Berry Springs Primary School

Annual Performance Report to the School Community

2022

EDUCATION NT
ENGAGE GROW ACHIEVE

NORTHERN TERRITORY GOVERNMENT

Acronyms	Full form
NT	Northern Territory>
MM	Meaningful Maths
FTE	Full Time Employee
TEP3	Teacher Exemplary Practice
PD	Professional Development Day
DoE	Department of Education
UP	Upper Primary
MP	Middle Primary
EY	Early Years
TNRM	Territory Natural Resource Management
BBS	Building better Schools – Federal Funding
NTLC	Northern Territory Learning Commission
TWP	Territory Wildlife Park
PL	Professional Learning
SET	Special Education Teacher
SESO	Special Education Support Officer
SWI	Student Wellbeing and Inclusion
ICSEA	Index of Community Socio-Educational Advantage

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School Overview

Our School

Berry Springs Primary School is situated 33km from Palmerston. The school is located on lush, green grounds bordering the Teritory Wildlife Park. At Berry Springs Primary School, we strive to provide a stimulating, safe and caring learning environment. Within the school community we value the contributions of all students, their families and staff. We believe that children learn best when the school, home and community work in partnership. Parents are always welcome to visit the school and spend time in classrooms. Our School Values in 2022 were Respect, Resilience and Personal Best.

Our Staff

Berry Springs Primary School offers education programs from 3 year old Preschool to Year 6 and had 257 students enrolled in December 2022. At the end of 2022 we had 14 teaching staff inclusive of 1 Senior Teacher, specialist STEM and ARTS teacher and TEP3. We had one Assistant Principal. Our non-teaching staff includes 1 Business Manager, 3 Administration staff, 1FTE Preschool Assistant, 3 In class Support Assistants, 1 PH4 - Maintenance Officer, 7 School Council employees. The School's Governance Structure is a School Representative Body (School Council) which, at the end of 2022 was made up of 7 parents, 1 teacher, 1 invited member and 1 Principal. During 2022 the school received additional staff through the 3-Year-Old preschool Trial - One teacher and One preschool assistant and the Wildlife Park Engagement Coordinator ST1 from Term 1 2022 – the end of Term 3 2022.

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.

One of our EY Teachers was recognised as a finalist in the 2022 Teaching in The Territory Primary Teacher of the Year category.

In Semester 2 2022 the Principal relocated and the Assistant Principal applied for, and was successful in a 6 month contract as Principal for Semester 2. This allowed the two Senior Teachers to act in the Assistant Principal role for a term each.

Staff were given opportunities to take on leadership roles through the MM Network and as in school coaches and mentors. Neophyte teachers were supported with a teaching team model in like cohorts.

Our Students

Our school data identifies the school community as an at-risk community, with our ICSEA 966 showing the school is below the national average with 37% of students enrolled in the bottom quartile for relative disadvantage, a further 34 % in the bottom middle quartile. This equates to approximately 71% of students enrolled are considered disadvantaged. This data does not include preschool age students.

2022

School facts

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

School staff

Teaching staff	13
Full-time equivalent teaching staff	12.4
Non-teaching staff	7
Full-time equivalent non-teaching staff	5.1

School links

School website

Berry Springs Primary School

Sector, system or association website

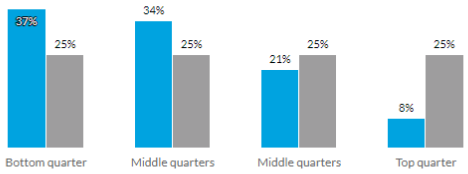
Department of Education Northern Territory

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	966
Average ICSEA value	1000
School ICSEA percentile	31

Distribution of Socio-Educational Advantage (SEA)



School distribution Australian distribution

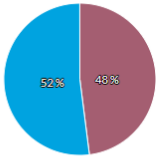
Percentages are rounded and may not add to 100

Students

Total enrolments: 216

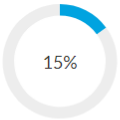
Boys 112

Girls 104

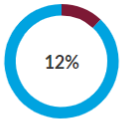


Full-time equivalent enrolments: 216.0

Indigenous students



Language background other than English



Yes (12%)

No (88%)

Not stated (0%)

Our school enrolment at the end of 2022 was 257 with 17% of the students enrolled identified as Indigenous Australians with a further 12% having a language background other than English. The enrolment numbers include 32 pre- schoolers with 13 students in the 3-year-old program and 19 students in the 4-year-old program.

Our attendance sits between 90-92% on average. We have a range of wellbeing and attendance strategies and incentives to promote school attendance with students and families.

These include.

- Creating a positive school culture and promoting student engagement
- Communicate high expectations for attendance (Newsletters, social media, personalized correspondence)
- Monitoring and follow up absences in a timely manner
- Providing intervention and support when required
- Rewards, incentives and other targeted activities
- Intervention and support programs and activities
- Family and community events throughout each term
- Implementation of the Learning HUB

Berry Springs School student leaders included School Captains, Class Representatives and House Captains. Students were involved in several activities throughout the year and supported awareness programs such Day for Daniel, Harmony Day, ANZAC Day, Remembrance Day, National Day of Action Against Bullying and Violence. Our student leaders ran fortnightly assemblies, ran weekly activities at student break times, and showcased our school to visitors. In 2022 we embarked on the NTLC and had a small group of student leaders participate as our Learning Commission. These students used data to inform their work and identified actions that supported group work and collaboration of peers.

Students at Berry Springs School participate in Japanese lessons every week as part of the NT Language School partnership. This partnership has been in place for a number of years and in 2022 we were able to provide language opportunities to all students form Transition to Year 6. Students thoroughly enjoyed a wehole school incursion with Japense Drumming and the UP students also enjoyed a Japense Survivor Day Challenge. We welcomed a new Language teacher to the school.

The option to engage in musical tuition is provided by NT School of Music. This partnership allows for differentiated an dinterest based learning for students. The school choir participated in the Top End BEAT annual performance at the Darwin Entertainment Centre.

The NT Government in partnership with the Commonwealth Government's National School Chaplaincy Program provided funding the school Well-being Officer who works two days a week in the school. This program supports the emotional wellbeing of students through collaborative student sessions, and is a collaborative approach to student social and emotional learning between school and home.

Our Community

At Berry Springs Primary School we seek to engage our wider community in programs and experiences that connect our students to our local environment and wider region. We have established partnerships with a variety of organisations, forming a network of connections integral to our school. We have a strong focus on sustainability through the Growing Green Kids NT initiative, including designing and implementing the Plastics Maker Space at the Territory Wildlife Park. Forging strong relationships with students, their families, the local community and a variety of government and non-government organisations is a key priority for us, ensuring our students feel connected and empowered to become lifelong learners. Our school actively engaged in regional, Territory, national and international opportunities for staff and students to network with peers, learning from each other's practice to improve student outcomes.

Bendigo Community Bank continue to support the school through sponsorship of a ute for school business and Growing Green Kids initiative. *Eat Up for Australia* provide sandwiches throughout the term through Rotary Club of Palmerston and Litchfield. The sandwiches are given to children requiring food. We continue to collect recycling form the local tavern and Core Lithium as part of our Growing Green Kids NT program and use the funds raised as part of our circular economy in this program.

Our school families and community regularly support the school though opportunities to present, volunteer, visit farms, attend events and bring in animals/local produce.

The School Council provides a quality Out of School Care, before and after school. They also provide vacation programs in school holidays and semester breaks. This is supported by parents with enrolment on average 10-15 students in before school care, 20-30 students in after school care and up to

40 students in vacation care/day. In 2021 the service completed the assessment against the *National Quality Standard for Early Childhood Education and Care and School Age Care and is rated as* ***Meeting.***

Principal's Report

The 2022 teaching and learning programs were supported through professional learning from Kath Murdoch as part of our collaboration with the Rural Principal Network. The learning enabled us to develop staff understanding of inquiry and the impact this will have on their pedagogical application. The 2022 School Curriculum Maps for early years and primary were implemented and reviewed. The curriculum maps were developed to be contextualised to our community and environment. The review and adjust phase of these in late 2022 highlighted areas for improvement and a PL day was held in Term 4 to consider and act on this in preparation for 2023.

