

# NEMARLUK SCHOOL

Annual performance report to the school community  
2024



Acronyms	Full form
<E.g.: NT>	<E.g.: Northern Territory>
APST	Australian Professional Standards for Teachers
ASIP	Annual School Improvement Plan
DET	Department of Education and Training
EES	Education Engagement Strategy
EIA	Explicit Improvement Agenda
FaFT	Families as First Teachers
HIMs	Headline Improvement Measure
LEaD Committee	Local Engagement and Decision-making Committees
NAPLAN	National Assessment Program of Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data
NTCET	Northern Territory Certificate of Education and Training
SESO	Special Education Support Officer
HLO	Home Liaison Officer
DOH	Department of Health
HAT	Highly Accomplished Teacher
Cert	Certificate
NT	Northern Territory
RWI	Read Write Inc
R2R	Rhythm 2 Recovery
CEP	Casuarina Education Precinct
ST1	Senior Teacher 1
MM	Meaningful Maths

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## School overview: context and focus for improvement in 2024

### Our School

Nemarluk School is a specialist school that caters for students with moderate and severe intellectual and/or multiple disability who are aged from 3½ to 12 years. Students access programs from classrooms within the Nemarluk campus and satellite classes within local primary schools. Teachers and Special Education Support Officers work collaboratively to enable students to maximise their learning within the school, home, and community settings. Families and the community are integral to successful partnerships.

Nemarluk School draws its population from a wide geographic area, including Palmerston/Rural and most suburbs within Darwin. There were 12 classes based within our Alawa campus and ten classes hosted by Stuart Park, Millner, Nightcliff, Wulagi, Wanguri, Karama, and Manunda Terrace Primary Schools. All the classes return to our Alawa campus one day per week and for whole school events such as assemblies.

The school offers a wide variety of programs that respond to the learning needs of individual students. The programs are planned using the Australian Curriculum. Staff members work in partnership with families and carers to assist students in developing skills that will maximise their independence in school, home, and community settings – "Education for Life."

We had a school review in 2024 the commendations, affirmations and recommendations were:  
Nemarluk School is to be commended for:

- the commitment of leaders to the elevation of wellbeing support, and creating a culture for improving
- the quality of teaching and learning (staff value that leaders "walk beside them")
- the relentless commitment of staff to ensuring high expectations for all students and personnel
- the effective communication with families, valuing them as partners in their child's learning
- the universal expression of optimism and sense of belonging conveyed by staff and families
- establishing processes to consider the breadth of social, emotional, medical and learning needs in the
- flexible allocation of staff resources
- the unconditional, positive regard for students and the investment in their ongoing learning experience
- the consistent application of school-wide strategies to create safe and supportive learning environments
- the design and maintenance of the physical learning environments to a high standard of functionality and aesthetics to optimise engagement and access
- establishing and maintaining outstanding levels of care and consideration for the individual needs of students
- building a team of highly valued special education support officers
- the systematic utilisation of PGPs to build the capability of all staff
- the positive regard conveyed by host school principals for the operation of satellite classes as an integral component of effective specialist education delivery in the region
- initiating and maintaining exceptional management of key partnerships to enhance the educational outcomes of students with additional needs.

Nemarluk School is to be affirmed for:

- developing a yearly overview of professional learning reflective of the school's strategic priorities
- the creative and individualised ways to enable all students to have a voice in their progress and learning journey
- the development of a suite of effective protocols and templates to support the consistency of a common language and expectations in planning for student success
- high levels of engagement in PCs designed to share and improve practice
- the design and operation of committees as a central mechanism to support ongoing capability building at a whole-school, team and individual level

- the use of individual education plans as a valuable source of information regarding student background, needs and interests to inform pedagogical approaches
- the use of a wide range of evidence-collection practices to identify starting points for teaching and learning
- forward planning to begin to develop reflective practices through observation cycles
- sustaining a connection to Henbury School to ensure effective moderation and consistent professional judgments related to student progress in mathematics.

## Recommendations

- Continue to refine and embed the school's instructional (pedagogical) model to:
  - articulate the overarching vision for pedagogical practice
  - align the elements of the instructional model with the additional pedagogies evident within the selected whole-school approaches to the delivery of maths, English, units of work, and social/emotional programs
  - achieve consistent, contextualised application of pedagogies
  - ensure effective differentiation practices are evident in planning, instruction and assessment.
- Develop an implementation plan to continue to build staff collaboration and capability:
  - to inform the school's approach to collaboration, observation, feedback, mentoring and coaching
  - accompanied by an appropriate level of staff consultation
  - ensuring systematic sharing of the implementation of the school's identified pedagogies and curriculum approaches
  - incorporating routines for induction of beginning teachers and those new to the school.
- Build the current data schedule into a comprehensive plan that provides:
  - a strategic overview of the extent and purpose of data collection
  - clarity about the purpose and use of data to inform starting points for teaching and learning
  - systematic evaluation of identified whole-school performance over time
  - enhanced data literacy for all staff
  - capability building for teachers to access and evaluate identified data to inform teaching
  - regular and systematic review of school improvement initiatives over time.

We then developed our new EIA 2024-2027 refer map for improvement below.



Mapping for improvement – A four year journey

Include here the elements of each recommendation which you plan to address in each of the years of your Explicit Improvement Agenda. Not all recommendations, or elements of recommendations will be attended to at once. Mapping these out across the journey allows schools to action these recommendations in a deliberate, manageable and sustainable way (See example below and delete to replace with recommendations from your own school review).

Inset: Recommendation from School Review	2024	2025	2026	2027
<p>1. Continue to refine and embed the school's instructional (pedagogical) model to:</p> <ul style="list-style-type: none"> <li>o articulate the overarching vision for pedagogical practice</li> <li>o align the elements of the instructional model with the additional pedagogies evident within the selected whole-school approaches to the delivery of maths, English, units of work, and social/emotional programs</li> <li>o achieve consistent, contextualised application of pedagogies</li> <li>o ensure effective differentiation practices are evident in planning, instruction and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>o articulate the overarching vision for pedagogical practice</li> <li>o align the elements of the instructional model with the additional pedagogies evident within the selected whole-school approaches to the delivery of maths, English, units of work, and social/emotional programs</li> </ul>	<p>ensure effective differentiation practices are evident in planning, instruction and assessment.</p>	<ul style="list-style-type: none"> <li>o achieve consistent, contextualised application of pedagogies</li> </ul>	<ul style="list-style-type: none"> <li>o achieve consistent, contextualised application of pedagogies</li> </ul>
<p>2. Develop an implementation plan to continue to build staff collaboration and capability:</p> <ul style="list-style-type: none"> <li>o to inform the school's approach to collaboration, observation, feedback, mentoring and coaching</li> <li>o accompanied by an appropriate level of staff consultation</li> <li>o ensuring systematic sharing of the implementation of the school's identified pedagogies and curriculum approaches</li> <li>o incorporating routines for induction of beginning teachers and those new to the school.</li> </ul>	<ul style="list-style-type: none"> <li>o to inform the school's approach to collaboration, observation, feedback, mentoring and coaching</li> <li>o ensuring systematic sharing of the implementation of the school's identified pedagogies and curriculum approaches</li> <li>o incorporating routines for induction of beginning teachers and those new to the school</li> <li>o accompanied by an appropriate level of staff consultation</li> </ul>	<ul style="list-style-type: none"> <li>o to inform the school's approach to collaboration, observation, feedback, mentoring and coaching</li> <li>o ensuring systematic sharing of the implementation of the school's identified pedagogies and curriculum approaches</li> <li>o accompanied by an appropriate level of staff consultation</li> </ul>	<ul style="list-style-type: none"> <li>o ensuring systematic sharing of the implementation of the school's identified pedagogies and curriculum approaches</li> <li>o accompanied by an appropriate level of staff consultation</li> </ul>	
<p>3. Build the current data schedule into a comprehensive plan that provides:</p> <ul style="list-style-type: none"> <li>o a strategic overview of the extent and purpose of data collection</li> <li>o clarity about the purpose and use of data to inform starting points for teaching and learning</li> <li>o systematic evaluation of identified whole-school performance over time</li> <li>o enhanced data literacy for all staff</li> <li>o capability building for teachers to access and evaluate identified data to inform teaching regular and systematic review of school improvement initiatives over time.</li> </ul>	<ul style="list-style-type: none"> <li>o a strategic overview of the extent and purpose of data collection</li> <li>o clarity about the purpose and use of data to inform starting points for teaching and learning</li> <li>o systematic evaluation of identified whole-school performance over time</li> </ul>	<ul style="list-style-type: none"> <li>o enhanced data literacy for all staff</li> <li>o capability building for teachers to access and evaluate identified data to inform teaching regular and systematic review of school improvement initiatives over time.</li> </ul>		

Our 2024 Annual School Improvement focus was:

**Strengthen Instruction:** To build capacity of all staff to be reflective practitioners.

**Engage:** To increase attendance of students with less than 60% attendance in 2023.

**Our Students**

All students enrolled at Nemarluk have been identified as having very high support needs arising from disability and significant delays in several areas of learning.

Student numbers dropped slightly compared to previous years, with several families moving interstate. We continued to run classes with seven to eight students per class on campus and between six to twelve in Satellite classes depending on the size of the space and the cohort of students in that class.

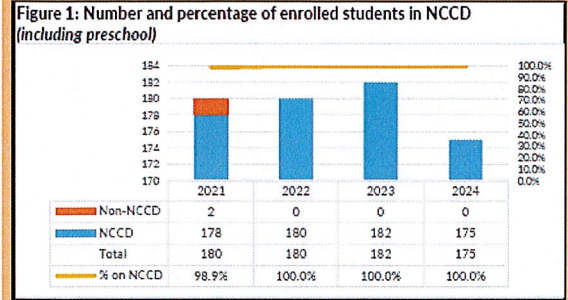
To manage non-attendance, we have a school-based attendance team including our HLO and we met weekly to discuss students in the 0-40% and 40-60% range tracking them across the year. Letters were issued to families who students were attending less than 20%.

The HLO worked very closely with families to encourage attendance and support families in need, including doing home visits. Staff used XUNO, student communication books, phone calls, SMS, emails, and the DOE Engagement Team to communicate regularly with families.

Significant medical conditions and families taking holidays overseas during term time influenced the overall attendance rate of students in 2024.

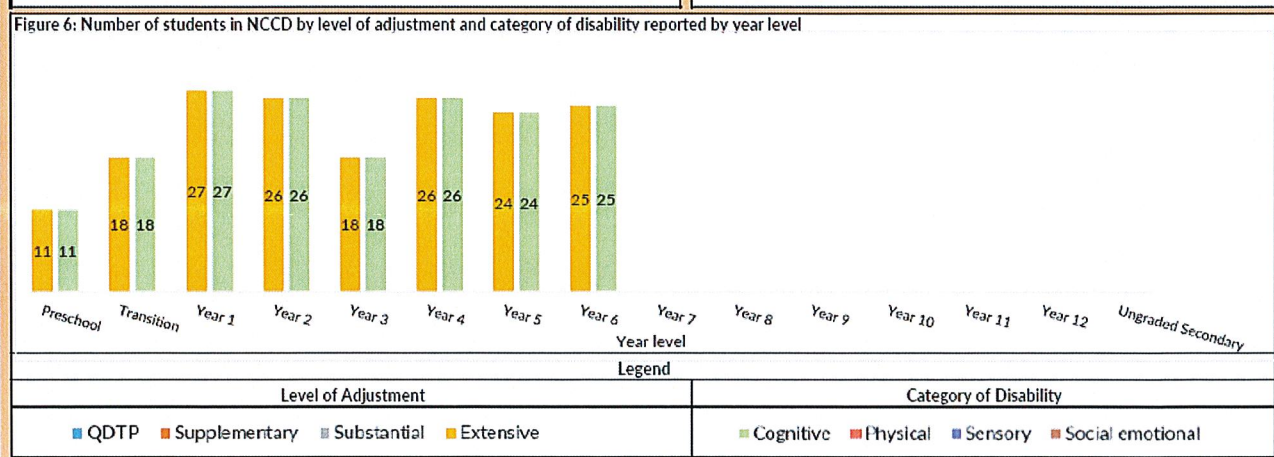
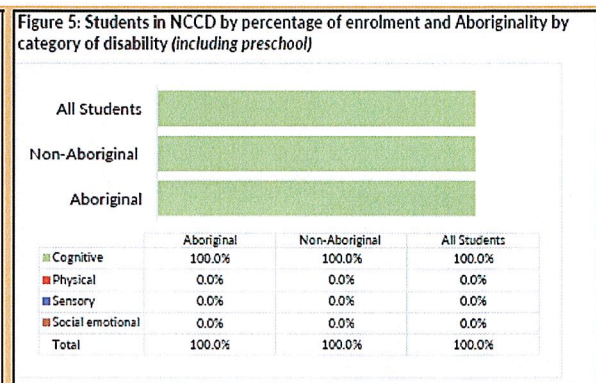
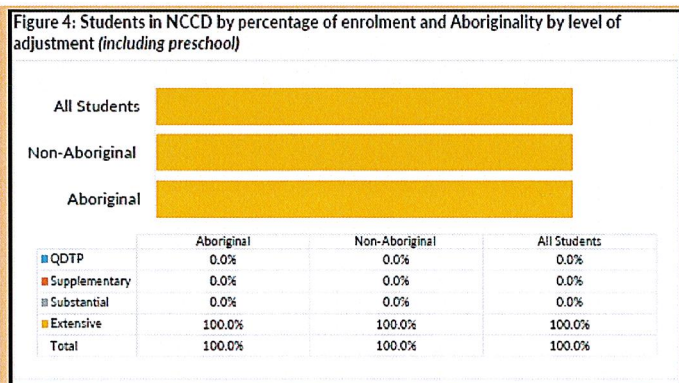
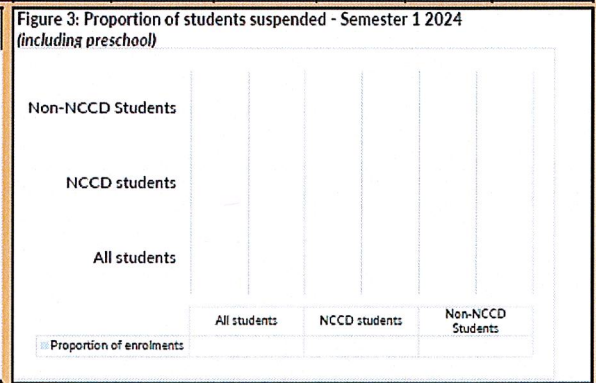
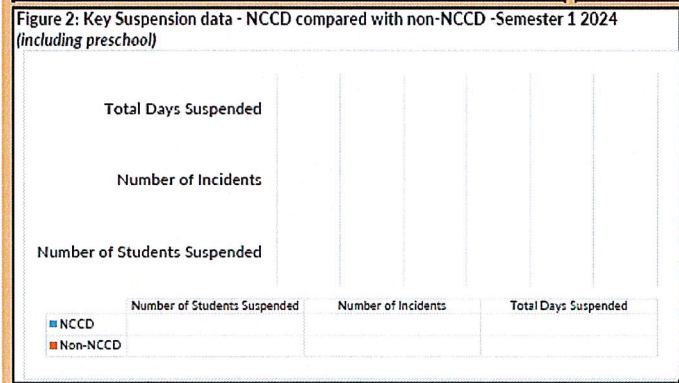
## Nemarluk School NCCD 2024

