

# Bakewell

PRIMARY SCHOOL

An Independent Public School  
Delivering Excellence in Education



## Annual Performance Report 2018

# Bakewell Primary Independent Public School Overview

## School Context

Bakewell Primary School is a large, innovative school located in Palmerston. The school has an enrolment of over 900 students from Preschool to Year 6 with 18% identifying as Indigenous, 5% from Australian Defence Force families and 14% as English as a Second Language/Dialect.

Key initiatives at Bakewell Primary School include Explicit Instruction, AVID (Advancement Via Individual Determination), Envision Maths, Guided Reading, Science, Technology, Engineering, Maths (STEM), 1:1 iPad Learning Program and Information Communication Learning Technologies. Bakewell Primary is an approved Charles Darwin University Teaching School. Staff at Bakewell reflect on teaching practices and engage in coaching and mentoring within a supportive team environment. Bakewell is committed to delivering 'Excellence in Education' with a focus on positive relationships and high expectations.

## School Vision

An Independent Public School Delivering Excellence in Education.

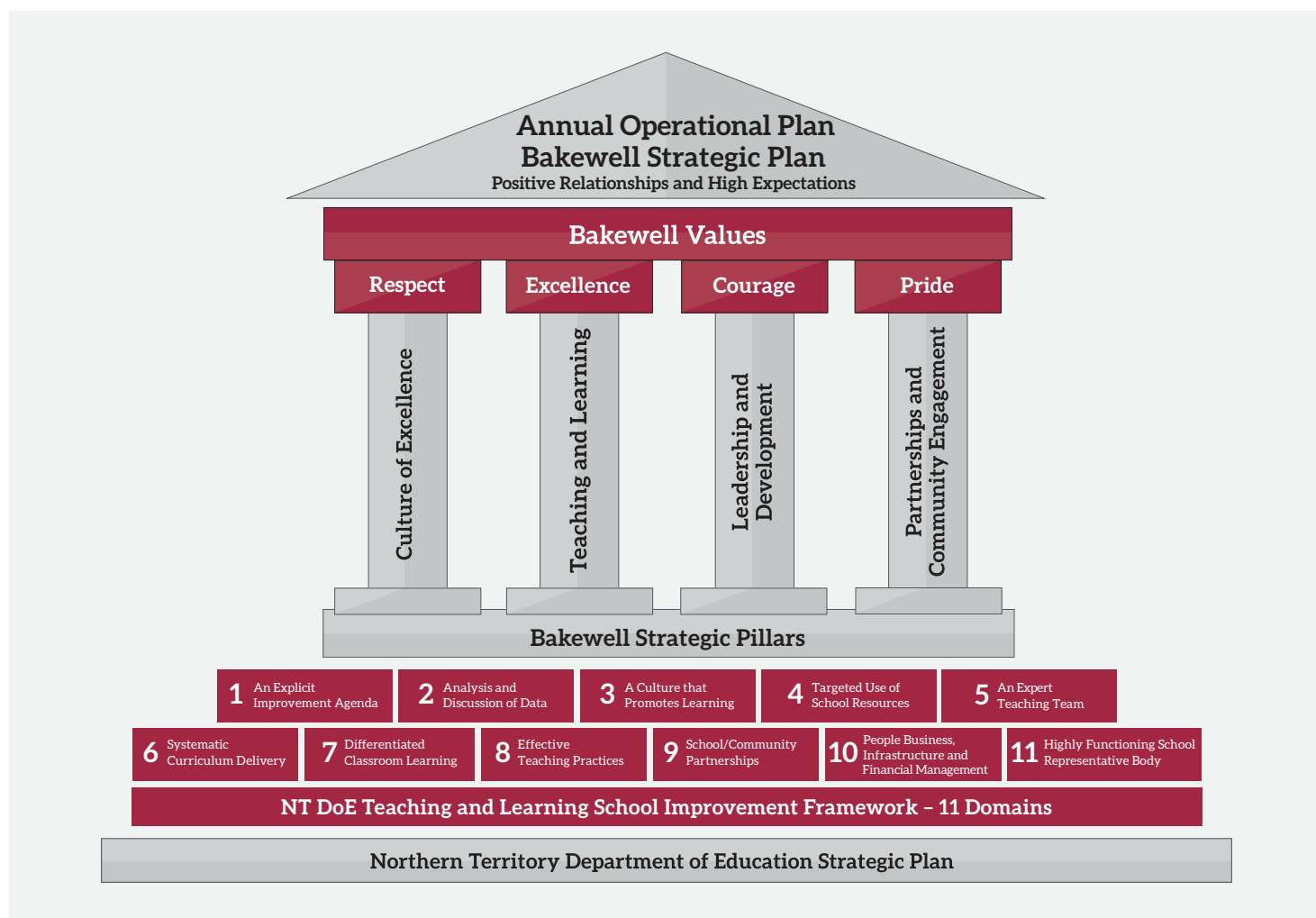
## School Mantra

Positive Relationships and High Expectations

## School Mission

Bakewell School is committed to delivering 'Excellence in Education'. With a focus on positive relationships and high expectations we promote a community that is respectful, professional, inclusive and safe. At Bakewell all students have the opportunity to achieve their potential and become lifelong learners.

