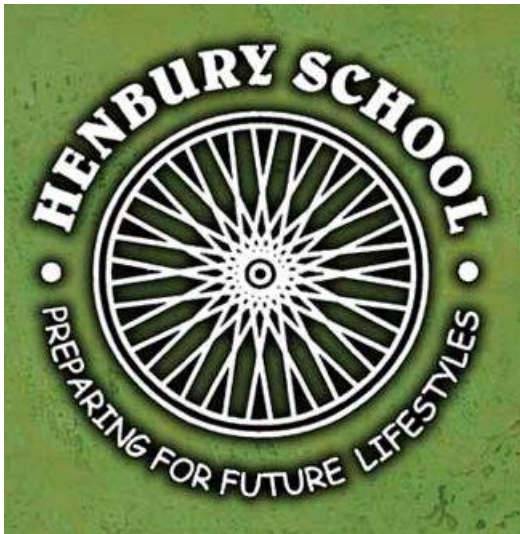


Henbury School

Annual Performance Report to the School Community

2014



School Values

Respect
Teamwork
Care and Compassion
Resilience
Responsibility

School Overview

Our School: Henbury School is a purpose built Special Needs Comprehensive High School, located in Darwin for students 12–18 years with a mild to severe intellectual disability. Student enrolment area is the City of Darwin. Classrooms are multi-level according to how students access the curriculum and compatibility with peers. Henbury Campus consists of an Administrative Block, 9 classrooms, indoor hall, kitchen and small library, a hydro therapy pool, as well as a house in an adjoining street where programs are offered in a real life setting. There are 7 Outreach Classrooms; 2 at Dripstone Middle School, 1 at Sanderson Middle School, 1 at Nightcliff Middle School, 2 at Casuarina Secondary College and 1 at Darwin High School, in which students are taught in classrooms staffed by Henbury staff. Students in Outreach Classes participate in their own specialised programs and some programs of their mainstream school. Henbury's Op Shop, 'Opportunity Knocks' is the 8th Outreach classroom; where students are provided with a wide variety of real work experiences and a place to develop social and work skills in a safe environment.

Our Students: To attend Henbury School, students need to meet enrolment criteria that consist of an IQ less than 70 and meet criteria in areas of the Adaptive Behaviour Scale. In 2014, we began the year with 94 students and finished the year with 94 students.

Students are not segregated on the basis of year levels. Students are grouped on ability levels, learning needs and compatibility with peers. In the Middle Years we had 54 students and in the Senior Years we had 40 students. 30% of students were Indigenous.

Our Staff:

2014 STAFF	
Principal	1
Assistant Principal	1
Senior Teachers	2
Classroom Teachers	18
Special Education Support Officers	18
Non-Contact Teachers	2
School Counsellor	Vacant
Health Promoting Nurse	.5
AIEW	.5
AO2	1
AO5	1
Maintenance Officer	.5

A live in caretaker also adds significantly to the running of our school. The school has an Outside School Hours Care (OSHC) and a Vacation Program which has a fulltime coordinator and approximately 10 casual staff. The Op Shop has a fulltime manager.

Our Community: The School Community includes our students, families and carers, staff and School Council, as well as a wide array of community representatives that provide vocation, sporting, recreation, specialist services, further education opportunities and potential employees and post school options.

Principal's Report

2014 was a year of continuing to improve outcomes for students, catering for a growing enrolment on an old tight site, moving forward with designing a new school that is purpose built for students with special needs and raising the school's profile in the community.

Curriculum

Congratulations

Jill White was presented with an Autism NT Teacher Appreciation to recognise her wonderful work with her class at Henbury School.

Doug Kinter was nominated for the Support Worker of the Year. Catherine Threlfall, was successful at the Teaching in the Excellence Awards as Darwin Region Secondary Teacher of the Year, well done. Congratulations to Paul Drewitt who won a Disability Services Award in Excellence in Improving Learning and Development at the 2014 Awards night Friday 28 November. This award recognises an individual or organisation making a significant contribution to improving learning and development for people with a disability, including helping people with a disability to reach their full potential. This award acknowledges the work Paul has done with the introduction and implementation of eye gaze technology within Henbury School and his work with other Special Schools/Centers with their implementation of eye gaze technology.

Government Announcements

During October the NT Government announced a

- A commitment to build a Henbury School on an unconstrained site at Dripstone Middle School which is estimated to cost \$30 million.
- A 22 seater bus from NT Fleet to transport students to external programs offered by other schools and community groups.
- A high-tech transportable building with two classrooms, toilets and kitchenette to help ease enrolment pressures for the 2015 school year.

