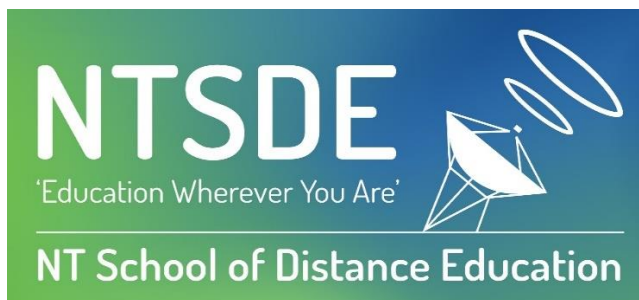


# Northern Territory School of Distance Education

## Annual Performance Report to the School Community

2016



A handwritten signature in black ink, appearing to read 'Tiani Cook', is positioned above a horizontal line.

Tiani Cook  
NTSDE Chairperson 2016

## School Overview

### Our School

The Northern Territory School of Distance Education, (NTSDE) was originally opened as the NT Secondary Correspondence School in 1980. In January 1998, our name was changed to The Northern Territory Open Education Centre (NTSDE). Until 2008 NTSDE provided secondary education programs for Years 8 to 12 by distance mode. In 2008 NTSDE became a senior years school (years 10, 11 and 12), providing courses and educational services for students and teachers engaged in the Senior Years of schooling. It serves students across the Northern Territory is located within Schools North Directorate and is part of the Darwin City School Cluster. In 2016 a new purpose build facility was opened at Bullocky Point and the school was re named The Northern Territory School of Distance Education.

Enrolled students are: isolated due to geographic, social or medical circumstances; second chance and mature age learners, including military personnel; local students under special provision; and dual enrolments from schools where students need extended curriculum choices. On average 47% of NTSDE subject enrolments in 2016 were Indigenous students many of whom are dual enrolled in regional schools, remote community schools or homeland centres.

Through our School Vision NTSDE strives to provide equitable educational opportunity through the delivery of high quality, innovative and flexible distance education programs to support, inspire and empower our students to achieve their educational goals, aspirations and full potential as global citizens Our school values include respect, professionalism, inclusivity and innovation.

### Our Staff

In 2016 a major staffing restructure occurred that resulted in a reduction in number of Senior Teacher, Classroom Teacher and Admin positions at the school. The table below summarises these changes

Positions	2015	2016
Principal	1	1
Assistant Principals	2	2
Senior Teachers	7	5
Classroom teachers	28 (24 fulltime and 4 part-time)	21 (17 fulltime and 4 part-time)
Admin Staff	11	7

In 2016 NTSDE had one Indigenous staff member.

## **Our Students**

Students in years 10 and 11 enrol on a continuous basis, commencing at any point in the year. Enrolment at year 12 is less flexible. In 2016 total student enrolments peaked at 439 in September. This number was similar to 2016 and is attributed to the changes to remote school operations as a result of the commencement of the implementation of the Indigenous Education Review Recommendations.

## **Our Community**

Our school community includes students, families, staff and our School Council. It also extends to teachers and students from urban, regional and remote community schools throughout the NT, who are dual-enrolled with us. We work closely with the Schools of the Air in Katherine and Alice Springs to support students who transition from their Middle Years program to our school. We also work closely with Employment Pathways, and School Support Services including the Senior Years Curriculum Team, to ensure an alignment of policy and provide a range of pathways, programs and services for Senior Years students and teachers in schools, especially regional and remote schools. Our Executive and Student Coordinator Teams liaise with teachers, principals and Regional Directors in remote community schools and regions to ensure students' needs are met.

## Principal's Report

2016 was very busy and rewarding year for NTSDE. The finalisation of, construction and subsequent opening of the new building at Bullocky Point Education Precinct with our new name in August last year was indeed a momentous occasion for our school community. This was the culmination of years of lobbying, planning and designing. The end result has seen the new state of the art facility meet the needs of our current students and provides opportunities for our growth into the future. I would like to formally acknowledge and thank Darwin High School and Darwin Middle School communities for the warm welcome to the Bullocky Point Education Precinct site and look forward to developing our relationships with both schools in 2017.

