

# Rosebery Primary School

Annual Performance Report to the School Community  
2022



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
AO	Administration Officer

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## 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. In 2022, 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.

### School Vision and Mission

#### 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*

### Our Staff

In 2022 Rosebery Primary staff included administration, operational, teaching, support staff and maintenance staff. Staff include: one Principal, two Assistant Principals, three Senior Teachers, one Special Education Senior Teacher, a Special Education Support Assistant, seven School Council employed Classroom Support Officers, one Business Manager, three Administration Officers in Reception, one IT support officer, three AO classroom support assistants, a canteen manager, a maintenance officer, two Preschool Assistants and 16 classroom teachers, two Preschool teachers, three specialist subject teachers (Technology, 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

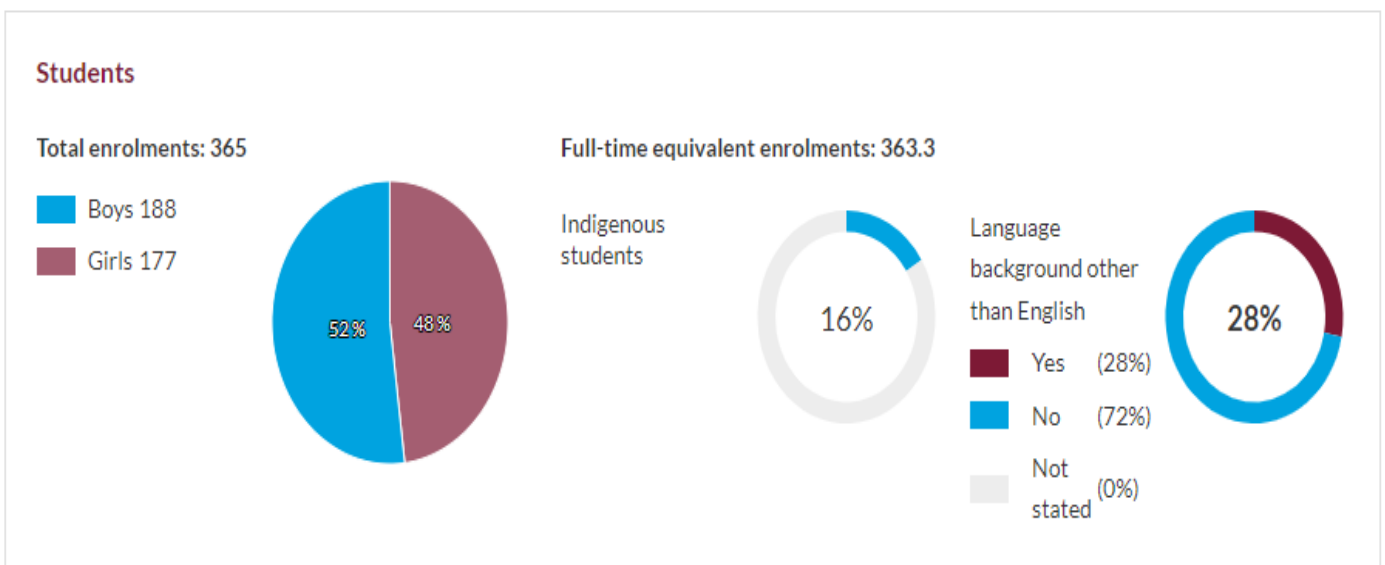
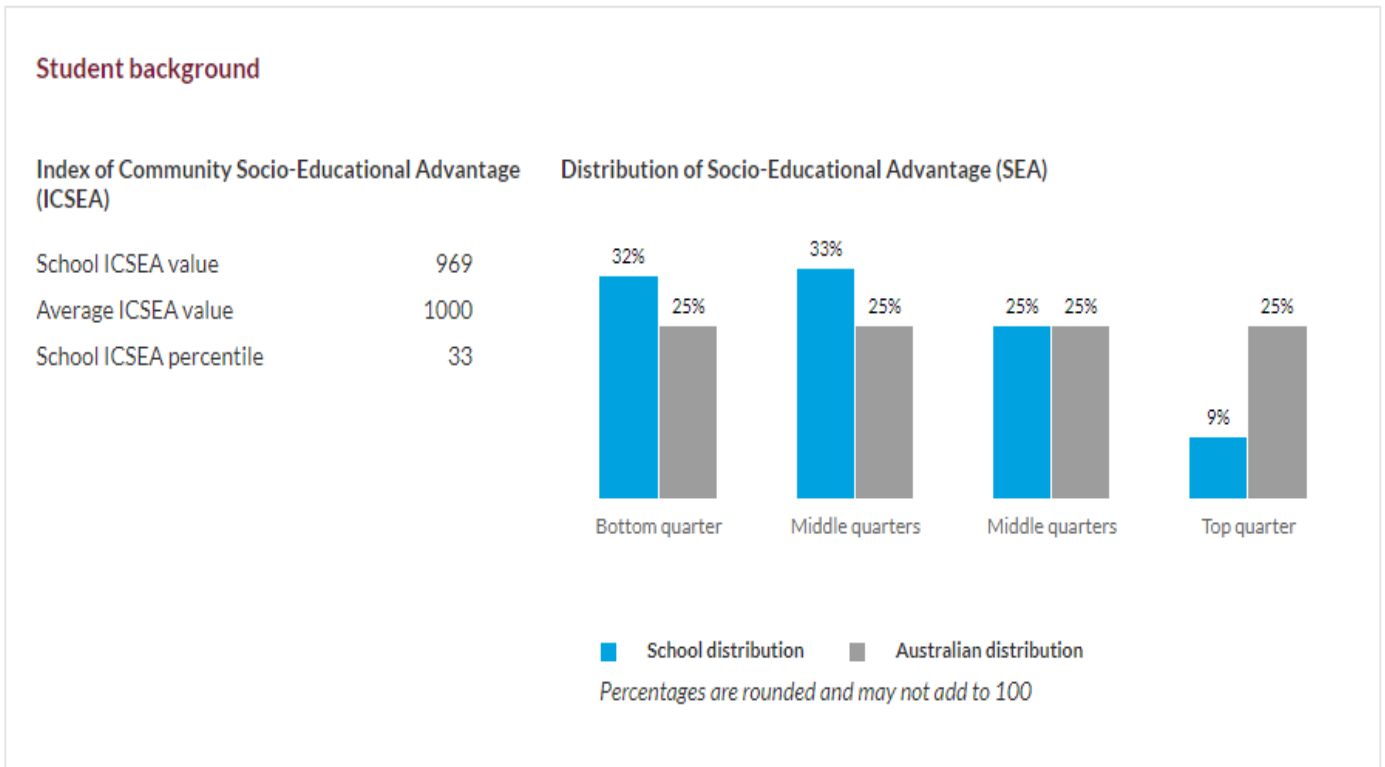
In 2022 we had approximately 426 enrolled students. As the two new schools at Zucolli are taking enrolments from Preschool to Year 6, we can expect a continued downward trend in enrolment numbers. In 2022, we had 16 mainstream classes of students from Transition to Year 6 in our school. We also had three Pre-School classes offering a two full-day and one half day program.

