

Rosebery Primary School

Annual performance report to the school community
2024



Acronyms	Full form
<Eg: NT>	<Eg: 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

Contents

School overview: context and focus for improvement in 2024	4
Our School.....	4
Our Students.....	4
Our Staff	7
Our Community.....	7
Principal's report	8
School Representative Body / LEaD committee report	9
School priorities 2024	12
Strengthening instruction for young territorians	13
Engaging every child and student in learning Goal 1	14
Engaging every child and student in Learning Goal 2	
Student enrolment, attendance and learning	18
National Assessment Program – literacy and numeracy – reading, writing, spelling , grammar and punctuation, and numeracy results 2024	19
School survey results	20
Audited financial statements	

School overview: context and focus for improvement in 2024

Our School

Rosebery Primary School opened in January 2011 and was built with a focus on new architecture which would facilitate a contemporary way to educate NT students. Our school is unique- there are four points of differences- our four signature programs: Co-teaching, Kagan Cooperative Learning, Restorative Practices and Evidence based practices. Our school is designed for co-teaching and so our teachers work together as partners for planning and teaching. In 2024 nearly all our classrooms facilitate two classes and two teachers working as one class with the exception of our Transition classes.

In 2021, we began focusing on Readiness to Learn, which included updating our vision to: 'Growing and learning together through curiosity, creativity, and collaboration.' Feedback from staff, students, and parents indicates that continuing this strategy remains a high priority. In 2023, we maintained a strong emphasis on enhancing our capacity in Readiness to Learn through Restorative Teaching and Kagan Cooperative Learning. The NT Learning Commissioners identified this as an area for improvement, specifically focusing on fostering friendships and ensuring students have an adult they can approach. As part of this, we introduced a whole-school focus on Zones of Regulation in 2023.

In 2022, we worked to deepen our pedagogical content knowledge in Mathematics and developed a Whole School Instructional Model centered around structured inquiry in Mathematics. This approach was introduced through continuous professional learning, regular coaching and mentoring, walkthroughs, observations, and a culture of feedback.

In 2023, we adopted a similar structure with a focus on improving Reading. Our instructional model became two-fold, incorporating both an Inquiry-based model and one based on explicit teaching. Staff participated in professional development focused on the Science of Reading (SoR), and the school began updating resources and assessments to align with this approach. We also launched the Whole School Data plan in 2023, which included revising the assessment schedule to include a screening process for reading achievement. All teachers trialed the use of DIBELS and SPARKLE assessment kits.

In 2024, we maintained a strong focus on improving reading by implementing a structured literacy approach derived in the Science of Reading. Our commitment was to develop consistent pedagogical practices aligned with this approach and embed consistent practices across the school.

These practices included educators using the structured literacy approach in their programs and utilising reading data to inform teaching and learning plans. Educators worked collaboratively to plan literacy term overviews and implement 2-hour structured literacy blocks. In addition, we used data to identify students in need of interventions and to determine targeted support.

In late 2024, RPS underwent a School Review that validated our achievements in key areas: implementation of structured literacy with strong support, a positive and inclusive school culture, empowered students, a dynamic performing arts program, and collaborative partnerships that enriched learning and student well-being. The review also provided valuable insights for our 2025 strategic focus, which will centre on optimising student outcomes through enhanced pedagogy, improved differentiated instruction, and a data-driven approach.

School Vision and Mission

Vision

Growing and learning together through curiosity, creativity and collaboration

Mission

At Rosebery Primary School, we build an inclusive community of learners by:

- *Promoting reflection and empathy through working restoratively*
- *Providing innovative teaching practices to nurture, challenge and inspire*
- *Engaging in collaboration through Kagan Cooperative Learning and co-teaching*
- *Activating a sense of creativity, curiosity and wonder*

Our Students

In 2024 we had approximately 390 enrolled students, we had 15 mainstream classes of students from Transition to Year 6 in our school. We also had two Pre-School classes offering a two full-day and one-half day program.

Approximately 22% of our students are Aboriginal. 35% of our students speak English as a Second Language. 18% are students with disability. Further, approximately 15% of our families have a parent/carer in a full-time employment with the Australian Defence Forces.

Our school has many working families, and as such, Outside School Care Service (OSCNT) our external provider is well attended including vacation care. About 15% of our students attend OSC at some time during the school week.

