly and with that comes with challenges. As we continue to grow as a community we will be celebrating the small successes and striving for continual improvement in all areas.



Gail Smith
Principal

Teaching and Learning

At Rosebery Primary School we strive to ensure all students learn as we know and believe they all have potential to grow and learn new things. We believe that our approach to teaching and learning at Rosebery places us in a unique situation to any other school in the NT. Our school is architecturally designed into shared teaching and learning spaces. Based on this we have developed what we call our 'Big 4' underpinning philosophies around teaching and learning.

- Co-teaching
- Kagan Co-operative Learning
- Restorative Practices
- Evidence Based Practices

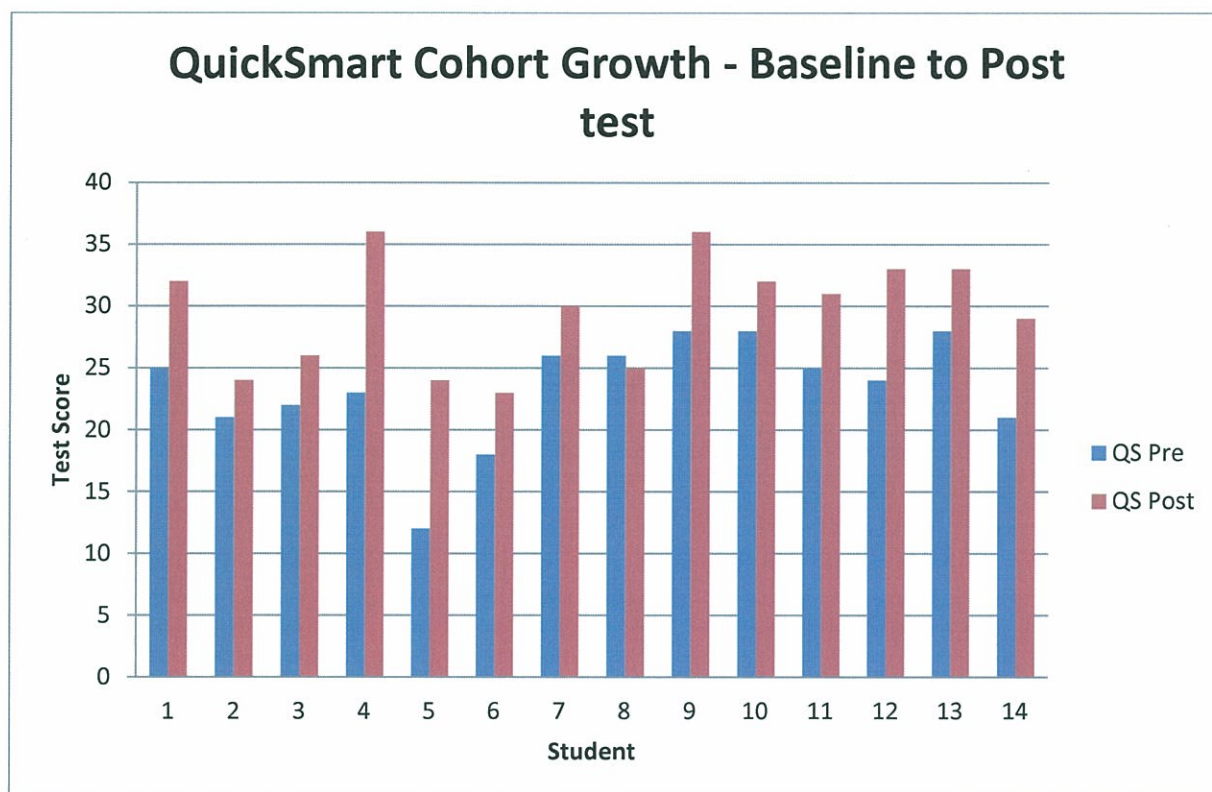
Co-Teaching - almost all of our classes operate with two teachers planning and teaching together in one teaching space. To assist teachers to plan for this way of teaching we have developed the Rosebery Co-teaching Framework which we use as our model to guide teachers when planning for learning experiences. This provides teachers with a variety of ways to co-teach, teachers can vary the instruction in many different ways to meet the various learning preferences and needs of our students.

