



Darwin Middle School



Annual Performance Report to the School Community 2021

Acronyms	Full form
BIC	Business Intelligence Centre
ICSEA	Index of Community Socio-Economic Advantage
NAPLAN	National Assessment Program - Literacy and Numeracy
STEAM	Science, Technology, Engineering, Arts, Mathematics
DoE	Department of Education

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School Overview

Our School

Darwin Middle School's vision is to continue building a learning experience for every child that is engaging, relevant, and empowers students. We are on a three-year journey of revitalisation and the construction of a 21st Century pedagogical model that embeds the 4 C's: *Critical Thinking, Creativity, Communication, and Collaboration*.

As part of this vision, we are focussed on using evidence to inform and review our academic performance, attendance levels, and student, parent, staff satisfaction with our school. The school has a thriving Science, Technology, Engineering, Arts, Mathematics (STEAM), Wellbeing, and Health and Physical Education bedrock.

It continues to be our mission to provide challenging, innovative, and vibrant learning environments that foster individual talent and support students in reaching their highest potential.

Our Independent (parent-driven) Board, helps us guide the school and strategise initiatives, that keep us connected to our school community.

1.1.1. Subjects Offered

Languages	STEM	Humanities	Arts & Culture	Fitness & Health
English	Maths	History	Art	Physical Education
Chinese	Science	Geography	Drama	Health
Japanese	Robotics	Civics & Citizenship	Music & Band	Food & Nutrition
Indonesian		Economics & Busines	Theatre & production	Wellbeing
Greek			Dance	
			Photography	

Our Staff

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 teachers².

Role	Number of Staff
Principal & Assistant Principals	1 & 2
Senior Teachers	5
Highly Accomplished	2

Role	Number of Staff
Lead Teachers	0
Classroom Teachers	56
Administration & other staff	10 Admin Officers & 6 School Board Employees

Staff attendance by term can be found in the table below.

Staff Attendance						
Year	Term	Number of staff	Unexpected Absences	Staff Days	Absence Rate %	Attendance Rate %
2021	1	76	230	3,402	6.8	93.2
	2	76	232	3,352	6.9	93.1
	3	76	292	3,397	8.6	91.4
	4	78	265	3,627	7.3	92.7
Total			1019	13,778	7.4	92.6

Our Students

823 students were enrolled at the school in 2021. Almost 6% of the cohort identified as Aboriginal and 12% notified as speaking English as a second language.

The School's *index of community socio-economic advantage* (ICSEA) value for 2021 was not available at the time of publication, however, it is not expected to have changed considerably from the previous year. A screenshot of the 2020 ICSEA rating is included below.

Darwin Middle School, The Gardens, NT

School profile

[NAPLAN](#)
[Attendance](#)
[Finances](#)
[VET in schools](#)
[Senior secondary](#)
[Schools map](#)

Darwin Middle School is co-located at Bullocky Point Education Precinct next to Darwin High School, close to Darwin's city centre. The school is surrounded by a wealth of educational experiences, such as the Northern Territory Museum and the Botanical Gardens. The student population comes from many different cultural backgrounds, with a large number of overseas students. ...more

[2015](#)
[2016](#)
[2017](#)
[2018](#)
[2019](#)
[2020](#)
[<<](#)
[>>](#)

2020

School facts

School sector	Government
School type	Secondary
Year range	7-9
Location	Outer Regional

School staff

Teaching staff	55
Full-time equivalent teaching staff	53.0
Non-teaching staff	15
Full-time equivalent non-teaching staff	14.2

School links

School website

[Darwin Middle School](#)

Sector, system or association website

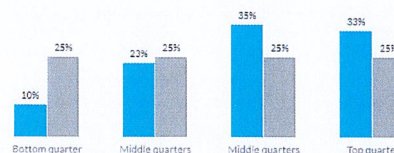
[Department of Education Northern Territory](#)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1064
Average ICSEA value	1000
School ICSEA percentile	75

Distribution of Socio-Educational Advantage (SEA)

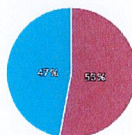


Percentages are rounded and may not add to 100

Students

Total enrolments: 866

Boys	406
Girls	460



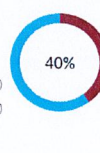
Full-time equivalent enrolments: 866.0

Indigenous students

5%

Language background other than English

Yes (40%)
No (60%)
Not stated (0%)



Our Community

Darwin Middle School actively pursues and encourages community engagement activities. Sadly, due to the COVID19 pandemic, many community engagement activities were canceled or curtailed. Below is a table of the community events the school was able to be involved with.



