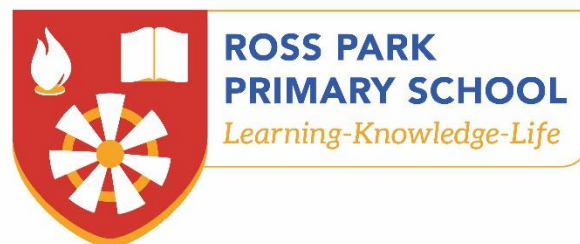


Ross Park Primary School  
Annual Performance Report to the School Community  
2021  
*Aligned to the Department of Education's 'Education NT Strategy 2019-22'*



**Annual Performance Report to the School Community**

**2021**

## Our School

Ross Park Primary School is an inclusive, happy and caring community that encourages a love of learning. We work together to foster responsible, confident children who have a strong social and environmental conscience.

We promulgate, identify and explicitly teach expected behaviours, interactions and attitudes which reflect the school values:

- Respect
- Resilience
- Responsibility
- Equity
- Creativity

Reinforced through praise, acknowledgements and celebrations with students, staff and the wider school community.

Through our ongoing school routines and practices and special targeted projects we have aimed:

- To optimise the individual potential, creativity and academic excellence of each student by promoting the effective development and delivery of the curriculum
- To advocate for and oversee the recruitment and retention of quality school staff
- To encourage all members of the school community to demonstrate the school values in the school and in the wider community
- To ensure an inclusive school learning community through effective partnerships between families, staff, students and the broader community
- To create a positive and challenging learning environment that fosters self-confidence, resilience and responsibility

## Our Staff

Posiiton/ Role	Number of Employees	Aboriginal	Additional Notes
AO296: Student Support and Admin	7	3	
AO39: School Administration Officer	1		
AO396: Special Education Support Staff	1	1	
AO492: Special Education Support Officer	1	1	
AO496: Aboriginal Education Officer	1	1	
AO5: Business Manager	1		
CT: Classroom teachers including specialist roles	26	2	Including 6 x Part-time roles(3x 0.8 and 1x 0.4 and 1x0.6) for the most part of the year 2 teachers- Aboriginal
PH2R: Maintenance Officer	1		
ST1: Senior Teachers	2		
ST3: Assistant Principal	2		Semester 2, one AP commenced maternity leave
<b>Total</b>	<b>41</b>		

There were 3 teachers who successfully completed probation as they were new to the N.T Department of Education or new to the profession, one will continue to be on probation next year as she commenced the process in October when she accepted a full-time teaching role when Ms Kudrenko commenced her maternity leave. An early career teacher who started in July to assume the full-time classroom teaching role when Miss Phoebe completed her contracted and commenced further study, started the probation process but has accepted a teaching position in South Australia. One experienced teacher was appointed as Acting Senior Teacher for a term and a successful candidate for the position for a two-year tenure joined our school from another Alice Springs government school in April. Shontell Dougherty, Assistant Principal of four years resigned at the end of Term 1 and moved interstate. Kate

Worrall was appointed Acting Assistant Principal for the remainder of the year. Salima Spring, Assistant Principal, returned to her position after 12 months maternity leave in July. Ms Letts, the School Council Secretary and School Administration Officer of 23 years retired in August.

The Ross Park School Council employed 14 different casual Special Education Support Assistants who provided classroom support for identified students with a disability and/ or additional special needs over the course of the year, yet there were only 10 regular positions available. These employees participated in regular training sessions led by school leaders, teacher leaders and N.T DoE education and health advisors. There were regular changes to the support provided to identified students due to the absenteeism of casual staff due to health reasons and 3 staff members left for financial reasons.

### **Our Students**

The Priority Enrolment Policy continued to be enforced as we exceeded 90% maximum school capacity, yet there were three out of zone enrolments accepted through Council consultation and in response to the identified additional needs of the student. The year started with 18 classes and each class had between 25-27 Year 1-6 students for the most part of each term and Transition classes averaged 23 students in each class throughout the year. By mid-February there were 501 enrolments and the same time in 2020 there were approximately 486 students enrolled at Ross Park. The preschool enrolments averaged 59 for the most part of the year and the maximum capacity was 62 for the centre.