Kagan Co-Operative Learning - is the pedagogical approach that underpins our philosophy of inclusive learning. The Kagan structures, when skilfully administered, allow students to take real responsibility for their learning and the support for the learning of those around them. It provides the opportunity for students to be co-operative and be able to work together as a small team within a larger team.

Evidence based practices – essentially means that our teachers design learning programs that embed the strengths, interests, skills and needs of our students. This is grounded in research and gathered evidence from the students themselves. We get to know our students both personally and academically and use this information to accelerate further learning.

Our Academic results for 2012 showed some interesting information and based on this there has been a focus on intervention programs for 2013 for a greater number of children.

Area	Year	Rosebery Yr 3 mean	NT Yr 3 mean	% below NMS	% above NMS	Rosebery Yr 5 mean	NT Yr 5 mean	Year 5 Australian mean	% below NMS	% above NMS
Grammar	2011	384	313	9%	84%	453	400	499	6%	70%
	2012	313	315	11%	69%	441	394	491	9%	57%
Numeracy	2011	367	338	6%	66%	447	424	488	13%	67%
	2012	337	323	9%	57%	448	418	489	11%	63%
Reading	2011	370	323	13%	59%	457	403	488	20%	63%
	2012	361	332	11%	64%	454	405	494	17%	72%
Spelling	2011	387	303	3%	78%	442	393	484	17%	63%
	2012	367	337	11%	69%	467	413	495	11%	72%
Writing Persuasive	2011	387	330	3%	91%	440	397	483	17%	60%
	2012	373	323	3%	83%	441	391	477	20%	65%



In 2012 we introduced Quicksmart Numeracy to our school and focused on years 4 and 6 in hope to lift our year 4 students to benefit them in the year 5 NAPLAN rounds and as indicated above the results were quite good. We have decided to continue this program in 2013 with a focus on years 3 and 5 students. The Quicksmart Numeracy program has shown great results in its first year and this will continue in 2013.

NAPLAN Reading results in 2011 indicate that 53% of our students in Year 3 were at or below National Minimum standard and our 2012 results show that 44% of our students in Year 3 for Reading were at or below National Minimum Standard.

NAPLAN Reading results in 2011 indicate that 40% of our student cohort in Year 5 was at or below National Minimum Standard. In 2012 the results showed that 28% of our student cohort in Year 5 for Reading was at or below National Minimum Standard. In 2013 when we receive the NAPLAN results we can compare our 2011 Year 3 cohort with our 2013 Year 5 cohort and analyse what the data means for us in our 3rd year of operation. Therefore the focus for 2013 will be on Reading across our school and getting a whole school approach to Reading, which has been included in our Annual Operational Plan for 2013.

As a relatively new school with this being the end of our 2nd year of operation we are now starting to gather data that can inform our planning, hone our focus and resourcing to enhance our outcomes in a more informed and rigorous manner than was possible in our first year. This has led to the decision to set an Assessment Framework for 2013 based on our whole school approach to Literacy and Numeracy linked to the Australian Curriculum.

