

# Nemarluk School

## Annual performance report to the school community 2025



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

## Contents

School overview: context and focus for improvement in 2025.....	4
Our School .....	4
Our Students .....	4
Our Staff .....	6
Our Community .....	7
Principal's report.....	10
School Representative Body / LEaD committee report.....	12
School priorities 2025 .....	13
Strengthening instruction for young Territorians - Boosting Literacy and Numeracy .....	13
Engaging children and young people in learning - raising attendance.....	15
Other strategy/focus area ( <i>delete if not applicable</i> ) .....	<b>Error! Bookmark not defined.</b>
Student enrolment, attendance and learning .....	16
National Assessment Program - Literacy and Numeracy 2025 .....	<b>Error! Bookmark not defined.</b>
School survey results.....	16
Audited financial statements .....	19

## School overview: context and focus for improvement in 2025

### 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."

Our 2024 Annual School Improvement goals were:

#### **Strengthen Instruction for Territorians-Boosting Literacy and Numeracy:**

- *If we implement whole school pedagogical approaches, then growth in progress can be seen across the school in Numeracy, Literacy and Communication.*
- *If we self-audit and self-reflect in a peer observation cycle, we will continuously improve teaching and learning to enhance student outcomes.*

#### **Engaging children and young people in learning-raising attendance:**

- *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.*

### 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 remained stable throughout the year. We continued to run classes with seven to eight students per class on campus and between seven to 12 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 as well as un-notified absences and students consistently late to school. Letters were issued to families who students were attending less than 20%, if no improvements referrals were made to the Student Attendance and Engagement Team.

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.

### My School Data:

**2025**

---

**School facts**

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

---

**School staff**

Teaching staff	38
Full-time equivalent teaching staff	36.0
Non-teaching staff	49
Full-time equivalent non-teaching staff	45.2

---

**School links**

School website

Nemarluk School
🔗

Sector, system or association website

Northern Territory Department of Education and Training
🔗

**Student background**

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	929
Average ICSEA value	1000
School ICSEA percentile	18

**Distribution of Socio-Educational Advantage (SEA)**

Quarter	School distribution	Australian distribution
Bottom quarter	34%	25%
Middle quarters	28%	25%
Middle quarters	25%	25%
Top quarter	13%	25%

Percentages are rounded and may not add to 100

---

**Students**

Total enrolments: 170

Boys 129
Girls 41

Full-time equivalent enrolments: 170.0

Indigenous students

**45%**

Language background other than English

Yes (51%)
No (49%)
Not stated (0%)

Department of **EDUCATION AND TRAINING**  
 31 March 2026 | Version X - optional  
 Page 5 of 30

**Enrolment and Attendance - Whole Year Attendance Rate**

	2025			
	Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	1	38.5%	12	80.0%
Transition	12	76.0%	22	80.6%
Year 1	6	76.4%	20	82.3%
Year 2	12	80.5%	30	82.8%
Year 3	12	76.1%	26	82.0%
Year 4	8	75.4%	20	79.4%
Year 5	13	69.8%	24	77.7%
Year 6	13	71.2%	26	81.4%
<b>Nemarluk School</b>	<b>77</b>	<b>74.6%</b>	<b>180</b>	<b>80.9%</b>

**Our Staff**

The number of staff employed by DOE at Nemarluk School was 93staff:

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

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.

A major recruitment round was held for A04 96% SESO's with 16 staff winning permanent positions.

14 staff were nominated for wards at the 2025 World Teachers Day awards, with one winning the Darwin Region Early Childhood Educator of the year.

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)
- DISC profiles- Jenny Cole (Leadership team members)
- NTLC Teacher leaders
- Writing workshops for EC and Upper Primary
- Berry Street Education Model –Trauma-informed practice- new staff and refreshers for all staff
- Meaningful Math's- ongoing
- Asthma and Anaphylaxis-ongoing all staff
- Safe Supportive De-escalation Training- online (April) and face to face (July)
- Team Teach -Behaviour Support De-escalation Training-Leadership Team-Online(April) and face to face (July)
- Essential Training- ICAC Mandatory Reporting
- Mandatory Reporting
- Workshops (Data Stories- all staff), Mealtimes-Teachers, Fine Motor Pre-handwriting-teachers, (All-teachers)
- Staff meetings: Data Bytes, Health Promotion, Operational information and procedures, Communication, BSEM, RWI, MM, Classroom walkthroughs (campus and satellites 4x per year), Team meetings, Cyber Safety, Reflections and Problems of practice, Report writing, Collaborative document, XUNO, School Survey results, ASIP, EIA, Health Practices, Curriculum Map, Handover - student profiles, Committee meetings aligned to whole school strategic directions and whole school approaches

## Our Community

*Provide an overview of the school community and describe how the school engages with the local community. The School Review Report (including findings, commendations, and affirmations) may provide you information about the school's engagement with the community and you may like to include this here.*

Our students accessed a range of events and activities (see pics below-p.g.9) within the community and incursions including:

- Bombing of Darwin
- NT Learning Commission- including the Ministers Pitch
- BEAT Choir

- Healthy Harold
- Clean up Australia Day
- Local member student speeches
- 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, Riding for the Disabled, Territory Wildlife Park, performances at Darwin Entertainment Centre
- Namarluk School Performances (Early Childhood and Upper Primary)
- Sports Day
- AFL Gala day
- Paralympics Excursion
- STEAM science show
- Smart Sparx Program (NT Fire Services)
- St John's Ambulance visit
- Cricket Australia
- One student was awarded a Distinction in the Australian Mathematics Competition (AMC)

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 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.

We continued our work with student voice through the NT Learning Commission, where students 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 continued their work with the mobile library project, sharing how they built the collection of books, secured the trolley, and shared the next steps to bring the library to life. Their story was also published in Connections, a library magazine distributed to schools throughout Australia, New Zealand, and the UK.

Our partnership through the Building Collaborative Practices Project continued with 2 of the 4 other schools (Jabiru and Humpty Doo Schools). 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.

School Council and the Fundraising Committee ran several fundraising initiatives throughout the years including stalls, hampers, Santa photos and raffle tickets. Funds raised purchased Early Childhood resources, support expenses for Smart Pup Kelly, Year 6 Outdoor Education Camp and towards the 40<sup>th</sup> Anniversary to be held in 2026.

Banyan Clump donated funds for the purchase of a COMM box for our Karama Satellite class. This gives students and staff access to a range of IT resources and skills.



## Principal's report

### Nemarluk School

30 Styles Street, Alawa NT 0810  
PO Box 39729, Winnellie NT 0821  
Phone 08 8985 0400

Email: [admin.nemarluk@education.nt.gov.au](mailto:admin.nemarluk@education.nt.gov.au)



Specialist School for Pre/Primary Aged Children

The school sustained stable enrolments (178–184), we made incremental gains in attendance relative to 2024, strengthened SESO workforce, and expanded family engagement through streamlined Education Plan bookings, Cybersafety workshops and community events. Staffing pressures of relief shortages, absenteeism and WHS injuries continued throughout the year.

- **Staffing:** The school maintained a stable staffing situation throughout the year, with successful recruitment 16 SESOs obtaining permanency. We had 14 nominations for World Teachers Day awards with 1 successful staff member receiving the Darwin region award.
- **Student Enrolment and Attendance:** Enrolment numbers increased steadily, reaching 184 students by end of the year. Weekly internal monitoring of students with 0-60% attendance, unnotified absences and students coming to school late. The HLO then follows-up via phone/text/home visits throughout the year.
- **Infrastructure & resources:** Shade structures installed in Early Childhood and outside the foyer in the playground. Removal of many trees after Cyclone Fina. New resources purchased for Early Childhood using fundraising.
- **Professional Development:** The school conducted several successful professional development sessions for staff, focusing on areas such as De-escalation training, Cyber safety, BSEM, Structured Teaching, Communication matrix, Swim rescue and CPR, Data and RWI.
- **Events and Activities:** The school held various events, including Harmony Day, Sports Day, the BEAT Festival, School Performances for Upper Primary and Early Childhood, Assemblies and graduations. Our Red Bubble Art store continued to showcase student artworks- Thank you to Scott for this great innovation. We held a number of fundraising events including raffles and Santa's Grotto. NTLC students participated in the Midway pitch with other schools and then the Ministers pitch at the end of the year.
- **School Improvement:** The school focus was to continue implementation of whole school pedagogical approaches focusing on engagement and, attendance and increases in students' literacy, numeracy and communication skills. We continued our peer observations with teachers observing other teachers. We reviewed our instructional model with staff as part of the recommendations from the 2024 school review and made minor changes. We had a focus on data and our tracking of student data through XUNO so teachers can see each student's individual data in one place. We continue our journey learning about data stories, and analysis.