New School

The design process for the new school progressed at great speed. The school council met with the Minister of Education and CEO of Education. The Project Development Group which had many meetings to discuss what the new school should look like; there was a study tour of schools in Melbourne and Adelaide. After many meetings with architects there is a design for the new school. The new Henbury School is planned to be opened at the start of Semester 2, 2016. The new school will be co-located at Dripstone Middle School, on the existing AFL Oval, with a boundary with Carpentaria Services and entry off Henbury Avenue. The new school

will have an Administration Block, 4 General Learning Blocks, each with four classrooms, a multipurpose hall, Music Room, OHSC space, Science room, farm shed and gardens, pool, recycling areas, bike shed, two sensory/therapy rooms and one Sensory room. The following VET facilities; Art/Enterprise Education, Hospitality Kitchen and Café, Woodwork/Metalwork and Horticultural sheds.

Targets 2014 Annual Operating Plan

Teaching and Learning

- Write Literacy/Communication and Numeracy Policy –Literacy Policy written, Numeracy Policy Commenced
- Trial Tobii I-15 eye gaze technology- Successful trial, used as Augementaive communication tool with 3 students
- Move data from tracking sheet to Central data base- Not completed

Use SAIS to record reports and student achievement data.-SAIS not able to be used. School will prepare to use Accelurus Data Base in 2015 for use in 2016.

Wellbeing

- Review Behaviour and Wellbeing Policy.-Completed
- School Values Continue implementation of the School Values throughout the school.-Implemented
- Once students identified, develop Behaviour Support Plan (BSP) that will enable individual students to successfully engage in school by meeting their needs.-New BSP proforma used

Participation, Pathways and Transitions

- All TEAP goals based on 5 key areas of future planning document.- Successful
- Work Ready and Work Training - Review and implement transitional programs with work participation.-To be continued in 2015

Partnerships

- Specialist Teacher support for students having difficulty accessing school programs through Sensory Integration Program. Completed
- Communication- Tobii I-15 eye gaze technology, iPads, iPods- HCL funds. 10 iPads and 2All in Ones and 1Tobii i-15.
- Sustainability-Stephanie Alexandra Gardens Program-Partially successful

Leadership

- Implement the Performance Development Framework and refine coaching, mentoring, classroom observations and structured feedback processes, for Teachers and SESOs. -Framework introduced, 90% teachers had PM Conversation with 50% of teachers starting online PM plan, 90% SESOs started PM Plan.

Teaching and Learning

In 2014 no Year 7 and Year 9 students undertook NAPLAN.

Vocational Education Training in Schools. The following Certificate Courses were completed or commenced

- Two, Certificate I Retail
- Three, Cert I Bakery
- two, Cert I Hospitality
- Seventeen, Cert I Business
- Eleven students participated in Taste of Trades
- One commenced, Cert II Retail
- Two commenced Cert II in Sport and Recreation
- Two commenced Cert I, Conversation and Land Care Management
- Three commenced Cert I Automotive

Five students completed some NTCET subjects.

EAP/TEAP

Every student, parent, teacher, SESO and Senior Staff member meets at the start of the year to discuss individual students' goals and targets. Meetings are then held at the end of the year to review the progress of the students against their targets. EAP documents are for students in Year 7-9. TEAP are for students in Year 10-12, with a Future Planning Section which incorporates Transition from school into the Goals and Targets.

Student Data

Currently data is collected on every student's achievements and is recorded on an Excel Spreadsheet. The school analysed various data bases in 2014 to be used to record student data and to write EAP/TEAPs, reviews and Portfolios. Accelerus was chosen. The school has student individual data for four years.

Outreach Classrooms

Forty six students were involved in the Outreach Programs at Dripstone Middle, Sanderson Middle, Nightcliff Middle, Casuarina Secondary College and Darwin High School.

Eye Gaze Technology

Henbury school trialled the Tobii-I15, a mobile eye gaze device that has a built in eye gaze unit, industrial strength and can be mounted on a wheel chair. Staff and some students from E Block, C2 and B2 are using the Tobii. Thanks to Paul Drewitt who has led an amazing team and to the team for their hard work. The school was successful in acquiring additional funding from Variety NT and Lions Nightcliff to purchase additional devices.

2015 AOP Targets

- All classroom programs will include the Australian Curriculum of English and Maths.
- Trial ABLES and AUSVELS
- All staff will participate in two formal PD on augmentative communication methods.
- 90% of students are using ICT tools to support communications in daily routines
- All students will demonstrate success in 75% of their EAP/TEAP targets.

