

# Rosebery Primary School

Annual Performance Report to the School Community  
2021



Acronyms	Full form
NT	Northern Territory
RPS	Rosebery Primary School
DoE	Department of Education
PLC	Professional Learning Community
ICT	Information Communication Technology
OSC	Outside School Care
DSM	Defence Support Mentor
PL	Professional Learning

## Contents

<b>School Overview</b> .....	<b>4</b>
Our School.....	4
Our Staff .....	4
Our Students.....	4
Our Community.....	5
<b>Principal's Report</b> .....	<b>7</b>
<b>School Council/Board Report</b> .....	<b>8</b>
<b>School Priority 2021</b> .....	<b>9</b>
<b>Identified signature strategies for 2021 school year</b> .....	<b>10</b>
<b>Other Strategy/Focus Area</b> .....	Error! Bookmark not defined.
<b>Student Enrolment, Attendance and Learning</b> .....	<b>13</b>
<b>National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2021</b> .....	<b>13</b>
<b>School Survey Results</b> .....	<b>14</b>
<b>Audited Financial Statements</b> .....	<b>14</b>

## School Overview

### Our School

Rosebery Primary School opened in January 2011 and was built with a focus on new architecture which would facilitate a contemporary way to educate NT students. Our school is unique- there are four points of differences- our four signature programs. Our school is designed for co-teaching and so our teachers work together as partners for planning and teaching. Nearly all our classrooms facilitate two classes and two teachers working as one class unit. All learning is underpinned by a clear pedagogical approach- Kagan Cooperative Learning. Restorative Practices are the foundation of our behaviour management processes. Our focus on Innovation through Inquiry Learning, Performing Arts and ICT engages our students.

### Our Staff

In 2021 Rosebery Primary staff included administration, operational, teaching, support staff and maintenance staff. Staff include: one Principal, two Assistant Principals, two Senior Teachers, one Special Education teacher, a Special Education Support Assistant, seven School Council employed Classroom Support Officers, one Business Manager, four Administration Officers, a canteen manager, a maintenance officer, one Transition Support Aides, two Preschool Assistants and 17 classroom teachers, two Preschool teachers, two specialist subject teachers (Performing Arts and Physical Education), and an Indonesian Teacher who attends one day per week. We have very motivated, passionate and professional staff who work at the standard expected 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.

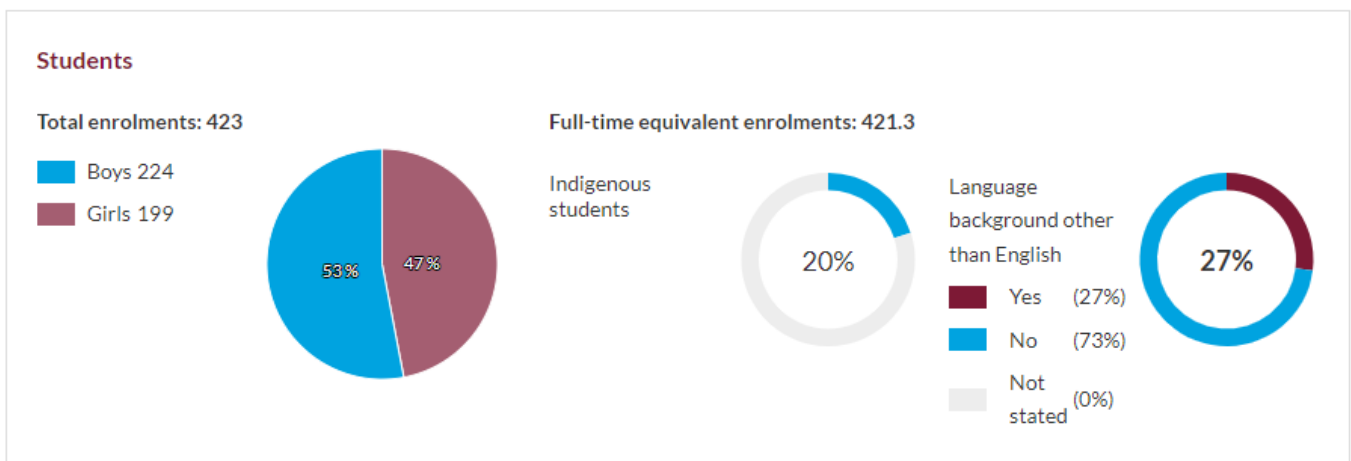
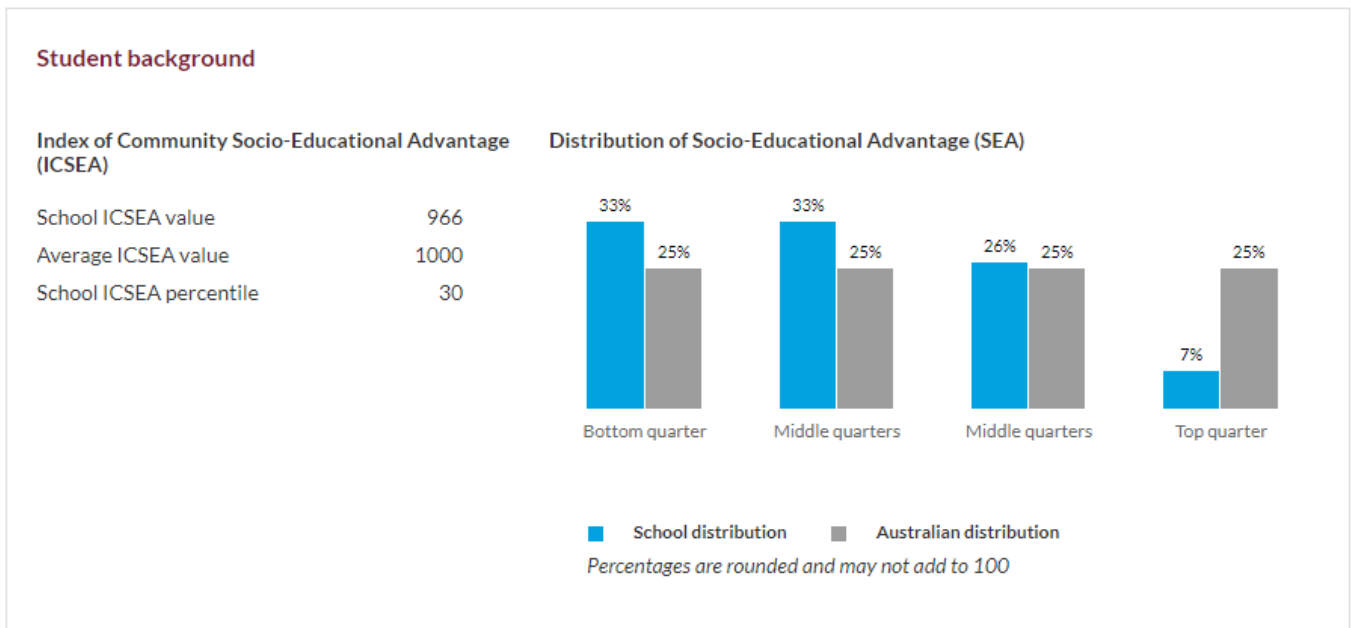
### Our Students

