

Durack School

Annual Performance Report to the School Community

2018



School Overview

Our School

Durack School is a large urban primary school situated in the City of Palmerston, and is one of 10 government schools who are part of the Palmerston City Schools Hub. Durack School was very proud to have been awarded Independent Public School status commencing in 2016. The school opened in January 1998 and is located in the beautiful suburb of Durack. The school and suburb were named after the pioneering family, the 'Duracks'.

The school logo was designed around the surrounding environments of golf course and lakes, with the use of green and blue. The crown gives reference to the story of 'Kings in Grass Castles', which was written about the Durack family. The crest design of the logo also suggests a formal and historical institution which was an important tool when the school was first established. This was further encouraged with the writing of the school song and the motto of Dignity and Determination, both of which continue to play a significant part in the Durack School community today.

Mission: A community that ignites curiosity and prepares children for the future.

Vision:

- Our curriculum is both progressive and balanced. It is consistent, clear and connected to the real world.
- Instruction is varied, authentic and high quality to ignite the curiosity of our learners.
- We use timely, transparent assessment that is consistent, reliable and growth focused.
- Our school environment is welcoming, safe and fosters mutually respectful relationships.

Values: Respect, Responsibility and Integrity

(NB: New Mission and Vision Statements agreed to by the School Community November 2018. School Values remained unchanged.)

Our priorities in 2018

1. System Priority (Engage): Increase the number of students attending more than 80% (applies to Preschool, Transition to Year 12).
2. System Priority (Grow): Improve students two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition – Year 9).
3. School Priority: Demonstrate growth for every student in mathematics, regardless of their starting point.
4. School Priority: Develop assessment capable learners across all year levels.

Independent Public School projects (Skills for the Future)

- Technologies (21st Century learners)
- Asia Literate School (Global Citizens)
- Aquaponics (Sustainability)
- Re-brand and Marketing in line with current school focus.

Our Staff

Durack School employed 48 Department of Education members of staff including 4 staff members who identify as Aboriginal (2 teaching staff and 2 AO2 staff members).

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. All Preschool teachers and Preschool Assistants were assessed by Quality Educations and Care NT as having the appropriate qualifications to work in the preschool. Part of the teaching team included 1 Lead Teacher and 2 Highly Accomplished Teachers who actively support teachers in their teams and projects across the school.

The Durack School Board employs a number of staff members on a part time or casual basis. In 2018 that totalled 13 staff members; 8 x Special Education Support Assistants, including a Defence School Transition Aide (DSTA), 3 x cleaning staff, 1 canteen manageress and 1 part time staff for the canteen.

Teaching Staff	
Teachers	32 full time
Student Support Teacher	1
Senior Teachers	2
Assistant Principals	2 (+1 Term 4)
Principal	1

Support Staff	
AO2	8 full time
Maintenance Officer	1
Special Education Support Assistants (SESA)	8
Canteen and Cleaning	3 cleaning 2 canteen
Business Manager	1

Due to a significant increase of student enrolment in 2017, the class and staff model was increased by 3 extra classrooms and teaching staff in 2018.

In Term 4 due to the difficulty of recruiting new teachers to 2 unexpected vacancies, the school was required to use existing staff and reassign duties. An additional Assistant Principal was employed to assist with the completion of several projects.

Staff Attendance

	2017				2018			
	1	2	3	4	1	2	3	4
Not Absent	94.7%	91.5%	93.5%	93.1%	93.1%	93.7%	92.6%	95.4%
Expected Absence	0.8%	-	1.2%	2.1%	1.5%	1.8%	1.5%	0.5%
Unexpected Absence	4.5%	8.5%	5.4%	4.8%	5.4%	4.5%	5.9%	4.1%

Staff Attendance is defined as the total number of staff days recorded as either expected absences or not absent (present).

Staff attendance continues to remain high, with excellent moral. 2018 saw an increase in staff accessing Long Service Leave, due to Departmental policy changes.

Our Students

The average enrolment was 490 during 2018 which was a 16 student decrease from 2017 but a 92 student increase from 2015. The average attendance rate for all students was 92.8% which continues to be at a similar level since 2015. The Indigenous attendance rate for 2018 was 92.2%.

Un-notified absence rates increased in 2018 by 7.8%, compared to 2017. This is due to staff recording absences more accurately and coding families choosing to holiday during school terms as Unacceptable Reason. Unacceptable Reason was 6% of all absences. Administration staff continued to diligently contact all parents, if notification of student absence has not been received. Parents had a number of options to let the school know of the reason for their child's absence (phone, email, website and SkoolBag app.).

	2015	2016	2017	2018 (YTD)
Cultural Activity	0.1%	0.1%	0.0%	0.1%
Disengagement			0.0%	
Funeral	0.6%	0.4%	0.2%	0.3%
Non-school Event		0.0%	0.0%	0.0%
Notified as Sick	43.8%	41.2%	37.0%	35.5%
Sanctioned	40.5%	46.2%	50.6%	37.9%
Suspended		0.0%	0.0%	0.2%
Unacceptable Reason	0.1%	0.1%	0.0%	6.0%
Un-Notified Absence	14.9%	11.9%	12.2%	20.0%

Due to changes in the surrounding suburb and Defence Housing shifting to newer suburbs, the school is experiencing a change in its demographic. In 2018 this was further impacted on by a down turn in the economic climate of the Northern Territory. A number of our families worked for INPEX, a large LNG facility, which moved from building the facility to regular operations in 2018, meaning that many families moved interstate for the next mining project being built.

- Students from Defence Force families continues to decrease in 2018 to the lowest percentage to date 8.9%.
- Students who identify as Indigenous increased slightly to 8.8%.
- Students with English as an Additional Language or Dialect is at 16.1%, a slight decrease compared to 2017, however still on an upward trajectory since 2015.
- Students identified with a special need continues to increase and was at 49 students or 10% of the total enrolment.
- Student turnover was a 76.5%, with 199 new enrolments and 176 departures during the year (these numbers include leaving Year 6 students and arriving Preschool students). The DoE reports a 25% student turn over.

Demographics	2015	2016	2017	2018
Average enrolment	398	470	506	490
Attendance percentage	92.3%	92.0%	92.3%	92.8%
Defence percentage	21%	13.5%	11.6%	8.9%
Indigenous percentage	8.7%	6.5%	7.1%	8.8%
English as an Additional Language or Dialect	10%	14%	17%	16.1%
Students with diagnosed special needs	35	44	43	49
Student turn over within a year (including leaving Yr 6 and arriving Preschool)	45%	38%	54%	<u>76.5%</u>

Further information is available in the appendix: School Performance Report.

Our Community

The second largest city in the Northern Territory, Palmerston is a young, vibrant regional hub with a fast-growing future. Located 20kms from the Territory's capital Darwin, Palmerston is a diverse community with many young families calling the city 'home', along with defence personnel and a range of local businesses. Palmerston city has 10 government schools, which work closely together as Palmerston City Schools.

Durack School continues to take advantage of those groups and organisations directly in contact with our school. Due to our direct proximity to Durack Golf Course and Palmerston City Council Tennis Courts, we utilize these facilities to enhance the sporting programs offered to our students in partnership with Durack Golf Club and Palmerston Tennis Club/Tennis Australia.

With the introduction of Aquaponics at Durack School in 2018, and the development of the science/design and technology programs associated with this facility, there has been many new partnerships fostered. Local businesses have provided their expertise, some resources and experience/knowledge to provide students with authentic learning opportunities, whilst delivering curriculum outcomes.

Sustainability projects are another area which saw community support. Cane toad busts are held once per term at school through the sponsorship of Member for Spillett, Lia Finocchiaro MLA, along with participation in the annual tree planting day, which incorporates CDU and local arborists. Living Water Smart which worked with an upper primary class on being water wise, resulted in a radio advertisement which features a Durack School teacher and the work her class did around saving water.

Our Defence School Transitional Aide assisted in attaining support from both the Australian Defence Force (ADF) and the US Marines, to assist with events such as ANZAC Day commemorations and Sports Day events. This year Durack School won 2 awards for their ANZAC Day submission to the schools competition. Best NT Primary School and Best National ANZAC Day Learning Experience. This was the result of students creating a diorama of ANZAC beach and working with ADF personal to understand troop movement, tactics and conditions which soldiers were in and the real meaning of ANZAC Day.

Principal's Report

2018 was a year of many exciting achievements and milestones.

Having seen a significant increase in student enrolments in the three previous years (398 - 506), which stretched school resources. In 2018 the Durack School Board commissioned a Master Plan to be conducted, in order to identify infrastructure needs required if enrolment numbers continued to grow. The school also increased the number of primary classes by 3, to ensure numbers remained manageable for teachers to get the best learning outcomes for students. Through the work the Board conducted with government agencies, a new transportable was installed in Term 4 this year. Unfortunately due to economic factors in the Northern Territory which impacted on families in our suburb, the enrolment numbers for Durack School did decline slightly in 2018, to 490.

The School Board also worked hard with the Department of Education, Department of Infrastructure and Palmerston City Council to try and identify some solutions to our issues around traffic congestion and parking in the vicinity of Durack School, which continues to impact on local traffic and home owners. There were a number of meetings which occurred and culminated with interested parents contributing to a redesign of the schools kiss and go and carpark areas, which was submitted as a Minor New Works application. Palmerston City Council also agreed to conduct a traffic study of Woodlake Boulevard to identify any quick solutions to assist with traffic congestion and safety concerns. The Board is hopeful that 2019 will see some of these works take place and an improvement to traffic flow and parking access around Durack School.

2018 was Durack School's 20th Birthday which was celebrated with an excellent school concert/party attended by the whole school community. It was also a good time to re-evaluate the schools purpose and finish the work begun in 2017 on the Continuous School Improvement project. The development of the school's mission statement allowed all stakeholders in the school to have input and share the development of our common purpose.

A community that ignites curiosity and prepares children for the future.

2018 also saw significant work undertaken on replacing the mains water pipes throughout the school and an increase to the power transformer feeding our school. Both of these projects should future proof us for the next 20 years.

This year we created a new and significant partnership with our international partner school Kansai International Academy in Kobe, Japan. The Leadership Team and School Board Chair had the opportunity to visit Kansai and begin building the relationships necessary to foster learning pathways and connections with our students. We also saw classes in Durack and Kobe connect via the internet and provide feedback on learning projects that both classes had been participating in. This relationship will provide our students with global skills and competencies which will serve them well into the future.

2018 saw both Principal and School Reviews undertaken at Durack School. They were conducted by Mr Bryan Hughes (Palmerston and Rural Regional Director) and Mr Graham Chadwick (Principal of Nightcliff Primary School) over 3 days. The feedback from this process was extremely positive with the school being rated as High, and in some areas Outstanding, in all areas of the framework, which uses a four point scale of Outstanding/High/Medium/Low.

My review rating as Principal, was Professional level in 3 out of the 5 areas measured and Highly Accomplished in 2 areas, using a five point scale of Aspiring/Emerging/Competent/Professional/Highly Accomplished. These reviews have provided excellent insight into our impact as a school and myself as a leader, for us to map the next stage of our improvement journey, towards achieving our mission.

I would like to thank all stakeholders that have assisted in the work we undertook in 2018. Especially the staff, student leaders and parent members who provided their voice and assistance in shaping our future direction. With such dedicated staff and generous family and community supporting us, I believe anything is possible.

Joanne Jefferson
Principal

School Board Report

2018 was certainly a busy year for Durack School.

In March at our School Board AGM we farewelled three board members, Claire Morton, Bindi Johnston and Wally Mauger. Mr Mauger retired from the Durack Board after serving 6 years, most of that served as Chairperson of the School Council and now School Board.

We welcomed Nicole Matthews and David Costello and myself. Lia Finocchiaro MLA, our local member for our electorate Spillet and Lucy Buhr, Alderman for Palmerston City Council were also welcomed as our invited members to the School Board for 2018.

During the year we were involved in a number of significant events, such as the updating of the Vision and Mission statement for Durack School with input from both Teachers, Staff and Parents.

Durack School turned 20 and we celebrated with a wonderful concert held at Asbuild Stadium. The Durack School students performed an array of musical performances from around the world and we were able to showcase some wonderfully talented students throughout all year levels. The history of the Durack Family was presented along with their family motto "Dignity and Determination," which has been adopted by the school and can be seen every day at Durack in the way our students are encouraged to conduct themselves at all times.

Our Aquaponics shed was officially opened and dedicated to Mr Mauger for his initial work in getting this project started. Mrs Milne our aquaponics teacher has done a wonderful job of implementing the program within the school curriculum.

In October Joanne Jefferson, Felicity Green, Kerry Vincent and myself were able to visit Kansai International Academy in Kobe, Japan, to start planning for our future student exchange program. Many ideas were shared between the schools and it was such a fantastic experience to feel so welcome within another school community. I look forward to seeing this relationship between the schools grow even stronger over the coming years.

The board made many financial decisions in 2018 with funds being put towards having all the lights upgraded to LED within the school grounds, our bathrooms/toilets for students and staff have all been repainted, cleaned and had new doors and vanities installed where necessary. Funding for new play equipment (replacing the old playground near E Block) has been approved and plans are currently being finalised as to the design with students having a large input on the final decision.

Our new demountable classroom (F Block) was also installed and opened which will now free up the library for full use by all classes once again.

Car parking/drop off zone proved to be an issue once again and this was discussed throughout the year in our meetings. We were able, with the assistance of concerned parents, to come up with a draft plan of how we can improve the car parking and extend the drop off zone. Palmerston City Council have also come on board and are currently assisting with a traffic study of Woodlake Boulevard.

As Chairperson of the School Board, I would like to acknowledge all the Administration Staff, our Business Manager Cathy Kerr, all the teachers and support staff and our Leadership Team of Joanne Jefferson, Felicity Green and Kerry Vincent on the invaluable contributions that they provide to Durack School each day and for providing a wonderful and safe learning environment for all our children.

I look forward to working with the School Board again this year and seeing Durack School continue to grow and prosper.

Lyndell Nichols

Durack School Board Chairperson

Engage: Increase the number of students attending school more than 80 per cent

Deliverables for this priority area:

1. An Individual Attendance Plan for each student below 80% attendance:
Unfortunately no official Individual Attendance Plans were developed in 2018. Many of the families who were identified when looking at attendance data under 80%, had complex needs and cases, which the school was already aware of and currently working alongside the family with. For example diagnosis of special needs, trauma background, extreme behaviours and family breakdown.
2. Reduce the number of students with attendance below 80% by 50%:
All staff regularly monitored student attendance and late attendance. Families taking holidays during school term was a trend identified by staff. These absences were marked as Unacceptable in SAMS and totalled 6% of all absences. Also seen was an increase in the number of Un-notified Absences which climbed to 20% in 2018. A whole school attendance reward was discussed with staff but not implemented in 2018.

Progress:

The number of students under 80% attendance did increase in 2018 by 5% or 6 students. It was noted that the number of students under 80% attendance increased most in Transition to Year 2. There were 25 out of 35 students under 80% from our Early Years classes.

Proportion of Students Attending by 20% decile

	2017				2018			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
0%			0%	0%	1%			1%
>0% TO <20%				0%		0%	0%	0%
20% TO <40%	0%		0%	0%				0%
40% TO <60%	0%	0%	1%	1%	1%	0%	1%	2%
60% TO <80%	6%	7%	8%	10%	5%	10%	6%	13%
80% TO 100%	94%	92%	90%	88%	93%	89%	93%	85%

The next steps in 2019

- Develop a clear process for staff to follow and share with parents around following up on un-notified absences.
- Implement a whole school attendance reward system and fortnightly newsletter display, to raise the profile of attendance at Durack School with parents.
- Implement individual case conferences, in addition to other work being undertaken by the school with specific families.
- Employ a part-time School Counsellor to help support families affected by trauma or other issues which may be support with professional help or intervention.

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

Deliverables for this priority area:

1. Consistent pedagogical approach in all classes for writing:

A literacy committee of teachers and Assistant Principal was formed to identify which program or consistent approach to writing Durack School would implement. The team researched, visited other schools and considered a number of programs, approaches, assessment tools and ways to improve student writing. The PM Writing program and resources was identified; resources ordered and professional learning booked for 2019 implementation.

2. Writing goals for each student developed with students being able to describe their success criteria:

The evidence of achievement for this goal was students to have closed the gap between Durack School matched students mean and the Australian Mean in NAPLAN writing scores. To do this we looked at the gap for students when they were in Year 3 and then the same students again in Year 5 and measured the difference to the Australian mean.

Durack School NAPLAN Writing Matched Students 2016 - 2018		
	Year 3 - 2016	Year 5 - 2018
Student Group Mean	392	426
Australian Mean	421	485
Top %	14%	17%
Middle %	45%	40%
Bottom %	41%	43%

Progress:

The gap at Year 3 was 29 and then in Year 5 was 59, meaning the gap did increase and not decrease between Year 3 and Year 5.

We did notice from the data however that we had 3% of students move into the top bands of NAPLAN in Year 5, and only 2% move down into the bottom bands in Year 5.

This confirms that a consistent program or way of teaching writing needs to be implemented as soon as possible.

The next steps in 2019

- Implement PM Writing as a whole school program, including professional learning for teachers, parent workshops and developing non-negotiables for teachers.
- Each student to have a writing goal, revisited every term and shared with parents at 3 Way Conferences
- Whole school writing engagement award, showcased at assembly and newsletter

School Priority: Demonstrate growth for every student in mathematics regardless of their starting point

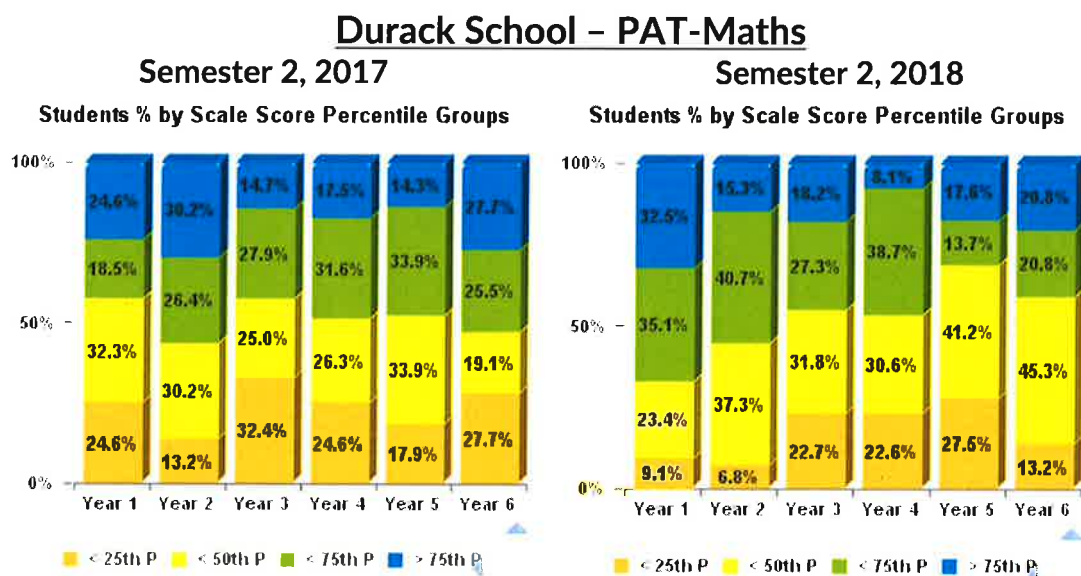
Deliverables for this priority area:

1. All students demonstrate at least a 0.4 effect size growth in Mathematics for 12 months:
Full school implementation of the NZ Maths program was achieved. Professional learning was provided to each teacher to implement NZ Maths pedagogy. The professional learning varied, depending on the needs of the teacher. The Meaningful Maths Network was utilised for professional learning and also to access NZ consultants, who provided individual sessions with teachers on their problem of practice in implementing NZ Maths. All teaching staff attended a Peter Sullivan workshop during a Professional Development Day, 25 July 2018. Maths resources and manipulatives were purchased and teachers supported to have necessary materials for maths groups.
2. Maths Action Plans evident in teacher programs for student groups and some individuals:
All teacher programs were collected by Assistant Principals and Senior Teachers each semester and checked for compliance items, including action plans for maths groups. Intervention groups identified in key year levels, with specific programs and strategies identified to target specific students in need of additional support in maths.