### **Our Community**

*Our school comprised of families and students from 18 different countries: America, New Zealand, India, Bangladesh, Papua New Guinea, Macedonia, Bosnia, Nepal, Mauritius, South Africa, Sri Lanka, Sudan, Uganda, France, England and Vietnam forming about 18% of our school community. We had approximately 17% of students who were Aboriginal.*

*Most of the parents of our students are classified as essential workers, working in the areas of; education, health, justice, emergency services, skilled trades, community services and independent business owners. The school remains as the only Alice Springs government school with an ICSEA level higher than the national average of 1000.*

*We continued to have regular parent support through the classroom volunteer program, Book Club management, working parties and committees for the Birthday Celebration event, Sports Day and Swimming Carnival and Year 6 Graduation.*

## Principal's Report

COVID- 19 and the pandemic situation continued to affect the operations of the school throughout the year and all CHO recommendations and department guidelines were systematically implemented and routinely followed. This included the maintenance of regular handwashing routines, cleaning of high touch and playground/ outdoor areas and physical distancing when required during school events and functions. Thankfully most planned excursions were able to go ahead following the risk management processes, yet cross school events were often postponed or cancelled depending on the COVID status within the town/ Territory. The restrictions impeded staff professional learning events which sometimes were able to go ahead using an online platform or through virtual meetings. Despite the restrictions and modified operational guidelines many family engagement events such as the 60<sup>th</sup> Birthday Celebrations, Drama and Dance presentations, Parent Teacher and Student Led Conferences and the Year 6 Graduation evening still went ahead with high levels of attendance and participation in a safe and respectful way.

The school continued to work in partnership with Bluearth, Charles Darwin University, N. T Music School, N.T School of Sport and the Alice Springs Language Centre (ASLC) to facilitate and deliver excellent educational programs. An additional three teachers commenced their training to become accredited teachers of the Bluearth movement program and two completed the accreditation course. By the end of Semester 1 2022 there will be 16 Ross Park Teachers trained to deliver the program, a critical mass of teachers sharing a common understanding of use of student voice and mindfulness to develop inclusive behaviours when playing games and participating in physical activities in daily physical activities . In collaboration with Bluearth a network was initiated and a new Girls on Country program was co-developed in consultation with participating school's Aboriginal Education Officers. 10 Year 5 and 6 Aboriginal female students participated in the program.

Whilst many inter-region competitions and national school sport competitions were cancelled, approximately 25 Year 4, 5 and 6 students were selected students from Ross Park for Cricket, Netball, Soccer and Swimming regional competitions. Ross Park was represented in the following interschool programs and cluster selection events: Swimming, Athletics, Cricket, Orienteering, Cross Country, Touch Rugby, Tennis, Gymnastics, Soccer and Netball. Ross Park was awarded first place for Athletics and Gymnastics and second place for Tennis. Physical activity and sports are essential elements of the curriculum and in developing a healthy lifestyle. All teachers conducted daily fitness activities and a well organised Sports Day and Year 3-6 Swimming Carnival complemented by T-2 Learn to Swim Program and special AFL, Tennis, Rugby and baseball clinics accessed through the Sporting Schools Grants. KIDDO is an Early Years Physical Health and Movement program which was used by preschool and Transition teachers to ensure the development of foundational movement skills.

In November approximately 32 students participated in the N.T Music School's Alice Beat, where four students were selected to host the event at the Araluen Arts Centre, 20 students sang in the choir and 8 students gave instrumental recitals. Ms Young managed the choir, their attendance and participation in three full day cluster rehearsals in preparation for the wonderful performance. She also led and managed the senior choir comprising of about 40 students and the

junior choir of about 30 students who regularly performed at school assemblies and at the Desert Festival in the Alice Springs Mall. As the annual national Music Count Us In event was cancelled, Ms Young in collaboration with the N.T Music School leaders and teachers created A Celebration of Music, a school-based event in Term 4 for the school community. 30 students played either guitar, flute, percussion or clarinet in small groups to showcase their skills and the whole school sang "We don't care" to conclude the performance.