Wellbeing

Enrolment and attendance: The average school enrolment was 95 students and the average attendance was 87.7%. There was a decrease of 1.3%, compared to 2013. For Indigenous students the enrolment was 29 with an average attendance of 82% there was a decrease of 1.5% compared to 2013. We had three students whose high absenteeism was due to living away from home and under Care. Students at Henbury have more appointments with specialists, therapists which often account for sanctioned by carer/parent. For the second year in a row, suspensions were down, this is a total decrease since 2012 of 4.09%.

Figure 1

Reasons for Absence			
	2013	2014	Difference between 2013 and 2014
Cultural Activity	0.1%	0.1%	Nil
Disengagement	3.2%	0.8%	1.2% decrease
Funeral	0.7%	2.3%	1.6% increase
Non-school Event		0.6%	.6% increase
Notified as Sick	17.9%	20.5%	2.6% increase
Sanctioned	47.5%	39.1%	6.4% decrease
Suspended	3.1%	3.0%	.1% decrease
Unacceptable Reason	0.8%	3.4%	2.6% increase
Un-Notified Absence	26.7%	30.2%	3.5% increase

Staff Retention - Across Years Figure 2

Classification Group	Starting Staff - Week 8 Term 4, 2013	Retained Staff - Week 4 Term 1, 2014	Retention Rate
Administration Officer	22	18	81.8%
Executive Contract Principal	1	1	100.0%
Physical	1	1	100.0%
Professional	1	1	100.0%
Senior Teacher	3	3	100.0%
Teacher	20	18	90.0%
Total	48	42	87.5%

Strategies to Address Retention:

Specific programs and support mechanisms to promote and develop wellbeing and engagement across the school include:

- Behaviour Management Policy that reflects School Values, Non Violent Crisis Intervention, Choice Theory and Restorative Justice
- Enterprise Education Program-Gardening Crew, cards, car washing, painting
- Alternative Education Programs
- Outreach Program

- Possible Mainstream Workshop Classes
- Whole School Program-Human Growth and Development
- High Support Programs
- Total Recreation Sport
- Certificate Courses
- VETiS
- Music Programs-Band, drumming, guitar, choir, Drumbeat
- Daily communication process (books or email) between home and school
- Clontarf at Middle and Senior Outreaches
- Work Training
- School Counsellor
- School Camp
- School Values
- Sensory Integration Program

Classroom programs reflect students T/EAP Long Term Goals and Annual Targets. Classrooms structure is based according to student's needs. Curriculum and pedagogy practices deliver high levels of rigour and student engagement.

Parents, students and staff undertake Perception Survey in Term 4. The results are shown on the Figures below.