In 2021 we had approximately 488 enrolled students. As the new school at Zucolli is now complete and taking enrolments from Preschool to Year 6, we can expect a continued downward trend in enrolment numbers. In 2021, we had 18 mainstream classes of students from Transition to Year 6 in our school. We also had three Pre-School classes offering a two full-day and one half day program.

Approximately 20% of our students are Aboriginal. 27% of our students speak English as a Second Language. 12% are students with disability. Further, approximately 15% of our families have a parent/carer in a full-time employment with the Australian Defence Forces.

Our school has many working families, and as such, Outside School Care Service (OSCNT) our external provider is well attended including vacation care. About 18% of our students attend OSC at some time during the school week and we are proud of the service provided through our partnership with OSCNT.

MySchool overview (<https://www.myschool.edu.au/>) highlighting School Demographics overview:



(downloaded 28 February 2022)

## Our Community

Our community is welcoming, friendly and supportive and we welcome parents at school anytime.

Our Defence Support Mentor (DSM) supports our Defence families and runs programs throughout the year that helps address student needs when settling into a new school or just trying to make friends. Lunchtime craft sessions are conducted for students who want to bring along a friend and be together in a safe and supportive environment. The DSM takes on the role of organising ANZAC Day commemorative ceremonies as well as any liaison between Defence personnel and school.

Our Dance troupe enjoys the strong support of families and the Troupe sets fine examples of school values. The Dance Troupe comprises of boys and girls from years 5 and 6. They perform at the NT DoE Beat Festival and many other community events.

*The Performing Arts program is instrumental in reaching out to the community and sharing our love of the Arts. Music is a key component of the Performing Arts program and includes a percussion ensemble and the Year 3 recorder program.*

*In 2021, Rosebery Rugrats Playgroup began operating from the single classroom in P5 and utilising the Transition play area when available. The playgroup offers families with younger children an opportunity to begin engaging with Rosebery Primary School.*

## School Vision and Mission

*(Updated in 2021)*

### **Vision**

*Growing and learning together through curiosity, creativity and collaboration*

### **Mission**

*At Rosebery Primary School, we build an inclusive community of learners by:*

- *Promoting reflection and empathy through working restoratively*
- *Providing innovative teaching practices to nurture, challenge and inspire*
- *Engaging in collaboration through Kagan Cooperative Learning and co-teaching*
- *Activating a sense of creativity, curiosity and wonder*

## Principal's Report

2021 continued to be a year where we were all challenged by COVID-19 restrictions. Despite this, we continued our strong focus on our school's strategic focus and our core purpose- student learning.

Late in 2020, we had a School Review which confirmed the success of the school's foundation on the Big Four: Co-teaching, Kagan Cooperative Learning, Restorative Practices and Evidence-based Practices. The school data confirmed that our goal in 2021 should continue to be on improving outcomes in Writing and the implementation of Inquiry Learning.

In 2021 Rosebery Primary School continued to develop and implement the signature strategy- Whole School Curriculum Map and Assessment Plan. As part of this strategy we examined the Australian Curriculum and how this can be best presented to Rosebery Primary School students. We considered what assessment data we collect and how we collect data and for what purpose. Our second signature strategy was Readiness to Learn, in particular focusing on re-energising Restorative Practices and developing Inclusive Practices. Through the thorough audit we established a clear process for developing a positive school culture which is safe and inclusive. We completed our first and very important step of updating the school Vision and Mission statement which guides us and gives us purpose.

Staff professional learning remained strong as we worked to build on our professional knowledge and practice. We began the year with a special whole day of Kagan training in the holidays for new staff and many old staff joined in to learn more. Kath Murdoch conducted online Professional Learning (PL) in Inquiry Learning and Chris Topfer led online PL in Writing and Bump It Up Walls. One of our PL days was spent with all staff (including administration and School Council employees) completing MAPA (Management of Actual or Potential Aggression) training. The second PL day involved a team of Department of Education curriculum experts supporting all teachers in planning programs with differentiated assessment. The year saw the ongoing focus on Professional Learning Communities with teachers working collaboratively to plan targeted learning to ensure improved learning outcomes. Another portion of PL time was dedicated to improving positive school behaviours through conducting a rigorous audit of current practices and setting clear expectations.

Extra curricula programs offered in 2021 continued to be reduced however remained of outstanding quality offering many opportunities to our students. We continued the school choir, school band, percussion group, Dance Troupe, skipping club, and began the Rosebery Rugrats Playgroup. School camps took place for our Years 3-6 students. Our Enrichment Hub continued to provide small group and some 1-1 support for students with additional needs. Despite ongoing COVID-19 restrictions we enjoyed larger scale events such as the School's Tenth Birthday Celebration Day, Student Led Conferences with family BBQs, Mother's and Father's Day stalls, Book Fair, Book Character Parade, Early Years Christmas Fair, BEAT with Choir and Dance Troupe, Dance Camps, Sports Day, class and SLC led fundraisers such as Pyjama Day and the Colour Slime Fun Run organised by School Council.

