

# Rosebery Primary School

**Annual Performance Report to the School Community**

**2020**



## 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 2020 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, three Administration Officers, a canteen manager, a maintenance officer, 2 Transition Support Aides, 2 Preschool Assistants and 22 classroom teachers, two specialist subject teachers (performing Arts and Physical Education), a part time resource teacher 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 2020 we had approximately 516 enrolled students. As the new school at Zucolli is now complete, we can expect a downward trend in enrolment numbers. In 2020, we had 19 mainstream classes of students from Transition to Year 6 in our school. We also had four Pre-School classes offering a two full-day and one half day program.

Approximately 19% of our students are Aboriginal. 18% of our students speak English as a Second Language. 14% are students with disability. Further, approximately 20% 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, Out Side School Care Service (OSCNT) our external provider is well attended including vacation care. About 12% of our students attend at some time during the school week and we are proud of the service provided through our partnership with OSCNT.

### 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 Xylophone ensemble, bucket drummers and the Year 3 recorder program.

## Principal's Report

As a new Principal to Rosebery Primary School, I was delighted to be met with warmth and generosity of spirit by staff, students and parents alike. I was thrilled to have the privilege and honor of leading such an innovative new school. The 'Big 4' of Rosebery – Kagan, Co-teaching, Restorative Practices and Evidence-based Practices align with my personal educational beliefs and philosophies.

2020 proved to be a year of great unexpected challenge, with COVID19 impacting our practices in so many ways. Despite the challenge of a global pandemic and a 'new normal', the school community demonstrated resilience and cohesiveness that allowed us to maintain our focus on our core purpose- student learning.

Staff professional learning remained strong as we worked to build on our professional knowledge and practice. The year saw an ongoing focus on Professional Learning Communities which places the learner at the centre and teachers working collaboratively to learn and plan targeted learning to ensure improved learning outcomes. Teachers continued investigating and exploring Inquiry Learning and we created a Whole School Curriculum Map and Assessment Plan.

Programs offered in 2020 were reduced however remained of outstanding quality offering many opportunities to our students. We continued Play Therapy, school choirs, school band, percussion groups, Dance Troupe and even began the new after school skipping club, the Turtle Turners. Our Enrichment Hub continued to provide small group and some 1-1 intervention for students with additional needs. Despite COVID-19 restrictions we enjoyed larger scale events such as Day of Play, NAIDOC Day organised by SLC, Student Led Conferences with family BBQ, performances at OASIS for Christmas, BEAT with Choir and Dance Troupe, Dance Camps, Sports Day, class and SLC led fundraisers such as Crazy Sock Day and RSPCA Cupcake Day, NAIDOC Day and the Colour Fun Run organised by School Council.

With the restrictions of COVID-19 changing rapidly throughout the first half on 2020, the celebration of the 10<sup>th</sup> birthday was postponed to take place to align with the official opening of the school on 5 February 2011. Celebrations were planned for a Birthday Assembly marking the official opening of the school and a large community event to be held in August 2021.

Thank you to the staff, students, families and School Council who collectively create such 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 together we ***respectfully and cooperatively strive for excellence with confidence, integrity and resilience.***

Tania Kolomitsev

## School Council/Board Report

The annual chair report gives us an opportunity to reflect on the year that was and that we achieved. The year 2020 will go down in history as one of the most unprecedented and challenging years of modern times. And what a year it was!!

We faced many challenges with COVID-19 including home-schooling (however I did learn how to do long division again!), the Disruption of Sports Day, no assemblies, dance camp restrictions, no year 5/6 trip to Canberra and no families at school. However we adapted through the pandemic and overall had some fantastic results.

Our lower carpark was changed to allow for better traffic flow. Whilst we acknowledge that there will always be "problems" associated with some parents doing the wrong thing in the car parks it does appear to be getting better. Our continued communication and education on how to use drop and go zones are working.

Our school handbook, which has now been distributed to all families within Rosebery Primary School was put together by Dani and this will be used and updated for the years to come. Well done, Dani!