Progress:

Our target for 2018 was to achieve an effect size greater than 0.55 using the PAT-M assessments in years 1 to 6. The effect size that was achieved in 2018 for students in Year 1 to 6 was 0.20, representing only 6 months growth for students, which is significantly below both expectations and previous results. It is believed that the implementation of the Meaningful Maths program across the school would impact in the short term, on results.

Below demonstrates that we did see less students in the below 25th percentile.



The next steps in 2019

- Continue to embed Meaningful Maths across the whole school and utilise all professional learning available through the Meaningful Maths network.

School Priority: Develop assessment capable learners across all year levels.

Deliverables for this priority area:

1. Students are able to identify their own learning goals and track their own progress:
Dylan Wiliam's Assessment for Learning professional development package was introduced and implemented with staff. Bump it up walls with modelled/exemplar samples for students to use to self-assess and plan goals was mandated. Inquiry learning approach was implemented and staff attended a professional learning day with Kath Murdock on creating an inquiry classroom. Students set and monitored their learning goals in at least one learning area and shared that goal with their parents at 3 way conferences (student, parent and teacher), held in both semesters.

Progress:

In 2017 through the Student Perception Survey, responses to Q13 ("I have my own learning goals.") indicated that 78% of students either agreed or strongly agreed with that statement. In 2018 the target was set to have 90% of student agree or strongly agree to that question. However, in the 2018 Student Perception Survey this question was not included.

We felt that the question "My teacher supports me to set my own learning goals." Was comparable to our aim and we had 74% of students agreed or strongly agreed to that question.

The only question that we could directly compare to 2017 and 2018 was "My teachers motivate me to learn." This increased from 87% in 2017 to 88% in 2018.

The second target for this deliverable was using the Schools Visible Learning Matrix, specifically the aspect that "Our students can explain the assessments they take, where they are at and their next learning steps." In 2017 this existed in small pockets, whereas in 2018 this was common place and embedded, with all teachers and students participating in goal setting, using data and working alongside both their teacher and parents to identify the next steps to achieve their goals.

The next steps in 2019

- To develop both student voice and student agency further into all aspects of the school and student learning journeys.
- Provide teachers with the tools to enable students to drive their own learning and have input into decision making at all levels.
- Embed a whole school culture of restorative practises to support the culture of collaboration across all stakeholders.



[School Name]

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Aligned to the Department of Education's 'Education NT Strategy 2018-22'

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NAPLAN

Include data available in BIC Report 16031:

- Number and percentage of students participating in NAPLAN for each domain
- Percentage of students achieving National Minimum Standard for each domain
- Number and percentage of students below, at and above National Minimum Standard for each domain.

NAPLAN - Summary - Durack Primary School

- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in rubric, post 2010 Writing results should not be compared to previous years.

2018		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	49	100%	44	90%
	Writing	49	100%	45	92%
	Spelling	49	100%	44	90%
	Grammar	49	100%	39	80%
	Numeracy	49	100%	46	94%
Year 5	Reading	53	96%	48	91%
	Writing	54	98%	43	80%
	Spelling	53	96%	46	87%
	Grammar	53	96%	48	91%
	Numeracy	54	98%	51	94%

2017		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	67	97%	58	87%
	Writing	69	100%	68	99%
	Spelling	69	100%	68	99%
	Grammar	69	100%	61	88%
	Numeracy	68	99%	64	94%
Year 5	Reading	58	98%	54	93%
	Writing	59	100%	54	92%
	Spelling	58	98%	55	95%
	Grammar	58	98%	55	95%
	Numeracy	58	98%	58	100%

NAPLAN - Participation - Durack Primary School

- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in rubric, post 2010 Writing results should not be compared to previous years.

2018		Participating		Participating		Not Participating	
		Exempt		Present		Absent	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	1	2	48	98		
	Writing	1	2	48	98		
	Spelling	1	2	48	98		
	Grammar	1	2	48	98		
	Numeracy	1	2	48	98		
Year 5	Reading			53	96	2	4
	Writing			54	98	1	2
	Spelling			53	96	2	4
	Grammar			53	96	2	4
	Numeracy			54	98	1	2

2017		Participating		Not Participating	
		Present		Absent	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	67	97	2	3
	Writing	69	100		
	Spelling	69	100		
	Grammar	69	100		
	Numeracy	68	99	1	1
Year 5	Reading	58	98	1	2
	Writing	59	100		
	Spelling	58	98	1	2
	Grammar	58	98	1	2
	Numeracy	58	98	1	2

NAPLAN - Achievement - Durack Primary School

- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in rubric, post 2010 Writing results should not be compared to previous years.

2018		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	5	10	7	14	37	76
	Writing	4	8	6	12	39	80
	Spelling	5	10	6	12	38	78
	Grammar	10	20	5	10	34	69
	Numeracy	3	6	8	16	38	78
Year 5	Reading	5	9	8	15	40	75
	Writing	11	20	12	22	31	57
	Spelling	7	13	6	11	40	75
	Grammar	5	9	5	9	43	81
	Numeracy	3	6	11	20	40	74

2017		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	9	13	6	9	52	78
	Writing	1	1	9	13	59	86
	Spelling	1	1	13	19	55	80
	Grammar	8	12	5	7	56	81
	Numeracy	4	6	9	13	55	81
Year 5	Reading	4	7	5	9	49	84
	Writing	5	8	9	15	45	76
	Spelling	3	5	4	7	51	88
	Grammar	3	5	11	19	44	76
	Numeracy			4	7	54	93



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Aligned to the Department of Education's 'Education NT Strategy 2018-22'

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Student Enrolment, Attendance and Learning

Enrolment and Attendance Summary - Durack Primary School

Data source: Enrolment and Attendance

Notes

- Enrolment and attendance data is collected twice a term. The reporting period for this data covers weeks 1 to 4 and weeks 5 to 8 of each term. Data provided does not include Weeks 9, 10 or 11 (where applicable).
- The average enrolment number is the average number of enrolled students over the reporting period.
- The attendance rate is the proportion of time students attend compared to the time they are expected to attend during the reporting period.

	2017						2018					
	Indigenous			All			Indigenous			All		
	Avg Enrolment	Attendance		Avg Enrolment	Attendance		Avg Enrolment	Attendance		Avg Enrolment	Attendance	
Preschool	5	90.7%		69	90.7%		7	87.6%		63	91.8%	
Transition	4	94.9%		89	92.3%		6	93.1%		63	91.7%	
Year 1	5	93.4%		64	92.3%		4	93.5%		83	91.3%	
Year 2	2	83.7%		52	92.9%		4	94.2%		61	92.8%	
Year 3	5	90.9%		68	92.3%		2	94.9%		49	93.3%	
Year 4	3	85.7%		56	92.5%		7	91.4%		64	93.9%	
Year 5	5	91.1%		58	93.8%		6	93.1%		54	93.7%	
Year 6	6	91.8%		49	90.8%		7	90.8%		54	94.1%	
Durack Primary School	36	90.9%		506	92.3%		43	92.2%		490	92.8%	



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School Survey Results

Note: under the Australian Education Regulation 2013 it is a requirement that schools report on parent, student and teacher satisfaction with the school, including (if applicable) data collated using the National School Opinion Survey.



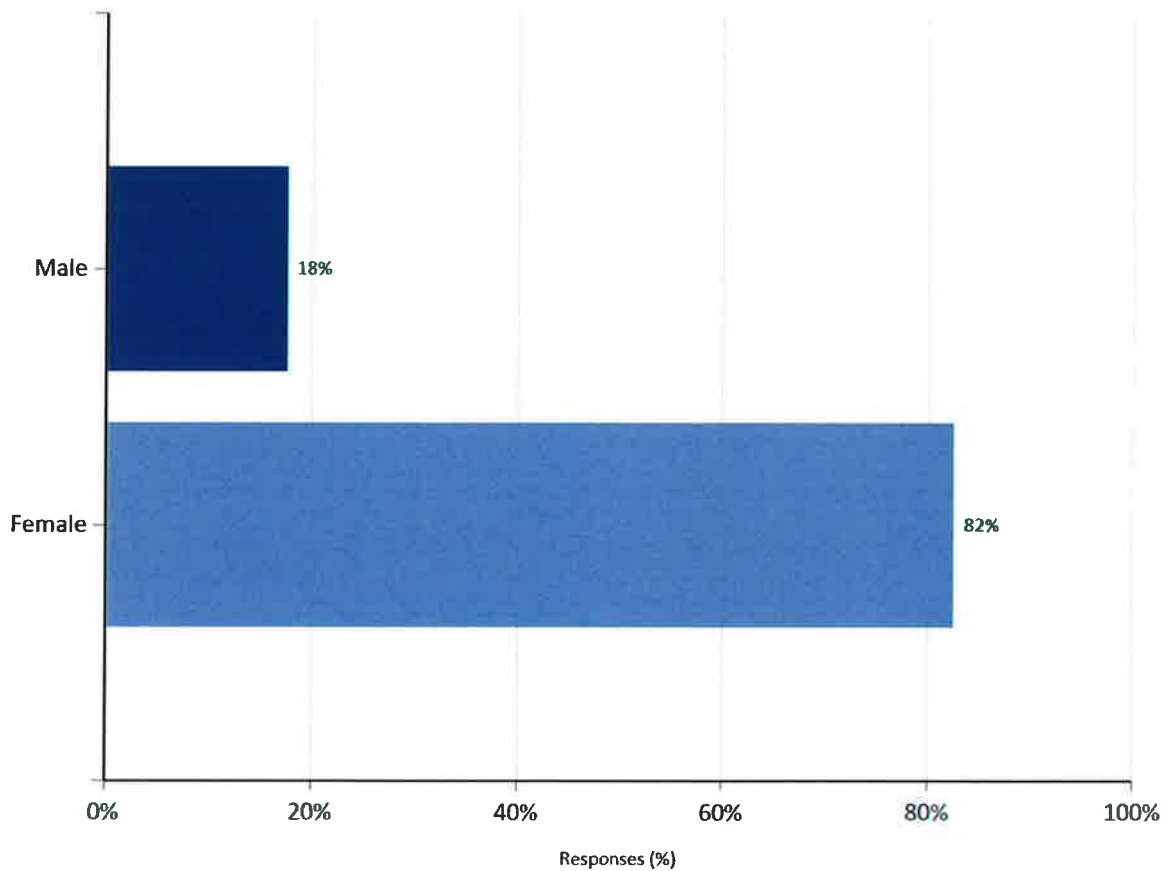
Overview

Survey title	Durack School 2018 Parent Survey
Report title	Distribution - single
Organisation name	Durack Primary School
Generation time & date	4:48PM - 07 Sep 2018
Generated by	Joanne Jefferson
Distribution name	Durack School 2018 Parent Survey - 15/08/2018 3:52 PM
School year	2018
Num of online responses	57
Num of manual responses	0

Question overview information	Yes
N/A responses	Yes
Open text responses	Yes
'Other' responses	Yes
Order of questions	Sequential
Graphs	Yes

1 . What is your sex? Please [tick/mark/select] one box.**Question overview**

Module name	2018 NT primary parent demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	57
Not answered	0

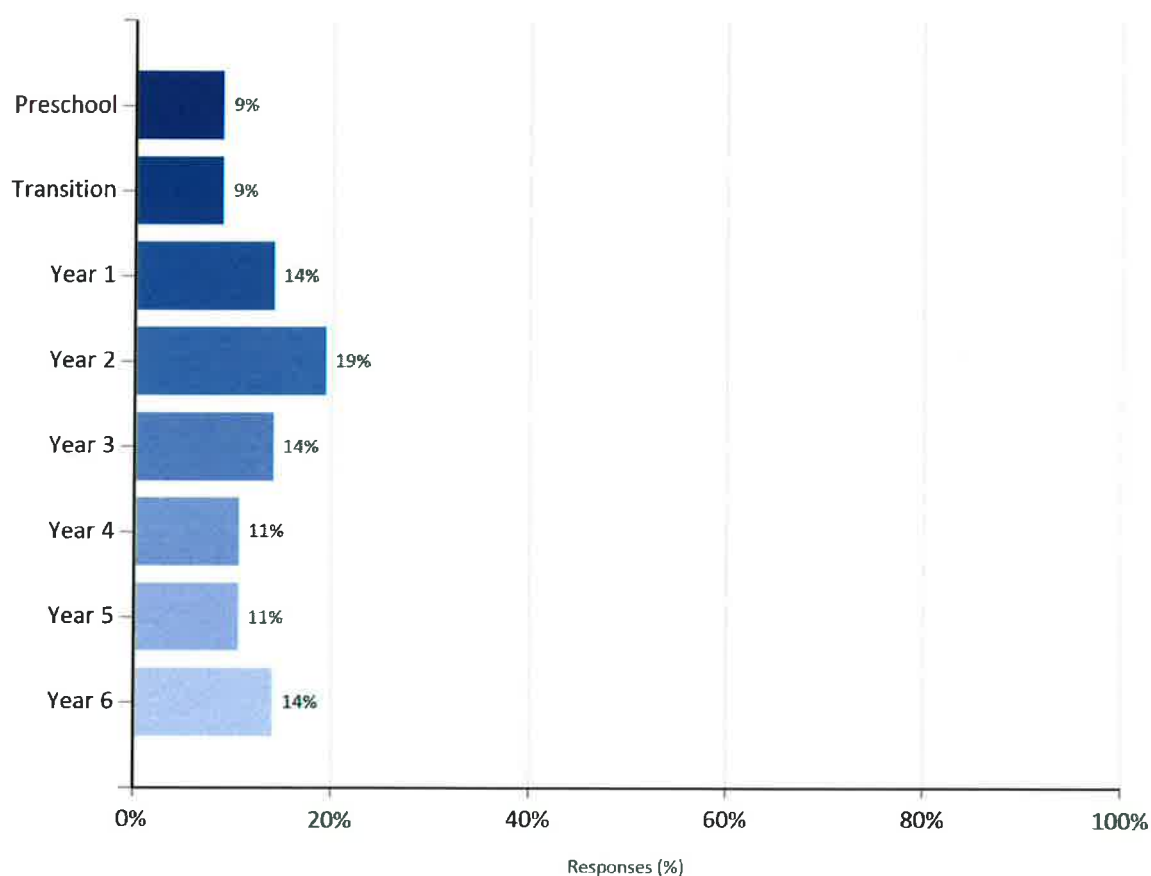


	Male		Female	
	Num	%	Num	%
Number	10	18%	47	82%

2 . What is the Year level of the child you are considering when you answer this survey?

Question overview

Module name	2018 NT primary parent demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Single response multiple choice
Answered	57
Not answered	0



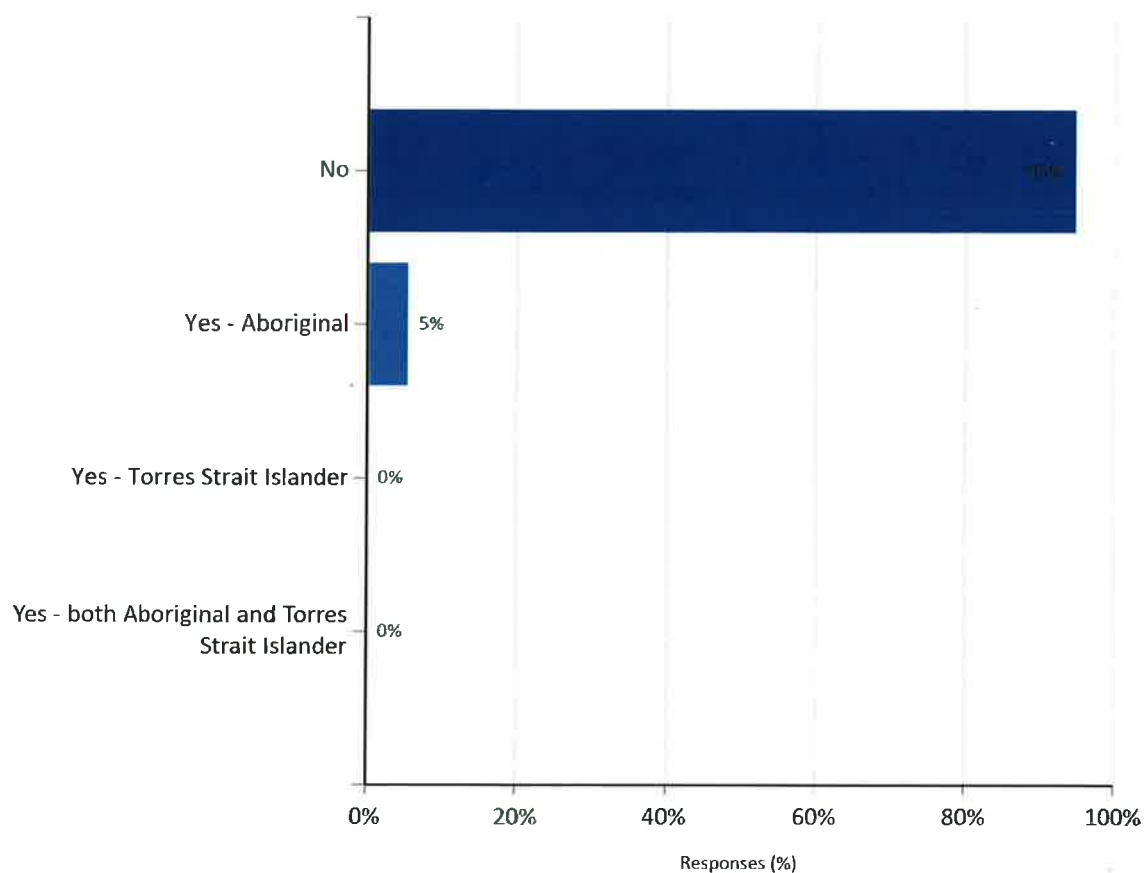
	Preschool		Transition		Year 1		Year 2		Year 3	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	5	9%	5	9%	8	14%	11	19%	8	14%

	Year 4		Year 5		Year 6	
	Num	%	Num	%	Num	%
Number	6	11%	6	11%	8	14%

3 . Are you of Aboriginal or Torres Strait Islander origin?