Figure 3
Overall Satisfaction of all Respondents

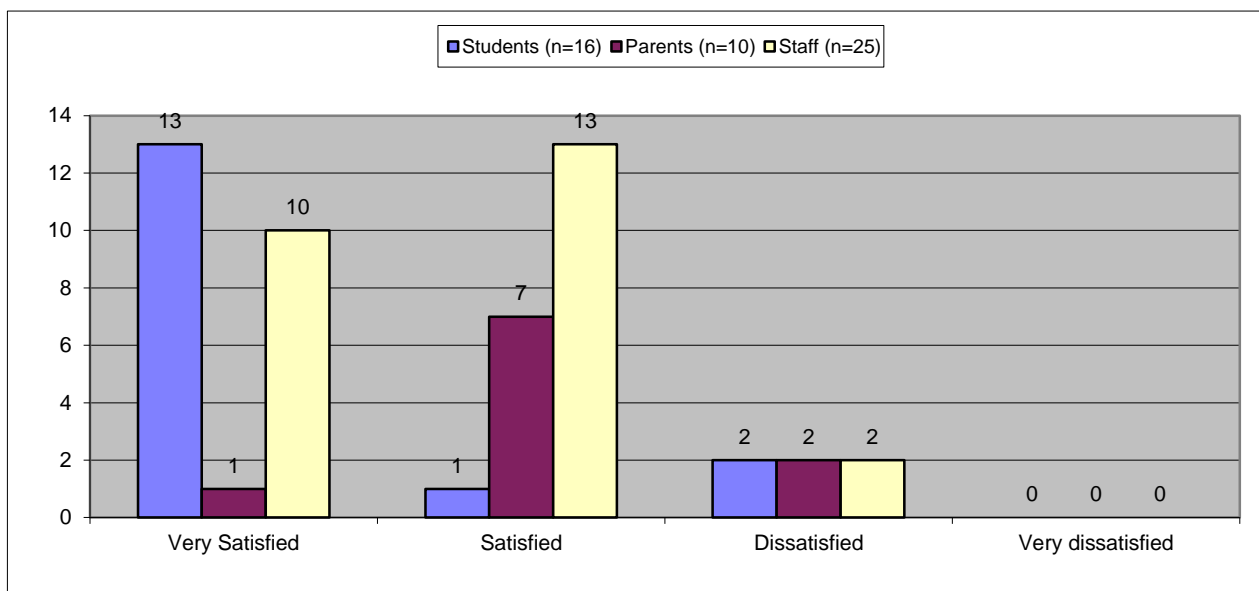
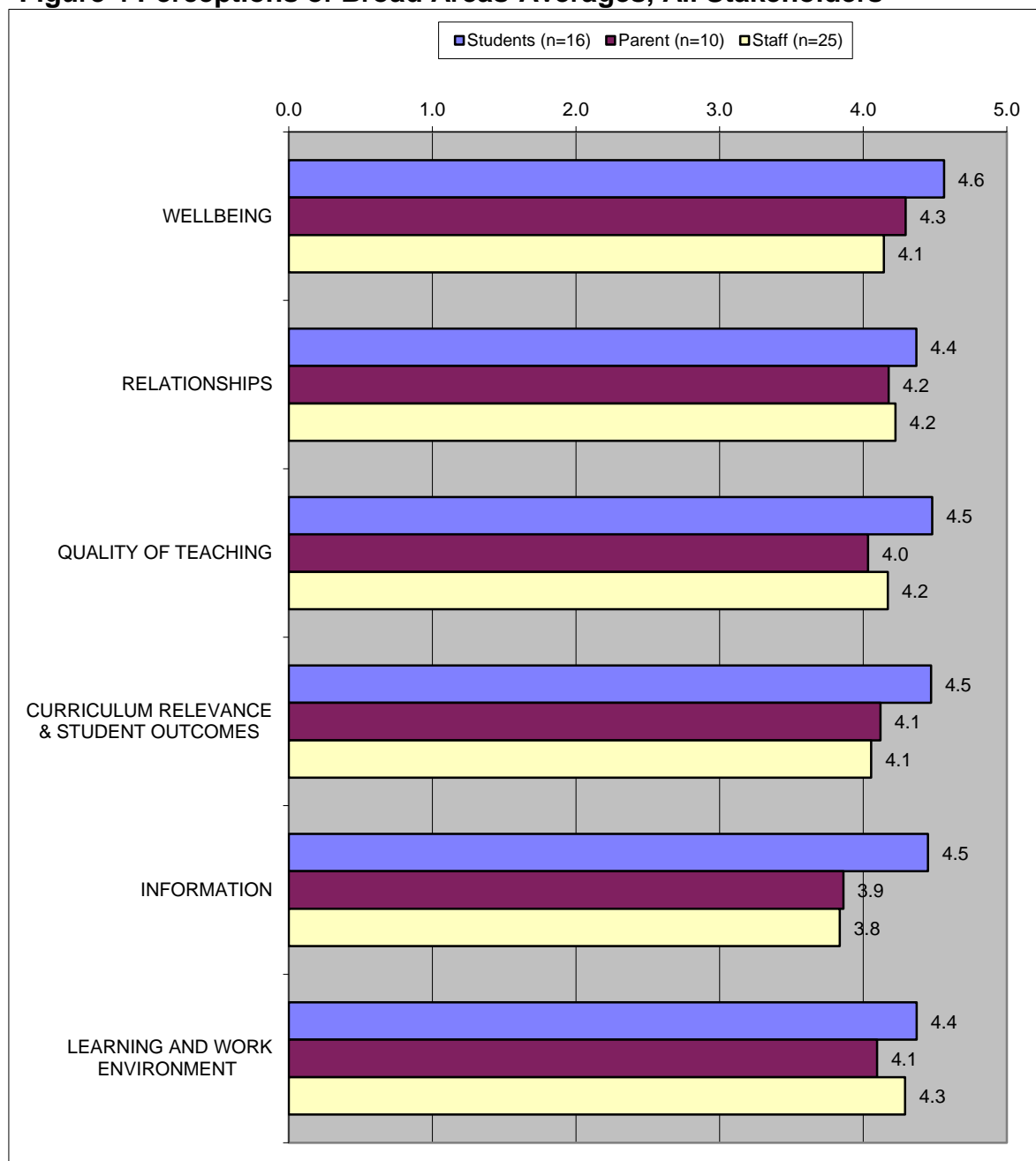


