

2017 Annual School Report

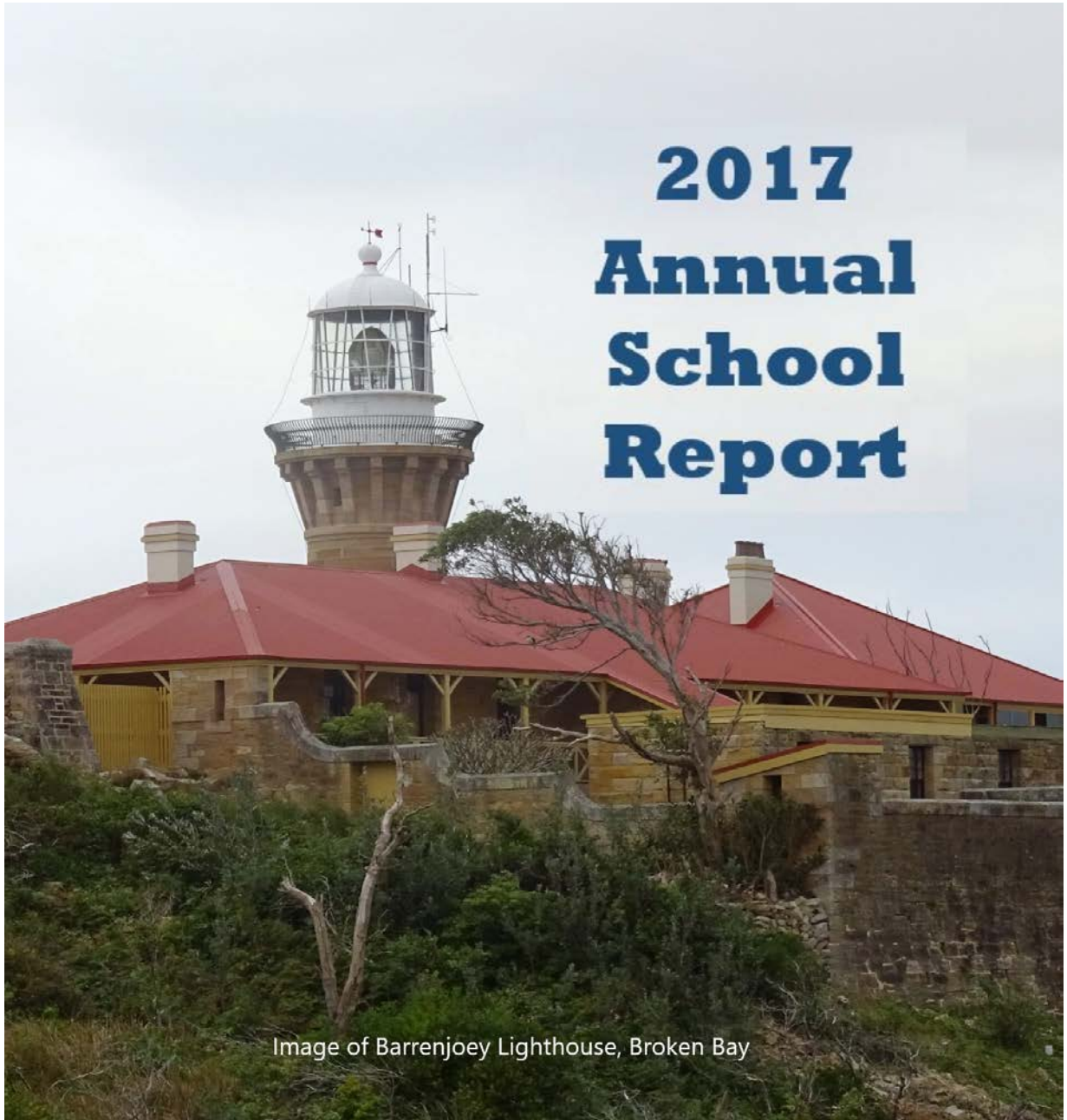


Image of Barrenjoey Lighthouse, Broken Bay



St Cecilia's Catholic Primary School, Balgowlah

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ABOUT THIS REPORT

St Cecilia's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2017 has been another year of 'firsts' at St Cecilia's. We introduced a new flexible learning environment to the Year 4 cohort; coding was introduced from Kindergarten to Year 6 and the parent body challenged the Australian Government's response to Gonski 2. Some of these firsts proved to be challenges whilst others were exciting changes. As a community we modelled to students what it is to be challenged, to be problem solvers, to be collaborative and to be resilient.