NTCET results for 2016 were excellent with 38 NTSDE students graduating with an NTCET, including 22 students from remote communities. We were once again well represented at the NT Board of Studies Award for 2017. Shannon Fuller received the Chief Minister's Award - Most Outstanding Stage 2 NTCET Distance Education Student. Bonnie Hunt received the Australian Council for Health, Physical Education and Recreation (NT) Health Education Award and Trish Tipiloura (Xavier Catholic College) received the Karmi Sceney Indigenous Remote Excellence and Leadership Award.

Throughout 2016 our teachers attended a range of curriculum workshops to ensure they have good understanding of the content, assessment and performance standards of the Australian Curriculum and for all NTCET subjects. 2016 saw staff continuing to work on realigning our courses to the new Australian Curriculum in the areas of English, Mathematics, Science and some of the Humanities subjects. I would like to acknowledge and thank the teachers for their hard work and dedication to ensuring we are ready to deliver these new courses in line with Departmental requirements.

As part of NTSDE's continuous improvement processes, staff continued with the implementation of our 2015-2018 Strategic Improvement Plan. Key focus areas for 2016 were:

- a) The implementation of a whole of school collaborative professional learning framework to enhance the delivery of learning within a distance education context and improve learning outcomes across our diverse learners
- b) Increasing the use of VL learning intentions within all NTSDE Courses
- c) Increasing the use of student participation and assessment progress within all NTSDE online courses.

Staff have worked hard to progress this work and the outcome will see improvements in how we actively engage and deliver education programs to our students.

During 2016 as part of the alignment of NTSDE to a needs based funding model the school underwent a formal staffing review with the final result being a significant reduction in the number of staff at NTSDE. I would sincerely like to acknowledge the contributions of the following staff who as a result of this process no longer working at NTSDE: Brian Grono, Andrew Hodges, Marie-Louise Cosentino, and Gwen Deacon. Ardarsh Charan, Dimple Kapadia, Cate Moran, Melanie Bennett, Kaitlyn Th1er, and Mikayla Chin. All of these people

**Northern Territory School of Distance Education  
Annual Performance Report to the School Community  
2016**

*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

made significant contributions to our school community, many over a long period of time. We wish them well with their new roles at other schools and DOE work locations.

Overall the achievements of our students in 2016 were tremendous and staff need to be congratulated on their efforts.

## Teaching and Learning

NTSDE achieved very strong outcomes in student learning in 2016, maintaining our NTCET completion rate. From 38 potential students, 100% completed their NTCET in 2016.

In Stage 2 subjects, 26 students achieved a total of 38 A grades across 16 subjects, 60.53% of students studied VET as part of their NTCET. This is significantly higher than the NT mean of 39.90%.

In Stage One, of the 511 subjects studied in 2016, 81% achieved a C grade or higher. In Stage Two, of the 227 subjects studied in 2016, 96.6% achieved a C- grade or higher.

**Table 1 NT School of Distance Education Achievements**

Year	2011	2012	2013	2014	2015	2016
NTCET Completion Rate	82%	97%	100%	100%	100%	100%
No. of NTCET Completers	32	38	39	39	25	38
No. of Indigenous Completers	9	17	24	12	11	22
No. of Students Top 20	0	0	0	0	0	0
Merit Awards	1	1	1	1	2	0

**Table 2 VET Qualification Achievements in 2016**

Qualification	No of completers
Certificate 111 in Agriculture – AHC30110	1
Certificate 111 in Business – BSB30107	1
Certificate IV in Racing (Jockey) – RGR40202	1

**Table 3 Senior Secondary Outcomes**

Students completed NTCET and needed VET	57.89%
Students completed NTCET and studied VET	60.53%

**Table 4 Student Destination Data**

Student Destinations	University	VET	Apprenticeship/ Traineeship	Employment	Other
Year 10	Nil	Nil	Nil	Nil	*9
Year 11	Nil	Nil	Nil	Nil	*3
Year 12	9	0	4	24	*1

\*9 – Year 10 - 3 Moved to Interstate Schools; 5 Moved to other NT Senior Schools + 1 Unknown.