## Annual Performance Report to the School Community 2022

Approximately 16% of our students are Aboriginal. 28% of our students speak English as a Second Language. 18% 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.

See below a MySchool overview (<https://www.myschool.edu.au/>) highlighting School Demographics overview, and enrolment.



## Our Community

*Our community is 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 school band and a school choir who performed at the BEAT.*

*In 2022, Rosebery Rugrats Playgroup continued 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.*

## Principal's Report

Finally, after two years of restrictions, 2022 was a year where we could reconnect with the community and sustain our strong focus on teaching and learning.

Our school improvement journey in 2022 was to improve student achievement in Mathematics (Number). Supporting this goal we developed the signature strategies 'Readiness to Learn' and 'Whole School Instructional Model'. Readiness to Learn (a high priority on building a positive school culture with evidence based strategies in place to nurture student efficacy and to support their overall wellbeing) was identified by our NT Learning Commissioners (student leaders) as an area to develop with students, teachers and the school community. The commissioners began this work in 2022 and will continue with it in 2023. The Whole School Instructional Model (a model that describes what high quality, evidence based-teaching looks like when it engages students in intellectually challenging work) was co-created by all teachers drawing on inquiry processes. In 2022 Rosebery Primary School introduced a new process to tackle our school improvement journey- "term sprints". Each term we had a sharp and narrow focus on a particular aspect of school improvement. This process was highly successful as it allowed teachers to align their own professional development goals with the school goals and we could also align all of our professional learning with school goals.

Staff professional learning remained high on the agenda for our teaching staff. As usual we began the year with a special whole day of Kagan training in the holidays for new staff. In 2022 the Kagan training had to take place via an online platform, however it was backed up with in class demonstrations for all new teachers. We found this approach highly successful. With our whole school focus on Mathematics, we received support from Sally Hughes ( NT Department of Education's Teaching and Learning Services). Sally Hughes, who shared her extensive knowledge of Structural Inquiry in Mathematics based on her work with Peter Sullivan, ran four workshops after school, two full day workshops and did demonstration lessons in four of our classrooms.

Extra curricula programs offered in 2022 remained of outstanding quality offering many opportunities to our students. We continued the school choir, school band, Dance Troupe, skipping club, and 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. We enjoyed larger scale whole school events such as 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 Crazy Sock Day and the Colour Fun Run organised by School Council. Our biggest event of the year was the biannual whole school production held at the Darwin Entertainment Centre. From our Preschool to Year 6, our students took to the stage to present dances telling the story of See Us, written, produced and directed by our own, Danielle Banicek. See Us was a story about ordinary young people doing extraordinary things. For our students, it was an amazing opportunity to experience the world of theatre - on and off stage.

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.**

## Chair report

Welcome to the 2023 Annual General Meeting. Congratulations to those who have gracefully accepted positions on the Rosebery Primary School Council for the 2023 school year.

2022 began by welcoming new Business Manager Julie Branson to Rosebery Primary School (RPS). Julie brought with her a wealth of financial expertise. Julie and her administration team successfully navigated and transferred all RPS financials to the new CiAnywhere financial system administered by the Department of Education, whilst supporting school council members to understand the new system.

Discussions continued with Palmerston College (Roseberry Middle School Campus), MLA members, Palmerston Council and departmental bodies regarding the use of Applegate Drive. Conversations will continue into 2023, but rest assured the two school councils are closing in on outcomes from all the negotiations over the years.

New minor works applications were submitted to Department of Infrastructure, Planning and Logistics (DIPL).