<b>P-12 Enrolment</b>	<b>175</b>	<b>P-12 Aboriginal Enrolment</b>	<b>80</b>
<i>P-12 Attendance Rate - Term 2 2024</i>	<b>81.0%</b>	<i>Proportion of P-12 students enrolled who identify as Aboriginal</i>	<b>45.7%</b>
<b>P-12 Students in NCCD</b>	<b>175</b>	<b>P-12 Aboriginal Students in NCCD</b>	<b>80</b>
<i>Proportion of all students recorded on NCCD (including preschool)</i>	<b>100.0%</b>	<i>Proportion of Aboriginal students recorded on NCCD (including preschool)</i>	<b>100.0%</b>
<b>T-12 Students in NCCD</b>	<b>164</b>	<b>Preschool Students in NCCD</b>	<b>11</b>
<i>Proportion of all students recorded on NCCD (excluding preschool)</i>	<b>93.7%</b>	<i>Proportion of all students recorded on NCCD (including preschool)</i>	<b>6.3%</b>



**Table 1: Number of students reported in 2024 compared to 2023 (including preschool)**

	Cognitive	Physical	Sensory	Social	Total	Variance from 2023
<b>QDTP</b>	0	0	0	0	0	0
<b>Supplementary</b>	0	0	0	0	0	0
<b>Substantial</b>	0	0	0	0	0	0
<b>Extensive</b>	175	0	0	0	175	-7
<b>Total</b>	<b>175</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>175</b>	<b>-7</b>
<b>Variance from 2023</b>	-5	0	0	-2	-7	



My School Data:

2024

School facts

School sector	Government
School type	Special
Year range	T-6
Location	Outer Regional

School staff

Teaching staff	35
Full-time equivalent teaching staff	31.6
Non-teaching staff	47
Full-time equivalent non-teaching staff	43.4

School links

School website

[Nemarluk School](#)

Sector, system or association website

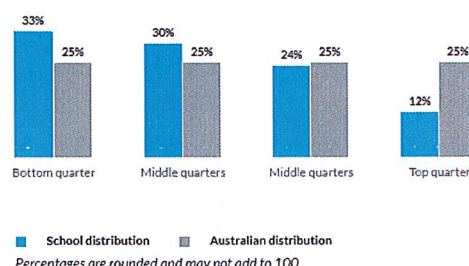
[Northern Territory Department of Education](#)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

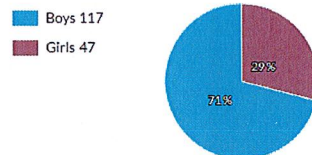
School ICSEA value	926
Average ICSEA value	1000
School ICSEA percentile	16

Distribution of Socio-Educational Advantage (SEA)



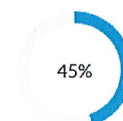
Students

Total enrolments: 164

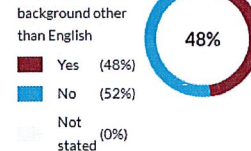


Full-time equivalent enrolments: 164.0

Indigenous students



Language background other than English



Enrolment and Attendance - Whole Year Attendance Rate

	2024			
	Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	6	67.1%	12	74.8%
Transition	4	79.1%	18	83.8%
Year 1	12	78.0%	26	80.5%
Year 2	13	74.0%	26	79.9%
Year 3	8	74.6%	19	81.7%
Year 4	12	66.9%	24	74.2%
Year 5	12	73.0%	24	81.9%
Year 6	11	79.8%	25	85.3%
<b>Nemarluk School</b>	<b>78</b>	<b>74.3%</b>	<b>175</b>	<b>80.8%</b>

## Our Staff

The number of staff employed by DOE at Namarluk School was 91 staff:

- 41 teachers including 2 HAT's
- 43 AO4 Special Education Support Officers (SESO),
- 1 A06
- 1 A03
- 2 A02,
- 1 PH4
- 1 HLO
- 1 DOH FTE School Nurse
- 2 Assistant Principals
- 4 Senior Teachers
- 3 School Council casual employees in class full-time to provide additional support in classes
- 1 School council employed librarian (0.6)
- 1 A02 employed through the Disability Employment Program- working in our Pre-School

All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers.

Special Education Support Officers are expected to have a minimum of a Cert III or IV in Education Support or Disability studies and First Aid qualifications. As we believe it is important that students have the best staff to work with them to meet their needs. All SESO's abide by the school Code of Conduct and the Public Sector Employment and Management Act.

All new relief staff, including volunteers, participate in an induction program delivered by a long-term special education support officer with extensive HR training and experience. This has proven to be very successful strategy.

All new teachers participate in an induction program that goes over 10-14 weeks facilitated by Assistant Principals; they also engage in probation if new to NT or teaching. An Assistant Principal oversees this process. All leadership team members complete observations of teachers on probation.

Two staff were finalists in the 2024 World Teachers Day awards, with one winning the Darwin Region Inclusion Educator of the year and one leadership team member was awarded a Professional Teaching Association Award.

Staff participated in a range of professional learning throughout the year; some of the topics included:

- Structured Teaching including classroom observations and feedback. - Gail Preston- new staff and refreshers for all staff
- Individual coaching sessions with Jenny Cole- as needed by staff (Teachers, SESOs, Leadership team)
- NTLC Teacher leaders
- Berry Street Education Model –Trauma-informed practice- new staff and refreshers for all staff
- Meaningful Math's- ongoing
- Powerful Conversations- BTS Sparks (Leadership)
- First Aid and Anaphylaxis-ongoing all staff
- Epilepsy management-ongoing all staff
- Differentiation and EIA

- Keeping Safe curriculum
- Workshops (Sensory Processing, Visuals and Environment setup, Yoga, Fun and Connection, Manual Handling, Keeping Calm)- all staff
- Staff meetings: Health Promotion, Operational information and procedures, Communication, BSEM, RWI, Structured Teaching, MM, Classroom walkthroughs (campus and satellites 4x per year), Team meetings, Social Communication, Sharing evidence collection for focus outcomes, Collaborative planning, Boardmaker, XUNO, RWI, Data, SESO roles and responsibilities, School Survey results, ASIP, EIA, Curriculum Map, Handover -student profiles

## Our Community

Our students accessed a range of events and activities within the community and incursions including:

- Bombing of Darwin
- NT Learning Commission- including the Ministers Pitch
- BEAT Choir
- CEP Sports program
- Batchelor Camp for year six students
- Choir singing at the International Day of People with a Disability festival
- Choir singing Christmas Carols at Casuarina Square
- Transition to middle school -Henbury School
- Regular community-based outings such as shopping, performances at Darwin Entertainment Centre
- Namarluk School Performances (Early Childhood and Upper Primary)
- Sports Day
- Wet n Wild Day
- STEAM science show
- One student was the winner of the SWAN Primary Writing category for her story 'The Happy Horse' as part of the CEP Radical Writers Festival

We continue our partnerships with our seven existing Satellite host schools across the Darwin region, there has been several changes at the Principal level with a couple of the schools. At the beginning of the year I share information on the students and staffing for the classes and provide copies of the Satellite Expectations Document and our Negotiated Integration Plan documents. We then connect as required if anything arises.

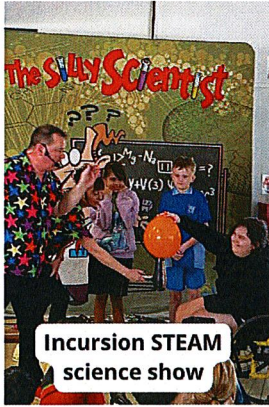
We continued our work with student voice through the NT Learning Commission, where they worked with the lead teachers to look at data sets, gather other students' voices, and design a solution to a problem identified by students which was no library for our students to access. They came up with the idea of a mobile library (using a trolley).

Our partnership through the Building Collaborative Practices Project continued with 2 of the 4 other schools (Jabiru and Humpty Doo Schools) with teachers participating in the Professional Learning Community through online meetings and school visits. Schools continued to build staff capacity in the areas of BSEM and Structured Teaching which also included classroom observations in each school, providing feedback to teachers and leadership teams.

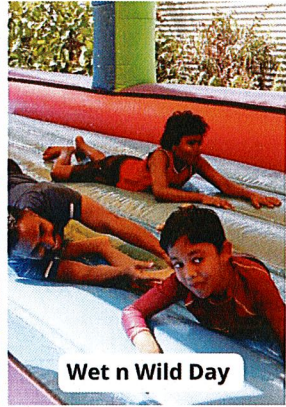
We developed a new connection with Swan Hill School (Specialist School) who visited our school to explore what programs we run and how we structure our school.

Our fundraising committee with the help of School Council members ran several stalls and raffles throughout the year to raise money for our Smart Pup.

We continued our partnership hosting students from Casuarina Senior College studying stage 2 Early Childhood Studies where they run an activity, receive feedback and then re deliver the activity.