\*3 – Year 11 – 1 Moved to other NT Senior Schools + 2 Unknown as families were Overseas.

\*1 – Continued studies with NTSDE in order to upgrade NT CET results to gain an ATAR.

## Student Enrolment, Attendance and Learning

In 2016 total student enrolments ranged between 269 and 439, with an average total enrolment figure of 387. Indigenous students represented 47% of average student enrolments with Indigenous enrolments ranging between 116 and 211 with an average enrolment figure of 186.

Attendance rates for both Indigenous and total student enrolments are recorded as 100% and reflect the unique position of NTSDE as a distant education school. In 2016 there was an increase in subject enrolments across both indigenous and non-indigenous enrolments which is the first time this has occurred since 2014. This is a pleasing and it is anticipated that indigenous enrolment will continue to grow in 2017.

### Enrolment and attendance Summary All

	2014			2015			2016		
	Active	At Risk	Att %	Active	At Risk	Att %	Active	At Risk	Att %
Feb (1)	510	0	100.0%	329	0	100.0%	269	0	100.0%
Mar (2)	562	0	100.0%	382	0	100.0%	349	0	100.0%
May (3)	543	0	100.0%	393	0	100.0%	372	0	100.0%
Jun (4)	549	0	100.0%	419	0	100.0%	385	0	100.0%
Aug (5)	611	0	100.0%	456	0	100.0%	437	0	100.0%
Sep (6)	600	0	100.0%	428	0	100.0%	439	0	100.0%
Oct (7)	561	0	100.0%	379	0	100.0%	423	0	100.0%
Nov (8)	567	0	100.0%	362	0	100.0%	429	0	100.0%
Average:	563	0	100.0%	393	0	100.0%	387	0	100.0%

**Northern Territory School of Distance Education  
Annual Performance Report to the School Community  
2016**

*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

**Enrolment and attendance Summary Indigenous**

	2014			2015			2016		
	Active	At Risk	Att %	Active	At Risk	Att %	Active	At Risk	Att %
<b>Feb (1)</b>	230	0	100.0%	145	0	100.0%	116	0	100.0%
<b>Mar (2)</b>	230	0	100.0%	163	0	100.0%	169	0	100.0%
<b>May (3)</b>	231	0	100.0%	177	0	100.0%	184	0	100.0%
<b>Jun (4)</b>	238	0	100.0%	195	0	100.0%	185	0	100.0%
<b>Aug (5)</b>	258	0	100.0%	207	0	100.0%	211	0	100.0%
<b>Sep (6)</b>	251	0	100.0%	198	0	100.0%	210	0	100.0%
<b>Oct (7)</b>	231	0	100.0%	175	0	100.0%	207	0	100.0%
<b>Nov (8)</b>	237	0	100.0%	162	0	100.0%	211	0	100.0%
<b>Average:</b>	<b>238</b>	<b>0</b>	<b>100.0%</b>	<b>178</b>	<b>0</b>	<b>100.0%</b>	<b>162</b>	<b>0</b>	<b>100.0%</b>

## **Goal 2 – Every student a successful learner**

In 2016 NTSDE focussed on improving the quality of our online courses (including assessment tasks) to assist in increasing the number of students to successfully complete subjects. This priority was addressed through the development and implementation of standardised Moodle course development template for use across all subjects. Online and hard copy materials were also updated to ensure formative and summative assessment tasks were well developed, dynamic and explicitly linked to Assessment Domain Criteria and Performance Standards. The impact of this action ensures that the students experience is similar across all online courses. A further impact has seen the development of comprehensive faculty course review plans. In 2017 our focus will be on ensuring courses delivered to EALD students contain explicit EALD pedagogy.