Figure 4 Perceptions of Broad Areas-Averages, All Stakeholders



	2013	2014	Difference
Wellbeing			
Student	4.6	4.6	Nil
Parent	4.7	4.3	- .4
Staff	3.8	4.1	+ .3
Relationships			
Student	4.4	4.4	Nil
Parent	4.7	4.2	- .5
Staff	4	4.2	+ .2
Quality of Teaching			
Student	4.8	4.5	- .3
Parent	4.8	4	- .8
Staff	3.9	4.2	+ .3
Curriculum Relevance and Outcomes			
Student	4.5	4.5	Nil
Parent	4.6	4.1	- .5
Staff	4.1	4.1	Nil
Information			
Student	4.5	4.5	Nil
Parent	4.5	3.9	- .6
Staff	3.6	3.8	+ .2
Learning and Work Environment			
Student	4.4	4.4	Nil
Parent	4.7	4.1	- .6
Staff	4.2	4.3	+ .1

Students' overall satisfaction is High; there was movement in one section only.

Parents satisfaction overall was High, each section had a decrease by parents.

Staff satisfaction overall was moderate to High and 5 sections had an increase.

Figure 5-Comparsion 2013 to 2014

2015 AOP Targets

- To maintain the positive culture of the school by celebrating programs, students and staff members who are demonstrating the values.
- Celebrate the successes of students and staff at least twice a term.
- To have 90% of students indicating that they have a range of activities available during recess and lunchtime.
- Staff identify student/s who requiring a Behaviour Support Plan (BSP).

Participation, Transitions and Pathways

16 Graduands in 2014
 2-Individualised Program
 2-Helping People Achieve
 4-Community Pathways Program
 1-Project 21
 3-Supported Employment
 1- Day Program Interstate
 1-Additional time at school
 2-Unsure

Transition 2 Work Program

Covers four sectors: Retail, Horticulture, Hospitality and Trade. Students will have a taste in each sector then have the option to revisit and focus within the last year. This will take four years to implement in stages.

Since 2012 in the area of VETiS there has been a 100% increase in students accessing courses in Certificate II Retail, Certificate 1 in Sport and Recreation, Cert 1 in Hospitality and in Certificate 1 Business. There has also been a 150% increase in students undertaking Certificate 1 Retail, and a 200% increase in Certificate 1 Automotive.

Students accessing onsite work programs. 2013 – to 2014 there was an improvement of students accessing onsite work training by 500%. Students accessing for 20 days for the same period an improvement of 5600%, accessing for 60 days over the same years an improvement of 400%.

Students accessed offsite programs also had significant increases. 2013- 2014 students accessing courses for 10 days increased by 300%, for 20 days by 466%, for 40 days increase of 14%, and for 70 days an increase of 700%.

Opportunity Knocks, Opportunity Shop

Opportunity Knocks is located at Aralia St Nightcliff. Our Op Shop provides a secure workplace for students who require the opportunity to successfully transition into a work environment. This is a very exciting project, as it benefits our students across a broad spectrum of disabilities and provides a chance for our students to give back and contribute to their community. We employ a fulltime Manager and two part time employees and have 5 regular volunteers.

Ongoing consolidation of the Horticulture Sector. This was done through the following activities. The school operates a Henbury Gardening Crew and the Gardening Crew was offered to students from Year 7-9. The school also used the community garden, The Patch as another work site.

A new enterprise was launched, the Henbury Café. Students used this enterprise to run a work experience opportunity to learn the skills needed to work in a café. The goal is to operate a café from the school canteen for teachers to purchase a coffee and simple café food during recess.

School House, Stepping Stones

Stepping Stones program operated. The School House was used by on Campus classes during the day and for students in Year 10-12 as an Overnight Lifeskills Program.

Work Training: Work training programs continue to be a major strategy in preparing students for future lifestyles. In 2014, 100% of students undertook some type of work training either on campus or off. Students have worked at various work training locations i.e. Opportunity Knocks, Crocodylis Park, Darwin Convention Centre, Furry Godmother, RDH Laundry, RDA, Howard Springs Early Learning Centre, McDonalds Ludmilla, Paradise Nursery, HPA-Kokoda Industries and AusDesigns, The Patch, Casuarina Public Library, Karama Childcare, Bunnings Palmerston, Woolworths Casuarina, Carpentaria Services and Darwin Toy Library.