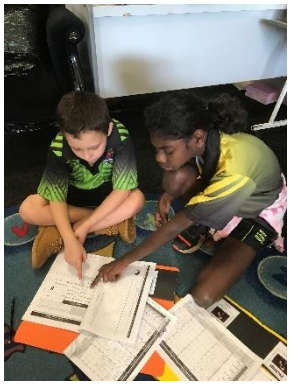
We continued to be a part of the MM network and support aspiring lead teachers in our school to lead this across T-6. With guidance from the Network Coach and regular check in opportunities staff used data, walkthroughs, feedback, clarifying and confirming sessions both at school an across the network, participated in PL sessions, and promoted student goal setting through an understanding of data and next steps in learning. Students had opportunities to partivcipate in Enrichment days with peers from across Darwin, Palmerston and Rural.

In Term 3 2022 we facilitated and participated in our first Wellbeing Day at Freds Pass Reserve with other Rural NTG schools. The event was a huge success with approx. 400 students from Year 5/6/7 learning about, and engagning in activities and programs that support physical and mental wellbieng. A range of oragnisations that support youth were part of the event and it will now be a focus for 2023 to continue and grow. From this event our school connected with BoxFit NT and in Term 4, and ongoing to 2023 we have partnered to deliver this program with all our Middle and Upper Primary classes.

Also central to the year's highlights were the events which shape the Upper Primary school experience. Although we were unable to participate in our biannual Batchelor Outdoor Education Camp due to travel and excursion restrictions early 2022, students in UP did have the opportunity to participate in a three day Darwin excursion with a focus on the history of Darwin as well as some popular attractions such as the Wave Pool and fish feeding.

Other excursions for students throughout the year included; The Beat Choir excursions to the entertainment centre, Shows at the Entertainment Centre for Early Years, Parliament house, The NT Library, excursions linked to our elective program, Learning HUB excursions to local businesses, Taminmin Year 7 orientation and IGNITE, activities at the local Reserve and a number of incursion opportunities for all students.

It was identified in 2021 that some students with additional needs were falling further and further behind academically and socially than their age like peers. It was decided to implement an explicit, systematic and individualized learning environment to support those students who were unable to access the curriculum in their age group classrooms. The Learning Hub was established in 2022 to support students with additional needs in an explicit, multisensory and student centered way. Individual goals and needs are prioritized and assessment focuses upon achievement at own level rather than benchmarks. Social goals, learning behaviours and communication skills form an integral part of the Learning Hub.



Extract from Newsletter:
Berry Springs Primary School Awards – TNRM & Tidy Towns: (snipet from Term Four School newsletter)
If you have been following our Facebook page you would know that we have been recognized and hugely successful for the commitment across our school to environmental programs and projects. Last week we were finalists in the Territory Natural Resource Management Next Generation and People's Choice category, taking out the win for both!!! We were also the winner of the Territory Tidy Town Eco School 2022 in the same week! An ***AMAZING*** *effort and something our entire school and local community should be very proud of. Our school also starred on 9 News Darwin and through this students were able to share these exceptional achievements. Well done everyone – we all play a part!*

Our ongoing partnership with Core Lithium continued and allowed oppoirtunities for studnts to learn about and engage with the local mine. A group of MP and UP students were part of the first load departing the mine on route to the port with Core Lithium representatives and semi truck drivers stopping at the school for students to ask questions and hear about the product and process. The school was presented with a Core Lithium piece of memorabilia. This partnership has been positive and we endevour to continue our positive relationship with Core Lithium into the future.

In 2022 We reinvigorated our partnership with Jason Lee from Bully Beef and Rice to design and paint murals and sensory pathways throughout the school. The end of term 4 was used to finalise the project that would see a variety of art painted throughout the school in Semester One 2023. We were fortunate to have some funds left over form the BBS grant to do this.

In 2022 Our BBS funds were allocated and used to improve our the Cyclone Shelter building that we use to host assemblies and concerts. The main works done were improvement to the stage including carpet, curtains, fans, down lights and a light-bar stage light. Improvement to the technology with the install of two large electronic screens on either side of the stage and wiring to allow connection to this from a side point in the hall. Additionally, accoustic paneling was installed on the walls and ceiling to improve sound absorption. A small area of painting was also done on the external area of the EY building.

Through Sporting Schools Grants we had the opportunity to invite a number of coaches and clubs to work with students across the school. Students learnt fundmanetal skills and the rules of games, participating with their peers during PE lessons, with class teachers and also after school sessions facuiliated by the school for families. This included Hockey NT, Gymnatsics NT, Palmerston Basketball Association & Touch Rugby.

In 2022 we continued to build a positive partnership with the SWIPS Team working with staff to support students with identified needs as well as facilitating information for staff, students and families around social and emotional wellbeing. The School based Counsellor ran whole class, small group and individual sessions, worked with families on a case management approach, supported families to be informed about and access external services and support, and provided information through regular newsletters, facebook, school community events and fliers.

In Term 3 students in Year 5/6 and 1/2 participated in the Makers Empire project. Students used the Makers Empire software to design and develop a 3D model that would protect aquatic species in our oceans. Students researched, considered, reflected and acted on feedback to create a design that would help clean up garbage and waste from oceans. They were then able to print their design on the schools new 3D printer. Five students had the opportunity to showcase their work with other schools involved in the project at an expo held at Wulagi Primary School. We endevour to continue this project in 2023.

Students from all classes regularly visit the TWP as part of their learning and to inspire engagement using hands on, real life experiences. The relationship with the TWP over a number of years has allowed students to develop a strong sense of connectedness, care and responsibility for wildlife and the environment. We also welcome keepers and animals to school for interactive lessons and contrinbute to the TWP through a number of class and student inititaives. Our Plastic Maker Space is set up at the TWP and is use to collect, sort, shred, melt, mould and reuse plastic waste.

Students in UP were given the opportunity to participate in the Palmerston Young Writers Festival alongside their peers from Top End Schools. This was a wonderful way for them to engage with local and renowned authors and ilustrators in a workshop at the Palmerston Library. As writing has been an ASIP

priority for the few years prior it was a great way to celebrate this ongoing work and see some of our students recognised with Awards.

In 2021 we facilitated our first STEMs expo in term 3 and it was a huge success using an Inquiry approach and overacrching focus that each class could make more targeted. We continued this in 2022 term 3 with a Math focus using the Territory Wildlife Park as a platform for engagement and learning. The focus was 'Maths in the Park' and each class decided on what they could identify as a concept to explore, building on their knowledge and showcasing this across the school during the shared expo.

We continued to hold a number of school community events throughout the year. Some of which are regular annual occurrences and others new/special events. We celebrated Meet and Greet Breakfast, Harmony Day Breakfast and activities, Mothers and Fathers day events, Book Week, Science Week, dress up days, hosted visits from The Local Member for Daly and the Chief Minister, Day for Daniel, Easter activities and events, Emergency Services displays and lessons from Fire and Ambulance, Awards, Assemblies, Concert, Year 6 Graduation dinner, produce harvesting and cooking stalls, Sports Day, daily break activities faciulitated by support staff and student leaders, Preschool Bike Race, 45th Birthday celebration, Family Evenings, regular excursions to the TWP, Top End School Sport events, Road Safety sessions and BoxFit NT sessions.

Below are some of these events and opprtunities:

45th Birthday – A community event was held to celebrate our 45th Birthday. Past and presents students and families attended, enjoying entertainment, dinner, birthday cake and memorabilia.

Preschool Bike Race – An annual event supported by the whole school and families.

