



Annual Performance Report to the School Community

2016



School Overview

Our School

Rosebery Primary School is located in an important place for our community. It has been a special place for travellers and explorers in the Northern Territory's foundation days. It has been a crucial location for our defence forces in times of war and is the gateway to several airstrips of major significance in the outcome of World War II. It is also an important place in the Indigenous and natural histories of our land. Mitchell Creek runs the back of our schools and connects Palmerston to the ocean through the Elizabeth River. Our address at Belyuen Road is named after Crab Billy Belyuen, a senior Aboriginal elder of the Larrakia people. His name means "Sacred Water Hole".

Our school's logo, the long-neck turtle is a symbol of the rich fauna we are blessed with in this place. With a hard outer shell, long-neck turtles show resilience and adaptability throughout their lives. In their younger lives, they stay close to home in the fresh water where they can feel safe and cared for. But later in life, they have been known to travel vast distances to find better and more interesting lives. Long-neck turtles are an indicator of a very healthy environment.

Contemporary Indigenous people of the Northern Territory believe in the notion of freshwater and saltwater coming together for improved communication and fellowship with non-Indigenous Australians. Where saltwater and freshwater meet the result is a unique and thriving ecosystem where new ways of living together emerge. The concept can be further enhanced to consider the meeting of land and water – where Indigenous knowledge is represented by "knowledge from land" and Western knowledge by "knowledge from water". We know we are unique and value the culture, background and knowledge that all of our families contribute.

The animal life that emerges where freshwater and saltwater meet is diverse and robust, including – long-neck turtles, dolphins, crocodiles, sharks, barramundi, water dragons and many birds of prey. These animals are represented in our house names, which Rosebery students can call their own throughout their learning journey here. We have now also linked a significant defence group or corps to each of our houses to show that strong link as mentioned above.



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Today Rosebery Primary School has grown to almost full capacity with enrolments sitting on 539 at the end of the school year and expected to grow beyond 550 for the start of the 2017 school year. The enrolment management process is tightly managed with only students enrolling from surrounding areas of Rosebery, Bellamack and the newer and fast growing Zuccoli accepted. Our enrolment and attendance for 2015 compared to 2016 is represented below in the diagram.

■ Avg Enrol ■ Attendance

		2015				2016 (Year to date)			
		Indigenous		All		Indigenous		All	
		Enrol	Attend	Enrol	Attend	Enrol	Attend	Enrol	Attend
Preschool	Preschool	3	88.6%	62	90.5%	9	84.1%	88	87.5%
Primary	Transition	9	92.1%	64	90.0%	6	77.6%	65	89.5%
	Year 1	6	93.2%	66	91.9%	12	91.6%	64	90.5%
	Year 2	8	89.3%	84	91.7%	5	88.7%	63	91.6%
	Year 3	11	90.6%	65	91.7%	12	89.1%	85	91.7%
	Year 4	6	83.4%	54	90.4%	12	92.4%	69	92.6%
	Year 5	7	86.1%	45	92.0%	7	85.1%	56	90.6%
	Year 6	3	91.7%	47	91.3%	8	85.7%	49	92.1%
Total:		52	89.5%	486	91.2%	72	88.2%	539	91.0%

At Rosebery Primary School our Vision has been developed with our history and links to country taken into account. This in turn relates to students and their learning and how we build relationships and help learning become important to all who attend Rosebery Primary School.

Mission

Respectfully and cooperatively striving for excellence with confidence, integrity and resilience.

Vision

At Rosebery Primary School, we will

- develop resilient learners with a strong focus on respect through Restorative Practices
- be innovative in teaching and learning to academically engage and challenge our students
- provide collaborative and cooperative learning opportunities for all
- activate a sense of creativity in our students through a major focus on the Performing Arts and the use of Information Communication Technology (ICT)

This will be achieved by developing resilience in students through maintaining a caring, nurturing and safe learning environment where students feel comfortable being themselves, taking risks, making mistakes, learning from them and growing as a learner. This connects strongly with our metaphor of the long-necked turtle which is our school emblem for this very reason.

Values

- **Respect:** we will act with kindness, compassion, and courtesy towards others and their property.
- **Cooperation:** we will work together as a team to achieve our goals.
- **Confidence:** we will trust in ourselves and give new things a try.
- **Integrity:** we will be truthful in our words and actions and will honour our agreements.
- **Resilience:** we will develop the strength to tackle problems and learn and grow positively from the obstacles we face.

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These values are embedded in everything we do and the students work towards achieving this high standard in their day to day work in the classroom to the way they treat each other in the playground. This is reinforced by our Values Awards that are given to students at each whole school assembly.



The school mission, vision and values are depicted in a mural that appears in the Assembly area

Rosebery Primary School is renowned for its signature programs being Co-operative learning, Co-teaching, Restorative Practices and Visible Learning with a play-based pedagogical approach to learning in our Early Years. The high expectations for academic success is paramount which includes the creative side of learning being a major foci through our performing arts.

Our Staff

In 2016 the Rosebery staff consists of a range of roles including administration, operational, teaching, support staff and maintenance staff. There is 1 Principal who has been at the school for 5 years, 2 Assistant Principals both who have been at the school for 6 and 4 years respectfully, two Senior Teachers, 1.5 Special Ed teachers, a Special Education Assistant, 8 Classroom Support Officers, 1 Administration Officer, 3 Admin Officers in the front office with one being the SAMS operator, a 0.8 ICT Support Officer, a canteen manager, a part time maintenance officer, 1.5 Transition Support Aides, 2 Preschool Assistants and 22 classroom teachers, 2.5 specialist teachers and a resource teacher. We have highly motivated, dedicated and passionate staff that work at a standard that is within the range of the Public Services Management Act and the Australian Teaching Standards. The preschool staff all have qualifications that meet the requirements of the National Quality Standards for Preschools.

From our staff 3 identify as Indigenous, 2 from New Zealand, 1 from the Philippines with the remainder Australian. This provides a melting pot of cultural understanding which stands us in good stead with our ever growing student cohort of multiculturalism. The staff attendance is within expected normal levels for a school this size. At Rosebery Primary School we have highly qualified Support Staff and Specialist Staff who continually seek out further learning to remain upskilled. Most of our teaching staff hold Bachelors of Education with some staff being qualified in dance and music. Two of our staff hold a Masters of Education. All of our teaching staff in Early Years have qualifications to teach in Early Years which makes for a highly aligned and pedagogically sound teaching cohort. Our preschool teachers all hold the appropriate qualifications as do our Preschool Assistants.

Our Students

The student cohort at Rosebery Primary School is varied in cultural background and languages spoken. Students who identify as Aboriginal /Torres Strait Islander were 72 compared to 2015 where we had only 52 students in that category. The number of Aboriginal/Torres Strait Islanders is slowly growing over the years however this is our biggest growth yet in this cohort of students from year to year.

Our enrolment turnover sits around 20% turnover each year however as the graph below shows there has been a drop in turnover by 1% between 2015 and 2016. This level of student mobility and the 15% growth of the school each year puts added pressure on the school to maintain high NAPLAN results as there are very few matched students between year 3

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and year 5 to see real growth. This is being addressed by strong whole school programs being put in place to assist teachers maintain high academic results with their students.

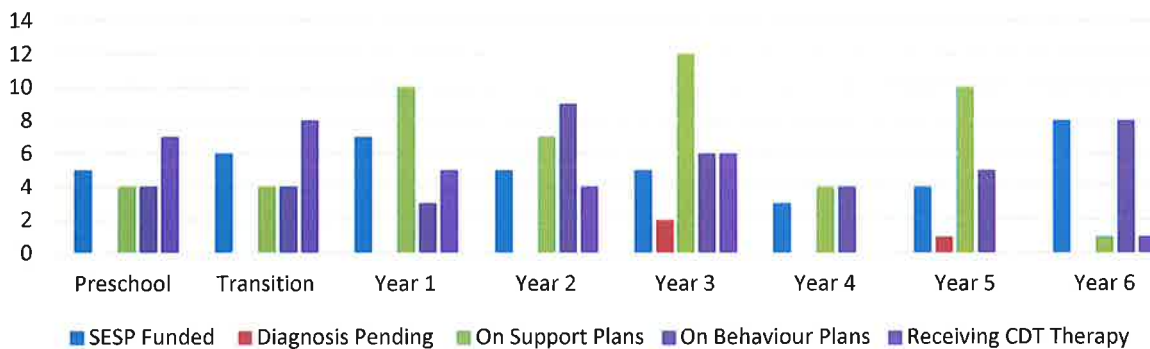
Student Mobility

	2015				2016 (Year to date)			
	Arrivals	Departures	Average Enrolments	Student Turnover	Arrivals	Departures	Average Enrolments	Student Turnover
1	14	31	467	5%	42	37	539	7%
2	28	25	470	6%	26	27	541	5%
3	82	17	504	10%	27	21	542	4%
4	4	17	504	2%	25	24	536	5%
Total:	128	90	486	22%	120	109	539	21%

Students requiring support

At Rosebery Primary School we have a large cohort of students who are identified through our screening process for support in learning. This graph shows the spread of students across the school who have a diagnosis and therefore funded through the Special Education Support Program (SESP), those who have been on the journey to find a diagnosis, those students who are on a support plan and their learning being catered for through differentiation in the class and tier 2 or 3 intervention through withdrawal, those on behaviour plans and those receiving Child Development Team therapy. For a school our size we have a sizeable cohort of students requiring some form of intervention.

Student Educational Support at December 2016



Our Community

Our school community is very diverse with approximately 30 different cultural groups with a variety of spoken languages. The whole school focus is to make families feel welcome and a part of our school as soon as they enter the school grounds. We have a Defence Transition Support Aid (DSTA) who works closely with defence families and students across the school to support them at the most vulnerable times when postings, moving and struggling with everything is difficult. The DSTA not only conducts programs such as resilience, friendship and 'growing up' for students they also conduct morning teas for parents after each whole school assembly.

We also hold outside school programs such as 123 Magic for parents who wish to learn more about behaviour and how to manage this behaviour. This program aligns with our restorative practices model of reminding children about their behaviour and what is expected, etc. The community also engages with our Restorative Practices sessions conducted by Real Schools with whom we have a long term partnership. This aligns parents' perceptions with our way of work within the school environment with behaviour and wellbeing of students.