1: For the construction of the shipping container shelter for the RPS school bus. The purpose is to minimise security issues and reduce wear and tear on such a large investment to RPS. Additionally, the shipping containers will offer further storage to reduce clutter in classroom settings.

2: Construction of the new early year's playground, in between P5 and the preschool yard. Council has been fundraising for many years for this playground and look forward to its completion.

3: Replace new seamless flooring to bathrooms throughout the school.

Approval of works is yet to be provided by DIPL.

It was brought to RPS's attention that primary students were left unsupervised at the middle school bus stop until the end of school day for middle school students. Discussions commenced in June regarding RPS aligning start and finishing times with the middle school. A NT School Survey was provided to families with an opportunity to have input to these changes and for the RPS. While responses were a mix, the majority were in favour of the shift of commencement times to ensure the safety of our children. The change in times took effect as school returned in July. From 8:00am – 2:20pm to 8:05am – 2:25pm.

In August we lost our fearless leader, Chairperson Naomi McKeown. You would usually find Naomi buzzing around the grounds from classroom assistant, colour fun run clown or serving sausages at a council BBQ. Council members voted that myself, Lesley Vella (Secretary) would step in as acting chair to see out the 2022 school year. Penny Seamer (parent and RPS employee) joined council and stepped into fill the role of Secretary. Thank you to both for your contributions to council!

This year the Behaviour and Well-being policy was reviewed and ratified by RPS council members. A significant amount of work went into this as it is the driver that supports positive, quality teaching and learning experiences for all staff and students and their families. It is also RPS's approach to behaviour and wellbeing that is underpinned by its vision, mission and values and Restorative Practices.

The RPS administration team provided proposed 2023 curriculum packs for council approval. Council approved. Personally, I think these are the best packs ever placed on offer.... You receive a full set of uniforms which is a huge bonus for all families. Although voluntary contributions have increased for the 2023 school year I think it is amazing that families are able to pay off these contributions across the year. Voluntary contributions from families are vital to the school curriculum, 2022 contributions totalled \$3,659.00.

An amazing effort by the whole school community with fundraising totals for this year being:



## Annual Performance Report to the School Community 2022

Event	Total
Student LED conference BBQ (Term 1):	\$988.90
Jolly Socks:	\$1,710.00
Mother's Day stall:	\$4,279.00
Sports day BBQ and raffle:	\$1,608.50
Colour Fun Run:	\$12,697.70
Father's Day stall:	\$3,158.30
Student LED conference BBQ (Term 3):	\$793.40
Christmas Raffle:	\$1,009.00
Other Fundraising:	\$2,250.17

Total fundraising for 2022 stands at \$28,494.97. This will be put towards the early years playground and the remainder carried forward to the 2023 school year for future fundraising opportunities. Please advise council if you have suggestions for future fundraising opportunities.

Fundraising events don't happen without the school or community involvement and support. Your time is valuable, and all continued support is very much appreciated.

Our events wouldn't be the same without the ongoing support from the following local organisations who assist with donations regularly throughout the year.

- Coles
- Woolworths
- Marie-Clare Boothby MLA – Member for Brennan and School Council member
- Mark Turner MLA – Member for Blain and School Council member
- Eva Lawler MLA - Member for Drysdale
- Wilson's Lawnmowing
- Beta Butchers
- Bunnings

Thank you one and all for your contributions as members of council, parents and community members during the 2022 school year, your support has been paramount to support Rosebery Primary School.

Lesley Vella

(Rosebery Primary School Council Chairperson)

## School Priority 2022

Our journey demonstrates our commitment to continued improvement. The Education NT Strategy 2021-2025 will enable us to continue to become the most improving education system in Australia.

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

### Headline improvement measures



#### School survey

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

#### Foundations for Early Literacy Assessment NT

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

#### Attended days

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

#### NAPLAN growth

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

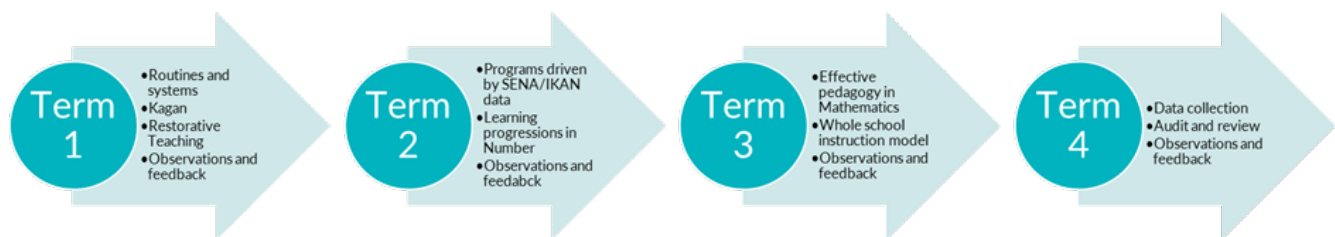
#### A-E grades

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

#### Year 12 achievement

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

### 2022 RPS Term by Term Strategic sprints



What were the school's deliverables for this priority area in 2022?