Anzac Day Ceremony – Hosted by Student leaders

Book Week – Classroom activities and dress up day

BoxFit NT – Weekley sessions to build resilience, determination and focus

Chief Minister and Local Member school visit

School Priority 2022

Mathematics

R5 Targeted and strategic differentiation

Problem of Practice - If we build teacher capacity to explicitly teach place value (Number strand), then we will increase the proportion of students achieving above the National Minimum Standard in years 3 and 5 in NAPLAN 2022 to 80%.

Key Outcomes

Continue the development of whole school approach to teaching mathematics aligned to and supported through Meaningful Math Network
Teachers engage and build knowledge and skills through professional learning opportunities, observation and feedback cycles and clarifying and confirming
Undertake inquiry investigation to build contextualised questioning at Territory Wildlife Park

Inquiry Learning - E3 - Whole school curriculum and assessment plan

Problem of Practice -If we design and embed locally relevant curriculum, all children will have access and opportunity to engage and succeed.

Outcomes

Teachers will develop a whole school curriculum and assessment plan contextualised and locally relevant to Berry Springs (Primary Plan and Early Years Plan)

Design inquiry cycles through set planning approach

Through quality teaching and assessment cycles, A-E reporting will demonstrate student growth

Professional Learning with Kath Murdoch

Wellbeing and Inclusive Practices

E3 - Whole school curriculum and assessment plan

Problem of Practice - If we design and embed locally relevant curriculum, all children will have access and opportunity to engage and succeed.

Key Outcomes

School will restructure to establish a learning hub.

Teachers and support staff will actively participate and reflect on their practice through quality professional learning to develop knowledge and skills to ensure provision of inclusive practice

Teachers will develop EAP plans in partnership with family and carers and document evidence of learning
Implement Keeping Safe Curriculum

English –Monitoring

Problem of Practice-If we provide quality and targeted feedback to learners the success of learning goal will be achievable.

Outcomes

Student set learning goals
Teachers use and adapt effective teaching strategies to help students make progress in areas identified

Students reflect and change what they do to address the learning goals more effectively

Clarify and Confirm – oral language, writing, reading, EAL/D

Identified signature strategies for 2022 school year

Signature Strategy: R5 - Targeted and strategic differentiation

If we build teacher capacity to explicitly teach place value (Number strand), then we will increase the proportion of students achieving above the National Minimum Standard in years 3 and 5 in NAPLAN 2022 to 80%.

In 2019 Year 3 had 60% of students above the NMS which improved to 74% in 2021. In 2019, Year 5 had 62% of students above the NMS which improved to 65% in 2021. With consideration of past improvements, varying cohorts and the specific nature of the goal, we set the target of proportion of students achieving at or above NMS at 80% for Year 3 and Year 5

"Understanding place value is crucial if students are to develop the estimation and calculation skills necessary to become numerate adults. Our number system is very sophisticated though it may not look it. While numbers are all around us in the environment the meaning of digits in those numbers and the quantities they represent are challenging to understand. Our number system is based on groupings of ten. Ten ones form one ten, ten tens form one hundred, ten hundreds form one thousand. And so the system continues to represent very large numbers. The place values, one, ten, one hundred, one thousand, etc., are powers of ten." NZ MATHS

Implementation Outcomes:

- Deepening teachers understanding of place value to enable
- Mapping student outcomes on learning progressions
- Diagnose student misconceptions
- Adapt learning activities to meet individual needs
- Assessment in all strands each semester
- Willing participation in observations and feedback cycles
- Confident use of diagnostic tool - Jam and Gloss in Meaningful Maths

Student Outcomes:

Students will be able to articulate what they are learning, how they are learning, why they are learning & next steps of their learning

- Reading, writing, interpreting and ordering numbers
- extending and applying place value knowledge in contextualised problem solving
- demonstrate knowledge in concrete representation Primary

The PVAT (place Value Assessment Test) tool is used to measure student achievement in whole number place value. The assessment breaks place value down into six aspects. The six aspects provide a structure on which to base your teaching of place value. Findings from the assessment found a large cohort of students struggled with renaming numbers.

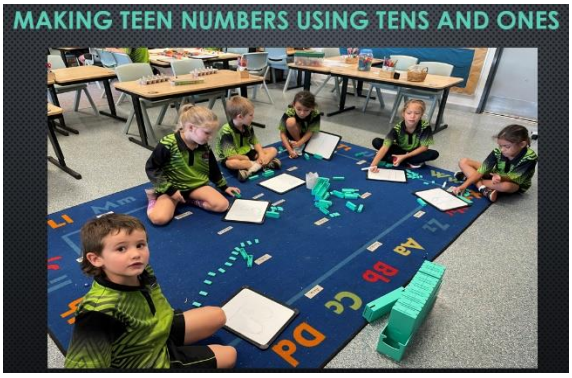
- 75% of students in 5/6 to be able to rename numbers in multiple ways in terms of place value parts without the use of manipulatives, by the end of Semester 1.
- 3-4 Flitton students, by the end of Semester 1, will be able to identity the value of digits in a number and round to the nearest place value part.
- EAP/SSP students -By the end of semester 1, students will identify the number before, after and next in a sequence
- 50% of students in 3/4Bui to be able to make, represent and identify the value of a three-digit number using different materials or
- manipulatives, by the end of Semester 1.

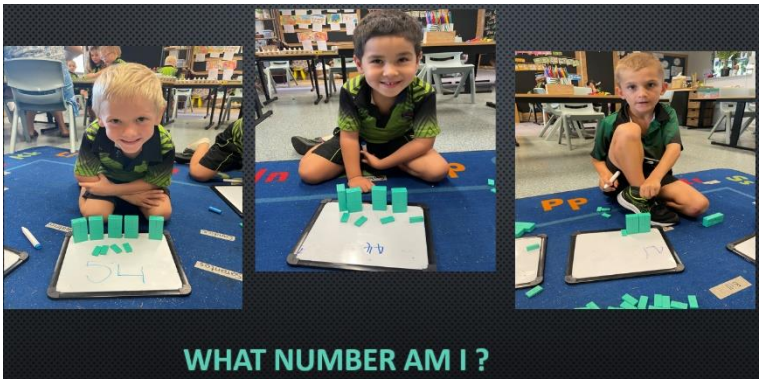
Early Years

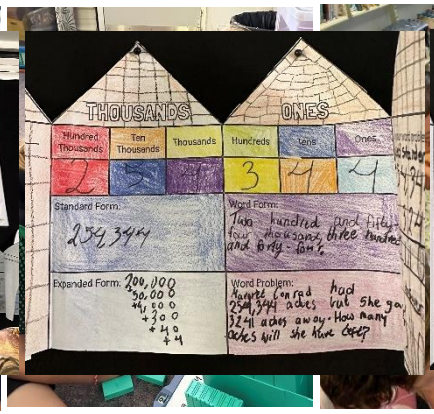
- T/1 By end of term 4, by explicitly teaching grouping and re-naming 80% of my students will achieve 75% in place value when PAT testing
- Yr 1/2 by end of term 4, by explicitly teaching grouping and re-naming 80% of my students will achieve 75% in place value when PAT testing.