Community Event/Engagement	Nature of Engagement	Student/ Community Benefit
Nightcliff Seabreeze Festival	Band played for the public	Performance Experience for band members
BEAT Festival - Tides	Choir, Dance Troupe and Musicians	Major production experience & collaboration with artists from other schools
Bella Girls	Balanced Choices Workshops	Helping student to make good choices
Duke of Edinburgh Awards	School Camp Litchfield	Environment and habitat experience

³ Japanese Teacher, Ms Ryoko Jones and students performing at the Seabreeze Festival in 2020.

Community Event/Engagement	Nature of Engagement	Student/ Community Benefit
Year 9 Student Representative Council (SRC) Bush Camp	Bush survival skills	Students learned different survival skills for example how to avail clean water, bush tucker, and how to light up a fire, built a shelter and navigate using stars
SRC- Young Reporters for Environment	Environment warrior Recycle plastic	Young Reporters for Environment competition for the Article Category 15-18 years old, Students won 250\$ go toward a school community garden
SRC- NAIDOC day celebration	NAIDOC Day	To celebrate the history and culture of ATSI people The group raised \$171 donated to AIEW activities
SRCs Pride free dress day	Free dress "Rainbow Colours", gold coin donation	LGBTQIA+ Community support to celebrate diversity. Money raised donated to Headspace
Halloween free dress day	Gold coin donation	Money raised donated to Headspace
R U Ok day	To raise awareness, to connect with students and start a conversation with those who may be struggling with life	Money raised donated to Headspace

Principal's Report

It is said that hindsight provides for 20/20 vision. 2021 certainly was an interesting year, a year where we anticipated a return to normality at the start, but alas, COVID19 continued to provide challenges throughout 2021. Despite this, much was still achieved.

The school had several foci in 2021. The first was the triangulation of available data, to improve Education and Learning, and our understanding of the school cohort and how they learn. We used evidence consisting of School Surveys, our School Review Summary, PAT testing, NAPLAN data, and attendance information in addition to teacher classroom assessment and observations. Teachers explored each student's eDash data and were better able to plan their lessons around the needs of each class.

This approach helped us to adjust our learning options in a few ways as part of our second focus in 2021, which was to increase the level of targeted and strategic differentiation for students of varying backgrounds and ability levels across the school. The aim, of course, was to provide achievable and enjoyable learning pathways for students who put effort into their learning.


In addition, we employed another Learning Support Teacher, constructed a holistic wellbeing program that targeted specific development needs and diversity, and focused on trying to establish more respectful and inclusive relationships in the broader school community. We also continued with existing programs such as the Peer Mentoring Program, the Student Diversity Group, and the Student Representative Council.

It is our sincere wish that 2020 will help our community to return to a life we all enjoyed before the advent of COVID19. A time when we were able to offer our students more opportunities to partake in excursions, school trips, school productions, educational, and community events that were not cancelled due to necessary lockdowns or lock-ins.

I would like to also take the opportunity to thank the Darwin Middle School Board members, who have worked diligently to create a positive and progressive environment at the school despite the challenges. I look forward to working with the Board in 2022, to plan for our continuing revitalization.

Finally, I'd like to thank the dedication and professionalism of our teaching and other staff. These are the people who ensure our students have a safe and happy experience every day and their commitment was outstanding throughout the year.

Marcus J Dixon



Principal

Darwin Middle School Board Report

On behalf of the Darwin Middle School (DMS) Board, I am delighted to provide a snapshot report of the Board's activities and achievements for 2021.