Principal's Report

Throughout 2016 Rosebery Primary School has had a very rewarding and fulfilling year with students finishing the year excited to move into the next year level. Our school was very close to capacity at the end of the school year with conversations underway for a plan if the enrolments continued to grow in 2017. Our preschool was full with 88 students for the majority of the year and our Early Years classes maintained around 24 in each class. The remainder of our school was near capacity. Our student turnover is still quite high and therefore change is forever constant for us and we will manage that as it comes to the fore.

Our new Performing Arts Resource building is nearing completion and will be ready in term 1, 2017 for our performing arts teachers, music specialists, resource teacher and dance teachers to utilise. This year we have been using a space at Rosebery Middle School that we have transformed into a music facility and the Performing Arts teacher walks back and forth each lesson with classes each lesson every day. The use of this space has been very much appreciated but our students are missing out on full lessons due to the walk and the weather sometimes prevents this movement even taking place. We are very much looking forward to the new building being completed so we can ensure our focus on Performing Arts is central and back on our school grounds.

The area of Special Education and the number of students with special or additional needs has continued to rise in recent years. The development of our Enrichment Hub idea has been very welcomed this year and will continue to grow into the future with the focus on providing what is required for these students to access the curriculum and learn like all other students. We use technology to engage our students, conduct Professional Learning for staff and have connection with community in relation to enriching learning for our students across the school.

The 2016 Back to School Festival, held every second year, was a great success this year and we look forward to a renewed focus for this Festival in 2018. The years to come at Rosebery Primary School will be challenging as our school reaches capacity, however with great staff, great students and connection with our school community we will succeed and grow in a positive way.



Gail Smith
Principal

Goal 1 – A great start for children

Rosebery Primary School continued to strive for excellence in early childhood programmes and opportunities throughout 2016. Pre-school to year 2 teachers implemented a play based investigations approach to teaching and learning. This continued to produce results in students' learning progression and in oral language development. This work was further enhanced through our partnership with a speech pathologist who worked with Preschool and Transition classes for a full term. This provided in the moment professional support to teachers through modelled lessons in the classrooms with students. This allowed teachers to observe strategies used to support oral language and speech development. These strategies continued to be implemented in ongoing teaching and learning programmes after the 10 week partnership.

In 2016 saw the continued implementation of the Early Years Learning Framework (EYLF) in the pre-school program and the continuation of the EYLF into the Transition program. Students from pre-school who were identified to begin Transition in 2016 were provided with a program of regular visits to Transition classes throughout the year for Library lessons and also throughout term 4 to assist in preparing for a successful transfer to primary school and a full week educational program.

Pre-school staff participated in the pre-school curriculum trial. Both teachers utilised new knowledge in planning and programming in the latter half of the year. Teachers shared their understandings with parents through emails, displays and newsletters. The Smith Family supported early numeracy learning with a counting programme with pre-school families. Families accessed positive strategies and walked away with a kit bag of tools and strategies to implement in the home.

Pre-school staff worked towards being ready for accreditation and review. This includes updates to policies, procedures and infrastructure. Infrastructure changes are most obvious in the outside learning space. Note photos of outside spaces since the new addition to our preschool has been completely finished for students to enjoy.



Preschool playgrounds

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Early childhood students participated in the Gateways to Literacy & Perceptual Motor Program at least 3 times per week. These opportunities supported learning and improvements in general learning behaviours and concentration in the classroom. Play opportunities were enhanced through the implementation of a pop up play space in the playground. Two staff attended the National Play Conference. The knowledge gained manifested itself into the pop-up playground. Students accessed a range of recyclable materials and this triggered their imaginations. Rosebery Primary School will be presenting their journey at a National Play Conference in 2017 on our pop up playground and play-based learning focus in Early Years as a journey of discovery and learning. Students love this approach.



Popup playground in action

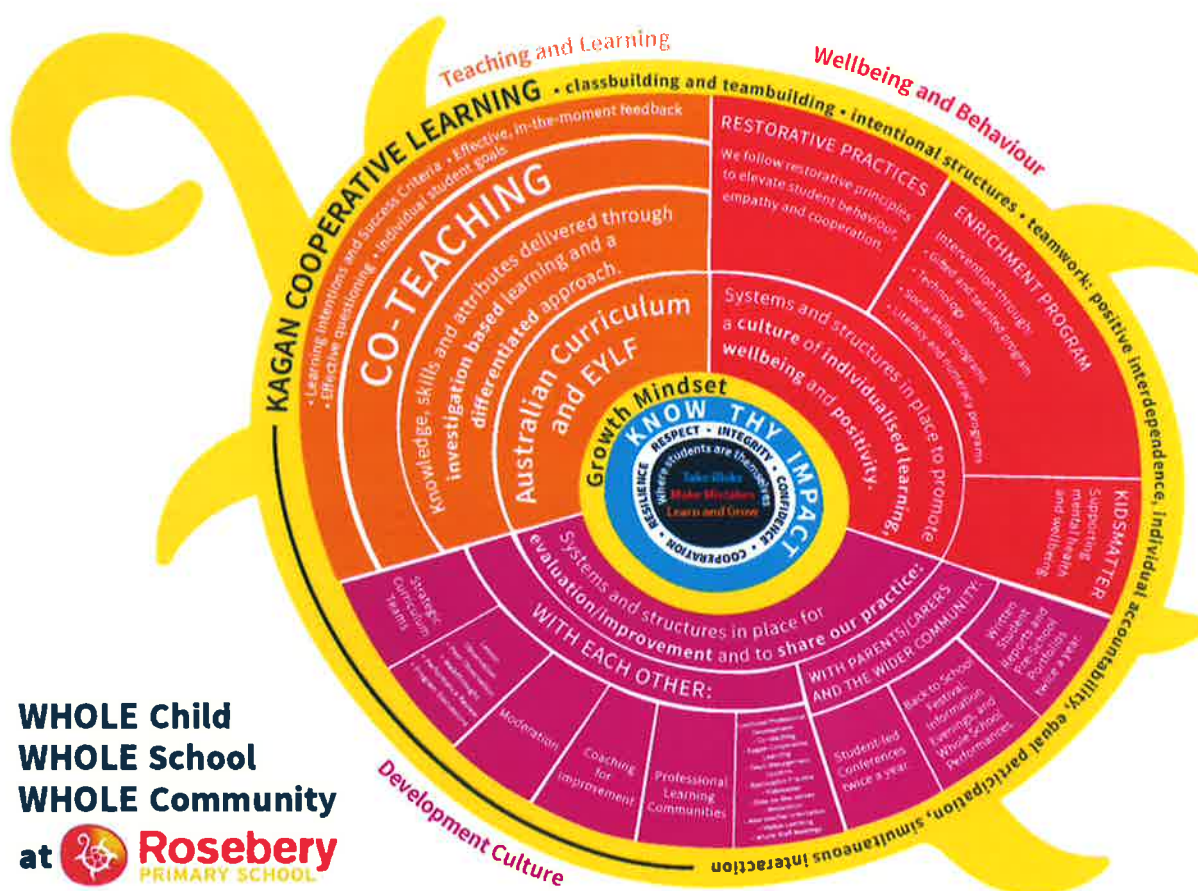
Science, Technology and Engineering

In the second half of 2016 there was a dedicated teacher for Science, Technology and Engineering across the school, particularly in the early years classes. This was a great use of a wonderful teaching resource as the children were engaged with 'LittleBits' and 'MakerSpace' activities in class and during lunchtimes in the library spaces. This gives students the hands on experience that they require in these areas where we know these skills are the jobs of the future.



Goal 2 – Every student a successful learner

At every level of the school every student has the chance to be a successful learner. At Rosebery Primary School we have a key graphic that we use to show how the whole child, whole school, whole community works and fits together to make for a meaningful way of understanding learning. The whole focus is around students taking risks to learn and grow with a strong growth mindset. By students knowing where their learning is at and how to move forward they are able to goal set so they know exactly where their learning needs to go and is visual and at their fingertips. This is all made possible through our key approaches which are shown in the diagram below. Kagan Co-operative Learning approach which wraps around the Teaching and Learning focus, Wellbeing and Behaviour focus and Development Culture we have at Rosebery Primary School.



WHOLE Child
WHOLE School
WHOLE Community
at Rosebery
PRIMARY SCHOOL

Visible Learning

Through our Professional Learning Community meetings staff continued to develop and consolidate understandings of Visible Learning through the Dylan William PLC model. With a high staff turnover in 2016 consolidation of knowledge for ongoing staff was key. Ongoing coaching in class and feedback were key to trying to make progress and keeping traction. There was a level of regression in the implementation of Visible Learning. This could be attributed to staff turnover and high student cohort turnover. In class coaching and feedback will continue to feature into 2017 as this is an area of identified need and at risk of slipping. Impact coaches made positive in-roads to supporting staff. Key Visible Learning leaders participated in action plan cycle meetings at a regional level. Given Rosebery Primary School commenced from a different starting point, contributing at a regional and system level is often complex.

Restorative Practice

At Rosebery Primary School we continue to work hard to be true to Restorative Practices and in doing so we have developed a partnership with Real Schools founded by Adam Voigt. 2016 saw the end of our 3 year intensive partnership with Real Schools but we still have an ongoing partnership where negotiated Professional Learning can happen when and as we require it. This ongoing partnership goes a long way to keep new staff on track and builds the sustainability of our program from year to year which includes parent sessions so everyone is on the same page.



Restorative Practice is based on the philosophy and principles of Restorative Justice and forms the underpinning philosophy for our behaviour management and student wellbeing.