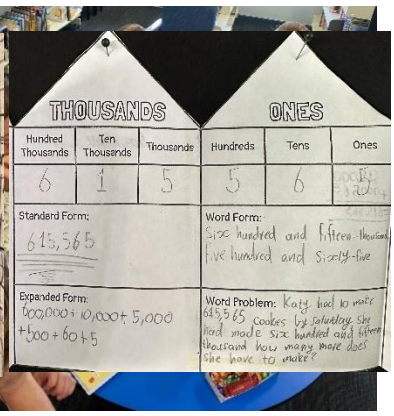
Actions & Implementation:

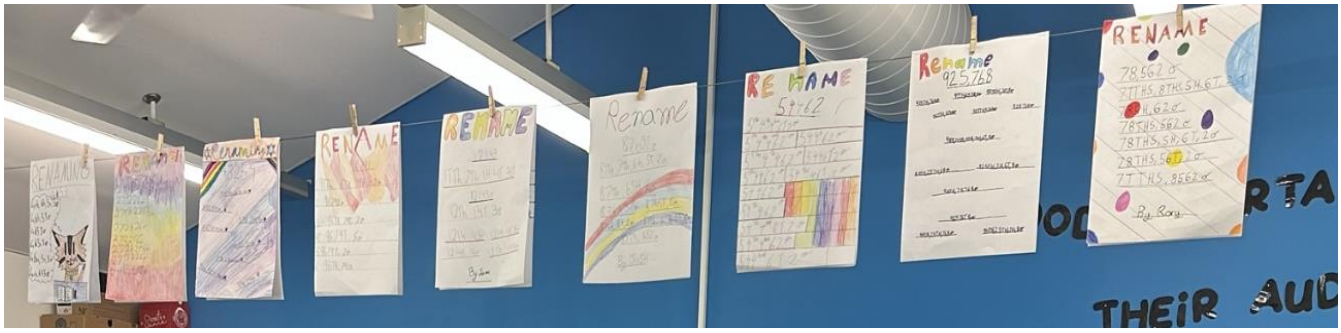
- Data reviews and collaboration – PL days, team teaching, staff meetings, collaborative planning, walkthroughs, observations and feedback targeted to place value
- Whole school implementation of MM Whole year planning and term planners – teaching and learning cycles
- MM Linked to Inquiry planning – Curriculum Maps
- Clarifying & Confirming sessions (internal and across MM network) with a focus on open ended place value tasks
- Observations with a focus on teaching place value, data walls, planning cycles and linked assessments, Prompotion of student agency
- Math Expo Term Three in partnership with TWP
- MM Network - Network calendar of Professional development, Coaching & Mentoring, External coach observation and feedback cycles, data analysis, resources, data reviews and whole school planning
- Purchase of Digiblocks and implementation in all classes to support knowledge and understanding of place value
- Maths Yearly Plan and 3 weekly planning cycles
- Analysis of maths data and involvement of students in owning their data
- Fluid differentiation groups aligned to data and concepts
- Assessment tasks aligned to whole school Assessmsnet Schedule and MM Network

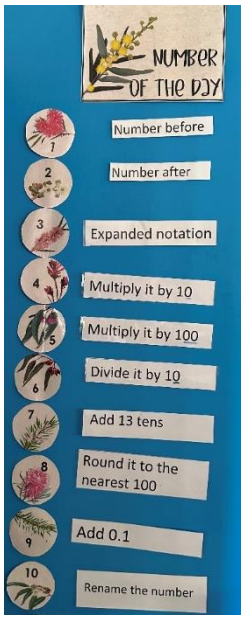








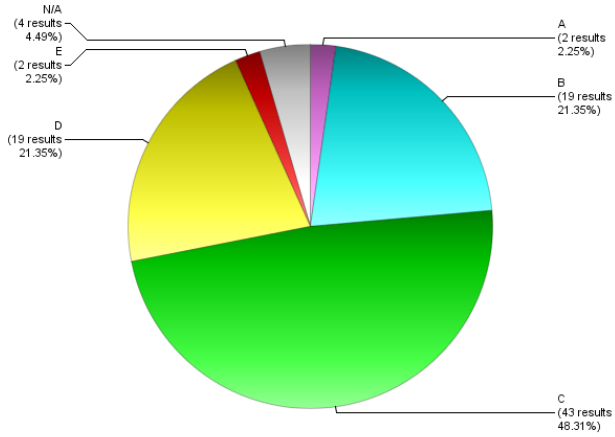


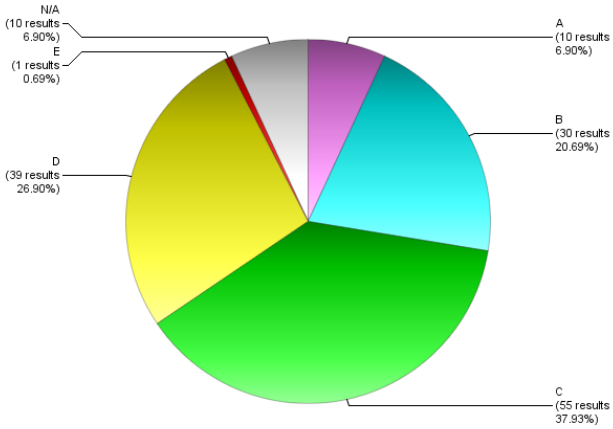


Impact evidence - What changes have we seen?

- Teaching staff aligned PGP to ASIP priority of Numeracy – Place value
- Class targets aligned to student data
- Observation and feedback cycles – Peer:Peer, MM BSPS Coaches and Network Coach
- MM Ped on a Page expectations for all classes T-6
- MM student data displayed with students involved in data conversations
- Teacher collaboration, planning, assessment, clarifying and confirming across Teaching Teams, the school and MM Network
- Student assessments formative and summative
- Teacher collaborative assessment task design
- Opportunities for students to demonstrate learning in partnership with TWP
- Extending and applying place value knowledge in contextualised problem solving
- Demonstrated knowledge in concrete representation

The below graph shows A-E results form Semester 2 2021 in comparison to Semester 2 2022. There was an increase in A/B/C results, however we did have a larger student cohort in Semester 2 2022. This is a continued priority for 2023.





The following data shows PAT Maths data from 2018-2022. This is not specific to place value in the number strand and does show a larger scale score range with an increase in student numbers in 2022.

Signature Strategy: E3 - Whole school curriculum and assessment plan

If we design and embed locally relevant curriculum, all children will have access and opportunity to engage and succeed.

School will restructure to establish a learning hub. This learning space will allow for targeted support for learners in a safe, supportive, and engaging environment. Students will learn in a tailored program to meet needs aligned and connected to the class program. This space will be for identified learners through NCCD and talented students for extension. Students will be supported to manage their wellbeing and to achieve success through an inclusive learning culture.

Implementation Outcomes:

- Whole school curriculum and assessment plan contextualised and locally relevant to Berry Springs (Primary Plan and Early Years Plan)
- Teachers develop and use an aligned curriculum and assessment plan
- All teachers will deliver instructional learning that reflects the whole school approaches and non negotiables.
- Teachers and support staff will actively participate and reflect on their practice through quality professional learning to develop knowledge and skills to ensure provision of inclusive practice
- Through quality teaching and assessment cycles, A-E reporting will demonstrate student growth.
- Teachers will develop EAP plans in partnership with family and carers and document evidence of learning
- All teachers will strengthen their knowledge and skills through collaborative practices and rural networks (MM, local small schools and Rural Hub)

Student outcomes

Students will demonstrate their learning through;

- designing meaningful and achievable goals for learning
- student -teacher conferences -discuss learning strategies, achievement, and challenges
- active participation and engagement will increase their well-being and self-esteem
- demonstrate an increase in learning attainment through B-A in SAIS reporting in science and HASS
- demonstrating learning in a variety of modes

Actions & Implementation:

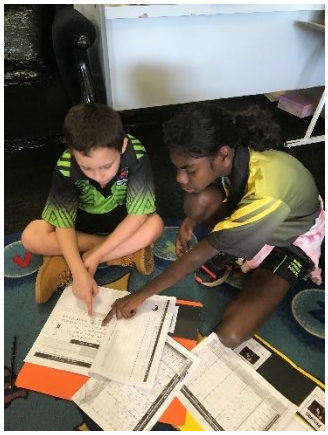
- Whole staff participaton in design of Curriculum Map and T4 whole staff review & adjust for 2023 PL focus
- Collaborative planning of Inquiry focus/term
- Engage Expert consultant to provide feedback
- Tier 1 students – Learning HUB 2 hour/day, 4 days/week targeted intervention class with SET and SESO
- PL for all staff on supporting students with regulation, differentiation
- In class Support capability – PL for staff
- Partnership with SWI Staff for individual, small group, whole class intervention and support
- Rural HUB Inquiry network – with Kath Murdoch – PL and collaborative planning and assessment tasks for T-6 tecahers
- Flexible and individualised assessment tasks for target students to demonstrate skill and knowledge
- Inclusive practices informed by EAP goals

- School values embedded into Teaching and learning Programs and showcased throughout regular events and communication with families

Impact evidence - What changes have we seen?

