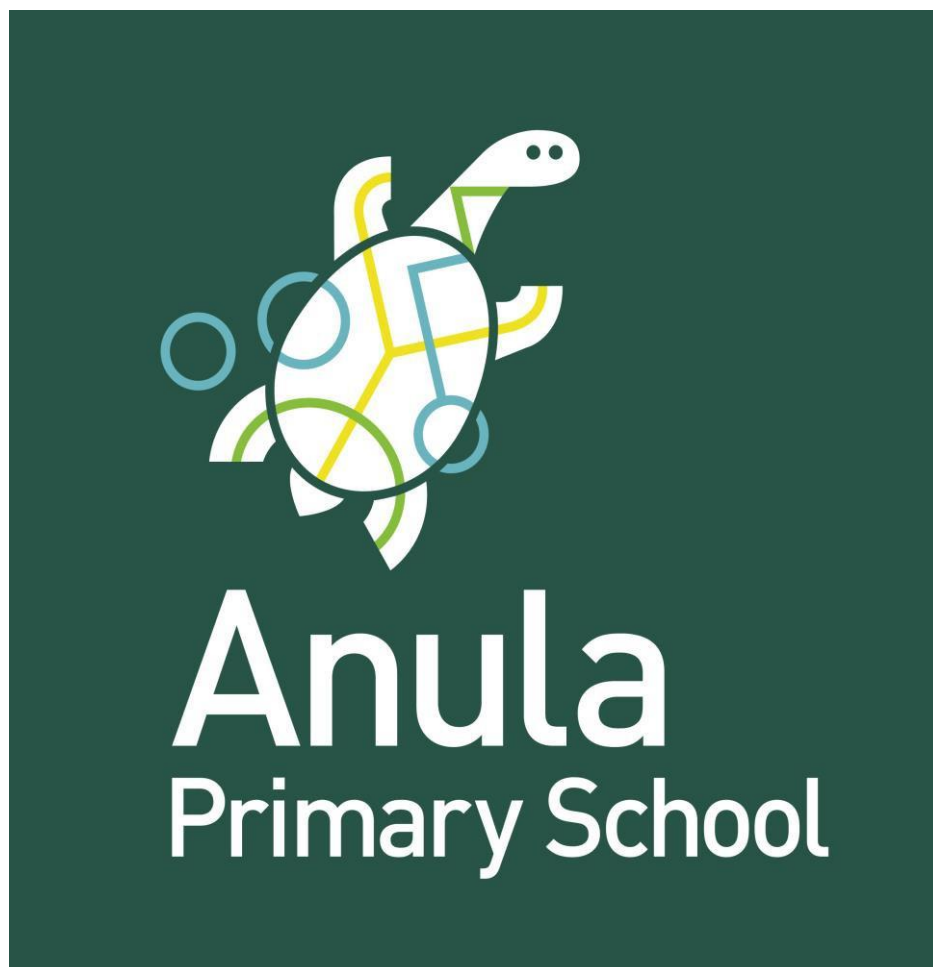


Anula Primary School

Annual Performance Report to the School Community
2022



Acronyms	Full form
<Eg: NT>	<Eg: Northern Territory>

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School Overview

Our School

Anula Primary School is a large primary school located in the northern suburbs of Darwin. The school was built in 1978 and its design is open plan with the library at the centre. The school established an Intensive English Unit in 1981 to cater for the increasing number of migrant children settling in Darwin. The Intensive English School (IES) caters for children newly arrived in Darwin whose families are on working or visiting visas, refugee and international fee-paying students. These children are taught English through a specialised program and are in classes alongside their mainstream peers. Multiculturalism, tolerance and respect are a feature of Anula Primary School and make it a truly distinctive school.

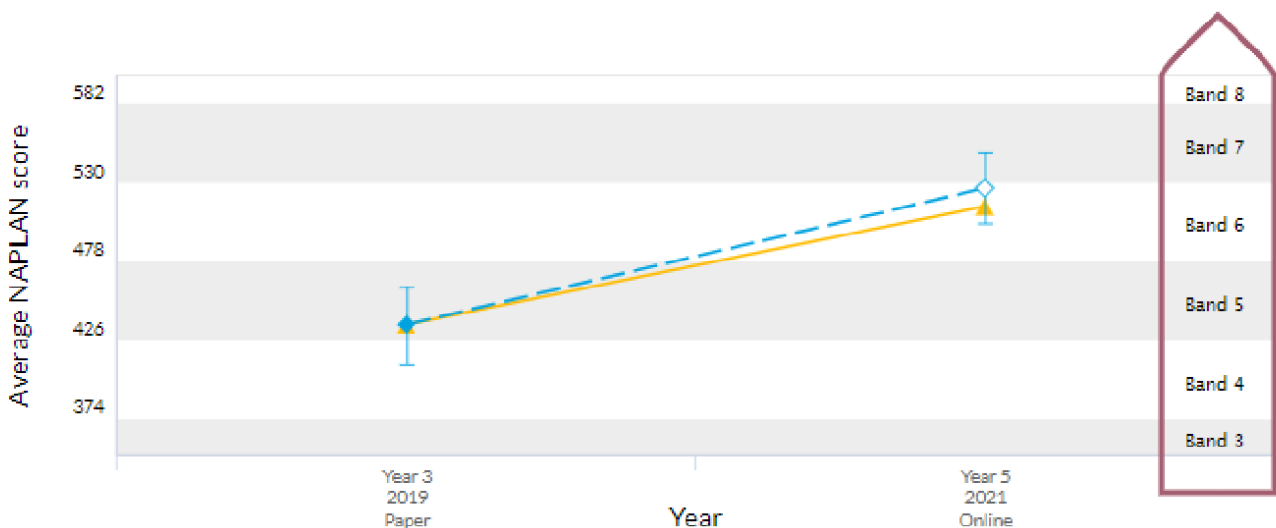
Anula Primary School is on a constant trajectory of improvement, evaluating, refining and adjusting our teaching practices to ensure we are providing our students with the best possible education in order for them to achieve their goals and their academic milestones.

This relentless pursuit for excellence ensures we are cognisant of where the school is positioned and what steps need to be taken to ensure that upward trajectory of improvement continues.

After analysing our data, we felt confident to shift our focus to the area that our data told us we need to address, which is spelling, grammar and punctuation and reading. By focusing on the Big Six being Oral language development, phonological (including phonemic) awareness, phonics, fluency, vocabulary and comprehension we will be able to focus our attention to these areas.

Whilst our data showed there had been an improvement in the number of students being awarded A's and B's in Reading and Viewing, there were still 22% of students receiving a D in Reading. Our aim was to reduce that by 5% by the end of the 2022 school year. We are still working towards that target as we had 22% of students at the end of 2022 receive D's in Reading and Viewing, so this will remain a focus in our 2023 Signature Strategy R5 Targeted and Strategic Differentiation. Our Reading NAPLAN results demonstrate we are tracking above students from similar backgrounds at like schools.

Year 3-5 Reading 2019-2021



Select categories:

- Selected school
 Students with the same starting score and similar background [\(i\)](#)
 All Australian students

Our PAT data also demonstrated growth across our students, (except for our Year 3's), however some were still performing below the national mean.

At Anula Read, Write, Inc. is fully embedded across the school in the Intensive English and Mainstream from Transition to Year 2. Our major focus was looking at the teaching and assessing of reading in the Early and Primary Years and the need for a whole school approach to the teaching of spelling and oral language and how we explicitly teach Scarborough's Reading Rope through our modelled writing.

Following the recommendations from our recent school review, the improvement plan included explicit and clear targets expressed in terms of the specific improvements sought in measurable student learning outcomes. These targets included accompanying timelines to be rigorously actioned and reviewed through action groups and stages of schooling meetings.

Collectively we built a shared ownership ensuring teachers had a clear understanding of the changes in practice required to achieve targets. We focused our attention to the assessment of reading to identify gaps in student learning, to monitor improvement over time, growth across the years of school, and to target teaching. We built the capacity of our teachers around the "Science of Reading" and the analysis of data through targeted professional development of staff to build teachers' and leaders' data literacy to support deeper understanding of data concepts and strategies for analysis.

Our teachers use Apple devices as their primary teaching tool. Students are engaged in critical thinking that fosters group problem solving and collaboration. As a school we supported other like-minded schools to implement digital technology as an integrated subject across curriculum areas. We worked with Sanderson Middle School and showcased our journey which has led to innovative teaching practices at a regional level. Below is our vision and mission as a digital school.

Vision: Students are empowered to become curious, creative and critical thinkers who have a positive influential impact on society. We honour their diversity and prepare them to excel in a technology rich environment, equipping them with the skills to be successful global citizens.

Mission: We as a school community provide dynamic learning opportunities in a digitally rich environment, catering for individual needs and interests. We stimulate and engage curious minds to be inspired and innovative thinkers who collaborate, create, problem solve and share.