### Increase student achievement in Mathematics for all students from Year T-6

- **What actions did the school undertake to address the deliverables?**

Constructed and implemented a professional learning plan which includes: Programming starting with diagnostic data, Teaching Mathematics- understanding the progressions/ number framework, Teaching Mathematics- good pedagogical practices

• **What was the impact?**

All teachers used data to inform teaching and learning - evidence in teacher programs as seen in data meetings and program chats

All teachers used the Australian Curriculum standards to design differentiated assessment - as evident in teacher programs

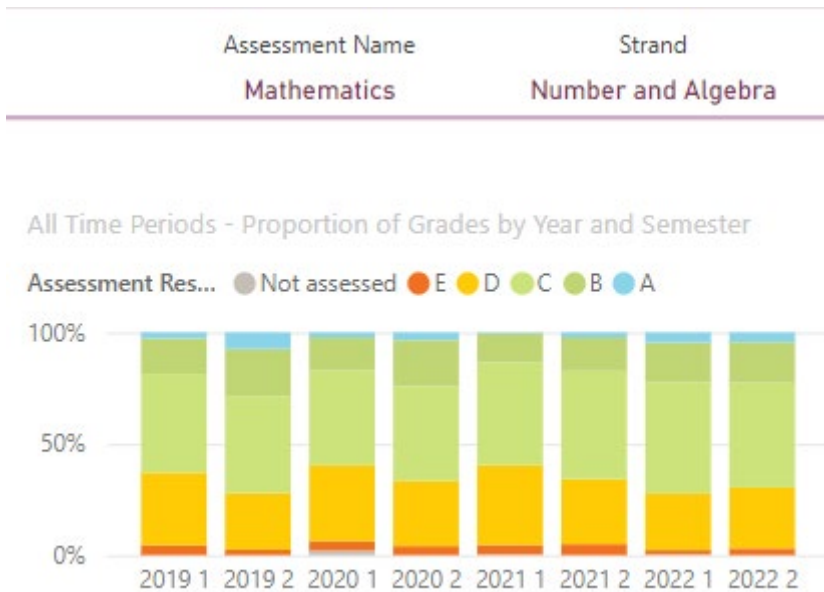
All teachers worked collaboratively to plan Mathematics term overviews using backward design- teacher programs & observations

Student data

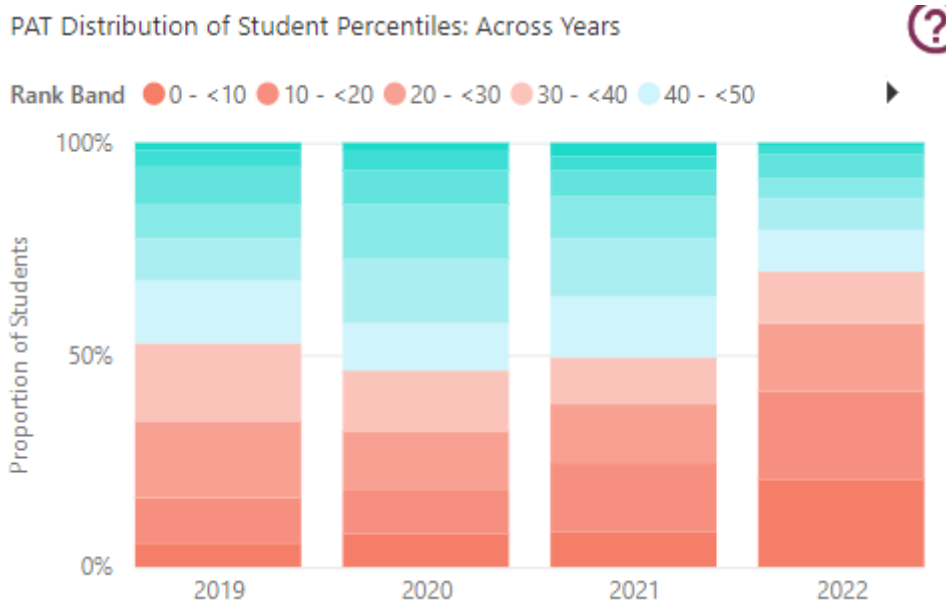
In Semester 2 2021, 62% of Year 1-6 students grades in Number and Algebra were a C or above.

By Semester 2 2022, we improved this by 10%.

In Semester 2 2021, 17% of Year 1-6 students were a B or above. By Semester 2 2022, we improved this by 5%.



However, students did show progress in PAT -M (note: test conditions changed toPAT adaptive)



- **What are the gaps?** What areas for improvement have you identified through analysis of the evidence?

The approach to professional learning in Mathematics was rigorous. Gaps identified by teachers were: greater familiarisation with the new Instructional Model, more opportunities to plan collaboratively, continued use of data to target teaching and learning programs, sustaining learning into 2023 with new staff.

- **What are the next steps for 2023?**

Whilst Mathematics has made only small gains, our data tells us that we need to shift our focus to Reading in 2023. What we did achieve was to develop an effective and thorough model for professional development for teaching staff. We chunked our actions into term by term sprints and each term's focus included a significant proportion of professional learning time, teachers' own performance goals linked to the term sprint, and all teachers were part of a process of collaboration, observations and feedback. At the end of each sprint we were able to conduct an audit of our actions and begin to measure effectiveness. We will use this model of a sharp and narrow focus and the structure of sprints for our 2023 focus on Reading.

## Identified signature strategies for 2022 school year

*It is very important that schools describe any change in student growth and achievement in student outcomes in this section.*

A1 - Readiness to learn

- **What were the school's goals for this identified signature strategy in 2022?**

If we have consistent systems and routines based on Restorative Teaching and Kagan Cooperative Learning, then we will **create safe, nurturing inclusive classrooms so that there is improved teacher efficacy, improved student engagement and increased positive student behaviours.**

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

Constructed and implemented a professional learning plan which includes:  
Kagan Cooperative Learning, Restoring Teaching, School wide Positive Behaviour

Coaching, mentoring, observations and feedback for all teachers weekly.

