

Forrest Parade School

Annual performance report to the school community
2024



Acronyms	Full form
NT	Northern Territory
FPS	Forrest Parade School
SEL	Social Emotional Learning
AAC	Augmentative and Alternative Communication
CCN	Complex Communication Needs
PODD	Pragmatic Organisation Dynamic Display
ABLES	Abilities Based Learning and Education Support
ROCC	Roadmap of Communication Competence

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School overview: context and focus for improvement in 2024

Our School

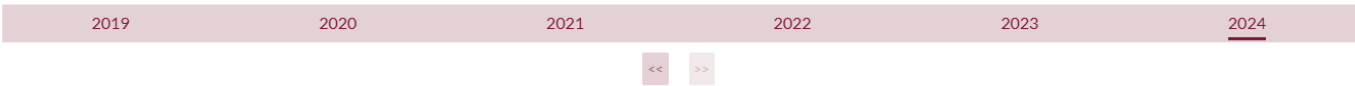
Forrest Parade School (FPS) is a standalone specialist Primary School which opened in January 2017. Students range in age from 4 years (Preschool) to 12 years (Y6) and live in the Palmerston / Rural Area. Developing the culture of a safe/respectful learning environment built on relationships of trust with staff, parents and students continues to be a priority. Building and developing relevant/purposeful programs for every child to access the curriculum while collating and analysing data to guide teaching practice was also a core purpose in 2024.

The FPS Community have been collaboratively working to imbed Comprehensive Literacy as a whole school instructional model since opening in 2017. The aim is to be a communication accessible school and to give every child a Readiness to Learn, a voice and a writing tool. In 2023 the FPS Explicit Improvement Agenda focused on the Comprehensive Literacy writing continuum, writing moderation, next steps in implementing Pragmatic Organisation Dynamic Display (PODD) as a whole school communication system and Readiness to Learn (Sensory Processing).

Our Students

Forrest Parade School is a standalone specialist Primary School which opened in January 2017. Students range in age from 4 years (Preschool) to 12 years (Y6) and live in the Palmerston / Rural Area.

Developing the culture of a safe/respectful learning environment built on relationships of trust with staff, parents and students continues to be a priority.more



2024

School facts

School sector	Government
School type	Special
Year range	T-6
Location	Outer Regional

School staff

Teaching staff	27
Full-time equivalent teaching staff	25.4
Non-teaching staff	28
Full-time equivalent non-teaching staff	26.4

School links

School website

Forrest Parade School

Sector, system or association website

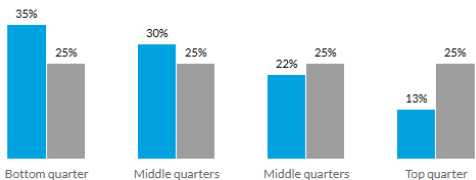
Northern Territory Department of Education

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	936
Average ICSEA value	1000
School ICSEA percentile	20

Distribution of Socio-Educational Advantage (SEA)

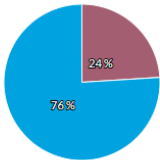


Percentages are rounded and may not add to 100

Students

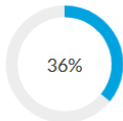
Total enrolments: 105

Boys	80
Girls	25



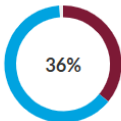
Full-time equivalent enrolments: 105.0

Indigenous students



Language background other than English

Response	Percentage
Yes	(36%)
No	(63%)
Not stated	(1%)



Our Staff

In 2024 Forrest Parade staff consisted of a Principal, 2 Assistant Principals, 3 ST1's, 23.6 full-time equivalent teachers, 24 equivalent full-time equivalent Special Education Support Officers (AO4) Business Manager (AO6), Administration Assistant (AO3) a part-time maintenance officer and a part-time admin employee (previously accessing the supported wage scheme). We also employed a School Nurse. One member of the 2024 team was indigenous.

All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers. One Highly Accomplished Teacher lead the preschool program.

Our Community

Over the last eight years, strong links with the local community have been formed through events such as Pics on the Parade, open gardens, school concert and the Farmers Fair. In 2024 we held Pics on the Parade, our School Concert, Four Open Gardens, Open Classrooms, Sports Day and school assemblies. We also continued to work with the community as we took our next steps at implementing our whole school instructional model – Comprehensive Literacy. We worked with three expert consultants from interstate and held PODD information sessions for families and NDIS providers.

In 2024 sixteen of our students were in care. Links have been formed / maintained with Territory Families and thus the carers. We have also worked closely with Danila Dilba.

During the course of the year, we held two parent/teacher evenings where we had over 74% attendance. Formal review meetings took place in Term 2 where we worked with families to achieve a 100% attendance rate. Some of these meetings were done via skype, phone or in person at home.