## Nemarluk School

30 Styles Street, Alawa NT 0810

PO Box 39729, Winnellie NT 0821

Phone 08 8985 0400

Email: [admin.nemarluk@education.nt.gov.au](mailto:admin.nemarluk@education.nt.gov.au)



*Specialist School for Pre/Primary Aged Children*

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, Jamie Mourkousis, Renee De Jong and John Zagorianos for the continued support of the Nemarluk School through their work on the School Council as members and executive roles in 2025.

Thank you.

Virg Hughes

Principal

05/03/26



Northern Territory Government

School Representative Body / LEaD committee report

Nemarluk enjoyed a stellar 2025, with events from school performances to sports day bringing students and families together in a wonderfully inclusive way. Highlights of the year included:

- School choir performances, including at the BEAT Festival and the Henbury Corporate Luncheon
- Upper Primary and Early Childhood performances
- The return of school Santa photos and the legendary Christmas disco
- The growth of Nemarluk's presence on the Redbubble website, helping raise funds for school activities and events.

On a personal note, I much appreciated the opportunity to attend the 2025 Asia Pacific Autism Conference. Three days of presentations and insights into the latest research and discoveries around autism was a great learning experience.

Thank you to the school council and fundraising committee for your time and participation as part of the Nemarluk community. Your involvement is much appreciated. A big thank you as well to all school staff and leadership, including Virg, Judy, Larelle and Teri, for your work and all that you continue to do.

As I have said before, 'inclusion' is not just a word at Nemarluk. Staff work every day to provide fulfilling opportunities for involvement in the school community for all students. It is humbling to see, and as a parent, I am forever grateful for the work that is undertaken every day.

As we move into a very special 40<sup>th</sup> anniversary year for the school in 2026, I look forward to seeing this place continue to thrive and grow in providing the best possible outcomes for students and families.

Rob Lee

9 March 2026

# School priorities 2025

## Strategic Plan 2025-2028

The Department of Education and Training's [Strategic Plan](#) sets out a 4 year vision through which Territorians of all ages can learn the skills and capabilities required to positively contribute to the Territory's economic and social future.

Department of Education and Training **STRATEGIC PLAN 2025-2028**

<b>OUR VISION</b>		<b>OUR PURPOSE</b>				
Territorians of all ages are learning the skills and developing capabilities to contribute to the Territory's economic and social future.		The Department of Education and Training is a system that delivers, supports and regulates early childhood, school education and training services.				
<b>OUR PRIORITIES</b>						
<b>OBJECTIVES</b>	<p><b>1. Boost literacy and numeracy</b></p> 	<p><b>2. Raise school attendance and hold parents accountable</b></p> 	<p><b>3. Attract and keep our teachers</b></p> 	<p><b>4. Create pathways to real jobs</b></p> 	<p><b>5. Improve student wellbeing</b></p> 	
<b>PRIORITY ACTIONS</b>	<p>A. Get back to basics with explicit instruction in literacy and numeracy</p> <p>B. Provide targeted support to students to help them meet their potential</p> <p>C. Improve access to quality early childhood programs and services to provide a strong start for all Territory children</p>	<p>A. Strengthen the workforce to drive increased participation, including school-based police, and school attendance officers</p> <p>B. Increase parental understanding of their responsibilities and expand compliance action</p> <p>C. Provide tailored responses to reengage children and young people in education and training through flexible learning and intensive support</p>	<p>A. Increase teacher permanency through more ongoing appointments and investing in teacher capability</p> <p>B. Prioritise reducing administrative burden for schools</p> <p>C. Improve staff wellbeing and safety</p>	<p>A. Reform secondary education, including a move away from standalone middle schools and increasing access in remote schools, to create better pathways to real and critical jobs</p> <p>B. Work with business, industry and the community to build the Territory's workforce in key industries including tourism, defence, agriculture, gas and mining</p> <p>C. Deliver a high quality and flexible Vocational Education and Training system for all Territorians</p>	<p>A. Expand student wellbeing programs and resources, including more school-based counsellors</p> <p>B. Strengthen special education schooling and inclusion support across schools</p> <p>C. Implement free swimming lessons in schools</p>	
<b>MEASURES</b>	<p>Improved student literacy and numeracy outcomes</p> <p>Improved quality ratings of government preschools</p>	<p>Increased student attendance and participation of Territorians in education and training</p>	<p>Increased proportion of teachers employed permanently and teachers staying in NT government schools</p> <p>Improved school staff's perception of their wellbeing and safety</p>	<p>Increased number/proportion of students attaining their NTCET, and/or Certificate II or above</p> <p>Increased number of apprenticeships and their completion rates.</p>	<p>Improved students' perception of their wellbeing and teacher-student relationships</p>	
<small>Measures to be monitored by priority cohort</small>						
<b>ENABLERS</b>	<p>Our success will be enabled by efficient and effective use of resources and a diverse and capable workforce who feel valued and supported to grow and perform at their best.</p> <p>Enabling priorities include:</p> <ol style="list-style-type: none"> <li>Building capability in the early years, education and training workforce to deliver contemporary, best practice services.</li> <li>Developing a contemporary digital solution that reduces administration and supports schools.</li> <li>Continuing resourcing and service delivery reform within the early years, education and training system.</li> </ol>				<b>PARTNERS</b>	<p>To achieve our vision, we will partner with:</p> <ul style="list-style-type: none"> <li>• students, families and communities</li> <li>• other government agencies</li> <li>• industry and business</li> <li>• education and training providers</li> <li>• key peak groups and advisory bodies</li> </ul>
<p><b>OUR VALUES</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Ethical practice</div> <div style="text-align: center;"> Accountability</div> <div style="text-align: center;"> Respect</div> <div style="text-align: center;"> Commitment to service</div> <div style="text-align: center;"> Diversity</div> <div style="text-align: center;"> Impartiality</div> </div>						

## Strengthening instruction for young Territorians - Boosting Literacy and Numeracy

- **What was the school's Strengthening Instruction goal in 2025?**
  - If we implement whole school pedagogical approaches, then growth in progress can be seen across the school in Numeracy, Literacy and Communication.
  - If we self-audit and self-reflect in a peer observation cycle, 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?**
  - Student progress against their individualised focus outcomes that relate to literacy and numeracy
  - Student individual growth across all whole school assessments- MM, RWI, ABLES and Communication Matrix 2-5% growth increase across levels in each assessment tool.
- **What Actions did the school undertake to achieve the goal and implementation outcomes?**

- Reviewed, refined and implemented the one-page pedagogical document
- Peer observations- Literacy/numeracy focus
- Reviewing student class data sets through professional conversations
- Targeted professional learning about data
- Committees created to align to the ASIP and whole school approaches- with teachers leading these committees
- Continued our work developing student growth maps in XUNO
- **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.