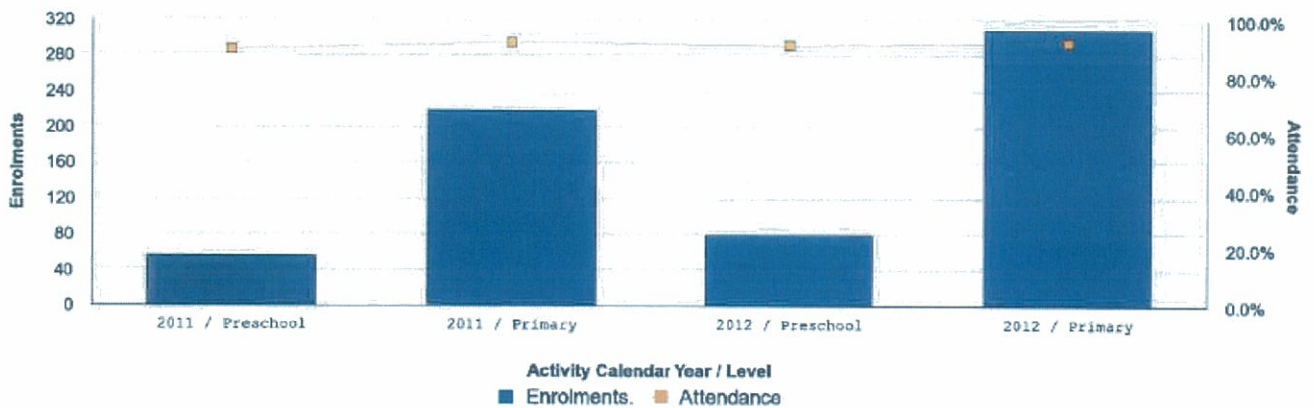
Wellbeing

At Rosebery Primary School Wellbeing is at our core. We apply Restorative Practices as our approach and it is the basis to our Behaviour Management and Wellbeing Policy. At the end of this year (2012) it was decided that a number of key staff would make up part of an Action Group and in 2013 and begin to drive the KidsMatter program within the school. This program focuses on mental health and wellbeing for all students and will be in addition to our Restorative Practices model which is one of our 'Big 4'.

Restorative Practices – This is the foundation of our Behaviour Management processes and actions. Restorative Practices encourage our whole community to focus on what harm has been done and how to restore those relationships by addressing wrongdoing. This leads to a culture of respect and responsibility – which in itself is a marvellous lever for better learning environments.

Our whole school attendance average changed very little between 2011 where it was 91.7% to 2012 where it was 91.9%. During 2012, 45% of absences were un-notified this represents 3.3% of all periods.

Enrolment and Attendance



	Indigenous		All		Indigenous		All	
	Enrol	Attend	Enrol	Attend	Enrol	Attend	Enrol	Attend
Preschool	4		55				80	
Transition	2		35		6		63	
Year 1	4		30		4		43	
Year 2	2		34		7		42	
Year 3	3				2		35	
Year 4	1		32		6			
Year 5	3		29		4		46	
Year 6	2		27		4		40	
					45			

Participation, Transitions and Pathways

At Rosebery Primary School we pride ourselves on the level of participation (attendance) of our students. This then provides a clear line of sight for the students to see what it is they need to be learning in order to progress to the next phase of their schooling. Our Preschool uses a play-based method that has been adapted to suit our own context. This links closely to our transition play-based investigation approach in Transition. The whole notion of play-based investigation is what the Early Years Learning Framework is all about. This is followed through to Transition so students find the transitional phase easier.

We have also been focusing on Project Based Inquiry in Years 5/6 for the 2nd semester with the Assistant Principal working closely with these classes. The vision is to have 'play-based investigation' move into the area of Year 1/2 in 2013 and then the 'project-based inquiry' learning filter throughout the upper primary area of the school with a marrying of investigation/inquiry in the year 3/4 area of the school by 2014.



This is then aligned to the Rosebery Middle School's transition program for year 6 students in Semester 2 of each year. We will also be pursuing further mentoring relationships between the Primary and Middle School students in 2013 in relation to reading as we did in 2011. The Lead Teacher from the Middle School is very keen to establish this mentoring relationship early in 2013.

Partnerships

In 2012 we saw the continued growth in our partnerships with the continuing partnership with the NT School of Music being strengthened as well as building strong relationships with the Filipino community. We were invited to perform at the Filipino International Day of Independence at Parliament House and this was followed up by a dance troupe from the Philippines working with our students at Rosebery Primary School. We have also worked closely with The Palmerston City Council through the COPAL project which led to the School accessing the subsidised bus transportation to Parap Road Safety Centre and applying for a grant to promote healthy food/eating in preschool.