Forrest Parade has a website while maintaining a Facebook page. We continue to extend the scope of our website by adding Comprehensive Literacy resources for staff to access. During 2024 we trialled the School Stream APP.

Specialist agencies such as the Child Development Team, Hearing & Vision Team and the Downs Syndrome association have been invited into the school to share their expertise through staff Professional Learning sessions.

As a school, we adhere to the NDIS Guidelines which have been developed by Education NT. We remain committed to supporting our school community to interact with NDIS.

FPS is a site for work experience having had students from MacKillop School during 2024. We also had two CDU Education students complete a placement at FPS.

Principal's report

The Forrest Parade school community continue to be 100% behind us as we collaboratively work towards achieving our explicit improvement agenda. At FPS we pride ourselves on consistently providing highly differentiated learning opportunities for our students. The Comprehensive Literacy Approach identifies that communication is connection, expression, every day, everywhere. Forrest Parade school is committed to becoming a communication accessible school. All staff are trained in PODD.

"Comprehensive Literacy For All" is based on the belief that *all* students can learn to read and write. It is an innovative model which draws on evidence based best practice for teaching literacy skills to students with significant disabilities. FPS staff and families are working collaboratively to give every child Readiness to Learn, a Voice and a Writing Tool. We are building teacher knowledge around the development of writing with the expert help of Jane Farrall (Consulting Speech Pathologist-Literacy, AAC, Assistive Technology). Working with a specifically designed measurement tool staff assesses writing samples on the Developmental Writing Scale. T3 2024 we once again undertook whole school writing moderation. Teachers and Special Education Support Officers engaged in professional discussions resulting in a valid baseline of writing data for 2024.

During 2024 we sought expert advice on building staff capacity to identify and prioritise student sensory needs. With the support of our Readiness to Learn Consultant we began the work to develop FPS Sensory Processing Domains, a checklist and goal bank. We look forward to continuing the Readiness to Learn work in 2025.

We identified two focus areas which made up our 2024 Annual School Improvement Plan (ASIP). Identified focus areas were in response to the FPS School Review which took place in November 2019 and feedback from families and staff. The first goal prioritised continuing to embed Comprehensive Literacy instruction as the school's signature, whole-school pedagogical approach, enriching through literacy and communication the entire curriculum and supported by targeted and relevant induction and professional learning. The second focus was to review and consolidate the range of curriculum, pedagogical, positive behaviour and assessment and reporting into a school-wide framework, which existing and new staff can identify with and embed as a consistent and intentional Forrest Parade way of teaching and learning. We are proud of the Forrest Parade School on a page (Teaching for Impact) document which is the result of the collaboration in achieving this goal.

Our School Council are integral to achieving our school improvement goals and I thank Council members for their ongoing support. Brian Mullin has been an integral member of the FPS Council since conception in 2018. Brian has been a strong advocate for the school and me personally as Principal. I have appreciated and valued his support and insight. A heartfelt thank you to Brian on behalf of the FPS community.

I want to take this opportunity to thank our amazing staff who remain committed to our students, their families and their fellow team members. We could not achieve what we do without the professional, caring commitment and skills of the FPS staff.

During 2024 Forrest Parade staff continued to collaborate and learn in four small Learning Communities. Peer Coaching, Lesson Studies, learning walks, differentiated Comprehensive Literacy Professional Learning formed part of the PLC process. The feedback continues to be overwhelming, staff like the small LC's and were confident to speak up in the small group.

During 2024 the staff wellbeing Team continued to work with the Beyond Self-Care: An Educator Wellbeing Guide as a framework. This process culminated in a Staff Wellbeing Day at the end of Term 4. Feedback from this day was reviewed by all staff at the start of the 2025 school year and formed the focus for the 2025 Staff Wellbeing Team.

The Forrest Garden remains a key feature of the school curriculum, the garden is used to introduce the students to all areas of the curriculum through hands-on learning experiences. In 2018 we introduced a garden rotation system where classes took responsibility for an aspect of the garden each term, this was continued/extended during 2024. Once a term we hold open garden sessions for families, as we have a tremendous response, we will continue termly Open Gardens in 2025.

Our satellite program has gone from strength to strength. We have maintained our partnerships with Zuccoli, Moulden, Rosebery, Howard Springs, and Gray schools. These partnerships benefit both FPS staff and students and the host school students and staff.

Fortnightly Parent Information Sessions were offered in Term 1 2024 – ABLES, Comprehensive Literacy, Positive Behaviour Support, Social & Emotional Learning and the satellite program. Parent-Teacher Conferences took place in Term 1 and Term 3. Individual student annual review meetings took place in Term 2.

Staff attended a range of Professional Learning sessions including Peer Coaching (new teachers) Read Write Inc (new teachers) Comprehensive Literacy, PODD training and Sensory Processing sessions with our Readiness to Learn consultant.