Board Membership & Key Roles			
Name		Role	
Noelene Armstrong		Chairperson	
Lisa Bradley		Secretary	
Semisi Kailahi		Treasurer	
Anthony Bale		Acting Treasurer	
Leah Po-Ching		Parent Member	
Shane Penny		Parent Member	
Shelley Williams		Parent Member	
Sue Neal		Teacher Member	
Sara Scrutton		Teacher Member	
Brian Manning		Teacher Member	
Marcus Dixon		Principal	
Key Decisions & Achievements			
1. Commenced implementation of the Enrolment Management Plan (EMP)			
2. Commenced the implementation of COMPASS			
3. Allocation of funding for additional Special Education staff			
4. Formed the Diversity, Inclusion & Wellbeing (DIW) Committee			
5. Implemented parent consultation to inform stakeholders fo the DIW Committee's work for the board.			
6. Drafted Terms of Reference for the Fundraising Committee			
7. Received and considered a report form the 2021 School Captains about the implementation of the 'No Voice to Violence' Campaign.			
8. Progressed plans for the implementation of two specialist classrooms (awaiting Treasury approval),			
9. Avocated to the Northern Territory Government, through, NTCOGSO, submitting three motions to the NTCOGSO full council meeting related to the Middle School Funding formula, funding for students with additional needs and models that address school based violence.			
10. Commenced a review of interstate and local approaches for the use of mobile phones in school			
11. Conducted a DMS Policy Review			
12. Conducted a Governance Health Check			
Meetings			
During the year the DMS Board met on the following dates			
24 March 2021	19 May 2021	21 July 2021	13 October 2021
21 April 2021	23 June 2021	1 September 2021	24 November 2021
Events & activities hosted/attended by members of the DMS Board			
28 April 2021	NTCOGSO Governance Training		
9 June 2021	Parent consultation to inform about the work of the DIW Committee		
Gratitude of the DMS Board			
The DMS Board would like to express its gratitude to the following people and organisations for their assistance, advice or time provided to the Board.			
Person/Organisation		Service to the Board	
Chris Barret		Parent – for Board support	
Amir Heydarpour		Parent – for Board support	
Christine Dossantos		School Business Manager	
Brenda Elferink		Stand in Teacher Representative	



Noelene Armstrong, Board Chairperson

School Priority 2021

School Priority 1

Literacy – To improve students attaining a D grade, by at least one grade in *Writing*, by the end of 2021.

Numeracy – to improve students attaining a D grade, by at least one grade in *Number and Algebra* by the end of 2021

School priority 2

Differentiated Learning – Provide professional development that allows targeted and differentiated learning experiences that recognises that all students have different abilities

Identified signature strategies for 2021 school year

Signature Strategy 1: Recharge R1 - Triangulation of data

Action	Comments/Evidence	Achieved	Not Achieved
Teachers to use individual student data to inform learning needs.	Existing & new staff shown how to use e-dash data (A-E, ACER PAT Test & NAPLAN) to assist with planning (including for differentiation).	✓	
Provide opportunities for teaching teams to discuss individual student data to inform interventions & initiatives	Collaborative discussions at faculty level. Case management approach	✓ ✓	

Signature Strategy 2: Recharge R5 - Targeted and strategic differentiation

Action	Comments/Evidence	Achieved	Not Achieved
Train staff in Use of VIC. DoE High Impact Teaching Strategies (HITS) in classrooms.	Research Victorian HITS initiatives Mentor & coach teaching staff in HITS Model effective practices		✓ ✓ ✓
Provide professional development that focuses on 'targetted and strategic differentiation'.	Targetted professional growth plans Leadership development Establish a 2 nd learning support teacher position	✓ ✓ ✓	
Use a variety of pedagogical practices to	Year level coordinators to construct a new wholistic wellbeing program.	✓	

Action	Comments/Evidence	Achieved	Not Achieved
respond and celebrate differences in cultural knowledge and cater for individual differences	Expand Peer Mentoring Program, the Student Diversity Group & the Student Representative Council Introduce PIVOT to support the student 'voice'	√	√

Other Achievements

2021 was a year of finish projects started in 2020 and commencing the implementation of a number of others.