Rosebery Primary School students about to perform at the Filipino International Day of Independence Celebrations at Parliament House.

Musical performance at Casuarina Square for the 'Rock the Cas' Australia wide Sing In organized by the NT School of Music.



Leadership

Leadership at all levels is the focus at Rosebery Primary School. We have had a number of staff work towards acting in higher level positions and undertaking leadership courses.

Staff

Both senior teachers undertook leadership courses in 2011 and 2012 with one of the senior teachers being asked to mentor the next group undertaking the leadership course. From this came opportunity for both senior teachers to undertake acting roles as Assistant Principal and that in turn led the development of a strong leadership at all levels culture within the school. The Assistant Principal has been accepted into the Aspiring Leaders Course in 2013. All leadership team members have been trained in Cognitive Coaching and are able to mentor and coach other staff as needed and this provides a continual learning loop for the leadership team as well.

Our school has grown enormously in the past 12 months and continues to do so. We are almost due to get allocated our second Assistant Principal based on our growth.

Students

In 2012 all year 6 students attended the Impact Leadership course conducted in March at the Darwin Convention Centre. The year 6 students were then able to return to school and use this knowledge to assist in leading the younger students in our school. Lunchtime activities and sporting events were organised where the year 6 students had a rotational roster to conduct these activities.

Audited Financial Statements

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

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April 15, 2013

The Chairperson
Rosebery Primary School Council Incorporated
Cnr Belyuen Road
ROSEBERY NT 0832

AUDIT OF 2012 ACCOUNTS

Attached are three copies of your 2012 audited financial statements. A signed original should be sent to the Department of Education.

There were no major errors or omissions discovered during the audit.

Please check the ABN/GST registration of new suppliers (through ABN LookUp) prior to processing their invoices. There was a case of a supplier quoting GST on his invoice but a subsequent check revealed he is not registered. The amount was immaterial however I suggest you write a letter to this supplier requesting he return the GST component of his invoice as he is not registered to charge it. Also please follow up on GST claimed on a supplier invoice that is not registered and has stated this on his invoices.

Depreciation, accrued expenses, prepayments and stock on hand calculations were checked.

Payroll reconciliations were reviewed.

I have checked your accumulated funds analysis for December 2012 and note that the School has sufficient funds to pay all outstanding commitments.

Please thank your Administration Manager for her co-operation and assistance during the audit.

If you have any queries regarding the presentation or content of the report please contact me

Sincerely,



Susanne Elizabeth Lee



**ROSEBERY PRIMARY
SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2012**

**ROSEBERY PRIMARY
SCHOOL COUNCIL INCORPORATED
FINANCIAL REPORT
YEAR ENDED 31st December 2012**

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**ROSEBERY PRIMARY
SCHOOL COUNCIL INCORPORATED**

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2012**

As Chairperson of the Rosebery Primary School Council Incorporated I state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the School's management in accordance with the reporting requirements of the Northern Territory Department of Education and Children's Services, does fairly reflect the financial position of the School and its performance for the year ended 31 December 2012.

At the date of this statement, I have obtained assurance from the School Principal that there were reasonable grounds to believe that the School will be able to pay their debts as and when they fall due.

Chairperson

Dated:

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

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

INDEPENDENT AUDIT REPORT TO THE MEMBERS OF ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED

Report on the Financial Report

I have audited the accompanying financial report of the Rosebery Primary School Council Incorporated which comprises the balance sheet as at 31 December 2012 and the income and expenditure statement for the year ended on that date, a summary of significant accounting policies and other explanatory notes.

Council's Responsibility for the Financial Report

The School Council is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Education Act. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Matters relating to the Electronic Presentation of the Audited Financial Report.

This audit report relates to the financial report of the Rosebery Primary School Council Incorporated for the year ended 31 December 2012. It does not provide an opinion on any other information that may have been hyper linked to/from this report. If the users of this report are concerned with the inherent risks arising from electronic data communications they are advised to refer to the hard copy of the audited financial report.