Our Y6 students joined Namarluk students in June for camp at Batchelor. FPS put on our second awesome school concert. We worked with Palmerston College Special Education Centre (PSEC) and Henbury School to further develop a transition program to Middle School.

October 2024 the FPS community was excited to welcome Abbey as our school nurse. Meeting complex medical needs remains a focus for our school as we work together to keep the students and staff safe and well supported.

I feel grateful to work alongside our amazing leadership team of Loretta Brown, Jen Washington, Kalinda Bish, Grant Pennington and Sam Watts. We all have a common belief in our pedagogy and a commitment to give every child a Readiness to Learn, A Voice and a Writing Tool.

I feel proud and fortunate to lead such an amazing school and we look forward to continuing our school improvement journey in 2025.

Annie Keighran. Principal

School Representative Body / LEaD committee report

Forrest Parade School Council

Chairperson's Report: AGM 14 March 2025

I am proud to reflect on the progress and growth of Forrest Parade School over the past year. Since our opening, student enrolment has at least *doubled*, a clear testament to the need for and confidence our community has placed in the school. The school has continued to seek new staff, encourage and support existing staff to achieve further qualifications for teaching in order to ensure we have the necessary resources and staffing in place to maintain the high standards of education and support for all our students.

One of the significant developments this year was the long awaited introduction of our *Out of School Hours Care* (OSHC) program. While we were excited to offer this service to meet the needs of our families, unfortunately, the program could not be sustained by the provider. We continue to seek ways to ensure that our community's needs are met, and this is an area we will continue to focus on moving forward.

As part of the NT Education Departments ongoing commitment to providing the best possible learning environment, they are in the process of phasing out the *middle school program*. While this is a difficult transition, it offers us a unique opportunity for future expansion. As originally designed, Forrest Parade School had the capacity to increase the number of classrooms for a middle school which should now be built allowing us to accommodate a growing enrolment of primary-aged students and better serve our community.

In line with these changes, we are excited to explore new opportunities for growth. Forrest Parade School is in a strong position to provide the pedagogy needed to establish a *Specialist High School* for the Palmerston and Rural Area. This would create a seamless transition from our primary school to high school, ensuring that students with diverse learning needs are supported throughout their educational journey.

As we look ahead, we remain committed to fostering an inclusive and innovative learning environment where every student can thrive. I am confident that, with your continued support, we will achieve even greater success in the years to come.

As this meeting completes my third two year term of service for the school council and my own son has recently graduated I wish to thank all the staff for your ongoing dedication to making Forrest Parade School such an Amazing School.



Brian Mullin

Chairperson

Forrest Parade School

School priorities 2024

Headline Improvement Measures (HIMS)



School survey

Strengthen student wellbeing and teacher-student relationships so that students can reach their full potential.

Foundations for Early Literacy Assessment NT

Increase the proportion of Transition year students that have foundational early literacy skills.

Attended days

Increase the number of days students attend school each year by 10 days.

NAPLAN growth

Ensure every student achieves at least one year of learning growth in reading and numeracy for every year of school.

A-E grades

Increase student grades at and above the expected achievement standards for English, maths and science.

Year 12 achievement

Increase the number of young Territorians that continue their school education through to Year 12 and increase the proportion of students that achieve an NTCET or Certificate II or higher.

In this section, reflect on the school's improvement journey across 2024 and how this journey supported improved outcomes for students:

- *What were the main elements involved in delivering of the Focus for Improvement in 2024?*

What were the school's Student Improvement Targets and Implementation Outcomes set by the school for 2024?

Strengthening Instruction

5% of Pre-emergent students will move to Emergent.

5% of Emergent students will move to Transitional.

5% of Transitional students will move to Conventional.

Engagement / Sensory Processing

The three FPS sensory domains defined and incorporated into the FPS Sensory processing Framework.

100% students assessed and assigned a FPS Sensory processing Domain.

20% reduction in leadership call outs (Leadership responding to unregulated students)

What Actions did the school take to meet the Student Improvement Targets and Implementation Outcomes?

A continued commitment to Comprehensive Literacy. Differentiated Professional Learning for staff.

Engagement with specialist consultants.

Development of Guidelines.

Development of Sensory Circuits.

Strengthening instruction for young territorians

Strengthening Instruction Goal 2024

Continue to embed Comprehensive Literacy instruction as the school's signature, whole-school pedagogical approach, enriching through literacy and communication the entire curriculum and supported by targeted and relevant induction and professional learning

Strengthening Instruction Change of Practice in 2024

If we release the Literacy and Communication ST1 to work in classrooms to support teachers and introduce the Comprehensive Literacy observation process, **we will see an increase of 5% across all Comprehensive Literacy phases.**

What were the school's Student Improvement Targets for this goal(s) and were they met?

Differentiated PODD Professional Learning. Met

Data Meetings to discuss; ROCC data, ABLES data, Comprehensive Literacy data. Met

Differentiated Professional Learning. Met.