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

- ✓ Yes, teachers built consistency in school culture through systems: daily routines and class routines
- ✓ Yes, teachers created a culture of learners through consistent use of Kagan Cooperative Learning seating arrangements, team and class builders
- Most/Some teachers used the principles of Restoring Teaching: affirmative language, empathy, controlling the classroom climate, planning for individual success
- ✓ 5/6 leaders conducted weekly observations and feedback sessions in at least 8/10 weeks for every teacher during term 1 (exceptions due to teacher absence).
- ❖ Student perception survey data remained the same or decreased:

(2021=I like being at my school 72%; there is an adult at my school who cares about me and knows me well 72%; student behaviour is well managed 66%; 2022=I like being at my school 72%; there is an adult at my school who cares about me and knows me well 75%; student behaviour is well managed 40%)

E5 - A whole school instruction model

- **What were the school's goals for this identified signature strategy in 2022?**

If we utilise consistent pedagogical practices and the explicit teaching of Mathematics then we will achieve **improvements in student learning as evident in PAT, SENA and IKAN data.**

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

*Constructed and implemented a professional learning plan which includes:*

*Teaching Mathematics- good pedagogical practices*

*Collaboratively created a whole school instruction model- what is it and what should we see in the classroom*

*Coaching, mentoring, observations and feedback for all teachers*

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

- *Teachers trialled using the whole school instruction framework in Mathematics including the use of Kagan structures- weekly observations*
- *5 out of 6 leaders conduct weekly observations and feedback sessions in at least 16/20 weeks for every teacher during Term 2 and 3.*

**Overall reflection: how has your school's work in 2022 informed your focus for improvement in 2023?**

*Starting the year with a targeted focus on systems and routines was seen as beneficial by all teachers and it is identified as a key focus for Term 1 2023. Teachers reported that they had significant contribution into the development of an Instructional framework based around Structured Inquiry in Mathematics. This framework aligned with the school mission and existing approaches to teaching through Inquiry in Science and the Humanities.*

## 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.

	2021				2022			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	9	77.0%	63	87.0%	15	89.2%	62	85.9%
Transition	13	82.9%	71	87.5%	9	74.4%	49	84.0%
Year 1	16	85.5%	66	89.5%	9	83.3%	58	85.5%
Year 2	11	80.2%	61	89.1%	9	77.2%	48	84.5%
Year 3	9	76.6%	56	90.0%	8	66.2%	58	85.1%
Year 4	11	85.7%	56	90.4%	8	83.2%	55	85.9%
Year 5	12	83.9%	53	90.1%	8	83.8%	48	86.5%
Year 6	11	84.9%	61	88.1%	11	82.0%	48	86.6%
<b>Rosebery Primary School</b>	<b>92</b>	<b>82.9%</b>	<b>488</b>	<b>89.0%</b>	<b>77</b>	<b>79.8%</b>	<b>426</b>	<b>85.5%</b>

## National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2022

2022		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	56	98%	53	95%
	Writing	53	93%	47	89%
	Spelling	57	100%	48	84%
	Grammar	57	100%	50	88%
	Numeracy	55	96%	51	93%
Year 5	Reading	45	94%	44	98%
	Writing	44	92%	40	91%
	Spelling	45	94%	41	91%
	Grammar	45	94%	44	98%
	Numeracy	45	94%	42	93%

## NAPLAN - Achievement (NMS) - 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. This data includes exempt students, who are assigned to the category of "Below NMS".

2022		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	3	5	14	25	39	70
	Writing	6	11	5	9	42	79
	Spelling	9	16	9	16	39	68
	Grammar	7	12	10	18	40	70
	Numeracy	4	7	14	25	37	67
Year 5	Reading	1	2	7	16	37	82
	Writing	4	9	8	18	32	73
	Spelling	4	9	7	16	34	76
	Grammar	1	2	9	20	35	78
	Numeracy	3	7	11	24	31	69

## NAPLAN - Achievement (Score) - 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. This data includes present students only.

2022		Average Scale Score	
		School	NT
Year 3	Reading	384	371
	Writing	352	357
	Spelling	367	336
	Grammar	376	360
	Numeracy	351	341
Year 5	Reading	488	445
	Writing	455	413
	Spelling	470	438
	Grammar	466	436
	Numeracy	459	433

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

## School Survey Results

*Note: under the Australian Education Regulation 2013 it is a requirement that schools report on parent, student and teacher satisfaction with the school, including (if applicable) data collated using the National School Opinion Survey, schools are recommended to refer to and use school survey reports provided by the School and System Improvement Unit ([schoolsurvey.doe@education.nt.gov.au](mailto:schoolsurvey.doe@education.nt.gov.au))*

*Full report available upon request.*



# Participation

Students			Parents			Staff		
Year of survey	Number of responses (all years)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses	Year of survey	Number of responses	Response rate	
2022	126	85%	2022	106	2022	40	71%	
2021	85	75%	2021	106	2021	36	67%	
2020	99	90%	2020	103	2020	38	69%	
2019	117	80%	2019	9	2019	38	81%	

## RESPONSES

In determining reliability of survey results, consider sample size, number and diversity of respondents against school population.