Thank you to the staff, students, families and School Council who collectively create a warm, nurturing community who are willing to work through challenges, are passionate about learning, and joyous in celebration of successes and achievements.

I look forward to another year where we are **growing and learning together through curiosity, creativity and collaboration.**

## School Council/Board Report

*The annual chair report gives us the opportunity to reflect on the previous year of 2021. We had many challenges but also achieved goals higher than expected.*

*We still faced many hurdles with COVID-19. At times families were unable to attend school, mask mandates were put in place late in the year, disruptions in our day-to-day life became the norm but overall we adapted through the pandemic and held strong.*

*We liaised with Nikki Elliot, chair of Palmerston College (Middle School Campus) with the problems associated with our signage around all school roads and adjacent areas. With the continued communication and education to all parents this will be ongoing work. Palmerston City Council are in correspondence with us both as no resolution has been settled.*

*At the beginning of the year the Rosebery Primary School Council gave all teachers and staff cookies as a thank you. We appreciate all their hard work and it does not go unnoticed. At the end of 2021 we said goodbye to the long standing Business Manager, Marnie Richards and she will be sadly missed. We welcome Julie Branson to the school in the Business Manager role. Council wishes Julie well and hope that we can continue great achievements during 2022 with her assistance..*

*A huge achievement for the 2021 School Council was the process and reviewing of the school grounds maintenance contract. We identified new opportunities and on a positive note have saved a significant monetary value for expenditure in other needed areas of the school.*

*School Council worked with the School Leadership Team on posters and got them talking behind the scenes to help with ideas to raise money for our upcoming new playground for the Early Years.*

*Our fundraising events were extremely successful:*

- *The Slime Fun Run held on 28 May 2021 raised over \$20,745*
- *PJ Day raised \$619*
- *Crazy Hair Day raise \$367*

*The fundraising account for 2021 now totalling \$37,000 and it'll be carried over into 2022.*

*A massive achievement and a spectacular event was a 10th birthday celebrations. Huge effort was put in by all staff. The children and parents had an absolute ball and celebrated a wonderful milestone.*

*All our events wouldn't be the same without our local businesses who assist us with donations. A shout out goes to:*

- *Wilson's Lawnmowing*
- *IGA Zuccoli*
- *Malones Butchers*
- *Beta Butchers*
- *Coles*
- *Woolworths*
- *Mark Turner - local MLA*
- *Marie-Clare Boothy - local MLA*

*Here's to another spectacular year on School Council. I have thoroughly enjoyed my first year as Chair. I really do appreciate the team that I have, not only have I made new friends, I cherish their time, input and enthusiasm in everything that they do for me and the school.*

*Naomi McKeown  
Chairperson  
Rosebery Primary School Council*



## School Priority 2021

Grow: Improve students' two-year gain in NAPLAN writing in Years 5, 7 and 9

### What were the school's deliverables for this priority area in 2021?

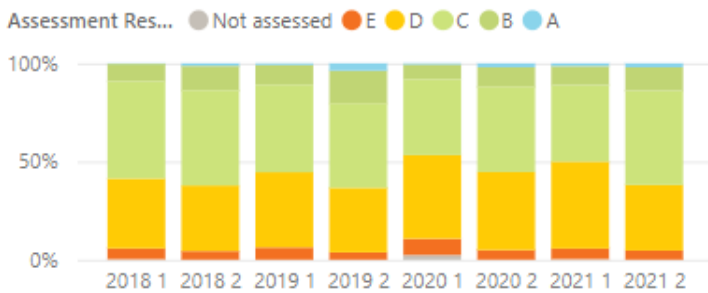
Students can articulate where they are at and their next step in learning in writing so that students' outcomes in writing are improved.

### What actions did the school undertake to address the deliverables?

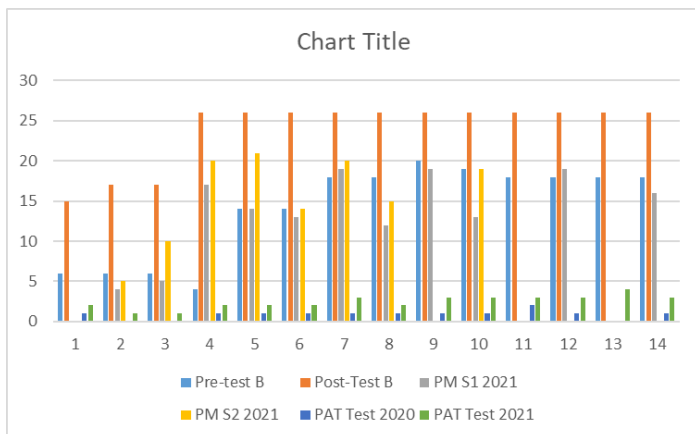
- Collect writing data and assess with the NAPLAN marking guide
- Collect data: 2020 student writing sample-Year T/1-6 NAPLAN process / Pre-T Preschool curriculum or First Steps and a T4 2020 writing sample
- Teachers created artefacts or processes to support giving students feedback: e.g. bump it up wall, teacher conferencing
- Teachers participated in professional learning from ALEA on Writing
- Implemented an intervention program in literacy (Toe by Toe/ Minilit), student selection is based on data and aimed at Year 1/2/3 students and implemented by SESA under direction of SET

### What was the impact?

A-E grades for Writing



Test results for students who participated in Minilit Intervention Program in 2021 show excellent growth.



### What are the gaps?

A-E Grades and Naplan data tells us that we have not made a shift in our Writing results.

### ***What are the next steps for 2022?***

As Writing has been a strategic goal since 2018, the school has decided to place our improvement focus for 2022 in a different key learning area and develop our instructional framework and whole school data plan through Mathematics.

