

2018 Annual School Report



St Joseph's Catholic Primary School, Narrabeen

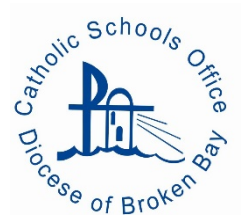
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ABOUT THIS REPORT

St Joseph'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.

As Principal of St Joseph's Catholic Primary School Narrabeen, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and inclusive parish. All of whom enhance, inspire and support our school. We are a small inclusive community that provides a supportive and personal education experience for our families.

Our School core values of community, respect, stewardship and compassion underpin our actions, learning and beliefs in all that we do. The School's motto, *Build in Love* was evident in a year of learning, growing, developing, and formulating future plans for the continued growth of the School.

Parent Body Message

Being a small community school the parents are very well informed of school events and initiatives and presented with many opportunities to engage with the School and connect with other families. The network of class parents plays a pivotal role in communicating, welcoming and organising the parent body through the year.

The main parent representative body, the P&F, organised many community events including a welcome to school evening, Mother's Day breakfast, Grandparent's morning tea, Father's Day BBQ breakfast and school disco for children. The major fundraiser was a Halloween themed fun fair in late October which not only raised funds for the School but was a well attended community event that saw visitors from outside the School enjoy a wonderful day of fun and excitement for the whole family.

The School Advisory Council supported the principal and school leadership through consultation and discussion about issues affecting the whole community. The parents were asked to complete a survey, *Tell them from Me* (TTFM) which enabled them to express their view on a wide range of topics and issues, providing the school with valuable data.

Student Body Message

In 2018 the Year 6 leadership teams were given many opportunities to plan, organise and participate in student led events. The wellbeing team organised a Wellbeing Day each term with a different focus such as dress ups, games afternoons and positive messages chalked on the playground. The library team held the first ever *Books under the Spotlight* evening in the school library at night which lots of parents and children enjoyed. The environment team helped to organise a waste audit session with the local council and decide on new ways to be more sustainable with our waste.

The Stage 3 students once again led the school through a Peer Support program that focussed on making friends. The Year 6 buddies made the Kindergarten students feel very welcome in their new school.

The highlight of the year was our P&F Halloween fun fair with games and rides and the opportunity to perform in the band, choir or dance group. We also were excited by the purchase of an Edison's robot kit which enabled us to have a lunchtime Robotics club to engage in STEM tasks. More Chrome books and iPads in our classrooms meant we had more opportunity to engage in learning using our Google Classroom pages.

SECTION TWO: SCHOOL FEATURES

School Features

St Joseph's Catholic Primary School Narrabeen, is a Catholic systemic co-educational school.

The School was established on the site in 1939 by the Good Samaritan sisters. There have been four main building phases since that time. Currently there are 7 single stream classes, Kindergarten to Year 6. The School is part of the Lakes Parish of Narrabeen with its sister school being St Rose, Collaroy Plateau. The School works closely with the Parish Priest and assistant Priest to enable their message of an invitational church opening many doors to invite people into a worshipping community.

Situated on the School site are two satellite classes for students with special needs. Students in these classes are enrolled at St Lucy's Wahroonga in the Kindergarten/Year 1 *Start Right* program. The St Lucy's students are included in some events with the St Joseph's students who in turn learn to make adjustments for others to support their individual needs.

During 2018 the School once again had a very full agenda of P&F events to include all community members including the biennial Fun Fair, this year with a Halloween theme. Funds raised went to the purchase of IT hardware and refurbishment of some playground spaces.

Although a small school community, students are offered many opportunities. The Year 6 children are all part of a leadership team. Each team is encouraged to organise their own events with the help of a teacher mentor to add to the School community. Students also participated in School band and drama club and performed both at School and at the local shopping centre. As part of the Northern Beaches community of Catholic schools, students participated in debating, public speaking, maths challenge groups and sport gala days.

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
80	72	26	152

* 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 93.29 %. 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 %	91 %	94 %	95 %	95 %	93 %	93 %

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 NESAs. 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	19
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	4

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	Behaviour Management and Positive Behaviour for Learning
Day 2	Writing in a K-6 classroom; led by external consultants Sheena Cameron and Louise Dempsey (educators and authors)
Day 3	Religious Education: Plenary and Visio Divino

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 celebrated several sacramental days and feasts as a whole school community. This included Masses for the beginning and end of the year, Grandparent's day, Feast of the Assumption, liturgies for St Joseph's Day, Holy Week, Easter, Mother's Day and for the feast of St Mary of the Cross Mackillop. The new REC led the staff in organising each of the Masses with contributions from children and parents in each celebration.