Incurion STEAM science show



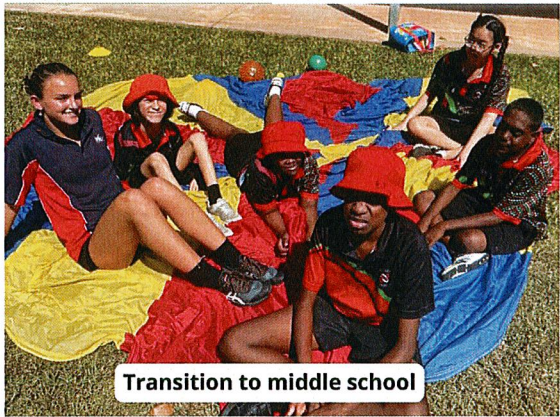
Wet n Wild Day



UP Performances



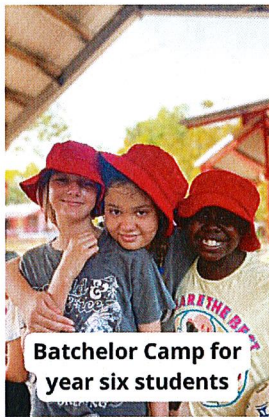
EC Performances



Transition to middle school



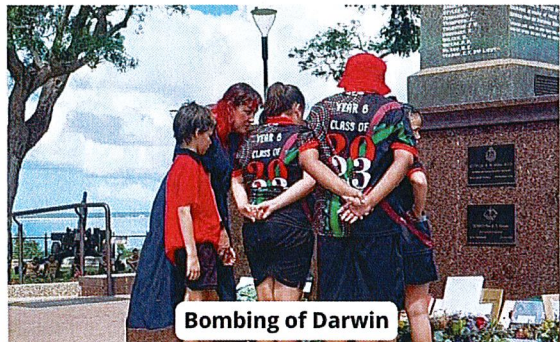
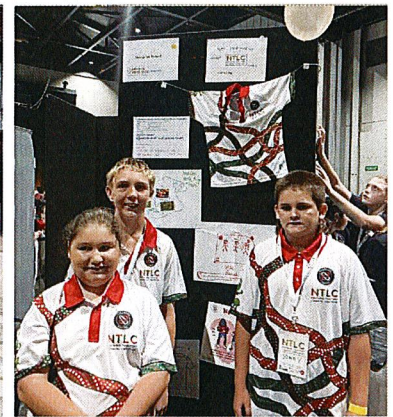
Choir singing at the International Day of People with a Disability festival



Batchelor Camp for year six students



BEAT Choir



Bombing of Darwin



Choir singing Christmas Carols at Casuarina Square

## Principal's report

- **Staffing:** The school maintained a stable staffing situation throughout the year, with successful recruitment and minimal turnover expected for 2025. Notable achievements include a teacher applying for a Highly Accomplished Lead Teacher position and Amy winning the Darwin Region Inclusion Educator award.
- **Student Enrolment and Attendance:** Enrolment numbers increased steadily, reaching 179 students by the end of the year. Attendance rates remained relatively stable, with a slight improvement in the latter part of the year.
- **Infrastructure:** The school made significant progress in infrastructure projects, including the approval of a shade structure. However, the submission for an Engine Room was not supported.
- **Professional Development:** The school conducted several successful professional development sessions for staff, focusing on areas such as Age-Appropriate Pedagogy, Structured Teaching, and resilience and vicarious trauma through BSEM.
- **Events and Activities:** The school various successful events, including Harmony Day, Sports Day, the BEAT Festival, School Performances for Upper Primary and Early Childhood, Wet N Wild fun day. Our Red Bubble store continued to showcase student artworks- Thank you to Scott for this great innovation. We held several fundraising events including raffles and Santa's Grotto. The school also participated in networking events to connect with pre-service teachers.
- **School Improvement:** The school was reviewed as part of the 4-year review cycle a comprehensive report was provided with recommendations and affirmations. From this a 4-year Explicit Improvement Agenda was developed to map the recommendations from 2024-2027.

Our goals for the 2024 Annual Improvement Plan were to build capacity of staff to be reflective practitioners through the use of self-audits and peer observations. All Teachers participated in two rounds of peer observations with feedback and then shared this at their end of year professional growth plan meeting.

The second goal was to increase attendance of students with less than 60% attendance rate in 2023 we tracked 7 students across 2023-2024. Only two students made a minor improvement. The students continued to be tracked in 2025.

Student	2023 attendance rate	2024 attendance rate	
C.A	41.53	37.23	
L.D	55.03	51.86	
C.L	28.97	42.02	
L.P	46.03	47.61	
D.R	53.7	25.8	
J.S	30.16	24.2	
C.T	20.37	13.3	

We continued our partnerships with seven local primary schools hosting our satellite classes, providing another context for learning. I thank the respective school councils and leadership teams for their support. Satellite Classes provide a workable option for students who need a learning environment with least restriction and more opportunities for learning with peers. Due to our enrolments, we could not operate as

a school without our partner schools. I thank our educators who worked in our satellite schools and the partner school educators and students for making this program happen collaboratively.

We continued our work with:

- Structured Teaching
- Berry Street Education Model (BSEM)
- Sustainability
- Meaningful Maths
- Read Write Inc
- Weekly professional conversations for teachers with their team leader discussing student engagement, planning and programming, including data analysis

Our School Council, led by Rob Lee, has provided advice, advocacy, and support for our school. School Council has always strived to make this school the best for the students and the educators.

I would like to acknowledge the efforts of Rob Lee, Richelle Kent, Carissa Lacco, Jamie Mourkousis and John Zagorianos for the continued support of the Namarluk School through their work on the School Council as members and executive roles in 2024.

Thank you.



Virg Hughes

Principal

07/03/25

## School Representative Body

### Nemarluk School Council AGM 2025 – Chair’s report

Nemarluk School continues to achieve in every way, and 2024 was no different. Whether it is putting student artwork online through the Red Bubble store or organising the sports gala or a Wet N Wild day, the school’s amazing team work tirelessly to support the wonderful group of students.

Stand out moments from the year include:

- School choir performances at the BEAT festival, Casuarina Square, and the International Day of People with Disabilities event
- Students’ involvement with the NT Learning Commission, including the End of Year Pitch to the Minister in November 2024
- Creative and entertaining class performances, from Early Childhood’s ‘Helping Hands’ to the Upper Primary show ‘Our World.’

The Year 6 graduation lunch was another successful occasion for the school in 2024. Though it is sad to see students moving on, their personal and emotional growth is a testament to the fantastic and committed work of the Nemarluk team. You have played a major part in shaping students’ lives going forward.

As 2024 drew to a close, Nemarluk’s own Santa photo sessions were a particular hit. These sessions enabled families to create long lasting memories of their children in the safety and familiarity of the school campus. As a parent of a student who can find noise and crowded places challenging, the Santa photos were much appreciated. Thank you to all involved, and I hope this will become a school tradition.

The school council’s fundraising team delivered once again in 2024, with events such as Harmony Day celebrations and the Christmas and Easter raffles helping to provide resources for students. Well done to all!

Thank you to the school council for your commitment to Nemarluk and its students. From attending meetings to organising fundraisers, your involvement is welcomed and appreciated.

To Virg, Judy, Larelle, Teri and the entire Nemarluk team: your dedication to ensuring students achieve the best outcomes is on show every day. Thank you for all that you do.

(Also, congratulations on your Professional Teachers’ Association of the NT Award, Virg!)

Rob Lee

10 March 2025

## School priorities 2024

### SCHOOL SURVEY

In 2024, 49% of students participated in the school survey.

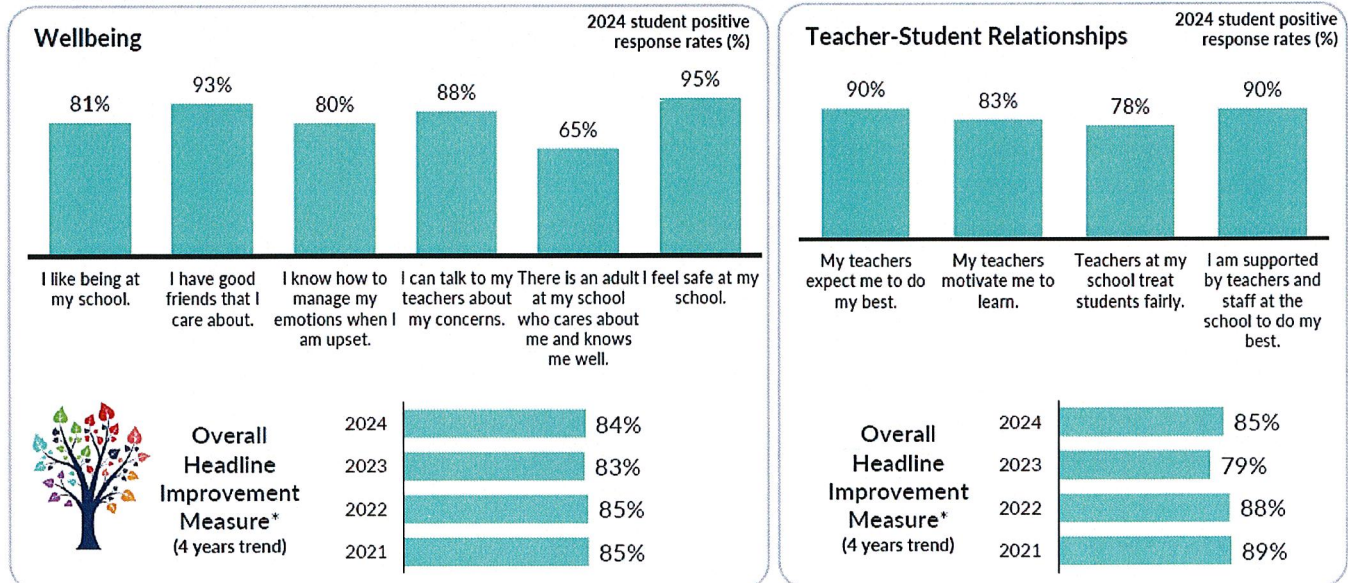
In 2024, 84% of students responded positively to the student wellbeing questions in the School Survey.

In 2024, 85% of students responded positively to the teacher-student relationships questions in the School Survey.

### Education NT Strategy 2021 - 2025 'Headline Improvement Measures' - 2024 Snapshot Nemarluk School

Education NT Strategy 2021 - 2025, Headline Improvement Measures  
We will monitor progress and evaluate our improvement journey through the use of headline improvement measures.

School Survey is one of the six Headline Improvement Measures. The School Survey Headline Improvement Measure looks at student responses to specific questions in two themes, Wellbeing and Teacher-Student Relationships.



\*The 'Overall Headline Improvement Measure' is calculated as the overall average of the items, with each item receiving equal weighting.

## Strengthening instruction for young territorians

**Strengthening Instruction Goal 2024:** To build capacity of all staff to be reflective practitioners

- *What was the school's Strengthening Instruction Change of Practice in 2024?*  
If we self-audit and self-reflect against the internal checklist we will continuously improve teaching and learning to enhance student outcomes
- *What were the school's Student Improvement Targets for this goal(s) and were they met?*
  - Individual student improvement across their four focus outcomes, this is the first year that we have been able to access the data for student outcomes at a whole school level as each individual child has 4 four individual focus outcomes this make it difficult to attain a whole school picture of progress made. We looked how many students made progress in each goal (refer data page 25)

- Progress in literacy and numeracy assessments – we did see small improvements in student progress (refer data pages 26-28)
- Reduction in the number of duress incidents- which we saw a decrease about this is so student cohort dependent (refer data page 28)
- *What Actions did the school undertake to achieve the Goal and Change of Practice?*
  - Creation of the self-audit checklist
  - Adapted a model for classroom observations including the documentation and processes
  - Teachers participated in the peer observation process completing to two observations and being observed by a peer twice
- *How is the work making a difference? Provide any evidence of changes in behaviour, practice and student outcomes (qualitative and quantitative) and include parent/student feedback, data tables, graphs etc.*
  - All teachers were able to share at their final PGP meeting what they changed in their practice as a result of the two observations
  - Teachers shared that they valued the opportunity to be in colleagues' classes
- *What are the gaps? What areas for improvement have been identified through analysis of the evidence?*
  - Refine the paperwork and the process for the timing of observations
  - We didn't get the opportunity for SESO's to participate in the process in 2024
  - Some teachers thought that when they were observing the peer it was about what they could learn not what the peer.
- *What are the next steps for 2025?*
  - SESO's to participate in a round of peer observations with another SESO
  - Modify documentation for teachers and SESO's
  - Have a set focus for the observations e.g. Literacy, Numeracy or BSEM
  - We need to refine how we capture the focus outcomes data

*Overall reflection: how has the school's work in 2024 informed the focus for improvement in 2025?*

This year was the beginning of staff participating in peer observations to strengthen our instruction and reflection practices, this work will be continued in 2025

## Engaging every child and student in learning

*Engagement Goal 2024:* To increase attendance of students with less than 60% attendance in 2023

- *What was the school's Engaging Every Child and Student in Learning Problem of Practice in 2024?*

If we create classrooms with consistent routines and establish relationships with staff, students and families that embed Structured Teaching and BSEM strategies then we will see an increase in student engagement and attendance.
- *What were the school's Student Improvement Targets for this goal(s) and were they met?*

Students attending less than 60% to increase their attendance by 5%
- *What Actions did the school undertake to achieve the Goal and Problem of Practice?*
  - Teachers made daily contact with families
  - School Attendance team meet weekly to review attendance data, debrief about follow-ups made and make decisions about next steps.
  - Principal shared attendance data at school council meetings
  - Reminders in the newsletter about notifying for absences
  - Visual in the foyer for term attendance across the school
  - Home visits conducted by HLO

- Low attendance letters written to families of students attending less than 40%
- *How is the work making a difference?*  
We tracked 7 students across 2023-2024. Only two students made a minor improvement in their attendance despite the ongoing work of following up, home visits, letters to families and referrals.

Student	2023 attendance rate	2024 attendance rate	
C.A	41.53	37.23	Red
L.D	55.03	51.86	
C.L	28.97	42.02	Green
L.P	46.03	47.61	Red
D.R	53.7	25.8	
J.S	30.16	24.2	
C.T	20.37	13.3	

- *What are the next steps for 2025?*

These students will continue to be tracked in 2025 along with any other students.

*Overall reflection: how has the school's work in 2024 informed the focus for improvement in 2025?*

Attendance and engagement is a required goal as part of the 2025 ASIP, we have set a target of increasing attendance by 3% for students with less than 60% attendance in 2024. We will continue the weekly attendance meetings and tracking of students.