In October our School Review took place and this was an opportunity to reflect on our schools current practice, identify what are strengths are and our areas for improvement. I'm pleased to say the report was positive and the recommendations given to our school were already being put in place behind the scenes. This is an absolute credit to our leadership team.

Our school survey was completed by a huge amount of Rosebery Primary School families and was a significant increase in number of respondents from the previous year. This gives our leadership team sufficient data to take action, analyse and improve.

We also held our very successful school Colour Fun Run. Our total fundraising income for 2020 was just over \$25,000. We purchased goal post pads for the oval and the fundraising balance for 2020 is \$20,569. This will be carried over into 2021 and allocated to outdoor play spaces as voted on and minuted in 2020.

2021 will see 10th Birthday celebrations take place. Initial conversations, planning and budgetary measures have already been put in place and this will be a special time for our school and families.

Here's to 2021. It will be a fun and memorable year as we celebrate 10 years!

Jody Hayes

## Identified signature strategies for 2020 school year

### R6 - Professional learning communities

➤ **What were the school's goals for this identified signature strategy in 2020?**

Staff will demonstrate a strong professional culture characterised by shared norms and values, a focus on student learning, collaborative approaches to work, reflective inquiry into teaching practices and deprivatisation of practice. Student outcomes will improve when we foster and honour collaborative learning within a high functioning professional learning community through:

- Shared mission (purpose), vision, values (collective commitments), and goals (indicators, timelines and targets) which are all focused on student outcomes
- A collaborative culture with a focus on learning
- Collective inquiry into best practice and current reality
- Action orientation - 'Learning by Doing'
- A commitment to continuous improvement
- A results orientation- agreed, clear and transparent intended outcomes in place

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

Building a collaborative culture through:

- professional growth cycle
- build shared understandings of a PLC and the school's shared M,V,V, G,
- establish protocols including consensus
- determine structures and leaders for PLCS
- experience a focus on learning using Lyn Sharratt's professional learning protocol for collaborative assessment of student work
- create structures to support and develop PLC leaders
- implement PLCs
- review, reflect and adjust
- collective inquiry into best practice and current reality- Whole School Approach to Writing

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

- Teachers have achieved the goals for this strategy with Professional Learning Communities embedded as professional practice. The focus of all PLCs is student outcomes, a collaborative culture with a focus on learning, collective inquiry into best practice with a results orientation. The PLCs inquiry has collected data and examined strategies to improve student writing. In 2020, with the absence of NAPLAN, school baseline Writing data was collected and the investigation continues into 2021.



## E4 – Whole School Data Plan

### ➤ **What were the school's goals for this identified signature strategy in 2020?**

Teachers will collect and analyse data and evidence of learning to inform their teaching and learning program. This will result in targeted explicit teaching and differentiated classroom learning. This will be developed through:

- Creating a data plan including
  - a schedule for collection of data throughout the school year what data are to be collected
  - when the collection takes place
  - the purpose of the data collection
  - responsibility for collection
  - responsibility for analysis
  - who the data is communicated to and how
- Professional development opportunities in analysing, interpreting and using data
- Teachers analyse data to understand where their students are at and identify gaps and adjust teaching
- Leaders analyse data to inform decision making about school improvement
- Teachers and leaders ensure that assessments are administered with fidelity

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

- Create and implement:
  1. a data plan
  2. QAAC
  3. assessment schedule
- Co-create and utilise writing bump it up walls
- Analyse data and evidence of learning in PLCs- collect data to guide the inquiry into a whole school approach to writing
- Commence tracking Inquiry and AAP learning

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

- Teachers collect their own data and analyse to inform their practice. In an audit of existing data practices, it was found to be necessary to change direction to the development of Whole School Curriculum and Assessment Plans as this is a precursor to the Whole School Data Plan. The Whole School Curriculum and Assessment Plans work was completed in 2020, ready for implementation in 2021. The work of a Whole School Data Plan has been carried over to 2021.