We continued to track student progress of the achievement of focus outcomes and growth in RWI, ABLES, MM and Communication skills:

○ 26.65% of students achieved one or more individual focus outcomes % of students who have had growth in Meaningful Maths

- 43.75% Fuel & Launch Numeric identification
- 43.74% Fuel & Launch Number sequence and order
- 45.82% Fuel & Launch Place value
- 62.50% Fuel & Launch Written recording
- 54.17% Fuel & Launch Measurement
- 47.92% Fuel & Launch Shape
- 50% JAM Module 1: Additive strategies
- 45% JAM Module 2: Multiplicative strategies
- 29.27% JAM Module 3: Number identification
- 36.59% JAM Module 4: Forward number sequence
- 41.47% JAM Module 5: Backward number sequence
- 50% JAM Module 6: Fraction knowledge
- 43.90% JAM Module 7: Place value
- 37.50% JAM Module 8: Basic Facts
- 35% JAM Module 9: Patterns
- 37.50% JAM Module 10: Geometry
- 50% JAM Module 11: Measurement

- 49.26% of students had growth in ABLES Reading and Writing (R&W)
- 47.01% of students had growth in ABLES Speaking and Listening (S&L)
- Y1 Phonics data- 19 students assessed (15% fluent, 5% developing, 78% struggling)
- 46.35% of students had growth in Communication Matrix

- **What are the gaps?** What areas for improvement have been identified through analysis of the evidence?
  - Being able to track whole school focus outcome data for literacy and numeracy, each child has goal and we can look at individual progress, but we don't have a system that we can use to provide whole school level data
  - We still have a number of students who don't understand numerals, number sequencing or place value
- **What are the next steps for 2026?**
  - Refining our focus outcome goals so every student's goal 1 is literacy, goal 2 is numeracy etc then we will be able to track whole school data that is comparable and report on number students
  - Refining our process for students who are not at stage 1 MM they focus explicitly on numeral identification, sequencing and place value only and not other areas of the maths curriculum

**Overall reflection: how has the school's work in 2025 informed the focus for improvement in 2026?**

This year we had a strong focus on data, and this will continue to be a focus in 2026. We will also look to refine how focus outcomes are developed and then tracked.

## Engaging children and young people in learning – raising attendance

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

- **What was the school's Engaging Every Child and Student in goal in 2025?**
  - *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?**
  - *In 2025, the target is 85%- it was not met we had an overall attendance rate of 81%*
  - *70% of students to participate in the school survey- we had 49% participate- this is due to the number of students are non-verbal or unable to complete the survey*
  - *90% of students to respond positively to the student wellbeing questions in the School Survey- we had 83%*
  - *90% of students to respond positively to the teacher-student relationships questions in the School Survey – we had 88%*
- **What Actions did the school undertake to achieve the goal and implementation outcomes?**
  - *Teachers continued to make daily contact with families*
  - *Weekly attendance meetings to track attendance*
  - *Issuing low attendance letter to families*
  - *Continued professional development for BSEM, Structured Teaching*
  - *Sharing attendance data with school community through poster in foyer and in newsletters as well as with School Council at meetings*
- **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.*

We continued to track 8 students across 2023, 2024 and 2025. Students had improvement in their attendance from 2024 to 2025. Three students made no progress despite the ongoing work of following up, home visits, letters to families and referrals. We also tracked 1 extra student who we below 40%.
- **What are the gaps?** *What areas for improvement have been identified through analysis of the evidence?*

Family engagement despite HLO's regular contact, home visits
- **What are the next steps for 2026?**

Continue to monitor the 9 students from 2025 and any others who are below 60%

**Overall reflection: how has the school's work in 2025 informed the focus for improvement in 2026?**

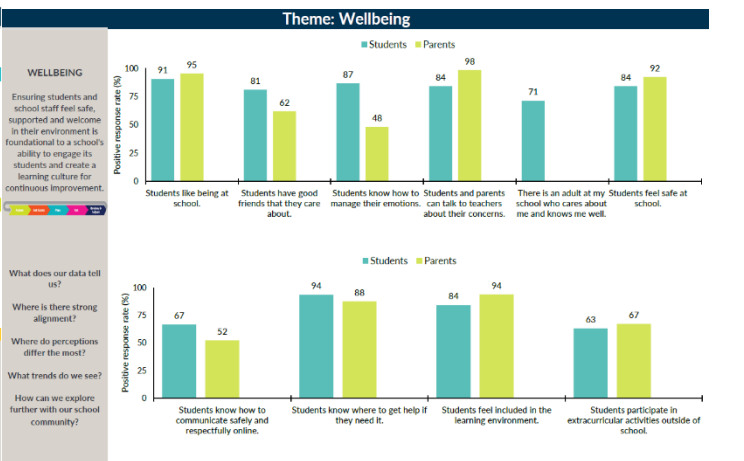
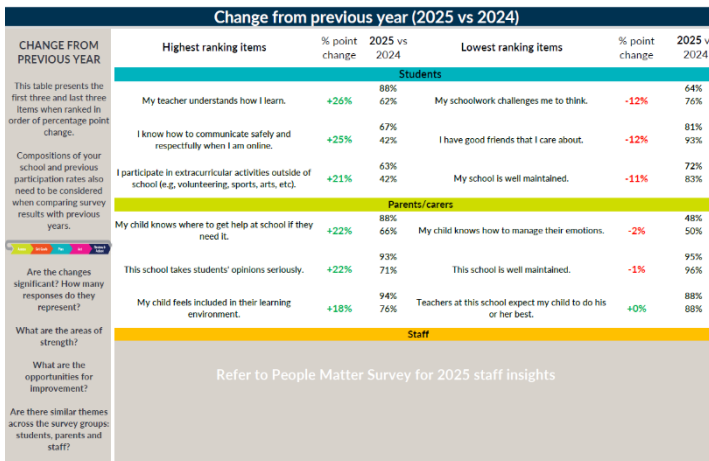
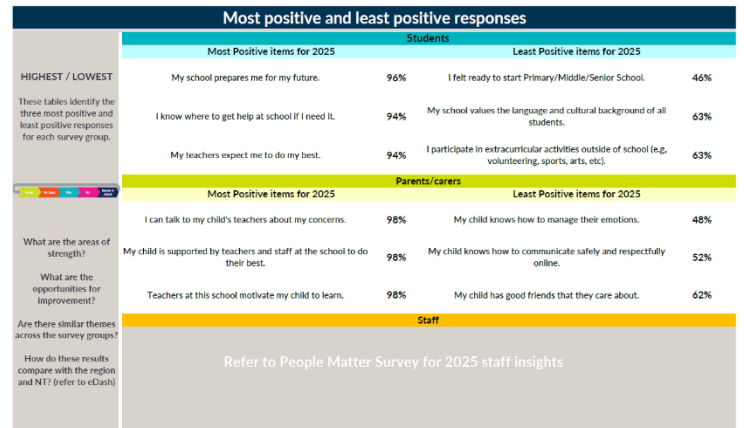
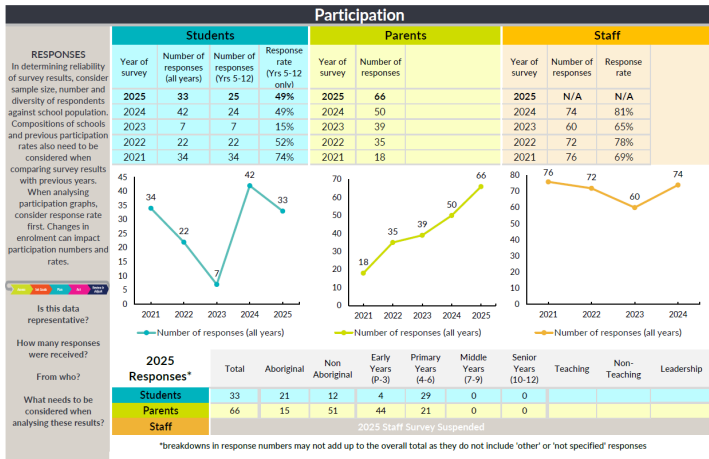
Attendance and engagement is a required goal as part of the 2026 ASIP, we have set a target of increasing attendance by 3% for students with less than 60% attendance in 2025. We will continue the weekly attendance meetings and tracking of students.