## **Identified signature strategies for 2021 school year**

### **E3: Whole school curriculum and assessment plan**

#### ***What were the school's goals for this identified signature strategy in 2021?***

1. By the end of 2021, teachers use the whole school curriculum and assessment plan so that they have a sequenced and coherent plan for curriculum delivery which makes clear what teachers should teach and students should learn and how it should be assessed and reported.
2. By the end of 2021, teachers design assessments tasks which reflect content and skills taught so that teachers can effectively monitor student progress.

#### ***What actions did the school undertake to achieve these goals?***

- Clarify, consult and distribute the assessment collection schedule and communicate expectations with teachers
- Seek feedback on draft curriculum documents
- Monitor classroom and system assessment tasks reflect content taught through clarifying and confirming, program checks and data conversations
- Create a plan on page summary for whole school curriculum and assessment plan expectations

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

- All teachers are following our whole school curriculum and assessment plan and can articulate what they are teaching and what students are learning and how it is assessed and reported.
- Teachers designing and implementing assessment tasks reflecting learning and this is evident in programs.

### **A1: Readiness to Learn**

#### ***What were the school's goals for this identified signature strategy in 2021?***

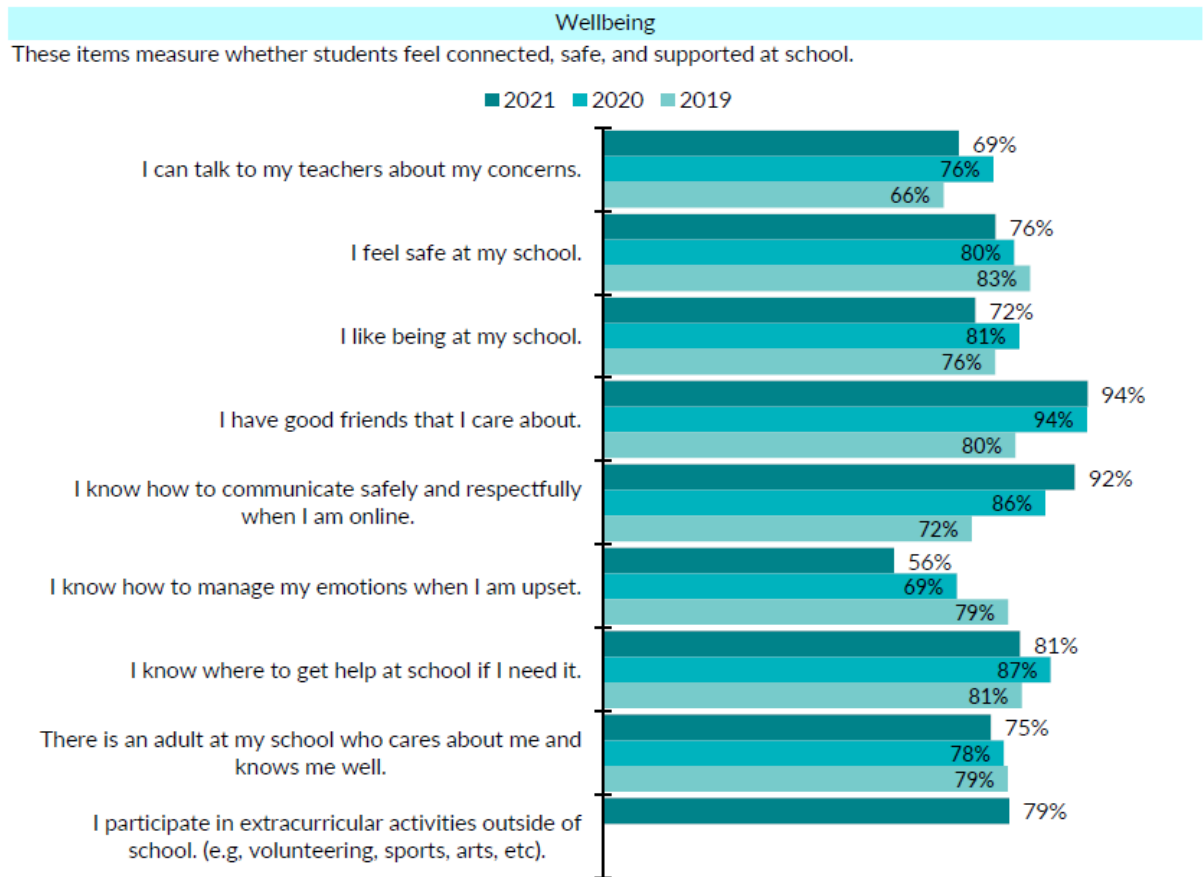
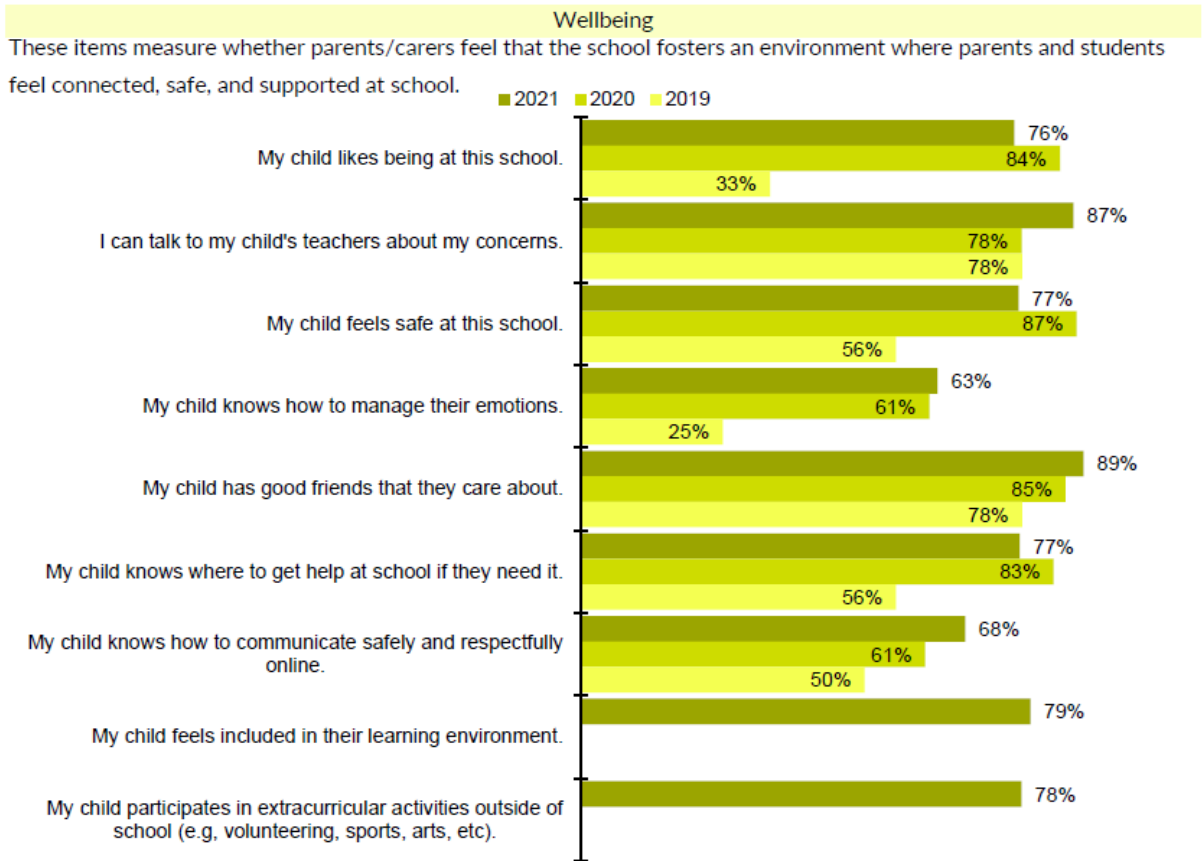
By the end of 2021, leaders have developed and refined policies around wellbeing so that the policies can be understood and enacted by the school community.