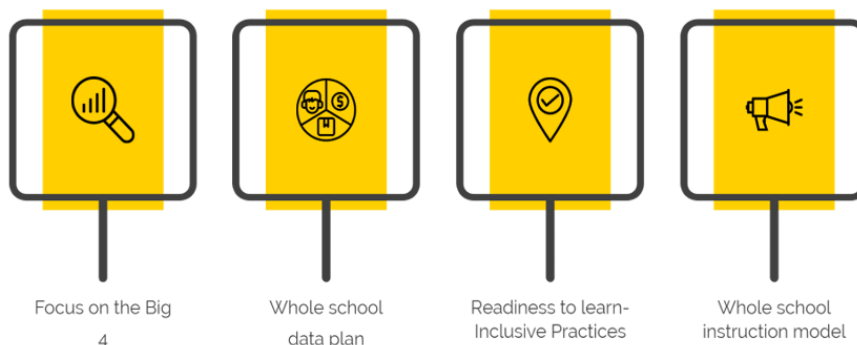
**Overall reflection: how has your school's work in 2020 informed your focus for improvement in 2021?**

In 2020, Rosebery Primary School planned for a focus on the Signature Strategies of Professional Learning Communities (PLCs) and Triangulation of Data. The work of PLCs began quickly and has become an established and successful professional learning process across the school. The work to triangulate data began and through an audit, a decision was made to change the focus to creating a Whole School Data Plan. To create the whole School Data Plan, further work was required in clarifying the Whole School Curriculum Map and Assessment Plan. In 2020, draft versions of Curriculum Maps were created ready for trialling in 2021.

Late in 2020, we had a School Review which confirmed the success of the school's foundation on the Big 4: Co-teaching, Kagan Cooperative Learning, Restorative Practices and Evidence-based Practices. The 2021-2024 Explicit Improvement Agenda now guides us on our focus for improvement. The school data confirms that our goal will remain to be on improving outcomes in Writing and the implementation of Inquiry Learning.

In 2021 Rosebery Primary School will develop and implement a Whole School Data Plan, clarify and embed a Whole School Instructional Model and maintain the focus on Readiness to Learn, in particular re-energising Restorative Practices and developing Inclusive Practices.

An inquiry cycle of improvement will be explicit for teachers and based on data: collection and analysis of data leading to targeted teaching and learning, through PLCs and teacher inquiry teams. We will maintain and strengthen existing programs through ongoing professional learning, regular coaching and mentoring, walkthroughs and observations, and a culture of feedback.



*learning through Inquiry* ↗

**GROW:**  
IMPROVE WRITING



# 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.

|                                | 2019          |              |               |              | 2020          |              |               |              |
|--------------------------------|---------------|--------------|---------------|--------------|---------------|--------------|---------------|--------------|
|                                | Indigenous    |              | All           |              | Indigenous    |              | All           |              |
|                                | Avg Enrolment | Attendance   | Avg Enrolment | Attendance   | Avg Enrolment | Attendance   | Avg Enrolment | Attendance   |
| Preschool                      | 16            | 91.1%        | 88            | 89.8%        | 14            | 88.2%        | 85            | 89.6%        |
| Transition                     | 9             | 81.7%        | 71            | 89.7%        | 20            | 83.0%        | 72            | 89.7%        |
| Year 1                         | 6             | 91.4%        | 69            | 90.5%        | 12            | 76.8%        | 65            | 90.3%        |
| Year 2                         | 12            | 89.2%        | 57            | 91.1%        | 10            | 82.0%        | 66            | 90.1%        |
| Year 3                         | 11            | 90.2%        | 61            | 91.6%        | 13            | 86.9%        | 55            | 91.1%        |
| Year 4                         | 9             | 89.5%        | 60            | 90.7%        | 11            | 86.5%        | 60            | 92.0%        |
| Year 5                         | 8             | 89.0%        | 57            | 90.0%        | 11            | 84.5%        | 59            | 89.4%        |
| Year 6                         | 18            | 87.7%        | 88            | 90.1%        | 8             | 89.6%        | 53            | 91.2%        |
| <b>Rosebery Primary School</b> | <b>89</b>     | <b>88.6%</b> | <b>550</b>    | <b>90.4%</b> | <b>99</b>     | <b>84.2%</b> | <b>516</b>    | <b>90.4%</b> |