Our Staff

Anula has a number of teachers who have taught at Anula for many years. We also have teachers who have been at Anula for a few years as well as a short period of time. I also employ teachers who are new to the profession as I like to invest in early career teachers, encouraging them to grow and build on their effective teaching and learning practices through the support of mentoring and ongoing coaching around Anula's chosen pedagogies. I value distributed leadership in the school and as a result have a number of remunerated and non-remunerated leadership positions available for teachers who demonstrate potential and a willingness to lead in their line of expertise or passion. The positions held in 2022 were

Meaningful Maths Coach-	Chantelle Scott
Walker Learning Coach-	Anna Latz
Self Organised Learning Environment Coach (SOLE)-	Sarah Newman
Writers Workshop Coach-	Christine Philpott
Team Leader Early Years-	Joanne Yallop
Team Leader Primary Years-	Chantelle Scott/Braden Searle

Annual Performance Report to the School Community 2022

Senior Teacher Early Years-	Justina Cross
Senior Teacher Primary Years-	Chantelle Scott/Braden Searle
Senior Teacher Well-being and Inclusion-	Angela Seymour
Teacher In charge Preschool-	Anna Latz
Reading Leader Read, Write, Inc.	Kavita Jain

Chantelle Scott is also being supported to obtain her Highly Accomplished Lead Teacher Status which recognises her for being an expert in the profession and is therefore remunerated as a Senior Teacher without having to take up a leadership role outside of the classroom which is where her passion lies.

Anna was nominated for the Northern Territory Education and Care awards for Outstanding Leader which was a great recognition, and she did very well to be a finalist.

New staff that joined us in 2022 included Christie Hartney on a year 4/5 class. Christie left Anula at the end of Term 3 to pursue different career avenues and Molly Jureidini took over the class at the end of term 3 and continued teaching the class in term 4. Hayley Currington returned to Anula to a 1/2 class after many years on maternity leave but quickly decided that teaching was no longer for her and Connie Cheng was employed in week 2 to take over the class. Vinesha Jamookeeah was employed in the front office after Poppy Rakkas retired after 30 years of dedication to Anula.

Angela Seymour accepted the role of Senior Teacher Special Education for 2022 replacing Judy Purcher who retired from education after 8 years at Anula as an Assistant Principal and Senior Teacher of Special Education.

Matt Agius was employed from Melbourne. Matt was a first year out teacher and came with exceptional references.

Mr. Tan decided to leave the Darwin Languages Centre; therefore, he was no longer available to deliver Mandarin lessons at Anula. Mr. Tan worked at Anula just shy of 3 years and he was dedicated and committed to his role. Ms. Yanfang Zhuang who has a Bachelor of Education in English Instruction, a Masters of Education in Early Childhood and a Masters of Education in Primary was employed to replace Mr. Tan

Our Staff

Anula Primary School

				Indigenous		on Indigenous	
				Female		Male	
				No	FTE	No	FTE
Preschool	2022	Preschool - Teacher Aide/Assistant	Full Time			1	1
	2022	Preschool - Teacher Aide/Assistant Spec	Part Time			1	0.3
	2022	Preschool - Teacher General	Part Time			1	0.6
	2022	Preschool - Teacher Senior / Head	Part Time			1	0.6
	2022	Preschool - Teacher Special Education	Part Time			1	0.2
Preschool			Total:			5	2.7
Primary	2022	Primary - Admin & Clerical	Full Time			3	3
	2022	Primary - Admin & Clerical	Part Time			1	0.8
	2022	Primary - AIEWs	Full Time	1	0.8		
	2022	Primary - Assistant Principal	Full Time			1	1
	2022	Primary - Building & Maintenance	Full Time				
	2022	Primary - Cleaners	Part Time			5	2
	2022	Primary - HLOs	Full Time			3	3
	2022	Primary - ISA	Part Time	1	0.9	1	0.9
	2022	Primary - Principal	Full Time			1	1
	2022	Primary - Teacher Aide/Assistant	Full Time			2	2
	2022	Primary - Teacher General	Full Time			12	12
	2022	Primary - Teacher General	Part Time			3	1.8
	2022	Primary - Teacher IEU (Migrant)	Full Time			3	3
	2022	Primary - Teacher Senior / Head	Full Time			1	1
	2022	Primary - Teacher Special Education	Part Time			1	0.8
Primary			Total:	2	1.7	1	0.9
			School Total:	2	1.7	1	0.9

				on Indigenous	
				Male	
				No	FTE
Preschool	2022	Preschool - Teacher Aide/Assistant	Full Time		
	2022	Preschool - Teacher Aide/Assistant Spec	Part Time		
	2022	Preschool - Teacher General	Part Time		
	2022	Preschool - Teacher Senior / Head	Part Time		
	2022	Preschool - Teacher Special Education	Part Time		
Preschool			Total:		
Primary	2022	Primary - Admin & Clerical	Full Time		
	2022	Primary - Admin & Clerical	Part Time		
	2022	Primary - AIEWs	Full Time		
	2022	Primary - Assistant Principal	Full Time	1	1
	2022	Primary - Building & Maintenance	Full Time	1	1
	2022	Primary - Cleaners	Part Time		
	2022	Primary - HLOs	Full Time		
	2022	Primary - ISA	Part Time		
	2022	Primary - Principal	Full Time		
	2022	Primary - Teacher Aide/Assistant	Full Time		
	2022	Primary - Teacher General	Full Time	4	4
	2022	Primary - Teacher General	Part Time	1	0.6
	2022	Primary - Teacher IEU (Migrant)	Full Time		
	2022	Primary - Teacher Senior / Head	Full Time	1	1
	2022	Primary - Teacher Special Education	Part Time		
Primary			Total:	8	7.6
			School Total:	8	7.6

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.

Our Students

2022

School facts

School sector	Government
School type	Primary
Year range	P-6
Location	Outer Regional

School staff

Teaching staff	31
Full-time equivalent teaching staff	28.0
Non-teaching staff	15
Full-time equivalent non-teaching staff	13.6

School links

School website



Sector, system or association website

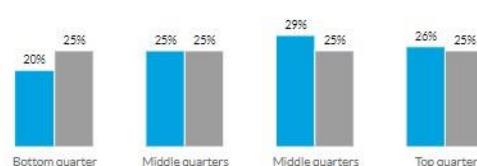


Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1013
Average ICSEA value	1000
School ICSEA percentile	52

Distribution of Socio-Educational Advantage (SEA)

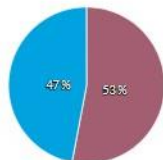


Percentages are rounded and may not add to 100

Students

Total enrolments: 390

Boys	185
Girls	205



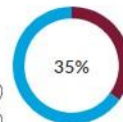
Full-time equivalent enrolments: 390.0

Indigenous students



Language background other than English

- Yes (35%)
- No (65%)
- Not stated (0%)



DEPARTMENT OF EDUCATION

NAPLAN - Summary - Anula 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.

2022		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	54	89%	52	96%
	Writing	54	89%	52	96%
	Spelling	54	89%	49	91%
	Grammar	54	89%	51	94%
	Numeracy	54	89%	52	96%
Year 5	Reading	53	93%	47	89%
	Writing	53	93%	45	85%
	Spelling	53	93%	48	91%
	Grammar	53	93%	47	89%
	Numeracy	53	93%	47	89%



NAPLAN - Achievement (NMS) - Anula 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. This data includes exempt students, who are assigned to the category of "Below NMS".

2022		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	2	4	7	13	45	83
	Writing	2	4	5	9	47	87
	Spelling	5	9	6	11	43	80
	Grammar	3	6	7	13	44	81
	Numeracy	2	4	8	15	44	81
Year 5	Reading	6	11	4	8	43	81
	Writing	8	15	8	15	37	70
	Spelling	5	9	9	17	39	74
	Grammar	6	11	4	8	43	81
	Numeracy	6	11	5	9	42	79



NAPLAN - Achievement (Score) - Anula 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. This data includes present students only.

2022		Average Scale Score	
		School	NT
Year 3	Reading	423	371
	Writing	405	357
	Spelling	399	336
	Grammar	431	360
	Numeracy	387	341
Year 5	Reading	498	445
	Writing	467	413
	Spelling	473	438
	Grammar	487	436
	Numeracy	476	433

Our Community

Anula Primary School values our partnership with the school community and our broader partnerships beyond the school gate. 2022 saw the completion of the body of work around the “*Family and School Partnership Framework*” where together we worked as a school council through the seven dimensions to ascertain how well we connect with our families and what measures are in place for families to feel empowered, connected and involved in the day-to-day operations of the school. This was a recommendation from our school review conducted in 2020. “Build on the high levels of trust evident in the school community to encourage families to further engage with, and partner in, student learning.” We surveyed our parents to ensure they were content with the level of engagement and to ascertain if they felt connected to the school.