The participation rate in the 2021 Centralian Eisteddfod reached it's all time high, as the prepared reading and impromptu reading sections were held in the school hall over two days. Both school choirs, all junior classes and 6 of the 10 Year 3-6 classes, many small group, trios, duets and individuals entered the competition across all areas of the syllabus. Many individual and group entries received first place, highly commended and commended awards for their efforts and hard work.

At the end of Term 3 30 students from Year 3-5 participated in the Alice Can Dance program, designed and delivered by GUTS Dance Company. There were two 45 minutes sessions for 8 weeks before more than 200 students across all Alice Springs' government schools joined together on the stage of the Araluen Arts Centre giving two performances. An exceptionally entertaining event combining dance, digital technologies, student voice and creative choreography.

All the above provide outstanding examples of the importance we place on the performing arts and the commitment of teachers and staff in facilitating such high-level participation and performance.

The ASLC's Language and Culture Programs included Arrente, Chinese and Spanish, yet the Transition classes and two Year 1/ 2 class did not received any Language and Culture instruction due to matters beyond our control. Ms Venske designed and delivered a German Language and Culture Program for her own class which she also reported on to parents at the end of the year. She is to be commended for her dedication and commitment to teaching this curriculum area.

Transition from preschool to school sessions spanned over Semester 2. Sessions and visits included: playing in the playgrounds, using the school library, joining in with Transition class programs and attendance at special assemblies and class performances. Transition- Year 2 classes held a special presentation, showcasing their talents and performing skills which was well attended by families in the hall. The Year 6 Presentation evening was once again a highlight of the school, farewelling 75 students from our school.

The Teaching in the Territory Excellence Awards recognise the contribution of Northern Territory Government school teachers, principals, leaders and support staff to quality education. This year 18 staff members were nominated. Shortlisted candidates were Ms Moller for Early Childhood Teacher, Ms Jane Marshall for Special Education Teacher, Ms Pauli Letts for Support Person of the Year. Ms Letts won her category for the Alice Springs Region. A well-deserved award to acknowledge her outstanding contributions to the school and department in her many years of service in the year of her retirement.

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2021 was the school's 60<sup>th</sup> year of operation and this milestone was recognised on September 9 with a formal presentation and guest speakers, decorated hall of school memorabilia and coinciding with the school Learning Showcase with a classroom open afternoon. There was cake for everyone who attended. To mark this special year a new school logo and motto was designed and released. The final design was based on student voice led by the SRC. The new school website with the new branding was delayed in its launch, which occurred in February 2022. A significant piece of work in partnership with the RPPS Council was the development and release of 2021-2025 Ross Park Communication Strategy, an inaugural initiative in response to the findings of the School Survey of previous years and school community feedback. The Communication Strategy recognised the great work the school already does and identified areas to further address through specific and deliberate actions and timelines, including development, maintenance of the website, Facebook page, and feedback processes, use of student and parent focus groups to inform decision making and development of evaluation processes. The document reflected 18 months of collaborative planning, consultation, review and design between school leaders and teacher representatives, School Council and Belette Media consultants and advisors.

The priority improvement areas of writing and numeracy skills remained central to the school- based professional learning opportunities. Two-year scope and sequence documents for The Arts, Humanities and Social Sciences, Science, Health and Physical Education and Technologies were trialled to ensure maximum coverage of the Australian Curriculum, General Capabilities and Cross Curriculum Priorities within composite level classrooms and across the years of school, which was a recommendation in the 2020 School Review Executive Summary Report. Teachers' capacity building drilled into effective use of data to meet the diverse learning needs of students using an extended range of differentiation strategies. The classroom differentiated activities were further complemented with use of intervention programs such as Minilit, Reading Tutor, Gross Motor and Talkabout and Targeted Writing Groups using a class withdrawal approach. Tournament of the Minds, Maths Extension, and the Science Challenge projects provided high achieving students to be further challenged and extended using multi-disciplinary problem-solving challenges. All students involved were identified through diagnostic assessments or performance data and through parent and family consultations.