#### ***What actions did the school undertake to achieve these goals?***

- Identify all wellbeing policies, audit, update/ refine and communicate expectations
- Conduct Professional Learning in Restorative Practices and MAPA training
- Review and update the school's vision and mission statement

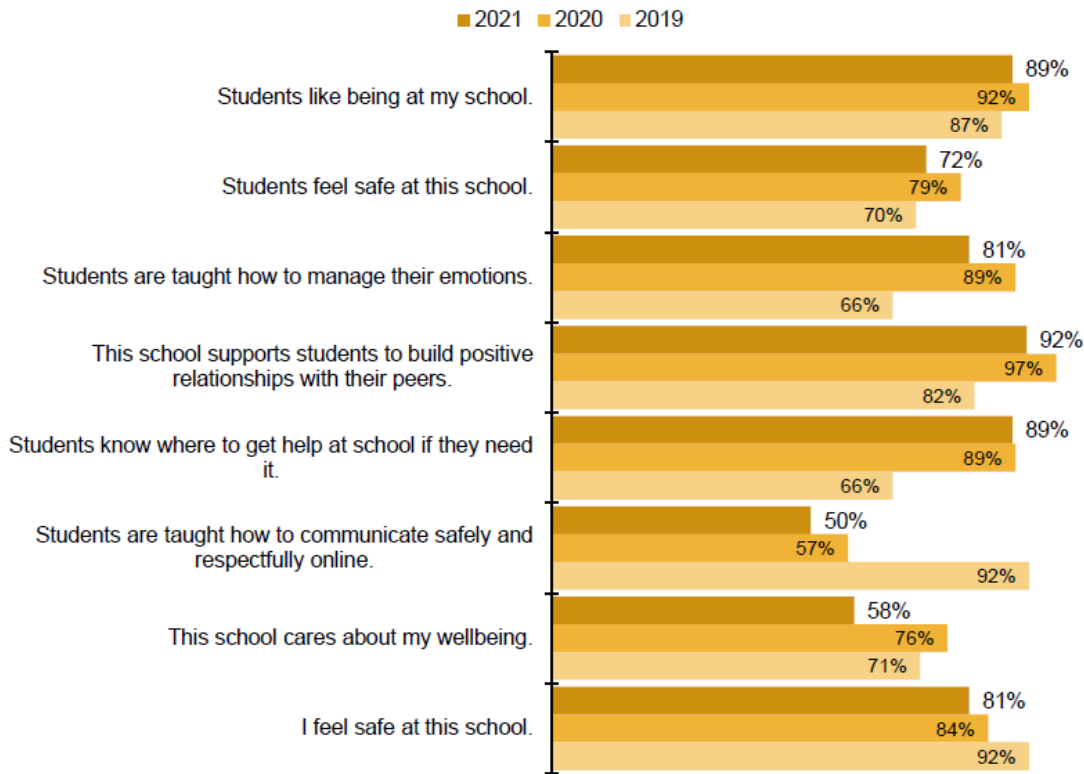
#### ***How is the work making a difference?***

Staff and students have had input into the update of the Vision and Mission statement. Staff have greater awareness of the various aspects necessary to achieve the goal. The work of 2021 has significantly contributed to the ongoing short term and long-term planning for the school's strategic direction. This goal is also driven by input and the support of the Rosebery Primary School Council. Greater understanding of the policies is evident amongst staff.



Wellbeing

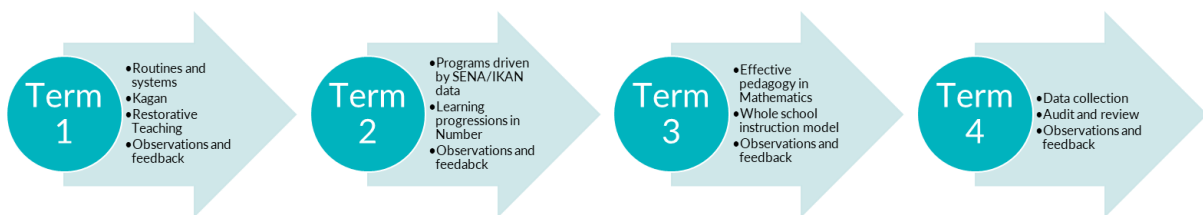
These items measure whether staff think that the school fosters an environment where staff and students feel connected, safe, and supported at school.