Compositions of schools and previous participation rates also need to be considered when comparing survey results with previous years.

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

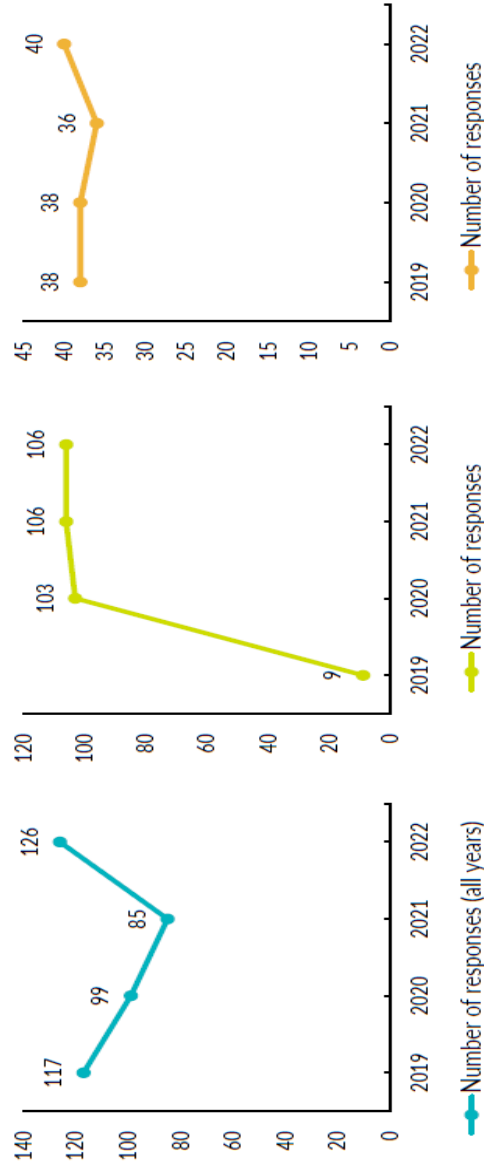


Is this data representative?

How many responses were received?

From who?

What needs to be considered when analysing these results?



## 2022 Responses

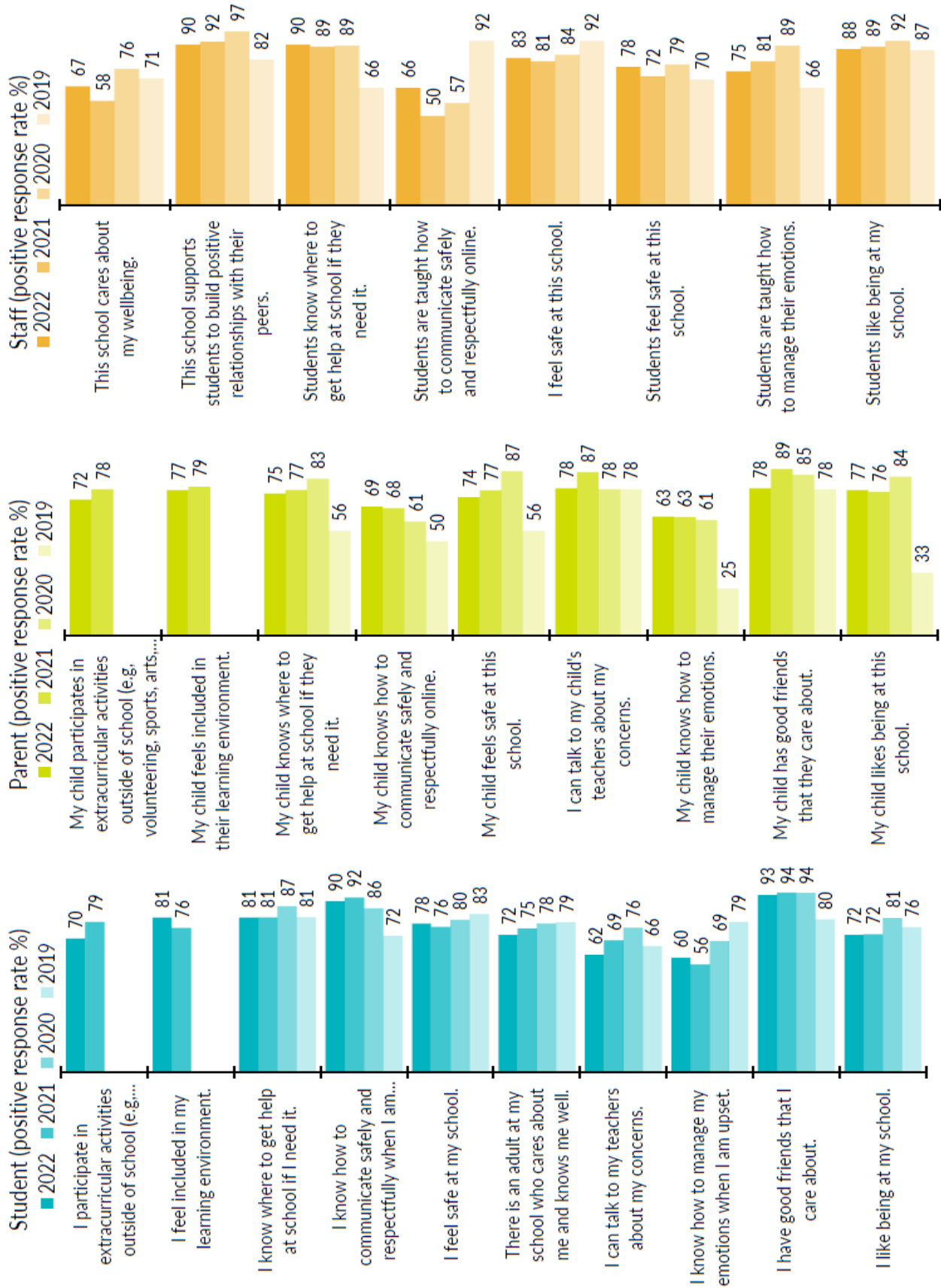
Response Category	Total	ATSI	Non ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
Student	126	27	99	0	124	0	0	-	-	-
Parents	106	12	92	67	39	0	0	-	-	-
Staff	40	1	38	16	14	0	0	18	15	6