It has been my absolute privilege to have led the school through such ever-changing times and use the commitment, expertise and experience of educators to optimise learning experiences for all students. For personal and family reasons I applied for and was successful in my application for 3 months long service leave. Simon Rowlands was the successful candidate for the temporary position of Acting Principal for Term 1, 2022. Kate Worrall was appointed as Acting Assistant Principal and together with Salima Spring, Assistant Principal, and continued support of the hard working and productive School Council I have confidence that the school will continue to be a school of choice for the Alice Springs community.

## Identified signature strategies for 2021 school year

### A2: Access to and use of data to target teaching

*By Semester 2 2021 all teachers will use a range of assessment tools and data sets including; eWrite, Words their Way Inventories, student samples assessed using the NAPLAN marking guide and the Alice Springs' Draft Writing Progressions to identify specific areas to focus teaching. All students will be able to articulate their learning goals and parents will understand what their child's learning goal is and how they can support children to achieve their goals.*

#### Key Actions included:

<p>School Professional Learning schedule will reflect at least six sessions on; Writing assessment, Confirming and Clarifying and Words their Way implementation and use of data.</p>	<p>Achieved through school-based events led by school leaders after participation in specifically targeted PL in the N.T Numeracy Framework</p>
<p>Senior Teachers will meet with and support teaching teams to effectively plan Maths and English programs using the Gradual Release of Responsibility Model and School's Instructional Model once each term.</p>	<p>Two pupil free days were designated to these key actions, in Term 1 and 4.</p> <p>Shorter after school workshops were facilitated in Terms 2 and 3 for collaborative term planning as well as teachers using common 'non-contact' times in school hours to work together.</p>



<p>The preschool staff will continue to develop their collaborative planning processes to include the use of Educa as a platform to communicate learning and progress with families as well as programming.</p>	<p>All teachers and support staff participated in online PD and have used the platform since early Term 1. They received positive feedback from parents in regard to ease of accessing information about their child's progress and goals. The team reported that the system allowed for greater capacity for all members to contribute to observations and monitoring student progress towards individual goals.</p>
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**E3 - Whole school curriculum and assessment plan**

By the end of 2021 Ross Park Primary school will have a curriculum plan based on the Australian Curriculum and reflective of the school's specific context. All teaching and learning programs pay close attention to the inclusion of general capabilities and closely link quality assessment tasks and school-based assessments. Classroom observations and walkthroughs will evidence enacted and written curriculum alignment. School based professional learning sessions will allow for the monitoring of how curriculum delivery is designed to meet the needs of the range of students within each year level.

***Key Actions included:***

<p>School Timetable will reflect weekly co-planning times for teachers of the same year levels to plan together and PL schedule will include sharing of programs, assessment tasks and rubrics for peer feedback and reflection.</p>	<p>All these key actions were achieved throughout the year. These key actions overlapped with those above (a deliberate move) as the strategies are intertwined and interrelated.</p> <p>The complexity of these actions were underestimated when designing the 2021 ASIP at the end of 2020, and did not consider the</p>
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<p>Senior Teachers will meet, at least twice a term, with teaching teams to effectively co-create term programs using the scope and sequence documents, review evidence of learning and data sets to inform target areas for development</p>	<p>impact of three new teachers, one returning teacher and new senior teacher who were not at all familiar with the school's scope and sequence.</p>
<p>Professional Learning schedule conducted on site will reflect;</p> <ol style="list-style-type: none"> <li>1. Clarifying and confirming events focused on Number strand</li> <li>2. Co-construction of units of work following backward design process</li> <li>3. Co-design of rich common assessment tasks for clarifying and confirming sessions each semester</li> </ol>	<p>A new planning template and accountability processes were developed and were more robust than in previous years therefore taking more time of school leaders and teachers. The results of a staff survey in May led to a modification of the agreed actions of the ASIP- the design and implementation of teacher observation cycles were to be postponed until 2022.</p>
<p>Refine 2021-2024 Strategic plan and the development of an online system to store the RPPS Curriculum, Pedagogy, Assessment and Reporting (CPAR) guidelines and processes and include links to:</p> <ol style="list-style-type: none"> <li>1. Instructional model</li> <li>2. Common assessment tasks, work samples</li> <li>3. Scope and sequence documents</li> <li>4. Programming checklist and templates to be used</li> </ol>	<p>The backward design process and the 8 Learning Management Questions Model for effective programming needed to be explicitly unpacked, stepped through, and supported in its use which was not initially factored into the design of the initial PL schedules of the ASIP, therefore the professional learning schedule for the implementation of this Signature Strategy was drawn out.</p>
<p>A bank of Learning Intentions, Success Criteria are co-created and shared and stored on School Central</p>	