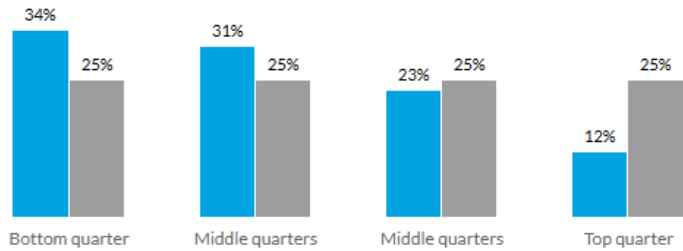
See below a MySchool overview <https://www.myschool.edu.au/> highlighting School Demographics overview, and enrolment.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	963
Average ICSEA value	1000
School ICSEA percentile	30

Distribution of Socio-Educational Advantage (SEA)

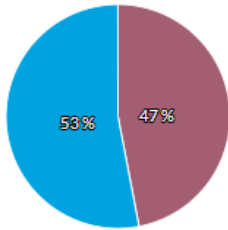


■ School distribution ■ Australian distribution
 Percentages are rounded and may not add to 100

Students

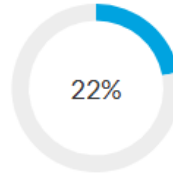
Total enrolments: 335

- Boys 178
- Girls 157



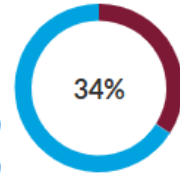
Full-time equivalent enrolments: 335.0

Indigenous students



Language background other than English

- Yes (34%)
- No (66%)
- Not stated (0%)

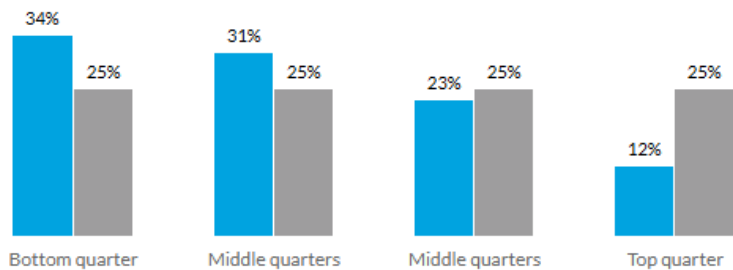


Student background

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School ICSEA value	963
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Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution
 Percentages are rounded and may not add to 100

From (<https://www.myschool.edu.au/>)

Our Staff

In 2024, Rosebery Primary's staff consisted of a diverse range of roles, including administrative, operational, teaching, support, and maintenance positions. The team includes: one Principal, one Assistant Principal, four Senior Teachers, one Special Education Senior Teacher, a Special Education Support Assistant, seven Classroom Support Officers employed by the School Council, one Business Manager, two Administration Officers in Reception, one IT Support Officer, three AO Classroom Support Assistants, a Canteen Manager, a Maintenance Officer, two Preschool Assistants, 15 Classroom Teachers, one Preschool Teachers, three specialist subject teachers (Health, Performing Arts, and Physical Education), one Defence School Mentor, and an Indonesian Teacher who works one day a week. Our staff are highly motivated, passionate, and professional, consistently meeting the standards set by the Public Services Management Act and the Australian Teaching Standards. Three staff members identify as Aboriginal. All Preschool staff hold qualifications that meet the National Quality Standards for Preschools. Additionally, all teaching staff comply with the professional standards for teachers in the Northern Territory, holding appropriate teaching qualifications and adhering to the Code of Ethics for Northern Territory teachers.

Our Community

Our community is welcoming and supportive, and we encourage parents to visit the school at any time. Our Defence Support Mentor (DSM) plays a key role in assisting Defence families, offering programs throughout the year to help students adjust to a new school environment or build friendships. Lunchtime craft sessions are available for students who wish to spend time with friends in a safe, supportive setting. The DSM also organises ANZAC Day commemorative ceremonies and acts as a liaison between Defence personnel and the school.

Our Dance Troupe enjoys strong family support and exemplifies the values of our school. Comprising boys and girls from Years 5 and 6, the Troupe performs at the NT DoE Beat Festival and other community events.

The Performing Arts program is a vital way we connect with the community, sharing our passion for the Arts. Music plays a central role in this program, featuring a school band and choir, both of which performed at the BEAT.

In 2024, the Rosebery Rugrats Playgroup continued to provide families with younger children the opportunity to engage with Rosebery Primary School early on.