# Student enrolment, attendance and learning

## Enrolment and Attendance - Whole Year Attendance Rate

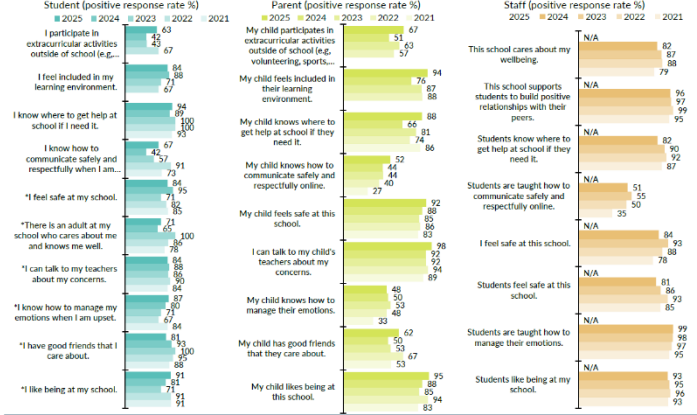
	2024				2025			
	Indigenous		All Students		Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	6	67.1%	12	74.8%	1	38.5%	12	80.0%
Transition	4	79.1%	18	83.8%	12	76.0%	22	80.6%
Year 1	12	78.0%	26	80.5%	6	76.4%	20	82.3%
Year 2	13	74.0%	26	79.9%	12	80.5%	30	82.8%
Year 3	8	74.6%	19	81.7%	12	76.1%	26	82.0%
Year 4	12	66.9%	24	74.2%	8	75.4%	20	79.4%
Year 5	12	73.0%	24	81.9%	13	69.8%	24	77.7%
Year 6	11	79.8%	25	85.3%	13	71.2%	26	81.4%
<b>Nemariuk School</b>	<b>78</b>	<b>74.3%</b>	<b>175</b>	<b>80.8%</b>	<b>77</b>	<b>74.6%</b>	<b>180</b>	<b>80.9%</b>

## School survey results

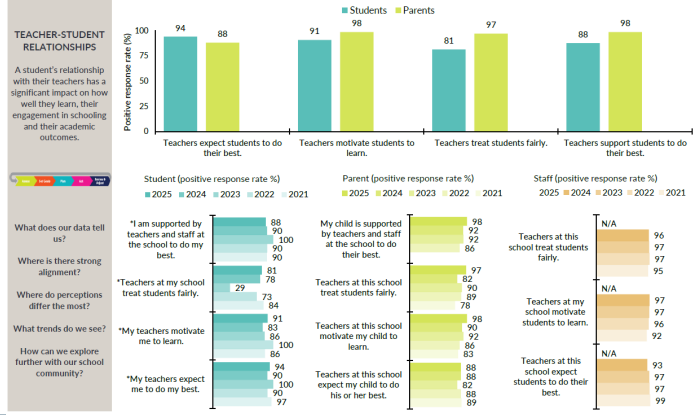


# Annual Performance Report to the School Community 2025

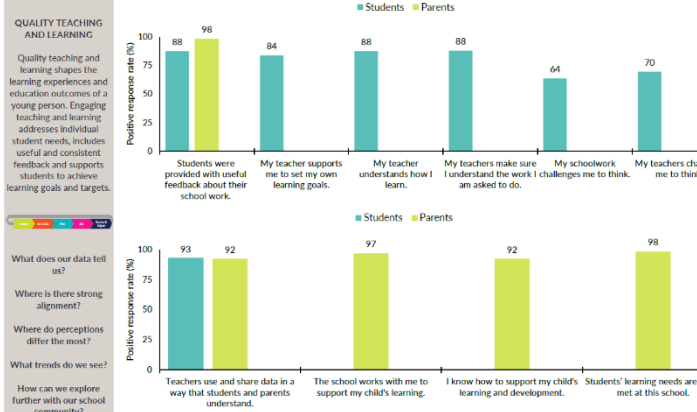
## Theme: Wellbeing - Trends and Comparison (5 years)



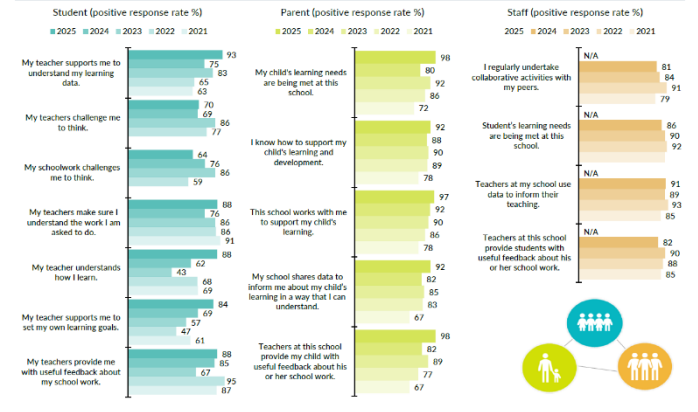
## Theme: Teacher-Student Relationships - Trends & Comparison (5 years)



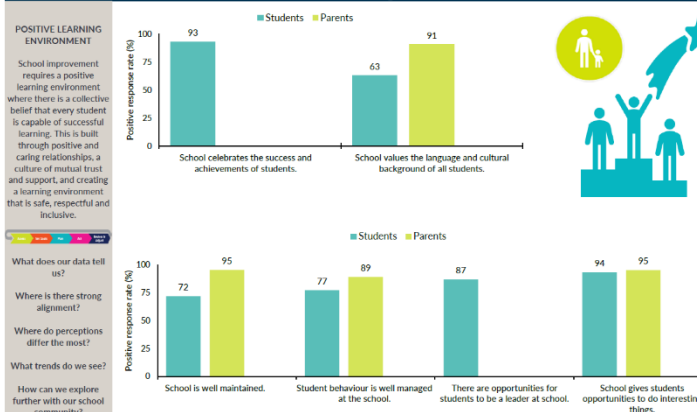
## Theme: Quality teaching & learning



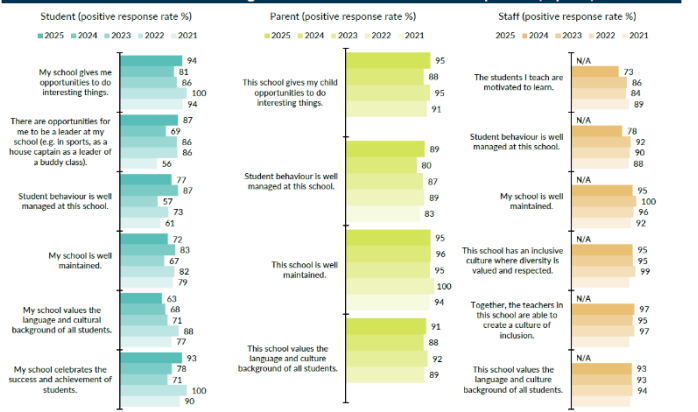
## Theme: Quality teaching & learning - Trends & Comparison (5 years)



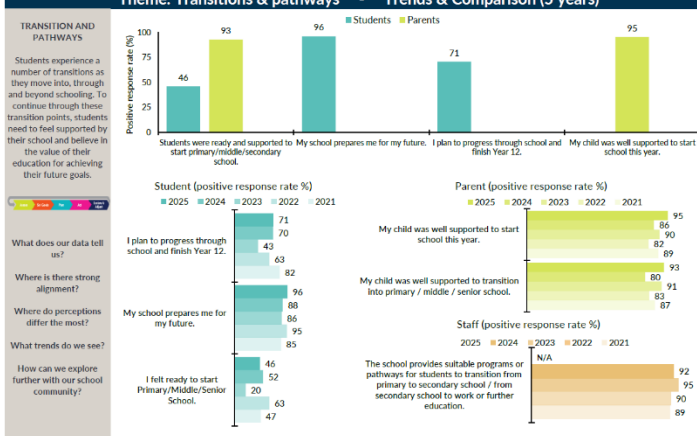
## Theme: Positive learning environment



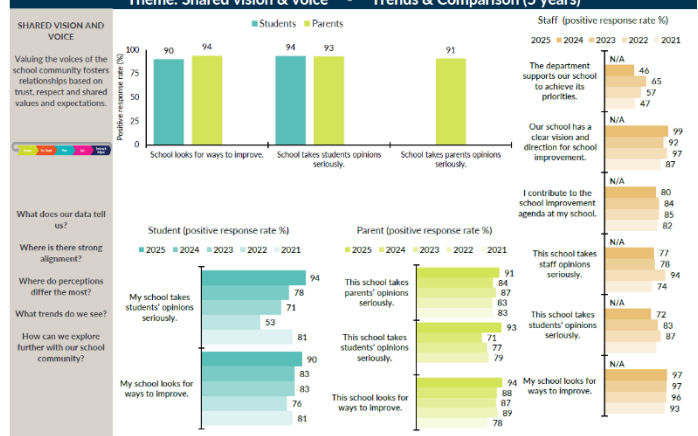
## Theme: Positive learning environment - Trends & Comparison (5 years)