- ❖ Building 7, was converted to house the **Student Wellbeing & Support Centre**. It enabled the school in 2021 to house the inclusion team to deliver targeted intervention and assistance for student support.
- ❖ **COMPASS Education** – School Management System was introduced (Phase1) across the school and it enables the school to make more evidence based decisions to enhance student outcomes the overall school experience. It also allows parents and guardians to gain more detailed insights into their child's education with lesson plans and resources to be made available across the school in 2022.
- ❖ A program called **Turnitin** has been introduced to promote integrity, avoid plagiarism and to assist students to hand in their own original work. Turn it in is a text machine service.
- ❖ **Bottle filling drink stations** were installed around the school.
- ❖ \$20k for staff training (Certificate iv) enabling our Physical Education Team to teach students rock climbing skills on our very own **Rock Climbing Wall** in the school's Multi-Purpose Hall.
- ❖ Landscaping and completion of the school oval.

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
7	17	83.1%	307	92.6%	16	70.6%	248	89.0%
8	17	78.1%	277	91.0%	16	70.5%	296	88.2%
9	9	82.1%	281	90.0%	17	70.8%	280	86.4%
ALL	43	80.9%	865	91.5%	49	70.6%	823	87.8%



⁴ School Principal, Marcus Dixon and students in the school's Multi-Purpose Hall

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2021

NAPLAN results are to be published in the School Annual Report by as required by the Australian Education Act 2013, 77(2) (f):

READING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 7	550	477	96%
YEAR 9	587	515	94%
WRITING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 7	528	459	92%
YEAR 9	559	465	80%
SPELLING			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 7	561	488	98%
YEAR 9	590	522	94%
GRAMMAR AND PUNCTUATION			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 7	550	459	96%
YEAR 9	582	497	91%
NUMERACY			
Year level	Average score School	Average score NT	% of students at or above national minimum standard
YEAR 7	564	480	95%
YEAR 9	591	534	95%

Darwin Middle School

2021 NT School Survey - Parent National and Jurisdictional Questions Overview

The annual Parent/Carers Survey captures insights into student wellbeing, engagement, and learning from the perspective of parents and families with children enrolled at the school. The mandated survey contains National and Jurisdictional questions that assess eight key themes: **Wellbeing, Quality teaching & learning, Teacher-student relationships, Positive learning environment, Transitions & pathways, Shared vision & voice, School community engagement, and School satisfaction.**

This report provides the parents/carers' perception of these key areas for Northern Territory Government schools. Parents/carers are asked to rate the items on a five-point agreement scale, from strongly disagree to strongly agree. The report presents agreement percentages (%) to show the proportion of parents/carers who responded agree/strongly

		Respondents					
No. of responses:		Aboriginal	Non-Aboriginal	Early Years	Primary	Middle	Senior
2021	411	16	395	0	2	408	1
2020	386						
2019	111						

Highest scoring responses for 2021

My child has good friends that they care about.	97%
This school is well maintained.	95%
My child knows how to communicate safely and respectfully online.	93%

Lowest scoring responses for 2021

Student behaviour is well managed at this school.	83%
This school takes students' opinions seriously.	82%
I have opportunities to have a say in the direction of the school and its education programs.	82%

Change from previous year (2021 vs 2020)

Highest ranking items	% point change	2021 vs 2020	Lowest ranking items	% point change	2021 vs 2020
I have opportunities to have a say in the direction of the school and its education programs.	+20%	82% 62%	My child likes being at this school.	+4%	89% 85%
This school takes parents' opinions seriously.	+19%	84% 64%	This school is well maintained.	+2%	95% 93%
My school shares data to inform me about my child's learning in a way that I can understand.	+16%	85% 68%	My child knows how to communicate safely and respectfully online.	+2%	93% 91%

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

To protect confidentiality, surveys with three or fewer responses are suppressed. All raw results (including any school-specific additional questions) can be accessed by school principals via the School Survey online tool.