Question overview

Module name	2018 NT primary parent demographic questions
Module owner	NT Department of Education
Category	Demographics
Mandatory	No
Type	Single response multiple choice
Answered	56
Not answered	1



	No		Yes - Aboriginal		Yes - Torres Strait Islander		Yes - both Aboriginal and Torres Strait Islander	
	Num	%	Num	%	Num	%	Num	%
Number	53	95%	3	5%	-	-	-	-

4 . Please rate the items below

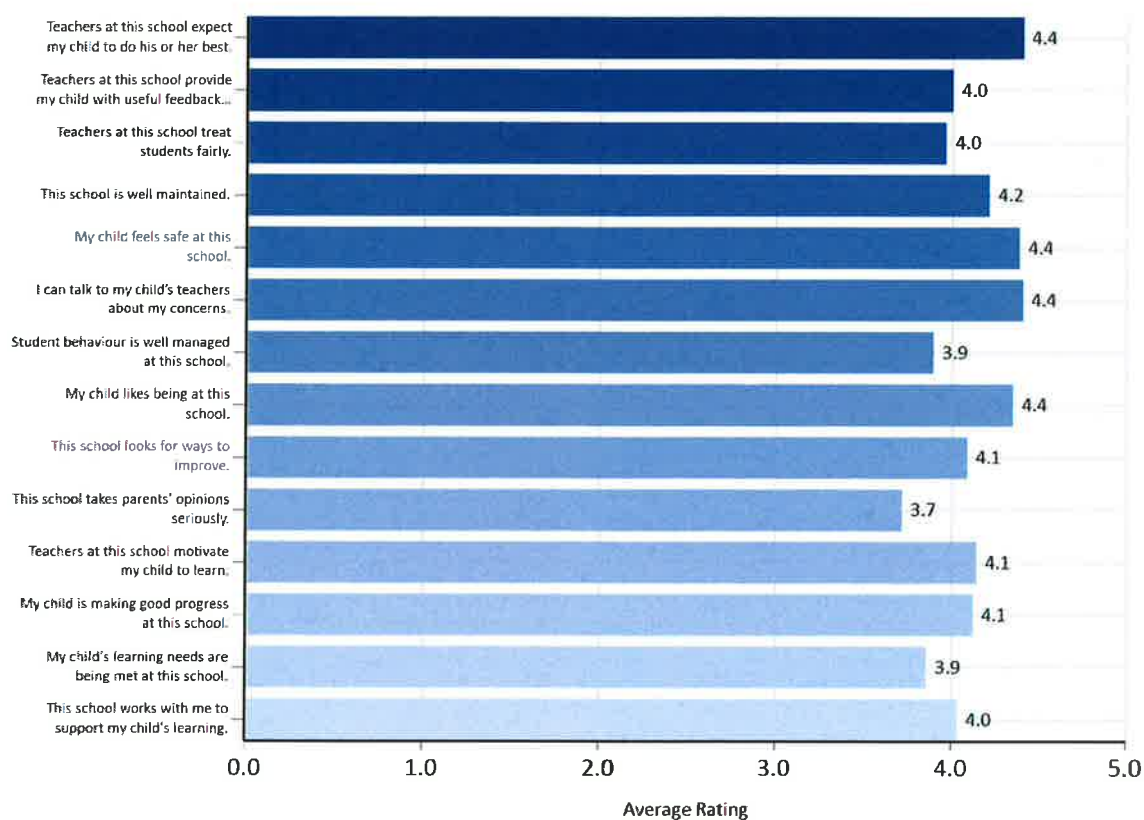
Question overview

Module name	National parent questions
Module owner	National
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	57
Not answered	0

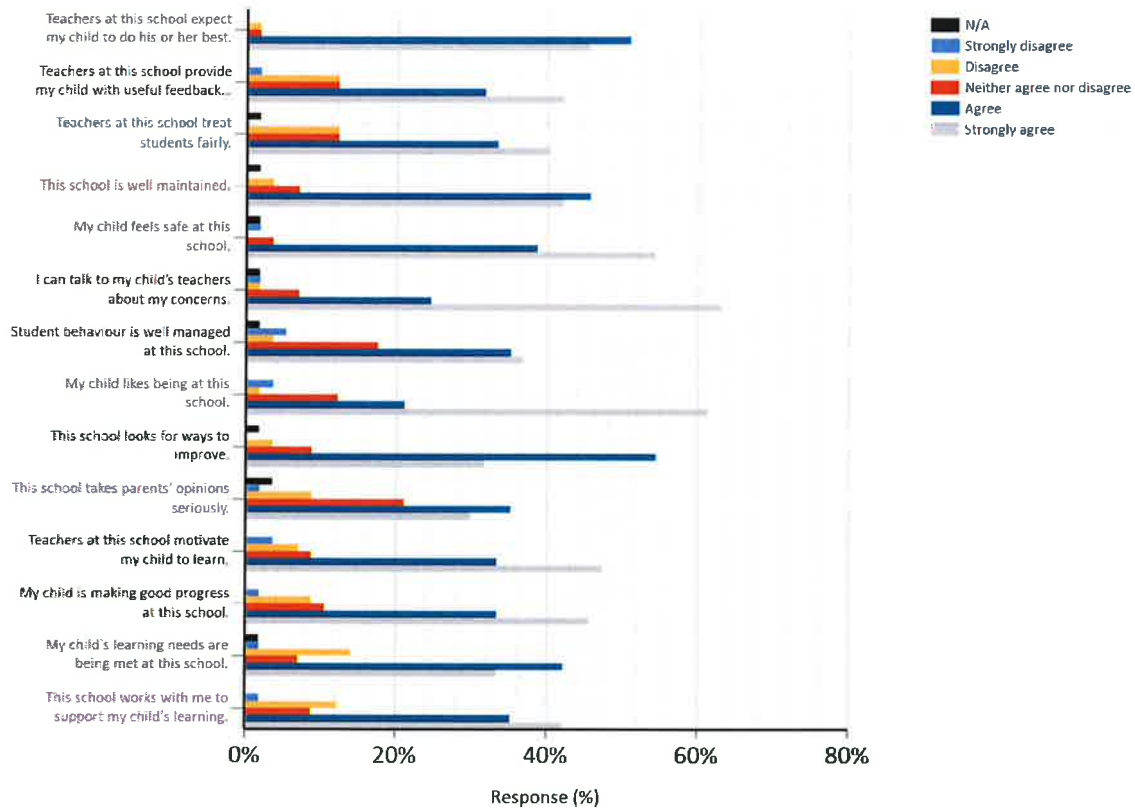
Rating

Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



Durack School 2018 Parent Survey



	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect my child to do his or her best.	-	-	-	-	1	2%	1	2%	29	51%	26	46%
Teachers at this school provide my child with useful feedback about his or her school work.	-	-	1	2%	7	12%	7	12%	18	32%	24	42%
Teachers at this school treat students fairly.	1	2%	-	-	7	12%	7	12%	19	33%	23	40%
This school is well maintained.	1	2%	-	-	2	4%	4	7%	26	46%	24	42%
My child feels safe at this school.	1	2%	1	2%	-	-	2	4%	22	39%	31	54%
I can talk to my child's teachers about my concerns.	1	2%	1	2%	1	2%	4	7%	14	25%	36	63%
Student behaviour is well managed at this school.	1	2%	3	5%	2	4%	10	18%	20	35%	21	37%
My child likes being at this school.	-	-	2	4%	1	2%	7	12%	12	21%	35	61%
This school looks for ways to improve.	1	2%	-	-	2	4%	5	9%	31	54%	18	32%
This school takes parents' opinions seriously.	2	4%	1	2%	5	9%	12	21%	20	35%	17	30%
Teachers at this school motivate my child to learn.	-	-	2	4%	4	7%	5	9%	19	33%	27	47%

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My child is making good progress at this school.	-	-	1	2%	5	9%	6	11%	19	33%	26	46%
My child's learning needs are being met at this school.	1	2%	1	2%	8	14%	4	7%	24	42%	19	33%
This school works with me to support my child's learning.	-	-	1	2%	7	12%	5	9%	20	35%	24	42%

5 . Please rate the items below.

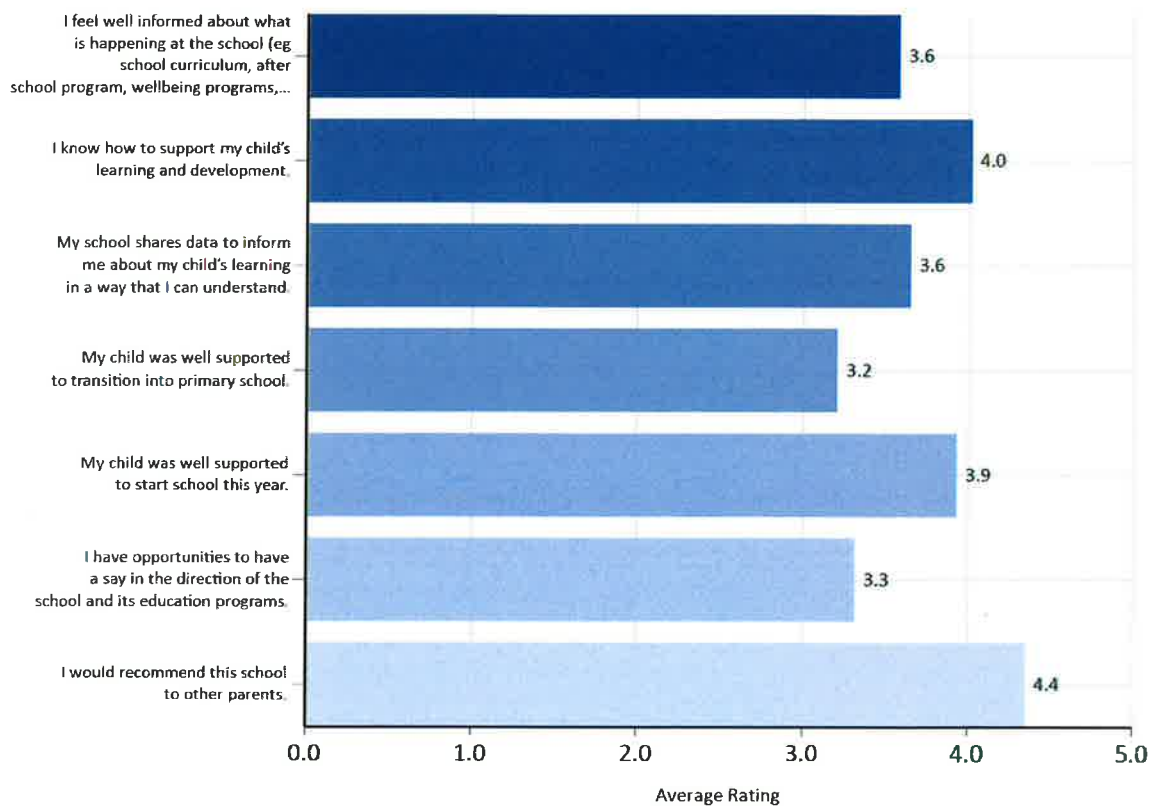
Question overview

Module name	2018 N I primary Parent questions no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	57
Not answered	0

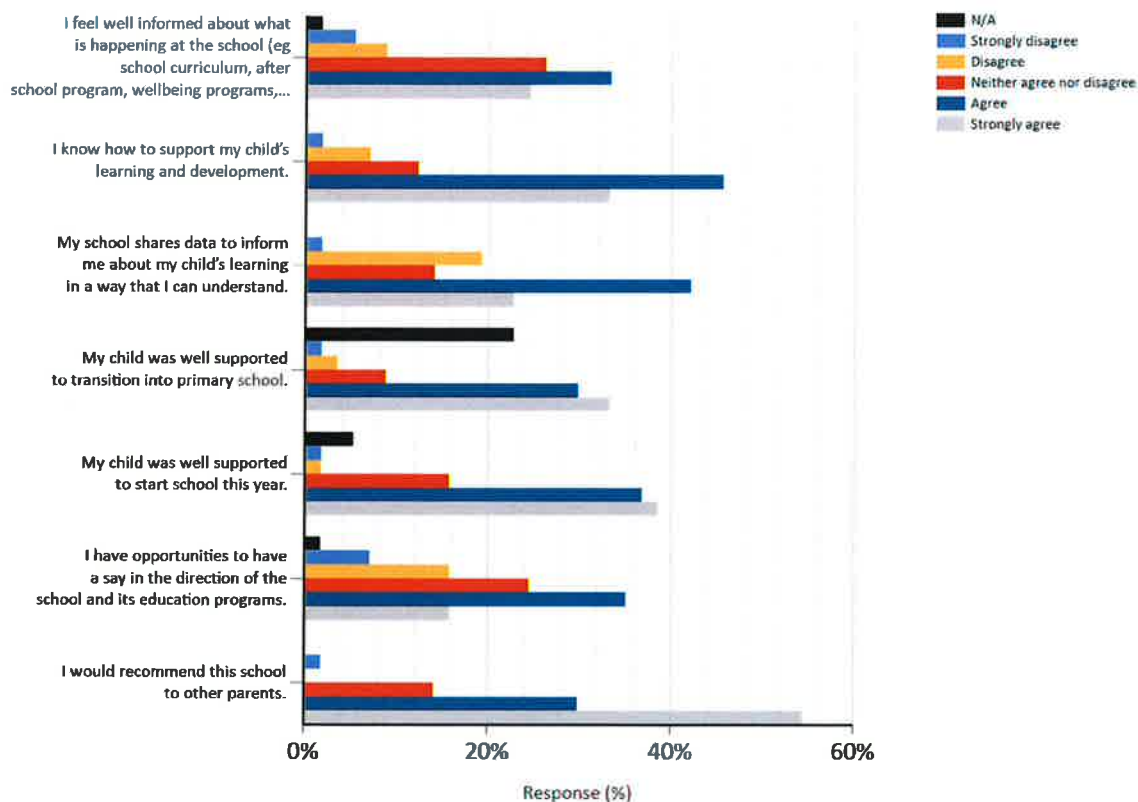
Rating

Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



Durack School 2018 Parent Survey

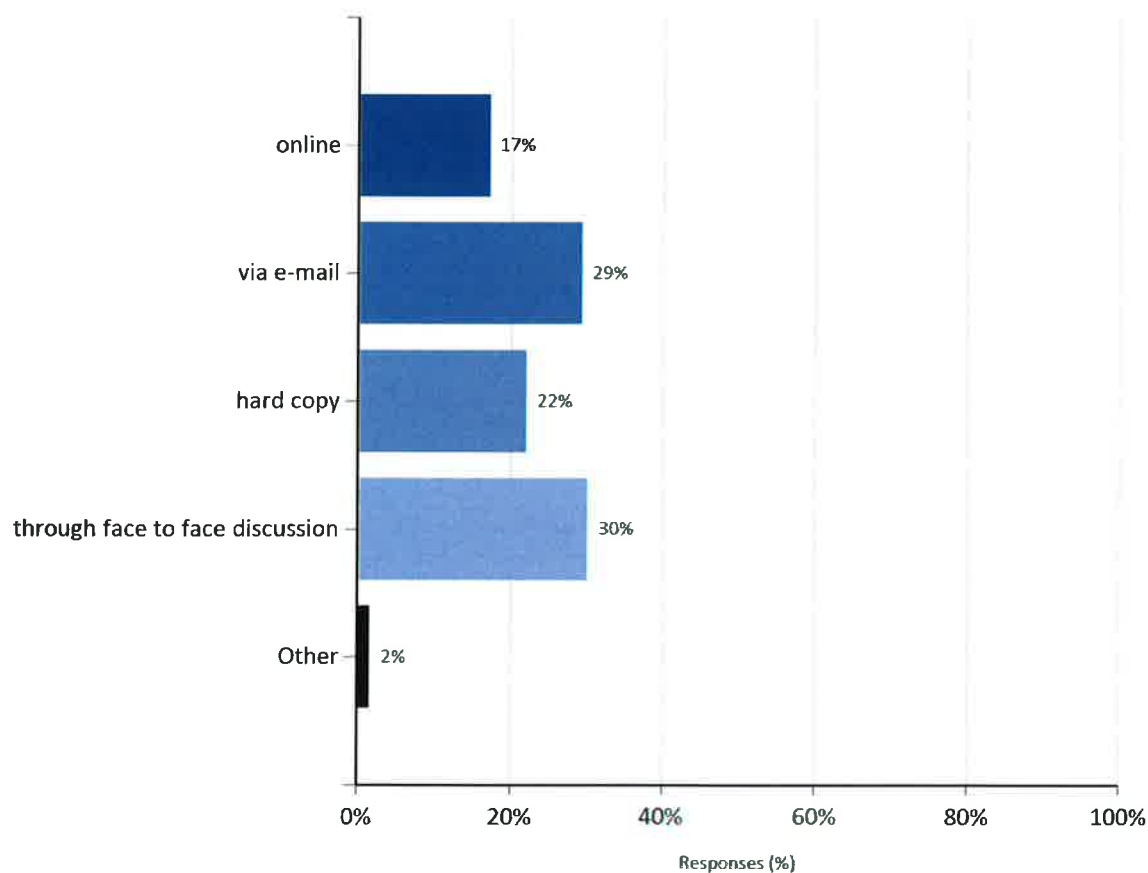


	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
I feel well informed about what is happening at the school (eg school curriculum, after school program, wellbeing programs, building works).	1	2%	3	5%	5	9%	15	26%	19	33%	14	25%
I know how to support my child's learning and development.	-	-	1	2%	4	7%	7	12%	26	46%	19	33%
My school shares data to inform me about my child's learning in a way that I can understand.	-	-	1	2%	11	19%	8	14%	24	42%	13	23%
My child was well supported to transition into primary school.	13	23%	1	2%	2	4%	5	9%	17	30%	19	33%
My child was well supported to start school this year.	3	5%	1	2%	1	2%	9	16%	21	37%	22	39%
I have opportunities to have a say in the direction of the school and its education programs.	1	2%	4	7%	9	16%	14	25%	20	35%	9	16%
I would recommend this school to other parents.	-	-	1	2%	-	-	8	14%	17	30%	31	54%

6. I would like the school to share information about my child's achievement with me (for example attendance and NAPLAN results):

Question overview

Module name	2018 NT primary Parent questions no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Multiple response multiple choice
Answered	56
Not answered	1



	online		via e-mail		hard copy		through face to face discussion		Other	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	21	17%	36	29%	27	22%	37	30%	2	2%

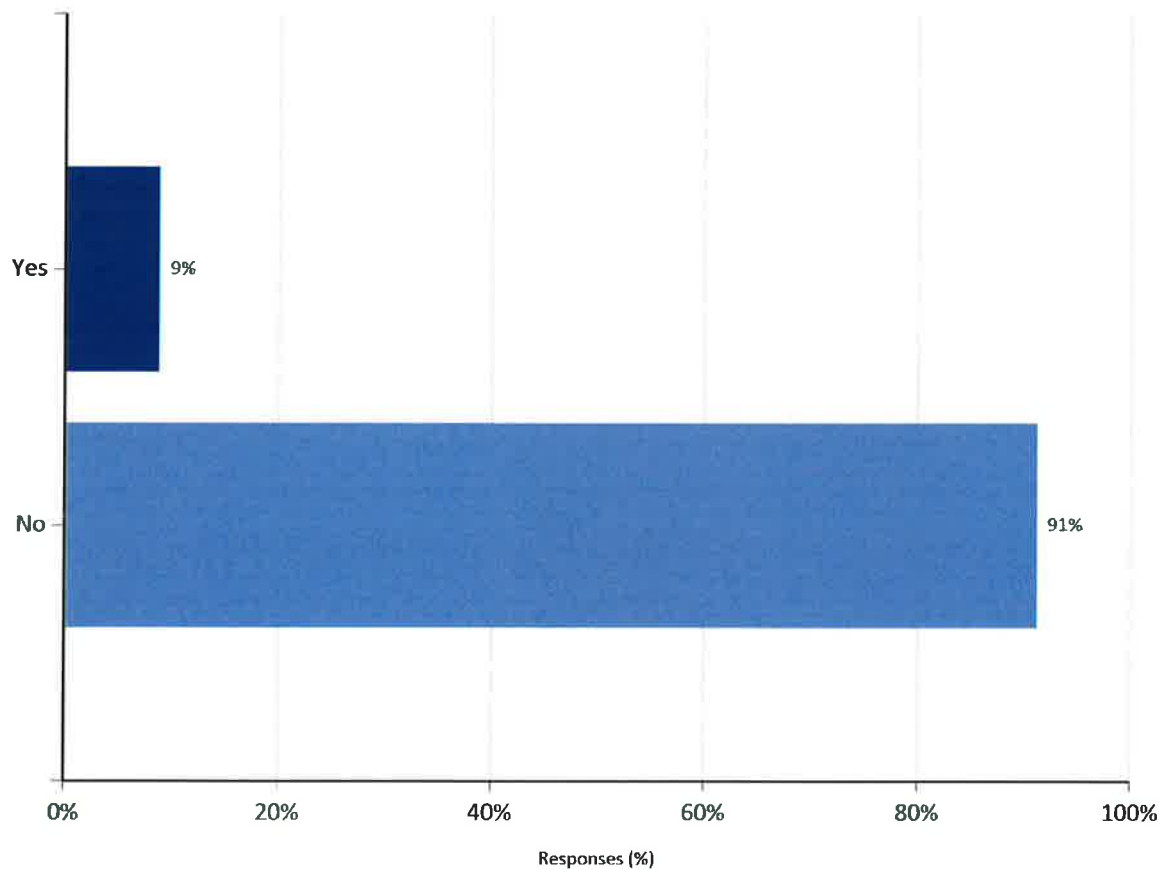
'Other' - Responses:

Response	Count
Class dojo	1
social media events	1

7. Is the child you are answering this survey for in preschool?

Question overview

Module name	2018 NI primary Parent questions no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	57
Not answered	0

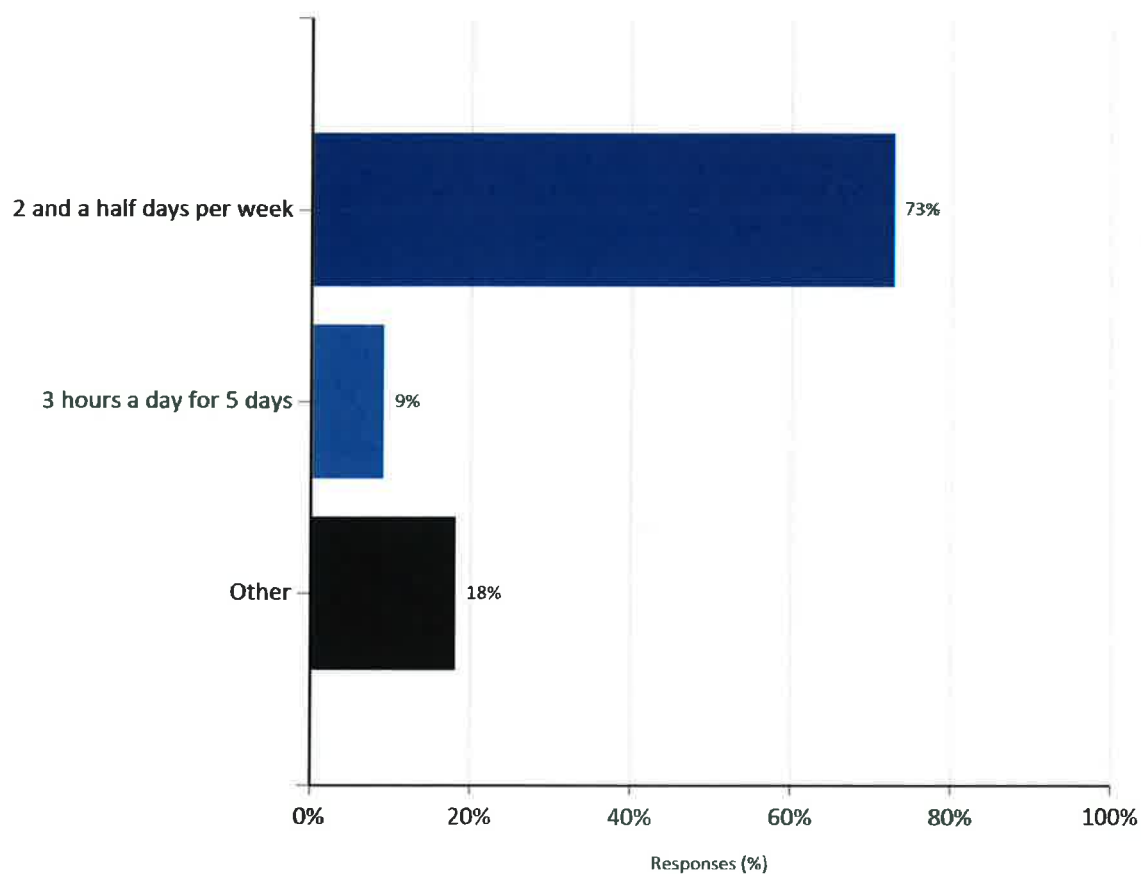


	Yes		No	
	Num	%	Num	%
Number	5	9%	52	91%

8 . What hours does your schools' preschool program operate?