## Strategic Framework



## Students

At the end of 2018 the school had an enrolment of 905 students – 132 Preschool students and 773 Early Childhood and Primary students. Our student numbers indicate a small increase on figures from the previous year. Adhering to Department of Education's (DoE) Priority Enrolment Strategy for Palmerston the school enrolls students from the suburbs of Bakewell, Gunn and Johnston. The student population includes 17% (156) Indigenous, 8% (70 students) 44 Australian Defence Families, 17% (153) English as a Second Language/Dialect. Classes are predominantly single level to allow for the explicit teaching of specific programs at the different year levels and to ensure teaching and learning programs cater for student diversity. The school is committed to delivering Excellence in Education.

## Staff

The school's 45 Teaching Staff include the Principal, two Assistant Principals, six Specialist Teachers and three Preschool teachers and five Senior Teachers. The Administration Staff members consist of an AO6 Business Manager, one part time SAO1, one School Counsellor, one AO4 Administration Officer, three AO3 Administration Officer, nine AO2 staff, and a Maintenance Officer. Support Staff members who are funded by Commonwealth Government, DoE or the School Board include a Defence School Transition Aide (DSTA), three Out of School Hours Care (OSHC) Directors and part time staff, Part Time Literacy and Numeracy Support Personnel, Learning Support Assistants and one part time ICLT support.

## Structure

The overall layout and structure of the school includes an Administration Block, one Preschool Block, five General Teaching & Learning Blocks (which are organised in clusters of four classrooms with a central learning area per block) and nine demountable classrooms. We take great pride in our school infrastructure and in 2018 undertook works to upgrade and enhance our facilities and continue to provide a safe school environment. Palmerston City Council installed an electronic speed limit sign on Buscall Avenue assisting with traffic management and safety. Education NT provided funding for three additional demountable classrooms. In 2018, we have also undertaken works to upgrade our paved areas, upgrade the water main, and construct a new shade structure which will provide an additional outside learning play space for our upper primary students.

We have 31 "State of the Art" classrooms featuring WIFI capability, smart boards and/or CommBox technology. All classrooms are fitted with contemporary furniture which is aesthetically pleasing and conducive to high quality teaching and learning environments. We encourage creative spaces throughout the school. In some classrooms we have agile learning spaces featuring furniture that can be changed easily to suit the style of the learning activity.

Bakewell School Supported Playgroup complements our Early Learning Program and caters for children from birth to 4 years of age. We provide families with an educational environment that delivers the Abecedarian Approach to teaching and learning. This approach is designed to enhance children's cognitive, emotional and communication development and readiness for school.

Bakewell School Library is a learning centre for all students and teaching staff. With over 11,000 books in our library program it supports and reinforces the educational goals of the school.

Bakewell School Playgrounds are purpose built and designed to promote health and fitness, encourage social interaction, build confidence, develop self-esteem, and encourage physical activity. There are two playground areas specifically for the use of the Preschool students, two playground areas for Transition students and two other playgrounds for students across the whole school.

The Bakewell School Canteen is managed by an external provider and supports healthy options for all students by following the Department of Education Healthy Eating Policy. Our canteen, fundraising activities, excursions, school sport events, breakfast and afterschool programs involving food and drinks comply with the food and drink categories outlined in the Policy.

Other Bakewell School structures include an indoor multi-purpose area, an outdoor undercover area containing a stage area and two basketball courts. The outdoor area is used for assemblies and community events.

The Dental Clinic facility ensures safe and accessible dental services for all students.

Bakewell Primary School has a purpose built OSHC room that is used after school and during school holidays. The room is also utilised by our Bakewell Supported Playgroup and as our Preschool Classroom.

All available spaces in the school are utilised for high quality teaching and learning programs.

## Community

We believe that optimal learning occurs when the school, home and community work together in partnership.

At Bakewell Primary School there is always excellent attendance from parents at weekly assemblies, Parent Information Sessions, Student-Led Conferences and various other school activities.

The Bakewell School Community is positive and supportive of events that take place throughout the year. Some of the events have a fundraising component and it is always great to see the community embrace them with such generosity and in the spirit of giving.

The School Board has an ongoing commitment to community engagement and values input from Bakewell School parents. We look forward to the many activities and events to be organised and raise funds in 2019.

Major Community Events:

- Walk-a-Thon
- Coin Trail
- Bakewell Fair
- Mother's Day Stall
- Father's Day Breakfast

### School Fundraising

In 2018 Bakewell Primary School hosted four major events and a number of smaller events including the Walk-a-Thon, Bakewell Fair, Mother's Day Stall, School Disco and raffles all contributing to an outstanding \$27,091 raised!

