

2017 Annual School Report

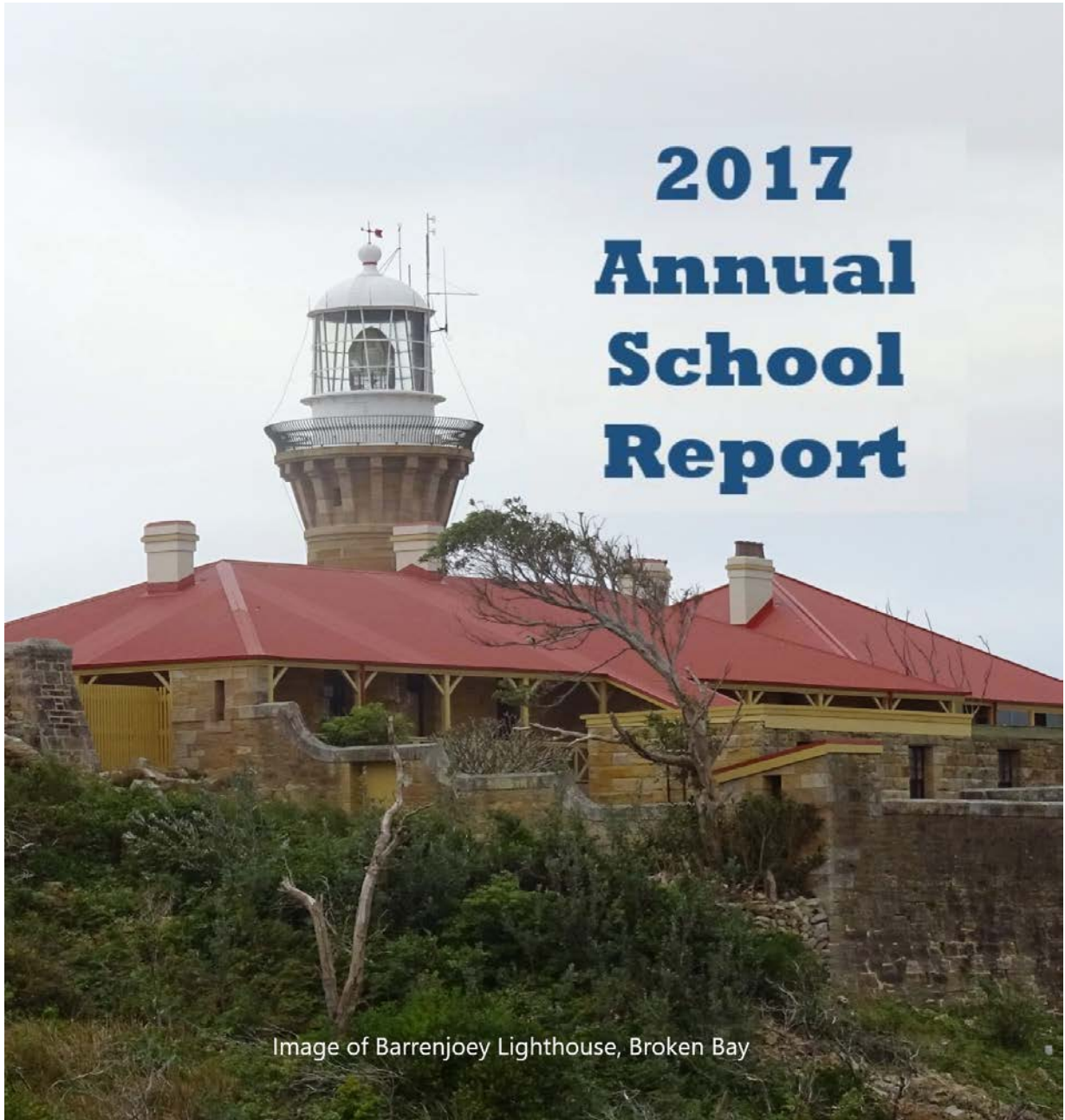


Image of Barrenjoey Lighthouse, Broken Bay



St John the Baptist Catholic Primary School, Woy Woy South

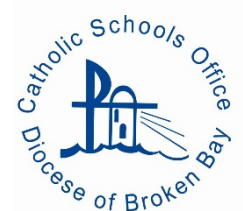
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ABOUT THIS REPORT