Question overview

Module name	2018 NI primary Parent questions no skip logic
Module owner	NT Department of Education
Category	preschool
Mandatory	No
Type	Single response multiple choice
Answered	11
Not answered	46



	2 and a half days per week		3 hours a day for 5 days		Other	
	Num	%	Num	%	Num	%
Number	8	73%	1	9%	2	18%

'Other' - Responses:

Response	Count
NA	1
2 days one weeks, 2 and a half every second week	1

9 . Please rate the following questions.

Question overview

Module name	2018 NT primary Parent questions no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Multiple rating (multi row likert)
Answered	11
Not answered	46

Rating

Score

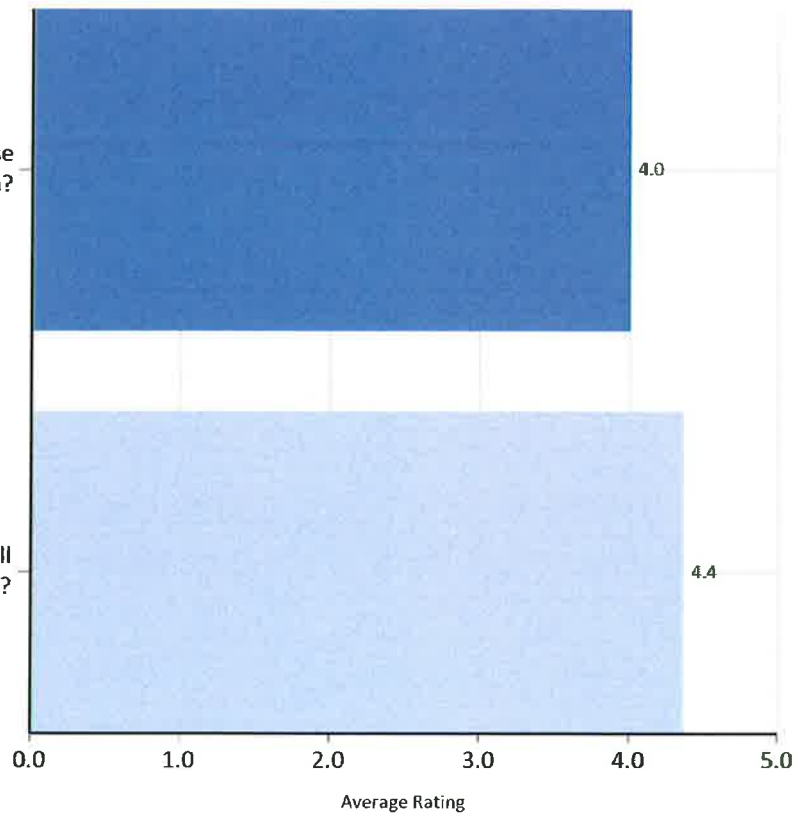
Very satisfied	5
Satisfied	4
Neutral	3
Dissatisfied	2
Very dissatisfied	1

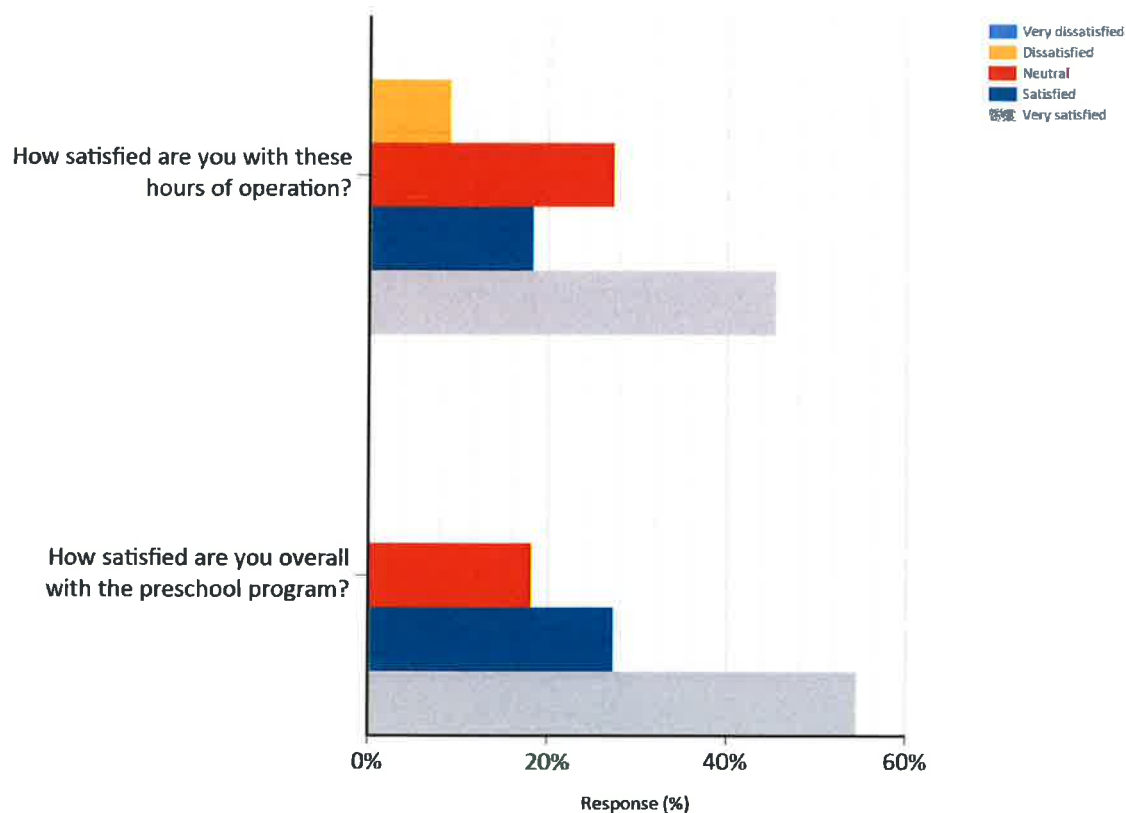
How satisfied are you with these hours of operation?

4.0

How satisfied are you overall with the preschool program?

4.4





	Very dissatisfied		Dissatisfied		Neutral		Satisfied		Very satisfied	
	Num	%	Num	%	Num	%	Num	%	Num	%
How satisfied are you with these hours of operation?	-	-	1	9%	3	27%	2	18%	5	45%
How satisfied are you overall with the preschool program?	-	-	-	-	2	18%	3	27%	6	55%

10 . Do you have any feedback about the hours or programming at your child's preschool?**Question overview**

Module name	2018 NT primary Parent questions no skip logic
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Extended text response
Answered	2
Not answered	55

Love the two and half days, makes the struggle with preschool ! Daycare and work much easier that if it was 3 hours per day.

A very welcoming, bright and enjoyable learning space. High expectations of behaviour and learning in place to prepare students for full time school in 2019.

11 . Do you have any further comments to help improve your child's experience at the school?

Question overview

Category	None
Mandatory	No
Type	Extended text response
Answered	22
Not answered	35

Making sure the child feels safe at school and he can talk to the teacher about issues and allocating the right teachers suited for younger and older kids more appropriately. There are some teachers who are suited for older kids teaching who are teaching in the younger classes.

More notice when children are receiving awards at assembly or if they are performing

Need better help to participate in National Level Tests

no

Notifications for current events, school trips, parent teacher 3 way appointments or book clubs are not being delivered to parents.

Be more supportive of seperated families, make sure they are both thoroughly informed. This school needs better help and education for those students who are falling behind.

Is there any way to get information about teachers for the next year up?

It would be nice to have more understanding of the curriculum and how you can support your child at home
I feel the level of communication is low and would like more feedback on my child's learning including social interactions and how he gets along with peers

Library access at recess time.

Maybe some new and updated play equipment in the transition kids area and the area out front of the demantables. Also wondering if the school could look into possibly organisation using swimming lessons through the school. I'm sure parents would happily pay a fee for it

Significant bullying and physical attacks have increased over the last 1.5 years with minimal results to the offenders and little support or guidance to the victims. Comments by vice principals to students that they are "liars" - Ms Vincent and "you are not being a very good friend" - Ms Vincent are concerning. Feedback from students on judgements and comments made when the context of the situation has not been understood or taken into account has me worried as a parent. Teachers that "unsure how to tackle this situation" has been a re occurent theme.

strengthening of communication for separated families. Very difficult to stay up to date with piecemeal information.

Swimming program

bring back the end of term disco (are they gone?)

Police the *&@)\$* who dont understand

A) how a drop off zone works

B) roundabouts work IE: not holding up an entire street because they are trying to turn into the zone... go to the roundabout!

Mainly just hope for a steady teaching environment because my child has had several teacher changes during his first 3 years and it's quite unsettling for him.. it is understandable the reasons for the changes just hope for more settled environment in coming years

Having more input from the teachers in my sons class. Not getting the welcoming feeling or much communication from the teacher especially when transition is a huge year coming in from preschool and this year is massive for them introducing them to the next years to follow.

I would like to see more programs to extend high achievers.

I feel putting 2 year groups together is not beneficial for the older year group. I feel that the teacher cannot teach a subject for 2 different levels and then relaying on apps to do teachers job when thinks need explaining in a simple manner until the child understands. A child cannot say they don't understand to an app on iPad, they just get it wrong and moves on. The child then is not learning why they made the mistake. It is then left for parents to explain to child. I understand parents should have an input in the education I don't feel we need to be doing the teachers job as they trying to teach different level at once. This I don't understand when have 7 classes of 1/2 surely have enough pupils to have separate year. However is this is a school format and need to be joined, why are kids not accessed on ability and have different class for English and maths per ability instead of sticking them in front of ipad. Not a teacher but as a parent that come from a school that splits classes per ability, teacher find it better to teach a class on same level and the children get to advance or have more help if falling behind.

Provide your before and after school programme to support families. The current provider is terrible.

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Requests for certain placements should be taken more seriously due to certain students requiring a certain type of teaching. Higher expectations of some teachers.

School needs a wellbeing officer or school counsellor which any students can access. The DSTA should be accessible to all students.

School isn't very welcoming to suggestions/feedback. You feel like you and your children will be blacklisted if you do speak out about anything.

Front office area needs a big makeover to be more light, fresh and welcoming.

Teachers should be the role models and not speaking to students disrespectfully or treating them unfairly due to past behaviours. My child continues to inform me that teachers dislike them and put them down or disregard them because they don't like my child.

The class teacher has been great in updating parents in the beginning of each term what are the topics and study focus for the term. It would be great if specialist teachers eg music, Japanese and others do the same. It will help us the parent to provide learning supports.

12 . Do you have any feedback on this survey?**Question overview**

Module name	2018 Parent survey feedback
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Extended text response
Answered	8
Not answered	49

no (2)

Very good opportunity to rate school. This school is best according to my opinion for educational and mental growth. My son is very proud and happy to study in this school. I will recommend this school to others.

I have had meetings regarding my child's issues and I don't believe the mediation meetings work well for the victims as they do not leave them with a feeling of protectiveness more a feeling that they are unsupported. Consequences do not fit the behaviour and as a parent I am frustrated and very disappointed.

better communication regarding parent teacher meetings, and pre school events would be great.

Maybe have an explanation on why parents disagree on per question then can make improvements. If just disagreeing you can't fix as don't know reason

Questions are good. But should be able to answer question for all my children not just one year level.



Overview

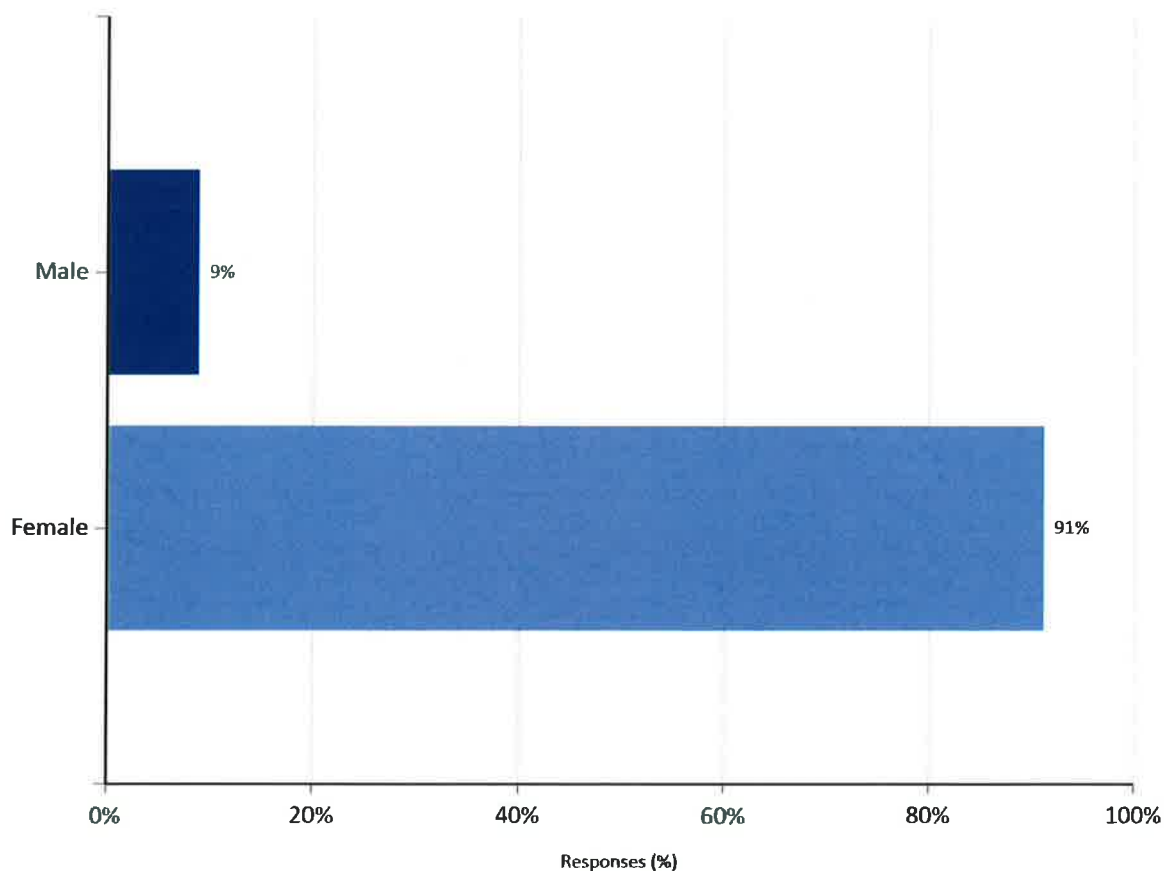
Survey title	Durack School 2018 Staff Survey
Report title	Distribution - single
Organisation name	Durack Primary School
Generation time & date	4:48PM - 07 Sep 2018
Generated by	Joanne Jefferson
Distribution name	Durack School 2018 Staff Survey - 15/08/2018 3:58 PM
School year	2018
Num of online responses	34
Num of manual responses	0

Question overview information	Yes
N/A responses	Yes
Open text responses	Yes
'Other' responses	Yes
Order of questions	Sequential
Graphs	Yes

1 . What is your sex? Please [tick/mark/select] one box.

Question overview

Module name	2018 NT Primary Staff demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	34
Not answered	0

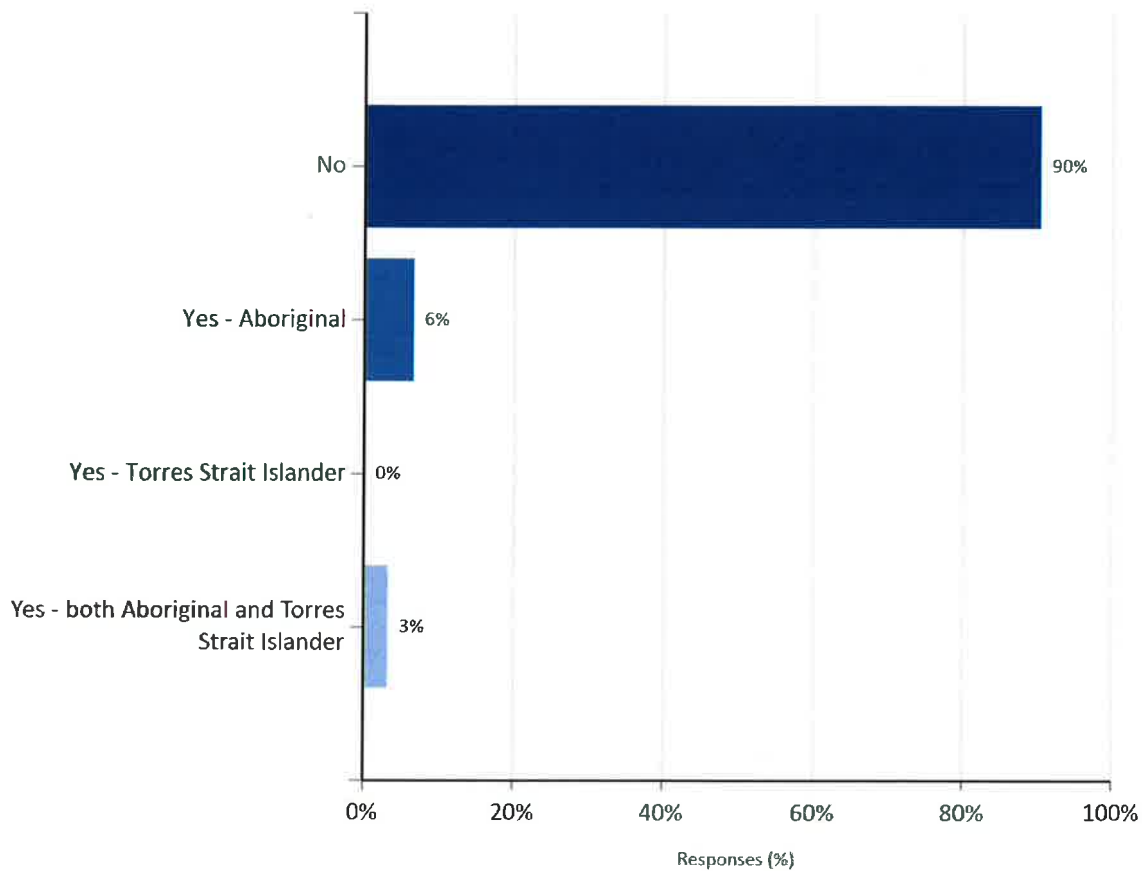


	Male		Female	
	Num	%	Num	%
Number	3	9%	31	91%

2 . Are you of Aboriginal or Torres Strait Islander origin?