The Student Leadership Council (SLC) and Bakewell Primary Independent Public School Board determine project priorities and how these monies are spent.

The SLC asked for new playground equipment adjacent to the B Block building and enhanced play areas with the addition of new trees and garden landscaping.

The Student Leadership Council of 2018 were actively involved in a number of initiatives, community events and programs throughout the year that has enhanced our school community for future generations. All 12 members attended the GRIP Leadership conference at the beginning of the year. This provided our students with a clear vision, a solid understanding and dozens of ideas for their time as leaders. The SLC were instrumental in the organisation of Crazy Hair Day which raised \$684 for the Leukemia Foundation, our school disco which proved to be an extremely popular event and raised funds that will now be invested back into the School ensuring our students receive continued school improvements. Our SLC and other student leaders were pivotal in the success of the Student Voice Positive Choice initiative. The initiative is in response to a number of social issues including bullying, isolation and other anti-social behaviour. It is the success and growth of this program that will remain the legacy of the student leaders of 2018.

### Sports Day

This popular event (with students and families) is held at the end of Term 2. Students dressed in their House Team colours ready to participate in the Inter House Sports Carnival. Students always try their best, cheer for their team and enjoy the 'friendly competitive' atmosphere of the event.

## Principal Report

The 2018 school year at Bakewell was once again exciting, innovative and very rewarding. As an Independent Public School, we continued to strengthen our commitment and vision to be a 'School of Excellence'. Our school vision remains underpinned by our school mantra 'Positive Relationship and High Expectations'.

The 2018 Bakewell strategic priorities focused on ongoing school improvement and included:

### Leadership and Development - Teacher Excellence

- Strong and effective leadership is critical to the performance and success of any organisation. At Bakewell we continue to invest in the development and growth of current and aspiring leaders.
- We also recognise that 'teacher efficacy' is the most significant factor influencing student achievement. As a result, in 2018 we continued to prioritise professional learning aimed at building the professional practice and capacity of all teaching staff.
- In 2018 Bakewell continued to recognise outstanding teachers at Bakewell through our 'Teacher Excellence' awards which are presented once a term.

### Curriculum Delivery

- In 2018 we worked hard to ensure we had an aligned and systemic curriculum delivery across all year levels. This included the review, development and implementation of a teaching scope and sequence specific to English and Maths, and aligned to the Australian Curriculum achievement standards.

### Data

- The notion of 'student achievement data' has been an emerging priority in recent years. We focused on using student data to inform our curriculum delivery and particularly our focus on English. This approach resulted in the narrowing of the gap between Bakewell's mean and the Australian mean in all assessment areas. A particular achievement is that we were able to surpass the Australian mean in Year 5 Writing.
- Student achievement data provides critical information specific to student learning, as well as programing and teacher effectiveness.
- In 2018 we continued our data conversations. Every classroom teacher at Bakewell engages with the Executive Leadership Team to present a 'data conversation'. This involved the presentation of classroom student achievement data as well as an interpretation of the data and, teaching actions resulting from the data.

### Innovations

- Bakewell remains committed to being an innovative school providing a comprehensive and contemporary education services.
- Innovations include but are not limited to the following:
  - 1:1 iPad Learning Program for all students in Years 3-6
  - Chinese Language Program
  - International School Partnerships
  - Student Voice Positive Choice

To really achieve our vision of excellence we must be able to show progress and achievement in terms of student achievement data. This will be our ongoing focus in 2019.

In 2018 we continued to engage positively with all stakeholders. We are committed to capturing the 'voice' of our community inclusive of parents and students. As the Principal of Bakewell, we consider the voice and input of our students and parents in the decision-making process, and as means to consistently strive for improvement and excellence. I would like to acknowledge our School Board and in particular the service and support of our ongoing Board Chair, Ms Alison Fitzgerald.

## Teaching and Learning

At Bakewell our teaching and learning teams ensure that a systematic approach to the curriculum is shared across the school and the wider school community through professional dialogue, common and collaborative planning and the exchange of resources, programs and ideas. Teachers clearly understand what they should teach and when, and show a level of commitment and activity that is reflected in a culture of shared responsibility.

This is reflected through the implementation of the following key practices, pedagogies and programs:

### **AVID – Advancement Via Individual Determination**

AVID is a framework that enables educators to develop academic and social skills in students. Bakewell implemented AVID across the whole school in 2013. Bakewell Primary is proud to be the only AVID distinguished site school in the NT and one of the first AVID distinguished sites in Australia.

There is an expectation that teachers establish and maintain the 'best' conditions for learning and that all students are organised and applying AVID strategies in their learning.

AVID's mission is to close the achievement gap for all students through the implementation of a methodology and framework that promotes best practices for teaching to develop consistency in thinking and embraces the delivery of information by both teachers and students.

AVID is designed to be integrated into the daily routines and curricula of all primary classrooms across all grade levels to impact student school wide structures.