Auditor's Responsibility/Scope

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance 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 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 the council, as well as evaluating the overall presentation of the financial report. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Independence

In conducting my audit, I have complied with the independence requirements of Australian professional ethical requirements.

Auditor's Opinion

In my opinion the financial report of the Rosebery Primary School Council Incorporated is in accordance with the Education Act including:

1. giving a true and fair view of the School's financial position as at 31 December 2012 and of their performance for the year ended on that date; and
2. complying with Australian Accounting Standards (including the Australian Accounting Interpretations).

Sue Lee

SUSANNE LEE, CPA



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Liability is limited by a scheme approved under Professional Standards legislation.



Rosebery Primary School Council Incorporated

Balance Sheet December 2012

	This Year	Last Year
Assets		
Current Assets		
Cash at Bank		
Cheque Account	\$496,510.77	\$533,902.14
Total Cash at Bank	\$496,510.77	\$533,902.14
Cash on Hand		
Petty Cash	\$500.00	\$500.00
Till Float RM #1	\$150.00	\$150.00
Till Float RM #2	\$150.00	\$150.00
Canteen Float	\$100.00	\$0.00
Total Cash on Hand	\$900.00	\$800.00
Inventories		
Stock on Hand	\$58,871.05	\$10,812.55
Total Inventories	\$58,871.05	\$10,812.55
Total Current Assets	\$556,281.82	\$545,514.69
Non-Current Assets		
Total Non-Current Assets	\$0.00	\$0.00
Total ASSETS	\$556,281.82	\$545,514.69
 LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
Staffroom Levy	\$177.03	\$0.00
Total Deposits Held - 3rd Parties	\$177.03	\$0.00
Trade Creditors		
Trade Creditors	\$2,784.77	\$5,662.50
Total Trade Creditors	\$2,784.77	\$5,662.50
GST Liabilities		
GST Paid	-\$155.78	-\$1,115.50
Total GST Liabilities	-\$155.78	-\$1,115.50
Other Accrued Expenses		
Accrued Expenses	\$10,326.00	\$12,344.60
Total Other Accrued Expenses	\$10,326.00	\$12,344.60
Total Current Liabilities	\$13,132.02	\$16,891.60
Non-Current Liabilities		
Total Non-Current Liabilities	\$0.00	\$0.00
Total LIABILITIES	\$13,132.02	\$16,891.60
 Net Assets	 \$543,149.80	 \$528,623.09
 EQUITY		
Accumulated Funds	\$528,623.09	\$1,122,136.39
Current Year Operating Surplus/(Deficit)	\$14,526.71	-\$593,513.30
Total EQUITY	\$543,149.80	\$528,623.09

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

Rosebery Primary School Council Incorporated
Profit & Loss Statement
January-December 2012