Our focus in 2017 has been to create a 'culture of thinking' in our classrooms. Students have learnt to clarify and justify their thinking using various routines. Teachers have modelled best practice to their peers through co-teaching opportunities and engaging in lesson inquiry where they studied a planned lesson and its effectiveness in engaging and challenging student learning. NAPLAN and other academic results have remained strong. This data and the analysis of other relevant academic data shows that the School's academic program is making a difference to student learning outcomes. We are proud of the children, their focused learning ability and the ability of the staff across the School to raise expectations.

Parent Body Message

This year has been challenging in terms of managing quite complex change affecting our diocesan schools and articulating with clarity the true value of the wonderful education and spiritual journey that St Cecilia's instil in our children's schooling. It is fair to say that in 2017 the Parent Network and the School Advisory Committee went from strength to strength. Particular highlights for the year have been:

- enabling better linkages between the work of the School Advisory Committee and the Parent Network Team
- our annual gala dinner which was a huge success - the best year both in the numbers of parents who attended to support as well as the total of money raised
- the funds raised this year, which have already gone towards delivering coding lessons to all children, as well as the refresh of much of the audio visual equipment in classrooms, google chrome books, new readers and the refurbishment of the Kindergarten and Year 1 classrooms,
- using the money raised in 2016 to refurbish the old parish offices to enable an enhanced flexible learning environment and 'learning street', and to purchase new fans for our hall ensuring that we no longer swelter in these spaces on hot days.

Student Body Message

This year we felt privileged to be elected the first male school captains of St Cecilia's Catholic School. This leadership opportunity has enabled us to develop collaborative, problem solving and public speaking skills, which are valuable lifelong skills. In our role we have represented our School at special events such as the 2017 ANZAC Day Centenary Commemoration in Manly and the Diocese of Broken Bay Leadership Day with Bishop Peter. We have welcomed and thanked visitors to our school, including Dave Ella (Diocesan Aboriginal Education Officer), Bishop Vincent (Bishop of Parramatta) and Tom Miles (from Manly 'Meals on Wheels').

We feel great pride in representing our School and are grateful for the many opportunities to lead and learn from these experiences. We used to think leadership was standing in front of a crowd and inspiring or informing them, but now we know it's about being a positive role model and living out the School's core values. It's about putting others before ourselves and persisting when life is challenging. When we leave St Cecilia's, we are going to use what we've learnt to get involved at our new school and try to make a difference.

Parish Priest's Message

If there was one event this year that sums up the relationship between St. Cecilia's School and the Parish it would have to be the windy day when we got together to make a video to be shown at the September fund-raising dinner. The enthusiasm and laughter that accompanied our 'goofing around' was absolutely infectious. The greeting we all got (the staff and myself) as we passed through the line of students was no different from the welcome I feel whenever I walk through the school gates or preside at a school Mass or liturgy.

The nurturing of the spiritual lives of children is the great privilege we have as a parish and a school when we share with them what it means to belong to the community of Christ's disciples. St. Augustine discovered for himself that: *"To fall in love with God is the greatest romance; to seek him the greatest adventure; to find him the greatest human achievement"*. May we continue to walk together on that journey and allow the wind of the Holy Spirit whirl around us as we celebrate the love and friendship that joins us together as God's beloved sons and daughters.

School Features

St Cecilia's Catholic Primary School Balgowlah, is a Catholic systemic co-educational school.

The School is situated on the lower Northern Beaches of Sydney with an enrolment of 263 students. The learning environment is made up of a mixture of flexible learning spaces and more traditional sized classrooms.

St. Cecilia's Parish is twinned with St. Kieran's Parish, Manly Vale, as the Catholic Community of North Harbour. Both parishes are administered by the Augustinian priests who are based at Manly Vale. The previous parish of Balgowlah was founded in 1929, and included the suburbs of Balgowlah, Balgowlah Heights, Clontarf and Seaforth. It was ministered by diocesan priests until the year 2000 when Bishop David Walker invited the Order of Saint Augustine to minister there.

The School motto "In Omnibus Glorificetur Deus", is a rich reminder of the School's relationship to the Good Samaritan Sisters. The School crest, worn with pride on hats and uniforms, is a present day reminder of the tremendous work of the Good Samaritan Sisters: the open book of the Scriptures with the cross resting on it symbolises learning; the olive branch above the book symbolises peace; the Latin inscription means 'in all things may God be glorified'. These symbols are a rich reminder of the School's history and of its 'story', further, they give life and meaning to the School's motto.