The consistency is accomplished through the implementation of:

- Successful Learner traits
- AVID Strategies through WICOR
- Partnerships

Victoria Institute and AVID Australia facilitate AVID Summer/Winter Institutes delivering ongoing professional learning to AVID educators. Eight teachers from Bakewell attended the 2018 Summer/Winter Institutes.

In 2018 Bakewell achieved AVID School of Distinction status.

### **Guided Reading**

The Guided Reading program was successfully consolidated and expanded into Middle and Upper Primary in 2017. In 2018, we continued to have all students from Transition to Year 6 engage in an explicit Guided Reading Program. Guided Reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. This program facilitates high quality first teaching, in which lessons are targeted at individual needs of students, based on their current reading data. Since its initial implementation, teachers and students have been able to measure a significant improvement in student's reading outcomes.

### **1:1 iPad Learning Program**

In 2016 Bakewell Primary School introduced a 1:1 iPad Learning Program for all Year 4 students. The program was successful in providing quality teaching and learning and allowing Bakewell Primary School to continue delivering 'Excellence in Education'. The level of student engagement in learning was a major outcome.

The 1:1 iPad Learning Program is designed to motivate and inspire students through learning experiences requiring investigation, creation, communication and working collaboratively with their peers. It also allows for greater individualised learning, increased independence and encourages self-initiated learning beyond the classroom.

In 2017, the program included all students in Years 4 and 5 as well as four composite classes (Years 3/4 and 5/6). In 2018, as part of the continued and planned expansion of the program, all students from Years 4-6 participated in the 1:1 iPad Learning Program. In addition, iPad Basecamp was introduced for all Year 3 students equipping them with skills in readiness for participating in the 1:1 iPad Learning Program in subsequent years.

Students whose parents had participated in the Parent Contribution Plan were eligible to take their devices home to extend their learning beyond the classroom and to strengthen the partnership between school and home.

The 1:1 iPad Learning Program is critical to our students as it develops their Information Communication Learning and 21st Century and enterprise skills, equipping them for the future.

# National Assessment Program Literacy and Numeracy (NAPLAN) Results

Year 3 2018				Year 5 2018		
	Bakewell	NT	AUS	Bakewell	NT	AUS
<b>Grammar</b>	407	309	432	494	411	504
Difference b/w Bakewell Mean		31%	6%		20%	2%
<b>Spelling</b>	392	323	418	497	437	503
Difference b/w Bakewell Mean		21%	6%		13%	1%
<b>Reading</b>	409	336	434	503	430	509
Difference b/w Bakewell Mean		21%	6%		17%	1%
<b>Writing</b>	402	313	407	468	383	465
Difference b/w Bakewell Mean		28%	1%		22%	1%
<b>Numeracy</b>	390	341	408	482	434	494
Difference b/w Bakewell Mean		14%	5%		11%	3%

## Key:

Percentages in **red** indicate we are **below** the NT/ Australian Mean respectively.

Percentages in **green** indicate we are **above** the NT/ Australian Mean respectively

## Findings

- Bakewell is above the NT mean in all areas.
- Bakewell is below the Australian mean in most areas.

## Recommendations (Targeted Improvements)

### Writing

1. Teachers to continue using Bakewell's Writing Planner and Marking Guide
2. Teachers to continue administering pre and post-tests in writing and using the data to inform teaching
3. With NAPLAN moving to an online system in 2019, students (Year 5 only) will need to be taught the skills required to complete the test electronically
4. Students in Year 5 will receive 1:1 keyboards to use daily for typing practice.

### Reading

1. Teachers to continue using Bakewell's Guided Reading Pedagogy
  - a. Staff to be provided with ongoing professional learning to ensure pedagogy is being delivered consistently across T-2 and 3-6
2. Investigate resources (guided reading texts) suitable for Years 3-6 to support the planning and preparation of Guided Reading.
3. Review the current structure and purpose of how support staff are utilised during Guided Reading in all year levels

### Spelling and Grammar

1. Implementation of Jolly Grammar into all classes Years 1-3
2. Review current Spelling and Grammar scope and sequence Years 4-6 and create explicit term overviews for each year level
3. Provide staff with professional learning on the Spelling Warmup (T-6) and Spelling for Life (3-6)

### Numeracy

1. All staff to be provided with professional learning on the Bakewell Maths Pedagogy to ensure lessons are being delivered consistently across all year levels when teaching Number
2. All classes to be provided with necessary resources to support the teaching of Number (e.g. Maths Resource box to include: Number lines, dice, place value flip charts, deck of cards, ten frames etc.)
3. Year 3 and 5 classes to receive a support person during Maths lessons

## Enrolment and Attendance

Average Bakewell student enrolment from Preschool to Year 6 during 2018 was 895. Student attendance continues to be positive with the school's average attendance for the year being 91.5%. The school achieved this above average attendance target as a result of the continued focus on the importance of regular attendance at school, being on time and notification of absences. Average Indigenous Student enrolment was 156 with an average attendance rate of 88.7%. Attendance strategies to demonstrate the importance of regular attendance at school will continue in 2019.