	This Year	Last Year
INCOME		
GRANTS AND SUBSIDIES		
Commonwealth Grants via DECS	\$76,709.52	\$21,875.55
Commonwealth Grants direct to Schools	\$18,837.43	\$26,421.51
Other Grants from DECS	\$555,735.14	\$1,128,077.69
Other Grants from NTG Departments	\$24,920.11	\$15,847.85
Third party Grants - External	\$12,305.64	\$3,980.91
Total GRANTS AND SUBSIDIES	\$688,507.84	\$1,196,203.51
SALE OF GOODS & SERVICES		
School Council Projects	\$173,311.82	\$77,799.01
Student Activities	\$24,494.40	\$14,303.55
Total SALE OF GOODS & SERVICES	\$197,806.22	\$92,102.56
INTEREST RECEIVED		
Interest Received	\$18,337.73	\$32,519.32
Total INCOME	\$904,651.79	\$1,320,825.39
EXPENSES		
EMPLOYEE EXPENSES		
Salaries & Related expenses	\$174,804.66	\$110,797.60
Superannuation	\$14,967.94	\$8,650.09
Total EMPLOYEE EXPENSES	\$189,772.60	\$119,447.69
PURCHASE OF GOODS & SERVICES		
School General Expenses	\$86,821.53	\$229,913.26
Administrative Expenses	\$17,040.16	\$284,720.38
Motor Vehicle Expenses	\$215.00	\$0.00
Student Activities	\$68,742.47	\$14,707.24
Student IT	\$5,597.96	\$189,377.29
Admin & Communication	\$57,520.93	\$72,903.89
Curriculum	\$33,342.70	\$317,505.13
Non-Core Activities	\$54,187.29	\$99,502.71
Total PURCHASE OF GOODS & SERVICES	\$323,468.04	\$1,208,629.90
REPAIRS & MAINTENANCE		
Urgent Minor Repairs	\$18,165.89	\$90.00
Total REPAIRS & MAINTENANCE	\$18,165.89	\$90.00
PROPERTY MANAGEMENT		
Essential Services	\$158,772.91	\$170,874.90
Cleaning	\$84,909.86	\$66,162.93
Grounds	\$108,516.88	\$67,728.23
Property Management - Other	\$6,518.90	\$23,308.32
Total PROPERTY MANAGEMENT	\$358,718.55	\$328,074.38
Total EXPENSES	\$890,125.08	\$1,656,241.97
OPERATING PROFIT	\$14,526.71	(\$335,416.58)
OTHER INCOME	\$0.00	\$0.00
OTHER EXPENSES		
Capital Grant Expenses	\$0.00	\$258,096.72
Net PROFIT/(LOSS)	\$14,526.71	(\$593,513.30)

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

**ROSEBERY PRIMARY
SCHOOL COUNCIL INCORPORATED**
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
for the year ended 31st December 2012

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 Children's Services 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 and Training 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

Revenue from grants is recognised upon receipt, except where invoices are raised on the Department for reimbursable funded items, including essential services, property management and some relief personnel. In those instances, the revenue is recognised when the invoice is raised.

Minor New Works and BAM's grant balances are transferred to the balance sheet at year end.

Receipts from fund raising activities are recognised when they have been received by the School.

(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 Northern Territory Department of Education and Children's 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 Northern Territory Department of Education and Children's 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

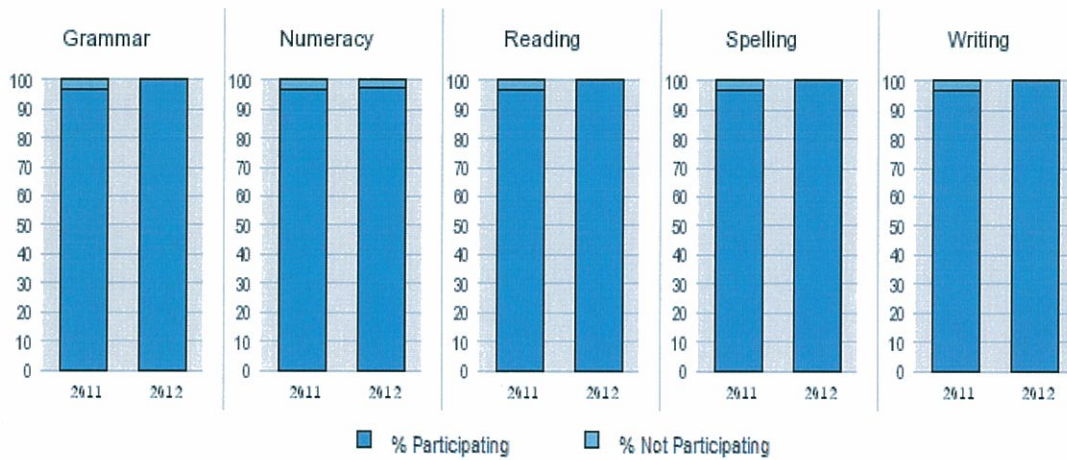
The School employs staff on casual, award and/or contract arrangements but has not incurred a liability for employee entitlements.

