

2018 Annual School Report



Somersby Falls,
Diocese of Broken Bay



St Cecilia's Catholic Primary School, Balgowlah

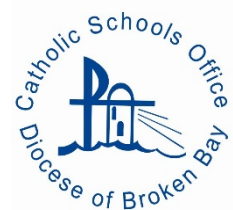
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ABOUT THIS REPORT

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

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

2018 has seen us continue initiatives begun in previous years. Flexible learning spaces are now in place from Year 3 to 6 and coding is taught throughout the school.

The school ethos is built around high expectations. As a community we modelled to students what it is to be challenged, to be problem solvers, to be collaborative and to be resilient. Students have been explicitly taught to clarify and justify their thinking and teachers have modelled best practice to their peers through co-teaching opportunities as a focus for professional learning.

As a community, our Mission focus has been on responding to Pope Francis' encyclical 'Laudato Si,' to preserve our world for future generations. As a result there has been a marked improvement in reducing the rubbish generated by the school community. This action has also been driven by our Year 1 students and environment captains as a response to their inquiry based research into sustainability.

Parent Body Message

2018 was a year of continuity, we welcomed 3 new members to our executive team and continued our great focus. Particular highlights for the year have been:

- in September we “Came Alive” as a community to raise funds for our school.
- the installation and blessing of our beautiful St Cecilia’s reflection garden- the vision of one of our parents.
- new focus on applying for grants available to us - resulting in receipt of \$18,500 from the NSW Government Community Building Grant scheme.

The funds raised in 2018 will contribute towards the construction of a shade cover for our basketball court.

As we plan and move into 2019 we say goodbye to longstanding and incredibly hard working members of our executive committee including our social event organiser extraordinaire and the brain child behind our successful sponsorship program.

At St Cecilia's we have a fantastic team of parents, each with different talents and experiences that they bring to the table and we are all the richer for it. The parent involvement in our school has had a positive influence on both the children and the wider community.

Student Body Message

School Captains' Report

This year as School Captains we have been given many opportunities to serve and represent our school and wider community. We have led prayer at school masses and assemblies and have acknowledged the traditional owners of this land. As School Leaders we have attended the Mission Mass, Leaders' Mass and Manly ANZAC Day memorial. We have learnt about helping those in need and 'washing the feet' of others.

Other opportunities we have participated in include: Maths Olympiad Games, Da Vinci Decathlon, Northern Beaches Choir Eisteddfod, School Musical, Night Of The Notables, Schools Debating Network Competition and Meals On Wheels.

We hope that we have set an example for all students and especially future student leaders and that they are inspired to make a difference.

As School Captains we have become stronger, more persistent, courageous and confident leaders. We have followed in Jesus' footsteps and learnt about our values of Respect, Justice, Service, Hope and Celebration. It was an absolute privilege to be the St Cecilia's school captains for 2018 and we have learnt that being a leader is not about the badge but how we serve one another with love.

SECTION TWO: SCHOOL FEATURES

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 285 students. The learning environment is made up of a mixture of flexible learning spaces and more traditional 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. Diocesan priests ministered the parish 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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
138	135	20	273

* Language Background Other than English

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 2018 was 93.96 %. 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
94 %	94 %	94 %	93 %	93 %	95 %	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

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	26
Number of full time teaching staff	13
Number of part time teaching staff	8
Number of non-teaching staff	5

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	Writing in a K-6 classroom; led by external consultants Sheena Cameron and Louise Dempsey (educators and authors)
Day 2	Spirituality Day: A Taste of Honey
Day 3	Creating a Culture of Wellbeing

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, 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. Two staff members attended the *Sweeter Than Honey* summit offered by the Diocese this year. They in turn introduced new ways to '*taste and teach scripture*' to the students and the parent community.

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 to *The Fiver for a Farmer* appeal. 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.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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.

The School offers an engaging purposeful primary education. Our team of passionate teachers delivers the curriculum through exciting, differentiated, inquiry based learning opportunities which foster collaboration, critical thinking, curiosity and a love of learning. The expectation is that every student will learn and achieve positive outcomes. Our primary classes enjoy a more flexible learning environment that combines two single classes into a shared learning space with two teachers. This ensures the curriculum can be more easily differentiated to meet students' learning needs and create a growth mindset amongst the students. 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 have continued to learn the language of coding to equip them with skills for the future. Students in Years 1 to 6 have become quite proficient at coding games and quizzes whilst the Kindergarten children are able to code small robots using the iPad.

During 2018 we have continued to consolidate 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* as a process to organise and drive their learning. Students use this routine to research their topic, formulate a challenge and resolve it with an action that will benefit the community. As a result of their research children are encouraged to become active problem solving members of the wider community.

The School is a nurturing place with strong pastoral care and supportive learning structures that foster the wellbeing of all individuals. The Positive Behaviours for Learning (PBL) approach ensures that all students are ready to learn in a safe, positive and supportive environment where they feel comfortable to take risks and face many learning challenges. Social emotional development is embedded in daily learning, both in the classroom and playground context. A growth mindset is fostered and the School encourages students to continue challenging themselves as life long independent learners and to become creative problem solvers.

The School incorporates the Broken Bay Learning Principles, a set of six principles which guide the development of learning opportunities that afford students opportunities, every day, to achieve personal excellence. The Principles also assist teachers develop a shared language around learning and seek to re-imagine the interconnected role of teachers and students as 'teacher, leader, learner'.