Lesson Study, Peer Coaching, Learning Walks as part of the Learning Community Process. Met.

What Actions did the school undertake to achieve the Goal and Change of Practice?

Consistency of agreed practice across the school / shared language. Access to Professional Learning.

Teacher's structure learning experiences considering what all students need to be successful.

Access to and understanding of FPS Comprehensive Literacy data.

Access to Learning Community process - feedback, support, Lesson Study, Learning Walks, Peer Coaching.

Individual student PODD books developed by FPS for school & home.

Case Conferences scheduled for identified students – involve NDIS therapists.

Next steps with PL opportunities with Helen T, Kat, Jane F.

Audit teacher data knowledge. Differentiated support.

Data meetings.

Comprehensive Literacy and PODD imbedded in planning and facilitated across the whole school. Shared understanding of what autonomous communication looks/feels/sounds like.

FPS students transition to Middle School with PODD.

How is the work making a difference?

Staff and school community commitment to PODD. All staff wear a PODD book and willing undertake PODD Professional Learning.

Students seek PODD system in order to communicate.

FPS Communication Policy Guidelines for NDIS Providers and Families has been shared widely. NDIS

Speech Pathologists starting to come on board and accept PODD is the FPS communication system.

Wider community attending PODD training.

ROCC data clearly identifies Communication domain for all students – informs planning.

What are the gaps? What areas for improvement have been identified through analysis of the evidence?

Through analysis and evidence, we have identified the majority of our satellite students would benefit from SNAPCORE – PODD on an iPad.

What are the next steps for 2025?

Review / adjust FPs Communication Policy and Sensory Processing Policy to be inline with 2025 practice.

2025 ROCC data alignment with Comprehensive Literacy Data.

Next steps in PODD Professional Learning.

PODD and Sensory Modules available to staff.

Sensory Gym Individual Student Programs.

All classes based at FPS using sensory circuits (if/as appropriate)

Overall reflection: how has the school's work in 2024 informed the focus for improvement in 2025?

Our work in 2024 has informed our focus for improvement in 2025 when we will continue to aspire to make FPS a Communication accessible school.

Engaging every child and student in learning

Engagement Goals 2024.

Review and consolidate the range of curriculum, pedagogical, positive behaviour and assessment and reporting into a school-wide framework, which existing and new staff can identify with and embed as a consistent and intentional Forrest Parade way of teaching and learning.

In the development and implementation of the school's next explicit improvement agenda, ensure that: authentic attention is paid to relevant data and to facilitating and incorporating the voices of staff, families and students.

What was the school's Engaging Every Child and Student in Learning Problem of Practice in 2024?

If we begin with a focus on Readiness to Learn/Sensory Processing as we seek input and collaborate to develop a School-wide Framework to represent the consistent and intentional Forrest Parade way of teaching, by the end of the year we will have a clear process to identify the FPS Sensory Phase for each student.

What were the school's Student Improvement Targets for this goal(s) and were they met?

All students have access to group PODD book (communication) and structured sensory circuits (support Readiness to Learn) Met.

What Actions did the school undertake to achieve the Goal and Problem of Practice?

Feedback from staff was that supporting students to regulate is the biggest challenge. The team chose to focus on sensory processing / regulation.

Teacher structures learning experiences considering what all students need to be successful.

Positively stated school-wide expectations for learning and behaviour are embedded.

Staff use data to reflect on sensory patterns to inform decision making.

Structured Sensory Circuits developed

Sensory Processing Guidelines developed

How is the work making a difference?

Reduction in Leadership call out data shows us Structured Sensory process and circuits support students to engage with their learning.

What are the gaps?

Staff having a consistent understanding of student sensory needs and how to focus on key areas to support a Readiness to learn.

What are the next steps for 2025?

Further development of FPS Sensory Guidelines which include Sensory Domains, checklist, and goal bank.

Engage Readiness to Learn (OT) Consultant to visit FPS and support implementation.

All staff access FPS Sensory Processing Modules.

Focus on consistent visuals across the school.

Staff PL and support to utilise the FPS Sensory Gym.

Overall reflection: how has the school's work in 2024 informed the focus for improvement in 2025?

FPS staff effectively use the physical environment & facilities to maximise learning. Structured sensory circuits are used daily.

2025 ASIP Focus (next step) is for all students to be assigned sensory goals based on FPS checklist.

Outdoor Sensory Gym completed, Individual student programs.