***A third signature strategy was included in the 2021 Annual School Improvement Plan, but after discussion and consultation with teaching staff it was agreed that the demands of the above goals were more than sufficient as improvement areas.***

**Our Impact using Mathematics Growth using PAT M:**

	2020 Effect Size	2021 Effect Size
Whole school average	0.45	
Year 2	0.52	
Year 3	0.62	
Year 4	0.62	
Year 5	0.35	
Year 6	0.6	

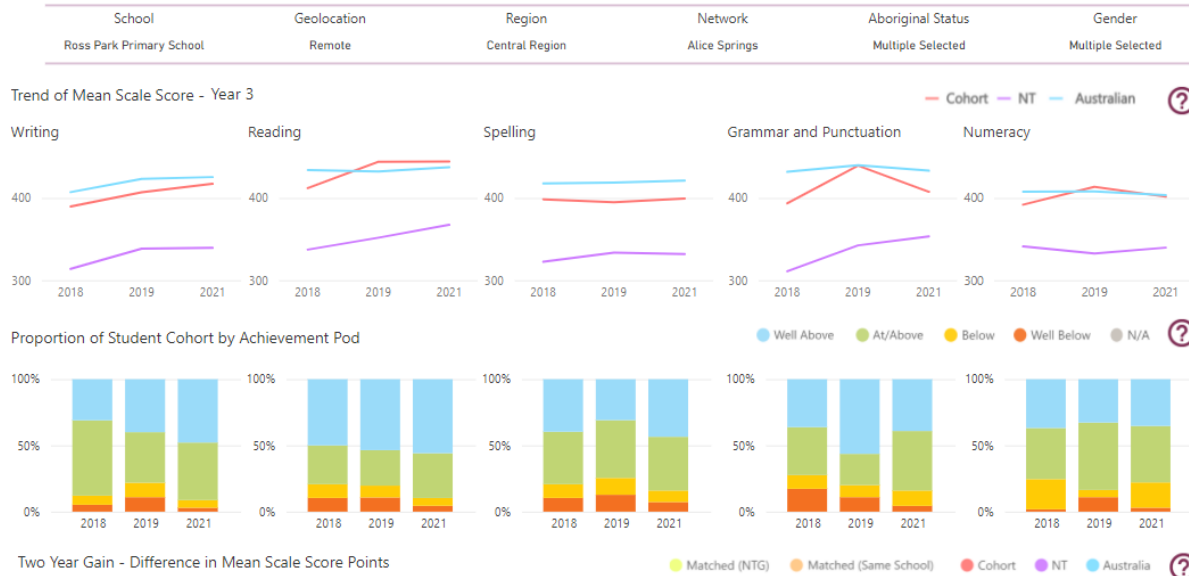
**Overall reflection:** 2022 priorities need to remain focused on numeracy skills if the improved practices and routines are to truly be embedded in the effective use of data literacy skills across the school to target teaching using differentiation strategies. The creation of multi-year level groups and classes to demonstrate the philosophy of knowing students well to move them along the learning continuums and progressions as topics and content for the cohort using the school's scope and sequence documents and planning templates which enables more authentic collaboration between teachers and teaching teams. Collective efficacy has the highest impact on student learning and growth.