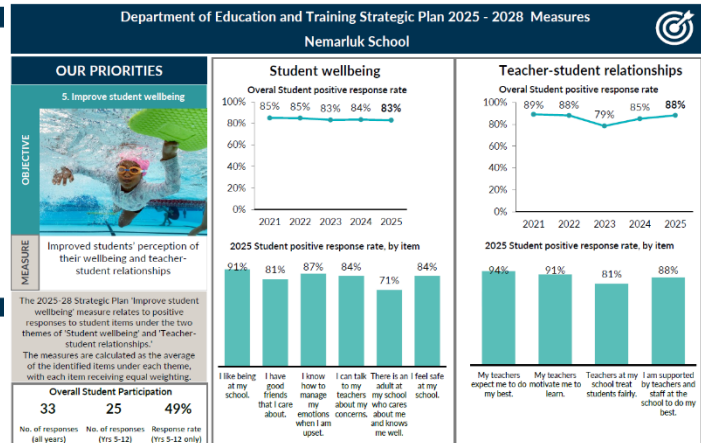
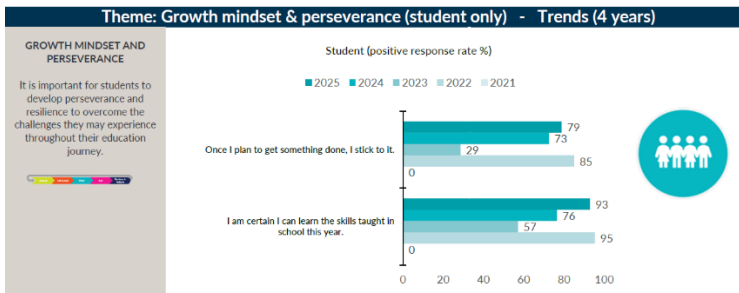
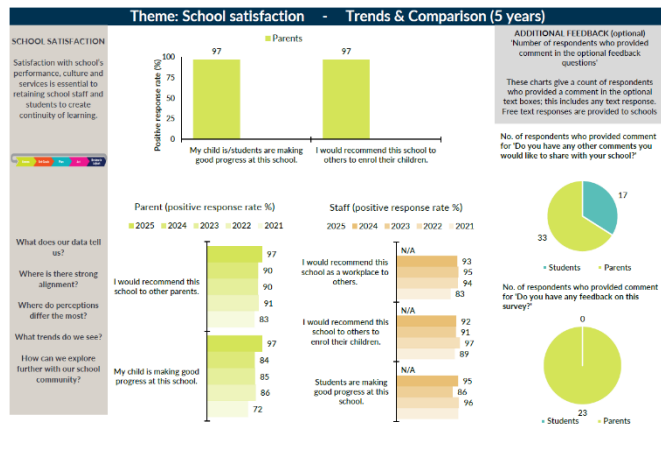
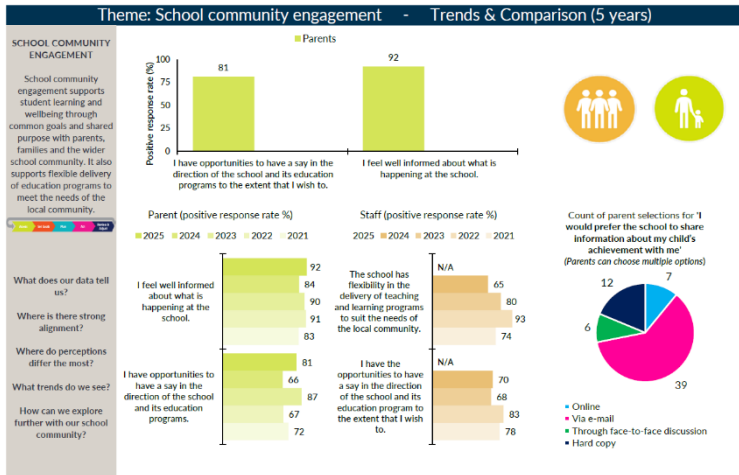


## Theme: Transitions & pathways - Trends & Comparison (5 years)



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





## 2025 Staff Survey

**NT PEOPLE MATTER SURVEY 2025**

**NEMARLUK SCHOOL**

RESPONSE RATE: **31%**

RESPONSES: **32 of 103**

**NORTHERN TERRITORY GOVERNMENT**

**Ipsos**

**YOUR EMPLOYEE ENGAGEMENT SCORE: 81%**

VARIANCE from 2023 SURVEY: **+10**

VARIANCE from DIVISION: **+8**

**YOUR EMPLOYEE SATISFACTION SCORE: 88%**

VARIANCE from 2023 SURVEY: **+6**

VARIANCE from DIVISION: **+9**

**WHAT NOW?**

- EXPLORE TAKE TIME TO UNDERSTAND THE RESULTS IN THIS REPORT.
- DISCUSS IDENTIFY WITH YOUR TEAM THE THINGS TO CELEBRATE (STRENGTHS) OR IMPROVE (ACTION AREAS).
- DEVELOP DEVELOP A PLAN OF ACTION USING TEMPLATE AT THE BACK OF THIS REPORT.

**HIGHEST SCORING QUESTIONS AGAINST DIVISION:**

Q7a. I'm confident that my executives have the appropriate capabilities and skills to lead my organisation	+22
Q8c. It is safe to speak up and challenge the way things are done in my organisation	+20
Q5e. I receive regular and timely feedback from my manager	+18

**HIGHEST SCORING QUESTIONS:**

Q2c. I seek out opportunities to improve my day-to-day performance	100%
Q2d. I clearly understand what I'm expected to do in my job	100%
Q8b. I believe in the purpose and objectives of my organisation	100%