St John the Baptist 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

Diverse curricula activities initiated by a caring and dedicated team of professionals, large well-maintained grounds and facilities and parental involvement combine to offer excellent learning opportunities for students. The School is blessed with a dedicated and caring staff who have created a loving Catholic environment and a place where students are nurtured to achieve excellence in order to make a difference in the world.

Parent Body Message

We enjoy fruitful, collaborative partnerships between SJB and our homes. Examples this year include: creating a new Parent Representative Group, visiting open classrooms, classroom updates via the SeeSaw app, sharing class experiences such as mindfulness sessions and cyber safety education, and information nights where maths, literacy, and social & emotional learning were explored. We celebrate our community by coming together for events including grandparents', mothers' and fathers' days, our school feast day and Masses.

Teachers at the School support students by partnering with families, recognising the integral foundation of home for each child's ability to learn. There are far more opportunities to participate in ongoing communication beyond brief parent-teacher interviews. Teacher-family emails promote collaboration so concerns can be addressed and individual achievements highlighted, with the wellbeing of all students a mutual priority. Frequent communication allows feedback for constructive cooperation, leading to the best outcomes for our children.

Student Body Message

The School gives us the chance to gather new friends and share interests. It is our belief that these friendships will stand the troubles of life so that we may lean on each other during times of change and hardship. We have wonderful and kind staff members who make a huge difference. Students know that the staff at our school help them to be the best person they can be. Our student body have had many opportunities given to us during 2017. These include;

- The Kindergarten buddy system which allows us to spend time with our buddies;
- Professional speakers making appearances at the School to talk about bullying and how we should be making our School an anti-bullying school and other school issues, such as Social Media; and
- Mindfulness sessions to relax the minds of students.

In future we believe that these should all continue and even improve over time.

SECTION TWO: SCHOOL FEATURES

School Features

St John the Baptist Catholic Primary School Woy Woy South, is a Catholic systemic co-educational school.

The School originally began in 1922 in the centre of Woy Woy and was established by the Josephite nuns. It was moved to its present site in 1979. The School belongs to the Woy Woy Peninsula Parish with the priests visiting weekly to celebrate Mass and reconciliation.

The School caters for boys and girls from Kindergarten to Year 6 and due to increasing enrolments is moving from a two stream to a three stream class structure. To cater for the growth, six new classrooms were built in 2015 ready to be opened for use in 2016. The School draws from a wide geographical area, with children travelling from Kariong, Tascot, Umina, Ettalong, Phegan's Bay, Booker Bay, Empire Bay as well as from the local surrounding areas of Woy Woy. This demographic contains a vast spread of socio-economic backgrounds. Aspect classes are provided for children with autism, with a total enrolment of eighteen children in these classes.

In 2017 students were involved in creative, academic and sporting pursuits such as the end of year Dance Concert, international UNSW competitions, gala days, diocesan sporting events, debating, chess, public speaking and band competitions. The School bands consist of a concert and training band and both are going from strength to strength.

Positive Behaviour for Learning (PBL) and wellbeing have been a priority with various programs implemented throughout the School to support student mental health, e.g. Mindfulness sessions and Zones of Regulation.

SECTION THREE: STUDENT PROFILE

Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
261	197	46	458

* 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 2017 was 91.96 %. 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
92 %	92 %	92 %	91 %	93 %	92 %	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

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

Total number of teaching staff by NESA category	32
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	32
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	39
Number of full time teaching staff	21
Number of part time teaching staff	11
Number of non-teaching staff	7

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	Adjustments and differentiation and the responsibilities to meet the Disability Standards.
Day 2	Effective descriptive feedback to enhance student achievement.
Day 3	Teaching and assessing of Religious Education to match the rigour of other KLAS.