## NAPLAN - Summary - 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.

| 2019   |          | Participating  |               | Achieved NMS   |               |
|--------|----------|----------------|---------------|----------------|---------------|
|        |          | No of Students | % of Students | No of Students | % of Students |
| Year 3 | Reading  | 59             | 97%           | 56             | 95%           |
|        | Writing  | 61             | 100%          | 59             | 97%           |
|        | Spelling | 59             | 97%           | 50             | 85%           |
|        | Grammar  | 59             | 97%           | 57             | 97%           |
|        | Numeracy | 58             | 95%           | 53             | 91%           |
| Year 5 | Reading  | 53             | 96%           | 47             | 89%           |
|        | Writing  | 51             | 93%           | 41             | 80%           |
|        | Spelling | 51             | 93%           | 45             | 88%           |
|        | Grammar  | 51             | 93%           | 43             | 84%           |
|        | Numeracy | 51             | 93%           | 47             | 92%           |

**No Naplan data in 2020 due to COVID-19**

# School Survey Results 2020

## Parent/Carers Survey

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.** Parents/carers are asked to rate the items on a five-point agreement scale, from strongly disagree to strongly agree.

This report provides the parents/carers' perception of these key areas for Northern Territory Government schools. The report presents agreement percentages (%) to show the proportion of parents/carers who responded agree/strongly agree with each statement.

| Respondents |                   |            |                |             |           |  |
|-------------|-------------------|------------|----------------|-------------|-----------|--|
|             | No. of responses: | Aboriginal | Non-Aboriginal | Early Years | Primary   |  |
| <b>2020</b> | <b>103</b>        | <b>8</b>   | <b>93</b>      | <b>65</b>   | <b>37</b> |  |
| 2019        | 9                 |            |                |             |           |  |
| 2018        | 35                |            |                |             |           |  |

| Highest scoring responses for 2020:                            |     | Lowest scoring responses for 2020:  |     |
|--|-----|---|-----|
| This school is well maintained.                                | 92% | Student behaviour is well managed at this school.   | 59% |
| Teachers at this school expect my child to do his or her best. | 88% | This school takes parents' opinions seriously.  | 58% |
| My child feels safe at this school.                            | 87% | I have opportunities to have a say in the direction of the school and its education programs. | 49% |

## Staff Survey

The annual **Staff Survey** captures insights into wellbeing, engagement, and school services from school staffs' perspective. 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.** School staff (teaching and non-teaching) are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree. This report provides school staffs' perception of these key areas for Northern Territory Government schools.

This report provides school staffs' perception of these key areas for Northern Territory Government schools. The report presents positive response rates (%) to show the proportion of staff who responded agree/strongly agree with each statement.

| Respondents |                  |               |            |                |           |              |                   |          |
|-------------|------------------|---------------|------------|----------------|-----------|--------------|-------------------|----------|
|             | No. of responses | Response rate | Aboriginal | Non-Aboriginal | Teaching  | Non-teaching | School leadership |          |
| <b>2020</b> | <b>38</b>        | <b>69%</b>    | <b>2</b>   | <b>36</b>      | <b>24</b> | <b>7</b>     |                   | <b>6</b> |
| 2019        | 38               | 81%           |            |                |           |              |                   |          |
| 2018        | 0                | 0%            |            |                |           |              |                   |          |

| Highest scoring responses for 2020  |     |  | Lowest scoring responses for 2020   |  |     |
|---|-----|--|---|--|-----|
| This school supports students to build positive relationships with their peers. | 97% |  | I have the opportunities to have a say in the direction of the school and its education program to the extent that I wish to. |  | 53% |
| Students like being at my school.   | 92% |  | The department supports our school to achieve its priorities.   |  | 51% |
| Students are taught how to manage their emotions.                               | 89% |  | This school takes staff opinions seriously.   |  | 50% |