Darwin Middle School

2021 NT School Survey - Student

National and Jurisdictional Questions Overview

The annual Student Survey captures insights into student wellbeing, engagement, and learning from students' own perspective. The mandated survey contains national and jurisdictional questions that assess key themes: **Wellbeing**, **Teacher-student relationships**, **Quality teaching & learning**, **Positive learning environment**, **Transitions & pathways**, **Growth mindset & perseverance**, and **Shared vision & voice**.

This report provides students' perception of these key areas for Northern Territory Government schools. Students are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree. The report presents agreement percentages (%) to show the proportion of students who responded agree/strongly agree with each

	Responses (all years)	Response rate (Years 5-12 only)	Respondents			
			Aboriginal	Non-Aboriginal	Male	Female
2021	357	43%	16	341	118	181
2020	529	61%				
2019	424	51%				

Highest scoring responses for 2021			Lowest scoring responses for 2021		
My teachers expect me to do my best.	85%		I can talk to my teachers about my concerns.		31%
I know how to communicate safely and respectfully when I am online.	84%		My school takes students' opinions seriously.		31%
I have good friends that I care about.	83%		Student behaviour is well managed at this school.		23%

Change from previous year (2021 vs 2020)					
Highest ranking items:	% point change	2021 vs 2020	Lowest ranking items:	% point change	2021 vs 2020
I felt ready to start Primary/Middle/Senior School.	+23%	54% 31%	I feel safe at my school.	-13%	44% 58%
My school prepares me for my future.	+11%	50% 39%	My school looks for ways to improve.	-16%	57% 74%
My teachers make sure I understand the work I am asked to do.	+10%	53% 43%	My teacher understands how I learn.	-34%	32% 66%

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

To protect confidentiality, surveys with three or fewer responses are suppressed. All raw results (including any school-specific additional questions) can be accessed by school principals via the School Survey online tool.

Darwin Middle School

2021 NT School Survey - Staff

National and Jurisdictional Questions Overview

The annual Staff Survey captures insights into wellbeing, engagement, and school services from school staffs' perspective (teaching and non-teaching). The mandated survey contains national and jurisdictional questions that assess nine key themes: **Wellbeing, Teacher-student relationships, Quality teaching & learning, Positive learning environment, Transitions & pathways, Shared vision & values, School community engagement, Professional development, and School satisfaction.**

This report provides school staffs' perception of these key areas for Northern Territory Government schools. School staff are asked to rate each question on a five-point agreement scale, from strongly disagree to strongly agree. The report presents positive response rates (%) to show the proportion of staff who responded agree/strongly agree with each statement.

	No. of responses	Response rate	Respondents				
			Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
2021	60	77%	1	59	32	5	2
2020	62	89%					
2019	44	71%					

Highest scoring responses for 2021

My school is well maintained.	100%
I feel safe at this school.	98%
Students know where to get help at school if they need it.	97%

Lowest scoring responses for 2021

My school provides me with opportunities to develop my leadership capacity.	75%
I have a performance development plan that is supported by the school.	71%
School's leadership understands how to build expertise in this school.	71%

Change from previous year (2021 vs 2020)

Highest ranking items:	% point change	2021 vs 2020	Lowest ranking items:	% point change	2021 vs 2020
I have access to appropriate professional development to develop the knowledge and skills to effectively teach my students.	+10%	95% 85%	Our school has a clear vision and direction for school improvement.	-9%	82% 90%
My school provides me with opportunities to develop my leadership capacity.	+8%	75% 67%	I have a performance development plan that is supported by the school.	-14%	71% 85%
Students are taught how to communicate safely and respectfully online.	+8%	87% 79%	This school cares about my wellbeing.	-15%	78% 94%

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

Darwin Middle School Council Incorporated

ABN: 59 356 406 435

Special Purpose Financial Report

For the Year Ended 31 December 2021

ALICE SPRINGS - DARWIN

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Liability limited by a scheme
approved under Professional
Standards Legislation.