- All Tier 1 students demonstrating progress in Literacy with Learning HUB intervention and support, with 74% of students showing significant academic progress in basic literacy skills (data below). In 2023 a data comparison for Learning HUB students will be done to demonstrate growth between aligned time data points.
- Curriculum Maps guiding whole school approaches and collaborative practice
- In Class Support being upskilled
- Collabration with TAR and SWI Team staff for PL and support
- Case Management support between school, SWI and families to identify NTG and external agency support – short and long term
- Upskilling of teachers in the Inquiry process – teaching/learning, assessment and student voice
- Collabration across Rural School network with Inquiry and Wellbeing opportunities – Wellbeing Day, Taminmin Orientation,
- Partnerships with TWP, NT Farmers Federation & Core Lithium – linking learning to the community and real life experiences

2022 Learning HUB:



The data below demonstrates, the Learning Hub has had a significant positive impact upon those students who have identified learning needs. While they are not at age level benchmarks they have shown strong gowth over a period of 12 months. This style of teaching and learning has supported those children who require extra processing time, additional exposure to phonic patterns and the alphabetic prinicple to learn the letter sound relationship and consolidate phonic and phonological awareness. This learning environment is quieter and delivered in small groups with a ratio of 1:6 for the majority of the learning time. The growth in some children has been remarkable as some were not able to attempt the assessment practices in Term 1 2022 and are achieving significanty increased results in Term 1 2023. This diagnostic assessment informs next steps in learning and students are placed in small ability groups to work on the spelling and reading phonic pattern at their level.

The graph below shows a comparison between term 1 2022 and Term 1 2023 for Learning HUB students

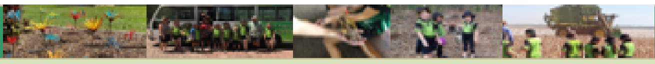
Spelling Tracking - using the Phonic Sight Word Sequence P

Watch a demonstration video here:			Term 1 Focus : Testing & data entry within Week 1									Term 1 2023								
https://pld-literacy.org/establishing-a-consist			Stage 1									Stage 1								
			Target 1	2	Target 3	Target 4						Target 1	Target 2	Trget 3	Target 4					
Christian Name	Surname	Notes	CVC	th, oo,	CVCC	er, ay	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	cvc	th,oo	cvcc	er,ay	Stage 2	Stage 3	Stage 4	Stage 5	stage 6
Wittmer	William		60%	71								100	57	80	55	19	0			
Tugwell	Digby		100%									100	85	80	9	13	0			
Bate	Keanu	Eagles	40%	0%								80	14	0	0	0	0			
Bate	Courtney		40%	0								100	28	60	0	0	0			
Guy	Mackenzie		60%	0%								80	57	60	11	0	0			
Mckenzie	Jock											100	71	100	22	0	0			
Fehlhaber	Chantce	S/G	0%	0								80	0	0	0	0	0			
Robinson	Ariya		40%	14%								40	7	60	0	0	0			
Niere	Sam		40%	0%								80	14	0	0	0	0			
Aldridge	Isaiah		0%	0%								100	42	80	0	0	0			
Patullo	William		40%	0								100	57	100	0	0	0			
Moore	Isaiah																			
Pedersen	Scarlett											100	14	0	0	0	0			
Newton	Jillesa																			
	Lewis											100	42	40	0	0	0			

2022 School Survey:
It is worth highlightling the following 2022 School Survey results that demsontrate the opportunities students have to engage and succeed:

Student Response	My School Gives me opportunities to do interesting things	90%
Student Response	Teachers at this school expect me to do my best	95%
Student Response	My school looks for ways to improve	87%
Parent/Carer Response	My child likes being at this school	97%
Parent/Carer Response	My child feels safe at this school	97%
Staff Response	Teachers at this school expect students to do their best	100%
Staff Response	Teacehrs at this school use data to inform their teaching	100%

Example of 2022 Curriculum Map:



2022 Early Years Curriculum Map

VISION	At Berry Springs Primary School we strive to provide a stimulating, safe and caring learning environment. Within the school community we value the contributions of all students, their families and staff. We believe that children learn best when the school, home and community work in partnership. Berry Springs Primary School strives to be a school of excellence in student learning with a focus on science, agriculture, and the environment through Growing Green Kids NT.			
Big Idea	*How does the past help us know ourselves today?* **Term 1**	*How does our environment sustain human impact?* **Term 2**	*How do natural resources and phenomena impact the human race?* **Term 3**	*How does our body and mind impact our choices in a diverse society?* **Term 4**
SEASONAL CALENDAR	Monsoon time with heavy rains. Rivers and creeks overflow and fill the floodplains. There is life everywhere and bush fruits are in abundance. Crocodiles are moving. Time to fertilise the orchard and propagate seeds for gardens.	Knock-em down storms coming from the east flatten the spear grass. Time to collect Magpie eggs and go fishing. The rains have finished and the dry season begins. Time for people to conduct early burning. Time to plant seedlings in the gardens, mulch and continue fertilising.	Cool, dry season weather time, the dry winds blow from the east. Many plants are flowering, the native bees produce honey. The hot, dry time is good for hunting on the floodplains and around the billabongs. Mango trees start flowering, build up starts creeping in, bushfires.	Hot, build-up season when humidity rises and clouds and winds begin to gather. Hunting continues to be good, bush fruits are beginning to ripen. Mango season continues, magpie goose season.
School	Harmony Day/National Day of Action Against Bullying, Student Leadership, Welcome breakfast, Year 5/6 camp, parent teacher interviews	Sports Day, Reports, Concert, Culture connections with Gunbalanya/NAIDOC	Science Week, Book Week, BEAT concert, Fun Run?, Parent teacher interviews	End of Year Awards, Taminmin Orientation, Transitioning to Transition, Preschool orientations, 2022 Up day, Day for Daniel, End of Year Repots.
Community	Bombing of Darwin Easter	Mother's Day, NAIDOC, Freds Pass Show, ANZAC Day, Berry Springs Markets, Territory Day	Father's Day, Royal Darwin Show, Berry Springs Markets, Rural Women's Day	Remembrance Day, Christmas, Preschool and Transition information nights, School 45th Birthday (Sept/Oct).
LITERACY	• Data driven programs derived from **English Content Descriptors,** ELYF • **Oral Language** Program underpinning all learning areas • **Guided Reading** Groups Monday to Friday, • **Word** level work – Ongoing program: **Jolly Phonics, Heggerty Phonemic Awareness Program, Casey Caterpillar** (phonemic awareness / phonics / spelling / word study / vocabulary building / ha • **Writing -Sentence** level work – Ongoing program: regular programmed grammar / punctuation focus learning ***Embedded Principals:*** *Assessment for Learning* *Inquiry Approach*			
LITERACY	**Whole text** level work: **Entertain** (Inform) *What is historical fiction?*	**Whole text** level work: **Persuade** (Instruct) *Why do we need to follow steps?*	**Whole text** level work: **Entertain** (Inform)	**Whole text** level work: **Free choice**
INTEGRATED UNITS OF WORK	**Connecting Ideas** Historical places and events are important and need to be preserved and acknowledged through stories and artwork. Consider the importance of Aboriginal and Torres Strait Islander history and look at Kakadu and Indigenous stories from their local area. Explore artwork from the Northern Territory and evaluate various ways they can learn about the past through historical artefacts. Recognise days of personal significance and ones that are significant to other cultures and communities. They will also investigate and create timelines displaying their own personal histories with family photos and special family memorabilia.	**Connecting Ideas** Plants and animals are living things and they need food and water to survive. All living things grow, change and reproduce. Investigate animals and plants that inhabit Berry Springs. Classes could visit the Territory Wildlife Park and investigate lines of Inquiry. Investigate which plants are flowering and producing fruit. Looking at our own orchard, students can propagate seeds and fertilise the garden. Identify that people are living things too and have basic needs. Look at the needs of humans to stay healthy and vibrant. Students can create a kitchen garden in their outdoor areas. Record this journey and follow how plants grow and go from the garden to their plate.	**Connecting Ideas** Describe the weather and seasons, compare Berry Springs weather patterns to different places in Australia. Use digital technology to gather information about the weather in other places. Observable changes occur in the sky and on the land. Describe the Sun's path in the sky and the appearance of the Moon and stars at night. Identify and describe the natural, managed and constructed features of places at a local scale and identify where features of places are located. Recognise that the world is divided into major geographical divisions.	**Connecting Ideas** Recognise how they are growing and changing. Identify and describe the different emotions people experience. Identify actions that help them be healthy, such as good food and recognising feelings and emotions. Be aware of people in the community who keep us safe, such as firefighters and police. Learn about the importance of knowing their address and phone number. Consider the importance of being physically active. Identify different settings where they can be active and demonstrate how to move and play safely. Describe how their body responds to movement. Learn about Indigenous games such as: Barambah gkaka, Bkaay and Boma jokee.
INQUIRY FOCUS	**History** *Why is the past important to us today?*	**Science** *What do we notice about living things?*	**Science and Geography** *How does daily/seasonal changes effect the environment?*	**Health** *How do we keep ourselves safe and healthy?*
ARTS	**Drama** *How do we use voice and movement to tell a story?*	**Music and Dance** *How do we entertain our families?*	**Visual** *Colours of our seasons*	**Media** *How can we use media to promote healthy messages?*
Technologies	**Digital Technologies** *How do we use digital technologies to tell our story?*	**Design and Technologies** *How do living things help us?*	**Digital Technologies** *How do we use ICT to record seasonal changes?*	**Design and Technologies**
WELLBEING – HEALTH & PE	**Keeping Safe Curriculum** – Relationships School Value – Respect	**Keeping Safe Curriculum** – The Right To Be Safe School Value –Resilience	**Keeping Safe Curriculum** – Recognising And Reporting Abuse School Value – Personal Best	**Keeping Safe Curriculum** - Protective Strategies School Value – community
WELLBEING – HEALTH & PE	**Growing Green Kids** - Interacting with Others Ethical Behaviour in Movement Settings *What is the right thing to do when we play with others?*	**Growing Green Kids** -Make Healthy and Safe Choices Critical and Creative Thinking in Movement *How can we make good decisions?*	**Growing Green Kids** -Identities Cultural Significance of Physical Activity *What can we learn about ourselves and others from Physical Activities?*	**Growing Green Kids** -Community Health Promotion Refining movement skills *How can we share information about health habits?*