As stated in the Restorative Justice Pocketbook (Margaret Thorsbourne & David Vinegrad, 2009)

Restorative Practice involves:

- Viewing crime/wrongdoing through a 'relational' lens – understanding that harm has been done to people and relationships
- Understanding that when such harm is done, it creates obligations and liabilities
- Focusing on repairing the harm and making things right

This means that when things go wrong you:

- Involve those responsible for and those affected by the behaviour in solving the problem
- Provide high levels of support for all parties, whether perpetrators or those affected
- Address the needs of all those involved in harmful incidents
- Provide strong messages and reminders about what behaviours are acceptable and unacceptable

Kagan Co-operative Learning

Kagan cooperative learning continues to be a strong foundation from which we work at Rosebery Primary School.



photo: Kagan training activities during teacher workshops

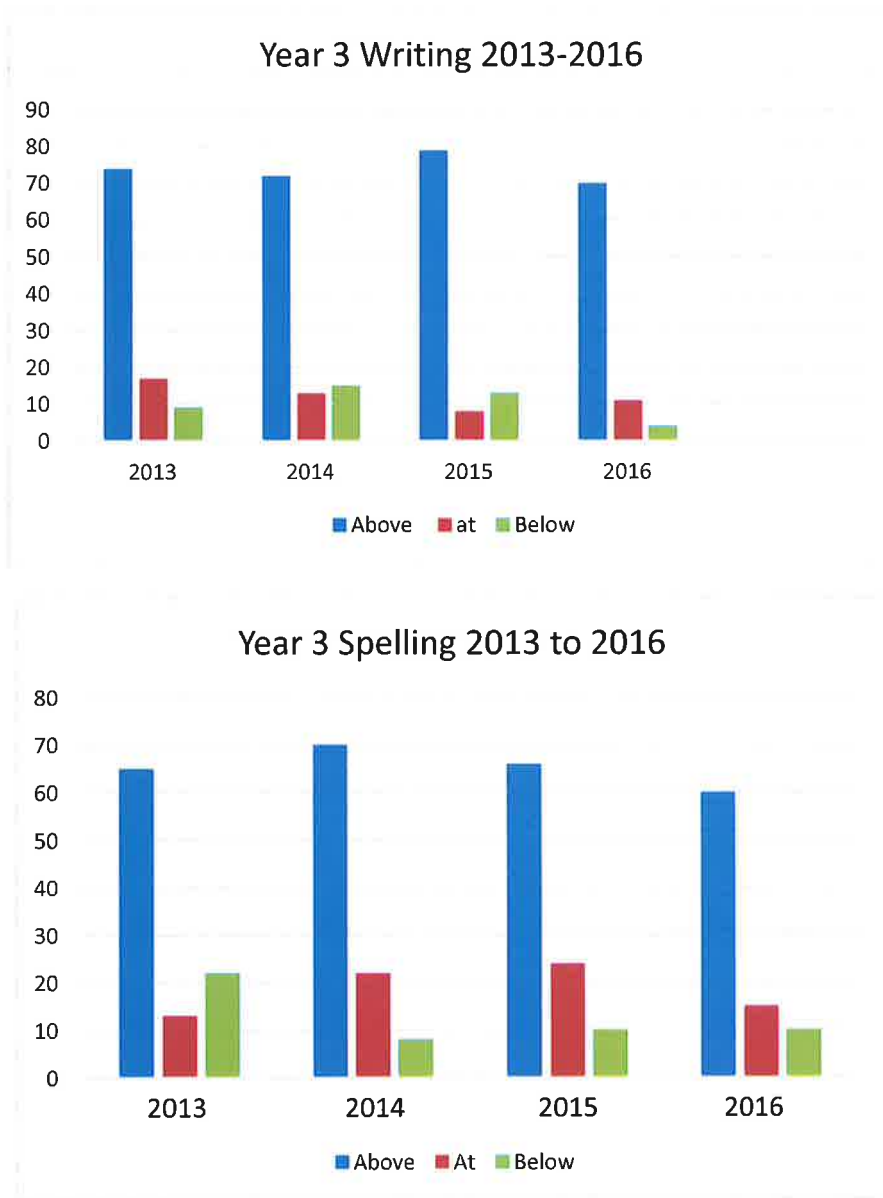
In 2016 all staff participated in Day 1 and 2 Kagan training in term 3 utilising a pupil free day and a Saturday. Other schools joined the Saturday Professional Learning sessions.

Formal understandings were then able to further embed self-developed practical knowledge and understandings. There was an almost immediate increase in staff efficacy using Kagan structures. Monthly Kagan Club meetings continued which has been a specific focus and structure that was modelled and then followed up with in-class in the moment coaching by our trained Kagan Coach.

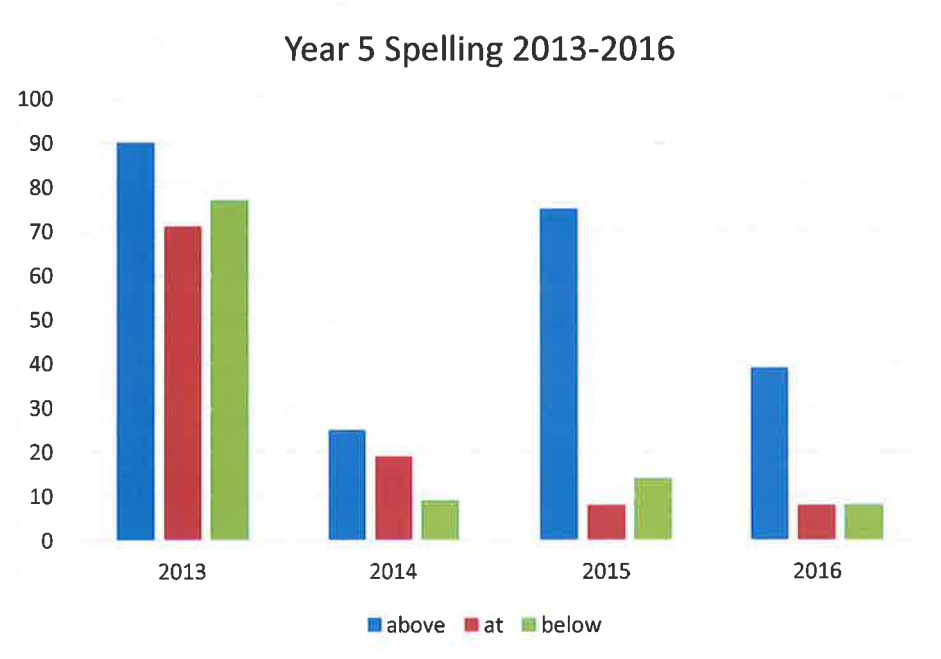
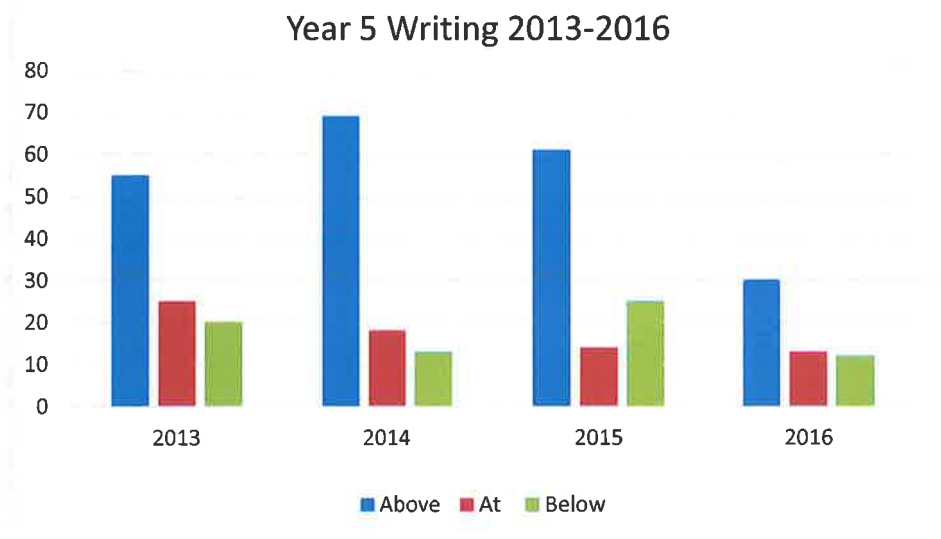
NAPLAN

Focusing on NAPLAN for a moment will show the significant number of students we have who are successful at the 'above national minimum standards' in all areas of testing. This is pleasing considering the number of transient families and students we have from year to year. (See student mobility table)

As a snapshot note the Year 3 Writing and Spelling followed by the Year 5 Writing and Spelling. Further data can be found in the NAPLAN data at the end of this report.



NAPLAN (con't)



Enrichment Hub

A large contribution to every child being a successful learner comes from our Enrichment Hub programs. A major area of work undertaken to support students was a shift in practice relating to differentiation. The Enrichment Hub staff worked with teachers to improve practices of differentiating learning for students. Staff completed a differentiation table to show what we do for students to access the curriculum. This along with the 5 point scale framework were implemented to assist students to regulate emotional responses. This led to some decrease in high end emotional behaviours. Improved responses also resulted in more time spent in class engaged in active learning.

Classroom Differentiation Template

Class: _____ Term: _____

5		Feeling like I'm going to explode- I need help to calm down
4		Feeling angry- I need to calm down
3		Feeling anxious- something is bothering me
2		Feeling fine- everything is OK
1		Feeling happy- things are going well

Minecraft

We use Minecraft as a platform from the modified version of the educational version to develop our structure. The creation of tasks relate to team building, social interaction is the biggest one and working towards building resilience with students through challenges they must work through by interacting with each other. Many of these students are students on the Autism Spectrum. The ICT Support Officer sets up and engages the students through fun, interactive, challenging Minecraft worlds.

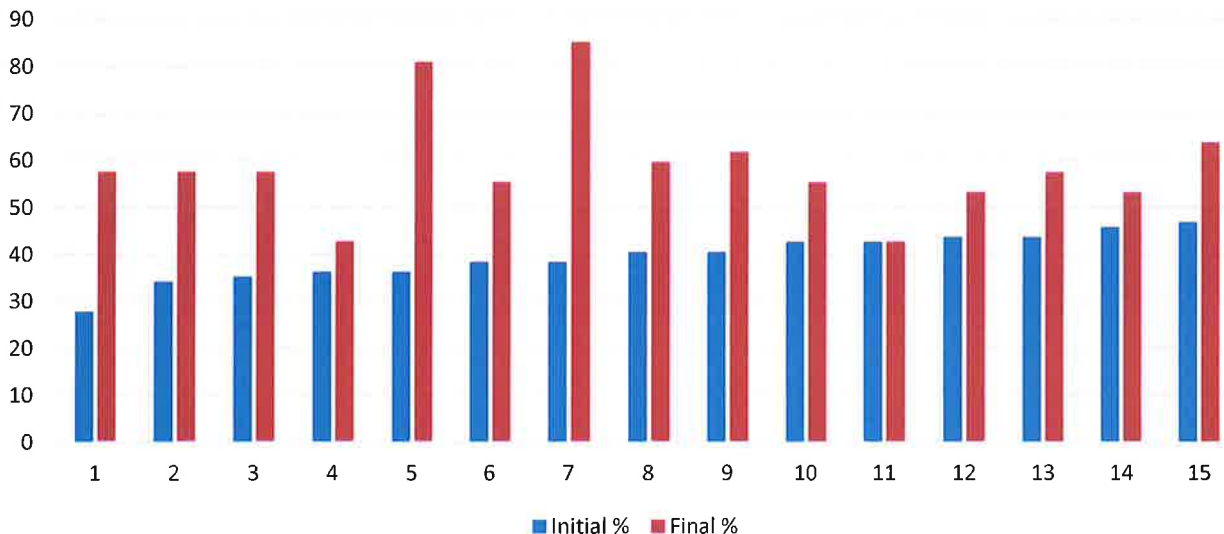
Selection of students are from a cohort of students who require social skills and structured play times. There are some students who have the Minecraft groups as their 'working towards'. The groupings for 2016 were a Year 4/5/6 and a Year 3/4 group. This program provides social interaction that doesn't necessarily involve direct face to face speaking rather across the table talk which is developing social skills through the game.