**Overall reflection: how has your school's work in 2021 informed your focus for improvement in 2022?**

The work of 2021 continued to be interrupted by restrictions due to COVID-19. After conducting the audit of the 2021 goals, it was decided to continue into 2022 with a sharp and narrow focus. The importance of the Readiness to Learn goal was evident by the survey data and this goal continues in 2022. It was decided to use Mathematics as a platform to introduce the Whole School Instructional Framework and improve student outcomes in Mathematics. In 2022, we will implement our strategies as term by term sprints with regular opportunities to review and adjust.

**2022 Term by Term Strategic Overview**



## Student Enrolment, Attendance and Learning

### Enrolment and Attendance Summary - Rosebery Primary School

Data source: Enrolment and Attendance

#### Notes

-Enrolment and attendance data is collected twice a term. The reporting period for this data covers weeks 1 to 4 and weeks 5 to 8 of each term. Data provided does not include Weeks 9, 10 or 11 (where applicable). Data provided is unpublished and should be considered subject to change.

- The average enrolment number is the average number of enrolled students over the reporting period.

- The attendance rate is the proportion of time students attend compared to the time they are expected to attend during the reporting period.

	2020				2021			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	14	88.2%	85	89.6%	9	77.0%	63	87.0%
Transition	20	83.0%	72	89.7%	13	82.9%	71	87.5%
Year 1	12	76.8%	65	90.3%	16	85.5%	66	89.5%
Year 2	10	82.0%	66	90.1%	11	80.2%	61	89.1%
Year 3	13	86.9%	55	91.1%	9	76.6%	56	90.0%
Year 4	11	86.5%	60	92.0%	11	85.7%	56	90.4%
Year 5	11	84.5%	59	89.4%	12	83.9%	53	90.1%
Year 6	8	89.6%	53	91.2%	11	84.9%	61	88.1%
Rosebery Primary School	99	84.2%	516	90.4%	92	82.9%	488	89.0%

## National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2021

NAPLAN results are to be published in the School Annual Report by as required by the Australian Education Act 2013, 77(2) (f):

### NAPLAN - Achievement - Rosebery Primary School

- 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 rubric, post 2010 Writing results should not be compared to previous years.

2021		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	2	3	13	22	43	74
	Writing	2	3	6	10	50	86
	Spelling	8	14	8	14	42	72
	Grammar	8	14	5	9	45	78
	Numeracy	3	5	18	31	37	64
Year 5	Reading	7	13	6	11	42	76
	Writing	10	18	16	29	29	53
	Spelling	9	17	8	15	37	69
	Grammar	8	15	5	9	41	76
	Numeracy	5	9	14	25	36	65

## School Survey Results

### Rosebery Primary School 2021 NT School Survey - Parent National and Jurisdictional Questions Overview

The annual Parent/Carers Survey captures insights into student wellbeing, engagement, and learning from the perspective of parents and families with children enrolled at the school. The mandated survey contains National and Jurisdictional questions that assess eight key themes: **Wellbeing, Quality teaching & learning, Teacher-student relationships, Positive learning environment, Transitions & pathways, Shared vision & voice, School community engagement, and School satisfaction.**

This report provides the parents/carers' perception of these key areas for Northern Territory Government schools. Parents/carers are asked to rate the items on a five-point agreement scale, from strongly disagree to strongly agree. The report presents agreement percentages (%) to show the proportion of parents/carers who responded agree/strongly

		Respondents					
No. of responses:		Aboriginal	Non-Aboriginal	Early Years	Primary	Middle	Senior
2021	106	9	97	62	43	1	0
2020	103						
2019	9						

Highest scoring responses for 2021		Lowest scoring responses for 2021	
This school is well maintained.	90%	Student behaviour is well managed at this school.	56%
My child has good friends that they care about.	89%	This school takes students' opinions seriously.	53%
I can talk to my child's teachers about my concerns.	87%	I have opportunities to have a say in the direction of the school and its education programs.	51%

Change from previous year (2021 vs 2020)					
Highest ranking items	% point change	2021 vs 2020	Lowest ranking items	% point change	2021 vs 2020
I can talk to my child's teachers about my concerns.	+9%	87% 78%	My child likes being at this school.	-8%	76% 84%
This school works with me to support my child's learning.	+8%	67% 59%	This school looks for ways to improve.	-9%	67% 76%
My child knows how to communicate safely and respectfully online.	+7%	68% 61%	My child feels safe at this school.	-10%	77% 87%

This table presents the first three and last three items when ranked in order of percentage point change.

To protect confidentiality, surveys with three or fewer responses are suppressed. All raw results (including any school-specific additional questions) can be accessed by school principals via the School Survey online tool.



## Rosebery Primary School 2021 NT School Survey - Staff National and Jurisdictional Questions Overview

The annual Staff Survey captures insights into wellbeing, engagement, and school services from school staffs' perspective (teaching and non-teaching). The mandated survey contains national and jurisdictional questions that assess nine key themes: **Wellbeing, Teacher-student relationships, Quality teaching & learning, Positive learning environment, Transitions & pathways, Shared vision & values, School community engagement, Professional development, and School satisfaction.**

This report provides school staffs' perception of these key areas for Northern Territory Government schools. School staff are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree. The report presents positive response rates (%) to show the proportion of staff who responded agree/strongly agree with each statement.

	No. of responses	Response rate	Respondents					
			Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership	
2021	36	67%	3	33	25	6	5	
2020	38	69%						
2019	38	81%						

Highest scoring responses for 2021		Lowest scoring responses for 2021	
Teachers at this school expect students to do their best.	97%	Students are making good progress at this school.	49%
This school supports students to build positive relationships with their peers.	92%	I would recommend this school to others to enrol their children.	44%
I contribute to the school improvement agenda at my school.	92%	Student behaviour is well managed at this school.	33%

Change from previous year (2021 vs 2020)					
Highest ranking items:	% point change	2021 vs 2020	Lowest ranking items:	% point change	2021 vs 2020
I contribute to the school improvement agenda at my school.	+16%	92% 76%	I would recommend this school to others to enrol their children.	-16%	44% 61%
I have access to appropriate professional development to develop the knowledge and skills to effectively teach my students.	+16%	83% 68%	This school cares about my wellbeing.	-18%	58% 76%
This school takes staff opinions seriously.	+14%	64% 50%	Student behaviour is well managed at this school.	-30%	33% 63%

This table presents the first three and last three items when ranked in order of percentage point change.

