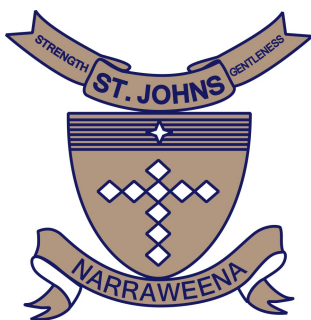
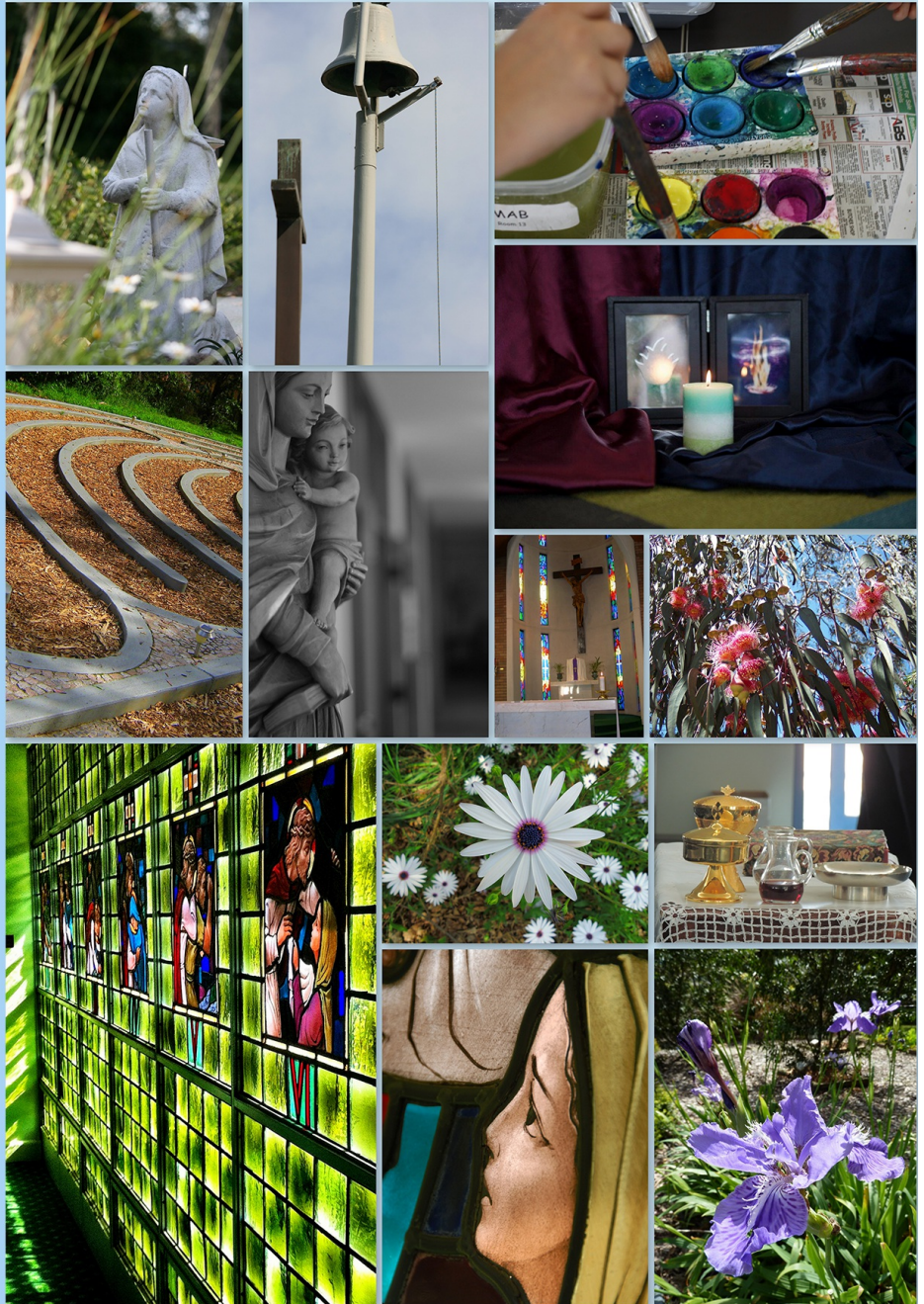


2015

annual school report



St John the Apostle Catholic Primary School, Narraweena

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ABOUT THIS REPORT

St John the Apostle Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) 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 also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Our annual report is a celebration of the achievements of our students, staff and parents during a very busy but satisfying year. We were very encouraged by the positive feedback we received following our compliance and quality assurance review (School Review). This accountability process aims to provide the community with confidence that what is happening at our school across key aspects of schooling is not just compliant but is at a high standard.