QuickSmart

We run a number of intervention programs and QuickSmart Number is one of them. This is the data for the students who participated in 2016 indicating their growth over time. Only one student did not show significant growth over the 25 week program period of time. This data indicates the value in this intervention program and it will be run again in 2017 with a greater number of students who are identified as being able to get some quick gains.

QuickSmart Baseline Test T1 and T4



Student Leadership

During 2016 the Student Leadership Council (SLC) underwent several training sessions that provided them with tools and resources to host a variety of whole school events. This also included an introductory two day, one night leadership camp designed around team building, leadership skills and the development of our Student Leadership Constitution.

Students from years 5 & 6 were introduced to Micheal Grose's Young Leader's Program. The Young Leaders Program has three parts for both Year 5 and Year 6 as well as an Induction Program for our elected leaders. All three programs featured building blocks of student leadership that gave foundations to extend the leadership development throughout the school.



Rock and Water

The program aimed to apply a physical/social approach to assist boys and girls in their development to adulthood by increasing self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition. A specific goal for the program is to teach boys and girls to deal with power, strength and powerlessness. The program was implemented across the Year 4, 5, 6 cohort and particular aspects of the program were also made available to many other upper primary classes. This proved to have great benefits on all parties involved particularly with our students who had difficulties with self-control and with behavioral tendencies that often relate to Autism.

Performing Arts

The BEAT has been an ongoing key event in September each year for all schools in the NT wanting to participate. Rosebery Primary School is involved not only in the area of choir but also perform on stage in an individual dance routine. In 2016 the BEAT theme was Stellar and we participated once again in both choir and individual dance routines. Students and parents alike enjoy and support our involvement as it showcases our Performing Arts focus as a School. This year our dance performance had been commended on costume and choreography, the outcome of this being the first primary school to be asked to perform two dance routines for the 2017 BEAT 'Magic'. Dance continued to be a major focus for our upper primary students in 2016 with additional performances at the Fred Pass Show and Palmerston Carols by Candlelight.



Throughout Terms 2 and 3 a group of Rosebery Primary School dancers along with an Assistant Principal, visited Bakewell and Moulden School Schools weekly for the Year 6 students to demonstrate and teach a variety of dances to the other year 6 students. The aim of this was to assist students develop a wider peer circle for their entry into the middle years. A social dance event was then held at the beginning of term 4 with all schools involved joining together in one large event. This proved to be very successful. This is the third year of running this program to promote dance at both Rosebery Primary School and Rosebery Middle School with the view to the Year 6s from schools around Palmerston knowing each other prior to the beginning of middle schooling.



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Rosebery Primary School continues to maintain and build our relationship with Rosebery Middle school. Some of the other initiatives from 2016 included:

- Year 6 students participated in an organised, orientation day at the middle school, in preparation for 2016
- Year 6, Special needs students participated in a specialised orientation program which included several visits over a period time in preparation for 2017
- Year 5/6 students were invited guests to view Rosebery Middle School end of year showcase.
- Japanese exchange students from Rosebery Middle School were engaged with our Upper Primary students, this has sparked interest in the teaching of Japanese which will commence in 2017 for Years 5 and 6.

Instrumental and Whole School Programs and Events

During 2016 our Instrumental program continued to grow with over 60 Year 4 to 6 students being involved in learning either flute, trombone, trumpet, guitar or alto saxophone. Our percussion group performed at the Filipino 'Barrio Fiesta' Festival and were involved in the opening of our Back to School Festival

PLAYDAY- combined instrumental workshop for students learning an instrument through the NT Music School. Play Day was hosted at Woodroffe Primary



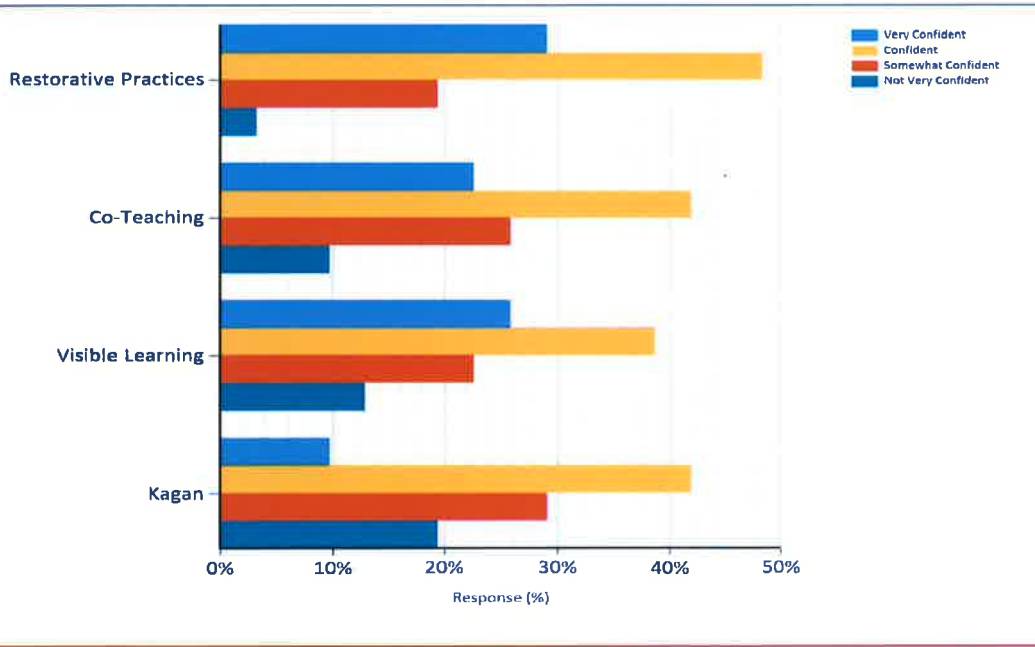
On a whole school level students were also involved in performing arts events included Harmony Day African song, dance and drums - Fungai Alafia' and CUI (Music Count Us In). Another specialised program running in 2016 was Drumbeat .This program was designed to develop resilience through using drumming patterns to foster improved levels of personal and social confidence and develop social skills.

Goal 3 – Quality leaders, quality educators

2016 had a major focus on data driven decision making for all teachers. Teachers implemented a number of whole school approaches to support consistent data like Envision Maths, a trial of iMaths for lower primary as well as Spelling for Life for upper primary and Words their Way. Consistent data supported teachers to guide student goal setting, give meaningful feedback and added structure to our student led conferences.

Data storage processes were enhanced through greater access and more detailed understanding of GradeXpert and its usage. Leadership team members have accessed peer professional learning in relation to GradeXpert through learning walks at Alawa School. Through leading and modelling learning staff were able to see purpose of the database. This is an area for further growth in 2017.

Confirming and Conferring as a process was built into the assessment cycle. In 2016 this had a focus on students with an ESL background. Teacher skill sets around ESL monitoring were increased. Two staff attended systemic professional learning once per term for 3 terms. They shared this knowledge through in-school moderation and unit meetings. Work was invested in incorporating the Quality Assessment Assurance Cycle into the Teaching and Learning handbook for 2017.



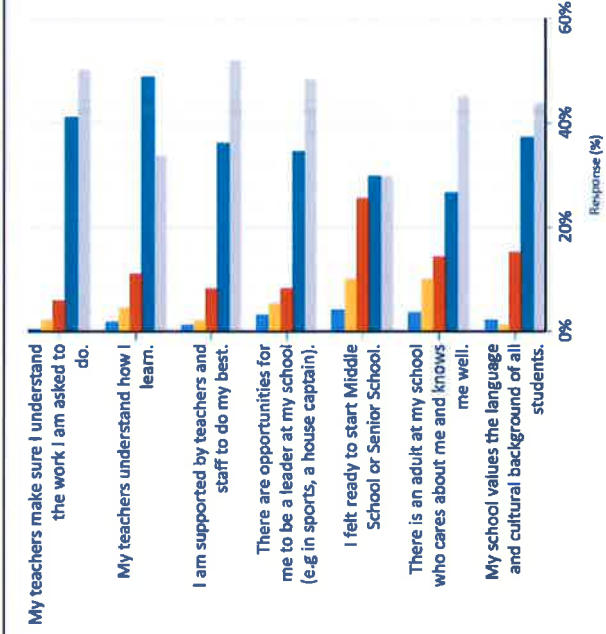
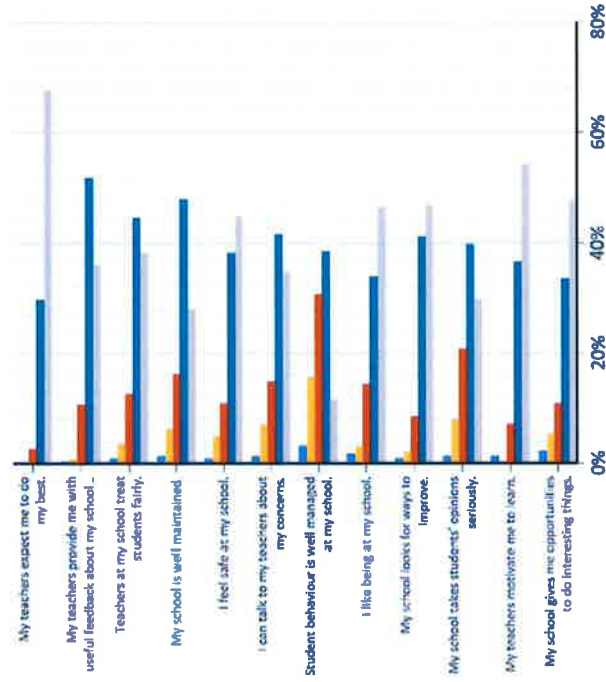
Staff were surveyed as to how confident they felt in the areas of Rosebery Primary School's "Big 4". Feedback was positive overall and where there were concerns specific coaching and mentoring models have been activated for 2017.