## Student enrolment, attendance and learning

### Enrolment and Attendance - Whole Year Attendance Rate

	2024			
	Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	6	67.1%	12	74.8%
Transition	4	79.1%	18	83.8%
Year 1	12	78.0%	26	80.5%
Year 2	13	74.0%	26	79.9%
Year 3	8	74.6%	19	81.7%
Year 4	12	66.9%	24	74.2%
Year 5	12	73.0%	24	81.9%
Year 6	11	79.8%	25	85.3%
<b>Nemarluk School</b>	<b>78</b>	<b>74.3%</b>	<b>175</b>	<b>80.8%</b>

# School survey results

2024 saw an increase in participation for all stakeholders

Participation											
RESPONSES	Students				Parents				Staff		
	Year of survey	Number of responses (all years)	Number of responses (Yrs 5-12)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses		Year of survey	Number of responses	Response rate	
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.	2024	42	24	49%	2024	50		2024	74	81%	
	2023	7	7	15%	2023	39		2023	60	65%	
	2022	22	22	52%	2022	35		2022	72	78%	
	2021	34	34	74%	2021	18		2021	76	69%	
	2020	34	33	77%	2020	27		2020	64	65%	

Number of responses (all years)

Number of responses (all years)

Number of responses (all years)

2024 Responses*	Total	Aboriginal	Non Aboriginal	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
Students	42	22	20	11	31	0	0	-	-	-
Parents	50	10	40	28	20	0	0	-	-	-
Staff	74	0	73	26	25	0	0	45	19	10

\*breakdowns in response numbers may not add up to the overall total as they do not include 'other' or 'not specified' responses

Is this data representative?

How many responses were received?

From who?

What needs to be considered when analysing these results?

Most positive and least positive responses

HIGHEST / LOWEST

These tables identify the three most positive and least positive responses for each survey group: student, parent and staff.

Students			
Most Positive Items for 2024		Least Positive Items for 2024	
I feel safe at my school.	95%	I participate in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	42%
I have good friends that I care about.	93%	I know how to communicate safely and respectfully when I am online.	42%
I am supported by teachers and staff at the school to do my best.	90%	I felt ready to start Primary/Middle/Senior School.	52%
Parents/carers			
Most Positive Items for 2024		Least Positive Items for 2024	
This school is well maintained.	96%	My child knows how to communicate safely and respectfully online.	44%
I can talk to my child's teachers about my concerns.	92%	My child knows how to manage their emotions.	50%
My child is supported by teachers and staff at the school to do their best.	92%	My child has good friends that they care about.	50%
Staff			
Most Positive items for 2024		Least Positive Items for 2024	
Students are taught how to manage their emotions.	99%	The department supports our school to achieve its priorities.	46%
Our school has a clear vision and direction for school improvement.	99%	Students are taught how to communicate safely and respectfully online.	51%
Teachers at my school motivate students to learn.	97%	My school provides me with opportunities to develop my leadership capacity.	58%



What are the areas of strength?

What are the opportunities for improvement?

Are there similar themes across the survey groups: students, parents and staff?

How do these results compare with the region and NT? (refer to the cohort comparison section)

Theme: Wellbeing - Triangulation

WELLBEING

Ensuring students and school staff feel safe, supported and welcome in their environment is foundational to a school's ability to engage its students and create a learning culture for continuous improvement.



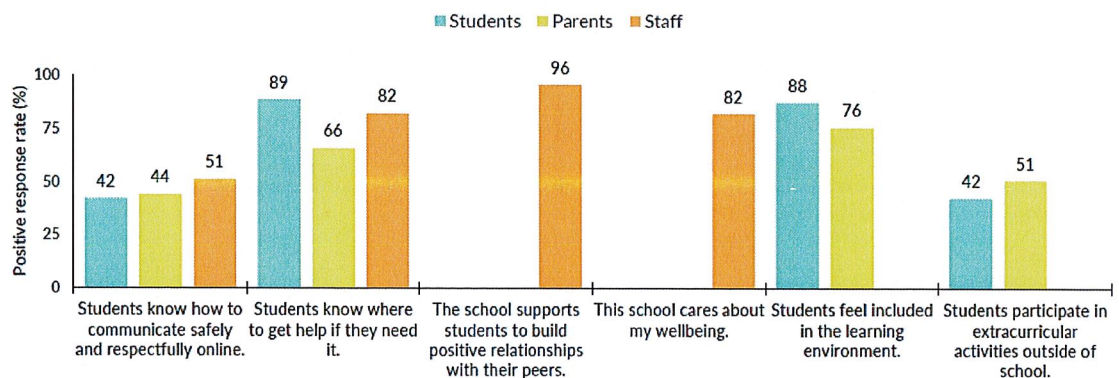
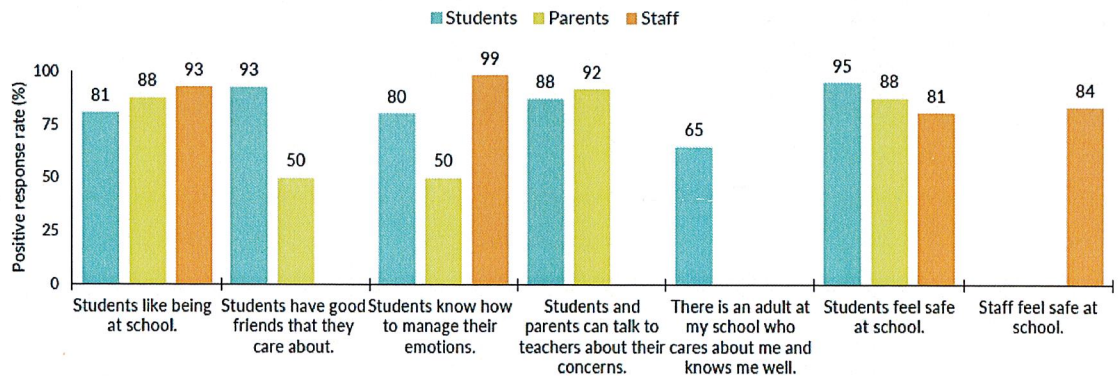
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

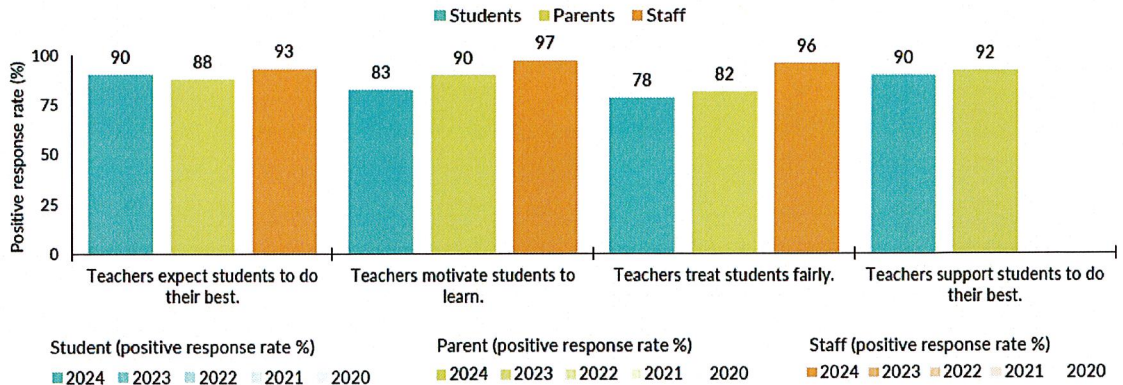
How can we explore further with our school community?



Theme: Teacher-Student Relationships - Triangulation & Trends (5 years)

TEACHER-STUDENT RELATIONSHIPS

A student's relationship with their teachers has a significant impact on how well they learn, their engagement in schooling, their academic outcomes and their behaviour at school.



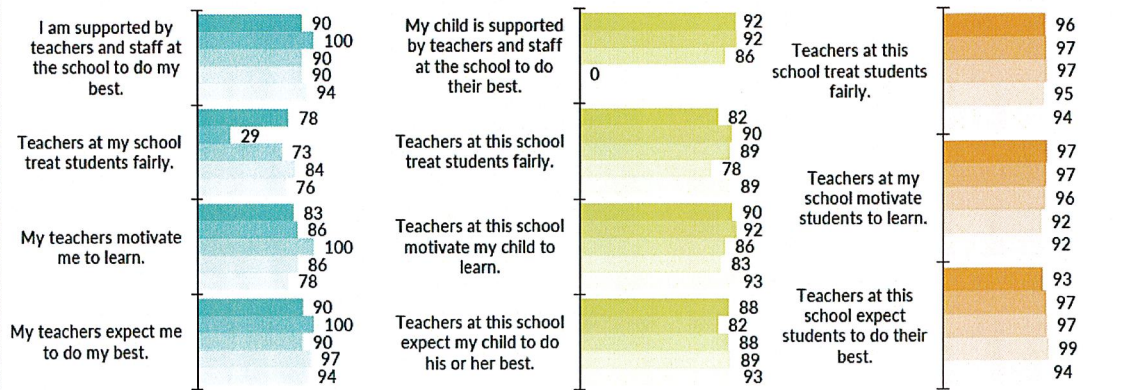
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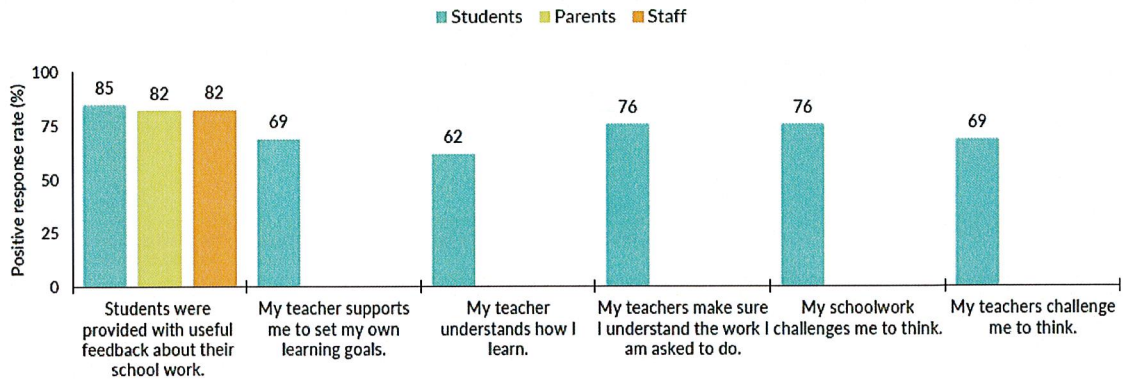
How can we explore further with our school community?



Theme: Quality teaching & learning - Triangulation

QUALITY TEACHING AND LEARNING

Quality teaching and learning shapes the learning experiences and education outcomes of a young person. Engaging teaching and learning addresses individual student needs, includes useful feedback and consistent feedback and supports students to achieve learning goals and targets.



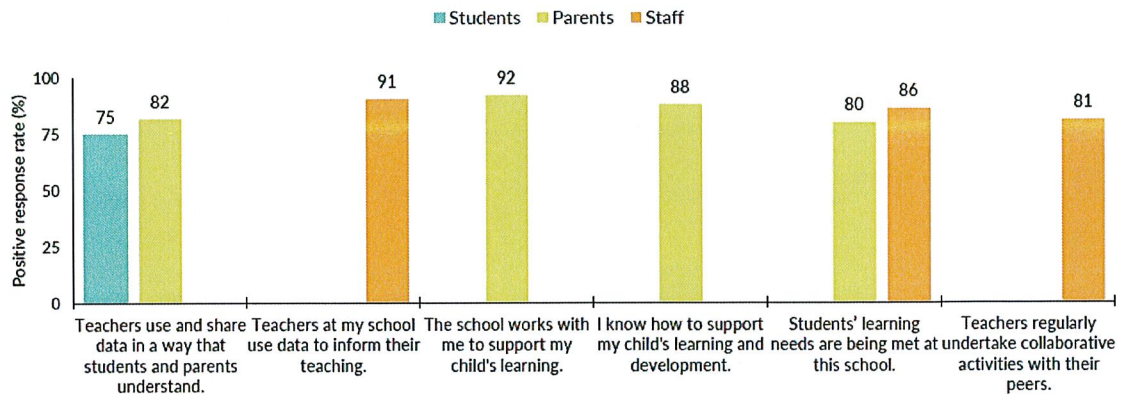
What does our data tell us?

Where is there strong alignment?

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What trends do we see?

How can we explore further with our school community?



Theme: Positive learning environment - Triangulation

POSITIVE LEARNING ENVIRONMENT

School improvement requires a positive learning environment where there is a collective belief that every student is capable of successful learning. This is built through positive and caring relationships, a culture of mutual trust and support, and creating a learning environment that is safe, respectful and inclusive.