\*breakdowns may not add up to the overall total as they do not include 'N/A or nil responses'

## Change from previous year (2022 v 2021)

CHANGE FROM PREVIOUS YEAR		Highest ranking items	% point change	2022 vs 2021	Lowest ranking items	% point change	2022 vs 2021
<b>Student</b>							
This table presents the first three and last three items when ranked in order of percentage point change.	Compositions of your school and previous participation rates also need to be considered when comparing survey results with previous years.	My school is well maintained.	+17%	82%	There are opportunities for me to be a leader at my school (e.g. in sports, as a house captain as a leader of a buddy class).	-21%	69%
		My teacher understands how I learn.	+6%	73%	My school takes students' opinions seriously.	-24%	59%
		Teachers at my school treat students fairly.	+5%	79%	Student behaviour is well managed at this school.	-25%	40%
<b>Parent/carer</b>							
Are the changes significant? How many responses do they represent?	What are the areas of strength? What are the opportunities for improvement? Are there similar themes across the survey groups; students, parents and staff?	My school shares data to inform me about my child's learning in a way that I can understand.	+9%	67%	My child is making good progress at this school.	-8%	63%
		This school is well maintained.	+5%	94%	I can talk to my child's teachers about my concerns.	-8%	78%
		Teachers at this school provide my child with useful feedback about his or her school work.	+4%	71%	My child has good friends that they care about.	-10%	78%
<b>Staff</b>							
Are there similar themes across the survey groups; students, parents and staff?	What are the areas of strength? What are the opportunities for improvement? Are there similar themes across the survey groups; students, parents and staff?	School's leadership understands how to build expertise in this school.	+24%	77%	Students are taught how to manage their emotions.	-6%	75%
		The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	+22%	58%	This school has an inclusive culture where diversity is valued and respected.	-6%	75%
		The department supports our school to achieve its priorities.	+20%	57%	I have access to appropriate professional development to develop the knowledge and skills to effectively teach my students.	-19%	64%

Theme: Wellbeing - Trends (4 years)



## Audited Financial Statements

### ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED

#### ANNUAL FINANCIAL STATEMENTS

for the year ending 31 December 2022

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

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# ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED FINANCIAL REPORT

Year Ended 31<sup>st</sup> December 2022.

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# ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED FINANCIAL STATEMENTS

for the year ended 31 DECEMBER 2022

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 2022.

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



Chairperson

Dated: 28/2/2023

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 December 2022 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 school's 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.

DoE has introduced a new accounting package CiAnywhere which has a number of technical issues which are causing corruption to some of the end of year reports. In our opinion it is a difficult, user-unfriendly program to negotiate and also view with a complex array of reports and screens. At the date of the audit, we did not have independent viewing access or a brief on the program which made it impossible to form an opinion on the accuracy of the financial ledger.



*Qualified opinion*

Although the financial report of the 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 Roseberry Primary School at 31 December 2022 and its financial performance for the year then ended we are unable to attest to the accuracy of this financial report.



Susanne Lee  
FCPA Director

27 January 2023

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## Rosebery Primary School Council Incorporated