Principal's Report

As I reflect on 2024, it was a year of consolidation, growth, and celebration for our school community. We focused on strengthening and celebrating our 2021-2024 whole-school approach to reading, with a particular emphasis on screening processes. By confidently implementing these screening processes, we ensured that targeted support was in place to meet the diverse needs of all our students. This has been a significant achievement in ensuring every student receives the support they need to succeed.

Throughout the year, we remained committed to creating and maintaining orderly learning environments. This was achieved through targeted professional development, as well as the ongoing monitoring and assessment of systems and routines. Our efforts also included the continued implementation of the Zones of Regulation, a key framework to support students with emotional regulation, which has been invaluable in helping our students thrive both socially and emotionally. The NT Learning Commissioners have recognised the importance of this area, specifically highlighting the need to promote friendships and ensure that students can easily identify an adult they trust for support. This remains a key focus for us moving forward.

We placed a strong emphasis on obtaining feedback from staff, students, and parents, ensuring that communication remains a priority. Our efforts to engage parents continued through various channels, including social media, Seesaw, and email, allowing us to keep families informed and involved in their children's learning journey.

In terms of professional development, 2024 saw us continue to build teacher capacity through two central programs: Restorative Teaching and Kagan Cooperative Learning. These programs are at the heart of our approach to supporting student wellbeing and fostering positive relationships, and they remain a cornerstone of our school ethos.

A significant change occurred in Semester Two with a shift in leadership. As Tania Kolomitsev moved into a corporate position, I had the privilege of stepping into the role of Principal. This transition has presented exciting challenges and opportunities, allowing me to continue the positive trajectory of our school while working closely with staff to introduce new perspectives and ideas.

Our School Review, which took place later in this year, was another significant milestone. The feedback we received provided valuable insights into our progress and highlighted areas for growth. We are currently addressing these recommendations to ensure we continue to create a supportive and engaging environment for both students and staff.

Extracurricular activities continued to thrive in 2024, providing our students with numerous opportunities for growth and enrichment. Our school choir, Dance Troupe, and the Rosebery Rugrats Playgroup continued to be key programs, alongside school camps for our Years 3-6 students. Our Wellbeing Being and Inclusion Team also continued to provide support for students and their families with additional needs, ensuring that every child had access to the help they required.

We also enjoyed several large-scale whole-school events that brought our community together. These included Student-Led Conferences with family BBQs, Mother's and Father's Day stalls, the Book Fair, Book Character Parade, Early Years Christmas Fair, BEAT with the Choir and Dance Troupe, Dance Camps, Sports Day, class events, and the Colour Fun Run organised by the School Council. Our year concluded with a spectacular whole-school production of *The Road Trip*, which showcased the creativity and talent of our students.

As we look forward to 2025, we remain committed to building on these successes, addressing areas for improvement, and continuing to provide a nurturing environment where all students can flourish.

Danielle Banicek

School Representative Body / LEaD committee report

The year commenced with our Annual General Meeting (AGM), where we had the opportunity to reflect on the previous year's accomplishments and set the foundation for 2024. During the AGM, the Executive Council members were elected, ensuring continuity and strong leadership for our school community.

I am honoured to have been re-elected as Chairperson, and I sincerely appreciate the trust and support of the council members. We were also pleased to welcome back Penny Seamer as Secretary and Kiah McKenzie as Treasurer. Their dedication and commitment to the School Council have been invaluable in ensuring the smooth operation of our initiatives throughout the year.

I would like to extend my sincere gratitude to all Council members for their commitment throughout the year. Your time, effort, and dedication do not go unnoticed, and your contributions continue to make a meaningful difference here at Rosebery Primary School.

Farewell to Principal

In June, we bid farewell to our Principal, Tania Kolomitsev, as she moved on to a new opportunity elsewhere in the NT Department of Education. On behalf of the School Council, I would like to express our deepest appreciation for her leadership, vision, and unwavering support of the entire school community. Tania's passion for education and dedication to the students and staff at RPS left a lasting impact, and we wish her all the best in her new role.

Welcoming Our New Principal

Following the departure of Tania Kolomitsev, Danielle Banicek (Assistant Principal) stepped in as Acting Principal for the remainder of the year. In late 2024, we were delighted to see Danielle officially appointed as the Principal of Rosebery Primary School. We look forward to her leadership and the positive impact she will continue to have on our school community.