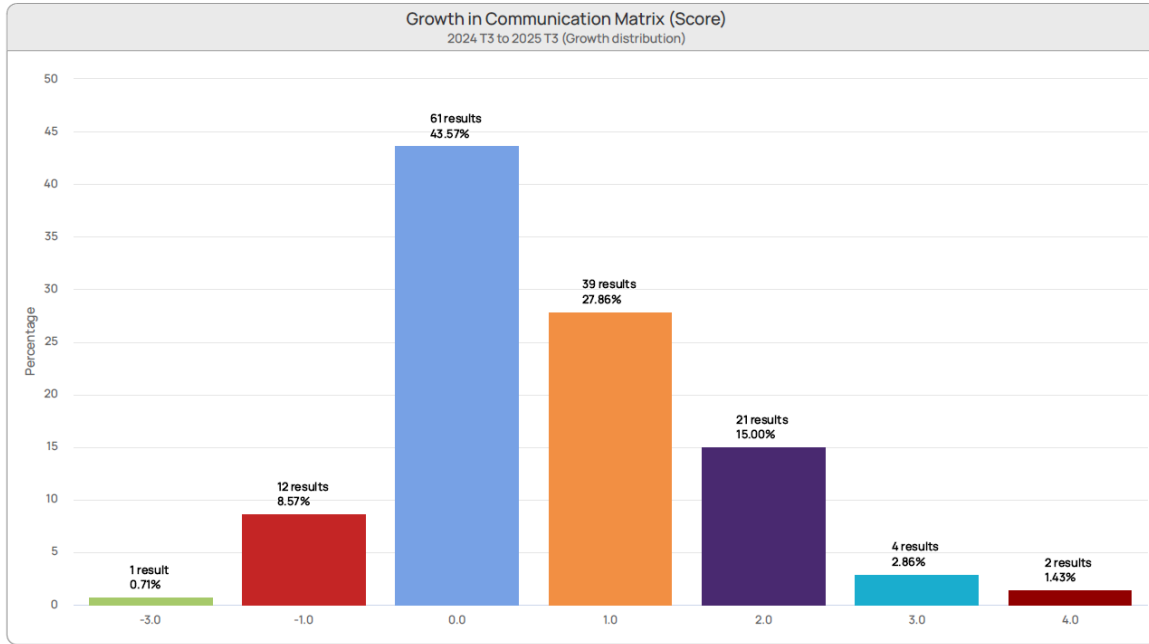
# School Data sets

## Classroom Growth Data Map

Classes: All (2025)  
Indicators: Include any indicator:None

Nemarluk School

Report Date: 24/2/2026 2:21 PM

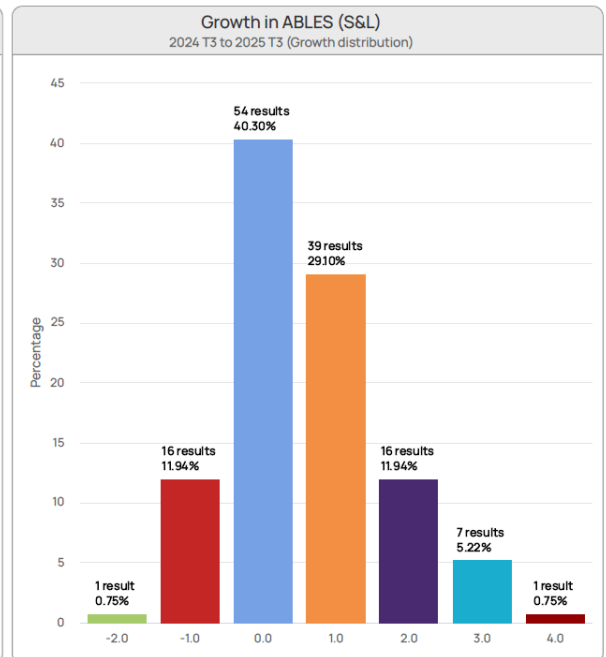
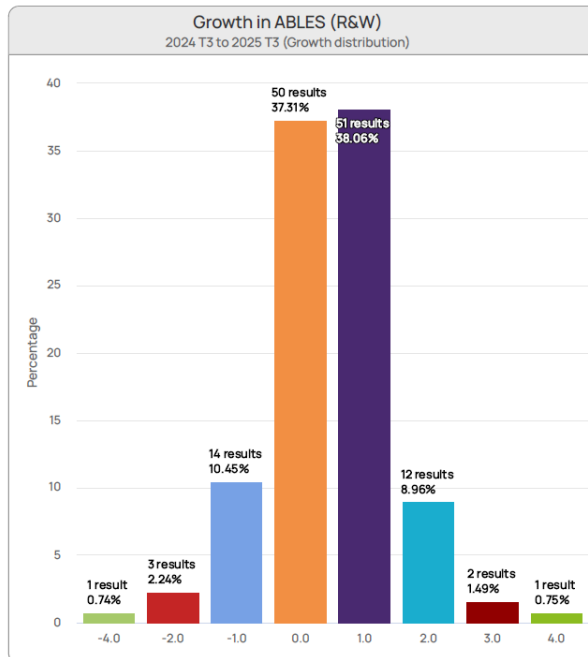


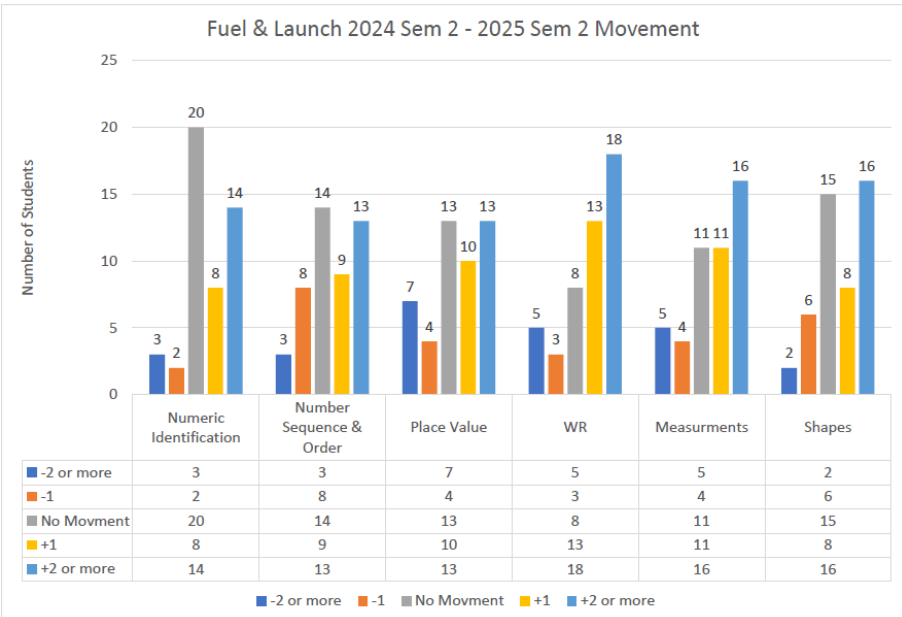
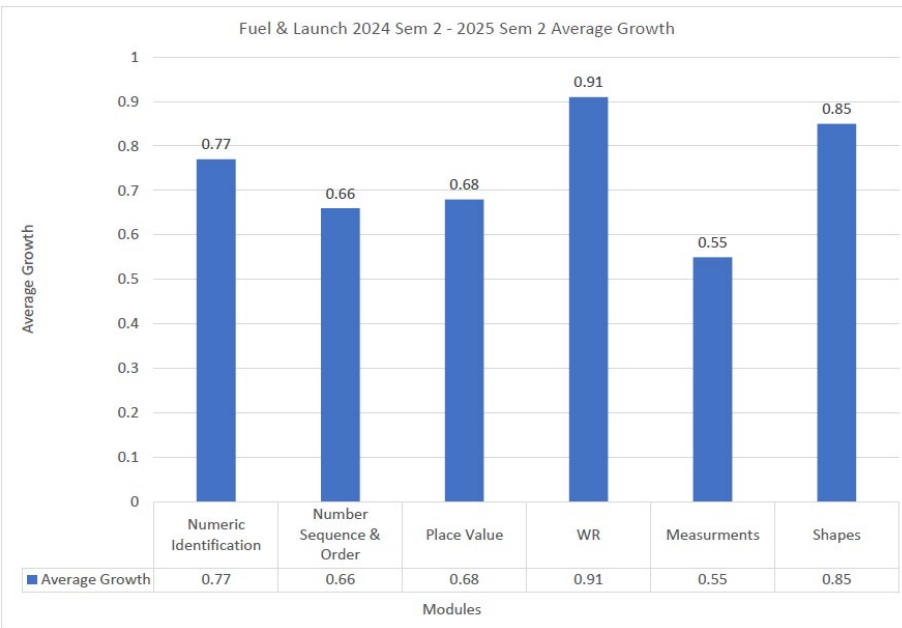
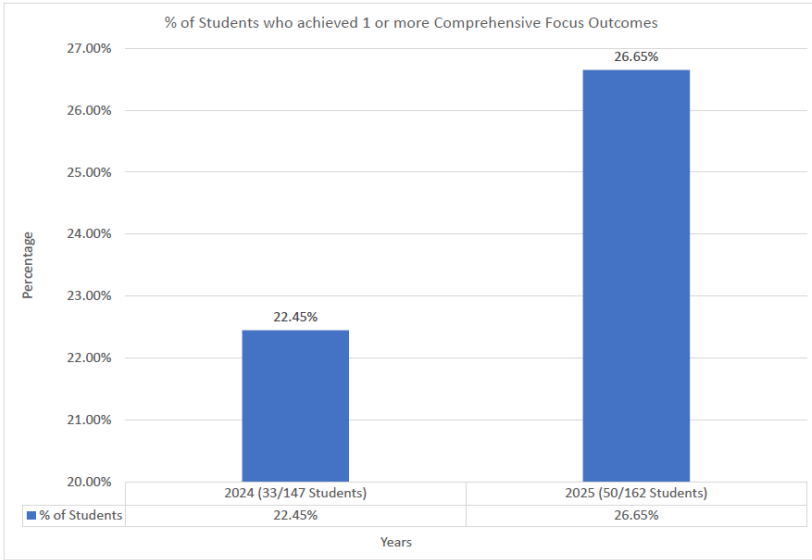
## Classroom Growth Data Map