At Rosebery Primary School we pride ourselves on being able to adapt and be flexible to address the learning needs of not only our students but of our teachers and we do this through having a strong development culture. The professional learning for staff is second to none and needs to be to ensure we attract and maintain quality educators to Rosebery Primary School now and into the future.

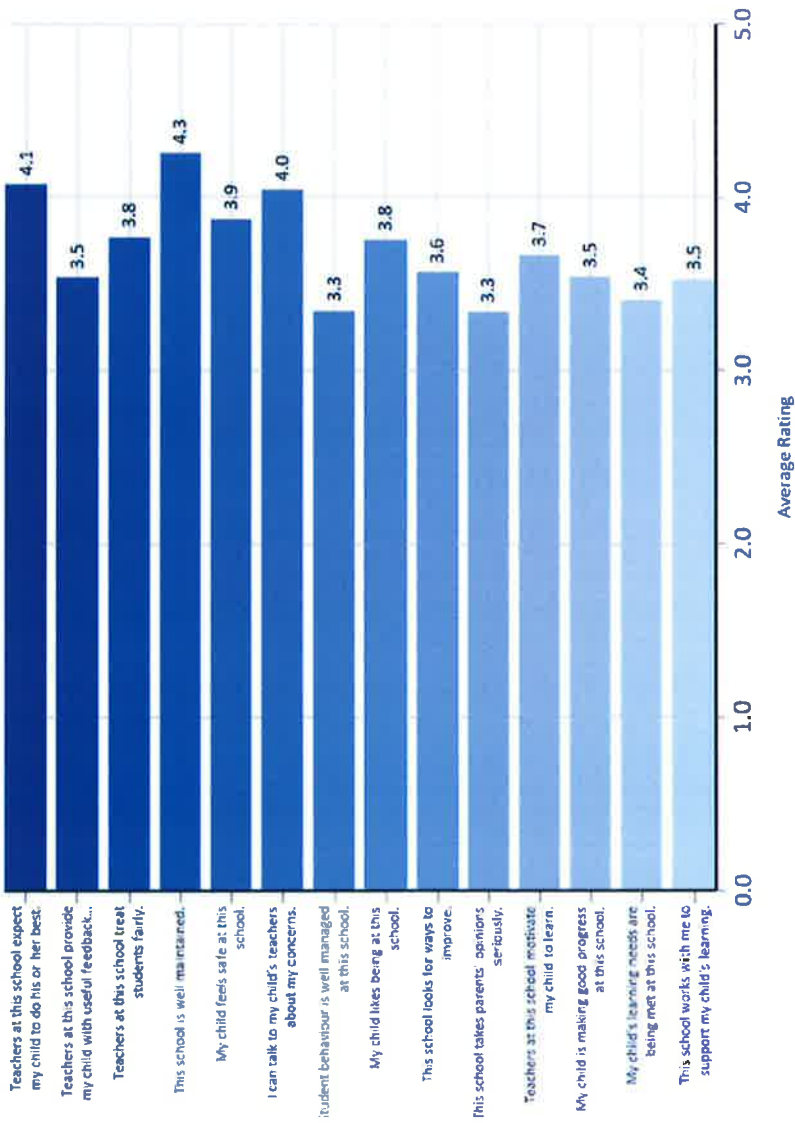
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The 2016 perception survey highlighted some critical and supportive information. Most feedback has been able to be acted upon within this year's planning and others are within the longer term strategic plan.

School Survey Results



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Student Enrolment, Attendance and Learning

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NAPLAN Results 2010 - 2016

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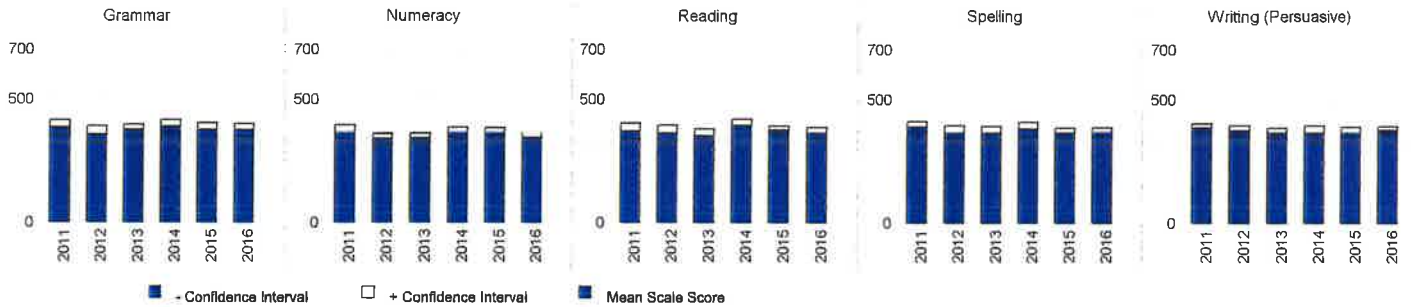
Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2011 - 2016 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year Level 3

School Mean Scale Scores



In the following table 2011 - 2016 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

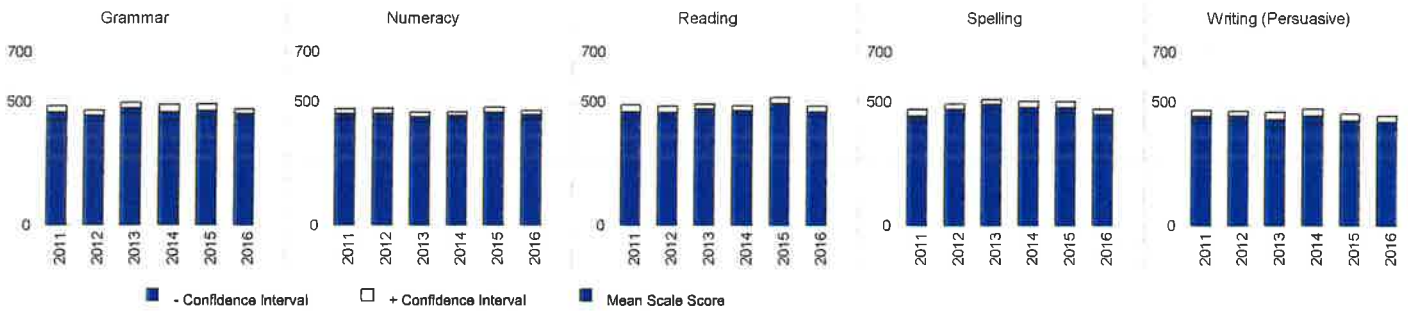
	2010	2011	2012	2013	2014	2015	2016
Grammar	School Mean Range	-	356 - 412	322 - 389	352 - 397	361 - 415	349 - 402
	School Mean		384	356	375	388	376
	NT Mean	311	313	315	338	326	335
	Aust Mean	417	421	424	428	426	433
Numeracy	School Mean Range	-	342 - 392	318 - 357	323 - 358	347 - 385	351 - 382
	School Mean		367	337	341	366	367
	NT Mean	329	338	323	332	338	332
	Aust Mean	395	398	396	397	402	398
Reading	School Mean Range	-	337 - 402	329 - 394	325 - 379	367 - 419	359 - 391
	School Mean		370	361	352	393	375
	NT Mean	329	323	332	339	332	336
	Aust Mean	414	416	420	419	418	426
Spelling	School Mean Range	-	364 - 410	341 - 393	335 - 391	353 - 407	345 - 384
	School Mean		387	367	363	380	364
	NT Mean	300	303	337	327	327	325
	Aust Mean	399	406	414	411	412	409
Writing (Persuasive)	School Mean Range	-	371 - 402	352 - 394	345 - 383	333 - 393	349 - 388
	School Mean		387	373	364	363	369
	NT Mean		330	323	320	318	327
	Aust Mean		416	416	416	402	416

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2011 - 2016 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different, i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year Level 5

School Mean Scale Scores



In the following table 2011 - 2016 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

		2010	2011	2012	2013	2014	2015	2016
Grammar	School Mean Range	-	426 - 481	420 - 462	450 - 493	422 - 485	435 - 488	431 - 468
	School Mean		453	441	471	453	461	449
	NT Mean	397	400	394	423	419	415	425
	Aust Mean	500	499	491	501	504	504	505
Numeracy	School Mean Range	-	426 - 469	427 - 469	419 - 454	425 - 456	431 - 475	429 - 462
	School Mean		447	448	437	441	453	445
	NT Mean	422	424	418	422	423	429	436
	Aust Mean	489	488	489	486	488	492	493
Reading	School Mean Range	-	430 - 485	428 - 480	449 - 488	445 - 481	465 - 516	434 - 481
	School Mean		457	454	469	463	491	457
	NT Mean	412	403	405	437	426	425	423
	Aust Mean	487	488	494	502	501	498	502
Spelling	School Mean Range	-	416 - 468	446 - 489	466 - 508	452 - 499	450 - 498	427 - 467
	School Mean		442	467	487	476	474	447
	NT Mean	409	393	413	413	422	417	416
	Aust Mean	487	484	495	494	498	498	493
Writing (Persuasive)	School Mean Range	-	416 - 465	421 - 461	397 - 458	412 - 470	392 - 450	393 - 443
	School Mean		440	441	427	441	421	418
	NT Mean		397	391	386	380	385	401
	Aust Mean		483	477	478	468	478	475

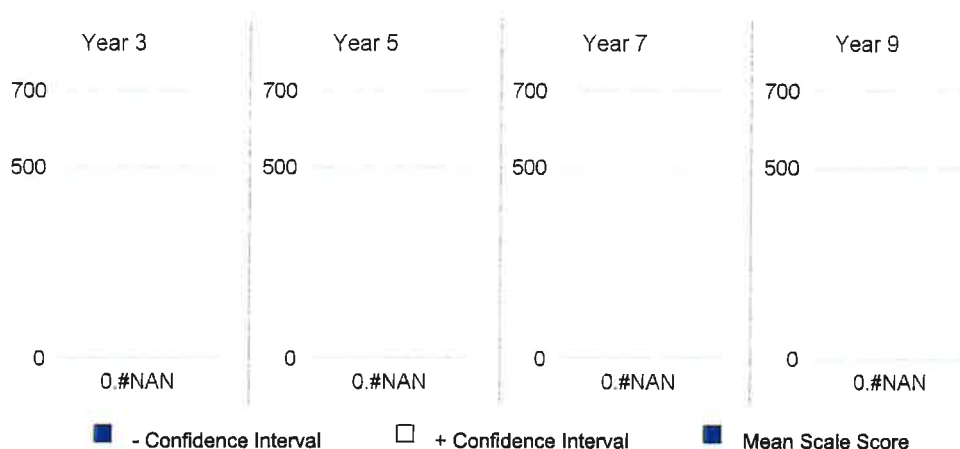
NAPLAN Results Writing (Narrative) 2010

Rosebery Primary School

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs 2009 - 2010 comparisons are shown with the 'confidence intervals' as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 & 2012 Writing results should not be compared to previous years.