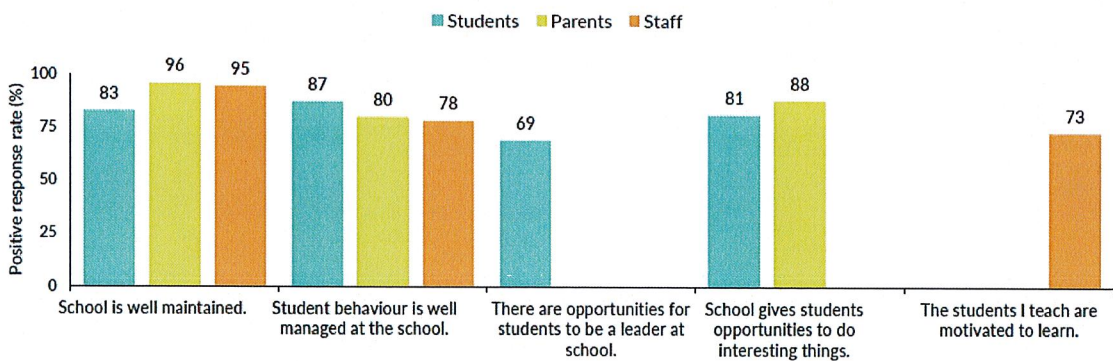
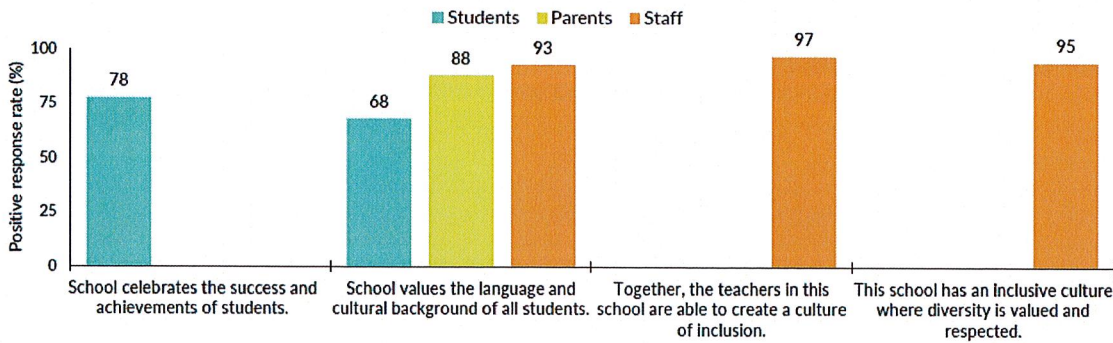
What does our data tell us?

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Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: Transitions & pathways - Triangulation & Trends (5 years)

TRANSITION AND PATHWAYS

The child and student experiences a number of transitions as they move into, through and beyond schooling. To continue through these transition points, students need to feel supported by their school and believe in the value of their education for achieving future goals.

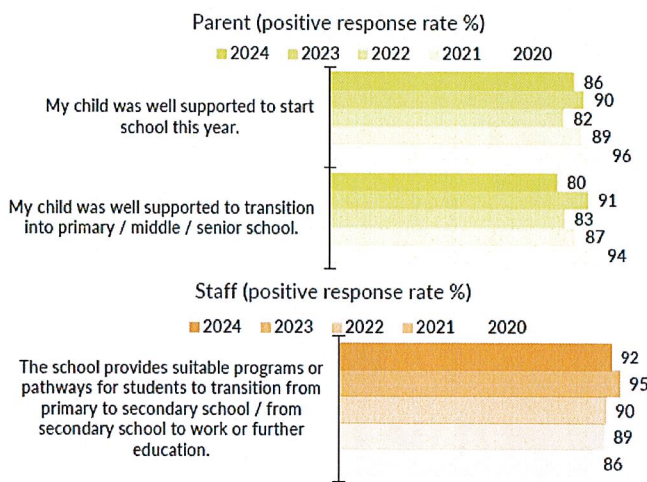
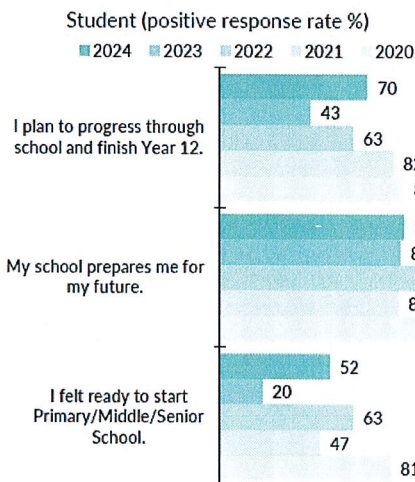
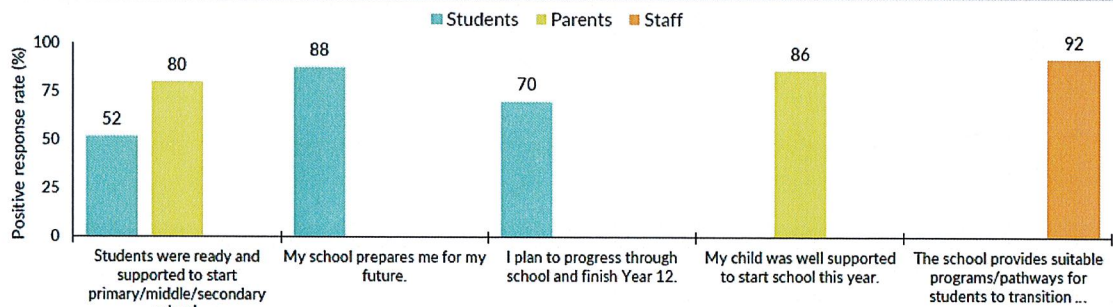
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: Shared vision & voice - Triangulation & Trends (5 years)

SHARED VISION AND VOICE

Valuing the voices of the school community fosters relationships based on trust, respect and shared values and expectations.

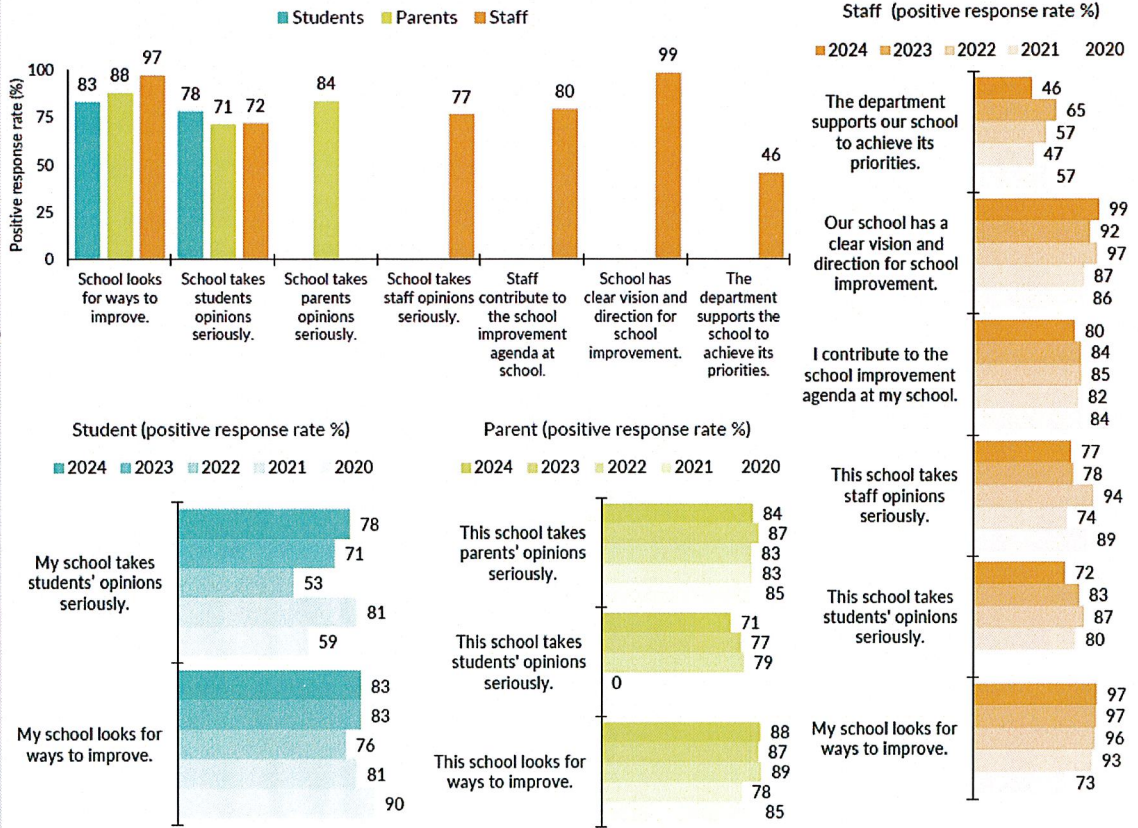
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: School community engagement - Triangulation & Trends (5 years)

SCHOOL COMMUNITY ENGAGEMENT

School community engagement supports student learning and wellbeing through common goals and shared purpose with parents, families and the wider school community. It also supports flexible delivery of education programs to meet the needs of the local community.

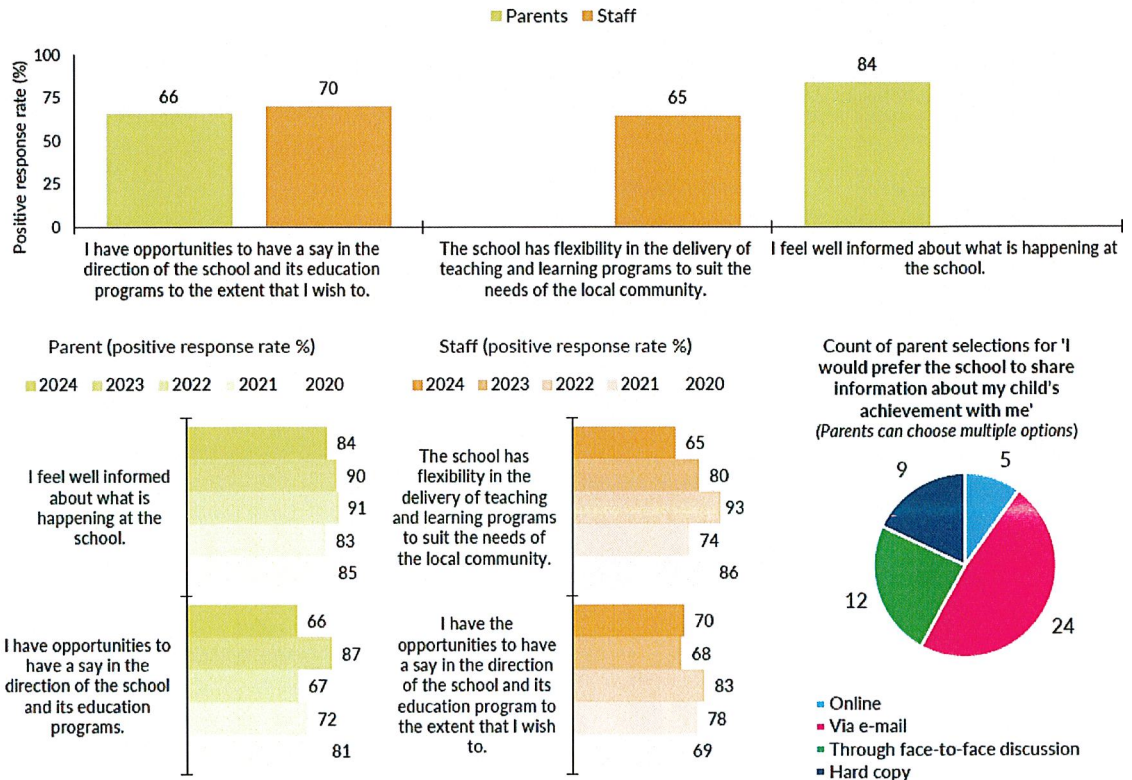
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Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

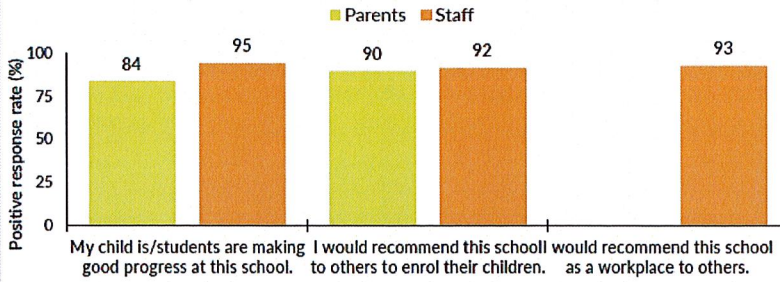
How can we explore further with our school community?



Theme: School satisfaction - Triangulation & Trends (5 years)

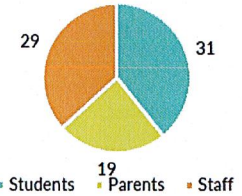
SCHOOL SATISFACTION

Satisfaction with school's performance, culture and services is essential to retaining school staff and students to create continuity of learning.