3. How frequently would you like events to be held outside of school hours? (0 point)

[More Details](#)

Once a term	30
Once a semester	5
Once a year	2
Other	4



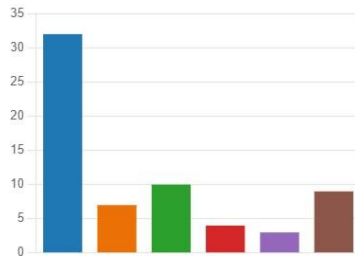
6. Please rate how well we meet your expectations when it comes to connecting with our community? (0 5 stars being the highest)

[More Details](#) [Insights](#)

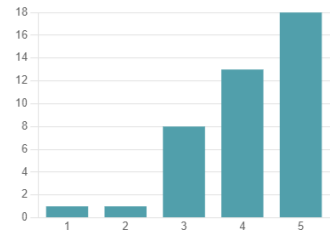
4. Please rate the top 3 events you would attend. (0 point)

[More Details](#)

School Fair	32
Trivia Night	7
Family Movie Night	10
Busy Bees (working groups i.e. g...)	4
Star Gazing Night	3
Mothers/Fathers Day Event	9



4.12
Average Rating



2022 saw the introduction of action groups, where teachers nominate which action group interests them as part of their professional development. One action group was titled “How might we connect more with our entire school community?” We used this time as a team to find ways to improve the connection with our school community based on their feedback. We then devised calendar events that were of interest to them, and the frequency of events were planned in line with survey feedback. This action group continues into 2023 as we will be holding the school fair, a major fundraising event for the school.

The seven key dimensions that frame relationship and partnership building are:

- communicate
- connect learning at home and school
- build community and identity
- recognise the role of the family
- consult on decision-making
- collaborate beyond the school
- participate.

Max Lenoir (students) and Angela Seymour Senior Teacher for Wellbeing and Inclusion organised a Steptember event which was to raise money for Cerebral Palsy. On the last day of term 3 the students were engaged in a walking circuit that all students and staff completed. The students and staff were treated to a sausage sizzle. All monies raised from the sausage sizzle directly benefited the Steptember initiative. There was a total of \$1000 raised on the day which was a combination of sales from the sausage sizzle as well as staff personally setting their own walking challenge and independently raising money. This went straight to the cause of cerebral palsy, a condition Max suffers from, so it was a rewarding cause.

The Student Leadership Group as well as Mr. Searle, Mr. Starkey and Mr. Danvers organised a wheelie day to raise money to purchase more chickens. The idea behind a wheels day was so it was inclusive to all. It was held on the basketball court and the surrounding bike course organised by the students and teachers. It was a fantastic event and loads of fun.

There were a number of community events organised by the School Council. These included the Star Gazing event at the Casuarina Senior College. Members of the school council made and supplied food for dinner that families could pre order. It was a great community event.

Throughout the course of the year we also had a number of garden working bees as well as the Regenerating Australia Film night. We also hosted the climate change conversations with the NT Environment Centre. The School Council organised our first ever Adult Quiz Night at the Darwin Gold Club which was a great event. We held our usual community activities such as meet the teacher night, parent/teacher interviews, the end of year concert, IES graduation assemblies, values assembly, year 6 graduation assembly and the year 6 farewell assembly. We also held whole school assemblies every fortnight on odd weeks.

Phuong Le hosted the Mid-Autumn Moon Festival which was supported by the school and sponsored by the Vietnamese Community. Families celebrated in the assembly area, and everyone got to taste Mooncake, engage in cultural activities and lantern decorating. It was an event enjoyed by all. Phuong and her family along with the Vietnamese community were very generous and provided a wonderful morning tea for the Anula School staff.

We celebrated book week with children dressing in their favourite book character and held a book parade. Staff and leadership also dressed up with Leadership and Administration staff dressing up as book fairies.

The Children's University (CU) is a program that celebrates learning beyond the traditional classroom setting and encourages students to actively engage in their own education in partnership with Charles Darwin University (CDU). Anula trialed this program in 2022 and we had over 30 students graduate from the program. CU partners with businesses, organisations, and local education providers to offer learning experiences that are linked to university courses, such as sports engineering, veterinary science, and anthropology. Through a network of accredited 'Learning Destinations,' CU students accumulate hours of learning and receive stamps in their 'Passport to Learning,' leading to a formal Graduation Ceremony at the end of each year. The program was so well received by parents and students we plan to expand the program to encompass other year levels and more students in 2023.

Alison Dowell our Drama and Visual Arts teachers submitted the children's artwork into the Seabreeze Festival. She also held puppet shows in the Drama room where the students performed using shadow and hand puppets. Many families came to watch the performances as well as classes within the school. The students loved performing for their families and fellow students.

We had the reading Angels join us again in 2022. The Reading Angels are senior members of our community that volunteer their time to listen to children read, who do not have a significant other to read to at home. They do a tremendous job, and the students absolutely love having them in their class. The Reading Angels also derive great enjoyment from the interactions with the students and teachers.

We continued to offer Breakfast Club for our students on a daily/weekly basis. We are extremely grateful to Brumby's Hibiscus who donate bread to us for our breakfast club. We have amazing volunteers from our school community who run the breakfast club daily. We celebrate all of our volunteers with a volunteers' morning tea in the library, and this was well attended this year.

We had the Larrakia Nation put on a free BBQ breakfast for our school community to celebrate NAIDOC week. We also had a welcome to country at the assembly.

Principal's Report

2022 was another successful year even though COVID continued to present challenges. We had a number of staff who were affected by COVID and we had a number of staff face family crisis and health issues which resulted in a number of fixed term contracts due to teacher absence. We did however not take our foot off the pedal and continued to offer quality education and learning for our students. Our staff are remarkable how they show agility and flex ensuring they support one another in need which creates a great sense of community, support and engagement. In semester 1 we had 22 staff contract COVID and in 95 school days we had a total of 185 days absence due to sick leave or personal leave.

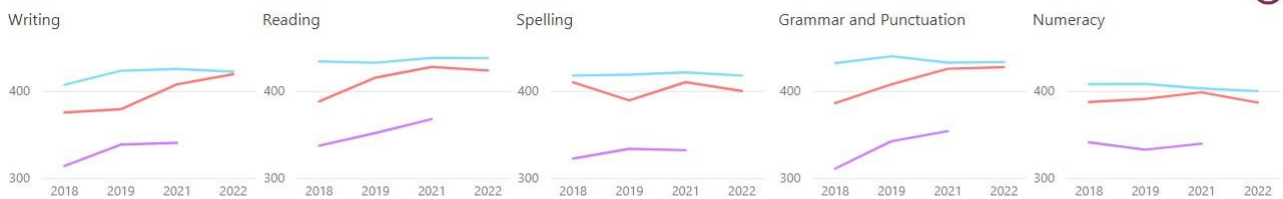
In 2022 I was devastated to be told that the Department of Education would be moving the Intensive English School off site and placing the targeted student funding at Moil Primary school. Anula Primary has had the Intensive English School for over thirty years. I was perplexed by the decision as there was no consultation with the school and no opportunity to be involved in the decision-making process. With the support of school council, I lobbied the Department to keep the Intensive English School at Anula with a reduced number of 45 students instead of 60 students. The Anula Primary Intensive English is a popular choice for families and we often see generations of families come though Anula to learn English. In the future I would like to advocate to return to our targeted student number of 60 students, as we are forced to turn students away as we are at enrolment capacity according to funding. We do however have the physical space to have extra classes established.



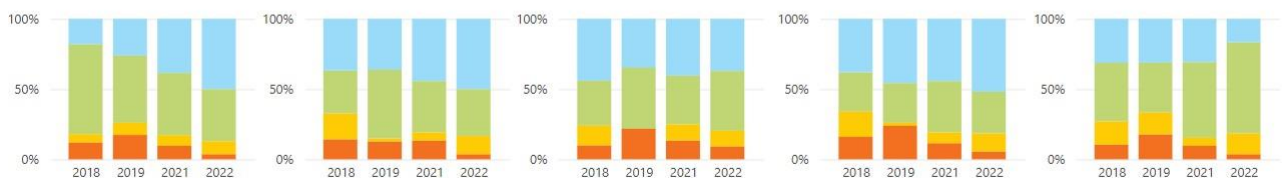
I am delighted with the progress the Year 3 students have made in Reading, Writing, Grammar and Punctuation. The gap has narrowed significantly and is close to meeting the Australian mean in Reading, Writing, Grammar and Punctuation. Spelling and Numeracy are areas that require attention for both year levels and as a result they will become our focus areas for 2023 for our school improvement journey. Our Year 5 results have slipped backwards compared to last year's student results. This year's Year 5 students did not do NAPLAN in 2020 due to COVID, so it is impossible to identify if there has been a decline or improvement in NAPLAN results within the same cohort. Below is the captured data.