2015 AOP Targets

- All staff will be provided with three different therapists PD/year.
- Be recognised as an exemplary provider of education for special needs within the NT, Australia and internationally.
- Establish joint programs with/between Community Organisations and/or mainstream schools.
- Develop relationships and connections with RTOs and employment agencies.

Partnerships

Henbury School is fortunate to have a School Council that is invested and wants to be involved in School Life. The School Council met eight times over the year. They were active in highlighting the need for a new school to meet the growing enrolment and they invited Mr Peter Chandler, Minister for Education to attend School Council Meeting regarding the planning of a new school. A project Development group was established with School Councils members.

Henbury's focus in 2014 was to continue to raise the profile of our students, programs, staff, and our school in general and to have more families engaged in school life. The school hosted or participated in the following School/Community Events:

- **Family Night- Music at Henbury**
- **Wellbeing and Happiness Market**
- **Count Me In Too** performance at Casuarina Shopping Centre
- **Henbury School Youth and Disability Expo** with 25 community partners who provided parents with information to support options for students preparing for future lifestyles.
- **Science and Sustainability.**
100 students from schools around Darwin came to our Kids Teaching Kids program hosted by Henbury students. These students attended a series of workshops throughout the day taught by our students.
- **Twilight Sports Day**
- **Henbury Corporate Luncheon** at the Darwin Convention Centre, Friday 5 December. We had over 300 people attend, the choir, band and the Chookie Dancers performed, we had the Tobii eye gaze machines on display as well as Sound Beams and the Skoog. The Henbury Corporate Luncheon raised \$51 000.
- **Excellence of Teaching awards-** Catherine Threlfall, Darwin Secondary Teacher
- **Christmas Craft Fair**
- **Yearbook**
- **Art Exhibition**
The first Henbury Art Exhibition was judged by the local member. The art work was displayed in the Front Office.
- **Country Women's Association**, who supported our Bike Maintenance Program

Community

Our partnerships continue to grow.

Halikos donated Project Power auction Item to Henbury School. This item included having Volunteers/staff from INPEX volunteer their time for three weekends and Matt Holmes Concrete and Steel Fixing to assist with work around the school.

The National Broadband Network (NBN) undertook a Community Day where the team assisted Henbury School for one day of work in and around the school grounds. They worked on the oval – putting in new irrigation and levelling the ground.

Sarah Corry and Raylee Parker presented in November at the Indigenous School Leadership Conference 2014. The theme was 'Celebrating and Partnering for Success in Indigenous Education'. Sarah and Raylee presented what Henbury does to provide real opportunities for all students to participate in authentic business enterprises.

Work Health and Safety

During the year there were 8 staff incident reports due to either personal, Work Organisation, Environmental or Mechanical, 5 incidents of students causing the incident and 8 student incident reports. Staff used the online Incident Report Forms for recording all incidents. Work Health and Safety is raised as an agenda at Staff and School Leadership Meetings. The WHS committee meet once a term.

2015 AOP Targets

- All staff will be provided with three different therapists PD/year.
- Be recognised as an exemplary provider of education for special needs within the NT, Australia and internationally.
- Establish joint programs with/between Community Organisations and/or mainstream schools.
- Develop relationships and connections with RTOs and employment agencies.

Leadership

Teachers meet with team leaders according to needs basis on a fortnightly basis to share pedagogy, develop and refine programs and build professional relationships. All staff meet twice a term in AOP Working Groups to work collaboratively on Annual Operation Plan Outcomes by, designing, constructing and reflecting upon whole school programs and planning future directions. School meetings were restructured with a greater emphasis on Professional Development aligned with AOP.

Each Senior Teacher is responsible (where possible) for an Outreach Class and on Campus class for all coaching/mentoring, leading EAP/TEAP meetings, reading programs/notes etc and as the Performance Development Leader

SESOs have two compulsory meetings/term and two non-compulsory meetings. These meetings enable SESOs to share pedagogy, develop and refine programs and build professional relationships.

Professional Development Days

Day 1-Choice Theory

Performance Development: All staff undertook this process in Term 2.

New SESO Performance Developments proforma and process developed by AOP Working Group. Teacher use online Professional Development tool.

Professional Development

This was delivered by

- in-house 'specialists'
- corporate staff
- Outside providers.

PD occurred after hours, during school terms, Pupil Free Days and/or standown periods. PD was approved if staff could link the activity to either the school's SIP/AOP with their own Performance Development Plan

2015 AOP Targets

- All staff will be involved in at least 4 performance/ mentoring/coaching meetings each year.
- 80% of staff believe that the Performance Management process is meaningful and effective.
- Develop Teaching and Learning Priorities in order to implement quality teaching and learning programs.
- Implement Teaching and Learning Priorities in order to sustain quality teaching and learning programs.
- Staff to attend PD which supports the implementation of Teaching and Learning Priorities.