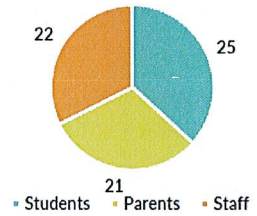


**ADDITIONAL FEEDBACK (optional)**  
 'Number of respondents who provided comment in the optional feedback questions'  
 These charts give a count of respondents who provided a comment in the optional text boxes; this includes any text response. Free text responses are provided to schools separately.

No. of respondents who provided comment for 'Do you have any other comments you would like to share with your school?'



No. of respondents who provided comment for 'Do you have any feedback on this survey?'



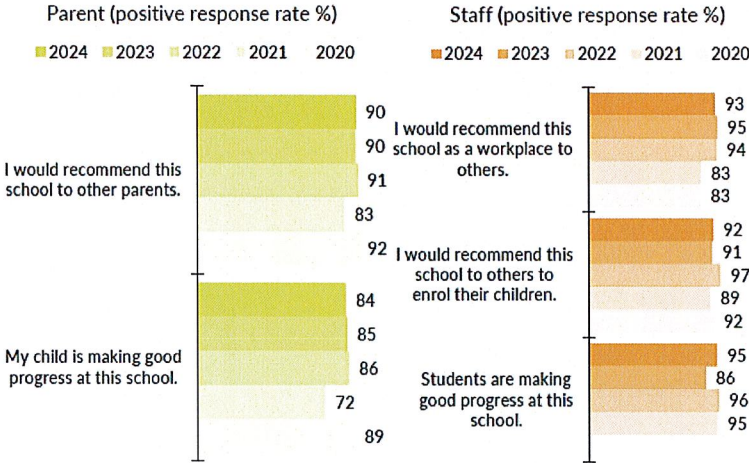
What does our data tell us?

Where is there strong alignment?

Where do perceptions differ the most?

What trends do we see?

How can we explore further with our school community?



Theme: Professional development (staff only) - Trends (5 years)

PROFESSIONAL DEVELOPMENT

A culture of continuous professional development, including opportunities for teachers to take an active leadership role beyond the classroom, is integral to school improvement and student learning.

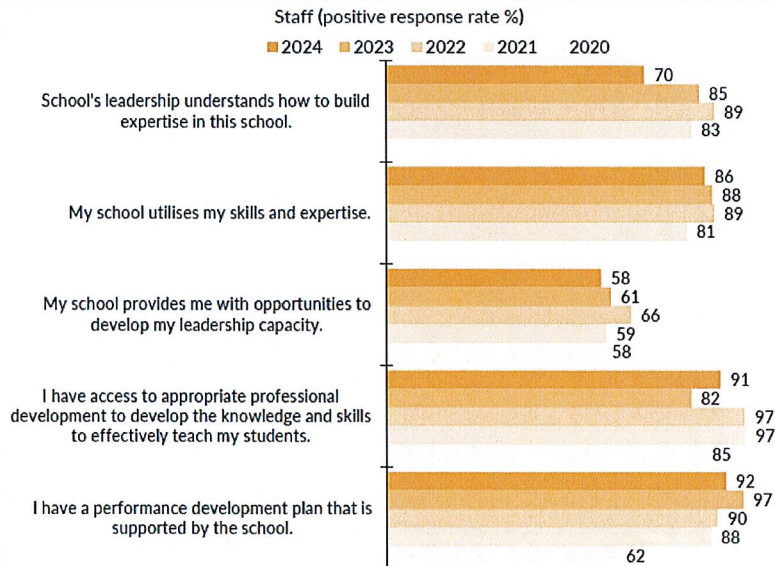
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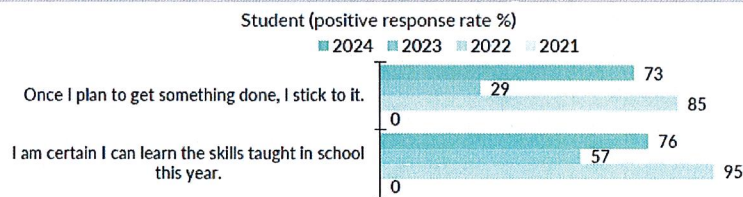
How can we explore further with our school community?



Theme: Growth mindset & perseverance (student only) - Trends (4 years)

GROWTH MINDSET AND PERSEVERANCE

It is important for students to develop perseverance and resilience to overcome the challenges they may experience throughout their education journey.



## School Data sets

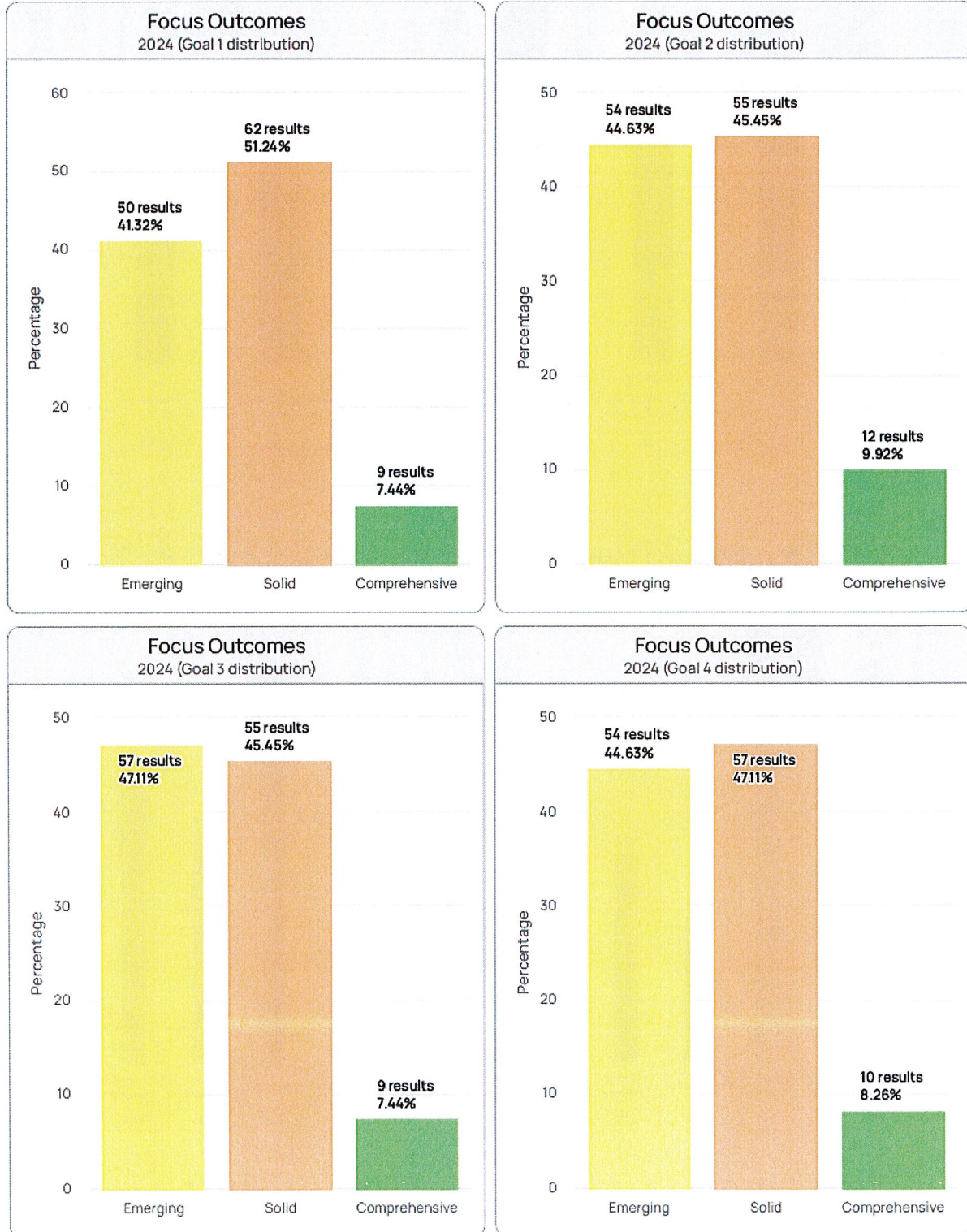
### Focus Outcomes - 2024

Classes: All (2024)

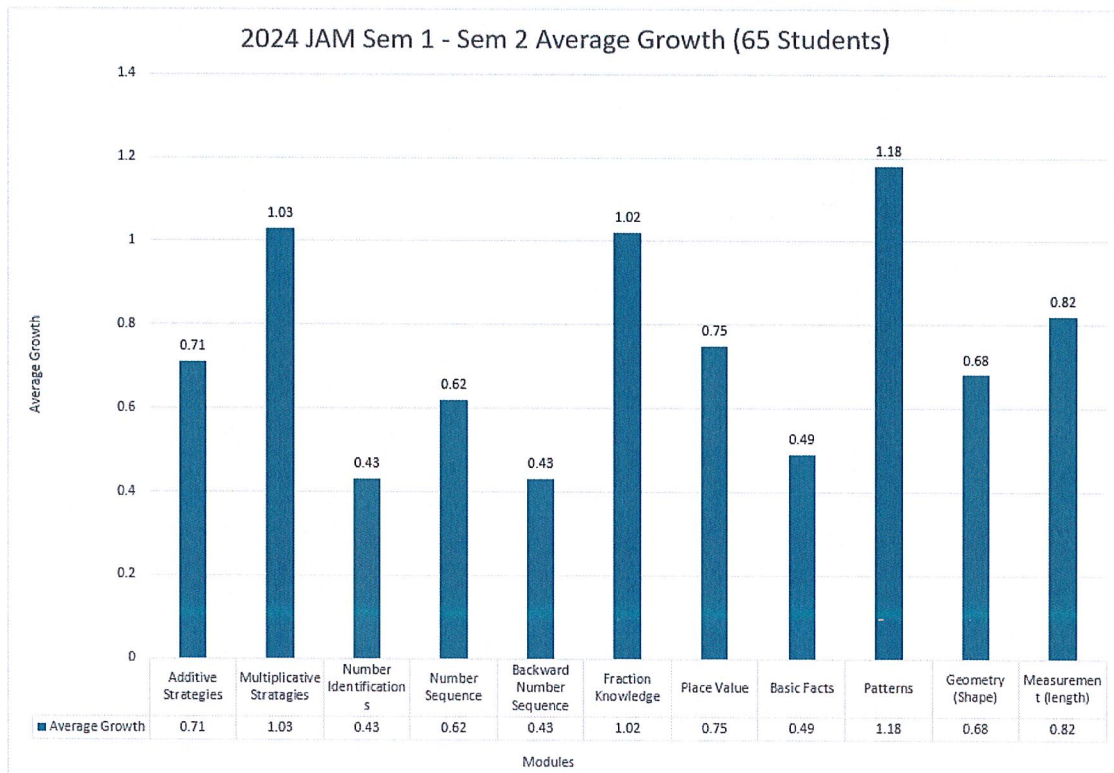
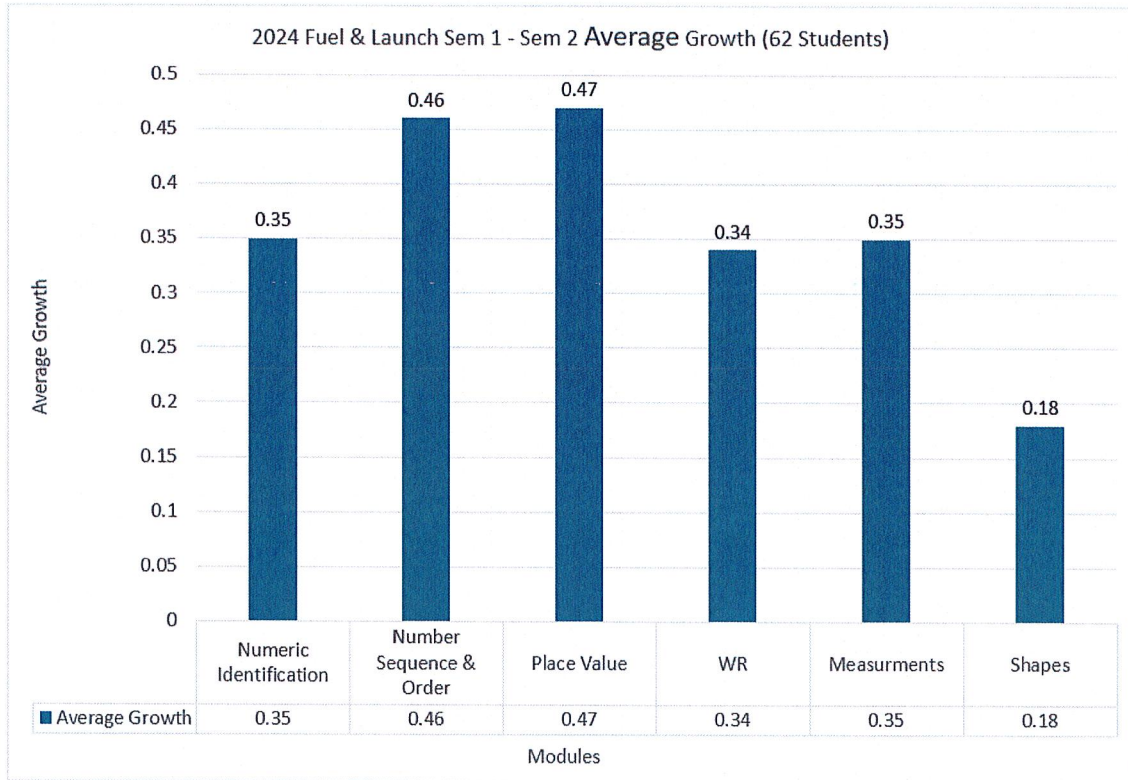
Indicators: Include any indicator:None