Student enrolment, attendance and learning

Year Level	Previous Year				Reporting Year			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Preschool	4	85.50%	13	86.10%	5	78.00%	13	82.78%
Transition	2	58.30%	12	85.50%	4	76.35%	15	86.03%
Year 1	8	83.60%	19	85.10%	3	63.73%	10	80.83%
Year 2	8	85.80%	21	88.30%	10	85.80%	21	87.63%
Year 3	3	88.80%	12	83.20%	8	85.60%	21	86.35%
Year 4	6	89.60%	18	87.40%	3	78.48%	12	79.60%
Year 5	6	76.00%	12	78.90%	5	85.50%	17	87.38%
Year 6	5	74.4%%	12	85.20%	7	71.78%	13	75.68%

National Assessment Program – literacy and numeracy – reading, writing, spelling , grammar and punctuation, and numeracy results 2024

Forrest Parade has a whole school exemption from Naplan. At FPS we use Abilities Based Learning and Education Support (ABLES) to identify where a child is with their learning and next steps.

We use the Comprehensive Literacy Assessment Battery to track student progress which supports planning. The Roadmap to Communicative Competence (ROCC) is administered to establish the communication domain. We have developed the FPS Sensory Processing Domains, checklist and goal bank with our Readiness to Learn Consultant.

2024 Assessment and Reporting Schedule

Term 1 Data Meeting	Roadmap to Communicative Competence (ROCC) Sensory Processing Domains, Sensory Processing Checklist,	Parent Evening
Term 2 Data Meeting	Comprehensive Literacy Assessment Battery	Review Process / Report
Term 3 Data Meeting	Writing Moderation	Parent Evening
Term 4 Data Meeting	ABLES	End of Year Portfolio

School survey results

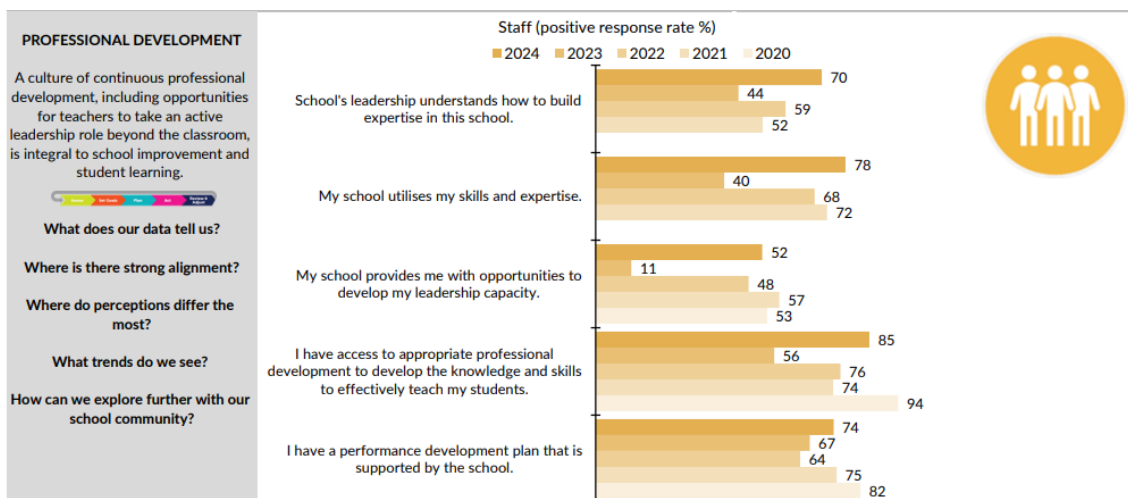
Most positive and least positive responses

	Parents/carers			
	Most Positive items for 2024		Least Positive items for 2024	
What are the areas of strength? What are the opportunities for improvement? Are there similar themes across the survey groups: students, parents and staff? How do these results compare with the region and NT? (refer to the cohort comparison section)	I can talk to my child's teachers about my concerns.	96%	My child knows how to communicate safely and respectfully online.	30%
	My child is making good progress at this school.	96%	My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	48%
	Student behaviour is well managed at this school.	96%	I have opportunities to have a say in the direction of the school and its education programs.	57%
	Staff			
	Most Positive items for 2024		Least Positive items for 2024	
	Students feel safe at this school.	100%	My school provides me with opportunities to develop my leadership capacity.	52%
	Students like being at my school.	100%	The department supports our school to achieve its priorities.	54%
	This school supports students to build positive relationships with their peers.	100%	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.	63%