| Change from previous year (2020 vs 2019)  |                |              |  |                |              |  |
|---|----------------|--------------|--|----------------|--------------|--|
| Highest ranking items:  | % point change | 2020 vs 2019 | Lowest ranking items:  | % point change | 2020 vs 2019 |  |
| Students are taught how to manage their emotions.                               | +24%           | 89%<br>66%   | Student behaviour is well managed at this school.                      | -32%           | 63%<br>95%   |  |
| Students know where to get help at school if they need it.                      | +24%           | 89%<br>66%   | Students are taught how to communicate safely and respectfully online. | -35%           | 57%<br>92%   |  |
| This school supports students to build positive relationships with their peers. | +16%           | 97%<br>82%   | This school takes staff opinions seriously.                            | -39%           | 50%<br>89%   |  |

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

## Student Survey

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 six key themes: **Wellbeing, Teacher-student relationships, Quality teaching & learning, Positive learning environment, Transitions & pathways, and Shared vision & voice**. Students are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree.

This report provides students' perception of these key areas for Northern Territory Government schools. The report presents agreement percentages (%) to show the proportion of students who responded agree/strongly agree with each statement.

|             | Respondents           |                                  |            |                |           |           |
|-------------|-----------------------|----------------------------------|------------|----------------|-----------|-----------|
|             | Responses (all years) | Response rate (Years 5-12 only): | Aboriginal | Non-Aboriginal | Male      | Female    |
| <b>2020</b> | <b>99</b>             | <b>90%</b>                       | <b>16</b>  | <b>81</b>      | <b>55</b> | <b>43</b> |
| 2019        | 117                   | 80%                              |            |                |           |           |
| 2018        | 92                    | 46%                              |            |                |           |           |

| Highest scoring responses for 2020:                               |     |  | Lowest scoring responses for 2020:                          |     |
|---|-----|--|---|-----|
| My teachers expect me to do my best.                              | 98% |  | I know how to manage my emotions when I am upset.           | 69% |
| I have good friends that I care about.                            | 94% |  | There are opportunities for me to be a leader at my school. | 62% |
| My teachers provide me with useful feedback about my school work. | 94% |  | Student behaviour is well managed at this school.           | 59% |

| Change from previous year (2020 vs 2019)                      |                |              |   |                |              |  |
|---|----------------|--------------|---|----------------|--------------|--|
| Highest ranking items:  | % point change | 2020 vs 2019 | Lowest ranking items:                                       | % point change | 2020 vs 2019 |  |
| My teachers make sure I understand the work I am asked to do. | +27%           | 91%<br>64%   | I felt ready to start Primary/Middle/Senior School.         | -7%            | 78%<br>85%   |  |
| My school takes students' opinions seriously.                 | +23%           | 73%<br>50%   | I know how to manage my emotions when I am upset.           | -10%           | 69%<br>79%   |  |
| My school celebrates the success and achievement of students. | +19%           | 89%<br>70%   | There are opportunities for me to be a leader at my school. | -10%           | 62%<br>72%   |  |

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

# Audited Financial Statements

## **ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED** ANNUAL FINANCIAL STATEMENTS for the year ending 31 December 2020

**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 2020.**

**CONTENTS**

**PAGE**

|   |   |
|---|---|
| Council Statement                         | 3 |
| Independent Audit Report                  | 4 |
| Statement of Financial Position           | 5 |
| Income Statement                          | 6 |
| Notes to and forming part of the Accounts | 7 |



**ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2020**

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 2020.

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

JPr  
CO, HARS

Date d:

12 (2Gz)

Rosebery Primary School  
Annual Performance Report to the School Community  
2020  
*Aligned to the Department of Education's 'Education NT Strategy 2019-22'*

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

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

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**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 2020 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 2020 and its financial performance for the year then ended.