Question overview

Module name	2018 NT Primary Staff demographic questions
Module owner	NT Department of Education
Category	Demographics
Mandatory	No
Type	Single response multiple choice
Answered	31
Not answered	3

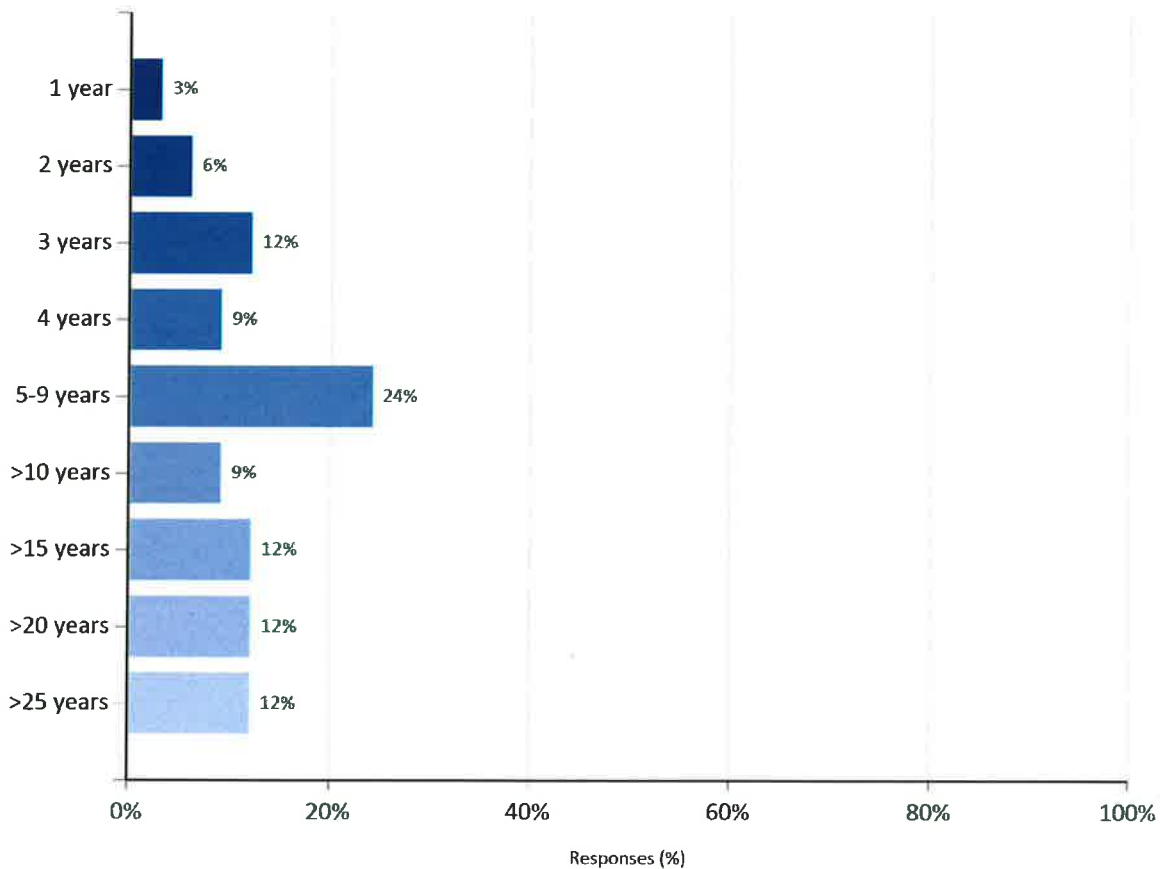


	No		Yes - Aboriginal		Yes - Torres Strait Islander		Yes - both Aboriginal and Torres Strait Islander	
	Num	%	Num	%	Num	%	Num	%
Number	28	90%	2	6%	-	-	1	3%

3 . How many years have you been working in schools?

Question overview

Module name	2018 N I Primary Staff demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Drop-down menu
Answered	33
Not answered	1



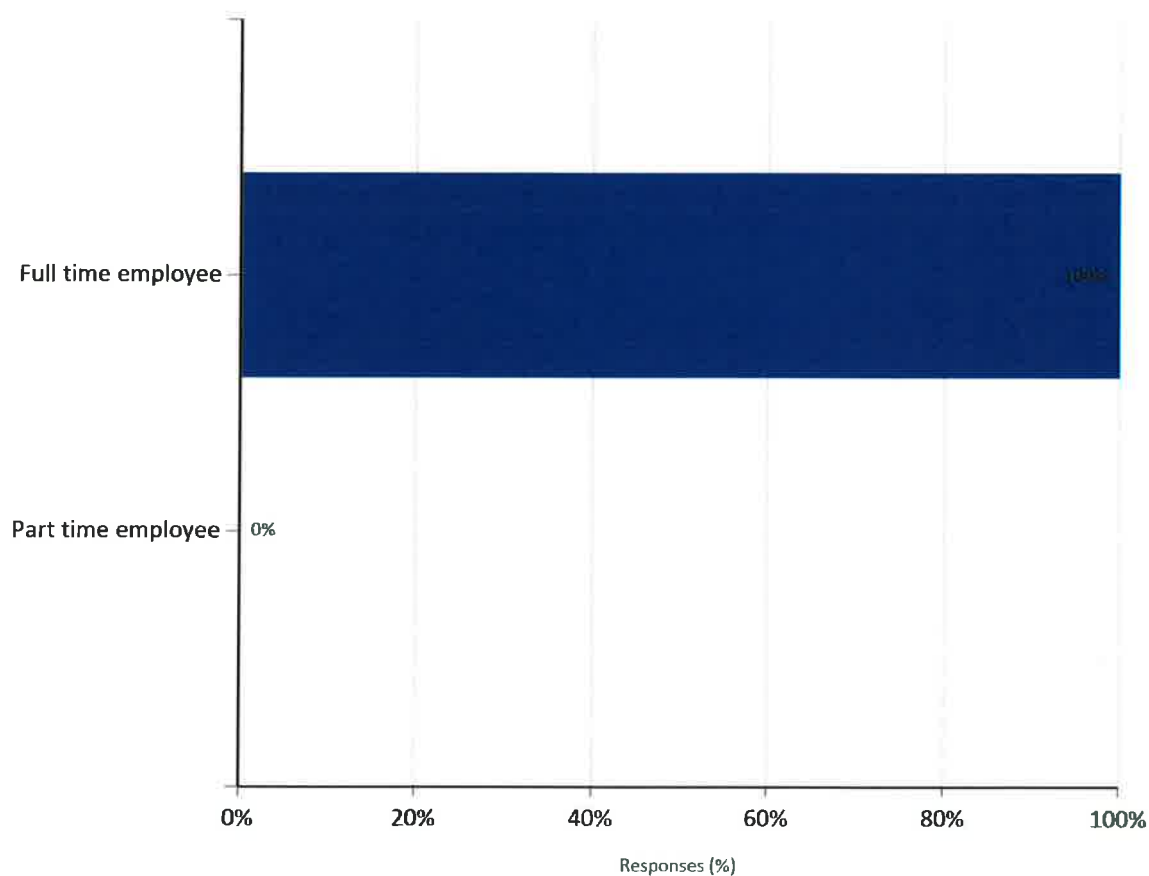
	1 year		2 years		3 years		4 years		5-9 years	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	1	3%	2	6%	4	12%	3	9%	8	24%

	>10 years		>15 years		>20 years		>25 years	
	Num	%	Num	%	Num	%	Num	%
Number	3	9%	4	12%	4	12%	4	12%

4 . Are you a full time or part time employee?

Question overview

Module name	2018 NT Primary Staff demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	34
Not answered	0

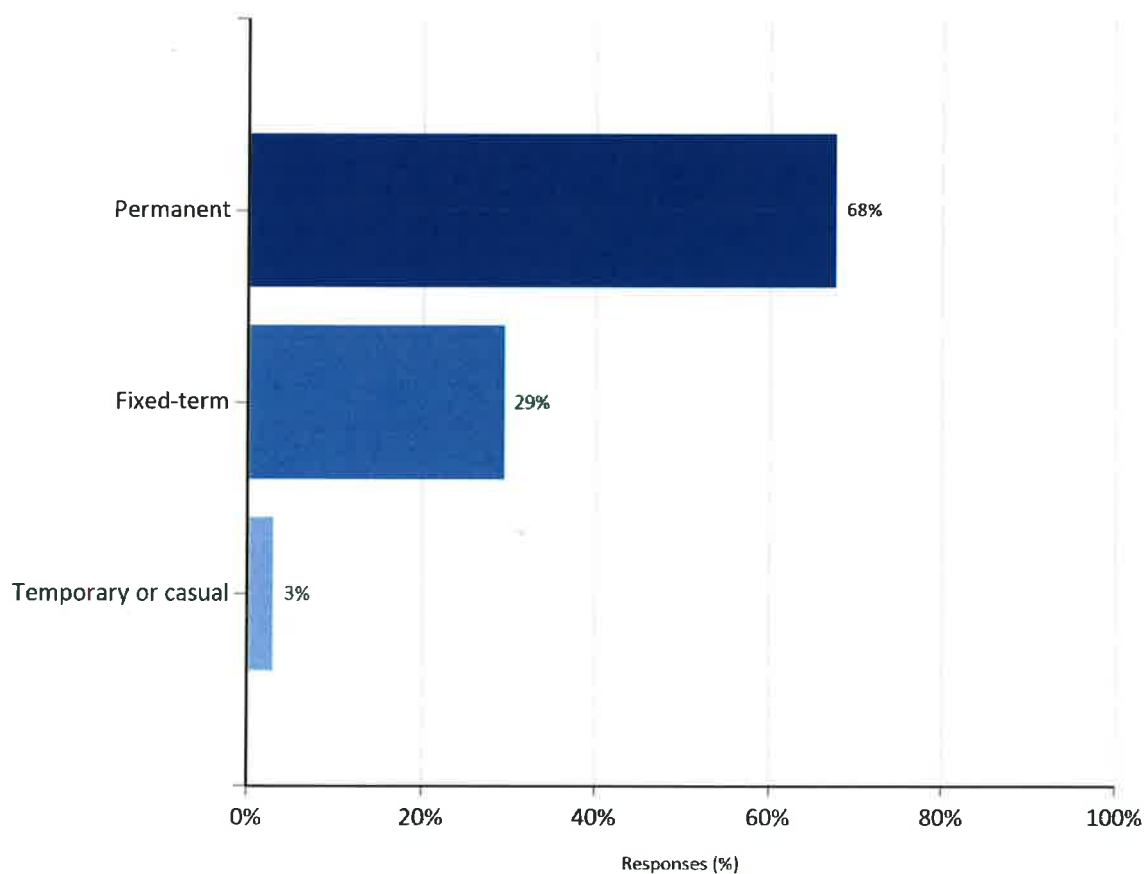


	Full time employee		Part time employee	
	Num	%	Num	%
Number	34	100%	-	-

5. Which category best describes your employment status?

Question overview

Module name	2018 NI Primary Staff demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	34
Not answered	0

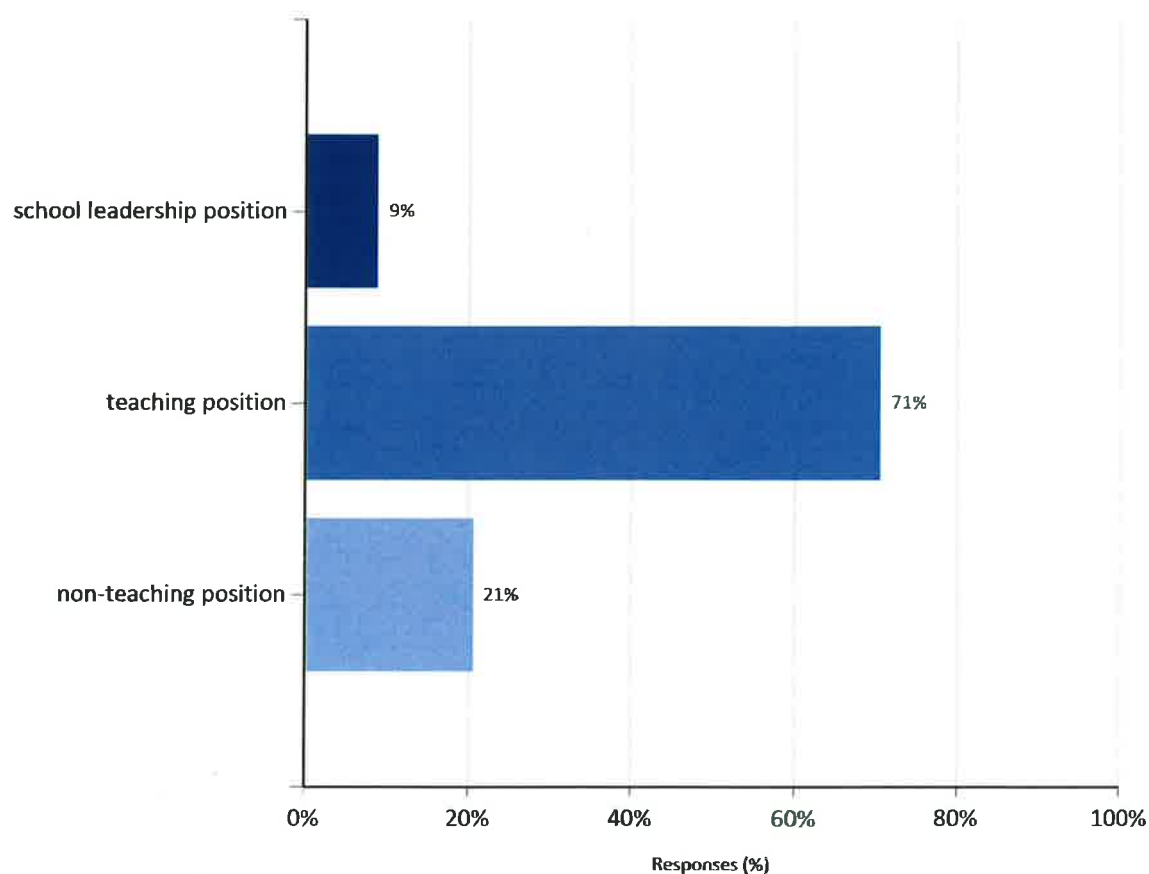


	Permanent		Fixed-term		Temporary or casual	
	Num	%	Num	%	Num	%
Number	23	68%	10	29%	1	3%

6 . Which best describes your position in the school?

Question overview

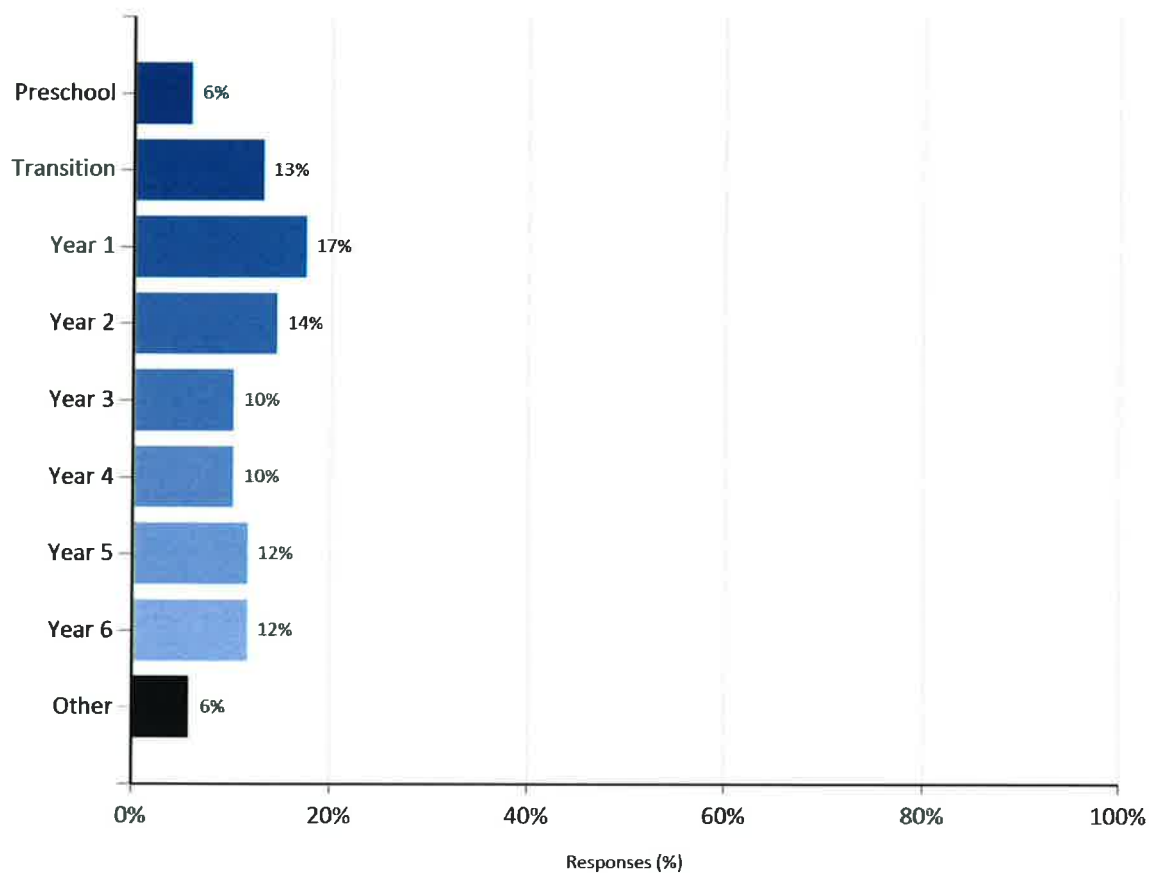
Module name	2018 NT Primary Staff demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	34
Not answered	0



	school leadership position		teaching position		non-teaching position	
	Num	%	Num	%	Num	%
Number	3	9%	24	71%	7	21%

7 . What year level(s) do you teach?**Question overview**

Module name	2018 NT Primary Staff demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Multiple response multiple choice
Answered	29
Not answered	5



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	Preschool		Transition		Year 1		Year 2		Year 3		Year 4	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Number	4	6%	9	13%	12	17%	10	14%	7	10%	7	10%

	Year 5		Year 6		Other	
	Num	%	Num	%	Num	%
Number	8	12%	8	12%	4	6%

'Other' - Responses:

Response	Count
All	2
Various	1
Maintenance Officer	1

8 . Please rate the items below.