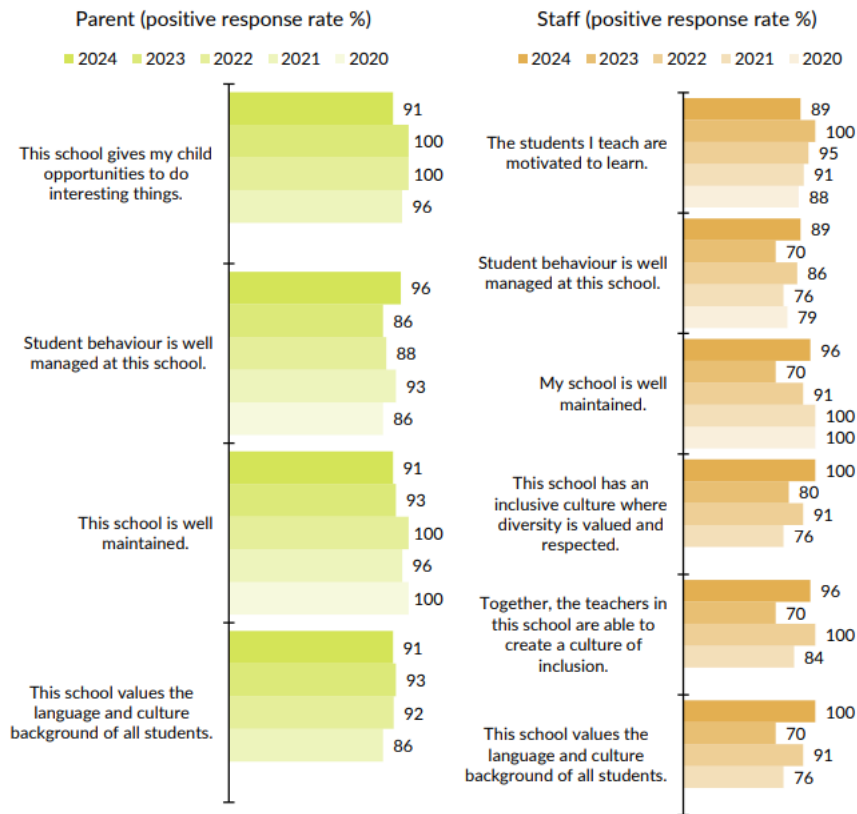
Change from previous year (2024 vs 2023)

	Parents/carers			
	Most Positive items for 2024		Least Positive items for 2024	
when comparing survey results with previous years. Are the changes significant? How many responses do they represent? What are the areas of strength? What are the opportunities for improvement? Are there similar themes across the survey groups: students, parents and staff?	My child knows how to manage their emotions.	+51% 87% 36%	My child was well supported to start school this year.	-30% 70% 100%
	I can talk to my child's teachers about my concerns.	+17% 96% 79%	My child participates in extracurricular activities outside of school (e.g. volunteering, sports, arts, etc).	-29% 48% 77%
	My child feels safe at this school.	+12% 91% 79%	My child was well supported to transition into primary / middle / senior school.	-21% 70% 91%
	Staff			
	Most Positive items for 2024		Least Positive items for 2024	
	The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	+60% 93% 33%	The students I teach are motivated to learn.	-11% 89% 100%
	This school takes staff opinions seriously.	+52% 63% 11%	Students are taught how to communicate safely and respectfully online.	+4% 67% 63%
	The department supports our school to achieve its priorities.	+43% 54% 11%	I have a performance development plan that is supported by the school.	+7% 74% 67%

Theme: Professional development (Staff only) – Trends (5 years)



Theme: Positive Learning Environment – Trends (5 Years)



Audited financial statements



22 February 2025

Management Team
Forrest Parade School
120 Flynn Circuit
Palmerston
NT 0832

To:

Management and Those Charged with Governance of Forrest Parade School

We have recently completed our audit for the year ended 31 December 2024. In accordance with our normal practice, we set out below certain matters concerning the organisation's internal control and accounting practices which came to our attention during our work in connection with the audit and our recommendations for improvements, if applicable.

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

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

Audit opinion qualifications

There were no qualifications arising from the financial statement audit.

Comments and recommendations arising from audit

Forrest Parade School has excellent financial processes and record-keeping practices in place.

Evolution Tax and Advisory

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NT 0820



Tax Agent
26190573



Evolution Tax and
Advisory is a CPA
Practice

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One minor matter discussed during audit and for the school's consideration includes:

- Contacting the Department of Education and Training to determine eligibility to remove the \$15,000 EUMR advance from the school's liability accounts (as occurred for a number of schools in 2024).

We would like to take this opportunity to extend our appreciation to the Business Manager, Jenny Washington, for her assistance and cooperation during the course of our audit. Further, we commend Jenny and the School for their attention to detail, strong financial record-keeping practices and maintaining outstanding financial management processes.

Regards,

A handwritten signature in black ink, appearing to read 'Nicole Neck', is positioned above the printed name.

Nicole Neck
Founder / Director
Evolution Tax and Advisory

Evolution Tax and Advisory

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Evolution Tax and
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Practice



Forrest Parade School Council Incorporated

ABN: 36 514 428 800

Special Purpose Financial Report

For the Year Ended 31 December 2024

Evolution Tax and Advisory

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Forrest Parade School Council Incorporated

ABN: 36 514 428 800

Special Purpose Financial Report

For the Year Ended 31 December 2024

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Forrest Parade School Council Incorporated


For the Year Ended 31 December 2024

The Forrest Parade School Council has determined that the School Council is not a reporting entity and that this Special Purpose Financial Report should be prepared in accordance with the accounting policies outlined in the Notes to the Financial Statements.