Darwin Middle School Council Incorporated

ABN: 59 356 406 435

Special Purpose Financial Report

For the Year Ended 31 December 2021

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COUNCIL DECLARATION


Darwin Middle School Council Incorporated

For the Year Ended 31 December 2021

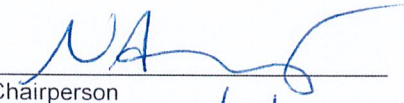
The Darwin Middle School Council has determined that the School Council is not a reporting entity and that this Special Purpose Financial Report should be prepared in accordance with the accounting policies outlined in the Notes to the Financial Statements.

In the opinion of the Darwin Middle School Council the Financial Statements as set out on the following pages:

1. Presents fairly the financial position of Darwin Middle School Council Incorporated as at 31 December 2021 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 Darwin Middle School Council Incorporated will be able to pay its debts as and when they fall due.


Principal

Dated: 15/2/2022


Chairperson

Dated: 15/2/2022

INDEPENDENT AUDITOR'S REPORT

Darwin Middle School Council Incorporated

For the Year Ended 31 December 2021

Independent Auditor's Report to the members of Darwin Middle School Council Incorporated

Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Darwin Middle School Council Incorporated (the 'Council') which comprises the Statement of Profit or Loss and Other Comprehensive Income for the year then ended, Statement of Financial Position as at 31 December 2021, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of our report, the accompanying financial report of the Council presents fairly, in all material respects, the financial position of the Council as at 31 December 2021 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

Basis for Qualified Opinion

1. Grant income, interest and other income are significant sources of revenue for the School. The School Council has determined that, with the exception of grant income, it is impracticable to establish controls over the collection of revenue prior to its recording in the accounting system. Accordingly, as the evidence available to us regarding other income was limited, our audit procedures with respect to such income had to be restricted to the amounts recorded in the financial records. We are therefore unable to express an opinion on the completeness of other income in the financial statements.

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

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

Emphasis of Matter - Basis of Accounting

We draw attention to the Notes to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Council to meet the requirements of the *Northern Territory of Australia Education Act* and associated Regulations. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

INDEPENDENT AUDITOR'S REPORT

Darwin Middle School Council Incorporated

For the Year Ended 31 December 2021

Responsibilities of Management for the Financial Report

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

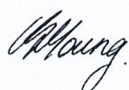
In preparing the financial report, management is responsible for assessing the Council's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Council or to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

Auditor's responsibilities for the audit of the financial report

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

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

Auditor's signature:



Claire Young, CPA
Director, ClarityNT
1/70 Elder Street, Alice Springs
NT 0870

Dated: 16 / 02 / 2022

STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME

Darwin Middle School Council Incorporated

For the Year Ended 31 December 2021

Income	2021	2020
Commonwealth Grants - Direct to School	\$ 28,500.00	\$ 28,500.00
Other Grants from DOE	\$ 1,464,260.74	\$ 1,688,340.44
Other Grants from NTG	\$ 110,300.69	\$ 44,766.96
Grants from External Third Parties	\$ 6,536.30	\$ 6,248.51
School Council Projects	\$ 535,829.21	\$ 559,207.73
Student Activities	\$ 59,732.08	\$ 88,220.78
Interest Received	\$ 993.70	\$ 1,009.85
Receipts/Reimbursements from Other Government Schools	\$ 227.27	\$ 1,708.91
Other Income	\$ 594.00	(\$ 14,295.00)
Total Income	\$ 2,206,973.99	\$ 2,403,708.18
Expenses		
Salaries and Related Expenditure	\$ 394,087.94	\$ 349,409.06
Superannuation Expenses	\$ 37,806.00	\$ 32,513.49
School General Expenses	\$ 238,560.51	\$ 244,254.26
Administrative Expenses	\$ 18,901.81	\$ 27,896.38
Motor Vehicle Expenses	\$ 8,474.22	\$ 11,548.46
Student Activities	\$ 62,170.04	\$ 112,171.08
Student Information and Technology	\$ 98,390.38	\$ 57,085.85
Admin IT and Communication	\$ 96,067.35	\$ 63,373.22
Curriculum	\$ 129,310.58	\$ 142,473.33
School Non-Core Activities	\$ 98,233.86	\$ 113,145.24
Payments to Other Government Schools	\$ -	\$ 5,000.00
Urgent Minor Repairs	\$ 90,928.12	\$ 44,685.73
Non Urgent Minor Repairs	\$ 16,474.00	\$ 16,474.00
Depreciation and Amortisation	\$ 59,494.16	\$ 43,708.60
Essential Services	\$ 180,156.64	\$ 223,605.95
Cleaning	\$ 208,388.77	\$ 221,530.02
Grounds	\$ 20,697.76	\$ 22,634.73
Property Management Other	\$ 54,854.88	\$ 445,305.54
Total Expenses	\$ 1,812,997.02	\$ 2,176,814.94
Net Profit / (Loss)	\$ 393,976.97	\$ 226,893.24