Annual Performance Report to the School Community 2022

Trend of Mean Scale Score - Year 3



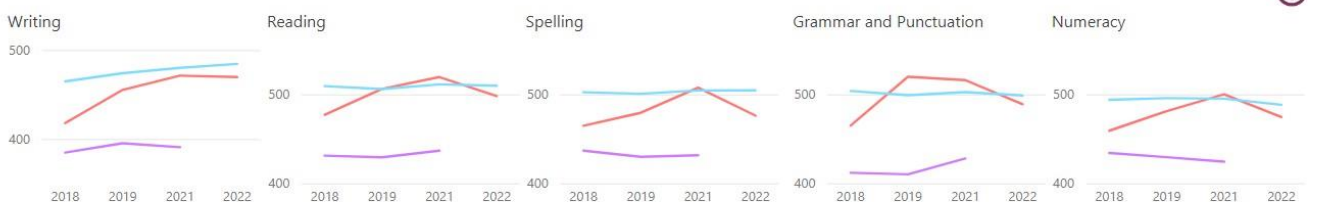
Proportion of Student Cohort by Achievement Pod



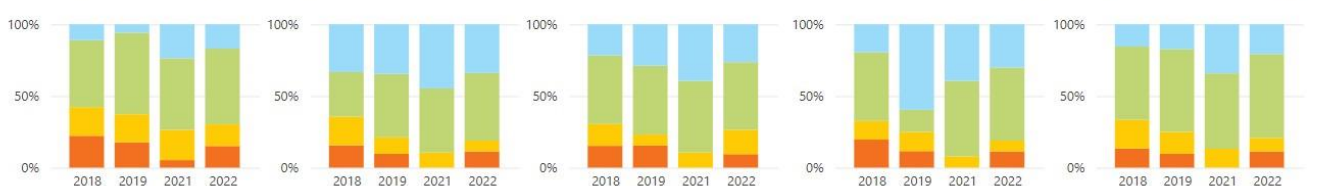
Two Year Gain - Difference in Mean Scale Score Points



Trend of Mean Scale Score - Year 5



Proportion of Student Cohort by Achievement Pod



Two Year Gain - Difference in Mean Scale Score Points

Year 3 to Year 5



I was delighted to be awarded a four year contract in 2022 as Principal of Anula Primary School. 2023 marks my 12th year at Anula. I was originally employed as the Assistant Principal back in 2011 and became Principal in July 2018. I feel very honoured to have been awarded the position. Anula Primary is a very special place that I hold close to my heart. I feel truly blessed to come to school each and every day to work with amazing passionate educators as well as being surrounded by vibrant, energetic and inspiring students.

Anula became members of the Plastic Oceans Australasia organisation. We were fortunate to be sponsored by Veolia to participate in this groundbreaking initiative, where we have been tasked with the responsibility to encourage students and families to change their habits and thoughts when it comes to the use of single use plastic in our school. We have a committed group of students who have called themselves the "Ocean Cleaners." The Ocean Cleaners meet every week where they work their way through the educational modules and materials provided by Plastic Oceans Australasia. During these sessions, they learn new content, conduct experiments, research plastic usage and waste in our school, and document and communicate our data on waste and educational progress. They also put frequent updates in our

school newsletters written by the students in the team, informing our school community what our focus and endeavors have been. These updates are also presented at our whole school assembly by members of the Ocean Cleaners team. I led this work with a team of students. Together we are passionate about the work the team is undertaking and remain extremely committed to ensuring Anula Primary School continues to work towards sustainable practices that have a positive influence and impact on the world in which we live. We also won the first-place prize for the Oceans in Motion Film competition that was open to schools to enter from Australia and New Zealand.

2022 saw the resurgence of an Anula School Student Band. The NT Music School was instrumental in establishing the band and teaching the students their ensemble songs. The students performed in front of the assembly on a number of occasions and were extremely proud of their achievements.

2022 saw the return of the Walker Learning Study Tour. Earlylife Foundations held their study tour here at Anula and 4 of our accredited Walker Learning teachers opened up their classrooms for other educators across the Territory to observe their exceptional teaching of play-based learning. Over 30 educators were in attendance and the day was well received by all.

As a Principal I value lifelong learning and intentionally weave into our leadership meetings book studies by thought educators to improve teacher leadership capacity. 2022 saw the study of Brene Brown's "Dare to Lead" and Tracey Ezard's "Ferocious Warmth". The idea of systematically working our way through this learning is to sharpen, refine and engage in new learning equipping staff with a leadership toolkit to improve educational leadership in the school.

The After School care and vacation care programs are operating extremely well and 2022 continued to see a steady incline in enrolment numbers. I am really pleased with the service Child Australia provides and their level of communication between the centre and Anula Primary School. Kylie and I meet with the Supervisor and the Practice Manager of the NT every month to discuss the daily operation and functions of the centre and to be across forthcoming events, initiatives etc. We made a profit share for the 2021-2022 of \$ \$119,396.88 (Inclusive of GST) which is an increase of \$47,000 compared to the 2020-2021 financial year.

School Council/Board Report

I have been on Anula School Council for two years, and was elected to the role of Chairperson in my first year in 2021. My two girls attended the school from their Preschool years, with the youngest now in year 5 and the eldest graduating in 2022 and now a student of Dripstone Middle School. The last school year seemed to fly by as we emerged out of the main impact of Covid-19 and transitioned to a more 'normal' operating environment. The transition period was challenging for many, including the school which was often running two systems of operation to accommodate covid-19 policies, while reintroducing the former ways of working or a hybrid of both.

To that background, I would like to acknowledge the dedication and professionalism of the staff at Anula, led by Principal Melinda Kealy and her leadership team; and the many volunteers associated with the school, both on the Council and filling other roles, many of whom have dedicated many hours of service over a number of years. In particular I want to acknowledge the support provided to me by Ramneet Dhillon, Treasurer and to Ainslee Wight, Secretary – both of whom have roles on Council as well provide support to a number of other activities and functions at the school throughout the year. I would also like to acknowledge those Council members that also took on subcommittee roles in areas such as Family and Culture, Sustainability and Fundraising.

During 2023, the Anula School Council formally met on eight occasions in addition to a Special General Meeting on the Anula School Fair in preparation for 2023. The Council performed its duties in line with the Constitution, contributed to policy development for personal electronic devices, sustainability and the school CCTV policy and there were a number of achievements made at the school during the year that I would also like acknowledge in this report (highlighted below).

School Family Partnerships Framework

The Anula School Council continued to identify ways to improve parent engagement in learning via focusing on dimensions of the School Family Partnerships framework and how they may be applied to the Anula School environment to ultimately improve children's success at school. By working together with the leadership team, the Council was able to identify areas that might be improved to increase parent engagement and to put those ideas into action. New initiatives introduced throughout the year were celebrated, such as the introduction of an evening session with Headspace for parents of children who were transitioning to middle school. This was just one new initiative of many too numerous to mention.

Annual School Improvement Plan

The Anula School Council oversaw the 2022 Annual School Improvement Plan delivery which saw the continuation of the literary focus of the previous two years in areas such as reading, writing, phonics, phonological awareness and phonemic awareness. Pleasingly, the results of this focus were reflected in the achievement data, most notably the Year 3 NAPLAN results when compared to previous years demonstrating the success of the plan.

Towards the end of 2022, the Anula School Council signed off on the 2023 Annual School Improvement Plan which will see a shift in focus from reading and writing to spelling and numeracy. The Council supported the recommendation from the leadership to focus in these areas, following a reduction in results for spelling and numeracy in both the year 3 and 5 NAPLAN data and in an effort to retain the School's Tier 4 Meaningful Maths School status.

School Resource Contribution Investment

As a result of the concerted effort by Council and Staff to improve income from the School Resource Contribution Fund, a healthy balance was achieved to support investments being made around the school in areas outside of core funding from the Education Department. Among other initiatives, the Anula School Council supported investment into acoustic panelling in classrooms to assist in managing noise and disruption with the aim of increasing student focus on learning.

Events supported by the Anula School Council

From an events perspective, a number of School Council members got involved in leading events, including Oanh Nyugen who led a picnic event for the Class Inclusion Reps at Nightcliff Sunset Park to kickstart the 2022 year and Phuong Le who led an event to celebrate the Annual Vietnamese Moon Festival with a mooncake breakfast and cultural activities around the school. Leah Sharley, Ainslee Wight and Anna Latz held a number of successful pre-school events with strong attendance and engagement levels. Sustainability advocates, Fiona Courtney, Hilary Bloomfield and Ainslee Wight led several sustainability focused events including the screening of Regeneration Australia at a film night, hosting Climate change conversations together with the NT Environment Centre and hosting the popular Star Gazing evening which is becoming a regular event on the Anula School Community Calendar. We also celebrated our Principal and Teachers as part of the annual world celebrations with a special morning tea and sponsored coffees, with thanks to a number of volunteer coordinators and bakers from our Council and community!

In order to best prepare ourselves for the upcoming year, in August 2022 we held a one year out special meeting on the Anula School Fair which will be held on 26 August 2023 and in November 2022 we developed a 2023 Calendar of events to kickstart the school year with advanced notice of our exciting line up of community events.