English

What is historical fiction?

Big Idea – Historical fiction uses real life facts such as events, places, people or timeframes to inspire a story which can be re told in many ways, such as through novels, short stories, dramatizations, poems (ballads) and film. The author may represent the real life facts accurately or deliberately choose to omit, re-arrange, elaborate or exaggerate facts to create their own version of a story and express their point of view. The language conventions and structures used are deliberately combined to capture interest as well as make an historical story believable and accessible to an audience. Through character interaction, dialogue and development of setting and plot, authors create a theme and mood appropriate to the historical time and place and the message being delivered. Historical stories, songs and poems have become part of our everyday lives and serve an important role, in terms of our cultural and social identity and heritage.

Assessment Contexts

- Listen to, read, view and respond to a range of historical narrative texts, films and poems to identify, discuss and collaboratively record the purpose, intended audience and characteristics of each text type.
- Use re-enactments and mock interviews to investigate, identify, discuss and record character personalities, feelings and dialogue that reflect the historical time, place and events and apply understandings to create realistic believable, character profiles.
- Use reflective journals, blogs and discussions to express and record responses (e.g. ideas, predictions and interpretations) to a range of historical narratives, songs and poems focusing on the text structure, organisation and use of literary devices (e.g. rhyme, rhythm, repetition) that make the text effective.
- Jointly deconstruct familiar historical narratives/poems/scripts using graphic organisers and outlines to analyse the word and sentence level language structures and features used (e.g. simile, metaphor, alliteration) to achieve the author's purpose.
- Use whole class/group negotiated texts, identified models, class charts and planning frames to jointly/ independently plan and construct an historical narrative, script or poem that reflects the characters, setting and events appropriate to that time in history using oral, digital, written and/or multimodal forms.
- Use presentations of own work and checklists/ class constructed rubrics of identified performance criteria to reflect, record and feedback on success of own and other's learning.

Big Idea	*How does the past help us know ourselves today?* **Term 1**	*How does our environment sustain human impact?* **Term 2**	*How do natural resources and phenomena impact the human race?* **Term 3**	*How does our body and mind impact our choices in a diverse society?* **Term 4**
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School	Harmony Day/National Day of Action Against Bullying, Student Leadership, Welcome breakfast, Year 5/6 camp, parent teacher interviews	Sports Day, Reports, Concert, Culture connections with Gunbalanya/NAIDOC	Science Week, Book Week, BEAT concert, Fun Run?, Parent teacher interviews	End of Year Awards, Taminmin Orientation, Transitioning to Transition, Preschool orientations, 2022 Up day, Day for Daniel, End of Year Repots.
Community	Bombing of Darwin Easter	Mother's Day, NAIDOC, Freds Pass Show, ANZAC Day, Berry Springs Markets, Territory Day	Father's Day, Royal Darwin Show, Berry Springs Markets, Rural Women's Day	Remembrance Day, Christmas, Preschool and Transition information nights, School 45th Birthday (Sept/Oct).

Student Enrolment, Attendance and Learning

Year Level	Previous Year - 2022				Reporting Year - 2023			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Preschool	5	82.2%	25	84.1%	6	80.2%	30	84.8%
Tranistion	5	83.4%	34	87.8%	5	90.5%	22	91.0%
Year 1	7	84.7%	34	89.9%	5	90.0%	32	90.0%
Year 2	2	95.2%	37	91.6%	6	93.0%	34	92.6%
Year 3	7	87.4%	30	90.3%	2	92.1%	36	91.6%
Year 4	6	78.7%	29	88.6%	7	88.9%	28	91.4%
Year 5	1	77.1%	26	89.5%	7	84.6%	25	90.5%
Year 6	3	89.4%	24	90.1%	2	93.4%	29	91.7%
ALL	**36**	**84.4%**	**240**	**89.4%**	**40**	**88.9%**	**235**	**90.9%**

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

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 at or above national minimum standard**
YEAR 3	390	371	100
YEAR 5	501	445	95
WRITING			
Year level	**Average score School**	**Average score NT**	**% of students at or above national minimum standard**
YEAR 3	389	357	96
YEAR 5	459	413	95
SPELLING			
Year level	**Average score School**	**Average score NT**	**% of students at or above national minimum standard**
YEAR 3	362	336	100
YEAR 5	478	438	95
GRAMMAR AND PUNCTUATION			
Year level	**Average score School**	**Average score NT**	**% of students at or above national minimum standard**
YEAR 3	368	360	91
YEAR 5	486	436	90
NUMERACY			
Year level	**Average score School**	**Average score NT**	**% of students at or above national minimum standard**
YEAR 3	362	341	96
YEAR 5	469	433	100

The below table shows the breakdown of students in Year 3 and Year 5 performing below, at or above National Minimum Standard in the 2022 NAPLAN

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			3	13	20	87
	Writing	1	4			22	96
	Spelling			6	26	17	74
	Grammar	2	9	3	13	18	78
	Numeracy	1	4	7	29	16	67
Year 5	Reading	1	5	1	5	19	90
	Writing	1	5	7	33	13	62
	Spelling	1	5	3	14	17	81
	Grammar	2	10			19	90
	Numeracy			3	14	18	86

School Survey Results

Participation

RESPONSES

In determining reliability of survey results, consider sample size, number and diversity of respondents against school population.