Student Enrolment, Attendance and Learning

		2013				2014			
		Indigenous		All		Indigenous		All	
		Enrol	Attend	Enrol	Attend	Enrol	Attend	Enrol	Attend
Middle Years	Year 7	10	84.7%	21	88.4%	10	75.4%	19	84.7%
	Year 8	3	76.8%	18	87.7%	11	84.2%	21	86.9%
	Year 9	2	88.2%	13	93.5%	1	0.0%	15	90.3%
Senior Years	Year 10	3	85.3%	11	88.9%	2	90.5%	13	92.3%
	Year 11	3	93.9%	14	88.9%	3	78.7%	11	82.3%
	Year 12	5	77.7%	13	83.4%	4	95.0%	17	90.2%
		26	83.5%	90	88.4%	29	82.0%	95	87.7%

EAP and TEAP		
	All	Indigenous
Number of students in first year of schooling to Year 10 with a Learning and Engagement Plan in place	75	38
Proportion of students in first year of schooling to year 10 with a Learning and Engagement Plan	100%	38%
Proportion of students in first year of schooling to year 10 whose parent/carer have worked with the teacher to develop a Learning and Engagement Plan	96%	12%

Note: Learning and Engagement Plans are plans that address the learning and engagement needs of students, including attendance, behaviour, flexible learning and NTCET Personalised Learning Plans.

Senior Secondary Outcomes [include where applicable]	
Students in Year 12 undertaking vocational or trade training	29%
Students in Year 12 attaining a Year 12 certificate or equivalent VET qualification	0%

Audited Financial Statements

HENBURY SCHOOL COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2014

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

Phone: 0418897757
Email: suelee@bigpond.net.au
PO Box 475 Mudgeeraba QLD 4213
ABN: 29 161 528 481

**HENBURY SCHOOL COUNCIL INCORPORATED
FINANCIAL REPORT
YEAR ENDED 31st December 2014**

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Notes to and forming part of the Accounts	7

HENBURY SCHOOL COUNCIL INCORPORATED**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014**

As Chairperson of the Henbury School Council Incorporated I state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the School's management in accordance with the reporting requirements of the Northern Territory Department of Education, does fairly reflect the financial position of the School and its performance for the year ended 31 December 2014.

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.

P. Callaghan
Chairperson

Dated: 9 March 2015.

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

ATTACHMENT C

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

INDEPENDENT AUDIT REPORT

To the members of Henbury School Council Incorporated

We have audited the accompanying financial report of Henbury School Council Incorporated, which comprises the Statement of Financial Position as 31/12/14 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 Henbury School Council Incorporated are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the *Education Act* where applicable and for such internal control as the Council determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's responsibility

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

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

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

Independence

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

Audit Report qualification

Basis for qualified opinion

Receipts from cash self-generated funds are a source of revenue for the Henbury School Council Incorporated. The School has determined that it is impracticable to establish control over the collection of cash revenue prior to entry in its financial records. Accordingly, as the evidence available to us about cash revenue was limited, our audit procedures for this revenue had to be restricted to the amounts recorded in the financial records. We therefore are unable to express an opinion on whether cash self-generated revenue obtained by the Henbury School Council Incorporated is 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 Henbury School Council Incorporated presents fairly in all material respects in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of the Henbury School Council Incorporated at 31 December 2014 and its financial performance for the year then ended.



Susanne Lee
Director
10/2/2015



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Liability is limited by a scheme approved under Professional Standards legislation



SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

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Susanne Lee
Director
10/2/2015



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Liability is limited by a scheme approved under Professional Standards legislation



Henbury School Council Incorporated
Statement of Financial Position
December 2014