While this year I am stepping down from my role on the Anula School Council, I look forward to keeping involved and supporting the events where I can. I thank the entire School Council including the Parent representatives, Staff representatives and invited members for their support over my two year term and I look forward to seeing the new Council flourish in 2023.

Kind regards,



Rachel Telford
Chairperson Anula School Council

School Priority 2022

Our journey demonstrates our commitment to continued improvement. The Education NT Strategy 2021–2025 will enable us to continue to become the most improving education system in Australia.

We monitor progress and evaluate our improvement journey through the use of headline improvement measures.



Signature Strategy 1

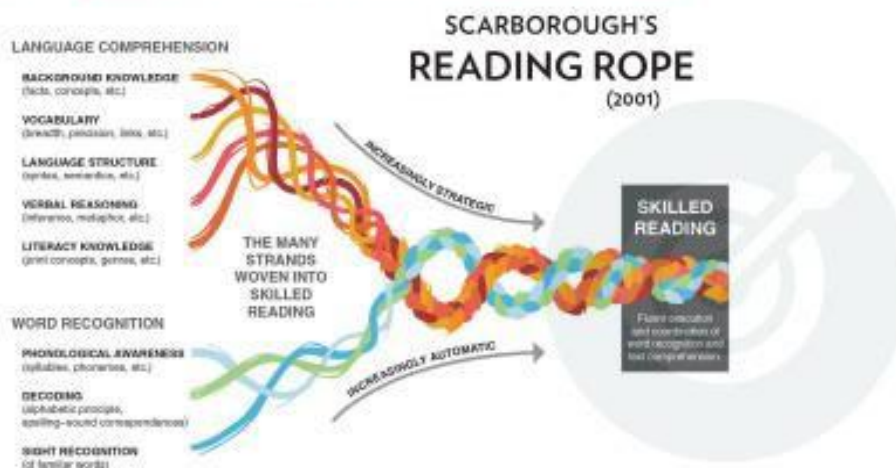
A2 - Access to and use of data to target teaching

Problem of Practice

If we implement a consistent approach to the teaching of Literacy using the Literacy Learning Progressions and a renewed approach to the assessing of reading, we will then see improvement in the number of students receiving B's and A's in Reading and Writing and an increase in our NAPLAN data for Grammar and Punctuation, Spelling and Reading.

Key Actions

- ★ Build teacher knowledge and understanding of Scarborough's reading rope linked to the Australian Curriculum.
- ★ Explicit teaching of Scarborough's reading rope evident in teacher programs and planning.
- ★ Evidence of teachers using data from roving conferences, assessments (formative, summative and diagnostic) to inform teaching and learning programs and interactive writing sessions. This data is used to form literacy goals with the students.



Education NT Strategy 2018-2022 - A strong public education system that gives every child the opportunity to engage, grow and achieve



Anula Primary School

Annual School Improvement Plan 2022



Signature Strategy 2

A4 - Assessment 'for', 'as' and 'of' learning

Problem of Practice

If we change the way we assess reading and respond to students' current ability and needs then we will see differentiated teaching ensuring we meet the needs of all students at all stages of reading and literacy development.

Key Actions

- ★ The Literacy Learning Progressions are used to highlight student attainment and to demonstrate growth over time as well as to plan and program for next steps in the child's learning.
- ★ These progressions are highlighted in a colour that corresponds to the calendar year the indicators were achieved, then passed onto the teacher the following year to capture student growth and achievement in literacy over time.
- ★ Teachers use standard formative assessment strategies to gauge student understanding after lessons.
- ★ Leadership doing classroom walkthroughs to ascertain whether students can articulate their learning goals, know the next steps in their learning and how they can get there to achieve their goals.
- ★ Development of a Response to Intervention (RtI) instructional framework with a multi-tiered system of support for students.
- ★ Develop teacher's understanding and effective teaching of sentence structure using the SoR Syntax Scope and Sequence and Hochman's and Wexler's 'The Writing Revolution' principles.
- ★ Update the assessment timelines to include new assessments that align with the Science of Reading such as a Year 2-6 whole school spelling assessment, DIBELS from T-6, PAT – Grammar and Punctuation from Year 1-6.
- ★ CUBED (Reading) and MOTIF (spelling) will also be trialled for usability and effectiveness of data. PM data will no longer be collected and will be replaced with DIBELS data.



Education NT Strategy 2018-2022 - *A strong public education system that gives every child the opportunity to engage, grow and achieve*

Headline improvement measures



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.

As a school we have ongoing priorities that feature every year as these are our embedded whole school approaches. We invest heavily in our consistent approach to teaching and learning across the school for our staff and students. We have 3 coaches in the school who oversee our pedagogical focuses with each coach having a line manager from the executive leadership team. Our coaches are Anna Latz Walker Learning coach, Braden Searle Self Organised Learning Environment (SOLE) coach for Inquiry Learning Years 3-6 and Chantelle Scott our Meaningful Math. Kavita Jain is our Read, Write, Inc. Reading Leader for our Synthetics Phonics program. We have non-negotiables for each of our chosen pedagogies and the leadership team and Senior Teachers ensure the teachers are provided with support to ensure all our non-negotiables are present in each and every classroom.

Anula continues to invest in Digital Technologies to ensure our students have the skills to be competent in a digital world. We have our staff trained in Apple Native Apps and utilise Apple technology in the classroom to ensure our teachers and students have access to innovative and engaging learning experiences. We communicate digitally with our parents through Facebook, SeeSaw and email. We have an embedded partnership with Culture Tech, where we have on the ground mentoring for our teachers to upskill them and support them to deliver innovative lessons through Apple media.

Our teachers use Apple devices as their primary teaching tool. Students are engaged in critical thinking that fosters group problem solving and collaboration. As a school we are often called upon to share our technology journey and presented at the Darwin region Q&A where we outlined our journey discussing the what, why, when and how to successfully create a digital pedagogy and imbed integrated technology across the school with a focus on student engagement, attendance and sustainability of iPad/tech in our school. As a school we support like-minded schools and showcase our innovative teaching practices by opening up our classrooms to neighbouring schools to observe innovative teaching practices in action.

I am delighted to announce that Anula was named as the second highest primary school in Darwin to record the biggest improvement in NAPLAN results from 2017 to 2021. We improved by an 11.63% increase behind Ludmilla Primary who scored a 12.56% increase. We are very delighted with the result and attest the achievement to quality teaching and learning, systematic curriculum delivery and whole school pedagogical focuses. The staff at Anula have an unwavering commitment to deliver the best quality teaching and learning to our students and our results are certainly demonstrating that.

Anula Primary School has had a strong Literacy focus for the past 3 years and we have been instrumental in refining our pedagogical practices, ensuring we have systematic curriculum delivery, an expert teaching team and embedded pedagogical practices in literacy. This systematic focus has seen a steady incline in our achievement data, and we are delighted with this year's Year 3 NAPLAN results compared to our results in 2021. The 2022 Year 3 cohort are the students who have experienced 3 Years of RWI and teachings in other school wide literacy practices. The results of this cohort are a direct correlation to our past three-year focus on reading, writing, phonics, phonological awareness and phonemic awareness.

In 2023 our school improvement focus will shift from reading and writing to spelling and numeracy – in particular number and algebra. We have seen a reduction in our results for spelling and numeracy in both the year 3 and 5 NAPLAN data. As a tier 4 Meaningful Maths School we feel the need to focus on Numeracy is vital to maintain our Tier 4 structure. The focus on spelling is the last piece of our literacy puzzle.

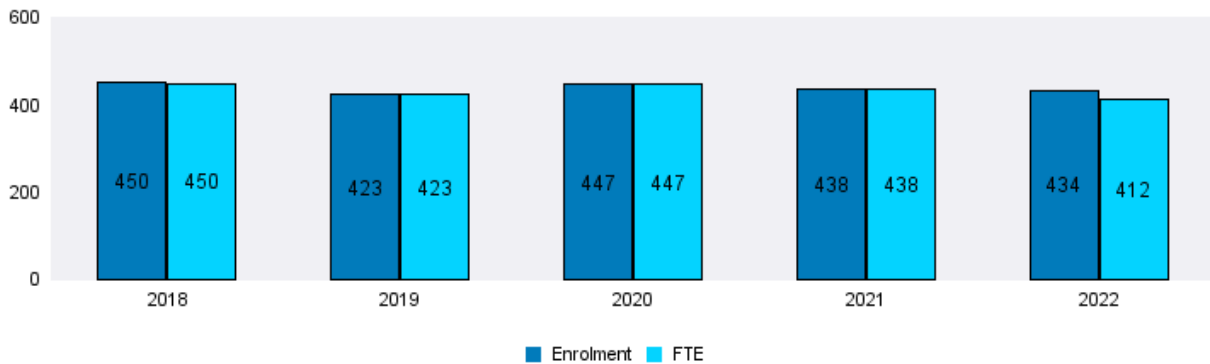
This focus was also as a result of our School Review Recommendation from 2020: In the next planning cycle, develop an improvement plan that includes explicit and clear targets expressed in terms of the specific improvements sought in measurable student learning and wellbeing outcomes. These targets should include accompanying timelines which are rigorously actioned. Build a shared ownership of the plan ensuring that teachers have a clear understanding of the changes in practice required to achieve targets. Evidence (pg 2, pg 14)

Student Enrolment, Attendance and Learning

Age Grade - Summary of Enrolment & FTE 2022 - 2021

Anula Primary School

This report shows the enrolment and FTE reported for the last five years.