School Mean Scale Scores - Writing (Narrative)



In the following table 2009 - 2010 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

			2010
Year 3	Writing (Narrative)	School Mean Range	-
		School Mean	
		NT Mean	331
		Aust Mean	419
Year 5	Writing (Narrative)	School Mean Range	-
		School Mean	
		NT Mean	400
		Aust Mean	485

NAPLAN Results 2011 - 2016

17030 NAPLAN School Summary Report 2010 - 2016

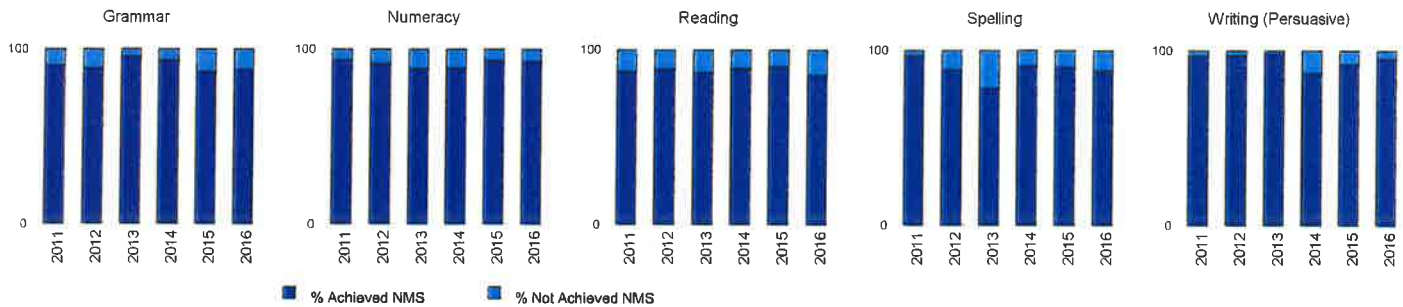
Last Refreshed: 13/04/2017

Refreshed by: gall.smith

Rosebery Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 3 Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

	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	
Grammar							
2010							
2011	3	9%	2	6%	27	84%	32
2012	4	11%	7	19%	25	69%	36
2013	2	4%	15	33%	29	63%	46
2014	3	7%	5	11%	38	83%	46
2015	8	13%	7	11%	47	76%	62
2016	10	12%	7	8%	68	80%	85
Numeracy							
2010							
2011	2	6%	9	28%	21	66%	32
2012	3	9%	12	34%	20	57%	35
2013	5	11%	8	18%	32	71%	45
2014	5	11%	5	11%	36	78%	46
2015	4	7%	10	16%	47	77%	61
2016	6	7%	24	28%	55	65%	85
Reading							
2010							
2011	4	13%	9	28%	19	59%	32
2012	4	11%	9	25%	23	64%	36
2013	6	13%	16	35%	24	52%	46
2014	5	11%	5	11%	37	79%	47
2015	6	10%	4	6%	52	84%	62
2016	12	15%	10	12%	60	73%	82
Spelling							
2010							
2011	1	3%	6	19%	25	78%	32
2012	4	11%	7	19%	25	69%	36
2013	10	22%	6	13%	30	65%	46
2014	4	9%	10	22%	32	70%	46
2015	6	10%	15	24%	41	66%	62
2016	10	12%	15	18%	60	71%	85
Writing (Persuasive)							
2010	n/a		n/a		n/a		n/a
2011	1	3%	2	6%	29	91%	32
2012	1	3%	5	14%	30	83%	36
2013	1	2%	11	24%	34	74%	46
2014	6	13%	7	15%	33	72%	46
2015	5	8%	8	13%	49	79%	62
2016	4	5%	11	13%	70	82%	85

NAPLAN Results 2011 - 2016

17030 NAPLAN School Summary Report 2010 - 2016

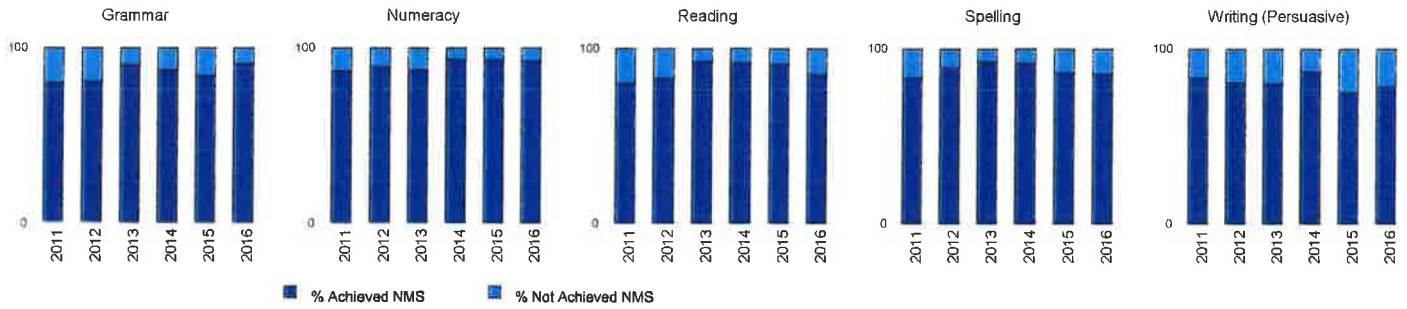
Rosebery Primary School

Last Refreshed: 13/04/2017

Refreshed by: gail.smith

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 5 Percentage of Students Achieving NMS (%)



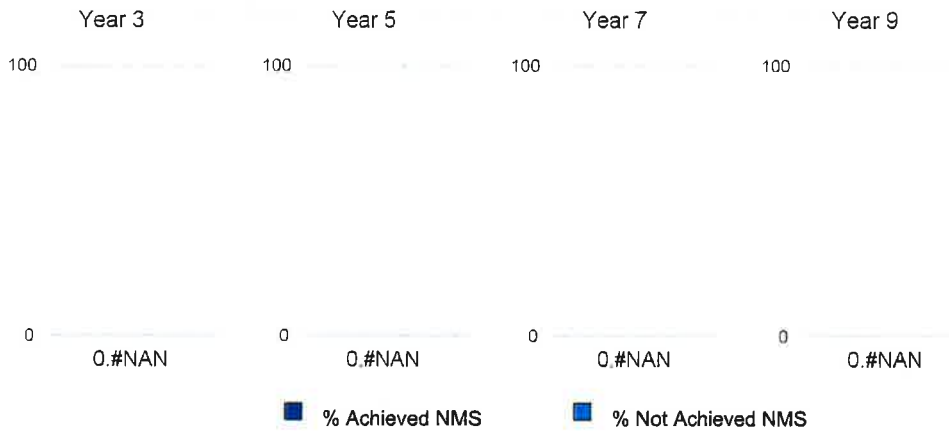
Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

		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	
Grammar	2010							
	2011	6	20%	3	10%	21	70%	30
	2012	9	20%	11	24%	26	57%	46
	2013	4	10%	9	23%	27	68%	40
	2014	6	13%	8	17%	33	70%	47
	2015	7	16%	6	14%	31	70%	44
	2016	5	9%	17	31%	33	60%	55
Numeracy	2010							
	2011	4	13%	6	20%	20	67%	30
	2012	5	11%	12	26%	29	63%	46
	2013	5	13%	15	38%	19	49%	39
	2014	3	7%	18	40%	24	53%	45
	2015	3	7%	12	27%	30	67%	45
	2016	4	7%	18	33%	32	59%	54
Reading	2010							
	2011	6	20%	5	17%	19	63%	30
	2012	8	17%	5	11%	33	72%	46
	2013	3	8%	4	10%	33	83%	40
	2014	4	9%	10	21%	33	70%	47
	2015	4	9%	7	18%	33	75%	44
	2016	8	15%	14	26%	31	58%	53
Spelling	2010							
	2011	5	17%	6	20%	19	63%	30
	2012	5	11%	9	20%	32	70%	46
	2013	3	8%	1	3%	36	90%	40
	2014	4	9%	9	19%	34	72%	47
	2015	6	14%	4	9%	34	77%	44
	2016	8	15%	8	15%	39	71%	55
Writing (Persuasive)	2010	n/a		n/a		n/a		n/a
	2011	5	17%	7	23%	18	60%	30
	2012	9	20%	7	15%	30	65%	46
	2013	8	20%	10	25%	22	55%	40
	2014	6	13%	8	18%	31	69%	45
	2015	11	25%	6	14%	27	61%	44
	2016	12	22%	13	24%	30	55%	55

NAPLAN Results Writing (Narrative) 2010 Rosebery Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Percentage of Students Achieving NMS in Writing (Narrative) (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

	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	
Year 3 Writing (Narrative) 2010							
Year 5 Writing (Narrative) 2010							