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

STATEMENT OF FINANCIAL POSITION

Darwin Middle School Council Incorporated

As At 31 December 2021

ASSETS	2021	2020
Current Assets		
Cash At bank	\$ 26,574.89	\$ 1,628.18
Cash On Hand	\$ 250.00	\$ 250.00
On Call/Short Term Deposits	\$ 1,411,269.55	\$ 1,001,603.90
Prepayments	\$ 320.65	\$ 395.06
Inventories	\$ 61,003.53	\$ 60,365.24
Total Current Assets	\$ 1,499,418.62	\$ 1,064,242.38
Non Current Assets		
Plant and Equipment	\$ 168,365.62	\$ 227,859.78
Total Non Current Assets	\$ 168,365.62	\$ 227,859.78
Total Assets	\$ 1,667,784.24	\$ 1,292,102.16
LIABILITIES		
Current Liabilities		
Deposits Held -3rd Parties	\$ 2,061.71	\$ 1,654.15
Trade Creditors	(\$ 11,611.00)	\$ 53,750.93
Other Creditors	\$ 99.00	\$ -
GST Liabilities	\$ -	(\$ 5,272.41)
Other Accrd Expenses (Gds &S)	\$ 32,465.76	\$ 12,002.08
Employee Entitlements<12M	\$ 17,205.98	\$ 11,357.00
Unacquitted Grants Liability	\$ 42,295.00	\$ 27,319.59
Total Current Liabilities	\$ 82,516.45	\$ 100,811.34
Non Current Liabilities		
Total Liabilities	\$ 82,516.45	\$ 100,811.34
Net Assets	\$ 1,585,267.79	\$ 1,191,290.82
EQUITY		
Accumulated Funds	\$ 1,585,267.79	\$ 1,191,290.82
Total Equity	\$ 1,585,267.79	\$ 1,191,290.82

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

NOTES OF THE FINANCIAL STATEMENTS

Darwin Middle School Council Incorporated

For the Year Ended 31 December 2021

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting

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

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

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

(a). Inventories

Inventory is carried at cost value.

(b). Property, Plant & Equipment

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

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

(c). Tax

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

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

NOTES OF THE FINANCIAL STATEMENTS

Darwin Middle School Council Incorporated

For the Year Ended 31 December 2021

(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 council obtains control over the assets comprising the contributions. Control over granted assets is normally obtained upon their receipt.

In 2020, the Council has changed its accounting policy in relation to grant revenue recognition. Accordingly, revenue from grants will be recognised when any associated performance obligation to provide goods or services are incurred, and not immediately upon receipt as previously recognised. Consequently, a liability is recognised in the balance sheet for any unexpended grants at the end of the financial reporting period.

(e). Employee Entitlements

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

The Council does employ staff directly, which is generally for positions such as tutors and relief teachers. Current Council staff members are all employed on a casual basis under an applicable award and therefore no annual leave provision has been recognised.

A Long Service Leave provision is recognised for any School Council employees that have been employed at the School on a continuous basis for at least 10 years. The first year of effect of the recognition for Long Service Leave at 10 years is for the year ended 31 December 2020.

(f) Going Concern Assumption

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

(g) Subsequent Events

There are no subsequent events post balance sheet date.