## **Goal 3 – Quality leaders, quality educators**

NTSDE's priority for improvement under this goal was to increase the incorporation of NTSDE Visible Learning priorities within all online courses. In order to achieve this goal an audit was undertaken of all courses to evaluate which course materials currently included Learning Intentions and Success Criteria. A timeline and implementation plan was then developed and a standardised template (developed by teachers) to incorporate each of these concepts into the online courses was adopted. At the end of Semester 1 2016, 43% of courses contained this information. At the end of Semester 2, 82% of courses had been upgraded. The remaining courses will be upgraded early in 2017. In 2017 a student survey will be conducted to elicit feedback from students as to the clarity of these two Visible Learning strategies within the courses. The survey will also seek to acquire feedback on the impact their inclusion has had on the ease with which students move between courses and the impact this has had on their overall learning experiences at NTSDE.

## **Goal 4 – Coherent and capable organisation**

A key goal for NTSDE in 2016 was to commence the implementation of the 2015 Distance Education Audit recommendations with regard to developing a Global School Budget Model to meet the needs of NTSDE staffing and operational requirements. As a first step to achieving this NTSDE evaluated its current subject offerings with a particular focus on recent subject trends from students and partner schools. Concurrent to this a review of the ratio of teaching staff numbers against that of student subject enrolments was also undertaken. A new staffing structure for the school was subsequently developed and a full change management process was undertaken. The overall impact of this process is that NTSDE staffing levels are now more aligned to both demand in terms of subjects being delivered and teacher workloads. In 2017 further work will be undertaken to establish a policy framework for teacher loads at NTSDE. This work will be undertaken collaboratively with the DOE, staff and key Industrial organisations.



## **Goal 5 – Working together**

NTSDE identified the need to improve its support methods for our partner schools in regional/remote locations as a key priority for improvement in 2016. In order to ascertain where to focus our support a visitation schedule to remote schools by the NTSDE Principal and Student Coordinator was developed in conjunction with the DOE Employment Pathways Division and the Senior Years Team. These visits were undertaken across terms three and four. The visits included existing partner schools and feedback was sought on current delivery methods (with a specific focus in what is working well and where could things be improved), and future partner school needs with regard to curriculum offerings. Visits were also conducted to a number of schools not currently utilising NTSDE services to commence discussions on future enrolment opportunities with NTSDE. The result of these visits has had a direct impact on enrolments in both school categories with early enrolment data (end of week 8 Term 1 2017) showing a 18% increase in NTSDE school student's enrolments from these schools when compared with that of the same time in 2016. In 2017 it is planned to continue the visits to these schools and twice yearly visits are currently under consideration.

## School Survey Results

The 2016 School Perception Survey results were most pleasing. Dependent student parents, dependent and independent students and all NTSDE staff were all invited to participate in the survey. On a rating scale out of 5 the satisfaction rating for parents was 4.1, for students 3.91 and for staff it was 4.2. While parent participation numbers remained similar to that of 2015, we had almost double the number of students complete the survey in 2016 which was very pleasing. The reduction in the total number of staff undertaking the 2016 survey is likely the result of our internal staffing restructure that saw an overall reduction in the total number of people on staff during 2016. In 2017 additional survey questions will be developed to seek responses from students re their satisfaction with both weekly lesson delivery and online course materials. Below is a table comparing the results for 2016 with that of 2015.

### NTSDE School Survey Comparison of Data

	2016		2015	
	Number	Average	Number	Average
<b>Students</b>	<b>24</b>	<b>3.9</b>	<b>14</b>	<b>4.2</b>
<b>Parents</b>	<b>12</b>	<b>4.1</b>	<b>13</b>	<b>4.4</b>
<b>Teachers</b>	<b>24</b>	<b>4.2</b>	<b>30</b>	<b>4.1</b>

# Audited Financial Statements

**NORTHERN TERRITORY SCHOOL OF DISTANT EDUCATION  
INCORPORATED  
ANNUAL FINANCIAL STATEMENTS  
for the year ending 31 December 2016**

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

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PO Box 475 Mudgeeraba QLD 4213  
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**Northern Territory School of Distance Education  
Annual Performance Report to the School Community  
2016**

*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

**NORTHERN TERRITORY SCHOOL OF DISTANT EDUCATION  
INCORPORATED  
FINANCIAL REPORT  
YEAR ENDED 31<sup>st</sup> December 2016**

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**Northern Territory School of Distance Education  
Annual Performance Report to the School Community  
2016**

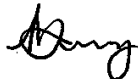
*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

**NORTHERN TERRITORY SCHOOL OF DISTANT EDUCATION  
INCORPORATED**

**FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2016**

As Chairperson of the Northern Territory School of Distant Education 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 2016.