## 2021 NAPLAN Data Year 3

Domain	Writing	Reading	Spelling	Grammar and punctuation	Numeracy
Australian MSS	425.4	437.3	421	433.2	403.4
NT MSS	339.5	367.4	331.8	353.2	339.6
School MSS	417.17	444.2	399.31	407.52	401.52
Found on eDash: NAPLAN BANDS					
Difference NT	77.67 Above NT	76.8 Above NT	67.51 Above NT	54.32 Above NT	61.92 Above NT
Difference AUS	8.23 Below AUS	6.9 Above AUS	21.69 Below AUS	25.68 Below AUS	1.88 Below AUS

## Comparison with previous years

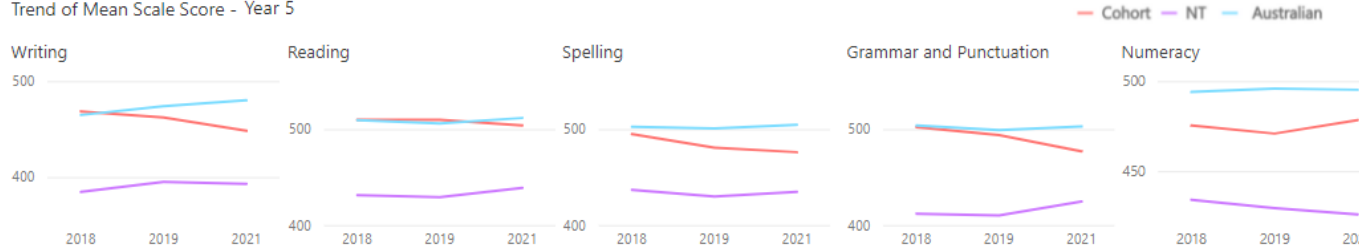
So close to Aus. Mean!



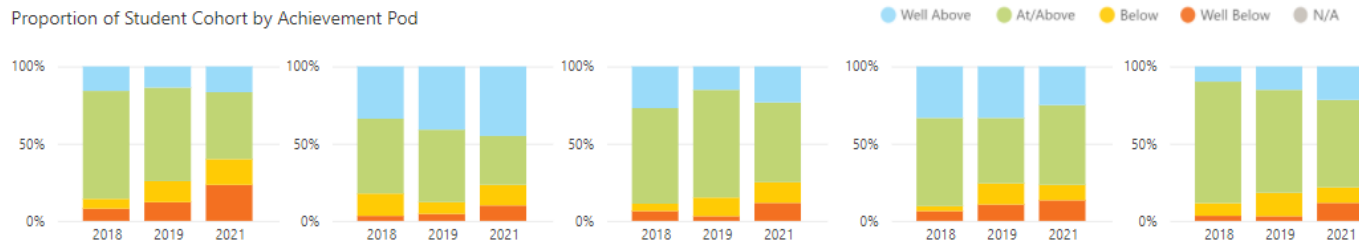
## 2021 NAPLAN Data Year 5

Domain	Writing	Reading	Spelling	Grammar and punctuation	Numeracy
Australian MSS	480	511.60	504.50	502.8	495.2
NT MSS	392.8	438.8	434.6	424.5	425.9
School MSS <small>Found on eDash; NAPLAN BANDS</small>	448.18	503.74	475.97	476.92	478.36
Difference NT	55.38 <small>above NT</small>	64.94 <small>above NT</small>	41.37 <small>above NT</small>	52.42 <small>above NT</small>	52.46 <small>above NT</small>
Difference AUS	31.82 <small>below AUS</small>	7.86 <small>below AUS</small>	28.53 <small>below AUS</small>	25.88 <small>below AUS</small>	16.84 <small>below AUS</small>