During quality assurance, key stakeholders within our community provided feedback about our school which enabled us to reflect upon our work during the past five years and to plan for the next cycle of review. Information from our review commended the attitude of our students, the support of our parents and the dedicated and committed work of our staff. It also acknowledge progress and development within the school since our last review, especially in the area of teaching and learning.

This report provides an opportunity for us to share our work with our own school community and with a broader audience. I am very pleased to be able to share aspects of our work with you in this way.

Parent Body Message

The purpose of the St John's School Board is to serve, nourish and strengthen our school as part of our local Parish, wider community and Diocese by:

- supporting parent engagement and partnership in children's education in faith and learning;
- engaging in prayerful discernment in decision making;
- communicating respectfully, reflectively and collaboratively;
- supporting school leadership and staff in the implementation and evaluation of the School Improvement Plan (SIP); and by
- acting with Strength and Gentleness as responsible stewards focussed on sustaining our school Mission.

We have had many opportunities to live this in 2015, including are grateful for the contributions made during 2015:

- Attending our retreat in March to spend time in prayer and reflection on our work as a board.
- Continuing to provide parent prayer opportunities, through the Friday morning reflection group.
- Continuing to support the Kids Matter initiative by providing parent representation on the committee;
- Looking for opportunities to build positive relationships between school families and our wider parish community;
- Providing advice and support to our school leadership team.

Student Body Message

The students of St John's enjoyed a year of fun and of learning at our school. We were involved in Wakakirri which is a competitive music, drama and creative arts festival. St John's made the finals and were excited to be able to take part in such an amazing event. Our teachers, parents and school mates enjoyed being involved.

Our senior students did a great job in providing student leadership for our school. They took part in Peer Support training and as a result taught the program to children in our school - Kindergarten to Year Four. Their work as school captains, colour house captains, student representative councillors and in various student leadership teams was excellent and allowed a lot of participation in school life.

We enjoyed all of our sporting days - soccer, AFL, eagle tag, cricket, swimming, athletics and cross country.

We also enjoyed receiving new i-pads, laptops and tablets in our classes this year. This means that we are all able to use technology in our classrooms and that we can use it anywhere in the room. We would like to thank our teachers in particular for their great work with us during the year and all of our parents for their working hard to help us.

SECTION TWO: SCHOOL FEATURES

School Features

St John the Apostle Catholic Primary School Narraweena, is a Catholic systemic co-educational school.

During 2015, St John's had a student population of 391 children arranged in sixteen classes. There were two classes in each grade except for Kindergarten and Year Two which both had three classes. We were pleased to continue our involvement with St Lucy's School, Wahroonga by hosting an extra composite class of Year 4/5/6 children. Each child in the class has a disability.

The children at St John's had many opportunities for extra curricula involvement during the year including sporting opportunities with other Catholic schools and as part regular school activities; participation in drama and arts events including the Wakakirri Festival and our own talent quest; participation in public speaking, debating events; involvement in extension learning activities - Maths Challenge, ICAS Competitions in Science, Maths, English and Computing; leadership camps and programs and a range of before and after school activities including musical opportunities, drama club, children's meditation and relaxation class and significant opportunity for involvement with our Parish of Warringah in sacramental programs and in worship and faith celebration.

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 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
215	176	117	391

* Language Background Other than English

Our student population increased 2015 due to a significant number of sibling enrolments in Kindergarten. Many of these children were siblings of children in our larger grade groupings.

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 2015 was 93.01 %. 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
92 %	93 %	94 %	93 %	93 %	94 %	92 %

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 [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
28	8	36

* This number includes 15 full-time teachers and 13 part-time teachers.