## Student Wellbeing

Student Wellbeing is a major focus at Bakewell School. There are high expectations on student behaviour with the understanding that all students have the right to be safe at school. In 2018 Student Wellbeing was a strategic priority.

In 2016 Bakewell School appointed a fulltime counsellor as part of our Wellbeing Support Program. We are the only primary school in the Northern Territory to have this valuable resource. Following a full program evaluation which included seeking feedback from teachers and parents the Bakewell Primary School Board has endorsed the continuation of the School Counselling Program until the end of 2019.

Bakewell has continued implementing a number of proactive strategies that clearly outline processes and procedures for managing student wellbeing including:

- Code of Conduct
- Pyramid of Interventions
- Poor Choice Slips
- 'Golden Gotcha'
- Recipe for Success – School Values
- Wellbeing Choice Chart
- Individual Behaviour and Support Plans developed for identified students
- Introduction of the Focus Room

## Extra-Curricular Activities

Throughout 2018 Bakewell students had the opportunity to engage in a variety of extra-curricular activities. In 2018 BECA (Bakewell Extra Curricular Activities) were launched for students from Year 3-6 and featured a range of activities available for students to participate in after school, including Minecraft, basketball, musical theatre, press club, cooking class, clay and craft activities.

Other Extra Curricular Activities included:

- Walk Safely to School Day
- Fun Activity Afternoon
- Year 6 Camp to Canberra and Year 5 Camp to Batchelor
- Music Instrumental program
- Graduation function for Year 6 students
- Leadership opportunities - Student Leadership Council for Year 6 students, School Captains, Vice Captains, House Captains and Vice House Captains for Years 5 & 6 students
- Book Week with the very popular Book Character Parade
- Early Years Swimming Program (Transition and Year 1)
- Lunch time activities and sports program for Early Childhood and Primary students
- Sports Carnival and Sports Try Days covering a wide range of sports
- Life Education and Road Safety programs
- Defence School Transition Aide program
- Assembly performances
- Whole School Walk-a-Thon
- Student Voice Positive Choice

### Stages of Schooling

The school's physical layout and class structures support both the Early Years and Primary Years Stages of Schooling. The school has well defined areas and facilities for the Early Learning Team (Preschool and Transition), Early Childhood (Years 1 to 2), Middle Primary (Years 3 to 4) and Upper Primary (Years 5 to 6).

The school follows the Early Age of Entry guidelines with children turning 5 by June 30 beginning Transition in a single intake in January. Children turning four by June 30 are eligible to enrol from the beginning of the year in Preschool. Children turning 4 in Term 3 are eligible to commence Preschool if spaces are available. Students enrolling in Term 3 will spend 18 months in Preschool. Bakewell Preschool operated a full day program in 2018 in order to meet the national requirement of 15 hours Preschool per week. Interviews for Preschool were held in Term 3 and 4 so that parents could be informed early about Preschool placements for 2019. An orientation program was also conducted to assist students and their families with the transition to school.

Transition orientation information sessions were held at the end of 2018 so that parents and students were well informed about programs. Student orientation was held at the end of Term 4. This provided all 2018 Transition students with the opportunity to meet teachers and explore their new learning environment. Students not yet attending Bakewell were also invited to attend and participate in this initiative.

Bakewell Primary School has a well-established Early Learning Team with Preschool and Transition teachers interacting and working collaboratively to plan and implement programs. Teaching and Learning programs reflect quality and consistent teaching practices appropriate to developmental age/stages. The Preschool adopts the principles imbedded in the Early Years Learning Framework (EYLF) and the Preschool Curriculum. A safe learning environment continues to be a strong focus and the teachers work hard to ensure a seamless pathway for students from Preschool through to the commencement of more formal learning in Transition.

Throughout the year there was a strong focus on leadership opportunities for the Year 6 students. The organisation of the school's leadership programs i.e. School Captains, Student Leadership Council and House Captains, as well as student leaders for the Student Voice Positive Choice Initiative continues to have an emphasis on developing the leadership skills of our Upper Primary students.

Year 6 students again participated in an Interstate Year 6 Camp. This highly successful initiative provides students with varied life experiences. It promotes the ability to cope with change and challenges the students. Bakewell Primary Year 6 students were actively involved in the orientation program organised by Palmerston College Junior Campus.

In 2018 Bakewell School communicated 2019 class allocation information to all parents. Students then participated in an orientation program which involved them attending their 2019 class, meeting teachers and making connections with their new peers.

### Retention

At the end of 2018, 92 Year 6 students left Bakewell Primary, 15 enrolled at Palmerston College, 26 enrolled at MacKillop College, 7 at Taminmin College, 5 at Darwin Middle School and 39 enrolled at a range of other Northern Territory and interstate Middle Years and High Schools.

## Leadership

Bakewell Primary School has established clear and transparent team and leadership structures which seeks to build the capabilities of all teachers are educators. These line management structures ensure matters are followed through in a timely and effective manner and allow for Senior Teachers (ST1s) to be instructional leaders within their respective teams.