Collection Year	2018	2019	2020	2021	2022
Enrolment	450	423	447	438	434
FTE	450	423	447	438	412



13101 - Enrolment, Attendance and Student Mobility by Term
Last refreshed 31/01/2023
Printed by melinda.kealy

Anula Primary School

Source: Student Activity V3.0 Switching.
The data is subject to change and should be considered indicative only.
Data is current at time of provision.
For help contact Data Team stats.det@education.nt.gov.au (08) 8901 1388.

Enrolment, Attendance and Student Mobility

	2022						
	Indigenous				All		
	Enrol	% Indig Enrol	Attend	Student Turnover	Enrol	Attend	Student Turnover
Term 1	83	19%	86.9%	6%	430	93.0%	4%
Term 2	86	20%	85.0%	3%	432	90.3%	6%
Term 3	85	19%	84.3%	4%	440	89.9%	7%
Term 4	83	19%	85.8%	1%	446	89.5%	3%
Total:	84	19%	85.5%	14%	437	90.7%	19%

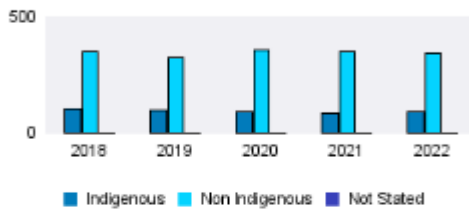


13503 - Age Grade Census - School Summary 2017-2021
 Printed by melinda.kealy
 Last refreshed 31/01/2023

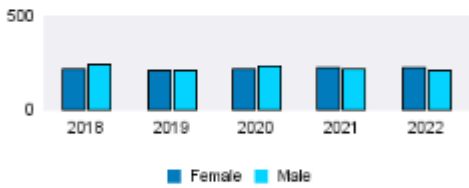
Age Grade - Student Demographics 2022 - 2021

Anula Primary School

This report shows the student cohort aggregated by the student Indigenous status, gender and full time status for the past five years.



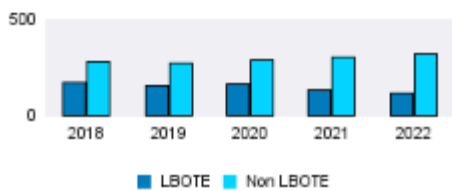
Indigenous Status	2018	2019	2020	2021	2022
Indigenous	102	96	89	85	87
Non Indigenous	347	326	357	352	346
Not Stated	1	1	1	1	1



Gender	2018	2019	2020	2021	2022
Female	213	211	218	223	226
Male	237	212	229	215	208



Full Time Status	2018	2019	2020	2021	2022
Full Time	449	423	447	438	390
Part Time	1	1	1	1	44



LBOTE	2018	2019	2020	2021	2022
LBOTE	171	154	161	135	112
Non LBOTE	279	289	286	303	322

Annual Performance Report to the School Community 2022

Year Level	Previous Year				Reporting Year			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Preschool	5	90.00%	44	91.80%	8	87.40%	44	88.30%
Transition	6	84.70%	50	92.80%	10	88.50%	56	90.20%
Year 1	9	87.60%	63	93.60%	9	86.40%	58	91.20%
Year 2	19	85.10%	68	92.20%	11	89.00%	55	92.40%
Year 3	13	90.50%	59	92.80%	16	83.00%	64	91.00%
Year 4	11	92.70%	59	94.70%	13	86.60%	60	90.50%
Year 5	10	82.20%	39	91.10%	11	87.40%	57	91.70%
Year 6	12	88.00%	47	92.60%	7	81.70%	44	91.20%

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling, Grammar And Punctuation, And Numeracy Results 2022

READING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	423.35	371.22	83.33%
YEAR 5	498.13	444.62	81.13%
YEAR 7			
YEAR 9			
WRITING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	419.17	356.96	87.04%
YEAR 5	469.49	412.50	69.81%
YEAR 7			
YEAR 9			
SPELLING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	399.92	336.01	79.63%
YEAR 5	476.11	437.71	73.59%
YEAR 7			
YEAR 9			
GRAMMAR AND PUNCTUATION			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	427.24	360.21	81.48%
YEAR 5	488.91	435.93	81.13%
YEAR 7			
YEAR 9			
NUMERACY			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 3	386.60	341.14	81.48%
YEAR 5	474.44	433.10	79.24%
YEAR 7			
YEAR 9			

School Survey Results

Student summary and cohort comparisons

STUDENT PARTICIPATION Consider the context and sample size when comparing results	Comparison			By ATSI status		By stage of schooling			
	Total (this report*)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
	82	3243	8303	18	64	0	82	0	0

Number of responses

*this report = Anula Primary School

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Wellbeing										
I can talk to my teachers about my concerns.	31	63%	59%	61%	61%	63%	-	63%	-	-
I feel included in my learning environment.	22	77%	73%	61%	76%	77%	-	77%	-	-
I feel safe at my school.	11	85%	68%	67%	76%	88%	-	85%	-	-
I like being at my school.	24	73%	67%	67%	71%	74%	-	73%	-	-
I have good friends that I care about.	3	93%	88%	87%	94%	92%	-	93%	-	-
I know how to communicate safely and respectfully when I am online.	4	91%	88%	84%	88%	92%	-	91%	-	-
I know how to manage my emotions when I am upset.	34	57%	70%	67%	47%	59%	-	57%	-	-
I know where to get help at school if I need it.	17	81%	78%	78%	82%	81%	-	81%	-	-
There is an adult at my school who cares about me and knows me well.	26	73%	66%	70%	82%	70%	-	73%	-	-
I participate in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	25	73%	70%	71%	75%	72%	-	73%	-	-

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Positive learning environment										
My school gives me opportunities to do interesting things.	19	81%	78%	77%	94%	78%	-	81%	-	-
My school is well maintained.	30	66%	62%	59%	63%	67%	-	66%	-	-
Student behaviour is well managed at this school.	32	62%	47%	47%	72%	59%	-	62%	-	-
My school celebrates the success and achievement of students.	14	84%	79%	77%	81%	84%	-	84%	-	-
My school values the language and cultural background of all students.	6	90%	79%	78%	94%	89%	-	90%	-	-
There are opportunities for me to be a leader at my school (e.g. in sports, as a house captain as a leader of a buddy class).	9	86%	68%	69%	78%	89%	-	86%	-	-
Transitions and pathways										
I felt ready to start Primary/Middle/Senior School.	29	66%	68%	67%	76%	63%	-	66%	-	-
My school prepares me for my future.	18	81%	71%	72%	88%	80%	-	81%	-	-
I plan to progress through school and finish Year 12.	20	80%	84%	80%	72%	83%	-	80%	-	-

Annual Performance Report to the School Community 2022

STUDENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Shared vision & voice										
My school looks for ways to improve.	2	95%	77%	75%	94%	95%	-	95%	-	-
My school takes students' opinions seriously.	27	73%	58%	56%	76%	71%	-	73%	-	-
Growth mindset & perseverance										
I am certain I can learn the skills taught in school this year.	12	84%	78%	76%	82%	84%	-	84%	-	-
Once I plan to get something done, I stick to it.	33	61%	62%	64%	63%	61%	-	61%	-	-

Teacher student relationships										
My teachers expect me to do my best.	1	96%	93%	91%	94%	97%	-	96%	-	-
My teachers motivate me to learn.	21	80%	75%	76%	89%	78%	-	80%	-	-
Teachers at my school treat students fairly.	23	75%	65%	64%	76%	75%	-	75%	-	-
I am supported by teachers and staff at the school to do my best.	7	89%	76%	76%	94%	88%	-	89%	-	-
Quality teaching & learning										
My teachers provide me with useful feedback about my school work.	10	85%	79%	77%	89%	84%	-	85%	-	-
My teacher supports me to set my own learning goals.	5	90%	71%	72%	88%	91%	-	90%	-	-
My teacher supports me to understand my learning data.	16	82%	70%	70%	82%	82%	-	82%	-	-
My teachers make sure I understand the work I am asked to do.	13	84%	77%	77%	88%	83%	-	84%	-	-
My teacher understands how I learn.	28	70%	63%	65%	65%	71%	-	70%	-	-
My schoolwork challenges me to think.	15	83%	79%	78%	94%	79%	-	83%	-	-
My teachers challenge me to think.	8	89%	80%	79%	94%	87%	-	89%	-	-