Family parish Masses shared with the other Catholic primary school in our parish, St Rose Collaroy Plateau, were well attended on 4 weekends in the year. Students from Years 3 and 4 as well as some children from other grades participated in the parish sacramental program. They received the sacraments of Confirmation, Reconciliation and Eucharist. The Year 3 class celebrated the receiving of the Eucharist with a special school Mass followed by a party.

The Parish, as part of their invitational initiatives, offered free singing and music lessons to those children wishing to learn a new skill and participate in weekend worship and choirs. There was also a very well attended child-centred Christmas Eve Gospel re-enactment co-ordinated by the School's REC and then managed by parents on the day. 'Cafe time', continued as a parish initiative, where parents gathered regularly with the REC to socialise, share their faith and to make presents for children receiving the sacraments.

The Year 6 student social justice team were active in raising funds for Caritas in Lent with a raffle. A special volunteer visited with handmade goods from Candela in Peru and once again students were very generous in their purchasing to help this worthy cause. The School also participated in the St Vincent de Paul winter appeal and collected goods for the Christmas hampers. The children loved wearing odd socks for crazy sock day to raise awareness and money for the Caritas missions.

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 a dynamic primary education. Our team of passionate teachers delivers the curriculum through exciting, engaging and purposeful learning opportunities which foster critical thinking, curiosity and a love of learning.

There has been a focus on fostering a growth mindset and the School encourages students to continue challenging themselves as life long independent learners and to become creative problem solvers. In 2018 the School continued its focus on *Cultures of Thinking*. Teachers use thinking tools as a way for learners to make learning visible across all KLAs.

In 2018 teachers participated in a staff development day on the teaching of writing and spent the rest of the year applying this new knowledge in the classroom. Teachers tracked improvement in writing by collecting and marking student work samples each term for areas of concern identified through the NAPLAN writing criteria; punctuation, vocabulary and ideas. The tracking of writing samples enabled teachers to plan writing lessons that focussed on areas of need and for students to set goals for their writing. This impacted on writing across all KLAs. At the conclusion of 2018 the NAPLAN writing data was analysed and it was noted there was an increase in the scores for vocabulary in Year 5 and in all 3 criteria for Year 3.

In Mathematics, the Stage 3 teachers participated in a Diocesan learning project, *Encouraging Persistence, Maintaining Challenge (EPMC)*. This focussed on deep problem-solving with students being challenged to think, reason, struggle and problem-solve to stretch their thinking in order to work more independently. The Stage 1 and 2 classes as well as kindergarten also focussed on the way problems are presented and worked through.

All students learn at different rates and our learning spaces and structures are organised in such a way that caters for individual learning needs, ensuring that all students are provided with the right support and learning that targets their specific point of need.

During 2018, the School learnt about and incorporated the Broken Bay Learning Principles, a set of six principles which guide the development of learning opportunities that afford students opportunities everyday to achieve personal excellence. The principles also assist teachers to develop a shared language around learning and evaluate their teaching through the lens of the Learning Principles.

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	66.67 %	53.20 %	9.52 %	8.60 %
	Writing	71.43 %	41.90 %	4.76 %	10.00 %
	Spelling	61.90 %	46.60 %	14.29 %	12.50 %
	Grammar	57.14 %	53.10 %	9.52 %	11.00 %
	Numeracy	50.00 %	39.20 %	0.00 %	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	32.00 %	38.60 %	24.00 %	12.60 %
	Writing	12.00 %	13.70 %	24.00 %	23.40 %
	Spelling	20.00 %	34.50 %	20.00 %	13.60 %
	Grammar	28.00 %	35.50 %	24.00 %	14.30 %
	Numeracy	24.00 %	27.60 %	20.00 %	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 staff members on the Wellbeing Team attended professional learning at the Catholic Schools Office led by the Pastoral Care and Wellbeing team, to learn more about the three tiers of behaviour management as espoused by the *Positive Behaviours for Learning* (PBL) program. From this learning, a whole school plan was developed to introduce some new strategies for behaviour management, especially in the area of rewarding positive behaviours and managing at risk behaviours. The PBL reward system was changed to better reflect the understanding that all children can be rewarded for positive behaviours and have autonomy and choice about the reward. Students earn 'a joey in the jar' for positive behaviour related to our school PBL rules, *Safe, Respectful Learners*, that adds to a whole class tally to achieve a reward negotiated between the teacher and class. Student awards for PBL are presented at the fortnight assembly. The awards link to our PBL rules and recognise a student following the behaviour expectations.

The Year 6 student leadership team for wellbeing worked with their teacher mentor to plan and lead various initiatives for a wellbeing day each term with activities and learning for the whole school ranging from chalking positive messages in the playground to playing team games and dressing up as our favourite hero.

We continued to promote and learn about the four school core values: community, respect, stewardship and compassion. Once a term at a whole school Mass, one child from each class is presented the *Build in Love* award linked to our focus value for that term. This is a prestigious award for each class.