	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
Cheque Account	\$31,378.46	\$12,155.66
Debit Card	\$1.51	\$63.19
Total Cash at Bank	\$31,379.97	\$12,218.85
Cash on Hand		
Petty Cash School	\$400.00	\$400.00
Petty Cash OSHC	\$400.00	\$400.00
Total Cash on Hand	\$800.00	\$800.00
On Call or Short Term Deposits		
NAB Maximiser Account	\$487,285.72	\$372,906.85
Trade Debtors		
Trade Debtors	\$5,876.00	\$448.25
Interest Receivables		
Prepayments		
Prepaid Expenses	\$4,897.10	\$4,760.65
Inventories		
Inventories	\$1,725.40	\$1,814.20
Total Current Assets	\$531,964.19	\$392,948.80
Non-Current Assets		
Plant & Equipment at Cost	\$40,396.00	\$40,396.00
Motor Vehicles	\$60,000.00	\$60,000.00
Less Accumulated Depreciation	-\$70,201.09	-\$52,171.42
Total Non-Current Assets	\$30,194.91	\$48,224.58
Total ASSETS	\$562,159.10	\$441,173.38
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties	\$15,705.01	\$11,307.61
Trade Creditors		
Trade Creditors	\$15,434.69	\$3,450.82
GST Liabilities		
GST Collected	\$80.00	\$50.75
GST Paid	-\$271.81	-\$5.06
Total GST Liabilities	-\$191.81	\$45.69
Other Accrued Expenses		
Accrued Expenses	\$5,547.53	\$6,073.69
Employee Entitlements		
Annual Leave Entitlement	\$1,427.00	\$2,056.00
Total Current Liabilities	\$37,922.42	\$22,933.81
Non-Current Liabilities		
Total Non-Current Liabilities	\$0.00	\$0.00
Total LIABILITIES	\$37,922.42	\$22,933.81
Net ASSETS	\$524,236.68	\$418,239.57
EQUITY		
Accumulated Funds	\$418,239.57	\$396,839.62
Current Year Operating Surplus/(Deficit)	\$105,997.11	\$21,399.95
Total EQUITY	\$524,236.68	\$418,239.57

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

Henbury School Council Incorporated
Income Statement
January-December 2014

	This Year	Last Year
INCOME		
Grants And Subsidies		
Commonwealth Grants via DoE	\$41,710.26	\$59,148.90
Commonwealth Grants direct to Schools	\$283,745.00	\$283,745.00
Other Grants from DoE	\$536,200.11	\$416,200.17
Other Grants from NT Departments	\$8,298.00	\$2,000.00
Grants from External Third parties	\$28,366.57	\$23,722.59
Total Grants and Subsidies	\$898,319.94	\$784,816.66
Sale of Goods & Services		
School Council Projects	\$351,815.54	\$297,260.81
Student Activities	\$6,523.00	\$7,378.20
Total Sale of Goods & Services	\$358,338.54	\$304,639.01
Interest Received		
Interest Received	\$9,532.00	\$8,759.57
Miscellaneous Income		
Receipts/Reimbursements – Other Govt. Schools	\$0.00	\$178.12
Total INCOME	\$1,266,190.48	\$1,098,393.36
EXPENSES		
Employee Expenses		
Salaries & Related Expenses	\$490,251.46	\$459,207.38
Superannuation Expenses	\$43,469.85	\$39,034.04
Total Employee Expenses	\$533,721.31	\$498,241.42
Purchase of Goods & Services		
School General Expenses	\$52,103.26	\$40,248.80
Administrative Expenses	\$12,177.12	\$13,349.67
Motor Vehicle Expenses	\$19,763.18	\$12,754.54
Student Activities	\$75,905.80	\$51,974.83
Student IT	\$28,437.66	\$46,768.95
Admin IT & Communication	\$32,689.73	\$21,806.81
Curriculum	\$108,548.58	\$48,715.26
School Non-Core Activities	\$83,963.30	\$85,650.03
Payments to other Govt Schools		\$0.00
Total Purchase of Goods & Service	\$413,588.63	\$321,268.89
Repairs & Maintenance		
Urgent Minor Repairs	\$51,610.78	\$45,589.65
Non Urgent Minor Repairs	\$11,546.05	\$12,040.08
Total Repairs & Maintenance	\$63,156.83	\$57,629.73
Depreciation and Amortisation		
Depreciation & Amortisation	\$18,029.67	\$20,040.63
Property Management		
Essential Services	\$102,742.30	\$105,282.43
Cleaning	\$8,677.17	\$40,423.41
Grounds	\$15,382.12	\$1,660.82
Property Management - Other	\$4,895.34	\$32,215.98
Total Property Management	\$131,696.93	\$179,582.64
Other Administrative Expenses		
Other Expenses	\$0.00	\$230.10
Total EXPENSES	\$1,160,193.37	\$1,076,993.41
Net PROFIT/(LOSS)	\$105,997.11	\$21,399.95

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

HENBURY SCHOOL COUNCIL INCORPORATED
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
for the year ended 31st December 2014

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 are being depreciated on a straight line basis @ 20%.

(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.