### Statement of Financial Position

December 2022

	This Year	Last Year
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Cash at Bank</b>		
Cheque Account	\$1,001,273.52	\$980,218.65
Bendigo Card Account	\$12,186.30	\$13,165.17
<b>Total Cash at Bank</b>	<b>\$1,013,459.82</b>	<b>\$993,383.82</b>
<b>Cash on Hand</b>		
Petty Cash	\$0.00	\$650.00
Till Float RM	\$150.00	\$150.00
Canteen Float	\$100.00	\$100.00
<b>Total Cash on Hand</b>	<b>\$250.00</b>	<b>\$900.00</b>
<b>Prepayments</b>		
Prepaid Expenses	\$228.00	\$264.62
<b>Inventories</b>		
Stock on Hand	42,088.44	\$75,220.38
<b>Total Current Assets</b>	<b>\$1,056,026.26</b>	<b>\$1,069,768.82</b>
<b>Non-Current Assets</b>		
Plant & Equipment at Cost	\$118,181.82	\$118,181.82
Accumulated Depreciation	(\$118,181.82)	-\$107,432.12
<b>Total Non-Current Assets</b>	<b>\$0.00</b>	<b>\$10,749.70</b>
<b>Total ASSETS</b>	<b>\$1,056,026.26</b>	<b>\$1,080,518.52</b>
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
<b>Deposits Held - 3rd Parties</b>		
Staffroom Levy	\$0.00	\$605.33
2021-2022 BTS Vouchers	\$1,124.00	-\$150.00
Scholastic Book Club	\$0.00	\$28.00
Social Club	\$0.00	\$444.36
<b>Total Deposits 3<sup>rd</sup> Parties</b>	<b>\$1,124.00</b>	<b>\$927.69</b>
<b>Trade Creditors</b>		
Trade Creditors	\$0.00	\$3,048.00
<b>GST Liabilities</b>		
GST Collected	\$5.98	\$0.00
GST Paid	(\$5.11)	\$0.00
GST Pending	\$2,448.00	\$0.00
<b>Total GST Liabilities</b>	<b>\$2,448.87</b>	<b>\$0.00</b>
<b>Other Accrued Expenses</b>		
Accrued Expenses	\$27,670.20	\$31,647.05
<b>Unacquitted Grants</b>		
Unacquitted Grants DoE/NTG	\$121,797.23	\$109,211.69
Unacquitted Grants Cwlth	\$514.35	\$292.27
<b>Total Unacquitted Grants</b>	<b>\$122,311.58</b>	<b>\$109,503.96</b>
<b>Total Current Liabilities</b>	<b>\$130,185.41</b>	<b>\$145,126.70</b>
<b>Non-Current Liabilities</b>		
<b>Total LIABILITIES</b>	<b>\$130,185.41</b>	<b>\$145,126.70</b>
<b>Net ASSETS</b>	<b>\$898,170.65</b>	<b>\$935,391.82</b>
<b>EQUITY</b>		
Accumulated Funds	\$935,391.82	\$916,235.04
Current Year Operating Surplus/(Deficit)	(\$37,221.17)	\$19,156.78

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

<b>Total EQUITY</b>	<b>\$898,170.65</b>	<b>\$935,391.82</b>
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## Rosebery Primary School Council Incorporated

### Income Statement

January-December 2022

	This Year	Last Year
<b>INCOME</b>		
<b>Grants and Subsidies</b>		
Commonwealth Grants direct to Schools	\$39,277.92	\$36,480.46
Other Grants from DoE	\$977,346.19	\$975,415.78
Other Grants from NTG Departments	\$58,586.80	\$37,436.59
Third party Grants - External	\$2,250.91	\$13,394.57
<b>Total Grants and Subsidies</b>	<b>\$1,077,461.82</b>	<b>\$1,062,727.40</b>
<b>Sale of Goods &amp; Services</b>		
School Council Projects	\$215,814.85	\$215,897.85
Student Activities	\$61,377.64	\$76,905.29
<b>Total Sale of Goods &amp; Services</b>	<b>\$277,192.49</b>	<b>\$292,803.14</b>
<b>Interest Received</b>		
Interest Received	\$0.00	\$5.00
<b>Miscellaneous Income</b>		
Receipts/Reimbursements – Other Government Schools	\$5,000.00	\$1,891.82
<b>Total INCOME</b>	<b>\$1,359,654.31</b>	<b>\$1,357,427.36</b>
<b>EXPENSES</b>		
<b>Employee Expenses</b>		
Salaries & Related Expenses	\$556,775.08	\$505,153.14
Superannuation	\$57,105.15	\$49,276.23
<b>Total Employee Expenses</b>	<b>\$613,880.23</b>	<b>\$554,429.37</b>
<b>Purchase of Goods &amp; Services</b>		
School General Expenses	\$136,231.56	\$111,948.37
Administrative Expenses	\$0.00	\$20,831.33
Motor Vehicle Expenses	\$6,297.05	\$3,359.31
Student Activities	\$94,695.53	\$89,529.23
Student IT	\$57,511.22	\$1,517.50
Admin & Communication	\$0.00	\$55,200.04
Curriculum	\$36,170.93	\$35,767.05
Non-Core Activities	\$29,604.84	\$24,465.16
<b>Total Purchase of Goods &amp; Services</b>	<b>\$360,511.12</b>	<b>\$342,617.99</b>
<b>Repairs &amp; Maintenance</b>		
Urgent Minor Repairs	\$50,914.71	\$33,404.10
Non-Urgent Minor Repairs	\$5,585.57	\$5,771.73
<b>Total Repairs &amp; Maintenance</b>	<b>\$56,500.28</b>	<b>\$39,175.83</b>
<b>Depreciation and Amortisation</b>		
Depreciation and Amortisation	\$10,749.70	\$23,636.36
<b>Property Management</b>		
Essential Services	\$256,912.15	\$244,881.73
Cleaning	\$21,514.01	\$16,953.36
Grounds	\$76,666.17	\$102,708.98
Property Management - Other	\$0.00	\$13,866.96
<b>Total Property Management</b>	<b>\$355,092.33</b>	<b>\$378,411.03</b>
<b>Total EXPENSES</b>	<b>\$1,396,733.66</b>	<b>\$1,338,270.58</b>
<b>Operating PROFIT/(LOSS)</b>	<b>(\$37,079.35)</b>	<b>\$19,156.78</b>
<b>Other Income</b>		
Prior Year Adjustment	(\$141.82)	\$0.00

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

<b>Net PROFIT/(LOSS)</b>	<b>(\$37,221.17)</b>	<b>\$19,156.78</b>
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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 2022*

### **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***

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

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

#### **(c) *Income Tax***

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

#### **(d) *Capital expenditure.***

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

From the 2010 financial year and in accordance with the 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.