SusanneLee FCPA  
Director  
2 February 2021

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Liability is limited by a scheme approved under Professional Standards Legislation



**Rosebery Primary School Council Incorporated**

**Statement of Financial Position**

**December 2020**

|  | This Year           | Last Year           |
|--|---------------------|---------------------|
| <b>ASSETS</b>                            |                     |                     |
| <b>Current Assets</b>                    |                     |                     |
| <b>Cash at Bank</b>                      |                     |                     |
| Cheque Account                           | \$881,634.53        | \$528,056.65        |
| Bendigo Card Account                     | \$15,000.00         | \$15,000.00         |
| <b>Total Cash at Bank</b>                | <b>\$896,634.53</b> | <b>\$543,056.65</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                            | \$652.00            | \$0.00              |
| <b>Prepayments</b>                       |                     |                     |
| Prepaid Expenses                         | \$264.82            | \$267.17            |
| <b>Inventories</b>                       |                     |                     |
| Stock on Hand                            | \$66,745.00         | \$69,011.31         |
| <b>Total Current Assets</b>              | <b>\$965,196.35</b> | <b>\$613,235.13</b> |
| <b>Non-Current Assets</b>                |                     |                     |
| Plant & Equipment at Cost                | \$118,181.82        | \$118,181.82        |
| Accumulated Depreciation                 | -\$83,795.76        | -\$60,159.40        |
| <b>Total Non-Current Assets</b>          | <b>\$34,386.06</b>  | <b>\$58,022.42</b>  |
| <b>Total ASSETS</b>                      | <b>\$999,582.41</b> | <b>\$671,257.55</b> |
| <b>LIABILITIES</b>                       |                     |                     |
| <b>Current Liabilities</b>               |                     |                     |
| <b>Deposits Held - 3rd Parties</b>       |                     |                     |
| Staffroom Levy                           | \$3,414.46          | \$1,462.10          |
| 2019-2020 BTS Vouchers                   | \$5,455.00          | \$0.00              |
| Social Club                              | \$182.31            | \$151.83            |
| <b>Trade Creditors</b>                   | <b>\$9,051.77</b>   | <b>\$1,613.93</b>   |
| Trade Creditors                          |                     |                     |
| <b>Other Accrued Expenses</b>            | <b>\$3,172.16</b>   | <b>-\$9,120.00</b>  |
| Accrued Expenses                         |                     |                     |
| <b>Unacquitted Grants</b>                |                     |                     |
| Unacquitted Grants DoE/NTG               | \$31,834.66         | \$20,117.93         |
| Unacquitted Grants Cwlth                 | \$36,588.78         | \$0.00              |
| <b>Total Unacquitted Grants</b>          | <b>\$2,700.00</b>   | <b>\$0.00</b>       |
| <b>Total Current Liabilities</b>         | <b>\$39,288.78</b>  | <b>\$0.00</b>       |
| <b>Non-Current Liabilities</b>           |                     |                     |
| <b>Total Non-Current Liabilities</b>     | <b>\$83,347.37</b>  | <b>\$12,611.86</b>  |
| <b>Total LIABILITIES</b>                 | <b>\$83,347.37</b>  | <b>\$12,611.86</b>  |
| <b>Net ASSETS</b>                        | <b>\$916,235.04</b> | <b>\$658,645.69</b> |
| <b>EQUITY</b>                            |                     |                     |
| Accumulated Funds                        | \$658,645.69        | \$699,169.42        |
| Current Year Operating Surplus/(Deficit) | \$257,589.35        | -\$40,523.73        |

Rosebery Primary School  
Annual Performance Report to the School Community  
2020

*Aligned to the Department of Education's 'Education NT Strategy 2019-22'*

|                     |                     |                     |
|---------------------|---------------------|---------------------|
| <b>Total EQUITY</b> | <b>\$916,235.04</b> | <b>\$658,645.69</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 Income  
Statement  
January-December 2020**