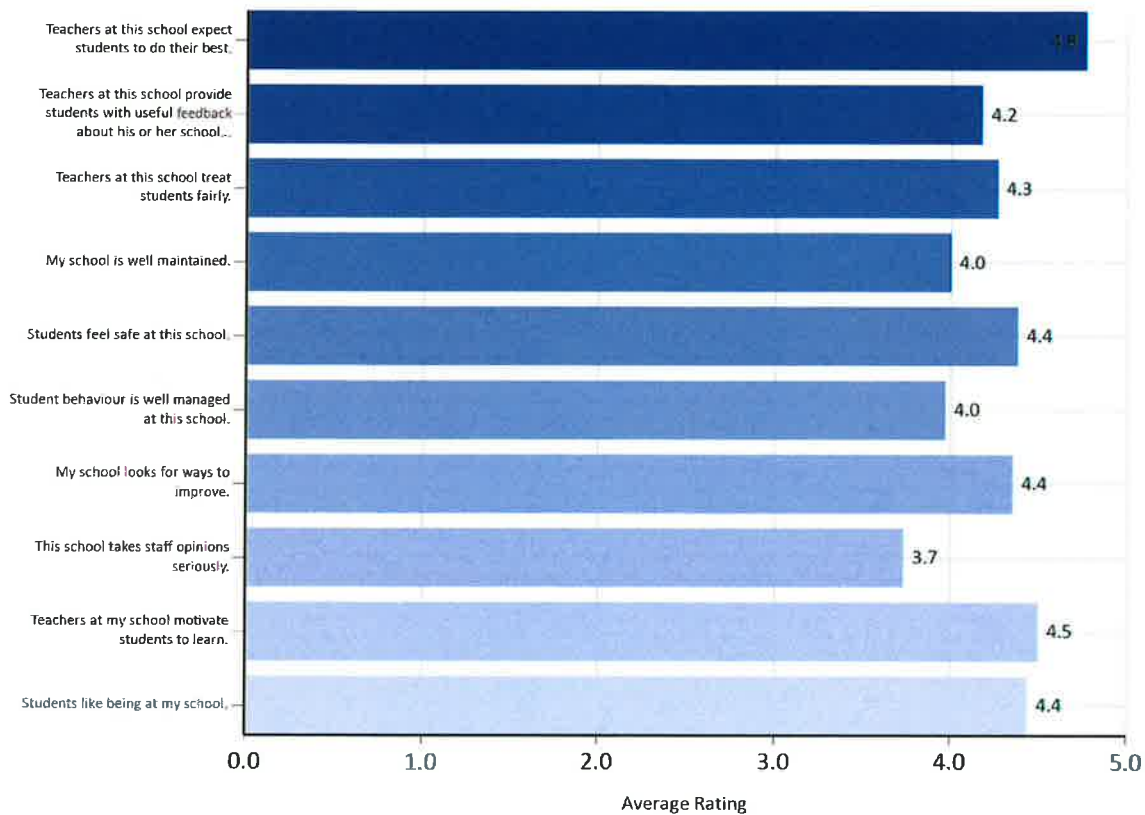
Question overview

Module name	2018 NT primary staff questions
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	34
Not answered	0

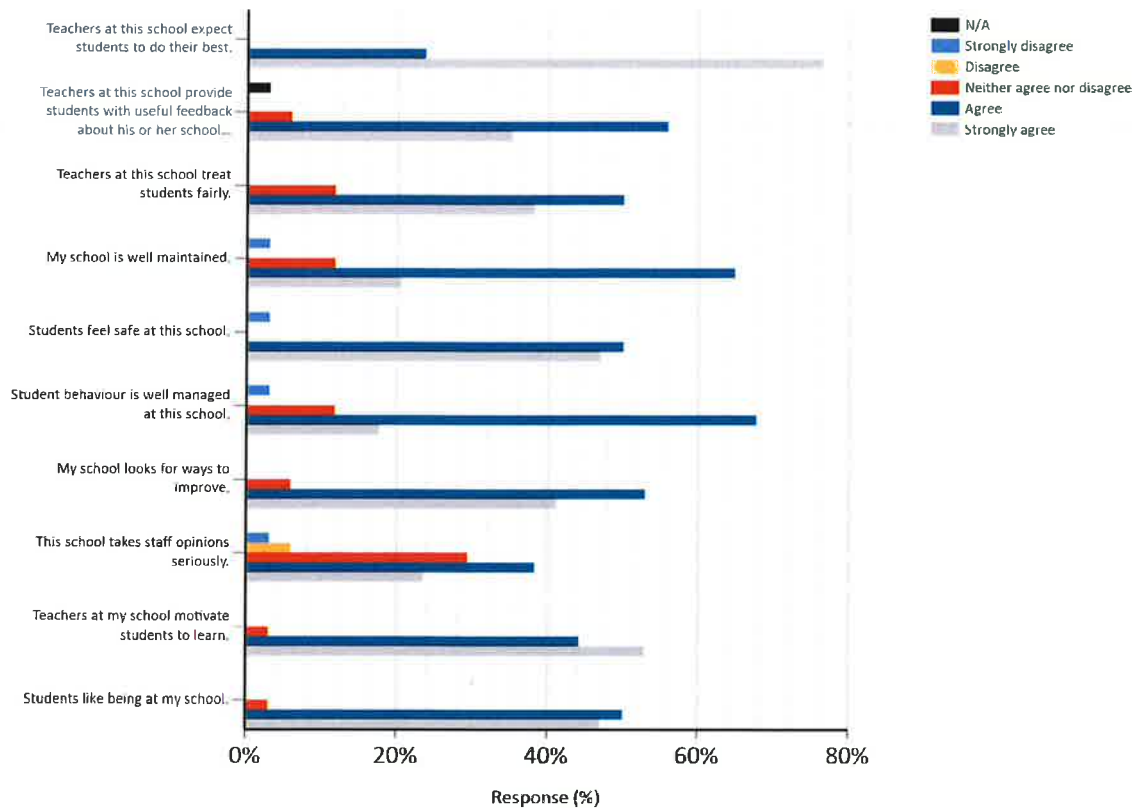
Rating

Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



Durack School 2018 Staff Survey



	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Teachers at this school expect students to do their best.	-	-	-	-	-	-	-	-	8	24%	26	76%
Teachers at this school provide students with useful feedback about his or her school work.	1	3%	-	-	-	-	2	6%	19	56%	12	35%
Teachers at this school treat students fairly.	-	-	-	-	-	-	4	12%	17	50%	13	38%
My school is well maintained.	-	-	1	3%	-	-	4	12%	22	65%	7	21%
Students feel safe at this school.	-	-	1	3%	-	-	-	-	17	50%	16	47%
Student behaviour is well managed at this school.	-	-	1	3%	-	-	4	12%	23	68%	6	18%
My school looks for ways to improve.	-	-	-	-	-	-	2	6%	18	53%	14	41%
This school takes staff opinions seriously.	-	-	1	3%	2	6%	10	29%	13	38%	8	24%
Teachers at my school motivate students to learn.	-	-	-	-	-	-	1	3%	15	44%	18	53%
Students like being at my school.	-	-	-	-	-	-	1	3%	17	50%	16	47%

9 . Please rate the items below.

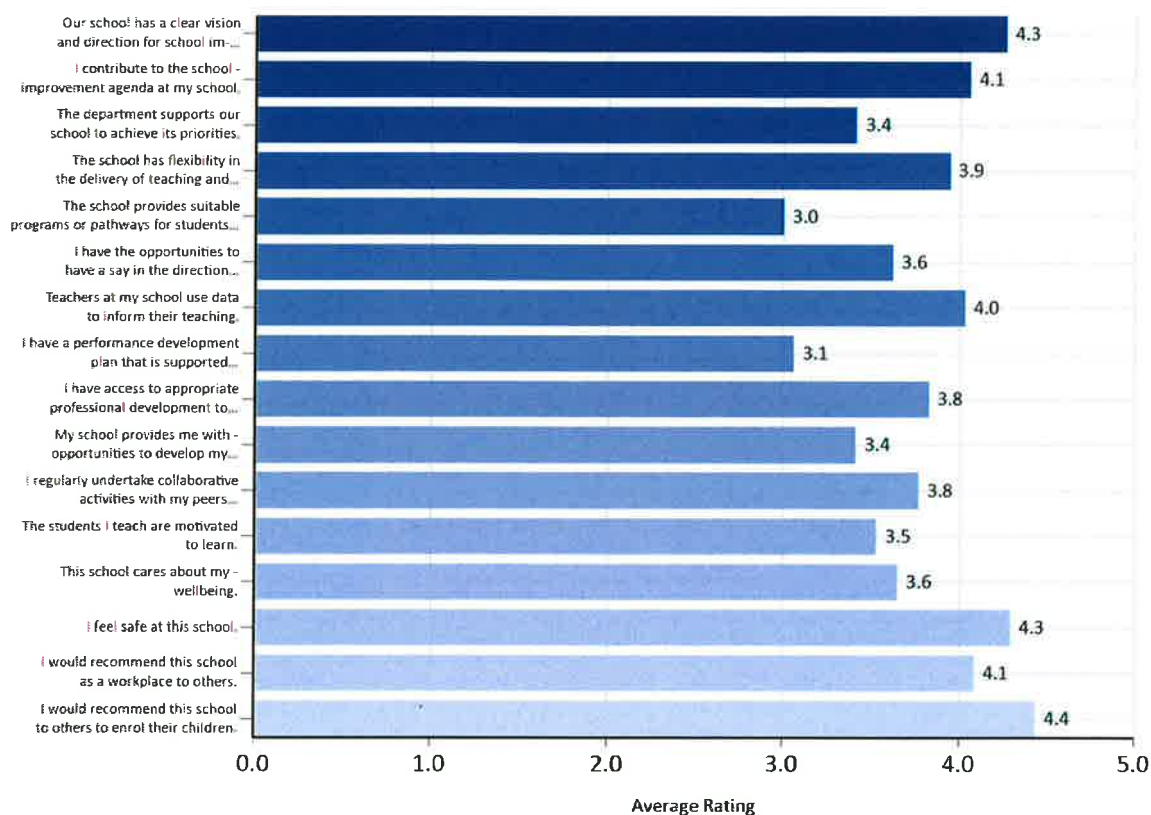
Question overview

Module name	2018 NI primary staff questions
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	34
Not answered	0

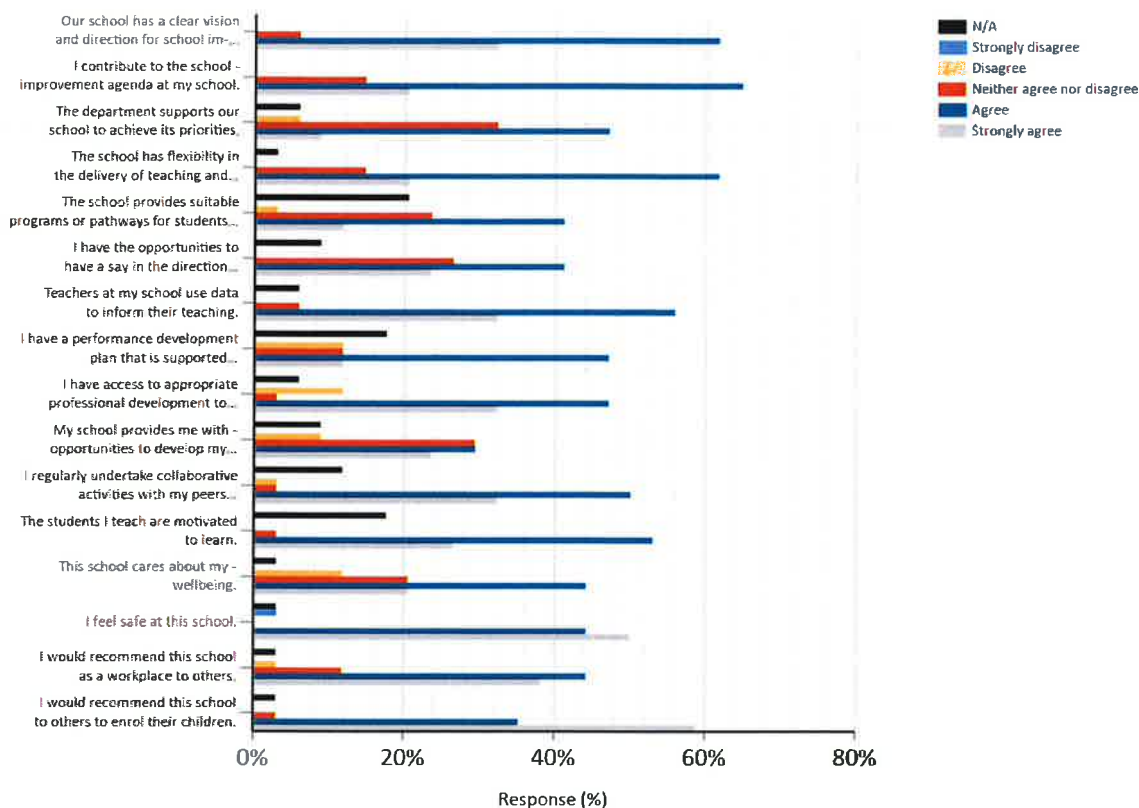
Rating

Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



Durack School 2018 Staff Survey



	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Our school has a clear vision and direction for school improvement.	-	-	-	-	-	-	2	6%	21	62%	11	32%
I contribute to the school improvement agenda at my school.	-	-	-	-	-	-	5	15%	22	65%	7	21%
The department supports our school to achieve its priorities.	2	6%	-	-	2	6%	11	32%	16	47%	3	9%
The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	1	3%	-	-	-	-	5	15%	21	62%	7	21%
The school provides suitable programs or pathways for students in my class(es) to transition from primary to secondary.	7	21%	-	-	1	3%	8	24%	14	41%	4	12%
I have the opportunities to have a say in the direction of the schools and its education program to the extent that I wish to.	3	9%	-	-	-	-	9	26%	14	41%	8	24%
Teachers at my school use data to inform their teaching.	2	6%	-	-	-	-	2	6%	19	56%	11	32%

Durack School 2018 Staff Survey

I have a performance development plan that is supported by the school.	6	18%	-	-	4	12%	4	12%	16	47%	4	12%
I have access to appropriate professional development to develop the knowledge and skills to effectively teach my students.	2	6%	-	-	4	12%	1	3%	16	47%	11	32%
My school provides me with opportunities to develop my leadership capacity.	3	9%	-	-	3	9%	10	29%	10	29%	8	24%
I regularly undertake collaborative activities with my peers (e.g planning, sharing resources, observing others' classrooms and teaching and personal learning communities).	4	12%	-	-	1	3%	1	3%	17	50%	11	32%
The students I teach are motivated to learn.	6	18%	-	-	-	-	1	3%	18	53%	9	26%
This school cares about my wellbeing.	1	3%	-	-	4	12%	7	21%	15	44%	7	21%
I feel safe at this school.	1	3%	1	3%	-	-	-	-	15	44%	17	50%
I would recommend this school as a workplace to others.	1	3%	-	-	1	3%	4	12%	15	44%	13	38%
I would recommend this school to others to enrol their children.	1	3%	-	-	-	-	1	3%	12	35%	20	59%

10 . Do you have any other comments to help improve your school?

Question overview

Category	None
Mandatory	No
Type	Extended text response
Answered	7
Not answered	27

Certain staff members need to have a bit more compassion for others and support them.

NO.

The turfed area outside office is great. I'd like to see it replicated between A and B blocks to enhance children's outside learning environments and create an inviting area for all staff, students and parents to use. The same with the small area of dirt near Room 2 and the garden outside the staffroom. These areas could be so much more child friendly and enticing to good play practices. At present these areas are an eyesore and not in the least bit inviting nor encourage engaging play.

Access to more resources and play equipment. I felt that our play environments require updating. Make them more stimulating. Feel that AFL should be part of TILT meetings as we don't get together as a team very often with the new staff schedules. Whole staff meetings every 2nd week then TILTS. Add PD's into either of them.

It is difficult to make comment on 'teachers' as a whole group.

Where it has asked for my opinion on 'teachers' I have selected neither agree or disagree as I believe there are teachers within the school that complete these areas to a very high standard and others who do not.

> Give more time for TLT to be able to plan and work together.

Better communication from leadership.

11 . Do you have any feedback on this survey?**Question overview**

Module name	2018 Staff survey feedback
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Extended text response
Answered	3
Not answered	31

no

nope.

NO.



Overview

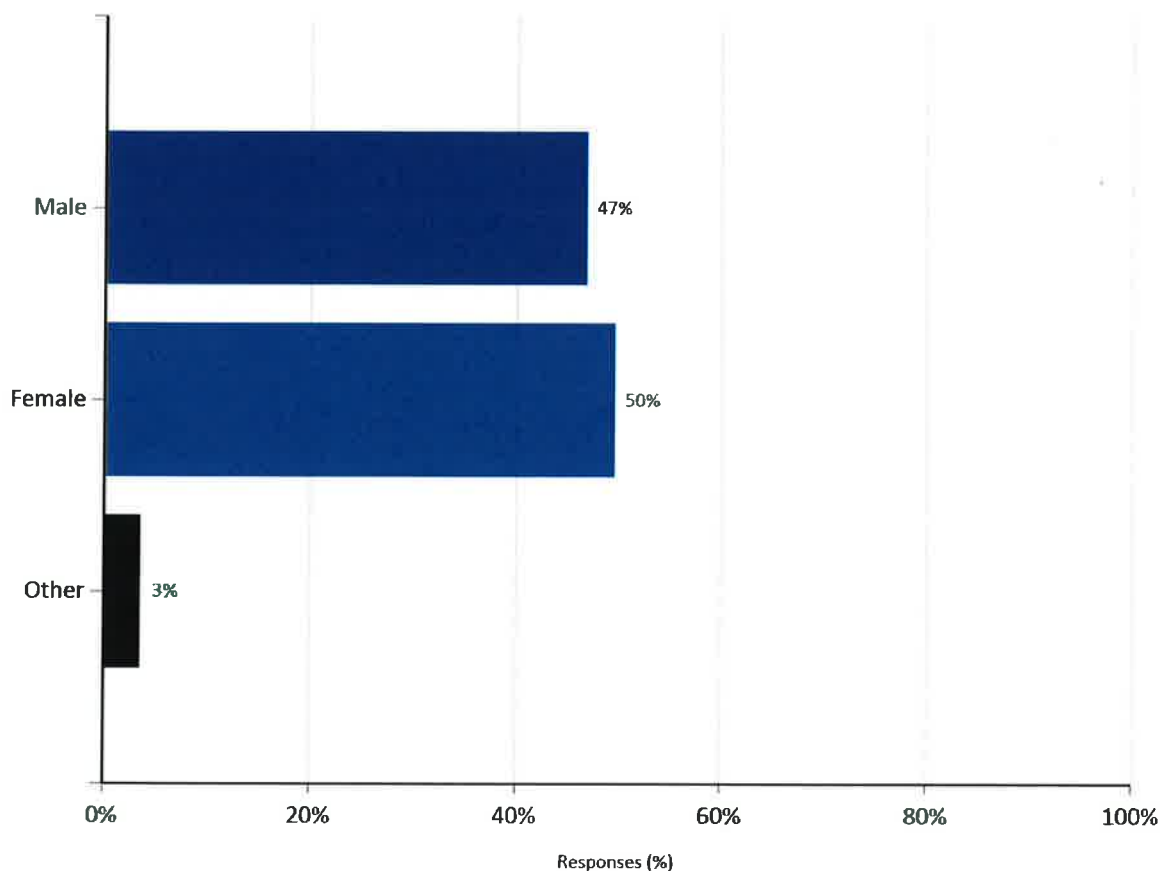
Survey title	Durack School 2018 Student Survey
Report title	Distribution - single
Organisation name	Durack Primary School
Generation time & date	4:48PM - 07 Sep 2018
Generated by	Joanne Jefferson
Distribution name	Durack School 2018 Student Survey - 15/08/2018 3:56 PM
School year	2018
Num of online responses	144
Num of manual responses	0

Question overview information	Yes
N/A responses	Yes
Open text responses	Yes
'Other' responses	Yes
Order of questions	Sequential
Graphs	Yes

1 . What is your sex? Please [tick/mark/select] one box.