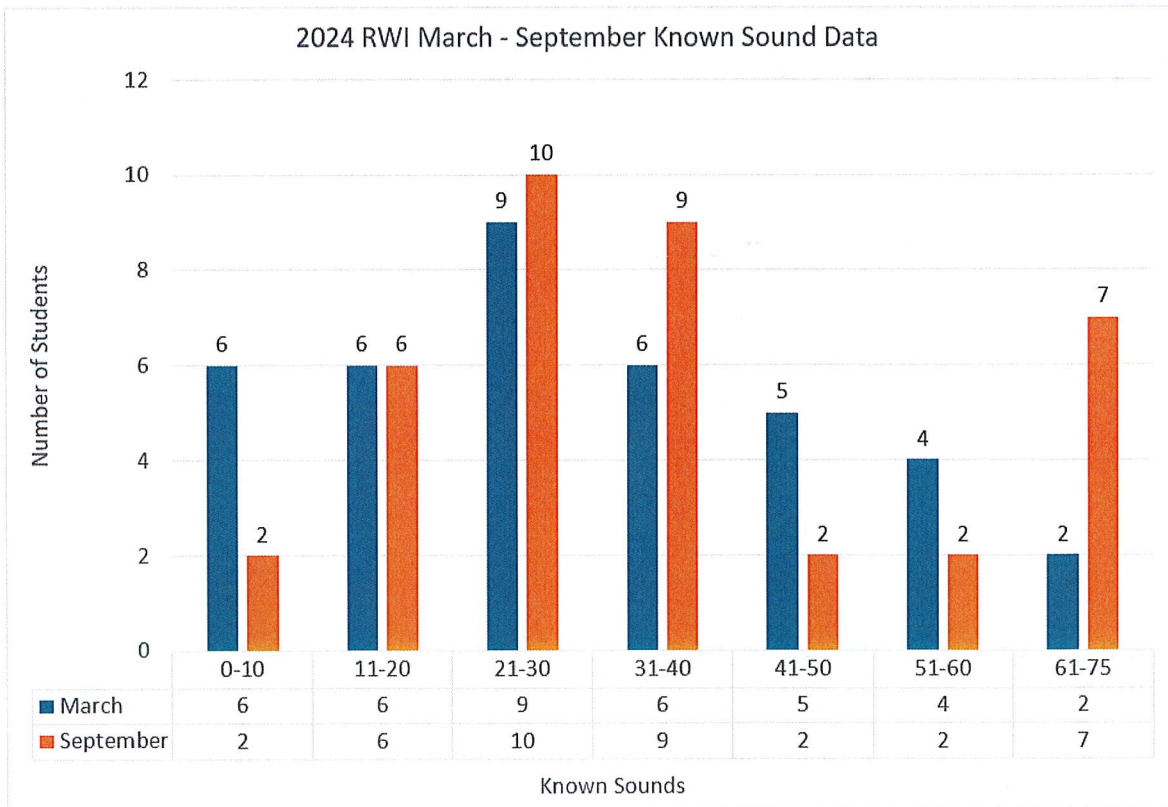
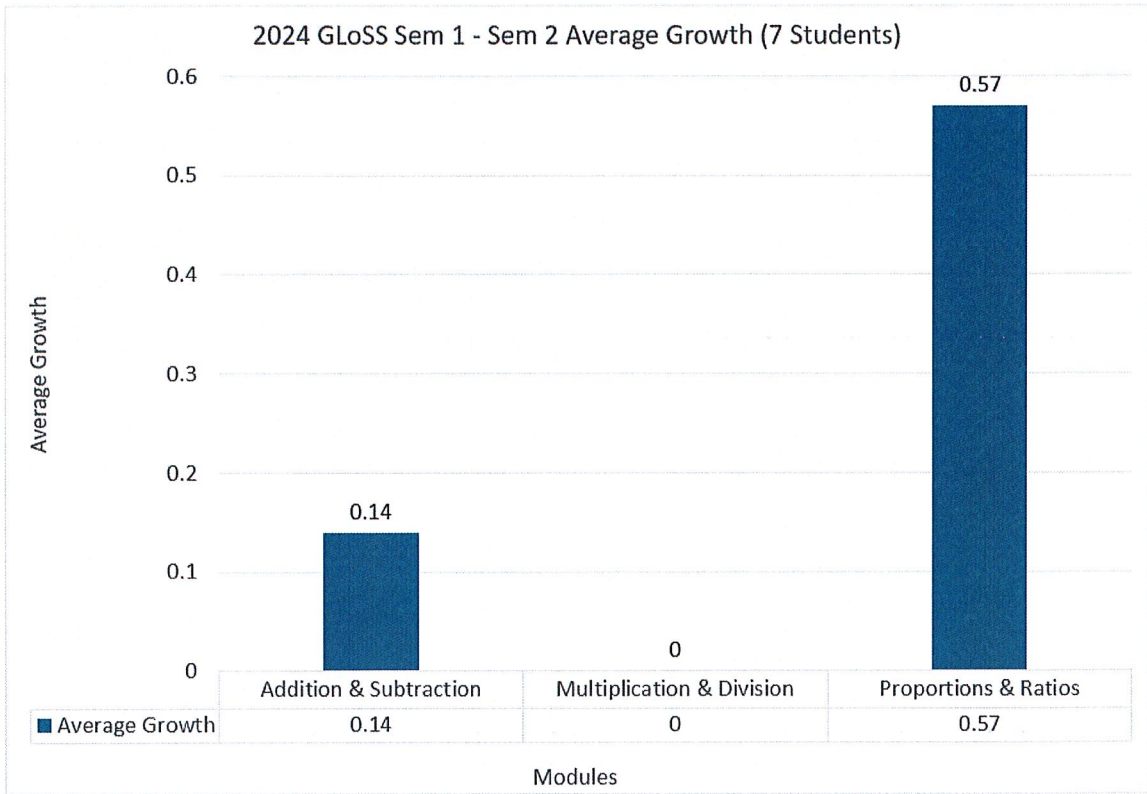
Nemarluk School

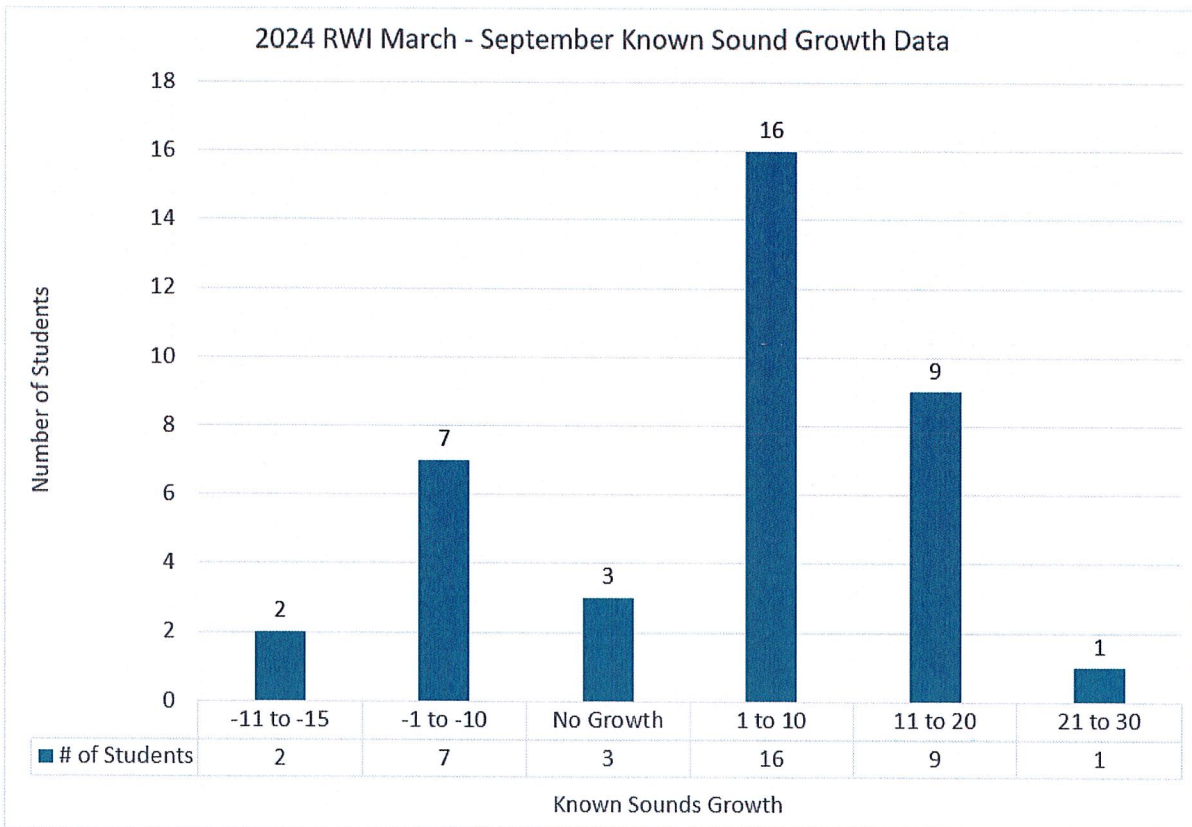
Report Date: 26/3/2025 2:39 PM



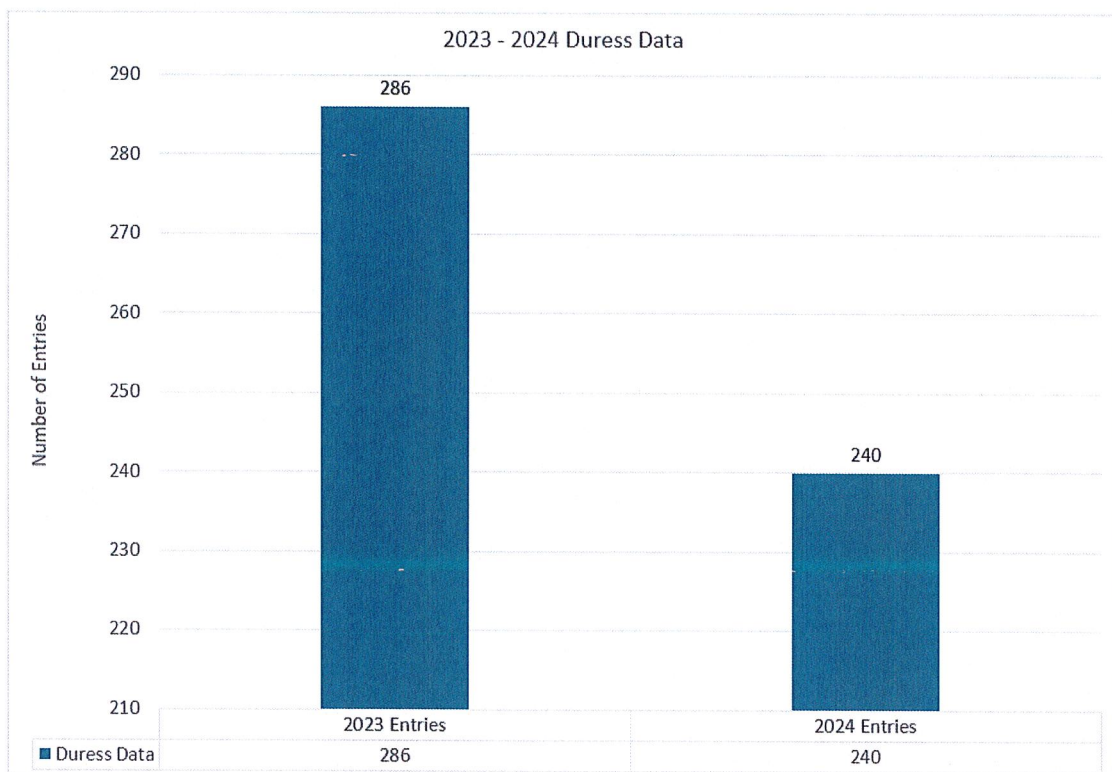
Meaningful Maths data sets







Duress Data sets



## Audited financial statements

27<sup>th</sup> February 2025

**PRIVATE & CONFIDENTIAL**

**Nemarluk School Council Incorporated**

Via email - Teri Nicol <teri.nicol@education.nt.gov.au>

Dear School Council

**MANAGEMENT LETTER FOR YEAR ENDED 31 DECEMBER 2024**

We write concerning our audit of the Nemarluk School Council Incorporated for the year ended 31 December 2024.