Teacher Standards

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.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	28
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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	Day for Assessing Students in Mathematics. Twilight meeting preparing for our compliance procedures (3 hours)
Day 2	One day to prepare for School Review (Quality Assurance). One day to work on developing a Writing Continuum
Day 3	School Review Twilight meeting. Aboriginal Spirituality Day.

The teachers at St John's were involved in professional coaching sessions which supported the creation of a consistent approach to the teaching of writing. These were led by our own teacher

coaches with funded release time. Our teachers took part in introductory sessions about the new HSIE curriculum in History and will be introduced to Geography in 2016. The staff continued to strengthen their work in the area of teaching Mathematics especially in relation to assessment. Professional learning varied between full staff sessions, one on one coaching and conferencing and in class modelling from teacher to teacher.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

Our students were very involved in living out their call to Mission during 2015. Led by their teachers and our Student Mission Team, the children made significant contributions to Caritas Australia's Project Compassion Project; to the Saint Vincent de Paul's Winter and Christmas Appeal and to the Candela Mission in Peru. The children helped to organise special events such as our annual Talent Quest and our Mission Fun Day.

Children and families continued to attend monthly masses with the Parish on a grade basis and this helped the children build their connection between school, Parish and family which was positive. We worked to encourage families to build their own connection with our Parish outside of these occasions. Our senior student Mission Team attended a combined Mission Day at St Joseph's Narrabeen during which strategies were shared with other Catholic school student leaders on how to support our call to Mission at the local level. St John's worked on the creation of hygiene packages for the homeless. Many packages were created following support from our families.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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.

St John's strives to implement a teaching and learning environment that is engaging and that provides a balanced approach to the teaching of key learning areas. We follow the recommended BOSTES timing guidelines for each key learning area. There is, however, a particular emphasis in our work each year that is linked to our professional learning focus. In 2015, our teachers developed a consistent pedagogical approach to teaching writing. They worked with the children to clearly identify learning intentions (why are we learning?); success criteria (what are we learning?); descriptive feedback and peer assessment (how am I going with my learning and how can I help others to learn?) and individual goal setting (what do I need to learn next?). Teachers consistently reported a significant improvement in the quality of writing being submitted by the children and in their sense of ownership of their learning.

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	68.10 %	52.20 %	4.30 %	10.70 %
	Reading	59.60 %	48.20 %	2.10 %	11.00 %
	Writing	63.80 %	46.80 %	4.30 %	7.40 %
	Spelling	48.90 %	41.20 %	6.40 %	14.80 %
	Numeracy	29.20 %	33.50 %	10.40 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	42.10 %	35.90 %	10.50 %	16.60 %
	Reading	44.80 %	33.50 %	7.90 %	18.10 %
	Writing	23.70 %	19.10 %	13.20 %	17.60 %
	Spelling	36.80 %	32.60 %	2.60 %	15.30 %
	Numeracy	23.70 %	27.80 %	7.90 %	15.80 %

NAPLAN Comments

NAPLAN data shows that our students are clustered strongly in the middle levels but more

towards the top end of achievement in all areas, excluding Numeracy. While our Numeracy results show a lower percentage in the top bands, we also have a significantly lower percentage in the bottom two bands. Our results show a concentration of students in our middle bands in this area. Our teachers have been helping our students to strengthen their grasp of concepts of counting and place value and we have been encouraging our parents to assist us with this task as an important step in developing strong foundations for overall Numeracy.

We note a significant difference in our spelling results especially in relation to percentages of students in the lower bands. During 2015 we moved away from children learning lists of words to an approach that aims at increasing student understanding of a range of strategies including identifying sounds; looking at word shape and construction; thinking about word meaning and connecting to their understanding of what they know about language; checking with reliable sources and environmental print to help confirm their thinking. We believe this approach to teaching spelling is more engaging and better aligned with the way we learn about language.