Parent summary and cohort comparisons

PARENT PARTICIPATION Consider the context and sample size when comparing results	Comparison			By ATSI status		By stage of schooling			
	Total (this report*)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
	47	1822	4422	3	44	23	21	2	1

*this report = Anula Primary School

PARENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)

Wellbeing

My child likes being at this school.	8	94%	89%	88%	Supp	93%	96%	90%	Supp	Supp
I can talk to my child's teachers about my concerns.	6	94%	89%	88%	Supp	93%	91%	95%	Supp	Supp
My child feels safe at this school.	7	94%	90%	87%	Supp	93%	96%	95%	Supp	Supp
My child knows how to manage their emotions.	30	76%	74%	72%	Supp	79%	77%	75%	Supp	Supp
My child has good friends that they care about.	18	91%	89%	89%	Supp	90%	86%	100%	Supp	Supp
My child knows where to get help at school if they need it.	5	96%	86%	85%	Supp	95%	100%	90%	Supp	Supp
My child knows how to communicate safely and respectfully online.	31	72%	75%	73%	Supp	72%	50%	85%	Supp	Supp
My child feels included in their learning environment.	23	87%	87%	87%	Supp	89%	96%	81%	Supp	Supp
My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	13	93%	84%	82%	Supp	92%	90%	100%	Supp	Supp

Quality teaching & learning cont.

My school shares data to inform me about my child's learning in a way that I can understand.	24	87%	78%	75%	Supp	86%	87%	90%	Supp	Supp
My child's learning needs are being met at this school.	15	91%	79%	78%	Supp	93%	96%	90%	Supp	Supp

Transitions & pathways

My child was well supported to transition into primary / middle / senior school.	19	91%	83%	79%	Supp	90%	100%	84%	Supp	Supp
My child was well supported to start school this year.	25	87%	85%	84%	Supp	86%	91%	85%	Supp	Supp

School community engagement

I have opportunities to have a say in the direction of the school and its education programs.	28	80%	64%	64%	Supp	81%	91%	70%	Supp	Supp
I feel well informed about what is happening at the school.	21	89%	84%	80%	Supp	89%	91%	90%	Supp	Supp

School satisfaction

My child is making good progress at this school.	4	96%	82%	81%	Supp	95%	100%	95%	Supp	Supp
I would recommend this school to other parents.	2	98%	86%	84%	Supp	98%	100%	100%	Supp	Supp

Shared vision & voice

This school looks for ways to improve.	11	93%	81%	81%	Supp	95%	100%	90%	Supp	Supp
This school takes parents' opinions seriously.	27	85%	74%	74%	Supp	86%	91%	81%	Supp	Supp
This school takes students' opinions seriously.	12	93%	71%	71%	Supp	93%	95%	95%	Supp	Supp

Annual Performance Report to the School Community 2022

PARENT POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By stage of schooling			
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)
Teacher-student relationships										
Teachers at this school expect my child to do his or her best.	1	100%	90%	90%	Supp	100%	100%	100%	Supp	Supp
Teachers at this school treat students fairly.	20	89%	84%	83%	Supp	91%	96%	86%	Supp	Supp
Teachers at this school motivate my child to learn.	14	91%	83%	83%	Supp	91%	91%	95%	Supp	Supp
My child is supported by teachers and staff at the school to do their best.	9	94%	86%	86%	Supp	93%	96%	95%	Supp	Supp
Positive learning environment										
This school is well maintained.	3	98%	91%	88%	Supp	98%	96%	100%	Supp	Supp
Student behaviour is well managed at this school.	29	79%	75%	73%	Supp	77%	78%	81%	Supp	Supp
This school values the language and culture background of all students.	17	91%	82%	82%	Supp	93%	91%	90%	Supp	Supp
This school gives my child opportunities to do interesting things.	16	91%	86%	85%	Supp	93%	91%	90%	Supp	Supp
Quality teaching & learning										
Teachers at this school provide my child with useful feedback about his or her school work.	22	89%	81%	80%	Supp	89%	91%	90%	Supp	Supp
This school works with me to support my child's learning.	26	85%	78%	77%	Supp	86%	87%	86%	Supp	Supp
I know how to support my child's learning and development.	10	94%	80%	80%	Supp	93%	96%	90%	Supp	Supp

Staff summary and cohort comparisons

STAFF PARTICIPATION Consider the context and sample size when comparing results	Comparison			By ATSI status		By position type		
	Total (this report*)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
	Number of responses	33	884	2801	0	30	22	5

*this report = Anula Primary School

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
Wellbeing									
Students like being at my school.	1	100%	89%	82%	-	100%	100%	100%	Supp
Students feel safe at this school.	12	97%	84%	79%	-	100%	95%	100%	Supp
Students are taught how to manage their emotions.	11	97%	81%	79%	-	97%	100%	100%	Supp
This school supports students to build positive relationships with their peers.	2	100%	88%	86%	-	100%	100%	100%	Supp
Students know where to get help at school if they need it.	13	97%	93%	89%	-	97%	95%	100%	Supp
Students are taught how to communicate safely and respectfully online.	36	75%	71%	64%	-	83%	76%	100%	Supp
This school cares about my wellbeing.	35	76%	78%	78%	-	80%	73%	100%	Supp
I feel safe at this school.	23	91%	87%	86%	-	90%	86%	100%	Supp

Positive learning environment

My school is well maintained.	8	100%	85%	77%	-	100%	100%	100%	Supp
Student behaviour is well managed at this school.	9	100%	75%	67%	-	100%	100%	100%	Supp
The students I teach are motivated to learn.	19	97%	77%	73%	-	96%	100%	50%	Supp
Together, the teachers in this school are able to create a culture of inclusion.	26	91%	88%	86%	-	97%	95%	100%	Supp
This school has an inclusive culture where diversity is valued and respected.	10	100%	89%	86%	-	100%	100%	100%	Supp
This school values the language and culture background of all students.	16	97%	87%	86%	-	100%	95%	100%	Supp

Professional development

I have a performance development plan that is supported by the school.	22	94%	77%	72%	-	93%	90%	100%	Supp
I have access to appropriate professional development to develop the knowledge and skills to effectively teach my students.	28	90%	80%	77%	-	89%	91%	100%	Supp
My school provides me with opportunities to develop my leadership capacity.	38	57%	63%	66%	-	59%	57%	33%	Supp
My school utilises my skills and expertise.	29	88%	81%	82%	-	90%	82%	100%	Supp
School's leadership understands how to build expertise in this school.	33	79%	70%	72%	-	87%	77%	100%	Supp

Annual Performance Report to the School Community 2022

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
Shared vision & voice									
My school looks for ways to improve.	6	100%	90%	88%	-	100%	100%	100%	Supp
This school takes staff opinions seriously.	32	79%	74%	73%	-	87%	77%	100%	Supp
I contribute to the school improvement agenda at my school.	24	91%	82%	81%	-	97%	95%	100%	Supp
Our school has a clear vision and direction for school improvement.	14	97%	84%	81%	-	97%	95%	100%	Supp
The department supports our school to achieve its priorities.	37	58%	52%	53%	-	64%	65%	60%	Supp
This school takes students' opinions seriously.	7	100%	80%	78%	-	100%	100%	100%	Supp
School satisfaction									
I would recommend this school as a workplace to others.	25	91%	82%	79%	-	90%	86%	100%	Supp
I would recommend this school to others to enrol their children.	15	97%	83%	77%	-	97%	95%	100%	Supp
Students are making good progress at this school.	17	97%	83%	72%	-	97%	95%	100%	Supp

STAFF POSITIVE RESPONSE RATES	Ranking (1 = most positive)	Comparison			By ATSI status		By position type		
		Overall (this report)	Darwin Region	NT	ATSI	Non-ATSI	Teaching	Non-Teaching	Leadership
Teacher-student relationships									
Teachers at this school expect students to do their best.	4	100%	95%	91%	-	100%	100%	100%	Supp
Teachers at this school treat students fairly.	5	100%	92%	89%	-	100%	100%	100%	Supp
Teachers at my school motivate students to learn.	3	100%	92%	88%	-	100%	100%	100%	Supp
Quality teaching & learning									
Teachers at this school provide students with useful feedback about his or her school work.	18	97%	89%	85%	-	100%	95%	100%	Supp
I regularly undertake collaborative activities with my peers.	27	91%	83%	81%	-	90%	91%	75%	Supp
Teachers at my school use data to inform their teaching.	21	94%	86%	81%	-	97%	91%	100%	Supp
Student's learning needs are being met at this school.	20	94%	81%	74%	-	97%	95%	100%	Supp
Transitions & pathways									
The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further education.	31	80%	81%	77%	-	85%	75%	100%	Supp
School community engagement									
I have the opportunities to have a say in the direction of the school and its education program to the extent that I wish to.	30	82%	70%	69%	-	87%	82%	80%	Supp
The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	34	77%	75%	77%	-	82%	81%	75%	Supp

ANULA PRIMARY SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2022

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

Phone: 0418897757
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PO Box 475 Mudgeeraba QLD 4213
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**ANULA PRIMARY SCHOOL COUNCIL INCORPORATED
FINANCIAL REPORT
YEAR ENDED 31st December 2022**

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ANULA PRIMARY SCHOOL COUNCIL INCORPORATED

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022**

As Chairperson of the Anula Primary School Council Incorporated, I state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the school's management in accordance with the reporting requirements of the Northern Territory Department of Education does fairly reflect the financial position of the school and its performance for the year ended 31 December 2022.