In the opinion of the Forrest Parade School Council, the Financial Statements as set out on the following pages:

1. Present fairly the financial position of Forrest Parade School Council Incorporated as at 31 December 2024 and its performance for the year ended on that date; and
2. At the date of this statement, there are reasonable grounds to believe that Forrest Parade School Council Incorporated will be able to pay its debts as and when they fall due.


Principal
Dated: 14.03.25


Chairperson
Dated: 14 MAR 25

INDEPENDENT AUDITOR'S REPORT

Forrest Parade School Council Incorporated

For the Year Ended 31 December 2024

Independent Auditor's Report to the members of Forrest Parade School Council Incorporated

Opinion

We have audited the accompanying financial report, being a special purpose financial report of Forrest Parade School Council Incorporated (the 'Entity') which comprises the Statement of Profit or Loss and Other Comprehensive Income for the year then ended, Statement of Financial Position as at 31 December 2024, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, the accompanying financial report of the Entity presents fairly, in all material respects, the financial position of the Entity as at 31 December 2024 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Boards (APES 110 Code of Ethics for Professional Accountants) (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

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

Emphasis of Matter - Basis of Accounting and Stocktake Non-Attendance

We draw attention to the Notes to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Entity to meet the requirements of the Northern Territory of Australia Education Act and associated Regulations. As a result, the financial report may not be suitable for another purpose.

In particular, please note the revenue recognition policy for SRB income and the limitations that exist in relation to the recording of cash receipts. Revenue from this source represents a portion of Forrest Parade School's total income.

We also highlight that we did not observe the count of physical stock on hand (uniforms) at the end of the year.

INDEPENDENT AUDITOR'S REPORT

Forrest Parade School Council Incorporated

For the Year Ended 31 December 2024

Responsibilities of Management for the Financial Report

Management is responsible for the preparation and fair presentation of the financial report in accordance with the requirements of the Northern Territory Department of Education as listed in the Northern Territory of Australia Education Act and associated Regulations and has determined that the basis of preparation described in Note 1 is appropriate to meet the needs of the Entity. Management's responsibility also includes such internal control as deemed necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

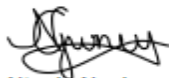
In preparing the financial report, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at: <http://www.auasb.gov.au/Home.aspx>. This description forms part of our auditor's report.

Auditor's signature:



Nicole Neck
Certified Practising Accountant
Founder, Evolution Tax & Advisory
Darwin, NT

Dated: 18/ 03/ 2025

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME**Forrest Parade School Council Incorporated***For the Year Ended 31 December 2024*

Income	2024	2023
Commonwealth Grants - Via DOE	\$ -	\$ 3,880.66
Commonwealth Grants - Direct to School	\$ 2,386.36	\$ 4,000.00
Other Grants from DOE	\$ 1,027,129.21	\$ 1,728,149.42
Other Grants from NTG	\$ 30,125.47	\$ 60,077.16
Grants from External Third Parties	\$ 42,170.37	\$ 2,340.00
School Council Projects (SRB)	\$ 30,298.33	\$ 24,433.39
Student Activities	\$ 1,545.82	\$ 1,875.97
Interest Received	\$ 2,185.53	\$ 2,329.89
Profit/Loss on Sale of Capital Asset	\$ 3,000.00	\$ -
Total Income	\$ 1,138,841.09	\$ 1,827,086.49
Expenses		
Employee Expenses	\$ 216,019.20	\$ 367,920.30
School General Expenses	\$ 194,979.85	\$ 170,536.02
Motor Vehicle Expenses	\$ 15,312.70	\$ 11,584.07
Student Activities	\$ 12,928.70	\$ 8,972.46
Student Information and Technology	\$ 155,028.88	\$ 28,589.15
Curriculum	\$ 96,839.00	\$ 78,434.89
School Non-Core Activities	\$ 40,328.44	\$ 69,248.16
Urgent Minor Repairs	\$ 32,637.10	\$ 48,793.40
Non Urgent Minor Repairs	\$ 9,176.82	\$ 11,327.27
Depreciation and Amortisation	\$ 40,155.79	\$ 35,569.77
Essential Services	\$ 183,446.89	\$ 179,477.68
Cleaning	\$ 163,585.17	\$ 163,570.00
Grounds	\$ 434,423.10	\$ 323,227.02
Total Expenses	\$ 1,594,861.64	\$ 1,497,250.19
Net Profit / (Loss)	(\$ 456,020.55)	\$ 329,836.30

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

STATEMENT OF FINANCIAL POSITION**Forrest Parade School Council Incorporated***As At 31 December 2024*