Question overview

Module name	2018 NT Primary Student demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	143
Not answered	1



	Male		Female		Other	
	Num	%	Num	%	Num	%
Number	67	47%	71	50%	5	3%

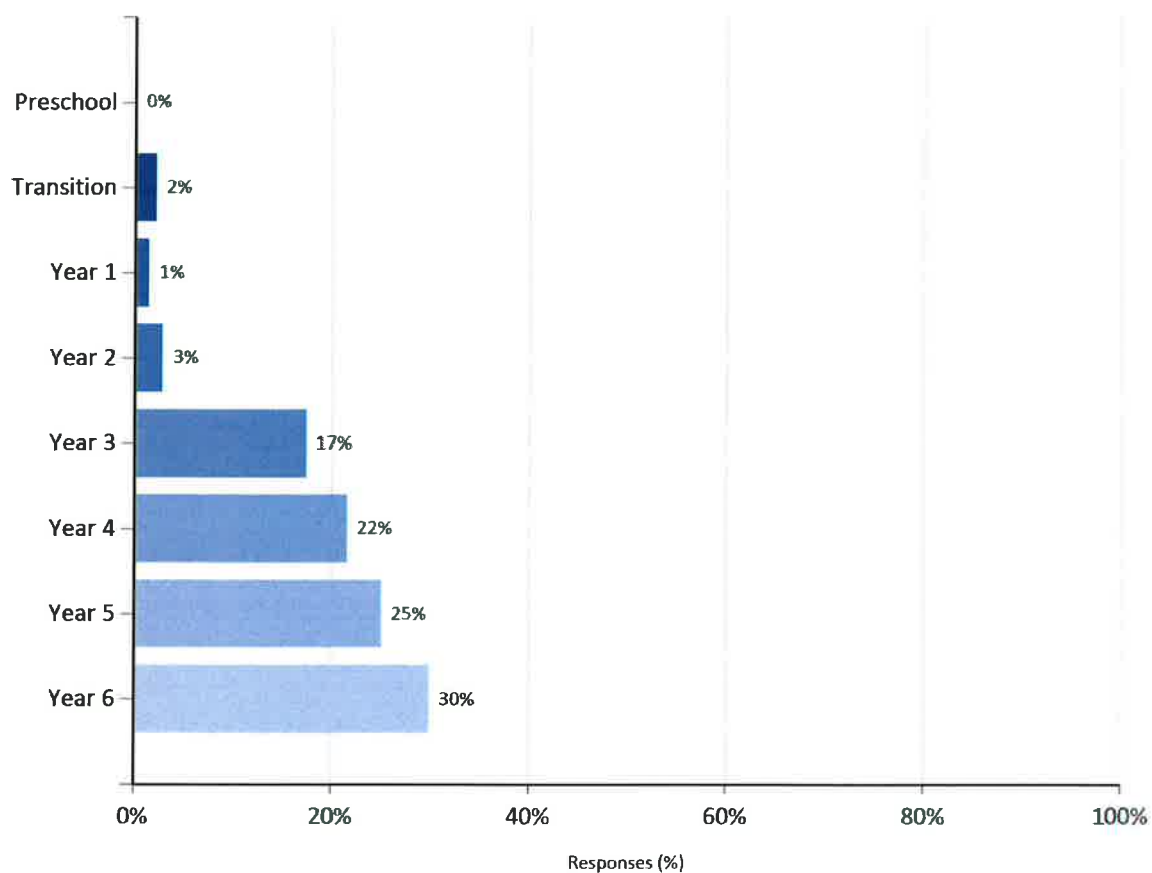
'Other' - Responses:

Response	Count
1 / 2 Reeves	1
the whole class	1
both as we are whole class	1
class	1
male and females/classroom	1

2 . What year level are you in?

Question overview

Module name	2018 NT Primary Student demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Single response multiple choice
Answered	144
Not answered	0



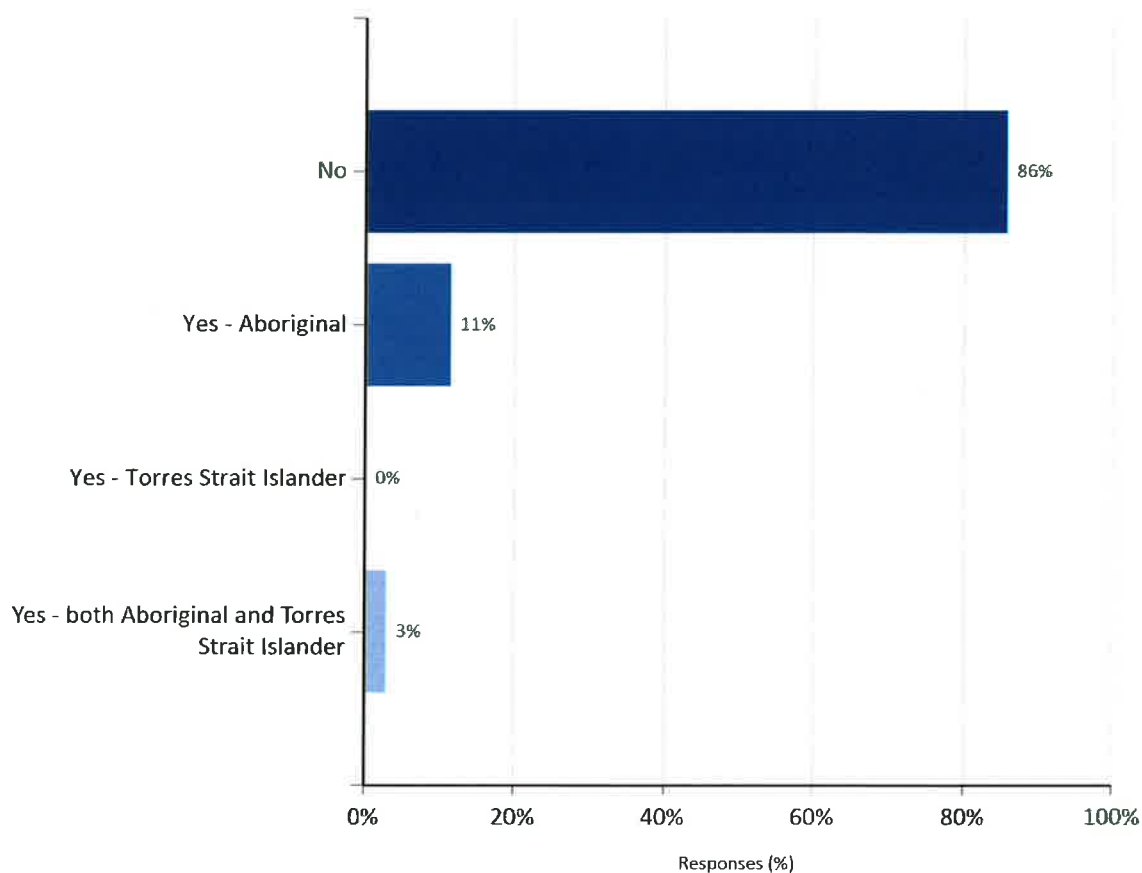
	Preschool		Transition		Year 1		Year 2		Year 3	
	Num	%	Num	%	Num	%	Num	%	Num	%
Number	-	-	3	2%	2	1%	4	3%	25	17%

	Year 4		Year 5		Year 6	
	Num	%	Num	%	Num	%
Number	31	22%	36	25%	43	30%

3 . Are you of Aboriginal or Torres Strait Islander origin?

Question overview

Module name	2018 NT Primary Student demographic questions
Module owner	NT Department of Education
Category	None
Mandatory	No
Type	Single response multiple choice
Answered	140
Not answered	4



	No		Yes - Aboriginal		Yes - Torres Strait Islander		Yes - both Aboriginal and Torres Strait Islander	
	Num	%	Num	%	Num	%	Num	%
Number	120	86%	16	11%	-	-	4	3%

4 . Please rate the items below

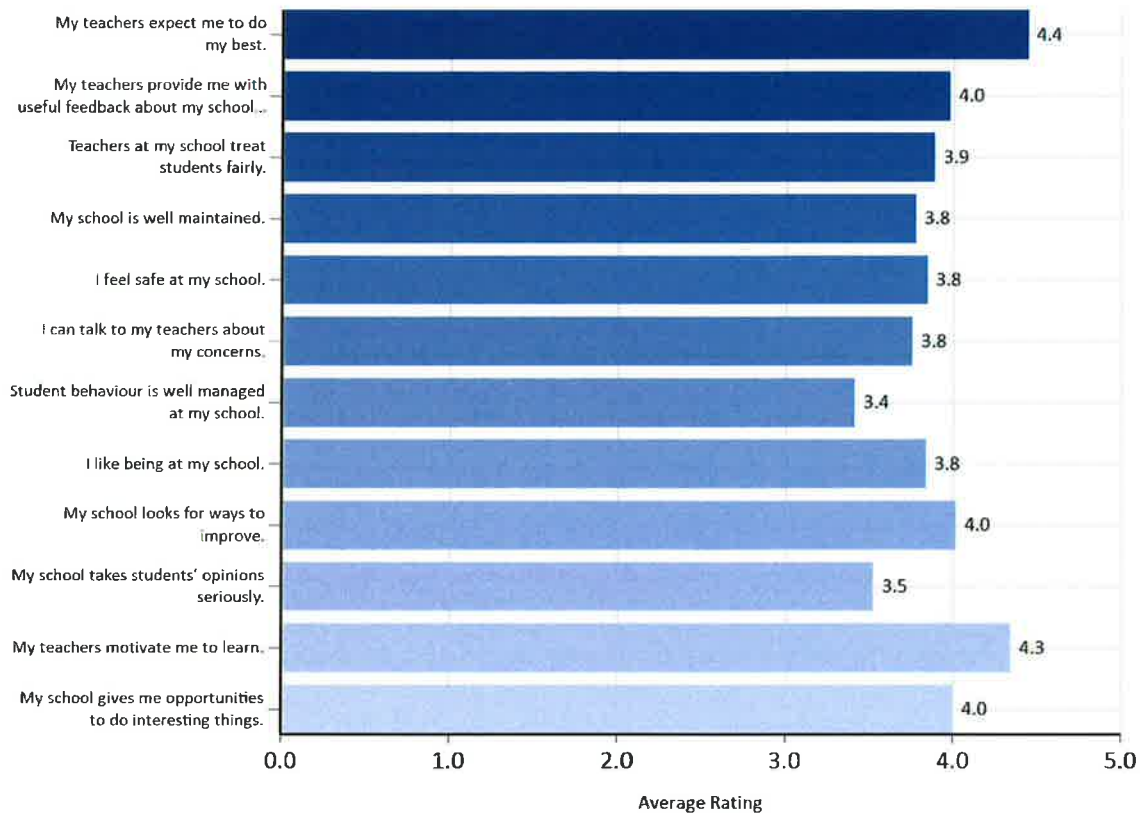
Question overview

Module name	National student questions
Module owner	National
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	144
Not answered	0

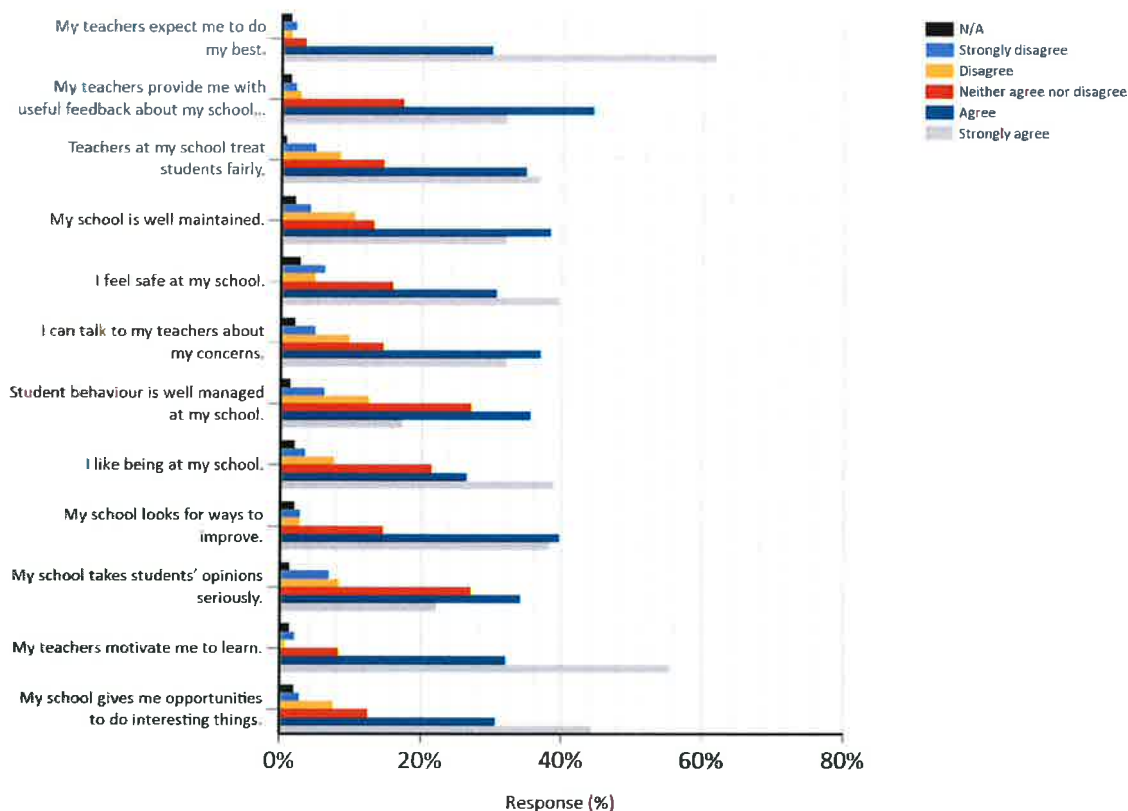
Rating

Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



Durack School 2018 Student Survey



	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
My teachers expect me to do my best.	2	1%	3	2%	2	1%	5	3%	43	30%	89	62%
My teachers provide me with useful feedback about my school work.	2	1%	3	2%	4	3%	25	17%	64	44%	46	32%
Teachers at my school treat students fairly.	1	1%	7	5%	12	8%	21	15%	50	35%	53	37%
My school is well maintained.	3	2%	6	4%	15	10%	19	13%	55	38%	46	32%
I feel safe at my school.	4	3%	9	6%	7	5%	23	16%	44	31%	57	40%
I can talk to my teachers about my concerns.	3	2%	7	5%	14	10%	21	15%	53	37%	46	32%
Student behaviour is well managed at my school.	2	1%	9	6%	18	13%	39	27%	51	35%	25	17%
I like being at my school.	3	2%	5	3%	11	8%	31	22%	38	26%	56	39%
My school looks for ways to improve.	3	2%	4	3%	4	3%	21	15%	57	40%	55	38%
My school takes students' opinions seriously.	2	1%	10	7%	12	8%	39	27%	49	34%	32	22%
My teachers motivate me to learn.	2	1%	3	2%	1	1%	12	8%	46	32%	80	56%
My school gives me opportunities to do interesting things.	3	2%	4	3%	11	8%	18	13%	44	31%	64	44%

5 . Please rate the items below.

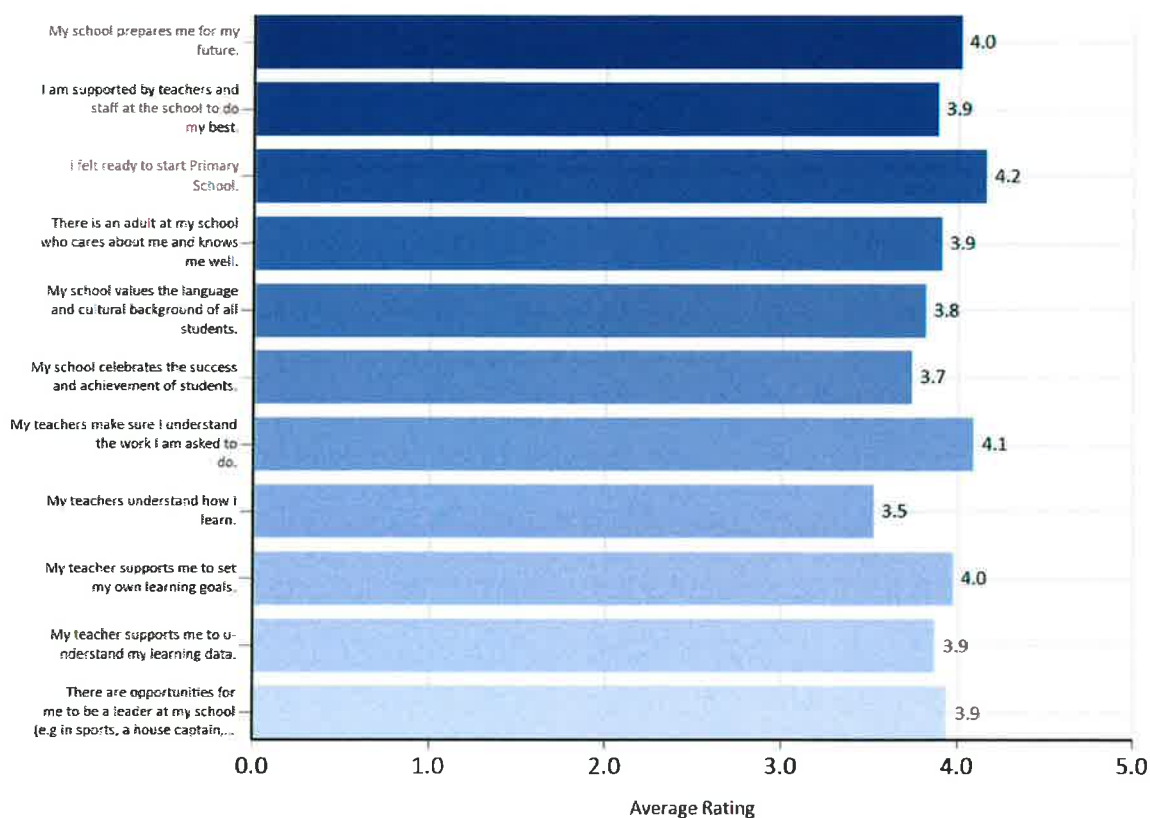
Question overview

Module name	2018 NT primary student questions
Module owner	NT Department of Education
Category	None
Mandatory	Yes
Type	Multiple rating (multi row likert)
Answered	144
Not answered	0

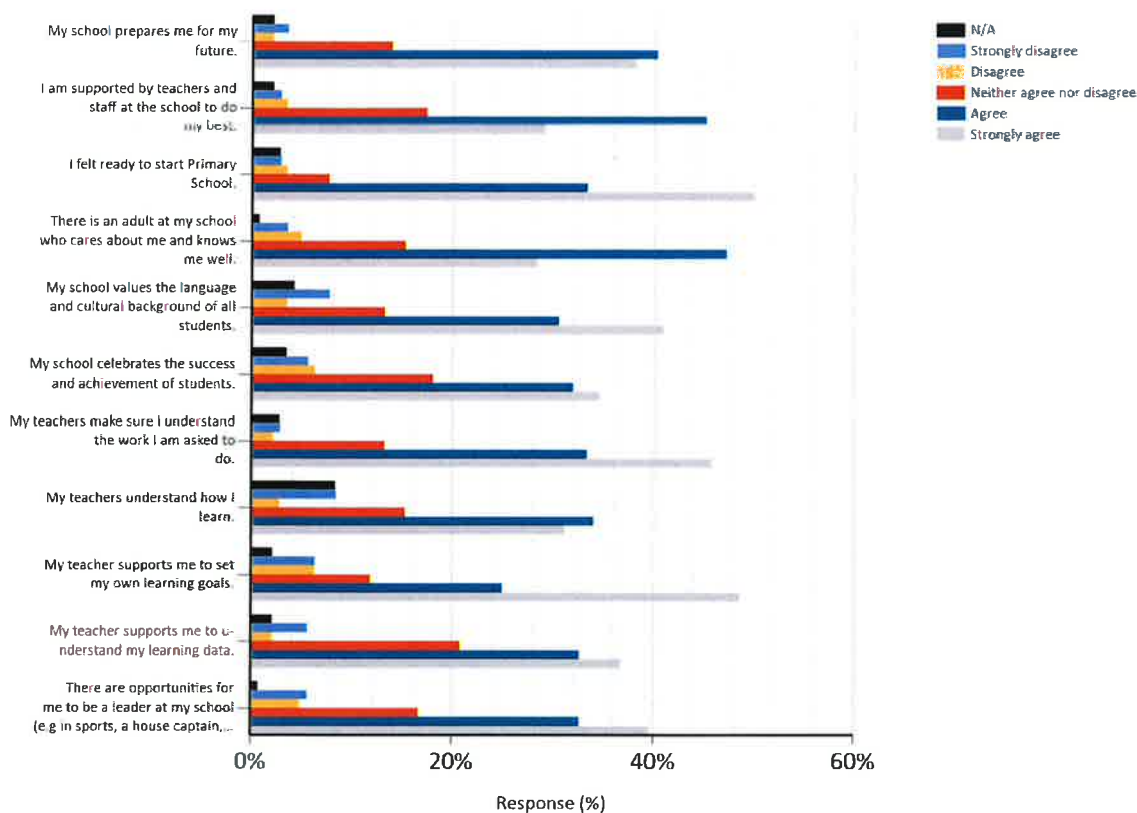
Rating

Score

Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1
N/A	Null



Durack School 2018 Student Survey



	N/A		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
My school prepares me for my future.	3	2%	5	3%	3	2%	20	14%	58	40%	55	38%
I am supported by teachers and staff at the school to do my best.	3	2%	4	3%	5	3%	25	17%	65	45%	42	29%
I felt ready to start Primary School.	4	3%	4	3%	5	3%	11	8%	48	33%	72	50%
There is an adult at my school who cares about me and knows me well.	1	1%	5	3%	7	5%	22	15%	68	47%	41	28%
My school values the language and cultural background of all students.	6	4%	11	8%	5	3%	19	13%	44	31%	59	41%
My school celebrates the success and achievement of students.	5	3%	8	6%	9	6%	26	18%	46	32%	50	35%
My teachers make sure I understand the work I am asked to do.	4	3%	4	3%	3	2%	19	13%	48	33%	66	46%
My teachers understand how I learn.	12	8%	12	8%	4	3%	22	15%	49	34%	45	31%
My teacher supports me to set my own learning goals.	3	2%	9	6%	9	6%	17	12%	36	25%	70	49%
My teacher supports me to understand my learning data.	3	2%	8	6%	3	2%	30	21%	47	33%	53	37%

Durack School 2018 Student Survey

There are opportunities for me to be a leader at my school (e.g in sports, a house captain, as a leader of a buddy class).