Trend of Mean Scale Score - Year 5



Proportion of Student Cohort by Achievement Pod

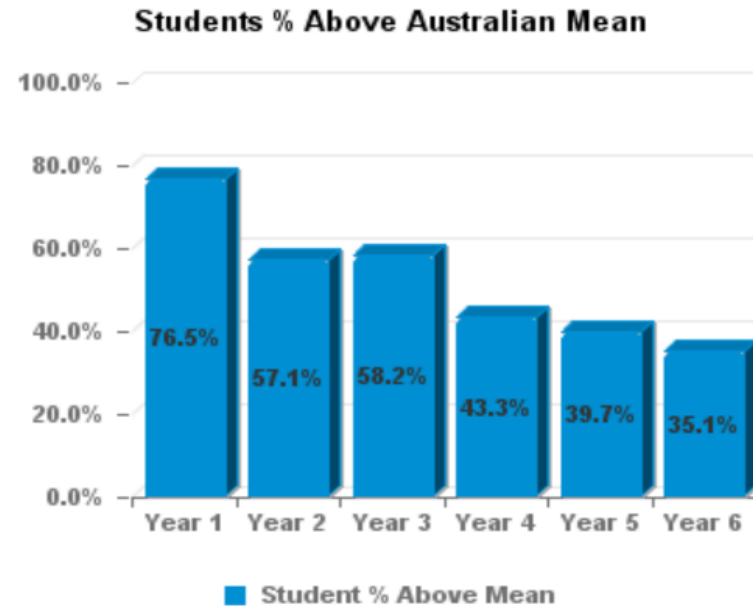


Two Year Gain - Difference in Mean Scale Score Points

Year 3 to Year 5



## 2021 PAT-Maths All Year Levels' Average Mean Compared to Australian Mean



## % Students Achieving C Grade and Above for Number and Algebra Semester 2, 2021

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>C Grade</b>	43%	54%	52%	60%	50%	45%
<b>B Grade</b>	31%	25%	23%	31%	23%	19%
<b>A Grade</b>	16%	10%	20%	4%	15%	20%

**This shows a significant correlation to the PAT M results against the Australian Mean, particularly for Years 5 and 6.**

# Student Enrolment, Attendance and Learning

## Student Mobility

## School Survey Results: Students

	Responses (all years)	Response rate (Years 5-12 only)	Respondents			
			Aboriginal	Non-Aboriginal	Male	Female
2021	121	89%	16	105	54	54
2020	133	93%				
2019	79	64%				

Highest scoring responses for 2021			Lowest scoring responses for 2021	
My teachers expect me to do my best.	93%		Teachers at my school treat students fairly.	54%
I know how to communicate safely and respectfully when I am online.	89%		My school takes students' opinions seriously.	45%
I participate in extracurricular activities outside of school. (e.g, volunteering, sports, arts, etc).	79%		Student behaviour is well managed at this school.	30%

Change from previous year (2021 vs 2020)					
Highest ranking items:	% point change	2021 vs 2020	Lowest ranking items:	% point change	2021 vs 2020
My teachers make sure I understand the work I am asked to do.	+15%	76% 61%	I like being at my school.	-16%	63% 79%
There is an adult at my school who cares about me and knows me well.	+10%	72% 62%	Student behaviour is well managed at this school.	-20%	30% 50%
There are opportunities for me to be a leader at my school.	+7%	77% 70%	My teacher understands how I learn.	-27%	57% 84%

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



# School Survey Results: Families

Reports present agreement percentages (or scores) and the proportion of parents/careers who responded agree/strongly agree.

		Respondents					
No. of responses:		Aboriginal	Non-Aboriginal	Early Years	Primary	Middle	Senior
2021	96	3	93	53	42	1	0
2020	99						
2019	130						

Highest scoring responses for 2021		Lowest scoring responses for 2021	
My child participates in extracurricular activities outside of school (e.g, volunteering, sports, arts, etc).	92%	This school takes parents' opinions seriously.	57%
Teachers at this school expect my child to do his or her best.	91%	My child knows how to communicate safely and respectfully online.	55%
My child has good friends that they care about.	89%	I have opportunities to have a say in the direction of the school and its education programs.	44%