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

NAPLAN data

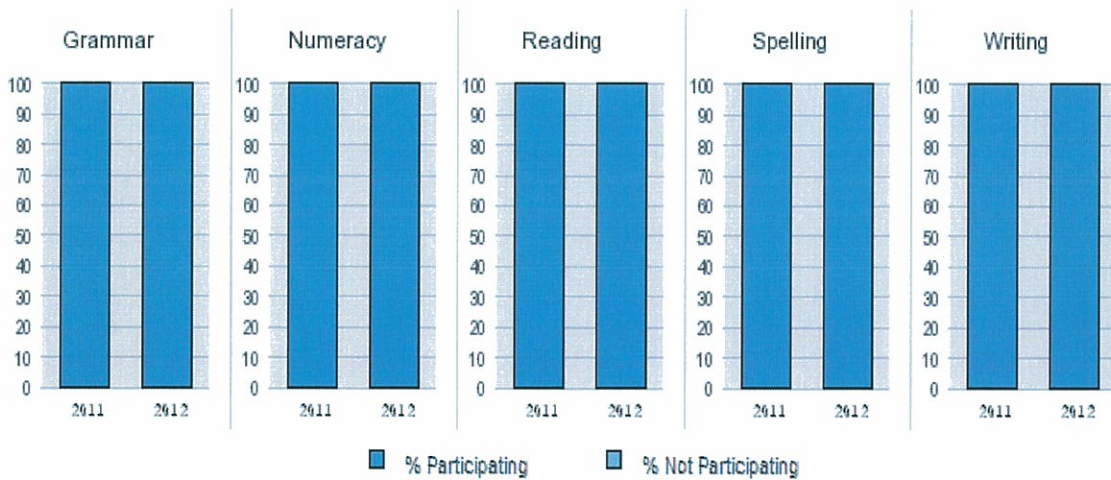
Year 3

Percentage of Students Participating (%)



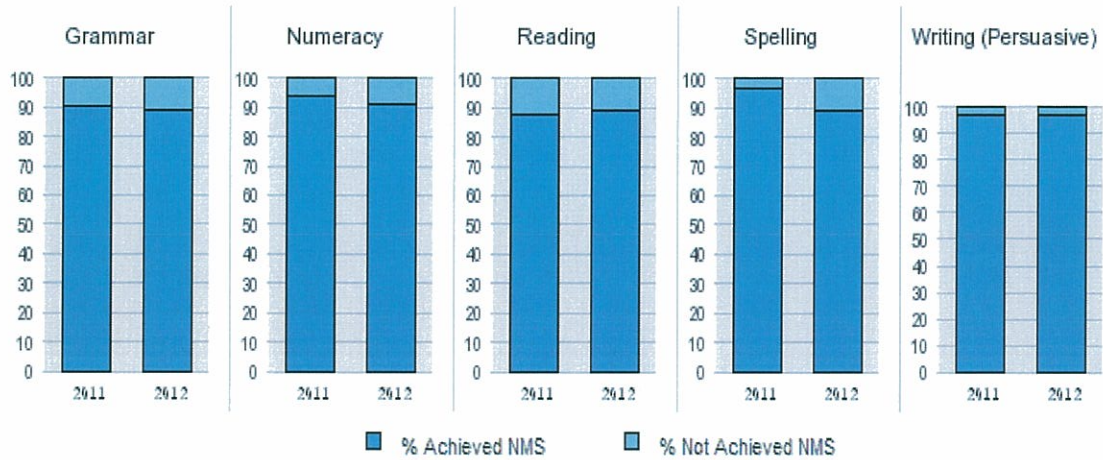
Year 5

Percentage of Students Participating (%)