Our work in teaching English is becoming much more consistent across our school with common strategies in place for the teaching our English and Mathematics block. The way we have structured this is providing more directed teacher assistance for all children and for children needed more focused support with their class teacher. A consistent pedagogical approach here helps to build confidence and a common language across our school and this can be seen in the results we are achieving, especially in Year 3. Our Year 5, being a smaller cohort is affected by smaller overall numbers, however our results remain encouraging and our continued work in the area of counting will help us to improve our Numeracy scores over time.

We will keep our focus on developing student understanding of what and why they are learning (Learning Intention and Success Criteria). Peer and self assessment will be developed in order to engage children in their learning. Identification of learning goals and resulting self reflection will then form part of our approach.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (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 to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Pastoral Care and Student Wellbeing are critical to effective learning and a happy school. At St John's we place a particularly strong emphasis on this area. We have Staff and Student Wellbeing Teams supporting the implementation of wellbeing initiatives. Our Peer Support Program focused on building a variety of strategies to implement in challenging situations. Resilience was at the heart of this year's Peer Support Program.

We have been focused on strengthening our classroom environments so that they can help create and sustain a sense of connection amongst the children and between the staff and children. All teachers made time at the start of the year to meet with parents individually about their child and to discuss their child's needs. Strategies are in place in every classroom to provide children with opportunities to feel individually valued, encouraged and cared for. We have introduced a Wellbeing Week each term. This is a time during which children, teachers and families are encouraged in their practice of meditation, work life balance, taking time to build relationships and in exercising acts of care and kindness for each other.

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.

We continued to implement a Positive Behaviours for Learning Framework (PBL) at St John's. Our evaluative data showed that our children were knowledgeable of our rules and aware of the

behaviours that show the rules are understood. Data was regularly collected on student behaviour and assisted our Wellbeing Team in developing ideas to address various issues which arose. One of those was an identified need to provide a broader range of playground options at recess and lunchtime for the children to add choice and interest. Teachers and students supported initiatives such as toy time outside of Kindergarten at lunchtime; borrowing action equipment at morning tea - run by Year Three and our Lunch Club introduced new activities into its repertoire. Our parents expressed an interest in coming to a better understanding of our behaviour management procedures. To address this we ran workshops and information sessions at our Parents and Friends meetings in Terms Two and Three. Towards the end of the year teachers were introduced to strategies that assist in building strong connections and relationship. This was done through our Kidsmatter Framework and will be built upon in 2016.

Anti-Bullying Policy

The School's Anti-Bullying Policy is 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.

In line with our Anti-bullying Policy, we continue to teach the children anti-bullying strategies. We were visited by the Year Eleven students from Mater Maria Catholic College, Warriewood, early in the year and used their anti-bullying play to reinforce key messages in the school about anti-bullying. Our Peer Support Program led by students taught our children how to deal with challenging issues in a positive way. We monitor student behaviour on a regular basis and collect data from behaviour reports from teachers. The resulting information supports us in identifying specific children who may need support; areas that need monitoring and specific behaviours that are showing stronger trends so that we can put preventative processes in place.

Complaints and Grievances 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.

Initiatives Promoting Respect and Responsibility

Respect and responsibility are key components of our Positive Behaviours for Learning Framework. The framework is explained to the children and families via a matrix. The matrix identifies key behaviour that we look for to be able to show how to behave in a respectful and responsible way. Teachers use specific classroom lessons in these two areas to explicitly teach these behaviours. Every classroom carries a reminder about the focus behaviours for the fortnight and these are related to respect and responsibility placing a poster beside the entrance to each classroom identifying the particular focus. These signs are changed each fortnight by members of our Student Representative Council (SRC). Teachers often reward respectful and responsible behaviour through merit awards or by using classroom encouragement systems.

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.

Key Improvements Achieved

Our key improvements, identified in school review, centred on teaching and learning across our school. The consistency of practice was evident in English with special acknowledgement in Writing. This was a direct outcome of our focus on the use of a coaching model in our school. Consistency was also seen in Mathematics and this is due to our work in Extending Mathematical Understanding. There was extensive evidence of quality practice in this area with an emphasis on counting.

The quality and impact of our professional learning experiences was highlighted in our quality assurance feedback. The positive impact of this on staff satisfaction and on student learning was evident.