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

  
Chairperson

Dated: 3/2/17

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

Northern Territory School of Distance Education  
Annual Performance Report to the School Community

2016

(Aligned to the Department of Education Strategic Plan 2016 – 2018)

**SUSANNE LEE & ASSOCIATES PTY LTD**

CERTIFIED PRACTISING ACCOUNTANTS

**INDEPENDENT AUDIT REPORT**

***To the members of Northern Territory School of Distant Education Incorporated***

We have audited the accompanying financial report of Northern Territory School of Distant Education Incorporated, which comprises the Statement of Financial Position as 31/12/2016 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 Northern Territory School of Distant Education 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.

***Opinion***

In our opinion, the financial report of Northern Territory School of Distant Education Incorporated presents fairly, in all material respects the Northern Territory School of Distant Education Incorporated financial position as at 31 December 2016 and of its financial performance for the year then ended in accordance with Australian Accounting Standards and the Education Act.



Susanne Lee FCPA  
Director  
20 February 2017

**Northern Territory School of Distance Education  
Annual Performance Report to the School Community  
2016**

*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

**Northern Territory School of Distant Education Incorporated  
Statement of Financial Position  
December 2016**

	This Year	Last Year
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Cash at Bank</b>		
Westpac Cheque Account	\$17,238.39	\$48,538.10
Westpac Business Cash Reserve	\$639,627.09	\$1,059,865.52
Deposit Bearing Interest	\$14,068.97	\$17,855.12
<b>Total Cash at Bank</b>	<b>\$670,934.45</b>	<b>\$1,126,258.74</b>
<b>Cash on Hand</b>		
Petty Cash Float	\$400.00	\$400.00
<b>On-Call or Short Term Deposits</b>		
2016 Term Deposit	\$0.00	\$500,000.00
<b>Trade Debtors</b>		
Trade Debtors	\$39,017.28	\$0.00
<b>Prepayments</b>		
Prepaid Expenses	\$710,351.73	\$509.38
<b>Inventories</b>		
Stock on Hand	\$0.00	\$2,520.00
<b>Total Current Assets</b>	<b>\$710,351.73</b>	<b>\$1,629,688.12</b>
<b>Total Non-Current Assets</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total ASSETS</b>	<b>\$710,351.73</b>	<b>\$1,629,688.12</b>
<b>LIABILITES</b>		
<b>Current Liabilities</b>		
<b>Deposits Held - 3rd Parties</b>		
Resource/Calculator Deposit	\$8,280.00	\$66,817.27
SRC Float	\$138.57	\$138.57
Staff Social Club General	\$160.00	\$205.16
Cambodia Trip	\$7,740.69	\$7,325.34
CDU Aspire	\$5,690.68	\$8,800.00
NTPA	\$10,605.45	\$0.00
<b>Total Deposits Held - 3rd Parties</b>	<b>\$32,595.39</b>	<b>\$83,286.34</b>
<b>Trade Creditors</b>		
Trade Creditors	-\$15,794.98	\$9,955.80
<b>GST Liabilities</b>		
Net GST Liabilities	-\$120.71	-\$993.68
<b>Other Accrued Expenses</b>		
Accrued Expenses	\$7,837.96	\$5,625.97
<b>Other Provisions&lt;12m</b>		
Unexpended Capital Grant	\$0.00	\$500,000.00
<b>Total Current Liabilities</b>	<b>\$24,517.66</b>	<b>\$597,874.43</b>
<b>Non-Current Liabilities</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total LIABILITES</b>	<b>\$24,517.66</b>	<b>\$597,874.43</b>
<b>Net ASSETS</b>	<b>\$685,834.07</b>	<b>\$1,031,813.69</b>
<b>EQUITY</b>		
Accumulated Funds	\$1,031,813.69	\$841,426.94
Surplus/Deficit Current Year	-\$345,979.62	\$190,386.75
<b>Total EQUITY</b>	<b>\$685,834.07</b>	<b>\$1,031,813.69</b>