NAPLAN Results 2011 - 2016

17030 NAPLAN School Summary Report 2010 - 2016

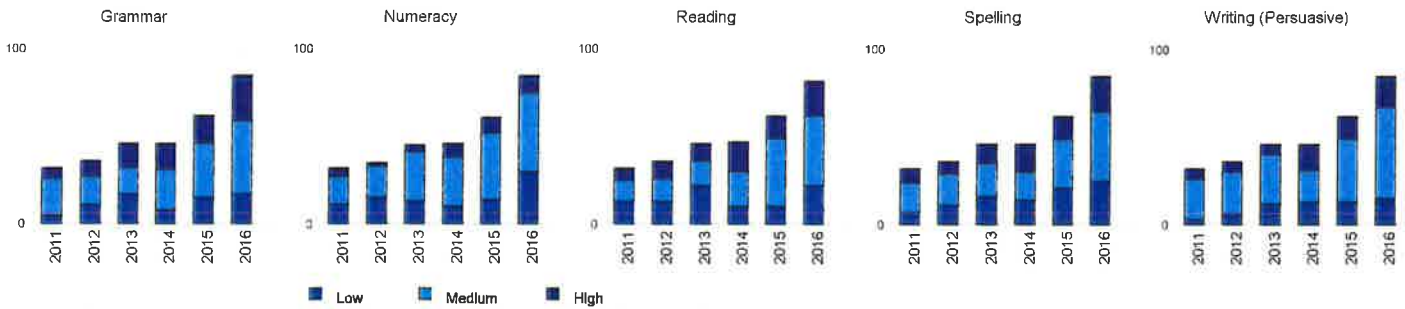
Rosebery Primary School

Last Refreshed: 13/04/2017

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Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 3 Number of Students in High/Medium/Low Bands



Note: For each year level, students are grouped into high, medium and low categories according to their band level. The two lowest bands (Below or At the National Minimum Standard) are within the Low category, the next two bands are within the Medium category, and the highest two bands comprise the High category. Students who are Exempt from testing are included in the Low category.

	Low		Medium		High		Total No of Students
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
2010							
Grammar	5	18%	21	66%	6	19%	32
2011	11	31%	16	44%	9	25%	36
2012	17	37%	15	33%	14	30%	46
2013	8	17%	23	50%	15	33%	46
2014	15	24%	31	50%	16	28%	62
2015	17	20%	42	49%	26	31%	85
2016							
Numeracy	11	34%	16	50%	5	16%	32
2011	15	43%	18	51%	2	6%	35
2012	13	29%	28	62%	4	9%	45
2013	10	22%	28	61%	8	17%	46
2014	14	23%	38	62%	9	15%	61
2015	30	35%	45	53%	10	12%	85
2016							
Reading	13	41%	12	38%	7	22%	32
2011	13	36%	13	36%	10	28%	36
2012	22	48%	14	30%	10	22%	46
2013	10	21%	20	43%	17	36%	47
2014	10	16%	39	63%	13	21%	62
2015	22	27%	40	49%	20	24%	82
2016							
Spelling	7	22%	17	53%	8	25%	32
2011	11	31%	18	50%	7	19%	36
2012	16	35%	19	41%	11	24%	46
2013	14	30%	16	35%	16	35%	46
2014	21	34%	28	45%	13	21%	62
2015	25	29%	40	47%	20	24%	85
2016							
Writing (Persuasive)	n/a		n/a		n/a		n/a
2010	3	9%	23	72%	6	19%	32
2011	8	17%	24	67%	6	17%	36
2012	12	26%	28	61%	6	13%	46
2013	13	28%	18	39%	15	33%	46
2014	13	21%	36	58%	13	21%	62
2015	15	18%	52	61%	18	21%	85
2016							

NAPLAN Results 2011 - 2016

17030 NAPLAN School Summary Report 2010 - 2016

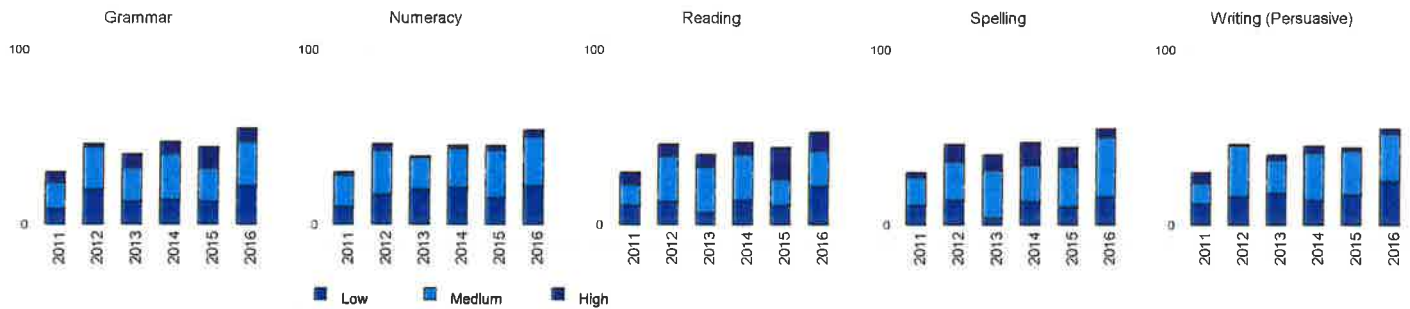
Rosebery Primary School

Last Refreshed: 13/04/2017

Refreshed by: gail.smith

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 5 Number of Students in High/Medium/Low Bands



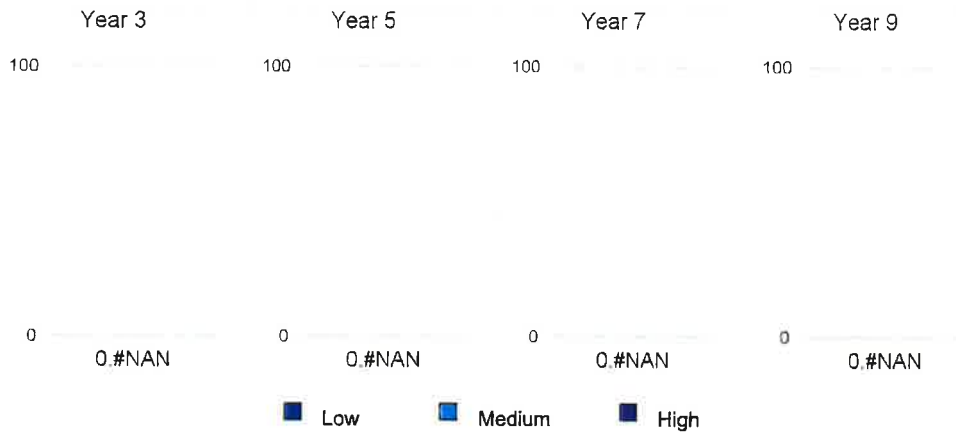
Note: For each year level, students are grouped into high, medium and low categories according to their band level. The two lowest bands (Below or At the National Minimum Standard) are within the Low category, the next two bands are within the Medium category, and the highest two bands comprise the High category. Students who are Exempt from testing are included in the Low category.

	Low		Medium		High		Total No of Students	
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students		
Grammar	2010							
	2011	9	30%	15	50%	6	20%	30
	2012	20	43%	24	52%	2	4%	46
	2013	13	33%	19	48%	8	20%	40
	2014	14	30%	26	55%	7	15%	47
	2015	13	30%	19	43%	12	27%	44
2016	22	40%	25	45%	8	15%	55	
Numeracy	2010							
	2011	10	33%	18	60%	2	7%	30
	2012	17	37%	25	54%	4	9%	46
	2013	20	51%	18	48%	1	3%	39
	2014	21	47%	22	49%	2	4%	45
	2015	15	33%	27	60%	3	7%	45
2016	22	41%	28	52%	4	7%	54	
Reading	2010							
	2011	11	37%	12	40%	7	23%	30
	2012	13	28%	26	57%	7	15%	46
	2013	7	18%	26	65%	7	18%	40
	2014	14	30%	26	55%	7	15%	47
	2015	11	25%	15	34%	18	41%	44
2016	22	42%	20	38%	11	21%	53	
Spelling	2010							
	2011	11	37%	16	53%	3	10%	30
	2012	14	30%	22	48%	10	22%	46
	2013	4	10%	27	68%	9	23%	40
	2014	13	28%	21	45%	13	28%	47
	2015	10	23%	23	52%	11	25%	44
2016	16	29%	34	62%	5	9%	55	
Writing (Persuasive)	2010	n/a		n/a		n/a	n/a	
	2011	12	40%	12	40%	6	20%	30
	2012	16	35%	29	63%	1	2%	46
	2013	18	45%	19	48%	3	8%	40
	2014	14	31%	27	60%	4	9%	45
	2015	17	39%	25	57%	2	5%	44
2016	25	45%	27	49%	3	5%	55	

NAPLAN Results Writing (Narrative) 2010 Rosebery Primary School

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, 2011 & 2012 Writing results should not be compared to previous years.

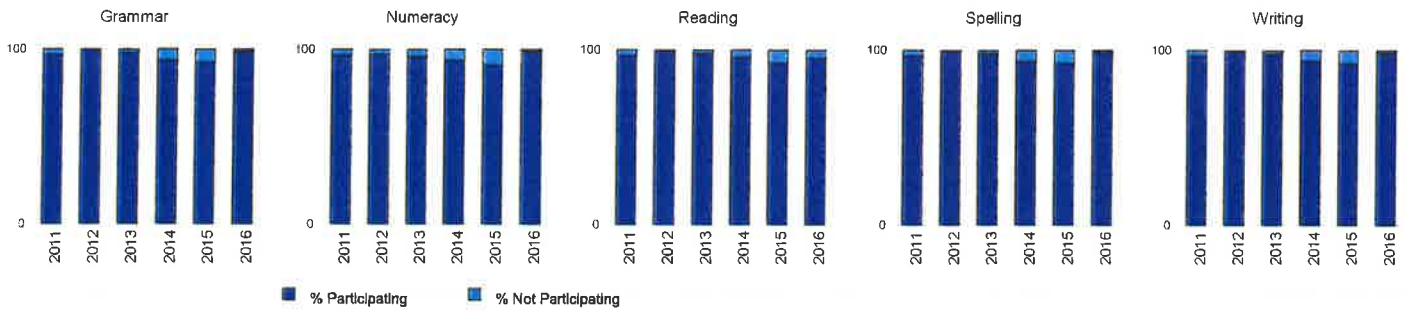
Number of Students in High/Medium/Low Bands



Note: For each year level, students are grouped into high, medium and low categories according to their band level. The two lowest bands (Below or At the National Minimum Standard) are within the Low category, the next two bands are within the Medium category, and the highest two bands comprise the High category. Students who are Exempt from testing are included in the Low category.