### Line Management Structure

2017 Structure				
Early Learning Classroom Teachers ↓	Early Childhood Classroom Teachers ↓	Middle Primary Classroom Teachers ↓	Upper Primary Classroom Teachers ↓	Specialist Teachers ↙
ST1 ↓	ST1 ↓	ST1 ↓	ST1 ↓	
Assistant Principal Early Childhood		Assistant Principal Primary		

### Staff Retention and Attendance

At the end of 2018 the school had a staffing allocation of 63 with an average attendance rate of 93.3%. The staffing retention rate for 2018 was 81.4%. Staff reasons for leaving Bakewell included Special Leave without pay, promotion and moving interstate with family.

### Professional Development

In 2018 staff engaged in a number of formalised Professional Development programs, school based professional learning aligned to improvement priorities and instructional leadership through formal and informal coaching programs.

In 2018 Bakewell sponsored the Explicit Instruction Conference with internationally renowned educational leader Dr. Anita Archer. Over 80% of Bakewell's teachers attended the three-day conference to learn and improve their explicit instructional skills committing to the development of their teacher effectiveness and approach to teaching.

Other professional learning priorities for 2018 were AVID, ICLT with Apple Professional Learning Specialists, Guided Reading, Data Collection and Analysis and the Explicit Teaching of Phonics in the Early Years. Staff also engaged in a number of health and wellbeing professional learning experiences.

### Teacher Excellence

Bakewell School has a strong focus on student achievement and learning outcomes, to achieve this we are committed to maintaining a high performing learning community. A key focus for 2018 was leadership and development.

One of the initiatives we implemented to achieve this was the Bakewell Teacher Excellence Award, Learning Support Excellence Award and Leadership Excellence Award. The awards aim to recognise exceptional teachers who are engaged and knowledgeable on professional teaching and learning practices, is recognised as exhibiting contemporary best practice across recognised standards of performance and who embrace professional learning.

Teachers who demonstrated these standards and received the Bakewell Teacher Excellence awards in 2018 were Candace Fitzgerald, Nikki Konieczny, and Sandra Jenkins. Robyn Chandler was awarded the Learning Support Excellence Award and Paul Nyhuis received the Leadership Excellence Award.

### Financial Management

A budget which is prepared at the commencement of the year is approved by School Board. An End of Month Recording Keeping Audit is prepared by the Business Manager and signed off by the Principal. As required by DoE, the school accounts were audited in January 2019. The Auditor made the following comments:

- The report is prepared under the terms of our engagement solely for the information of Board members and management of Bakewell Primary Independent Public School Board.
- The auditor noted that 'your internal control and financial procedures are excellent.'

## Partnerships

### **Bakewell Strategic Priorities for 2019:**

- Teacher Effectiveness
- Student Wellbeing
- Explicit Instruction
- English and Maths
- Student Achievement Data

### **Bakewell Primary Independent Public School Board**

In 2016 we were successful in our application to become an Independent Public School and a requirement of this is to have a School Board. The School Board was established in 2016 in accordance with the Education Act 1999 under the Governance model including a Constitution, protocols, procedures and Terms of Reference.

During 2018, the School Board and Executive Team have developed and driven a continuous school improvement agenda focused on initiatives and projects that support Bakewell's Strategic Priorities. In 2018 the board concentrated on School infrastructure, the expansion of the 1:1 iPad Learning Program and undertook governance training.

The Board convenes at 6pm on the third Wednesday of the month.

### **Charles Darwin University**

Bakewell School continues to partner with Charles Darwin University to offer all Preservice teachers practicum placements.

### **International Partnerships**

Our International partnerships have a positive impact on a range of areas of student learning and professional development for staff.

We embrace cultural understanding and global mindedness and have partnered with Tunxilu Primary School, China and Bakewell Primary have a friendship with Rentau Primary, Timor Leste. In 2018 we hosted guests from Rentau Primary Timor Leste at Bakewell School.

In 2019 we will review our international partnerships and continue to progress and advance these.

**BAKEWELL PRIMARY INDEPENDENT PUBLIC SCHOOL BOARD  
INCORPORATED  
ANNUAL FINANCIAL STATEMENTS  
for the year ending 31 December 2018**

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

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**BAKEWELL PRIMARY INDEPENDENT PUBLIC SCHOOL BOARD INCORPORATED**  
**FINANCIAL REPORT**  
**YEAR ENDED 31<sup>st</sup> December 2018**

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**BAKEWELL PRIMARY INDEPENDENT PUBLIC SCHOOL BOARD INCORPORATED**

**FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2018**

As Chairperson of the Bakewell Primary Independent Public-School Board Incorporated I state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the School's management in accordance with the reporting requirements of the Northern Territory Department of Education, does fairly reflect the financial position of the School and its performance for the year ended 31 December 2018.

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



Chairperson

Dated: 21/2/19.