There are many extra-curricular activities made available to the students both within and outside school hours. These include chess, taekwondo, drama, coding, yoga, tennis, instruction in playing musical instruments, opportunities to represent the School in a range of sporting events, singing at eisteddfods, debating and public speaking as well the opportunity to participate in academic pursuits such as Maths Olympiad, Night of the Notables, Future Problem Solving, The da Vinci Decathlon and the Maths Challenge.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
124	139	17	263

* Language Background Other than English

During 2017 student enrolment continued to see steady growth with slightly more boys than girls being enrolled and with more boys remaining at the School until they complete Year 6.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2017 was 93.43 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93 %	92 %	92 %	94 %	94 %	94 %	94 %

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	19
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	19
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	22
Number of full time teaching staff	12
Number of part time teaching staff	7
Number of non-teaching staff	3

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Laudato Si - Responding to the Pope's Encyclical Letter on Ecology and Climate
Day 2	Cameron and Dempsey - Developing an Effective Writing Program
Day 3	Orientation Mindset - Our Learning Journey and Using Data to Find Evidence

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

The School is first and foremost a Catholic School and, as such, Mission is of primary importance. The School's Catholic faith, heritage and story are evident in the RE teaching and learning program, however, it doesn't end there. Four distinct aspects of mission permeate through the RE curriculum: the integration of Catholic values across the curriculum, the liturgical, prayer and sacramental life of the School, opportunities for reflection and many social justice initiatives.

The School's inquiry program has been developed to make gospel values explicit and relevant to daily life, its challenges and surprises. In this way, the values of Catholic education are taught not only in formal RE lessons but also integrated within the other Key Learning Areas.

Prayer and liturgy are central to school life. All members of staff have been engaged in professional learning with regard to *'Laudato Si'*, Pope Francis' encyclical letter on ecology and climate. The School has raised community awareness of one's responsibility to protect the Earth and the human dignity of one's neighbours. The liturgical life of the School includes whole school masses, parish sacramental celebrations and *Liturgies of the Word* to celebrate significant feasts and occasions.

Social justice initiatives are embraced each term and include both fundraising and education/awareness programs. This year 'Good Sam' (Good Samaritan) fundraising days continued to focus on serving others rather than receiving treats for donations. The School worked in partnership with the parish to support St Vincent de Paul, the "GIFT" program and "Seekers Supplies" program and donated over 1000 books to the Bula Fiji initiative. Each term parents are offered the chance to immerse themselves in spiritual development through the School's *Heaven on Earth* program. It has been very well received by the parent community who value the importance of connecting with their own faith in a forum that is non-judgemental and open.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2017 the flexible learning environment was expanded from Year 5/6 to include the Year 4 cohort. Combining the two classes with two teachers in an open learning environment ensured the curriculum could be more easily differentiated and students' learning needs could be met. School data provided proof that the routines and expectations introduced in the flexible learning space improved student outcomes both academically and socially.

This year, with the help of the parent body, all students began to learn the language of coding to equip them with skills of the future. Students in Years 1 to 6 will continue coding lessons in 2018 whilst the Kindergarten children will begin by coding small robots.

The learning focus in 2017 has been on consolidating classrooms as places where a 'culture of thinking' is embedded. Inquiry units continue to be written using the *St Cecilia's Learning Framework* in which students are asked to use the thinking routine *Generate, Sort, Connect, Elaborate*. Students use this routine to research their topic and formulate a challenge to the community that needs to be solved. As a result of their research children are encouraged to become active problem solving members of the wider community.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	96.55 %	55.50 %	0.00 %	10.50 %
	Reading	82.76 %	51.60 %	0.00 %	10.00 %
	Writing	86.21 %	44.60 %	0.00 %	7.50 %
	Spelling	68.97 %	45.60 %	0.00 %	13.10 %
	Numeracy	62.07 %	39.80 %	3.45 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	76.92 %	34.40 %	0.00 %	17.50 %
	Reading	61.54 %	37.00 %	7.69 %	14.60 %
	Writing	46.15 %	15.80 %	0.00 %	19.40 %
	Spelling	69.23 %	34.30 %	0.00 %	14.10 %
	Numeracy	46.15 %	27.90 %	7.69 %	14.60 %

NAPLAN Comments

Students in both Years 3 and 5 performed well above national counterparts in all NAPLAN aspects with regard to the percentage of students in the top two bands. Similarly, very few students recorded results in the lower two bands. The School's inquiry approach to learning as a means of developing students as critical and creative thinkers is testament to these fine results. Some highlights in NAPLAN results included (using State comparative data): 70% of Year 5 students showed growth in numeracy greater than or equal to expected growth (compared to 44% in 2016); and the School has outperformed the State in each NAPLAN aspect in both Years 3 and 5 for each of the last three calendar years (2015, 2016, 2017) with regard to the statistical mean.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