Change from previous year (2021 vs 2020)					
Highest ranking items	% point change	2021 vs 2020	Lowest ranking items	% point change	2021 vs 2020
Teachers at this school provide my child with useful feedback about his or her school work.	-2%	84% 87%	My child is making good progress at this school.	-14%	74% 88%
My child was well supported to start school this year.	-3%	82% 85%	This school takes parents' opinions seriously.	-15%	57% 71%
Teachers at this school expect my child to do his or her best.	-4%	91% 95%	This school looks for ways to improve.	-18%	65% 84%

## School Survey Results: Staff

	No. of responses	Response rate	Respondents				
			Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
2021	39	64%	2	37	21	13	3
2020	28	55%					
2019	34	68%					

Highest scoring responses for 2021		Lowest scoring responses for 2021	
Teachers at this school expect students to do their best.	100%	My school provides me with opportunities to develop my leadership capacity.	55%
Teachers at my school motivate students to learn.	97%	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.	51%
This school supports students to build positive relationships with their peers.	95%	This school takes staff opinions seriously.	50%

Change from previous year (2021 vs 2020)					
Highest ranking items:	% point change	2021 vs 2020	Lowest ranking items:	% point change	2021 vs 2020
Teachers at my school use data to inform their teaching.	+6%	95% 89%	My school provides me with opportunities to develop my leadership capacity.	-27%	55% 81%
Teachers at my school motivate students to learn.	+5%	97% 93%	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.	-27%	51% 79%
Teachers at this school provide students with useful feedback about his or her school work.	+2%	95% 93%	This school takes staff opinions seriously.	-32%	50% 82%

### Treasurer's Report – End of Year 2021

Independent Report has been carried out by Clarity NT and is available for review.

The school receives funding allocation Northern Territory Governments for each student (according to enrolment data) for curriculum and resources. Some additional funds are received from the Commonwealth Government through specific grants and from 3<sup>rd</sup> parties. Funding is also allocated for school operational costs, for property management and essential services. Monies are received from the NT Department of Education as per the cash budget in 2 payments 50% at the beginning of semester 1 and 50% at the beginning of semester 2.

Funding received from grants in 2021 included:

- **Additional Cleaning** grant of \$54,809.63 for additional cleaning consumables and cost of extra cleaning throughout the school day of high touch surfaces as part of the COVID 19 response (cleaning contractor).
- **UMR (urgent minor repairs)** grants through funds claimed from Department of Infrastructure for the cost of urgent repairs to buildings which included plumbing, electrical repairs, perimeter fence repairs, urgent tree lopping, irrigation repairs, repairs to broken locks, air conditioning repairs and window replacement. Repairs are completed by contractors and then funds are claimed back each quarter through an acquittal process.
- **NUMR grant** of \$10,982 received once per year from the Department of Infrastructure to be used for non-urgent minor repairs. During 2021 funds were spent to enhance security to windows including replacement of broken window closing mechanisms and enhancement to window panels funds were also spent on replacement sand for soft fall and sandpits in school and preschool.
- **Sporting Schools** Commonwealth grant totalling \$9,800 was received through the year and spent on student sessions for tennis, lacrosse and cricket along with the purchase of new sporting equipment including gymnastics equipment, portable soccer goals, and other smaller items according to the terms of agreement.
- **Riding for the Disabled** third party grant of \$1,627.30 was carried forward from 2020 and was spent on riding sessions for 2 students in school according to the agreement.
- **Bluearth grant** of \$6,000 was received from the NT Department of Education in June and funds were spent on teacher accreditation and professional development and leadership sessions according to the agreement.

Parent contribution received in 2021 totalled \$31,230 for primary school and \$10,619 for preschool. Funds received were used for extra curriculum resourcing in English, HASS, Health and PE, Maths, Library resources and in house performances, as well as extra student resources in preschool.

The schools Back to Schools Payment Scheme funds were fully acquitted in 2021 with no funds to be returned. Parents had a variety of items to choose to spend the \$150 per student, including preschool uniforms, preschool art resource packs, camps, uniforms, day

excursions, swimming program and swimming carnival, reading and maths online programs and year 6 graduation.

School Council Treasurer  
Naomi Berriman