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

**INDEPENDENT AUDIT REPORT*****To the members of Bakewell Primary Independent Public School Board Incorporated***

We have audited the accompanying financial report of Bakewell Primary Independent Public-School Board Incorporated, which comprises the Statement of Financial Position as 31 December 2018 and the Income Statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information and the School Council statement.

***School Council responsibility for the financial report***

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

***Auditor's responsibility***

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

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

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

***Independence***

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

***Audit Report qualification******Basis for qualified opinion***

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

***Qualified opinion***

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial report Bakewell Primary Independent Public School Board Incorporated presents fairly in all material respects in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of the Bakewell Primary Independent Public School Board Incorporated at 31 December 2018 and its financial performance for the year then ended.



Susanne Lee  
Director  
27/1/2019

# BAKEWELL PRIMARY INDEPENDENT PUBLIC SCHOOL BOARD INCORPORATED

## Statement of Financial Position December 2018

	This Year	Last Year
<b>LIABILITIES</b>		
<b>Current Liabilities</b>		
<b>Deposits Held - 3rd Parties</b>		
International Student Bond	\$1,000.00	\$0.00
OSHC Security Deposits	\$80,915.68	\$69,753.76
Staff Social Club	\$997.27	\$765.51
Staffroom	\$337.51	-\$6.06
Charities	\$12,020.01	\$12,136.06
Book-Club	\$0.00	-\$652.65
School Photos	\$349.00	\$114.00
BTS 2016	\$0.00	-\$3,443.00
BTS 2018	-\$1,200.00	\$0.00
Supplier Refund Error	\$4,692.00	\$0.00
<b>Total Deposits Held - 3rd Parties</b>	<b>\$99,111.47</b>	<b>\$78,667.62</b>
<b>Trade Creditors</b>		
Trade Creditors	\$16,326.00	\$84,969.48
<b>GST Liabilities</b>		
GST Collected from Sales	\$0.00	\$160.74
GST Paid on Purchases	-\$1,917.28	-\$7,202.78
GST Receipting File	\$7.64	\$0.00
GST Adjusting Pending	\$327.40	-\$5,952.27
<b>Total GST Liabilities</b>	<b>-\$1,582.24</b>	<b>-\$12,994.31</b>
<b>Accrued Expenses</b>		
Accrued Expenses	\$15,933.62	\$1,043.07
<b>Employee Entitlements</b>		
Long Service Leave Entitlement/OSHC	\$23,337.00	\$35,432.40
Annual Leave Entitlements/OSHC	\$9,534.00	\$8,783.00
<b>Total Employee Entitlements</b>	<b>\$32,871.00</b>	<b>\$44,215.40</b>
<b>Total Current Liabilities</b>	<b>\$162,659.85</b>	<b>\$195,901.26</b>
<b>Non-Current Liabilities</b>		
<b>Total Non-Current Liabilities</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total LIABILITIES</b>	<b>\$162,659.85</b>	<b>\$195,901.26</b>
<b>Net ASSETS</b>	<b>\$1,862,441.40</b>	<b>\$1,938,297.64</b>
<b>EQUITY</b>		
Accumulated Funds	\$1,938,297.64	\$1,215,337.92
Current Year Operating Surplus/(Deficit)	-\$75,856.24	\$722,959.72
<b>Total EQUITY</b>	<b>\$1,862,441.40</b>	<b>\$1,938,297.64</b>

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

**BAKEWELL PRIMARY INDEPENDENT PUBLIC SCHOOL BOARD**  
**INCORPORATED**  
**Income Statement**  
**January-December 2018**