Our work with staff and parents in the area of faith formation persisted during 2015. Parent leadership in this area, especially from our School Board was welcome.

The area of student wellbeing and pastoral care continued to have a strong focus with student involvement in Peer Support helping to promote a whole school sense of responsibility in this area. Particular effort was made to offer parents opportunities to be engaged in the learning that happens in our school throughout the year.

Priority Key Improvements for Next Year

Following our quality assurance review, we identify three key goals on which we will focus through to 2018. These include:

- *Inspiring faith and learning through relevant experience.* We want our children to be able to identify their discipleship goals and be able to share these with others in an engaging way. We would also like them to be able to report on the extent to which they have been able to achieve their goals.
- *Authentically engage students in their learning.* We are working with our children to give them a stronger voice in their learning. We see engagement being linked closely with ownership of learning and we will be using teaching and learning processes that emphasise this approach. Including parents in this work will be an important component.
- *Strengthen student resilience and wellbeing.* We will work with our children and parents to

further develop our PBL rules and consequences. Our wellbeing team will work on strengthening the sense of connection within and among the various groups in our 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

Our parent community was surveyed by the Macquarie Marketing Group and resulted show a high degree of parent satisfaction in relation to pastoral care shown at the school. We received validation for the shared leadership opportunities provided for parents, staff and students.

The survey indicated high levels of parent satisfaction with teaching and learning, teachers, student engagement, achieving of school mission and especially high levels of satisfaction with philosophy and faith practice (above 80 %). Parents would like us to look at our school reports which are produced by the system.

While satisfaction was still high, it was lower for the provision of facilities and resources. Parents indicated a need to know more about school processes for student management including school policies and procedures related to anti-bullying. As a result we are upgrading our Behaviour Matrix and responses and will be implementing Peer Support Programs in building resilience and in the area of anti-bullying in 2016.

Student Satisfaction

Students indicated high levels of satisfaction in the areas of Catholic practices and faith but indicated particularly high levels of satisfaction with their teachers and with pastoral care in our school.

They felt they had many opportunities for involvement in the life of the school through leadership programs and special events. The survey results were taken from our Year 5 and 6 children. Their feedback is significant given they are the students who have attended our school for the longest time.

Teacher Satisfaction

Overall teacher satisfaction is very high at St John's across all areas. Of particular note were the areas of teaching and learning, pastoral care, achievement of school mission, Catholic beliefs and practices and community engagement.

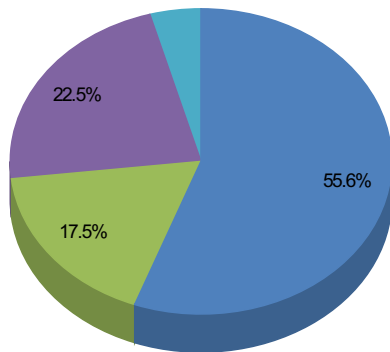
Although rated high the level of satisfaction with facilities is lower than other areas.

Staff identify that there are many demands on them when working in a school and very much valued occasions when appreciation was shown for their work.

SECTION ELEVEN: FINANCIAL STATEMENT

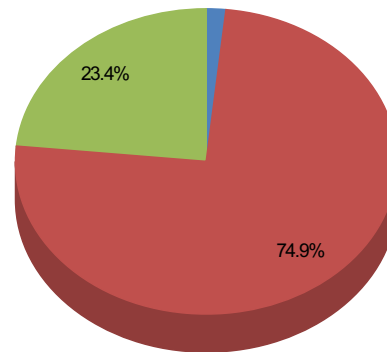
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (55.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.5%)
- Fees and Private Income (22.5%)
- Other Capital Income (4.3%)

Expenditure



- Capital Expenditure (1.7%)
- Salaries and Related Expenses (74.9%)
- Non-Salary Expenses (23.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,534,376
Government Capital Grants	\$0
State Recurrent Grants	\$798,439
Fees and Private Income	\$1,024,628
Other Capital Income	\$196,888
Total Income	\$4,554,330

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$68,609
Salaries and Related Expenses	\$3,107,509
Non-Salary Expenses	\$970,318
Total Expenditure	\$4,146,436