ASSETS		2024		2023
Current Assets				
Cash At bank	\$	3,885,841.61	\$	4,337,794.66
Cash On Hand	\$	150.00	\$	150.00
Trade Debtors	\$	264.00	\$	264.00
Prepayments	\$	1,725.02	\$	2,045.91
Inventories	\$	38,582.90	\$	35,437.60
Total Current Assets	\$	3,926,563.53	\$	4,375,692.17
Non Current Assets				
Assets >\$10K	\$	182,174.89	\$	222,330.68
Total Non Current Assets	\$	182,174.89	\$	222,330.68
Total Assets	\$	4,108,738.42	\$	4,598,022.85
LIABILITIES				
Current Liabilities				
Deposits Held -3rd Parties	\$	2,882.69	\$	3,081.99
Deposits Held-NTG Departments	\$	15,000.00	\$	15,000.00
Trade Creditors	(\$	11,803.33)	\$	6,579.52
GST Liabilities	(\$	5,951.28)	(\$	1,301.47)
Other Accrued Expenses	\$	7,598.19	\$	10,000.00
Employee Entitlements<12M	\$	-	\$	970.59
Unacquit Grants	\$	13,953.87	\$	20,613.39
Total Current Liabilities	\$	21,680.14	\$	54,944.02
Non Current Liabilities				
Total Non Current Liabilities	\$	-	\$	-
Total Liabilities	\$	21,680.14	\$	54,944.02
Net Assets	\$	4,087,058.28	\$	4,543,078.83
EQUITY				
Opening Balance S/(D)	\$	4,543,078.83	\$	4,213,242.53
Current Year Profit / -Loss	(\$	456,020.55)	\$	329,836.30
Total Equity	\$	4,087,058.28	\$	4,543,078.83

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

NOTES OF THE FINANCIAL STATEMENTS

Forrest Parade School Council Incorporated

For the Year Ended 31 December 2024

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting

The financial statements are special purpose financial statements prepared in order to satisfy the financial reporting requirements of the Northern Territory Department of Education as listed in the *Northern Territory of Australia Education Act* and Regulations. The School Representative Body Members have determined that the School Representative Body is not a reporting entity.

The special purpose financial report has been prepared in accordance with the requirements of the Act and applicable Accounting Standards, Australian Accounting Interpretations and other authoritative pronouncements of the Australian Accounting Standards Board. The financial statements have been prepared on an accruals basis and are based on historic costs and do not take into account changing money values or, except where stated specifically, current valuations of non-current assets.

The following significant accounting policies, which are consistent with the previous period unless stated otherwise, have been adopted in the preparation of these financial statements.

(a). Inventories

Inventory is carried at cost value.

(b). Property, Plant & Equipment

In general, school buildings are owned by the Northern Territory Government and not reflected in the School Representative Body's financial statements.

Capital Assets purchased by the School Representative Body are determined as being items with a cost base of \$10,000 or more, as per the Department of Education's capital asset policy for schools. These assets are depreciated on a straight line basis over the estimated life of the asset, commencing on the date the asset is held ready for use.

(c). Tax

The School Representative Body is registered for Goods and Services Tax and therefore revenues, expenses and assets are recognised as the amount exclusive of GST. The School is registered to lodge monthly Business Activity Statements on a cash basis.

The School Representative Body is considered to be exempt from income tax under Section 50 of the *Income Tax Assessment Act 1997*.

NOTES OF THE FINANCIAL STATEMENTS

Forrest Parade School Council Incorporated

For the Year Ended 31 December 2024

(d). Revenue Recognition

Income from parent contributions, uniforms, excursions, bookbags and fundraising is recognised when the funds are received.

Grants and donations

Grants and donations are recognised as revenues when the School Representative Body obtains control over the assets comprising the contributions. Control over granted assets is normally obtained upon their receipt.

Revenue from grants will be recognised when any associated performance obligation to provide goods or services are incurred. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

Emergency Urgent Minor Repairs (EUMR) Funding

EUMR funding is recognised as income upon submission of the acquittal to NTG and raising as a debtor.

(e). Employee Entitlements

The majority of staff working at the School are employed through the Northern Territory Government and therefore related salary expenses and provisions are not included in the School Representative Body's financial statements. These staff consist mainly of the Principal and Assistant Principal, teaching staff and administrative personnel.

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

A Long Service Leave provision is only recognised for any School Representative Body employees that have been employed at the School on a continuous basis for at least 7 years.

(f). Going Concern Assumption

The School Representative Body is dependent upon annual funding from the Northern Territory Government Department of Education. The Financial Statements have been prepared on a Going Concern basis with annual funding expected to continue into the future.

(g). Subsequent Events

There are no subsequent events post balance sheet date.

(h). Current playground project expenditure

In 2024 the School undertook a playground project, managed by the Department of Infrastructure, Planning & Lands (DIPL). At the time of audit, no final invoice had yet been raised by DIPL for the project. These works will be considered a capital improvement for DET (NTG) per PPE guidelines above and the School will reflect the expenditure in the 2025 financial accounts once the project has been closed out and invoiced by DIPL.