Early Years Playground Completion

The beginning of 2024 marked a significant milestone for our school with the Early Years playground being completed. Having been an active member of the Rosebery Primary School community for six years and deeply involved in the fundraising efforts for this project, I am incredibly excited to see it finally come to fruition. It is heartwarming to witness the joy it brings to our students and to know that it is so well received by the entire school community.

This playground was truly a whole-school community project, a testament to the power of collaboration and dedication. A huge congratulations and thank you to everyone who contributed to making this vision a reality!

Community Support & Fundraising Efforts

Fundraising events are only possible with the involvement and support of our school and local community. Your time and generosity are invaluable, and we sincerely appreciate your ongoing contributions. These events would not be the same without the dedicated support of local businesses and organisations who continue to assist with donations throughout the year.

Charitable Support and Community Giving

The School Council remains committed to supporting charities that align with our school values. In 2024, we proudly participated in **Day for Daniel**, raising an impressive **\$174.95** to support this important cause.

As we look ahead to 2025, I encourage everyone to begin thinking about charities the Council can support in the coming year. Your suggestions and involvement are invaluable in ensuring we continue to make a meaningful impact.

Fundraising Success in 2024

An outstanding effort by the entire school community led to impressive fundraising totals this year. The collective dedication and generosity of our students, families, staff and local supporters have made a real difference.

Our final fundraising totals are as follows:

2023 prior year fund	\$16,198.81
Meet and Greet BBQ	\$177.30
Easter Raffle	\$671.70
Mother's Day Stall	\$1,486.64
Father's Day Stall	\$222.87
Sport Day BBQ	\$1,723.00
Family BBQ	\$723.70
Colour Run	\$8,225.42
Christmas Raffle	\$714.20
TOTAL	\$30,113.86
Big Screen	\$16,685.30
2025 carry forward	\$13,428.56

A heartfelt thankyou to everyone who contributed their time, resources and enthusiasm to our fundraising efforts. Your support continues to enrich our school community and provide valuable opportunities for our students.

Investment in School Infrastructure

In 2024, the School Council approved the allocation of fundraising efforts toward the installation of a big screen projector in the assembly area, at a total cost of \$16,685.30. While this project was initially planned for completion over the Christmas break, the supplier has advised that some components are still pending. Installation is now scheduled for early 2025.

All remaining fundraising contributions from 2024 will be carried forward and allocated to 2025 projects approved by the School Council, ensuring continued enhancements that benefit the entire school community.

Voluntary Contributions & Community Support

The voluntary contributions from families in 2024 continued, reflecting the strong support and commitment of our school community. One of the most encouraging aspects has been the ability for families to pay off these contributions throughout the year, however, there has been a decrease in contributions of \$1,523 compared to 2023.

These contributions play a vital role in supporting the school's ongoing improvement journey, directly benefiting students and enhancing learning opportunities. This year, voluntary contributions totalled **\$9,075**— still a remarkable achievement!

Conclusion

As we close out another successful year, I want to take this opportunity to thank each and every person who has contributed to making 2024 a memorable and impactful year for Rosebery Primary School. The dedication of our School Council members, the unwavering support of our staff and families, and the generosity of our local community have all played a vital role in ensuring the success of our initiatives.

This year, we have seen significant achievements, from the completion of the Early Years playground and our successful fundraising efforts to the approval of new projects that will benefit the school in the years to come. Our ability to work together as a strong and engaged school community is what makes RPS such a special place.

A huge thank you to all families who contributed. Your generosity continues to make a significant difference here at Rosebery Primary School.

Lesley Vella
Rosebery Primary School Council Chairperson

School priorities 2024

Headline Improvement Measures (HIMS)



School survey

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

Foundations for Early Literacy Assessment NT

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

Attended days

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

NAPLAN growth

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

A-E grades

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

Year 12 achievement

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

The Headline Improvement Measures (HIMS) have been included here as they are the most appropriate data sets to monitor and measure the system's progress towards the two goals set out in the [Education NT Strategy 2021-2025](#)¹: to support all children and students to engage, grow and achieve, and for the NT to continue to be the most improving education system in Australia.

*The HIMS are used by schools to monitor progress and evaluate their improvement journeys aligned to *Strengthening Instruction for Young Territorians and Engaging Every Child and Student in Learning*, in addition to local and systemic data sets.*

¹ <https://elearn.ntschoools.net/leading-system-improvement/education-nt-strategy-2021-2025>

Strengthening instruction for young territorians

Goal: To improve reading through the implementation of a structured literacy approach based on the Science of Reading.