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	82.61 %	53.20 %	2.17 %	8.60 %
	Writing	65.22 %	41.90 %	2.17 %	10.00 %
	Spelling	69.57 %	46.60 %	6.52 %	12.50 %
	Grammar	63.04 %	53.10 %	4.35 %	11.00 %
	Numeracy	62.22 %	39.20 %	2.22 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	73.91 %	38.60 %	0.00 %	12.60 %
	Writing	21.74 %	13.70 %	4.35 %	23.40 %
	Spelling	34.78 %	34.50 %	0.00 %	13.60 %
	Grammar	43.48 %	35.50 %	4.35 %	14.30 %
	Numeracy	43.48 %	27.60 %	0.00 %	14.00 %

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 2018.

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 2018. 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 2018 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 2018.

Initiatives Promoting Respect and Responsibility

During 2018, the School's Wellbeing Team continued its focus on supporting the wellbeing of students, parents and staff through a range of initiatives including meditation, yoga, peer support, *Positive Detectives*, the *Smiling Minds* and the *Worry Woos* programs.

The School values of respect, service, justice, hope and celebration are promoted throughout the life of the School. These values underpin our school rules. Student leaders remind students at assemblies to live these values and staff teach expectations in the classrooms. A weekly award recognises students who have lived out the scriptural message behind the values.

The School has continued to identify educational practices that promote *Social and Emotional Learning* (SEL) competencies. The flexible learning spaces for students in Years 3, 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.

Positive Behaviour for Learning (PBL) will be reintroduced into the school as a focus for 2019 to ensure a consistency of language is used across the school to promote positive behaviour.

Student leadership is an important part of school life and senior students are wonderful role models for the younger students. Senior students take their leadership positions very seriously and fulfil their roles effectively.

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:

- introduced ways of unpacking scripture using routines specific to Religious Education such as *Biblical Micrography*, *Archaeology of the Word* and *Three Worlds of the Text*.

Teaching and Learning:

- introduced a targeted spelling program K to 2
- introduced *Encouraging Persistence and Maintaining Challenge* (EPMC) in Mathematics to stage 3
- reinforce coding and STEM across the school

Pastoral Care:

- continued to make changes to the design of classrooms in order to promote SEL
- strategies developed to link the wellbeing of teachers to the wellbeing of students

Priority Key Improvements for Next Year

Mission:

- use the St Cecilia's Inquiry Model as a scaffold to plan RE units
- make RE specific thinking routines visible.

Teaching and Learning:

- extend and introduce new spelling routines to Year 6
- expand the co-teaching model to up-skill all teachers in Mathematics
- promote differentiated teaching strategies to ensure every student is engaged in learning
- use data on the progress of students more effectively to make judgements about individuals

Pastoral Care:

- revisit the school rules so that they reflect the needs of a culture that promotes learning in the school
- strengthen the partnership between home and school.

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

Using the data collected from the *Tell Them From Me Survey*, 100% of parents surveyed felt that their child felt safe at school and that their children were treated fairly. 78% felt that teachers support students needing extra support.

Using data from *The National School Improvement Tool*, parents felt St Cecilia's has an ethos built around high expectations and a commitment to excellence. 100% of parents surveyed felt there is a happy optimistic feel to the School and that respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.

Student Satisfaction

Using the *Tell Them From Me* data, 92% of students stated they had friends at school they could trust and who encouraged them to make positive choices. 95% of students felt that their schooling is useful in everyday life and will have a strong bearing on their future and 92% of students felt they try hard to succeed in their learning.

When asked to identify an area in which they have improved this year, 40% of children identified Mathematics stating that they look forward to maths time and the problem solving strategies they have been introduced to. Others felt their greatest achievement was an increase in confidence as they know that their peers and teachers will always support them.

Teacher Satisfaction

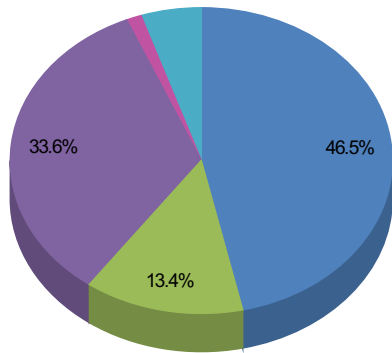
Using data collected from the *National School Improvement Tool* teachers agree that St Cecilia's has an ethos built around high expectations and a commitment to excellence and that there is a happy optimistic feel to the school. Teachers also believe that interactions are focused on the learning and well-being of students and on continually improving the schools ability to meet the needs of all learners.

As a group, our teachers have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. They believe that respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.

SECTION ELEVEN: FINANCIAL STATEMENT

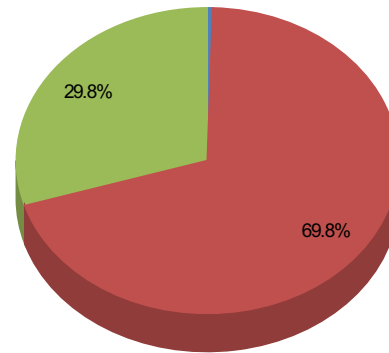
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (46.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (13.4%)
- Fees and Private Income (33.6%)
- Interest Subsidy Grants (1.3%)
- Other Capital Income (5.1%)

Expenditure



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (69.8%)
- Non-Salary Expenses (29.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,655,865
Government Capital Grants	\$0
State Recurrent Grants	\$478,168
Fees and Private Income	\$1,197,549
Interest Subsidy Grants	\$45,397
Other Capital Income	\$182,218
Total Income	\$3,559,197

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$15,279
Salaries and Related Expenses	\$2,391,428
Non-Salary Expenses	\$1,019,639
Total Expenditure	\$3,426,346