Student leadership is an important part of school life and senior students are wonderful role models for the younger students. Year 6 students buddy a Kindergarten student and Year 5 students buddy a student from the St Lucy's satellite class. Both the senior students and Kindergarten students benefit from these nurturing relationships.

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

The SIP target for 2018 in the domain of Learning and Teaching was that 70% of students would achieve the expected growth in NAPLAN reading, writing and numeracy. ACARA identified the School as having demonstrated substantially above average gain in numeracy achievement, as measured by NAPLAN.

There was excellent growth for the targeted Year 1 students using the *Observation Survey* and *EMU* instruments with all but one student achieving the expected growth to 'catch up' to their Year 1 peers.

Students were plotted on the SEL tracking continuum and significant growth was made in some targeted areas after focussed teaching in identified areas of concern.

Priority Key Improvements for Next Year

Based on 2018 analysis of the MAI data across the school, a new 1 year goal has been added to the SIP, '*By the beginning of 2019 70% of students will achieve the expected one point growth point increase in MAI after Term 1 analysis*'. The analysis of this data will be the key to setting new goals and precise teaching in maths for 2019. Teachers will have the opportunity to be coached in the classroom by CSO education officers in specific areas such as the teaching of place value.

We will continue to prioritise the teaching of spelling strategies within the teaching of writing to improve the spelling of all students in their writing.

Another priority goal is to plot all students on the Social Emotional Learning (SEL) continuum to better plan for intervention programs to meet the SEL needs of students.

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

The School participated in the *Tell Them From Me (TTFM)* survey to gather opinions from parents and measure parent satisfaction in 10 different areas. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

The School mean was higher than the region mean in all 10 areas of the parent survey with most satisfaction in the areas of; *parents feel welcome, inclusive school and safety at school*. The school mean was the same as the region mean in the areas of; *school supporting learning and parents supporting learning at home*.

Many parents responded in the open comment section of the survey with positive comments about the inclusive nature of the school and the concern and dedication of the staff.

Student Satisfaction

The School participated in the *TTFM* survey to gather opinions from students in Years 4-6 about student outcomes and school climate. In most reported areas the School had a higher percentage of satisfied students than the *TTFM* norm.

Children were very highly satisfied in the areas of student participation in sports and extra curricular activities. In the social-emotional outcomes, 85-100% of students indicated they had positive relationships at school, that they value schooling outcomes, they display positive behaviour at school and believe they try hard to succeed at school.

Students expressed that they were highly engaged in school most of the time. Many students commented on the caring nature of the staff, that they felt they were known and listened to and there were many opportunities to engage with exciting activities.

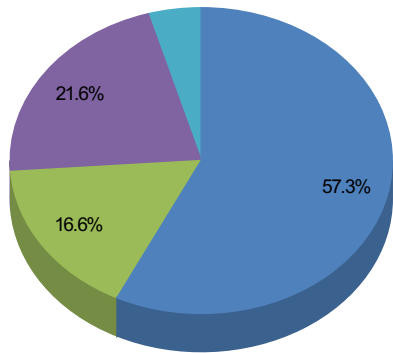
Teacher Satisfaction

In 2018 staff were invited to complete the *TTFM, Focus on Learning* teacher survey. The report from this survey included measures of satisfaction for eight drivers of student learning. The results indicated that the staff mean was higher than the diocesan mean in areas such as; satisfaction with leadership, collaboration with staff, a positive learning culture, using data to inform practice, the use of effective teaching strategies, parental involvement and having an inclusive school. Staff matched the Diocesan mean in the area of having adequate technology. Many staff commented that the purchasing of new technology hardware over 2017 and 2018 was an asset to the school, learning and student engagement.

SECTION ELEVEN: FINANCIAL STATEMENT

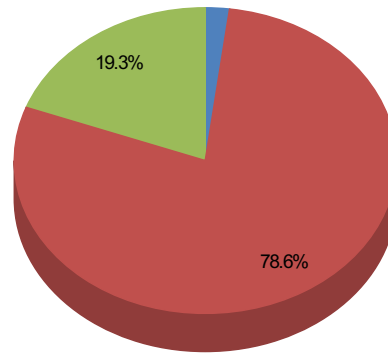
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (57.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.6%)
- Fees and Private Income (21.6%)
- Interest Subsidy Grants (0%)
- Other Capital Income (4.5%)

Expenditure



- Capital Expenditure (2%)
- Salaries and Related Expenses (78.6%)
- Non-Salary Expenses (19.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,377,945
Government Capital Grants	\$0
State Recurrent Grants	\$399,347
Fees and Private Income	\$520,786
Interest Subsidy Grants	\$0
Other Capital Income	\$108,192
Total Income	\$2,406,270

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$47,474
Salaries and Related Expenses	\$1,836,030
Non-Salary Expenses	\$451,580
Total Expenditure	\$2,335,084