What was the school's Strengthening Instruction Change of Practice in 2024?

If we utilise consistent pedagogical practices following a structured literacy approach then we will achieve improvements in student learning in reading.

To improve school A-E reading outcomes from 25% achieving an A or B to over 40% achieving an A or B and to decrease the number of students receiving a D from 30% to 20%.

What Actions did the school undertake to achieve the Goal and Change of Practice?

- Educators using a structured literacy approach as evident in programs
- Educators using reading data to inform teaching and learning programs
- Educators give students and families feedback on how they are going and their next steps in reading
- Educators work collaboratively to plan literacy term overviews and implement 2-hour structured literacy blocks
- Educators use data to identify students who require interventions and what will be targeted
- Team leaders conduct impact coaching sessions three times a term based on either: observations (by leaders or peers) or self-reflections of videos of teaching practice
- School leaders conduct walkthroughs during structured literacy and give feedback at least once per term
- Teachers plan and implement an intervention focus for SESAs with students who are getting a D in Reading at least three days a week for 10 minutes
- Special education plans and implements additional intervention (e.g. MiniLit) for students in Years 1/2 and select Tier 3 students across the school

2024 A-E Reading Outcomes

A-E reading outcomes from 30% achieving an A or B 35% of students receiving a D .

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

In 2024, we remained committed to enhancing reading outcomes by investing in professional development centered around the Science of Reading. Additionally, we established a core Reading Network Team, designed to build expertise and continue drive school our whole school focus in improving in Reading .

However, we recognised that certain areas within the school were not performing at the same level as others, highlighting a gap in achieving the desired consistency across the school. On reflection and with a focus on consistency we will continue to refine our unified approach to reading instruction and Tier 2 & 3 intervention.

Annual Performance Report to the School Community 2024

2025, the primary focus is to establish an embedded and consistent approach to examining and analysing data. This approach aims to support more informed decision-making processes, particularly in the context of screening and intervention strategies. This will require integrating data-driven insights seamlessly into our operational practices, fostering a culture of continuous reflection, learning, and adaptation.

Engaging every child and student in learning

Goal 1 :To improve student engagement through increased targeted communication between home and school across all year levels.

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

If we communicate regularly with parents through a variety of platforms then we will improve the percentage of positive responses in the NT School Survey for student wellbeing and quality teaching and learning.

What actions did the school undertake to the Goal and Problem of Practice

- Leaders and Educators consistently applied agreed strategies to promote positive student behaviour and high expectations of learning and communicate this with parents and carers
- Leaders and Educators demonstrated care and support for students and communicated this with parents and carers
- Educators used a variety of platforms (including face to face) to communicate with parents and carers sharing successes, expectations, challenges faced by students and information about how to support their child as a learner.

What were the school's Student Improvement Targets for this goal(s) and were they met?

Whole school attendance in 2023= 86% 2024 Target= 90% 2024 – 87.7%

NT School Survey (Parents) Targets

Target 75% This school works with me to support my child's learning (2023-62%) - 2024 result 67%

Target 80% My school shares data to inform me about my child's learning in a way that I can understand (2023-66%) 2024 result 69%

Target 70% I feel well informed about what is happening at the school (2023- 59%) 2024 result 71%

Target 60% I have opportunities to have a say in the direction of the school and its education programs (2023- 47%) 2024 result 45%

Target 65% This school takes parents' opinions seriously (2023-55%) 2024 result 65%

How is the work making a difference?

- Improved parental engagement and support for student learning
- Communication about school events and general information has become more effective
- School and teachers communicating regularly and effectively with parents

Engaging every child and student in learning

Goal 2: To improve student Wellbeing through the continued implementation of SEL and ZoR (Zones of Regulation).

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

If we have consistent systems and routines based on Restorative Teaching and Kagan Cooperative Learning and we are teaching Social and Emotional Learning and Zones of Regulation, then we will create safe, nurturing inclusive classrooms.