	This Year	Last Year
<b>INCOME</b>		
<b>Grants and Subsidies</b>		
Commonwealth Grants via DoE	\$806.14	\$54,377.97
Commonwealth Grants Direct to Schools	\$7,845.45	\$10,600.00
Other Grants from DoE	\$2,748,965.70	\$2,766,359.08
Other Grants from NTG Department	\$70,299.49	\$120,119.71
3rd Party Grants - External	\$73,315.14	\$26,052.99
<b>Total Grants And Subsidies</b>	<b>\$2,901,231.92</b>	<b>\$2,977,509.75</b>
<b>Sale of Goods And Services</b>		
School Council Projects	\$1,220,180.94	\$1,203,802.13
Student Activities	\$144,222.82	\$147,062.87
<b>Total Sale of Goods And Services</b>	<b>\$1,364,403.76</b>	<b>\$1,350,865.00</b>
<b>Interest Received</b>		
Interest Received	\$18,762.28	\$17,639.56
<b>Miscellaneous Income</b>		
Receipts/Reimbursements Other Govt Schools	\$423.44	\$7,823.00
<b>Total INCOME</b>	<b>\$4,284,821.40</b>	<b>\$4,353,837.31</b>
<b>EXPENSES</b>		
<b>Employee Expenses</b>		
Salaries & Related Expenses	\$1,288,547.80	\$1,090,597.34
Superannuation	\$121,912.02	\$101,934.65
<b>Total Employee Expenses</b>	<b>\$1,410,459.82</b>	<b>\$1,192,531.99</b>
<b>Purchase of Goods &amp; Services</b>		
School General Expenses	\$482,926.11	\$363,592.16
Administrative Expenses	\$250,370.71	\$129,975.91
Motor Vehicle Expenses	\$110.75	\$133.59
Student Activities	\$308,462.00	\$274,272.92
Student Information Technology	\$299,875.83	\$188,904.31
Admin It and Communication	\$115,153.13	\$196,939.87
Curriculum	\$92,959.62	\$93,302.32
School Non-Core Activities	\$167,909.35	\$135,769.64
Payments to Other Government Schools/Agencies	\$20,257.16	\$403.07
<b>Total Purchase Of Goods &amp; Services</b>	<b>\$1,738,024.66</b>	<b>\$1,383,293.79</b>
<b>Repairs &amp; Maintenance</b>		
Urgent Minor Repairs	\$46,996.95	\$61,968.77
Non-Urgent Minors	\$33,282.19	\$38,407.77
<b>Total Repairs &amp; Maintenance</b>	<b>\$80,279.14</b>	<b>\$100,376.54</b>
<b>Depreciation &amp; Amortisation</b>		
Depreciation	\$3,251.13	\$3,251.15
<b>Property Management</b>		
Essential Services	\$421,381.01	\$394,118.86
Cleaning	\$149,961.31	\$144,158.81
Grounds	\$73,570.49	\$91,635.47
Property Management Other	\$480,264.85	\$321,510.98
<b>Total Property Expenses</b>	<b>\$1,125,177.66</b>	<b>\$951,424.12</b>
<b>Total EXPENSES</b>	<b>\$4,357,192.41</b>	<b>\$3,630,877.59</b>
<b>Operating PROFIT</b>	<b>(\$72,371.01)</b>	<b>\$722,959.72</b>
<b>Other Income</b>		
Prior Year Income Adjustment	(\$1,900.90)	\$0.00
<b>Other Expenses</b>		
Prior Year Expense Adjustment	\$1,584.33	\$0.00
<b>Net PROFIT / (LOSS)</b>	<b>(\$75,856.24)</b>	<b>\$722,959.72</b>

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

# BAKEWELL PRIMARY INDEPENDENT PUBLIC SCHOOL BOARD INCORPORATED

## Statement of Financial Position December 2018

	This Year	Last Year
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Cash at Bank</b>		
Cheque Account	\$1,018,349.91	\$1,155,013.74
Aust. Credit Union S1	\$16.63	\$16.63
Bank Query Pending	\$572.70	\$1,185.50
<b>Total Cash at Bank</b>	<b>\$1,018,939.24</b>	<b>\$1,156,215.87</b>
<b>Cash On Hand</b>		
Petty Cash School	\$1,000.00	\$1,000.00
Petty Cash Preschool	\$120.00	\$120.00
<b>Total Cash on Hand</b>	<b>\$1,120.00</b>	<b>\$1,120.00</b>
<b>On Call or Short Term Deposits</b>		
Cash Management Trust	\$407,181.30	\$403,372.00
<b>Trade Debtors</b>		
Receivables	\$360.00	\$1,768.18
<b>Prepayments</b>		
Prepaid Expenses	\$564.58	\$442.17
<b>Inventories</b>		
Stock on Hand - Uniforms	\$117,359.00	\$99,442.00
<b>Advances And Investments &gt;90days</b>		
Aust. Credit Union Inv.	\$465,959.41	\$452,875.62
<b>Other Current Assets</b>		
Suspense Clearing Account	\$0.00	\$1,584.33
Payroll Overpayment Recoverable	\$0.00	\$509.88
<b>Total Other Current Assets</b>	<b>\$0.00</b>	<b>\$2,094.21</b>
<b>Total Current Assets</b>	<b>\$2,011,483.53</b>	<b>\$2,117,330.05</b>
<b>Non-Current Assets</b>		
Plant & Equipment at Cost	\$68,399.33	\$151,806.54
Accumulated Depreciation	-\$54,781.61	-\$134,937.69
<b>Total Non-Current Assets</b>	<b>\$13,617.72</b>	<b>\$16,868.85</b>
<b>TOTAL ASSETS</b>	<b>\$2,025,101.25</b>	<b>\$2,134,198.90</b>

# **BAKEWELL PRIMARY INDEPENDENT PUBLIC SCHOOL BOARD INCORPORATED**

## **NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 31<sup>st</sup> December 2018**

### **Note 1: Statement of Accounting Policies.**

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

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

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

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

#### **(b) Revenue recognition**

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

#### **(c) Income Tax**

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

#### **(d) Capital expenditure**

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

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

#### **(e) Depreciation**

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

#### **(f) Receivables**

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

#### **(g) Inventories**

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

#### **(h) Employee Entitlements**

The School employs staff on casual, award and/or contract arrangements and has incurred a liability for employee entitlements.

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

# Bakewell Primary School

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