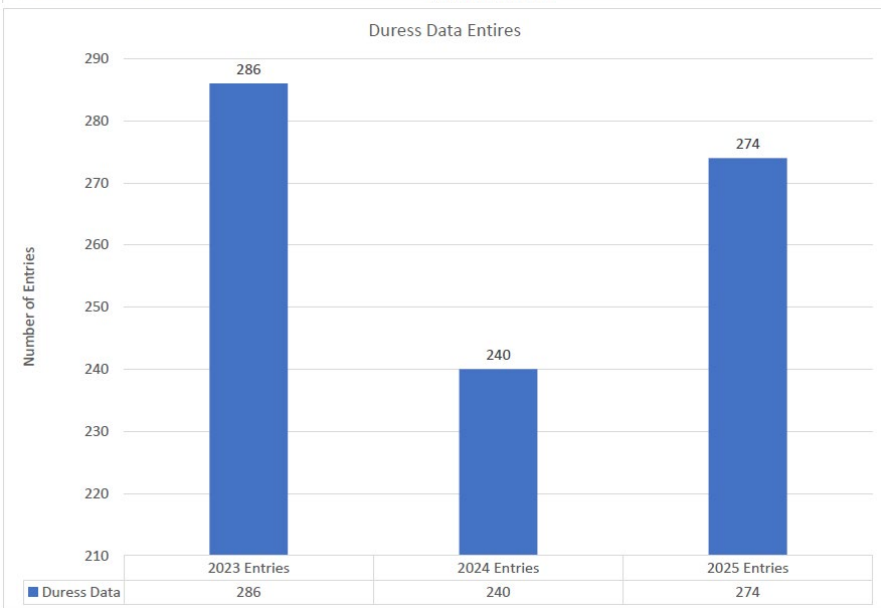
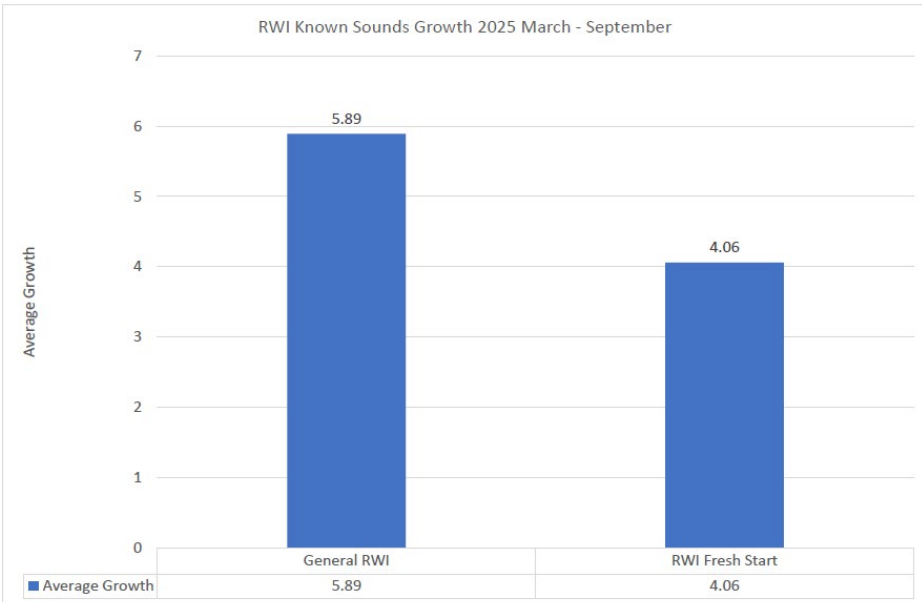
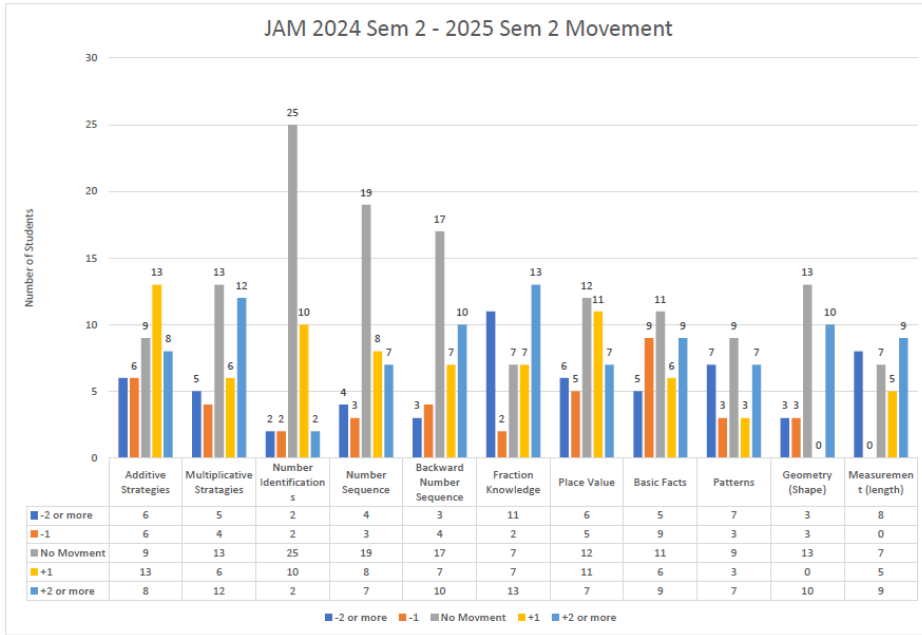
Classes: All (2025)  
Indicators: Include any indicator:None

Nemarluk School

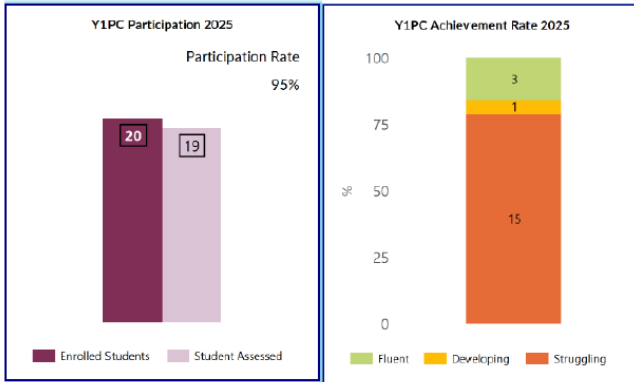
Report Date: 24/2/2026 2:21 PM







Year 1 Phonics Assessment



## Audited financial statements



## Special Purpose Financial Report

Nemarluk School Council Incorporated  
ABN: 81 430 556 018  
For the Year Ended 31 December 2025

## Contents

3	Council Declaration
4	Independent Auditor's Report
6	Statement of Profit or Loss & Other Comprehensive Income
7	Statement of Financial Position
8	Notes to the Financial Statements

## Council Declaration

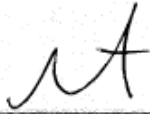
### Nemarluk School Council Incorporated For the Year Ended 31 December 2025

ABN: 81 430 556 018

The Nemarluk School Council has determined that the School Council is not a reporting entity and that this Special Purpose Financial Report should be prepared in accordance with the accounting policies outlined in the Notes to the Financial Statements.

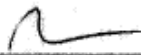
In the opinion of the Nemarluk School Council, the Financial Statements as set out on the following pages:

1. Present fairly the financial position of Nemarluk School Council Incorporated as at 31 December 2025 and its performance for the year ended on that date; and
2. At the date of this statement, there are reasonable grounds to believe that Nemarluk School Council Incorporated will be able to pay its debts as and when they fall due.



Principal

Dated: 10/02/2026



Chairperson

Dated: 10/2/26

## Independent Auditor's Report

### Nemarluk School Council Incorporated For the Year Ended 31 December 2025

ABN: 81 430 556 018

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

#### **Opinion**

We have audited the accompanying financial report, being a special purpose financial report of Nemarluk School Council Incorporated (the 'Entity') which comprises the Statement of Profit or Loss and Other Comprehensive Income for the year then ended, Statement of Financial Position as at 31 December 2025, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, the accompanying financial report of the Entity presents fairly, in all material respects, the financial position of the Entity as at 31 December 2025 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

#### **Basis for Opinion**

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 Entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Boards (APES 110 Code of Ethics for Professional Accountants) (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 opinion.

#### **Emphasis of Matter - Basis of Accounting**

We draw attention to the Notes to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Entity to meet the requirements of the *Northern Territory of Australia Education Act* and associated Regulations. As a result, the financial report may not be suitable for another purpose.