Compositions of schools and previous participation rates also need to be considered when comparing survey results with previous years.

When analysing participation graphs, consider response rate first. Changes in enrolment can impact participation numbers and rates.

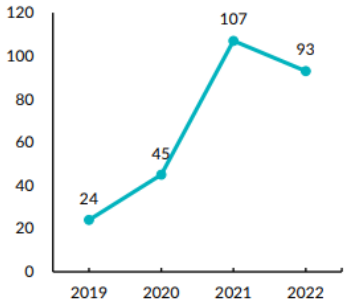
Is this data representative?

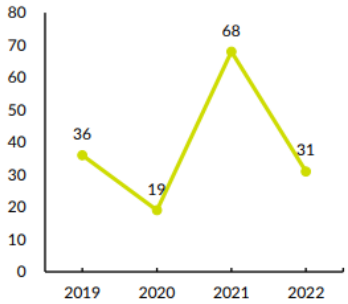
How many responses were received?

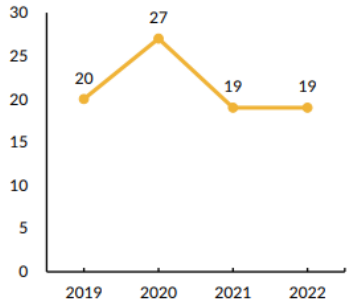
From who?

What needs to be considered when analysing these results?

Students				Parents		Staff		
Year of survey	Number of responses (all years)	Number of responses (Yrs 5-12)	Response rate (Yrs 5-12 only)	Year of survey	Number of responses	Year of survey	Number of responses	Response rate
2022	**93**	**44**	**86%**	**2022**	**31**	**2022**	**19**	**58%**
2021	107	46	90%	2021	68	2021	19	54%
2020	45	45	70%	2020	19	2020	27	87%
2019	24	23	43%	2019	36	2019	20	59%







2022 Responses	Total	ATSI	Non ATSI	Early Years (P-3)	Primary Years (4-6)	Middle Years (7-9)	Senior Years (10-12)	Teaching	Non-Teaching	Leadership
Student	93	15	76	20	70	0	0	-	-	-
Parents	31	0	31	18	13	0	0	-	-	-
Staff	19	0	17	7	4	0	0	12	3	3

*breakdowns may not add up to the overall total as they do not include 'N/A or nil responses'

Most positive and least positive responses

HIGHEST / LOWEST

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

What are the areas of strength?

What are the opportunities for improvement?

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

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

Student

Most Positive items for 2022		Least Positive items for 2022	
My teachers expect me to do my best.	**95%**	I know how to manage my emotions when I am upset.	**65%**
I have good friends that I care about.	**90%**	My school takes students' opinions seriously.	**51%**
My school gives me opportunities to do interesting things.	**90%**	Student behaviour is well managed at this school.	**47%**

Parent/carer

Most Positive items for 2022		Least Positive items for 2022	
My child participates in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	**100%**	This school takes parents' opinions seriously.	**77%**
My child feels safe at this school.	**97%**	I have opportunities to have a say in the direction of the school and its education programs.	**77%**
My child likes being at this school.	**97%**	I feel well informed about what is happening at the school.	**71%**

Staff

Most Positive items for 2022		Least Positive items for 2022	
I feel safe at this school.	**100%**	My school provides me with opportunities to develop my leadership capacity.	**79%**
Teachers at this school expect students to do their best.	**100%**	The students I teach are motivated to learn.	**76%**
Teachers at my school use data to inform their teaching.	**100%**	The department supports our school to achieve its priorities.	**32%**

Change from previous year (2022 v 2021)

CHANGE FROM PREVIOUS YEAR

This table presents the first three and last three items when ranked in order of percentage point change.

Compositions of your school and previous participation rates also need to be considered when comparing survey results with previous years.

Are the changes significant? How many responses do they represent?

What are the areas of strength?

What are the opportunities for improvement?

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

Highest ranking items	% point change	2022 vs 2021	Lowest ranking items	% point change	2022 vs 2021
Student					
I know where to get help at school if I need it.	+7%	**86%** 79%	Student behaviour is well managed at this school.	-12%	**47%** 59%
My school looks for ways to improve.	+7%	**87%** 80%	I am certain I can learn the skills taught in school this year.	-12%	**78%** 91%
My school gives me opportunities to do interesting things.	+5%	**90%** 85%	My school takes students' opinions seriously.	-22%	**51%** 73%
Parent/carer					
My child participates in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	+57%	**100%** 43%	This school takes parents' opinions seriously.	-8%	**77%** 85%
My child knows how to manage their emotions.	+15%	**90%** 75%	I can talk to my child's teachers about my concerns.	-10%	**87%** 97%
My child knows how to communicate safely and respectfully online.	+9%	**85%** 76%	I feel well informed about what is happening at the school.	-13%	**71%** 84%
Staff					
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.	+19%	**89%** 71%	I have a performance development plan that is supported by the school.	-19%	**81%** 100%
School's leadership understands how to build expertise in this school.	+15%	**89%** 74%	Our school has a clear vision and direction for school improvement.	-21%	**79%** 100%
Students are taught how to communicate safely and respectfully online.	+11%	**89%** 79%	My school is well maintained.	-21%	**79%** 100%

The below summarises student written responses in the 2022 Survey:

Year 3/4 student survey	**Year 5/6 student survey**
Love the school The school is the best and is awesome More playground stuff After school sport opportunities Have a school canteen Teachers are nice and kind There are great friends It's fun and great Have more sports equipment	Not much the school needs to change but it would be nice to see some changes. Good school with a good community and good learning opportunities Some kids need help to control their emotions Enjoy the activities Teachers are kind More sport opportunities Bring back electives More emergency drill practice More play ground activities and outside excursions It is a wonderful school More novels for Year 6
Parent/Carer survey	**Staff survey**
Communication – Prefer email and text. Possibly online platform. Issues with School Star and Dojo. More sporting opportunities – interschool and after school Very happy with the school Consider twilight concert, sports day and fete. Extension of Music and Art opportunities Updates on childs progress and how families can support at home There is lots of support for children and their families from staff	Now more focused on future direction Dedicated and caring staff Enjoy working at this school Very supportive team Great place for graduates

Audited Financial Statements

clarityNT
PASSIONATE ABOUT NUMBERS

ClarityNT
Is a CPA Practice

CPA

Berry Springs Primary School Council Incorporated

ABN: 13 724 397 604

Special Purpose Financial Report

For the Year Ended 31 December 2022

ALICE SPRINGS – DARWIN

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Alice Springs NT 0870

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Alice Springs NT 0871

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ABN 42 140 540 101

Liability limited by a scheme approved under Professional Standards Legislation.

Berry Springs Primary School Council Incorporated

ABN: 13 724 397 604

Special Purpose Financial Report

For the Year Ended 31 December 2022

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COUNCIL DECLARATION

Berry Springs Primary School Council Incorporated

For the Year Ended 31 December 2022

The Berry Springs 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 Berry Springs School Council, the Financial Statements as set out on the following pages:

1. Present fairly the financial position of Berry Springs Primary School Council Incorporated as at 31 December 2022 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 Berry Springs Primary School Council Incorporated will be able to pay its debts as and when they fall due.

Principal

Dated: 13th February 2023

Chairperson

Dated: 22/2/2023

Page 3 of 9

INDEPENDENT AUDITOR'S REPORT

Berry Springs Primary School Council Incorporated

For the Year Ended 31 December 2022

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

Qualified Opinion
We have audited the accompanying financial report, being a special purpose financial report of Berry Springs Primary School Council Incorporated (the 'Council') 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 2022, 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 Council presents fairly, in all material respects, the financial position of the Council as at 31 December 2022 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. Grant income, interest and other income are significant sources of revenue for the School. The School Council has determined that, with the exception of grant income, it is impracticable to establish controls over the collection of revenue prior to its recording in the accounting system. Accordingly, as the evidence available to us regarding other income was limited, our audit procedures with respect to such income had to be restricted to the amounts recorded in the financial records. We are therefore unable to express an opinion on the completeness of other income in the financial statements.