|   | This Year             | Last Year             |
|---|-----------------------|-----------------------|
| <b>INCOME</b>                                       |                       |                       |
| <b>Grants and Subsidies</b>                         |                       |                       |
| Commonwealth Grants direct to Schools               | \$34,500.00           | \$41,736.37           |
| Other Grants from DoE                               | \$1,155,252.78        | \$1,136,658.71        |
| Other Grants from NTG Departments                   | \$27,616.00           | \$27,162.39           |
| Third party Grants - External                       | \$8,685.43            | \$10,749.26           |
| <b>Total Grants and Subsidies</b>                   | <b>\$1,226,054.21</b> | <b>\$1,216,306.73</b> |
| <b>Sale of Goods &amp; Services</b>                 |                       |                       |
| School Council Projects                             | \$229,016.05          | \$213,491.65          |
| Student Activities                                  | \$72,689.68           | \$88,119.67           |
| <b>Total Sale of Goods &amp; Services</b>           | <b>\$301,705.73</b>   | <b>\$301,611.32</b>   |
| <b>Interest Received</b>                            |                       |                       |
| Interest Received                                   | \$799.62              | \$3,702.49            |
| <b>Miscellaneous Income</b>                         |                       |                       |
| Receipts /Reimbursements - Other Government Schools | \$21,067.29           | \$2,482.83            |
| <b>Total INCOME</b>                                 | <b>\$1,549,626.85</b> | <b>\$1,524,103.37</b> |
| <b>EXPENSES</b>                                     |                       |                       |
| <b>Employee Expenses</b>                            |                       |                       |
| Salaries & Related Expenses                         | \$433,912.75          | \$295,956.47          |
| Superannuation                                      | \$41,221.66           | \$28,126.84           |
| <b>Total Employee Expenses</b>                      | <b>\$475,134.41</b>   | <b>\$324,083.31</b>   |
| <b>Purchase of Goods &amp; Services</b>             |                       |                       |
| School General Expenses                             | \$85,340.06           | \$198,607.93          |
| Administrative Expenses                             | \$18,769.73           | \$26,241.50           |
| Motor Vehicle Expenses                              | \$3,837.20            | \$2,463.27            |
| Student Activities                                  | \$93,043.03           | \$129,646.47          |
| Student IT  | \$16,997.67           | \$2,289.73            |
| Admin & Communication                               | \$56,935.25           | \$116,766.79          |
| Curriculum  | \$51,554.34           | \$76,672.77           |
| Non-Core Activities                                 | \$20,134.89           | \$18,075.52           |
| Payments to Other Government Schools/Agencies       | \$0.00                | \$104,022.78          |
| <b>Total Purchase of Goods &amp; Services</b>       | <b>\$346,612.17</b>   | <b>\$674,786.76</b>   |
| <b>Repairs &amp; Maintenance</b>                    |                       |                       |
| Urgent Minor Repairs                                | \$34,725.35           | \$21,705.28           |
| Non-Urgent Minor Repairs                            | \$10,791.65           | \$10,038.42           |
| <b>Total Repairs &amp; Maintenance</b>              | <b>\$45,517.00</b>    | <b>\$31,743.70</b>    |
| <b>Depreciation and Amortisation</b>                |                       |                       |
| Depreciation and Amortisation                       | \$23,636.36           | \$23,636.36           |
| <b>Property Management</b>                          |                       |                       |
| Essential Services                                  | \$266,149.98          | \$256,041.95          |
| Cleaning  | \$21,682.62           | \$121,689.82          |
| Grounds   | \$109,137.87          | \$100,434.48          |
| Property Management - Other                         | \$3,863.17            | \$32,210.72           |
| <b>Total Property Management</b>                    | <b>\$400,833.64</b>   | <b>\$510,376.97</b>   |
| <b>Total EXPENSES</b>                               | <b>\$1,291,733.58</b> | <b>\$1,564,627.10</b> |
| <b>Operating PROFIT/(LOSS)</b>                      | <b>\$257,893.27</b>   | <b>(\$40,523.73)</b>  |

Rosebery Primary School  
Annual Performance Report to the School Community  
2020

*Aligned to the Department of Education's 'Education NT Strategy 2019-22'*

**Other Income**

|                       |            |        |
|-----------------------|------------|--------|
| Prior Year Adjustment | (\$303.92) | \$0.00 |
|-----------------------|------------|--------|

**Net PROFIT/(LOSS)**

|  |                     |                      |
|--|---------------------|----------------------|
|  | <b>\$257,589.35</b> | <b>(\$40,523.73)</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 2020

#### **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.

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