Our opinion is not modified in respect of the above matter(s).

## Independent Auditor's Report

### Nemarluk School Council Incorporated For the Year Ended 31 December 2025

ABN: 81 430 556 018

#### Responsibilities of Management for the Financial Report

Management is responsible for the preparation and fair presentation of the financial report in accordance with the requirements of the Northern Territory Department of Education as listed in the *Northern Territory of Australia Education Act* and associated Regulations and has determined that the basis of preparation described in Note 1 is appropriate to meet the needs of the Entity. Management's responsibility also includes such internal control as deemed necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity 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.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at: <http://www.auasb.gov.au/Home.aspx>. This description forms part of our auditor's report.

Auditor's signature:



**Claire Young, FCPA**

Director  
Alice Springs NT

Dated: 10/ 02/ 2026

## Statement of Profit or Loss & Other Comprehensive Income

### Nemarluk School Council Incorporated For the Year Ended 31 December 2025

ABN: 81 430 556 018

	2025	2024
	\$	\$
<b>Income</b>		
Commonwealth Grants - Via DOE	\$ 28,778.59	\$ 94,301.61
Commonwealth Grants - Direct to School	\$ 6,450.00	\$ 8,400.00
Other Grants from DOE	\$ 1,278,718.98	\$ 1,083,382.60
Other Grants from NTG	\$ 68,487.90	\$ 34,040.18
School Council Projects (SRB)	\$ 75,291.84	\$ 107,679.32
Student Activities	\$ 5,404.00	\$ -
Interest Received	\$ 873.10	\$ 2,509.35
Receipts/Reimbursements from Other Government Schools	\$ 5,324.04	\$ -
<b>Total Income</b>	<b>\$ 1,469,328.45</b>	<b>\$ 1,330,313.06</b>
<b>Expenses</b>		
Employee Expenses	\$ 507,954.73	\$ 514,672.49
School General Expenses	\$ 169,841.54	\$ 234,026.60
Motor Vehicle Expenses	\$ 15,901.45	\$ 14,650.80
Student Activities	\$ 8,816.65	\$ 8,113.19
Student Information and Technology	\$ 125,542.86	\$ 116,887.34
Curriculum	\$ 131,657.95	\$ 85,438.97
Urgent Minor Repairs	\$ 57,175.90	\$ 33,549.27
Non Urgent Minor Repairs	\$ 11,311.98	\$ 10,982.00
Depreciation and Amortisation	\$ 21,225.23	\$ 21,225.23
Essential Services	\$ 168,961.98	\$ 160,928.67
Cleaning	\$ 170,304.87	\$ 158,321.64
Grounds and Property Management	\$ 105,791.83	\$ 76,506.83
<b>Total Expenses</b>	<b>\$ 1,494,486.97</b>	<b>\$ 1,435,303.03</b>
<b>Net Profit / (Loss)</b>	<b>(\$ 25,158.52)</b>	<b>(\$ 104,989.97)</b>

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

## Statement of Financial Position

### Nemarluk School Council Incorporated For the Year Ended 31 December 2025

ABN: 81 430 556 018

		2025		2024
		\$		\$
<b>Assets</b>				
<b>Current Assets</b>				
Cash At bank	\$	333,186.50	\$	290,913.31
Trade Debtors	\$	12,694.21	\$	44,404.96
Prepayments	\$	16,607.96	\$	27,760.61
Inventories	\$	19,147.17	\$	18,233.70
<b>Total Current Assets</b>	<b>\$</b>	<b>381,635.84</b>	<b>\$</b>	<b>381,312.58</b>
<b>Non Current Assets</b>				
Assets >\$10K	\$	76,671.98	\$	97,897.21
<b>Total Non Current Assets</b>	<b>\$</b>	<b>76,671.98</b>	<b>\$</b>	<b>97,897.21</b>
<b>Total Assets</b>	<b>\$</b>	<b>458,307.82</b>	<b>\$</b>	<b>479,209.79</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Deposits Held -3rd Parties	\$	13,706.80	\$	4,931.74
Trade Creditors	\$	21,502.97	\$	-
GST Liabilities	(\$)	1,919.86)	(\$)	4,799.34)
Other Accrued Expenses	\$	20,837.01	\$	20,959.38
Unacquit Grants	\$	12,020.32	\$	40,798.91
<b>Total Current Liabilities</b>	<b>\$</b>	<b>66,147.24</b>	<b>\$</b>	<b>61,890.69</b>
<b>Non Current Liabilities</b>				
<b>Total Non Current Liabilities</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>
<b>Total Liabilities</b>	<b>\$</b>	<b>66,147.24</b>	<b>\$</b>	<b>61,890.69</b>
<b>Net Assets</b>	<b>\$</b>	<b>392,160.58</b>	<b>\$</b>	<b>417,319.10</b>
<b>Equity</b>				
Opening Balance S/(D)	\$	417,319.10	\$	522,309.07
Current Year Profit /(Loss)	(\$)	25,158.52)	(\$)	104,989.97)
<b>Total Equity</b>	<b>\$</b>	<b>392,160.58</b>	<b>\$</b>	<b>417,319.10</b>

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

## Notes to the Financial Statements

### Nemarluk School Council Incorporated For the Year Ended 31 December 2025

ABN: 81 430 556 018

#### NOTE 1. SUMMARY OF MATERIAL ACCOUNTING POLICIES

##### Basis of accounting

The financial statements are special purpose financial statements prepared in order to satisfy the financial reporting requirements of the Northern Territory Department of Education as listed in the *Northern Territory of Australia Education Act* and Regulations. The School Representative Body Members have determined that the School Representative Body is not a reporting entity.

The special purpose financial report has been prepared in accordance with the requirements of the Act and applicable Accounting Standards, Australian Accounting Interpretations and other authoritative pronouncements of the Australian Accounting Standards Board. The financial statements have been prepared on an accruals basis and are based on historic costs and do not take into account changing money values or, except where stated specifically, current valuations of non-current assets.

The following significant accounting policies, which are consistent with the previous period unless stated otherwise, have been adopted in the preparation of these financial statements.

##### **(a). Inventories**

Inventory is carried at cost value.

##### **(b). Property, Plant & Equipment**

In general, school buildings are owned by the Northern Territory Government and not reflected in the School Representative Body's financial statements.

Capital Assets purchased by the School Representative Body are determined as being items with a cost base of \$10,000 or more, as per the Department of Education's capital asset policy for schools. These assets are depreciated on a straight line basis over the estimated life of the asset, commencing on the date the asset is held ready for use.

##### **(c). Tax**

The School Representative Body is registered for Goods and Services Tax and therefore revenues, expenses and assets are recognised as the amount exclusive of GST. The School is registered to lodge monthly Business Activity Statements on a cash basis.

The School Representative Body is considered to be exempt from income tax under Section 50 of the *Income Tax Assessment Act 1997*.

## Notes to the Financial Statements

### Nemarluk School Council Incorporated For the Year Ended 31 December 2025

ABN: 81 430 556 018

#### **(d). Revenue Recognition**

##### *Annual recurrent government funding*

School-held annual recurrent government funding from the Department of Education is recognised when the funds are received.

##### *School Representative Body Income*

Income from canteen, parent contributions, uniforms, excursions, bookpacs, donations and fundraising is recognised when the funds are received. This income consists of cash, EFTPOS and direct deposit methods of payment.

##### *Grant funding*

Revenue from grants will be recognised when any associated performance obligation to provide goods or services are incurred. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

##### *Emergency Urgent Minor Repairs (EUMR) Funding*

EUMR funding is recognised as income upon submission of the acquittal to NTG and raising as a debtor.

#### **(e). Employee Entitlements**

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 School Representative Body's financial statements. These staff consist mainly of the Principal and Assistant Principal, teaching staff and administrative personnel.

The School Representative Body 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 Representative Body employees that have been employed at the School on a continuous basis for at least 7 years.

#### **(f). Going Concern Assumption**

The School Representative Body is dependent upon annual funding from the Northern Territory Government Department of Education. The Financial Statements have been prepared on a Going Concern basis with annual funding expected to continue into the future.

#### **(g). Subsequent Events**

There are no subsequent events post balance sheet date.