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

RATelford

Chairperson *Rachel Telford*

Dated: *3.3.23*

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

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

INDEPENDENT AUDIT REPORT

To the members of Anula Primary School Council Incorporated

We have audited the accompanying financial report of Anula Primary School Council Incorporated, which comprises the Statement of Financial Position as at 31/12/22 and the Income Statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information and the School Council statement.

School Council responsibility for the financial report

The School Council of Anula Primary School Council Incorporated are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the *Education Act* where applicable and for such internal control as the Council determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's responsibility

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

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

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

Independence

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.

Audit Report qualification

Basis for qualified opinion

Receipts from cash self-generated funds are a source of revenue for the Anula Primary School Council Incorporated. The school has determined that it is impracticable to establish control over the collection of cash revenue prior to entry in its financial records. Accordingly, as the evidence available to us about cash revenue was limited, our audit procedures for this revenue had to be restricted to the amounts recorded in the financial records. We therefore are unable to express an opinion on whether cash self-generated revenue obtained by the Anula Primary School Council Incorporated are complete.

DoE has introduced a new accounting package CiAnywhere which has a number of technical issues which are causing corruption to some of the end of year reports. It is a difficult program to negotiate and view with a complex array of reports and screens. At the date of the audit, we did not have independent viewing access or a brief on the program which limited our ability to form an opinion on the accuracy of the financial ledger.

Qualified opinion

Although the financial report of the Anula Primary School Council Incorporated presents fairly in all material respects in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of the Anula Primary School at 31 December 2022 and its financial performance for the year then ended we are unable to attest to the accuracy of this financial report.



Susanne Lee
Director FCPA
2 March 2023

SUSANNE LEE & ASSOCIATES PTY LTD IS A CPA PRACTICE
Liability is limited by a scheme approved under Professional Standards legislation.



ANULA PRIMARY SCHOOL COUNCIL INCORPORATED		
Statement of Financial Position		
December 2022		
	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
Main Bank Account	\$270,382.17	\$40,345.64
Additional Bank Account	\$248,302.35	\$492,248.22
Main Debit Card	\$38.01	\$352.77
Total Cash at Bank	\$518,722.53	\$532,946.63
Trade Debtors		
Trade Debtors General	\$5,627.72	\$0.00
Prepayments		
Prepaid Expenses	\$790.33	\$606.00
Inventories		
Stock on Hand	\$57,047.54	\$72,497.84
Total Current Assets	\$582,188.12	\$606,050.47
Total ASSETS	\$582,188.12	\$606,050.47
LIABILITIES		
Current Liabilities		
Trade Creditors		
Creditors	\$0.00	\$1,305.05
Other Creditors		
PAYG Withholding(CiA)	\$3,928.00	\$0.00
GST Liabilities		
GST Collected	\$927.90	\$0.00
GST Paid	(\$3,558.82)	\$0.00
GST Pending	(\$2.78)	(\$431.82)
Total GST Liabilities	(\$2,633.70)	(\$431.82)
Other Accrued Expenses		
Accrued Expenses	\$11,079.41	\$22,750.58
Employee Entitlements		
Entitlement - Annual Leave	\$75.24	\$159.00
Entitlement - Cur LSL Prov	\$5,659.25	\$5,410.00
Total Employee Entitlements	\$5,734.49	\$5,569.00
Unacquitted Grants		
Unacquitted Grants DoE/NTG	\$15,000.00	\$39,983.70
Unacquitted Grants Commonwealth	\$0.00	\$557.10
Total Unacquitted Grants	\$15,000.00	\$40,540.80
Total Current Liabilities	\$33,108.20	\$69,733.61
Total LIABILITIES	\$33,108.20	\$69,733.61
Net ASSETS	\$549,079.92	\$536,316.86
EQUITY		
Opening Balance	\$536,316.86	\$522,671.58
Current Year Operating Surplus/(Deficit)	\$12,763.06	\$13,645.28
Total EQUITY	\$549,079.92	\$536,316.86

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

ANULA PRIMARY SCHOOL COUNCIL INCORPORATED		
Income Statement		
January-December 2022		
	This Year	Last Year
INCOME		
Grants and Subsidies		
Commonwealth Grants Direct to School	\$557.10	\$9,839.02
Other Grants from DoE	\$867,866.98	\$848,087.04
Other Grants from NTG Departments	\$79,408.47	\$118,584.91
Grants From External 3 rd Parties	\$5,371.43	\$472.73
Total Grants and Subsidies	\$953,203.98	\$976,983.70
Sale of Goods & Services		
School Council Projects	\$237,168.80	\$209,101.35
Student Activities	\$34,424.37	\$84,569.15
Total Sale of Goods & Services	\$271,593.17	\$293,670.50
Interest Received		
Interest Received	\$10,450.99	\$2,031.73
Miscellaneous Income		
Receipts/Reimbursements Other Government Schools	\$0.00	\$10,241.99
Sale of Minor Asset		
Sale of Non-Capital Asset	\$635.45	\$0.00
Total INCOME	\$1,235,883.59	\$1,282,927.92
EXPENSES		
Employee Expenses		
Salaries And Related Expenses	\$323,130.30	\$293,893.50
Provisions/Transfers Annual/LSL	\$165.49	(\$9,283.42)
Superannuation Expenses	\$33,093.39	\$27,945.96
Total Employee Expenses	\$356,389.18	\$312,556.04
Purchase of Goods & Services		
School General Expenses	\$193,615.07	\$142,963.28
Administrative Expenses	\$0.00	\$22,185.46
Motor Vehicle Expenses	\$0.00	\$238.96
Student Activities	\$34,555.56	\$84,487.55
Student Information Technology	\$179,524.49	\$64,197.19
Admin It and Communication	\$0.00	\$33,826.25
Curriculum	\$36,089.17	\$73,492.65
School Non-Core Activities	\$22,947.55	\$30,546.79
Payments to Other Government Schools		\$506.44
Total Purchase of Goods & Services	\$466,731.84	\$452,444.57
Repairs & Maintenance		
Urgent Minor Repairs	\$41,201.40	\$93,019.91
Non-Urgent Minor Repairs	\$24,814.90	\$15,097.00
Total Repairs & Maintenance	\$66,016.30	\$108,116.91
Property Management		
Essential Services	\$231,712.68	\$225,554.32
Cleaning	\$10,493.30	\$13,356.03
Grounds	\$91,777.23	\$126,326.64
Property Management Other	\$0.00	\$33,747.81
Total Property Management	\$333,983.21	\$398,984.80
Total EXPENSES	\$1,223,120.53	\$1,272,102.32
Net Operating Profit	\$12,763.06	\$10,825.60
Other Income		
Prior Year Adjustment	\$0.00	\$2,819.68
Net PROFIT/(LOSS)	\$12,763.06	\$13,645.28

ANULA PRIMARY SCHOOL COUNCIL INCORPORATED

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 31st December 2022

Note 1: Statement of Accounting Policies.

These financial statements are a special purpose financial report prepared for the Council in order to satisfy the requirements of the Northern Territory Department of Education and the School Council Constitution. In accordance with the powers in S71H(1) of the Education Act (NT), the Secretary of the Department of Education has prescribed the manner in which the School Council is to prepare this report, and in so doing, has determined the accounting policies to be adopted in preparing the report.

In general, the statements have been prepared on the accruals basis and under the historic cost convention.

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

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

(b) Revenue Recognition

Income from canteen & facility hire, uniforms, excursions, bookpicks and fundraising is recognised when the funds are received. Grants and donations are recognised as revenues when the council obtains control over the assets comprising the contributions. Control over granted assets is normally obtained upon their receipt.

In 2020, the Board has changed its accounting policy in relation to grant revenue recognition. Accordingly, revenue from grants will be recognised when any associated performance obligation to provide goods or services are incurred, and not immediately upon receipt as previously recognised. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

(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 that amount are carried as recorded in the balance sheet.

(e) Depreciation

Assets carried in the balance sheet will be depreciated on a straight-line basis @ 15%.

(f) Receivables

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

(g) Inventories

Inventories are measured at the lower of purchase cost and net realisable value.

(h) Employee Entitlements

The school employs staff on casual, award and/or contract arrangements and has 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.