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

**Northern Territory School of Distance Education  
Annual Performance Report to the School Community  
2016**

*(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

**Northern Territory School of Distant Education Incorporated  
Income Statement  
January-December 2016**

	This Year	Last Year
<b>INCOME</b>		
<b>Grants and Subsidies</b>		
Commonwealth Grants Direct to Schools	\$27,795.91	\$58,084.27
Other Grants from DoE	\$567,936.00	\$705,920.84
Grants from External Third parties	\$5,000.00	\$10,328.05
<b>Total Grants and Subsidies</b>	<b>\$600,731.91</b>	<b>\$774,333.16</b>
<b>Sale of Goods &amp; Services</b>		
School Council Projects	\$64,701.23	\$12,514.77
Student Activities	\$27,363.01	\$99,520.30
<b>Total Sale Of Goods &amp; Services</b>	<b>\$92,064.24</b>	<b>\$112,035.07</b>
<b>Interest Received</b>		
Interest Received	\$20,566.31	\$34,352.16
<b>Miscellaneous Income</b>		
Receipts/Reimbursements - Other Govt Schools	\$21,860.00	\$24,653.64
<b>Total INCOME</b>	<b>\$735,222.46</b>	<b>\$945,374.03</b>
<b>EXPENSES</b>		
<b>Employee Expenses</b>		
Salaries & Related Expenses	\$89,689.02	\$73,430.32
Superannuation	\$8,424.69	\$6,879.40
<b>Total Employee Expenses</b>	<b>\$98,113.71</b>	<b>\$80,309.72</b>
<b>Purchase of Goods &amp; Services</b>		
School General Expenditure	\$130,926.76	\$130,602.16
Administrative Expenses	\$267,207.84	\$27,754.52
Motor Vehicle Expenses	\$177.51	\$2,207.14
Student Activities	\$132,069.40	\$137,239.70
Student Information Technology	\$18,324.66	\$33,741.69
Admin IT & Communication	\$251,304.32	\$206,072.70
Curriculum	\$15,504.33	\$16,551.51
School Non-Core Activities	\$5,770.59	\$3,196.72
Payments to Other Government schools	\$170.00	\$0.00
<b>Total Purchase of Goods &amp; Services</b>	<b>\$821,455.41</b>	<b>\$557,366.14</b>
<b>Repairs &amp; Maintenance</b>		
Urgent Minor Repairs	\$495.04	\$0.00
<b>Property Management</b>		
Essential Services	\$110,516.21	\$71,404.73
Cleaning	\$40,701.71	\$42,727.19
Property Management - Other	\$3,860.00	\$3,179.50
<b>Total Property Management</b>	<b>\$155,077.92</b>	<b>\$117,311.42</b>
<b>Total EXPENSES</b>	<b>\$1,075,142.08</b>	<b>\$754,987.28</b>
<b>Operating PROFIT</b>	<b>(\$339,919.62)</b>	<b>\$190,386.75</b>
<b>Other Income</b>		
Capital Grant	\$500,000.00	\$0.00
Capital Grant Unexpended Transfer to Liability	(\$6,060.00)	\$0.00
<b>Total OTHER INCOME</b>	<b>\$493,940.00</b>	<b>\$0.00</b>
<b>Other Expenses</b>		
Capital Grant Expenses	\$500,000.00	\$0.00
<b>Net SURPLUS/(DEFICIT)</b>	<b>(\$345,979.62)</b>	<b>\$190,386.75</b>

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



**NORTHERN TERRITORY SCHOOL OF DISTANT EDUCATION  
INCORPORATED**  
**NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS**  
**for the year ended 31<sup>st</sup> December 2016**

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

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

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

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

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

**(b) Revenue recognition**

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

**(c) Income Tax**

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

**(d) Capital expenditure**

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

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

**(e) Depreciation**

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

**(f) Receivables**

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

**(g) Inventories**

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

**(h) Employee Entitlements**

The School employs staff on casual, award and/or contract arrangements but has not 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.