During our audit we did not identify any issues which we believe should be brought to your attention.

Due to the test nature of all audits, together with the inherent limitations of any system of internal control, it is possible that some material internal control weakness may exist but are not necessarily disclosed. It is the responsibility of management to ensure that an adequate system of internal control is in operation.

Please do not hesitate to contact the undersigned or Ryan Armes of the Alice Springs office should you wish to discuss this letter further.

Yours faithfully,  
**PERKS AUDIT & ASSURANCE**



**Peter Hill**  
Director

Address  
2/73 Hartley Street  
Alice Springs NT 0870  
Telephone  
(08) 8273 9300  
info@perks.com.au  
perks.com.au

**Chartered Accountants**  
Perks & Associates Pty Ltd

ACN 008 053 576 / ABN 50 507 079 554  
Liability limited by a scheme approved  
under Professional Standards Legislation.

**Audit**  
Perks Audit Pty Ltd

ACN 109 602 100 / ABN 20 173 474 661  
Liability limited by a scheme approved  
under Professional Standards Legislation.

**Private Wealth**  
Perks Private Wealth Pty Ltd

ACN 086 643 058 / ABN 88 086 643 058  
Australian Financial Services  
Licence No. 236 551

**Finance**  
Perks Finance Pty Ltd

ACN 101 919 537 / ABN 76 533 199 660  
Australian Credit Licence No. 378241

# **Nemarluk School Council Incorporated**

ABN - 81 430 556 018

Financial Statements

For the Year Ended 31 December 2024

**Nemarluk School Council Incorporated**

ABN - 81 430 556 018

## **Contents**

**For the Year Ended 31 December 2024**

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<b>Financial Statements</b>	
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Statement by Members of the Council	7
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**Nemarluk School Council Incorporated**

ABN - 81 430 556 018

**Statement of Profit or Loss  
For the Year Ended 31 December 2024**

	2024	2023
	\$	\$
<b>Income</b>		
Grants from DOE	1,083,383	1,111,946
School council	107,679	43,272
Commonwealth grants - via DOE	94,302	80,491
Other grants from NTG	34,040	130,170
Commonwealth grants direct to school	8,400	(357)
Interest income	2,509	7,060
Profit on sale of assets	-	8,000
Grants from 3rd parties	-	4,220
<b>Total income</b>	<b>1,330,313</b>	<b>1,384,802</b>
<b>Expenditure</b>		
Salary and wages	463,934	512,635
General expenses	234,027	217,753
Essential Services	160,929	166,997
Cleaning	158,322	158,994
IT expenses	116,887	94,010
Curriculum	85,439	68,665
Superannuation	50,739	55,077
Grounds	38,767	40,303
Property management	37,739	132,404
Urgent minor repairs	33,549	130,226
Depreciation	21,225	18,104
Motor vehicle expenses	14,651	25,941
Non urgent minor repairs	10,982	10,982
Student activities	8,113	6,578
Admin IT expenses	-	9,390
<b>Total expenses</b>	<b>1,435,303</b>	<b>1,648,059</b>
(Deficit) for the year	<b>(104,990)</b>	<b>(263,257)</b>
Retained surplus at the beginning of the financial year	<b>522,309</b>	<b>785,566</b>
<b>Retained surplus at the end of the financial year</b>	<b>417,319</b>	<b>522,309</b>

The accompanying notes form part of these financial statements.

**Assets and liabilities statement**

As At 31 December 2024

	Note	2024 \$	2023 \$
<b>ASSETS</b>			
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	2	290,913	478,505
Trade and other receivables		44,405	22,339
Inventories		18,234	20,613
Prepayments		27,761	23,667
<b>TOTAL CURRENT ASSETS</b>		<b>381,313</b>	<b>545,124</b>
<b>NON-CURRENT ASSETS</b>			
Plant and equipment	3	97,897	119,122
<b>TOTAL NON-CURRENT ASSETS</b>		<b>97,897</b>	<b>119,122</b>
<b>TOTAL ASSETS</b>		<b>479,210</b>	<b>664,246</b>
<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Trade and other payables	4	21,092	6,166
Unexpended grants	5	40,799	135,771
<b>TOTAL CURRENT LIABILITIES</b>		<b>61,891</b>	<b>141,937</b>
<b>NON-CURRENT LIABILITIES</b>			
<b>TOTAL LIABILITIES</b>		<b>61,891</b>	<b>141,937</b>
<b>NET ASSETS</b>		<b>417,319</b>	<b>522,309</b>
<b>MEMBERS' FUNDS</b>			
Retained surplus		417,319	522,309
<b>TOTAL MEMBERS' EQUITY</b>		<b>417,319</b>	<b>522,309</b>

The accompanying notes form part of these financial statements.

## **Notes to the Financial Statements**

### **For the Year Ended 31 December 2024**

The financial statements cover Nemarluk School Council Incorporated as an individual entity. Nemarluk School Council Incorporated is a not-for-profit Association incorporated in the Northern Territory under the *Northern Territory Associations Act 2017* ('the Act') and the *Education Act 2015*.

The functional and presentation currency of Nemarluk School Council Incorporated is Australian dollars.

Comparatives are consistent with prior years, unless otherwise stated.

#### **1 Material accounting policy information**

##### **(a) Basis of Preparation**

In the opinion of the School Council the School is not a reporting entity since there are unlikely to exist users of the financial report who are not able to command the preparation of reports tailored so as to satisfy specifically all of their information needs. These special purpose financial statements have been prepared to meet the reporting requirements of the Act.

##### **Statement of Compliance**

The financial report has been prepared in accordance with the Act and the following significant accounting policies, which are consistent with the previous period unless stated otherwise, They have not been prepared in accordance with the Australian Accounting Standards

##### **(b) Property, Plant and Equipment**

Only fixed assets with a cost exceeding \$10,000 are required to be capitalised. Fixed assets association with land and buildings are the property of the NT Department of Education and are therefore written off as expenses and not capitalised in the records of individual schools.

Plant and equipment is carried at cost less, where applicable, any accumulated depreciation.

The depreciable amount of all plant and equipment is depreciated over the useful lives of the assets to the school commencing from the time the asset is held ready for use.

##### **Depreciation**

Property, plant and equipment, excluding freehold land, is depreciated on a straight-line basis over the assets useful life to the Association, commencing when the asset is ready for use.

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

The accounts have been prepared on the basis that the school is not subject to income tax.

##### **(d) Revenue and other income**

All revenue is stated net of the amount of goods and services tax (GST).

## **Notes to the Financial Statements**

**For the Year Ended 31 December 2024**

### **1 Material accounting policy information**

#### **(d) Revenue and other income**

##### **Grant revenue**

Government grants are recognised at fair value where there is reasonable assurance that the grant will be received and all grant conditions will be met. Grants relating to expense items are recognised as income over the periods necessary to match the grant to the costs they are compensating. Grants relating to assets are credited to deferred income at fair value and are credited to income over the expected useful life of the asset on a straight-line basis.

#### **(e) Employee benefits**

Provision is made for the Association's liability for employee benefits arising from services rendered by employees to the end of the reporting period.

The majority of staff working at the School are employed through the Northern Territory Government and therefore related salary expenses and provisions are not included in the Council's financial statements. These staff consist mainly of the Principal and Assistant Principal, teaching staff and administrative personnel.

The Council does employ staff directly, which is generally for positions such as tutors and relief teachers.

A Long Service Leave provision is only recognised for any School Council employees that have been employed at the School on a continuous basis for at least 7 years.

#### **(f) Economic dependence**

Nemarluk School Council Incorporated is dependent on the Northern Territory Government for the majority of its revenue used to operate the school. At the date of this report the committee members have no reason to believe the Northern Territory Government will not continue to support Nemarluk School Council Incorporated.

## Notes to the Financial Statements

For the Year Ended 31 December 2024

### 2 Cash and cash equivalents

	2024	2023
	\$	\$
Cash on hand	-	-
Cash at bank	290,913	478,505

### 3 Property, plant and equipment

	2024	2023
	\$	\$
PLANT AND EQUIPMENT		
Plant and equipment		
At cost	147,891	25,790
Accumulated depreciation	(49,994)	93,332
Total plant and equipment	<u>97,897</u>	<u>119,122</u>
<b>Total property, plant and equipment</b>	<b><u>97,897</u></b>	<b><u>119,122</u></b>

### 4 Trade and other payables

	2024	2023
	\$	\$
CURRENT		
Unsecured liabilities		
Sundry payables	4,932	1,223
Trade payables	-	5,617
GST payable	(4,799)	(7,834)
Accrued expenses	20,959	7,160
<b>Total trade and other payables</b>	<b><u>21,092</u></b>	<b><u>6,166</u></b>

### 5 Other Financial Liabilities

	2024	2023
	\$	\$
CURRENT		
Unexpended grants	40,799	135,771
<b>Total other financial liabilities</b>	<b><u>40,799</u></b>	<b><u>135,771</u></b>

### 6 Contingencies

In the opinion of the Committee of Management, the Association did not have any contingencies at 31 December 2024 (31 December 2023:None).

**Nemarluk School Council Incorporated**

ABN - 81 430 556 018

## **Notes to the Financial Statements**

**For the Year Ended 31 December 2024**

### **7 Events Occurring After the Reporting Date**

The financial report was authorised for issue on 28 February 2025 by the Committee of Management.

No matters or circumstances have arisen since the end of the financial year which significantly affected or may significantly affect the operations of the Association, the results of those operations or the state of affairs of the Association in future financial years.

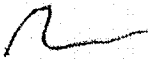
## Statement by Members of the Council

In our opinion:

1. the accompanying financial report as set out on pages 2-6, being a special purpose financial report, gives a true and fair view of the financial position of the School as at 31 December 2024 and the results of the School for the year ended on that date. The special purpose financial statements have been prepared in accordance with the accounting policies set out in Note 1 to the financial statements.

2. there are reasonable grounds to believe that the School will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the council and is signed for and on behalf of the council by:



.....  
Council Member



.....  
Council Member

Dated this 21<sup>st</sup> day of February 2025.

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## Nemarluk School Council Incorporated

### Independent Auditor's Report to the members of Nemarluk School Council Incorporated

#### Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Nemarluk School Council Incorporated (the school), which comprises the statement of assets and liabilities as at 31 December 2024, the statement of profit or loss for the year then ended, and notes to the financial statements, including a summary of material accounting policy information and statement by members of the council.

In our opinion, except for the effects of the matter described in the *Basis for Qualified Opinion* section of our report, the accompanying financial report of the school for the year ended 31 December 2024 is prepared, in all material respects, in accordance with the *Education Act 2015*, the *Associations Act 2003* ("the Act") and the accounting policies described in Note 1 to the financial statements..

#### Basis for Qualified Opinion

As is common for organisations of this type, it is not practicable for Nemarluk School Council Incorporated to maintain an effective system of control over donations, sundry income and other fund raising activities until their initial entry into the accounting system. Our audit, in relation to these items was limited to the amounts recorded in the accounting records. Accordingly, we are unable to express an opinion on the completeness of income.

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of our report. We are independent of the school in accordance with the auditor independence requirements of the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (including Independence Standards) (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

#### Chartered Accountants Perks & Associates Pty Ltd

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Liability limited by a scheme approved  
under Professional Standards Legislation.

#### Audit Perks Audit Pty Ltd

ACN 109 602 100 / ABN 20 173 474 661  
Liability limited by a scheme approved  
under Professional Standards Legislation.

#### Private Wealth Perks Private Wealth Pty Ltd

ACN 086 643 058 / ABN 88 086 643 058  
Australian Financial Services  
Licence No. 236 551

#### Finance Perks Finance Pty Ltd

ACN 101 919 537 / ABN 76 533 199 660  
Australian Credit Licence No. 378241

## Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 of the financial report, which describes the basis of accounting. The financial report is prepared to assist the school in meeting the requirements of the Act. As a result, the financial report may not be suitable for another purpose. Our report is intended solely for the school and should not be distributed to or used by parties other than the school. Our opinion is not modified in respect of this matter.

## Responsibilities of the Council for the Financial Report

The Council is responsible for the preparation and fair presentation of the financial report in accordance with *Education Act 2015*, the Associations Act 2003 ("the Act") and the accounting policies described in Note 1 to the financial statements, and for such internal control as the council determines is necessary to enable the preparation of the financial report is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the council is responsible for assessing the school's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the council either intends to liquidate the school or to cease operations, or has no realistic alternative but to do so.

## Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Council.
- Conclude on the appropriateness of the Council's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a

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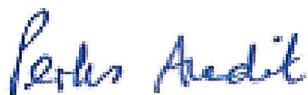
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- material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial reporter, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

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**Perks Audit Pty**  
2/73 Hartley Street  
Alice Springs NT 0871



**Peter Hill**  
Director  
Registered Company Auditor

Dated this 21<sup>st</sup> day of February 2025

**Chartered Accountants**  
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