## Rosebery Primary School 2021 NT School Survey - Student National and Jurisdictional Questions Overview

The annual Student Survey captures insights into student wellbeing, engagement, and learning from students' own perspective. The mandated survey contains national and jurisdictional questions that assess key themes: **Wellbeing**, **Teacher-student relationships**, **Quality teaching & learning**, **Positive learning environment**, **Transitions & pathways**, **Growth mindset & perseverance**, and **Shared vision & voice**.

This report provides students' perception of these key areas for Northern Territory Government schools. Students are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree. The report presents agreement percentages (%) to show the proportion of students who responded agree/strongly agree with each

	Responses (all years)	Response rate (Years 5-12 only)	Respondents			
			Aboriginal	Non-Aboriginal	Male	Female
2021	85	75%	15	70	39	44
2020	99	90%				
2019	117	80%				

Highest scoring responses for 2021		Lowest scoring responses for 2021	
My school gives me opportunities to do interesting things.	98%	My school is well maintained.	64%
My teachers expect me to do my best.	96%	Once I plan to get something done, I stick to it.	62%
My school celebrates the success and achievement of students.	94%	I know how to manage my emotions when I am upset.	56%

Change from previous year (2021 vs 2020)					
Highest ranking items:	% point change	2021 vs 2020	Lowest ranking items:	% point change	2021 vs 2020
There are opportunities for me to be a leader at my school.	+29%	90% 62%	My teacher understands how I learn.	-20%	67% 87%
My school takes students' opinions seriously.	+10%	83% 73%	My school prepares me for my future.	-22%	67% 90%
Student behaviour is well managed at this school.	+7%	66% 59%	My school is well maintained.	-23%	64% 87%

This table presents the first three and last three items when ranked in order of percentage point change.

To protect confidentiality, surveys with three or fewer responses are suppressed. All raw results (including any school-specific additional questions) can be accessed by school principals via the School Survey online tool.



## Audited Financial Statements

**ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED**  
**ANNUAL FINANCIAL STATEMENTS**  
for the year ending 31 December 2021

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

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Phone: 0418897757  
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PO Box 475 Mulgooraba QLD 4213  
ABN: 29 161 528 481

**ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

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 2021.

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 *Naomi McKeown*

Dated: *NJM*

*22/2/2022*

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

### Statement of Financial Position

December 2021

	This Year	Last Year
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Cash at Bank</b>		
Cheque Account	\$980,218.65	\$881,634.53
Bendigo Card Account	\$13,165.17	\$15,000.00
<b>Total Cash at Bank</b>	<b>\$993,383.82</b>	<b>\$896,634.53</b>
<b>Cash on Hand</b>		
Petty Cash	\$650.00	\$650.00
Till Float RM	\$150.00	\$150.00
Canteen Float	\$100.00	\$100.00
<b>Total Cash on Hand</b>	<b>\$900.00</b>	<b>\$900.00</b>
<b>Trade Debtors</b>		
Trade Debtors	\$0.00	\$652.00
<b>Prepayments</b>		
Prepaid Expenses	\$264.62	\$264.82
<b>Inventories</b>		
Stock on Hand	\$75,220.38	\$66,745.00
<b>Total Current Assets</b>	<b>\$1,069,768.82</b>	<b>\$965,196.35</b>
<b>Non-Current Assets</b>		
Plant & Equipment at Cost	\$118,181.82	\$118,181.82
Accumulated Depreciation	-\$107,432.12	-\$83,795.76
<b>Total Non-Current Assets</b>	<b>\$10,749.70</b>	<b>\$34,386.06</b>
<b>Total ASSETS</b>	<b>\$1,080,518.52</b>	<b>\$999,582.41</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
<b>Deposits Held - 3rd Parties</b>		
Staffroom Levy	\$605.33	\$3,414.46
2019-2020 BTS Vouchers	\$0.00	\$5,455.00
2020-2021 BTS Vouchers	-\$150.00	\$0.00
Scholastic Book Club	\$28.00	\$0.00
Social Club	\$444.36	\$182.31
<b>Total Deposits 3<sup>rd</sup> Parties</b>	<b>\$927.69</b>	<b>\$9,051.77</b>
<b>Trade Creditors</b>		
Trade Creditors	\$3,048.00	\$3,172.16
<b>Other Accrued Expenses</b>		
Accrued Expenses	\$31,647.05	\$31,834.66
<b>Unacquitted Grants</b>		
Unacquitted Grants DoE/NTG	\$109,211.69	\$36,588.78
Unacquitted Grants Cwlth	\$292.27	\$2,700.00
<b>Total Unacquitted Grants</b>	<b>\$109,503.96</b>	<b>\$39,288.78</b>
<b>Total Current Liabilities</b>	<b>\$145,126.70</b>	<b>\$83,347.37</b>
<b>Non-Current Liabilities</b>		
<b>Total Non-Current Liabilities</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total LIABILITIES</b>	<b>\$145,126.70</b>	<b>\$83,347.37</b>
<b>Net ASSETS</b>	<b>\$935,391.82</b>	<b>\$916,235.04</b>
<b>EQUITY</b>		
Accumulated Funds	\$916,235.04	\$658,645.69
Current Year Operating Surplus/(Deficit)	\$19,156.78	\$257,589.35
<b>Total EQUITY</b>	<b>\$935,391.82</b>	<b>\$916,235.04</b>

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****Statement of Financial Position****December 2021**