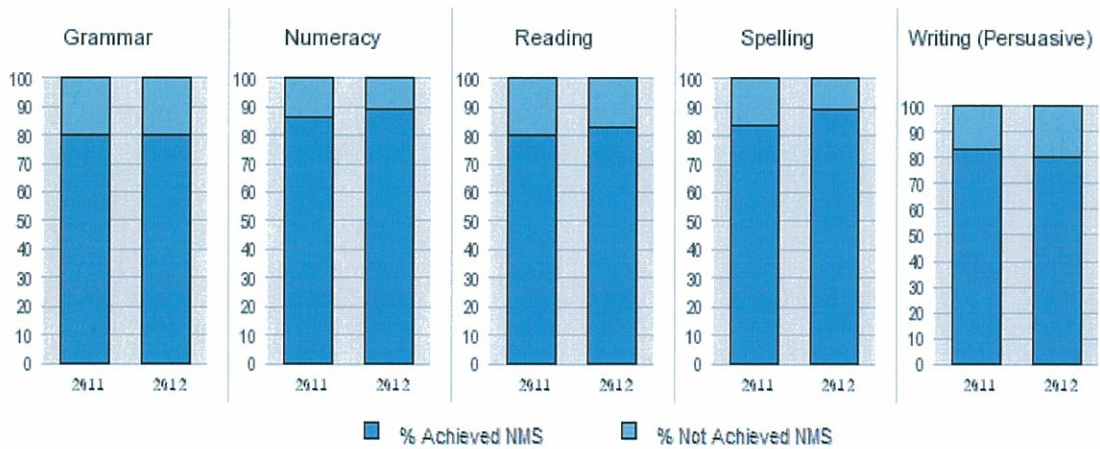
Year 3

Percentage of Students Achieving NMS (%)



Year 5

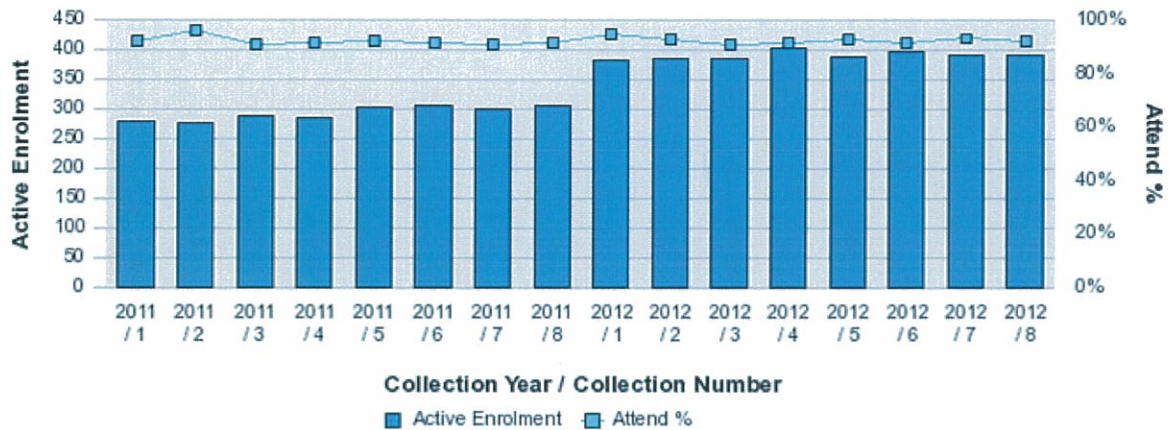
Percentage of Students Achieving NMS (%)



Data to be provided by Performance and Data Management Branch:

-
-
- *Number and percentage of students below, at and above National Mean Scale for each domain and comparison against NT and national mean.*

Student Enrolment, Attendance and Learning



Enrolment and Attendance Summary - Indigenous Only

This report shows schools enrolment and attendance data by each periodic collection. Each collection includes four weeks of data, collected in Week 4 and Week 8 of each school term. The enrolments are calculated on the last day of the collection period. Enrolments are divided into 2 categories: Active Enrolments are the 'traditional enrolment count'. Passive enrolments are students who have been moved to the form code 'passive'.

Rosebery Primary School