What actions did the school undertake to the Goal and Problem of Practice

- Teams investigated various SEL programs and implemented a RPS SEL program that aligns with Kagan, Restorative and ZoR
- Educators engaged in ZoR PD and teams continue to implement Zones of Regulation as part of their teaching and learning program.
- Educators spend the first two weeks of each semester explicitly teaching systems and routines and our whole school positive behaviour system
- Educators participated in ongoing PD and plan for Kagan Cooperative Learning as part of their teaching and learning program
- Educators participate in ongoing PD and using restorative circles as part of their teaching and learning program and use restorative practices routinely
- The Wellbeing and Inclusion team developed a clear communication process for parents to support identifying additional needs and managing adjustments for students with additional needs

What were the school's Student Improvement Targets for this goal(s) and were they met?

2024 NT School Survey (Student) Targets

Target 80 % I like being at my school (2023-64%) 2024 result **62%**

Target 90% There is an adult at my school who cares about me and knows me well (2023-77%) 2024 result **81%**

Target 65% Student behaviour is well managed (2023- 44%) 2024 result **26%**

Target 100% I have good friends I care about (2023-90%) 2024 result **90%**

What are the gaps?

This analysis shows areas where improvement is needed, particularly in managing student behaviour, which had the largest gap. It also suggests progress in students feeling that adults care about them, though there's still a notable gap to reach the target.

What are the next steps for 2025?

In 2025 we will create systems that support all staff in consistently delivering high rates of specific behavioural feedback to reinforce desired behaviours across all school settings through a School-Wide Positive Behavioural Interventions and Supports (SW-PBIS); while incorporating regular monitoring to ensure we are making a meaningful impact on our students

We will transition our co-teaching classrooms into single classrooms starting in 2025. This shift will allow for more individualised attention, streamlined instruction, and a more tailored approach to meet the diverse needs of students. By creating these dedicated spaces, we aim to enhance student engagement, improve learning outcomes, and provide teachers with the flexibility to implement more focused, student-centered strategies.

Student enrolment, attendance and learning

Enrolment and Attendance - Whole Year Attendance Rate

	2024			
	Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	14	78.1%	51	85.6%
Transition	14	82.6%	49	86.5%
Year 1	13	83.0%	51	86.9%
Year 2	13	78.7%	41	86.4%
Year 3	6	79.6%	52	88.7%
Year 4	8	82.9%	41	87.4%
Year 5	12	82.4%	57	88.0%
Year 6	5	92.1%	49	90.5%
Rosebery Primary School	87	82.1%	391	87.7%

National Assessment Program – literacy and numeracy – reading, writing, spelling, grammar and punctuation, and numeracy results 2024

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

READING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	328	330	21	11	19
Year 5	444	420	13	13	28
WRITING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	334	340	17	7	22
Year 5	442	408	7	20	24
SPELLING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	329	319	20	13	18
Year 5	451	409	7	16	31
GRAMMAR AND PUNCTUATION					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	315	320	24	16	11
Year 5	431	416	16	17	21
NUMERACY					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	348	340	13	22	16
Year 5	432	419	14	21	18

School survey results

Most positive and least positive responses			
Students			
Most Positive items for 2024		Least Positive items for 2024	
I have good friends that I care about.	90%	Student behaviour is well managed at this school.	26%
My teachers expect me to do my best.	88%	My school takes students' opinions seriously.	42%
There is an adult at my school who cares about me and knows me well.	81%	Teachers at my school treat students fairly.	51%
Parents/carers			
Most Positive items for 2024		Least Positive items for 2024	
This school is well maintained.	95%	I have opportunities to have a say in the direction of the school and its education programs.	45%
Teachers at this school expect my child to do his or her best.	91%	This school takes students' opinions seriously.	58%
My child has good friends that they care about.	85%	Student behaviour is well managed at this school.	62%
Staff			
Most Positive items for 2024		Least Positive items for 2024	
This school supports students to build positive relationships with their peers.	100%	Student behaviour is well managed at this school.	63%
Our school has a clear vision and direction for school improvement.	100%	My school provides me with opportunities to develop my leadership capacity.	63%
Teachers at my school use data to inform their teaching.	100%	I would recommend this school to others to enrol their children.	67%

**ROSEBERY PRIMARY SCHOOL COUNCIL
INCORPORATED**

ABN: 99 462 284 247

**SPECIAL PURPOSE FINANCIAL REPORT
FOR THE YEAR ENDED 31 DECEMBER 2024**



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Standards Legislation.

ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED

CONTENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

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

ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED
COUNCIL DECLARATION
FOR THE YEAR ENDED 31 DECEMBER 2024

The Rosebery Primary 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 Rosebery Primary School Council, the Financial Statements as set out on the following pages:

1. Present fairly the financial position of Rosebery Primary School Council as at 31 December 2024 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 Rosebery Primary School Council will be able to pay its debts as and when they fall due.