	This Year	Last Year
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Cash at Bank</b>		
Cheque Account	\$980,218.65	\$881,634.53
Bendigo Card Account	\$13,165.17	\$15,000.00
<b>Total Cash at Bank</b>	<b>\$993,383.82</b>	<b>\$896,634.53</b>
<b>Cash on Hand</b>		
Petty Cash	\$650.00	\$650.00
Till Float RM	\$150.00	\$150.00
Canteen Float	\$100.00	\$100.00
<b>Total Cash on Hand</b>	<b>\$900.00</b>	<b>\$900.00</b>
<b>Trade Debtors</b>		
Trade Debtors	\$0.00	\$652.00
<b>Prepayments</b>		
Prepaid Expenses	\$264.62	\$264.82
<b>Inventories</b>		
Stock on Hand	\$75,220.38	\$66,745.00
<b>Total Current Assets</b>	<b>\$1,069,768.82</b>	<b>\$965,196.35</b>
<b>Non-Current Assets</b>		
Plant & Equipment at Cost	\$118,181.82	\$118,181.82
Accumulated Depreciation	-\$107,432.12	-\$83,795.76
<b>Total Non-Current Assets</b>	<b>\$10,749.70</b>	<b>\$34,386.06</b>
<b>Total ASSETS</b>	<b>\$1,080,518.52</b>	<b>\$999,582.41</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
<b>Deposits Held - 3rd Parties</b>		
Staffroom Levy	\$605.33	\$3,414.46
2019-2020 BTS Vouchers	\$0.00	\$5,455.00
2020-2021 BTS Vouchers	-\$150.00	\$0.00
Scholastic Book Club	\$28.00	\$0.00
Social Club	\$444.36	\$182.31
<b>Total Deposits 3<sup>rd</sup> Parties</b>	<b>\$927.69</b>	<b>\$9,051.77</b>
<b>Trade Creditors</b>		
Trade Creditors	\$3,048.00	\$3,172.16
<b>Other Accrued Expenses</b>		
Accrued Expenses	\$31,647.05	\$31,834.66
<b>Unacquitted Grants</b>		
Unacquitted Grants DoE/NTG	\$109,211.69	\$36,588.78
Unacquitted Grants Cwlth	\$292.27	\$2,700.00
<b>Total Unacquitted Grants</b>	<b>\$109,503.96</b>	<b>\$39,288.78</b>
<b>Total Current Liabilities</b>	<b>\$145,126.70</b>	<b>\$83,347.37</b>
<b>Non-Current Liabilities</b>		
<b>Total Non-Current Liabilities</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total LIABILITIES</b>	<b>\$145,126.70</b>	<b>\$83,347.37</b>
<b>Net ASSETS</b>	<b>\$935,391.82</b>	<b>\$916,235.04</b>
<b>EQUITY</b>		
Accumulated Funds	\$916,235.04	\$658,645.69
Current Year Operating Surplus/(Deficit)	\$19,156.78	\$257,589.35
<b>Total EQUITY</b>	<b>\$935,391.82</b>	<b>\$916,235.04</b>

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 31<sup>st</sup> December 2021

**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 accrual's 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.

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  
PO Box 650  
PALMERSTON, NT, 0832

Dear Chairperson

**Audit of Rosebery Primary School Council Incorporated for the Year Ended 31 December 2021.**

We have completed our audit of the financial report Rosebery Primary School Council Incorporated for the year ended 31 December 2021. Our audit is designed to form an opinion on the financial report. Because of the test nature of an audit, there is a risk that some material misstatement, fraud or irregularity may remain undiscovered.

At a recent CPA Congress, it was noted that we are now living in unprecedented times due to the Covid pandemic. Workplaces must adapt and change in order to operate effectively in managing the administrative function. Working remotely has never been more important in many circumstances and schools need to be flexible to allow this to happen. We note that auditors have not been given permission to log on, independently, to CI Anywhere payroll which meant we had to conduct a hardcopy audit which consumed a significant amount of paper, was time consuming and in our opinion a retrograde step. We believe that once schools have fully implemented the CI Anywhere accounting system that it will be essential that auditors are able to log on with view only access. It appears that the CI Anywhere application does not apply to contractors, consultants, auditors etc, and to access the system we would need a unique identifier or username.

We have also noted the progress of the introduction of the new CI Anywhere Accounting module which, from 1 January 2022, has replaced school's existing MYOB Accounting package. As far as we are aware auditors have not been briefed on any of the operational aspects of the replacement accounting package. The Business Manager is currently working on becoming fully versed with the new Ci Anywhere accounting system and its reporting functions.

We conducted an extensive review of payroll and purchasing procedures this audit and noted that Payrolls are carefully prepared with well documented folders of information. There were some minor issues with the timesheets which are mostly handwritten with the hours checked and totaled. If an employee's position was written on the timesheet, it would facilitate checking they are being paid at the correct rate. The Business Manager had not printed the CI Anywhere Payroll Calculation Report that lists the payslips individually which would have enabled a verification of the hours, listed on the timesheet to the payroll report. A Summary Report was printed, and the Tax and Superannuation amounts were checked. CI Anywhere is a new financial management system and we are unaware of many of its features. We believe it is to be a paperless, cloud-based program which may ultimately render timesheets redundant.

Purchase Orders are raised for purchases and matched to the invoices. Batch totals of payments to creditors were matched to bank statements and no anomalies found.

We wish to bring to your attention two issues with grant balances carried forward. The Principal Wellbeing grant balance will need to be written off in CI Anywhere in 2022 and you need to check with Sue Cunningham how much the original UMR advance was for your school as our understanding was these grants are limited to \$15,000 and paid in arrears whereas you are carrying forward an unspent amount of \$27,599.08

Should you wish to discuss any aspects of your report or this letter, please contact me on my mobile or by email.

This report is prepared under the terms of our engagement solely for the information of Council members and management of Rosebery Primary School Council Incorporated. Please arrange for the attached council representation letter to be copied on to your letterhead, signed, scanned and emailed to me.

Yours faithfully



Susanne Lee FCPA  
Director 28 January 2022