	Low		Medium		High		Total No of Students
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Year 3 Writing (Narrative) 2010							
Year 5 Writing (Narrative) 2010							

Year 3 Percentage of Students Participating (%)

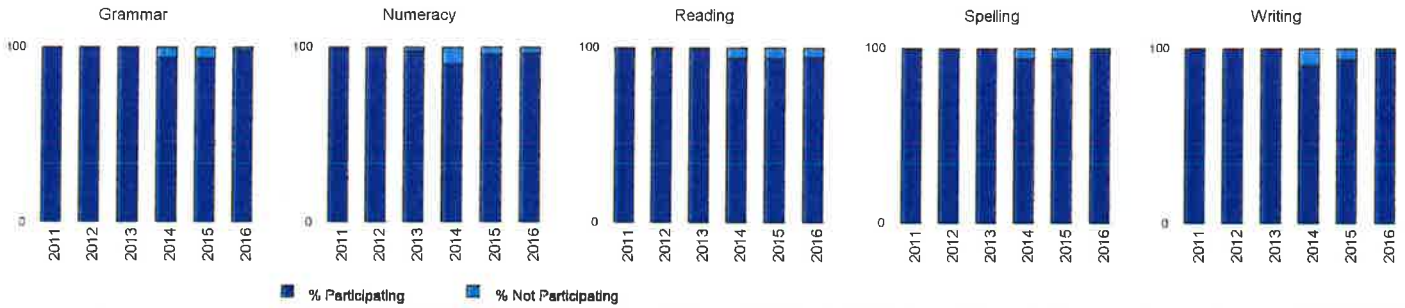


Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

		Participating Present		Participating Exempt		Not Participating Absent		Not Participating Withdrawn		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2010									
	2011	31	94%	1	3%	1	3%			33
	2012	36	100%							36
	2013	46	98%			1	2%			47
	2014	46	94%			2	4%	1	2%	49
	2015	60	90%	2	3%	5	7%			67
	2016	85	99%			1	1%			86
Numeracy	2010									
	2011	31	94%	1	3%	1	3%			33
	2012	35	97%			1	3%			36
	2013	45	98%			2	4%			47
	2014	46	94%			2	4%	1	2%	49
	2015	59	88%	2	3%	6	9%			67
	2016	85	99%			1	1%			86
Reading	2010									
	2011	31	94%	1	3%	1	3%			33
	2012	36	100%							36
	2013	46	98%			1	2%			47
	2014	47	96%			1	2%	1	2%	49
	2015	59	88%	3	4%	5	7%			67
	2016	82	95%			4	5%			86
Spelling	2010									
	2011	31	94%	1	3%	1	3%			33
	2012	36	100%							36
	2013	46	98%			1	2%			47
	2014	46	94%			2	4%	1	2%	49
	2015	60	90%	2	3%	5	7%			67
	2016	85	99%			1	1%			86
Writing	2010									
	2011	31	94%	1	3%	1	3%			33
	2012	36	100%							36
	2013	46	98%			1	2%			47
	2014	46	94%			2	4%	1	2%	49
	2015	60	90%	2	3%	5	7%			67
	2016	85	99%			1	1%			86

Year 5

Percentage of Students Participating (%)



Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

	Participating Present		Participating Exempt		Not Participating Absent		Not Participating Withdrawn		Total No of Students	
	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students		
Grammar	2010								30	
	2011	30	100%						46	
	2012	45	98%	1	2%				40	
	2013	39	98%	1	3%				50	
	2014	47	94%			2	4%	1	2%	47
	2015	44	94%			3	6%			56
	2016	55	98%			1	2%			
Numeracy	2010								30	
	2011	30	100%						46	
	2012	46	100%						40	
	2013	38	95%	1	3%	1	3%	1	2%	50
	2014	45	90%			4	8%			47
	2015	45	96%			2	4%			56
	2016	54	96%			2	4%			
Reading	2010								30	
	2011	30	100%						46	
	2012	46	100%						40	
	2013	39	98%	1	3%				50	
	2014	47	94%			2	4%	1	2%	47
	2015	44	94%			3	6%			56
	2016	53	95%			3	5%			
Spelling	2010								30	
	2011	30	100%						46	
	2012	45	98%	1	2%				40	
	2013	39	98%	1	3%				50	
	2014	47	94%			2	4%	1	2%	47
	2015	44	94%			3	6%			56
	2016	55	98%			1	2%			
Writing	2010								30	
	2011	30	100%						46	
	2012	45	98%	1	2%				40	
	2013	39	98%	1	3%				50	
	2014	45	90%			4	8%	1	2%	47
	2015	44	94%			3	6%			56
	2016	55	98%			1	2%			

ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2016

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

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ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED
FINANCIAL REPORT
Year Ended 31st December 2016

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ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2016

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, does fairly reflect the financial position of the School and its performance for the year ended 31 December 2016.

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

J. Hayes

Dated:

17/1/17

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 Rosebery Primary School Council Incorporated***

We have audited the accompanying financial report of Rosebery Primary School Council Incorporated, which comprises the Statement of Financial Position as 31/12/2016 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 Rosebery 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 Rosebery 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 Rosebery Primary School Council Incorporated are complete.

Qualified opinion

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial report Rosebery Primary School Council Incorporated 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 Rosebery Primary School Council Incorporated at 31 December 2016 and its financial performance for the year then ended.



Susanne Lee FCPA
Director
13 January 2017

Rosebery Primary School Council Incorporated
Statement of Financial Position
December 2016

	This Year	Last Year
Assets		
Current Assets		
Cash at Bank		
Cheque Account	\$585,405.08	\$585,065.37
Total Cash at Bank	\$585,405.08	\$585,065.37
Cash on Hand		
Petty Cash	\$650.00	\$650.00
Till Float RM #1	\$150.00	\$150.00
Canteen Float	\$100.00	\$100.00
Total Cash on Hand	\$900.00	\$900.00
Prepayments		
Prepaid Expenses	\$1,551.08	\$4,115.00
Inventories		
Stock on Hand	\$41,349.77	\$42,941.22
Total Current Assets	\$629,205.93	\$633,021.59
Non-Current Assets		
Total Non-Current Assets	\$0.00	\$0.00
Total ASSETS	\$629,205.93	\$633,021.59
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
Staffroom Levy	\$134.96	\$0.00
2016 BTS Vouchers	-\$2,070.00	\$0.00
Charity Donations	\$0.00	\$639.00
Total Deposits Held -3rd Parties	-\$1,935.04	\$639.00
Trade Creditors		
Trade Creditors	-\$7,908.00	-\$2,830.00
GST Liability		
Net GST	-\$1,040.30	\$0.00
Other Accrued Expenses		
Accrued Expenses	\$16,200.00	\$21,190.00
Total Current Liabilities	\$5,316.66	\$18,999.00
Non-Current Liabilities		
Total Non-Current Liabilities	\$0.00	\$0.00
Total LIABILITIES	\$5,316.66	\$18,999.00
Net ASSETS	\$623,889.27	\$614,022.59
EQUITY		
Accumulated Funds	\$614,022.59	\$623,525.65
Current Year Operating Surplus/(Deficit)	\$9,866.68	-\$9,503.06
Total EQUITY	\$623,889.27	\$614,022.59

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
Income Statement
January-December 2016

	This Year	Last Year
INCOME		
Grants And Subsidies		
Commonwealth Grants via DoE	\$400.00	\$40,414.02
Commonwealth Grants direct to Schools	\$20,134.55	\$34,360.00
Other Grants from DoE	\$1,031,567.69	\$879,157.50
Other Grants from NTG Departments	\$61,859.93	\$24,432.55
Third party Grants - External	\$17,329.75	\$19,297.40
Total Grants and Subsidies	\$1,131,291.92	\$997,661.47
Sale Of Goods & Services		
School Council Projects	\$201,272.09	\$200,374.31
Student Activities	\$73,182.22	\$41,072.28
Total Sale of Goods & Services	\$274,454.31	\$241,446.59
Interest Received		
Interest Received	\$6,936.97	\$10,173.15
Miscellaneous Income		
Receipts/Reimbursements – Other Government Schools	\$10,000.00	\$5,050.00
Total INCOME	\$1,422,683.20	\$1,254,331.21
EXPENSES		
Employee Expenses		
Salaries & Related expenses	\$355,720.36	\$254,839.17
Superannuation	\$33,793.57	\$24,408.68
Workers Compensation	\$786.40	\$0.00
Total Employee Expenses	\$390,300.33	\$279,247.85
Purchase Of Goods & Services		
School General Expenses	\$169,585.26	\$153,351.41
Administrative Expenses	\$31,662.54	\$21,259.01
Motor Vehicle Expenses	\$93.37	\$90.05
Student Activities	\$99,178.55	\$83,380.79
Student IT	\$1,508.92	\$14,342.46
Admin & Communication	\$110,676.38	\$74,458.41
Curriculum	\$60,818.56	\$48,865.07
Non-Core Activities	\$8,156.50	\$29,382.53
Payments to Other Government Schools/Agencies		\$0.00
Total Purchase of Goods & Services	\$481,680.08	\$425,129.73
Repairs & Maintenance		
Urgent Minor Repairs	\$46,096.35	\$18,444.05
Non Urgent Minor Repairs	\$19,556.45	\$7,341.00
Total Repairs & Maintenance	\$65,652.80	\$25,785.05
Property Management		
Essential Services	\$219,237.20	\$218,950.63
Cleaning	\$116,227.67	\$92,147.46
Grounds	\$107,574.91	\$78,979.41
Property Management - Other	\$32,143.53	\$22,130.14
Total Property Management	\$475,183.31	\$412,207.64
Total EXPENSES	\$1,412,816.52	\$1,142,370.27
Operating PROFIT/(LOSS)	\$9,866.68	\$111,960.94
Other Expenses		
Cluster Funding Expenses	\$0.00	\$121,464.00
Net PROFIT/(LOSS)	\$9,866.68	(\$9,503.06)

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 2016

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

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 Capital 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.