1	1%	8	6%	7	5%	24	17%	47	33%	57	40%
---	----	---	----	---	----	----	-----	----	-----	----	-----

6 . Do you have any other comments to help improve your school?

Question overview

Category	None
Mandatory	No
Type	Extended text response
Answered	103
Not answered	41

No (9)

no the school is perfect and good the school is already improvet

nope

renovate toilets and class's
bigger assembly area

the survey was good

To be a more Sporty school and AFL

To improve our school I think we need to redo the bathrooms (e.g fixing the lights new toilets, new soap despcencers, new tiles ect) and to fix the aircons in all the class room because half of them don't work anymore. new fridges that are a bit bigger because the fridge gets a bit cramped with how many kids are in the class at a time.

I hope painting the the tables get the bacteria off and make the toilets better thank you.

Maybe more sports or more languages more computer areas?

maybe do a more cultural sports such as rugby union

more discos, less price at canteen, less assembly's, more play time.

more school discos.
And swimming pool's.a new year 6 playground
.canteen food cheaper
and nicer staff.

a new playground new soccer nets

add a pool in school.

Cleaning up Fridays around the school.
Suggestion box.

Come up with other punishments other than picking up rubbish. Be fair to those who are commonly in trouble. Get kids to pick up rubbish every lunchtime. Go slow with those who have trouble in education. Thank you for listening to me. :)

good rules to make the kids be happy to play around at break times.

have meetings (two times a year) for the parents to talk about what there kid feels like or is doing in classes to make sure the kid is being good or bad.

have a little bit higher years (e.g. year 1 up to year 8 or 7).

I think the school needs to get a locked shed for the sports equipment so people wont be able to steal.

in year 5/6 not only Mrs Edie's class should do recycling, have a school garden,a better big kids playground, a better oval and better equiement

let the students play on the hole oval.

maybe add a new playground that has a wheel that you use to turn around a small circle.

maybe add swings and make students feel comftable at this school

maybe to have another idea instead of the buddy bench because the buddy bench might make kids feel upset and embarssed because it can make people think they have no friends.

more playground in the school

more school discos and other countries we can learn such as greek

NOTHINCK IT IS ALL GOOD

Room 7 thinks there should be clean up school roster which would help to keep it looking clean. le Our class cleans up the rubbish every Friday after recess or lunch.

We would love more equipment in the playground. balls, skipping ropes, holler hoops fun activities like chalk even a flying fox for kids, trampoline.

There is no basketball hoops that we can use.

100 square painted on the concrete.

The red pot outside our classroom needs to be painted as the paint is flaking off.

Every student tin the school to have a homework bag the same.

We think it would be beneficial to have students on duty with mini vests.

Swimming lessons we would love this!

Experienced AFL, tennis soccer players come and teach us how to play.

have the toilets cleaned more, longer play time, more teachers, bigger play ground and bigger soccer ground no shoes on and wear our pajamas to school, no home work or school work.to have a better school we need soccer nets and proper referees

toilets cleaned more often more sports lessons tables cleaned more often more sports gear have more asseblys and toad busts

try treating the same sex the same way in behavior because it is hard for the boys to learn when the teacher talks politily to the girls and yells at the boys.

yes we should have a slip that if you are not on your best behavior you have to pick up rubbish or sit out a recess or lunch.

1/2 McNeil think we could improve by removing rubbish from our school grounds, allowing children from all age groups to play in all play areas and implement recess/ lunch monitors to help assist the teacher on duty.

add a bigger canteen.

signs around the school near the trees and fences because some students climb the trees and they climb over the fence to grab a ball. make the fences higher so the balls don't go over the fence and the students wouldn't have to climb the fence to get the ball. the reason why i want this to happen is because students possibly get hurt and then the students parents would think it's a unsafe school. I think the classes should be in the same block with there year so the little ones don't get hurt.

some more play ground equipment
fix the bubblers so they work properly
new tables and chairs for the classroom
some more shade in the playground
some more books and reading programs
paint the classroom walls
new fridge for the classroom

Talking to the students when they're naughty isn't getting through to them. students are loosing valuable learning time. when your in yr6 (like me) you need to know enough to be able to do a smooth transition to middle school and loosing time in class because of students being naughty it wont help us be able to continue school smoothly. Also students are getting away with swearing in front of teachers and at them. it is not good for the students to be swearing as it can be used harmfully and put students off track.

that teachers care about everyone

To clean the toilets

Treat everyone fairly. Because the teachers treat some students unfairly.

when a child/student gets a big achivement and it cost heaps of moneythat student should have a fundraiser and that student should be congratulated not just said well done to and there are lot this school that should be well tamed and teachers could listen to students idess and elaborate on temts of mean and lots of bulllys a

Allow mobile devices on school grounds!!!!!!

bring nerf guns to school and powerwheels

Buy more toys for inside and outside so we can play with them.

More play equipment.

A fairy garden

Put glitter around to make the school look pretty.

Make a cubby house.

Make stickers about Durack like on our shirt for our books, bags and when we do good work.

every mondays all of the class rooms goes outside,and have a clean up day.

- > Can we have sports at lunch time for every year level, we used to have that before,
- > Can we please have a swimming program at school
- > Can small kids have a basketball court too?

Air corns need to be fixed and bathrooms need to fixed

another toilet block. Longer play. another play ground. more sport gear. no shoes on in class. wear are pj day. no homework. nap time.

another toilet, longer play time, another play ground, more sport gear, nap time, soccer ground with soccer nets.

Assembly should be every Monday just in case something gets mist or students have some thing to say that is coming up instead of wasting paper we already no about it

For students to be more respectful and not swear or bully and for teachers to have more control over their class.

I think that the school is good but I have a suggestion for the school to get movable soccer goals for the oval because kids go out on the oval and put cones for soccer goals.

i think we can improve picking up rubbish around the school

it is a good school

make a better punishment other than picking up rubbish

Make an art class were students can go at lunch if they want to.

Make a fundraising were you choose a group of kid's to go things to people around Durack [E.G coffee ,chocolate or cakes.

make the school have fortnite epic games

Maybe change some math lessons to art like 3 art lessons weekly. Thanks for my comment and I will be looking out any changes bye.

MORE DISCOS, more play time more grass

more drama and acting

more play equipment please. new toilets please.

more sport games.

More sports and games on the basketball courts and microwaves in class rooms. And class room pets

more things to play with at recess and lunch

No :)

nooooooooooooooooooooo

not really

will I do good this year

I don't feel safe at this school because the oval is not fenced. People could fall out of the oval and be in danger. Code red makes me feel unsafe. There needs to be more hiding spaces for me.

I think that this school is a great place however we are not allowed to run on the concrete yet there is a lot of concrete and sometimes the oval is not open.

I think the schools should take students more serious when they tell off other kids if they are not being nice because the teachers don't care

I would like to see the school prevent fights.

less pricey on canteen

maeck the slesh back to 2\$

more detailed learning

more fun games e.g. wet play fore year 4 and 3 and 5/6

more lunch in the canteen

more playgrounds and better medication

more sports and microwave in class rooms and pets in class.

please can you put the shades back on some playgrounds

to not pick up rubbish for a punishment

we could either uses the 5 minuets at the bell to play or go to the toilet but when the ding dong goes you have to go to staright back to class you cant go to the tolilet for more tan 30 minuetes.

We would like some more fun areas to play in like a fairy garden, a race track for our small cars, gardens we can play in. It would be good to have some more equipment in our area for discovery learning and new and more equipment to help our gross and fine motor skills in Sensory Motor.

yes teacher need to provide better work in a helpful way. Air corns need to be fix. Bathroom need to be cleaned properly and its smelly.

all good thank you the people are nice and the teachers are good this is a good school

be able to wear what any thing we want.

BMX track

clean the tables out side of the 5/6 block

get house shirts

get new sports equipment

have days to do more art

have pe everyday

help more kids.

i dunno

I love my school

i love my school but maybe we could fix up the play grounds and maybe add some more fun activity's to do at recess and lunch and maybe let kids also go into the library at recess and add more big kid books cause its really hard to find a book for me.

make it longer

maybe add is this your fav school

maybe less questions because some of them are the same

can you add more questions and this is a really good survey.

For the year 5/6 to be in the new building near miss herricks class so the 5/6 are near each other. so we can borrow computers and not walk all the way from the front of the school the back to the back of the school to play on the playground or to borrow computers or ipads.

Great

I don't think it needs to be on computer just put a suggestion box in the office.

I think the surveys a very helpful.

it need to be better

it needs more options to choose from and more questions

it was fine.

No :)

nooooooooooooooooo

This is stupid:(

this survey was a great idea for students to have a say about their school

this was a good survey

why do you make us do this sevey

Audited Financial Statements

**DURACK SCHOOL COUNCIL INC
ANNUAL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

**DURACK SCHOOL COUNCIL INC
ANNUAL FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

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Balance Sheet

Income and Expenditure Statement

Notes to and forming part of the financial statements

Audit Report

**DURACK SCHOOL COUNCIL INC
COUNCIL STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2018**

As Chairperson of the Durack School Council Inc state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the School's management in accordance with the reporting requirements of the Northern Territory Department of Education, does fairly reflect the financial position of the School and its performance for the year ended 31 December 2018

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

Chairperson

LE Miles

Dated:

22/2/19

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

DURACK SCHOOL COUNCIL INC
BALANCE SHEET
AS AT 31 DECEMBER 2018

	This Year	Last Year
ASSETS		
CURRENT ASSETS		
CASH AT BANK		
Cheque Account - Westpac	\$1,121,929.34	\$858,730.56
Debit Card Account	\$2,046.87	\$1,720.93
NEWElectronic Clearing Account	\$0.00	-\$756.00
EFT Rejection Clearing Account	\$0.00	\$0.00
Total CASH AT BANK	\$1,123,976.21	\$859,695.49
CASH ON HAND		
Cash Register Draw	\$200.00	\$200.00
School Petty Cash	\$206.80	\$206.80
Canteen Till Float	\$40.00	\$40.00
Fundraising Float	\$550.00	\$550.00
Total CASH ON HAND	\$996.80	\$996.80
TRADE DEBTORS		
Trade Debtors	\$2,644.94	\$3,457.94
Total TRADE DEBTORS	\$2,644.94	\$3,457.94
PREPAYMENTS		
Expenses Prepaid	\$0.00	\$5,500.00
Total PREPAYMENTS	\$0.00	\$5,500.00
INVENTORIES		
Uniform Stock on Hand	\$31,619.45	\$27,053.30
Total INVENTORIES	\$31,619.45	\$27,053.30
Total CURRENT ASSETS	\$1,159,237.40	\$896,703.53
NON CURRENT ASSETS		
PLANT AND EQUIPMENT		
Plant & Equipment @ Cost	\$58,581.00	\$24,827.90
Provision for Depreciation	-\$16,012.70	-\$11,965.31
Total PLANT AND EQUIPMENT	\$42,568.30	\$12,862.59
Total NON CURRENT ASSETS	\$42,568.30	\$12,862.59
Total ASSETS	\$1,201,805.70	\$909,566.12
LIABILITIES		
CURRENT LIABILITIES		
DEPOSITS HELD -3RD PARTIES		
Social Club	\$368.02	\$674.59
Morning Tea	\$23.24	\$33.59
Book Club	-\$284.61	\$1,754.50
Back to school payment scheme	\$0.00	\$0.00
Miscellaneous Holding Account	\$6,365.09	\$2,661.40
Total DEPOSITS HELD -3RD PARTIES	\$6,471.74	\$5,124.08
TRADE CREDITORS		
Trade Creditors	\$15,896.66	\$56,086.89
Total TRADE CREDITORS	\$15,896.66	\$56,086.89
GST LIABILITIES		
GST Collected on Sales	\$240.45	\$306.16
GST Paid on Purchases	-\$1,252.81	-\$5,330.17
Total GST LIABILITIES	-\$1,012.36	-\$5,024.01

DURACK SCHOOL COUNCIL INC
BALANCE SHEET
AS AT 31 DECEMBER 2018

	This Year	Last Year
EMPLOYEE ENTITLEMENTS<12M		
Annual Leave Entitlement	\$801.00	\$3,301.00
Long Service Leave Entitlement	\$21,388.00	\$17,725.00
Total EMPLOYEE ENTITLEMENTS<12M	\$22,189.00	\$21,026.00
Total CURRENT LIABILITIES	\$43,545.04	\$77,212.96
NON CURRENT LIABILITIES		
Total NON CURRENT LIABILITIES	\$0.00	\$0.00
Total LIABILITIES	\$43,545.04	\$77,212.96
 Net Assets	 \$1,158,260.66	 \$832,353.16
 EQUITY		
ACCUMULATED FUNDS		
Opening Balance S/(D)	\$832,353.18	\$726,580.21
Current Year Operating S/(D)	\$325,907.50	\$105,772.97
Total ACCUMULATED FUNDS	\$1,158,260.68	\$832,353.18

**DURACK SCHOOL COUNCIL INC
INCOME AND EXPENDITURE STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2018**

	This Year	Last Year
INCOME		
GRANTS AND SUBSIDIES		
CvD-CWLTH GRANTS VIA DoE	\$2,423.07	\$402.97
C-CWLTH GRANTS DIRECT TO SCHL	\$40,800.00	\$30,210.00
D-OTHER GRANTS FROM DoE	\$1,401,104.04	\$1,004,408.05
NTG-OTHER GRANTS FROM NTG	\$15,346.65	\$692,915.76
3PTY-GRANTS FROM EXTERNAL 3RD	\$7,389.07	\$9,820.48
Total GRANTS AND SUBSIDIES	\$1,467,062.83	\$1,737,757.26
SALE OF GOODS & SERVICES		
SC-SCHOOL PROJECTS	\$227,296.82	\$230,975.72
STDNT-STUDENT ACTIVITIES	\$87,975.32	\$43,144.42
Total SALE OF GOODS & SERVICES	\$315,272.14	\$274,120.14
INTEREST RECEIVED		
INTEREST RECEIVED	\$2,385.47	\$1,783.00
Total INTEREST RECEIVED	\$2,385.47	\$1,783.00
MISCELLANEOUS INCOME		
OGS-RECPTS/REIMB OTH GOV SCH	\$76,547.48	\$14,724.19
INTERNAL MGMT ALLOC'S	\$500.00	
Total MISCELLANEOUS INCOME	\$77,047.48	\$14,724.19
Total INCOME	\$1,861,767.92	\$2,028,384.59
EXPENSES		
EMPLOYEE EXPENSES		
SALARIES AND RELATED EXPENSES	\$399,163.80	\$334,529.21
SUPERANNUATION EXPENSES	\$37,492.48	\$31,429.09
Total EMPLOYEE EXPENSES	\$436,656.28	\$365,958.30
PURCHASE OF GOODS & SERV		
SGEN-SCHOOL GENERAL EXP	\$121,487.80	\$103,368.92
ADM-ADMINISTRATIVE EXP	\$19,327.88	\$20,829.70
MOTOR VEHICLE EXPENSES	\$119.58	\$84.68
STDNT-STUDENT ACTIVITIES	\$138,526.27	\$75,356.29
STUDENT INFORMATION TECHNOLOGY	\$71,536.88	\$151,499.98
ADMIN IT AND COMMUNICATION	\$50,062.73	\$39,570.67
CURRICULUM	\$107,552.10	\$93,020.32
NCA-SCHOOL NON CORE ACTIVITIES	\$64,223.18	\$50,286.65
PMTS TO OTH GOVT SCHOOLS/GOV	\$0.00	\$522,000.00
Total PURCHASE OF GOODS & SERV	\$572,836.42	\$1,056,017.21
REPAIRS & MAINTENANCE		
UMR-URGENT MINOR REPAIRS	\$73,731.67	\$159,077.01
NUMR-NON URGENT MINOR REPAIRS	\$5,831.68	\$7,796.70
Total REPAIRS & MAINTENANCE	\$79,563.35	\$166,873.71
DEPRECIATION AND AMORTISATION		
DEPRECIATION AND AMORTISATION	\$4,047.39	\$3,829.40
Total DEPRECIATION AND AMORTISATION	\$4,047.39	\$3,829.40

**DURACK SCHOOL COUNCIL INC
INCOME AND EXPENDITURE STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2018**

	This Year	Last Year
PROPERTY MANAGEMENT		
ESSENTIAL SERVICES	\$221,884.37	\$206,777.68
CLEANING	\$10,687.58	\$6,228.63
GROUNDS	\$22,733.90	\$25,025.60
PROPERTY MANAGEMENT OTHER	\$187,451.13	\$91,901.09
Total PROPERTY MANAGEMENT	\$442,756.98	\$329,933.00
OTHER ADMINISTRATIVE EXPENSES		
OTHER ADMINISTRATIVE EXPENSES	\$0.00	\$0.00
Total OTHER ADMINISTRATIVE EXPENSES	\$0.00	\$0.00
Total EXPENSES	\$1,535,860.42	\$1,922,611.62
Net Profit / (Loss)	\$325,907.50	\$105,772.97

DURACK SCHOOL COUNCIL INC
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

Note 1: Statement of Accounting Policies.

These financial statements are a special purpose financial report prepared for the Council in order to satisfy the requirements of the Northern Territory Department of Education and the School Council Constitution. In accordance with the powers in S111 of the Education Act, the Secretary of the Department of Education has prescribed the manner in which the School Council is to prepare this report, and in so doing, has determined the accounting policies to be adopted in preparing the report.

(a) Scope of the School Council's financial reporting

This financial report records only the revenues and associated expenditure of funds allocated to, or raised by, the School. It does not include teaching and administrative staff salaries and allowances, including leave provisions, since these personnel are employees of the Department, and their employment costs are met by the Department. The School does receive funding for casual relief teachers and other relief staffing, and although this activity is controlled by the School's management on behalf of the Department, it is included in this financial report.

(b) Revenue recognition

Revenue from grants is recognised upon receipt, except where invoices are raised on the Department for reimbursable funded items, including essential services, property management and some relief personnel. In those instances, the revenue is recognised when the invoice is raised. Minor New Works and Capital Grant balances are transferred to the balance sheet at year end. Receipts from fund raising activities are recognised when they have been received by the School.

(c) Income Tax

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

(d) Capital Expenditure

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

From the 2010 financial year and in accordance with the Department of Education requirement, only assets with a cost of \$10,000 or higher are recorded as an asset. Only assets exceeding the amount are carried as recorded in the balance sheet

(e) Depreciation

Assets carried in the balance sheet will be depreciated on the basis as determined by the Department.

(f) Receivables

Revenue from reimbursement from the Department of Education for over-expenditure in grant funded activities is brought to account when received.

(g) Employee Entitlements

The School employs staff on casual, award and/or contract arrangements but has not incurred a liability for employee entitlements.

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

**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF DURACK SCHOOL COUNCIL INC
57 927 272 399**

Report on the Financial Report

I have audited the accompanying financial report, being a special purpose financial report, of Durack School Council Inc, which comprises the balance sheet as at 31 December 2018, and the income and expenditure statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by Chairperson of the committee.

Committee's Responsibility for the Financial Report

The committee of the council is responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Education Act and for such internal control as the committee determines is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. Those standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the committee, as well as evaluating the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

**INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF DURACK SCHOOL COUNCIL INC
57 927 272 399**

Auditor's Opinion

In my opinion:

The financial report of Durack School Council Inc is in accordance with the Education Act including:

- (i) giving a true and fair view of the Council's financial position as at 31 December 2018 and of their performance and cash flows for the year ended on that date; and
- (ii) complying with the Australian Accounting Standards.

The financial report also complies with International Financial Reporting Standards as disclosed in Note 1.

Name of Firm: Andrew G Marshall
Chartered Accountants

Name of Director:



Andrew G Marshall

Address: 193 Brisbane Terrace GOODNA QLD 4300

Dated this 20th day of February 2019