The School has continued to identify educational practices that promote Social and Emotional Learning (SEL) competencies. The extension of flexible learning spaces for students in Years, 4, 5 and 6 have shown to promote choice and responsibility in learning. Teachers in these grades concentrated on explicitly teaching the competencies that promote safe and supportive learning environments: self awareness, self management, social awareness, relationship management and responsible decision making. Younger grades concentrated on self management and identified actions that promote self improvement. All students were able to verbalise how their self management impacted their learning and their relationships with others.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Mission:

- developed student understanding that being people of action does not necessarily involve receiving a personal reward

Teaching and Learning:

- offered further professional learning to all teachers on 'The Seven Steps to Successful Writing' program
- embedded the *St Cecilia's Learning Framework* into HSIE (History/Geography) inquiry units

Pastoral Care:

- made changes to the design of classrooms in order to promote SEL
- introduced a flexible learning space for Year 4

Priority Key Improvements for Next Year

Mission:

- to develop and maintain a culture of reflective practice that identifies our witness to God's Mission

Teaching and Learning:

- to monitor mathematics and literacy outcomes using high yield strategies
- to embed a growth mindset amongst students, teachers and parents.

Pastoral Care:

- to link the wellbeing of teachers to the wellbeing of students
- to move away from wellbeing week to wellbeing as a daily focus in order to promote student outcomes.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Summary responses from the parent survey indicated that:

- 89% of parents are satisfied to extremely satisfied with the School for their child.
- 96% are likely to recommend the School to another family.
- 84% of parents are satisfied to extremely satisfied that the School is providing their child with the best possible preparation for the future *emotionally*
- 92% of parents are satisfied to extremely satisfied that the School is providing their child with the best possible preparation for the future *socially*
- 96% of parents are satisfied to extremely satisfied that the School is providing their child with the best possible preparation for the future *spiritually*
- 90% of parents are satisfied to extremely satisfied that the School is providing their child with the best possible preparation for the future *academically*
- 79% of parents are satisfied to extremely satisfied that the School responds to the learning needs of their children.

Student Satisfaction

Students reported that they enjoyed several aspects of learning. For the Year 4, 5 and 6 students, the flexible learning environment allows them to make choices within their learning. These students reported that learning within these spaces enables them to choose learning partners and areas that will support them. Students reported that they feel challenged and engaged in their learning and that they have been able to develop their problem-solving and collaborative skills. Activities such as robotics and coding have allowed the students to develop and extend their technological skills.

These reflections, made by three Year 6 students, are representative of comments made by students across the school.

- *Learning at St Cecilia's has taught me to build a growth mindset. The flexible learning space I have learnt in has helped me to use a range of strategies to help me learn.*
- *I have enjoyed how learning and our faith are side-by-side. This has allowed me to carry out discipleship in my learning life.*
- *My life at St Cecilia's has been a wonderful opportunity to further my thinking and challenge myself with peers.*

Teacher Satisfaction

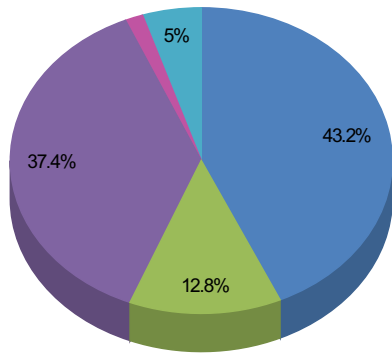
When asked to comment on successes during the 2017 school year, teachers felt they were most supported in

- providing significant improvement in basic numeracy and literacy skills to all students
- writing inquiry units using the Geography, History and Science curriculum documents
- raising learning expectations of all students
- co-teaching as an 'in-class' PL opportunity for writing, mathematics, inquiry and coding.

SECTION ELEVEN: FINANCIAL STATEMENT

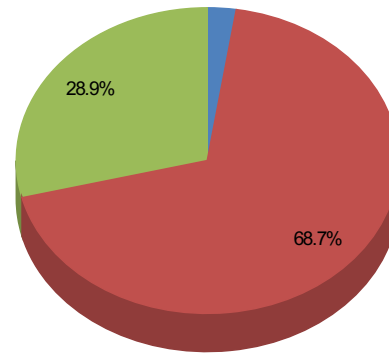
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (43.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (12.8%)
- Fees and Private Income (37.4%)
- Interest Subsidy Grants (1.5%)
- Other Capital Income (5%)

Expenditure



- Capital Expenditure (2.4%)
- Salaries and Related Expenses (68.7%)
- Non-Salary Expenses (28.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,411,961
Government Capital Grants	\$0
State Recurrent Grants	\$419,468
Fees and Private Income	\$1,222,194
Interest Subsidy Grants	\$49,547
Other Capital Income	\$162,674
Total Income	\$3,265,844

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$78,149
Salaries and Related Expenses	\$2,204,354
Non-Salary Expenses	\$928,213
Total Expenditure	\$3,210,716