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 Council to meet the requirements of the *Northern Territory of Australia Education Act* and associated Regulations. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

INDEPENDENT AUDITOR'S REPORT

Berry Springs Primary School Council Incorporated

For the Year Ended 31 December 2022

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 Council. 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 Council'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 Council 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
1/70 Elder Street, Alice Springs
NT 0870

Dated: 23 / 02 / 2023

INCOME

Berry Springs School Council Incorporated

For the Year Ended 31 December 2022

Income		2022		2021
Commonwealth Grants - Via DOE	$	19,568.86	$	19,565.00
Commonwealth Grants - Direct to School	$	31,583.65	$	5,073.30
Other Grants from DOE	$	618,076.76	$	570,447.51
Other Grants from NTG	$	85,024.88	$	91,402.14
Grants from External Third Parties	$	26,964.97	$	12,456.21
School Council Projects	$	288,330.63	$	296,820.08
Student Activities	$	16,170.18	$	29,925.10
Interest Received	$	483.85	$	810.73
Receipts/Reimbursements from Other Government Schools	$	-	$	2,628.56
Total Income	**$**	**1,086,203.78**	**$**	**1,029,128.63**
Expenses				
Salaries and Related Expenditure	$	422,926.06	$	368,842.87
Superannuation Expenses	$	42,819.86	$	36,008.20
School General Expenses	$	107,579.85	$	79,235.39
Administrative Expenses	$	-	$	29,529.19
Motor Vehicle Expenses	$	7,486.43	$	12,451.88
Student Activities	$	10,161.48	$	46,694.23
Student Information and Technology	$	30,917.53	$	39,961.15
Admin IT and Communication	$	-	$	21,674.14
Curriculum	$	71,842.44	$	37,205.37
School Non-Core Activities	$	31,214.69	$	28,344.93
Payments to Other Government Schools	$	-	$	2,105.28
Urgent Minor Repairs	$	66,682.82	$	86,940.68
Non Urgent Minor Repairs	$	10,815.60	$	6,183.10
Depreciation and Amortisation	$	-	$	-
Essential Services	$	84,756.77	$	75,498.18
Cleaning	$	21,996.24	$	18,952.40
Grounds	$	44,468.55	$	30,782.93
Property Management Other	$	-	$	13,007.52
Total Expenses	**$**	**953,668.32**	**$**	**933,417.44**
Net Profit / (Loss)	**$**	**132,535.46**	**$**	**95,711.19**

The above report should be read in conjunction with the Notes to the Financial Statements

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STATEMENT OF FINANCIAL POSITION

Berry Springs School Council Incorporated

As At 31 December 2022

ASSETS		2022		2021
Current Assets				
Cash At bank	$	366,467.66	$	368,643.25
Cash On Hand	$	-	$	750.00
Trade Debtors	$	10,934.03	$	6,033.18
On Call/Short Term Investment	$	122,539.79	$	-
Prepayments	$	1,055.43	$	4,516.41
Inventories	$	28,186.09	$	16,152.34
Total Current Assets	***$***	***529,183.00***	***$***	***396,095.18***
Non Current Assets				
Plant and Equipment	$	-	$	-
Total Non Current Assets	***$***	***-***	***$***	***-***
Total Assets	**$**	**529,183.00**	**$**	**396,095.18**
LIABILITIES				
Current Liabilities				
Deposits Held -3rd Parties	$	230.35	$	230.35
Trade Creditors	$	3,342.58	$	1,435.43
GST Liabilities	$	1,102.72	$	0.01
Other Accrd Expenses (Gds &S)	$	13,938.64	$	7,712.64
Employee Entitlements<12M	$	9,774.13	$	5,582.03
Unacquitted Grants Liability	$	-	$	12,875.60
Total Current Liabilities	***$***	***28,388.42***	***$***	***27,836.06***
Non Current Liabilities				
Total Non Current Liabilities	***$***	***-***	***$***	***-***
Total Liabilities	**$**	**28,388.42**	**$**	**27,836.06**
Net Assets	**$**	**500,794.58**	**$**	**368,259.12**
EQUITY				
Accumulated Funds	$	500,794.58	$	368,259.12
Total Equity	**$**	**500,794.58**	**$**	**368,259.12**

The above report should be read in conjunction with the Notes to the Financial Statements
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NOTES OF THE FINANCIAL STATEMENTS

Berry Springs Primary School Council Incorporated

For the Year Ended 31 December 2022

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 Council Members have determined that the School Council 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 Council's financial statements.

Capital Assets purchased by the School Council 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 Council 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 Council is considered to be exempt from income tax under Section 50 of the *Income Tax Assessment Act 1997* .

NOTES OF THE FINANCIAL STATEMENTS

Berry Springs Primary School Council Incorporated

For the Year Ended 31 December 2022

(d). Revenue Recognition
Income from parent contributions, uniforms, excursions, bookpacks and fundraising is recognised when the funds are received.

Grants and donations
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.

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.

(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 Council's financial statements. These staff consist mainly of the Principal and Assistant Principal, teaching staff and administrative personnel.

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

A Long Service Leave provision is only recognised for any School Council employees that have been employed at the School on a continuous basis for at least 10 years.

(f). Going Concern Assumption
The School Council 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.

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29 January 2023

Berry Springs Primary School
1150 Cox Peninsula Road
BERRY SPRINGS NT 0838

Dear Sirs and Madams

COMMENTS ARISING FROM THE AUDIT

We have recently completed our audit for the year ended 31 December 2022. In accordance with our normal practice, we set out below certain matters concerning the organisation's internal control and accounting practices which came to our attention during our work in connection with the audit and our recommendations for improvements. We also include certain other recommendations that you may like to consider.

You will appreciate that our normal procedures are designed primarily to enable us to form an opinion on the financial report as a whole and therefore do not necessarily bring to light at each audit all the weaknesses in internal control or accounting practice which a special investigation might do. The matters raised in this report are only those which came to our attention during the course of our audit and are not necessarily a comprehensive statement of all the weaknesses that exist or all improvements that might be made. Recommendations for improvements should be assessed by you for their full commercial impact before they are implemented.

We have prepared this report solely for the use of the organisation. As you know, this report forms part of a continuing dialogue between the organisation and us and, therefore, it is not intended to include every matter, whether large or small, that has come to our attention. For this reason, we believe that it would be inappropriate for this report to be made available to third parties and, if such a third party were to obtain a copy without our prior written consent, we would not accept any responsibility for any reliance that they might place on it.

Audit opinion qualifications

The main financial statements audit report was qualified in respect of completeness of income. This qualification is a common qualification for similar, small organisations as rigorous controls of income prior to entry is not necessarily achievable in your circumstances. The qualification does not necessarily indicate any errors and is made because we have no practicable way of satisfying ourselves that all money received by Berry Springs Primary School was actually recorded and banked. We note that Berry Springs Primary School does maintain other effective controls around income subsequent to receipt / entry into the point of sales system and procedures following.

ALICE SPRINGS - DARWIN

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General Information / Recommendations arising from audit

It is noted that during 2022 a new accounting system was implemented for all Northern Territory Government schools. An implementation of this scale is bound to bring challenges in the short term and may take time until all of the longer term benefits are realised. We commend the school on how well they have adapted in the initial stages of implementation and we look forward to future improvements as the rollout continues and the system and processes are refined. We encourage the school to work with the Department of Education to strengthen internal control processes, as well as overall operational efficiencies (such as budgeting and reporting).

We would like to take this opportunity to extend our appreciation to the Acting Business Manager, Rebecca Kellond, for her assistance and cooperation during the course of our audit. We also commend the school on their financial management and record-keeping processes.

We shall be pleased to discuss with you any matters mentioned in this report.

Yours faithfully

Claire Young CPA
Director

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