Principal

Dated: 12/3/2025



Chairperson

Dated: 12/3/2025

**INDEPENDENT AUDITOR'S REPORT
ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED
FOR THE YEAR ENDED 31 DECEMBER 2024**

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

Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Rosebery Primary School Council (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 2024, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of our report, the accompanying financial report of the Entity presents fairly, in all material respects, the financial position of the Entity as at 31 December 2024 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 Qualified Opinion

1. It is not practical for the Council to establish accounting controls over revenue prior to its receipt and accordingly it is not possible for our examination to include audit procedures to extend beyond the amounts recorded in the accounting records of the Council. As such, we cannot be assured of the completeness of non-grant income disclosed in these financial statements.
2. The Council has recorded inventories held as at 31 December 2024 of \$70,432 and as we were unable to attend the stocktake, we are unable to confirm the existence of the quantities held at year end.

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.

We also highlight that we did not observe the count of physical stock on hand (uniforms) at the end of the year.

Our opinion is not modified in respect of the above matters.

**INDEPENDENT AUDITOR'S REPORT
ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED
FOR THE YEAR ENDED 31 DECEMBER 2024**

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, ClarityNT

Alice Springs-Darwin, NT

Dated: 19 / 03 / 2025

ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED
STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2024

	2024	2023
	\$	\$
Income		
Commonwealth Grants - Via DOE	5,184	37,850
Commonwealth Grants - Direct to School	41,244	27,642
Other Grants from DOE	1,017,818	600,107
Other Grants from NTG	142,469	133,559
Grants from External Third Parties	3,377	-
School Council Projects (SRB)	301,113	245,278
Student Activities	58,934	58,494
Interest Received	6,786	-
Receipts/Reimbursements from Other Government Schools	40,000	-
Total Income	1,616,924	1,102,930
Expenses		
Employee Expenses	603,730	580,255
School General Expenses	149,841	93,126
Motor Vehicle Expenses	5,197	5,205
Student Activities	101,384	83,887
Student Information and Technology	57,401	33,776
Curriculum	72,930	47,380
School Non-Core Activities	23,344	22,520
Urgent Minor Repairs	95,058	93,941
Non Urgent Minor Repairs	16,473	17,559
Essential Services	271,531	256,665
Cleaning	21,459	20,134
Grounds	390,318	128,972
Total Expenses	1,808,667	1,383,420
Other Income	-	-
Other Expense	-	-
Net Profit / (Loss)	(191,743)	(280,490)

The accompanying notes form part of these financial statements.

ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED

STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2024

	2024	2023
	\$	\$
ASSETS		
Current Assets		
Cash At bank	140,728	624,348
Cash On Hand	250	2,829
On Call/Short Term Deposits	256,786	-
Trade Debtors	7,918	16,136
Prepayments	3,288	257
Inventories	70,432	91,524
Total Current Assets	479,402	735,095
Non Current Assets		
Total Non Current Assets	-	-
Total Assets	479,402	735,095
LIABILITIES		
Current Liabilities		
Deposits Held -3rd Parties	-	(163)
Trade Creditors	5,060	-
Other Creditors	-	6,852
GST Liabilities	(190)	467
Other Accrued Expenses	13,272	41,397
Other Provisions<12M	-	5,195
Unacquit Grants	35,322	63,666
Total Current Liabilities	53,465	117,414
Non Current Liabilities		
Total Non Current Liabilities	-	-
Total Liabilities	53,465	117,414
Net Assets	425,938	617,681
EQUITY		
Opening Balance S/(D)	617,681	898,171
Current Year Profit / (Loss)	(191,743)	(280,490)
Total Equity	425,938	617,681

The accompanying notes form part of these financial statements.

ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

NOTE 1. SUMMARY OF SIGNIFICANT 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*.

ROSEBERY PRIMARY SCHOOL COUNCIL INCORPORATED

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

(d). Revenue Recognition

Income from parent contributions, uniforms, excursions, bookpicks and fundraising is recognised when the funds are received.

Grants and donations

Grants and donations are recognised as revenues when the School Representative Body obtains control over the assets comprising the contributions. Control over granted assets is normally obtained upon their receipt.

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.

(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, but not limited to, 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.