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 has a strong religious dimension and endeavours to present quality education as an expression of the Catholic worldview. Opportunities to apply this worldview to all aspects of life both within and beyond the School are continually being sought and manifest in, for example, teaching programs and in school policies. Each week the School newsletter includes a reflection on the week’s Gospel providing a Catholic worldview perspective and an outline of upcoming liturgical events. Children are exposed to a rich variety of liturgical experiences and have daily exposure to Gospel values through all Key Learning Areas (KLAs) and in interactions with staff and parents.

Each term a liturgical calendar reflects the involvement of children in whole school Masses, liturgical celebrations and special feast days. Feast days and special seasons are celebrated through Masses and Liturgies. Children in Years 3 to 6 celebrate Reconciliation once a term and all classes are exposed to Exposition of the Blessed Sacrament each term. The sacraments of Reconciliation, Confirmation and Eucharist are received by children from Years 2 to 6.

During 2017, children and staff have been enriched by a wide variety of prayer experiences. Each Friday morning staff gather to participate in community prayer. Each class has prayer during the day at regular intervals, both formally and informally, and have prayer tables that display the colours and symbols of the liturgical seasons throughout the church year. The School supported the local St Vincent de Paul chapter by holding regular *Mini Vinnies* meetings and facilitating awareness and fund raising activities.

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 teaching staff believes it is important that they have consistent practice across the English and Mathematics blocks so that students know and understand learning expectations and routines. Extensive professional learning (PL) for staff has been an integral part of this process. The School Leadership Team continues to collaboratively and actively lead PL. Curriculum initiatives have provided opportunities for teachers to work together to reflect, discuss, plan, implement and evaluate pedagogical approaches to the teaching of English and Mathematics (incorporating both literacy and numeracy experiences) that maximise children's learning.

For the last few years teachers have worked towards high quality practice in English based on evidence-based best practice; similarly for the last three years teachers have worked towards greater precision in the teaching of Mathematics. This journey has been aided by support from the Catholic Schools Office (CSO) with embedding programs such as *Extending Mathematical Understanding* (EMU), *Best Start* and *Improving Literacy and Numeracy National Partnerships* (ILNNP) and in the provision of much needed funding respectively. Considerable resourcing by way of releasing teachers, organising CSO personnel to work with and support teachers, and purchasing teaching resources has greatly assisted this journey.

To understand a student's point of need, and consequently inform teaching, data gathering and analysis has been a focus with purposeful use of the *Teacher Inquiry and Knowledge Building Cycle* (Timperley 2008). All teachers conduct a Mathematical Assessment Interview (MAI) with their students at the beginning of the year to identify their mathematical understanding in number, and hence their point of need. This informs the grouping of students and subsequent instructional decisions. Similarly *Running Records* are taken at the beginning of the year to analyse reading ability for areas of strength and need. Reading levels are then tracked each term which is the catalyst for further professional dialogue. This dialogue assists teachers in sharing reading strategies and programs.

Students were also given the opportunity to participate in a wide range of activities including: choir, band, guitar lessons, chess and board games, various inter-school and diocesan sporting events, gala days, surf safety days, a two week intensive swimming program for children in Kindergarten and Years 1 and 2, debating and public speaking competitions.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	55.74 %	55.50 %	6.56 %	10.50 %
	Reading	45.90 %	51.60 %	11.48 %	10.00 %
	Writing	49.18 %	44.60 %	6.56 %	7.50 %
	Spelling	47.54 %	45.60 %	14.75 %	13.10 %
	Numeracy	36.07 %	39.80 %	6.56 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	25.42 %	34.40 %	23.73 %	17.50 %
	Reading	35.59 %	37.00 %	15.25 %	14.60 %
	Writing	13.56 %	15.80 %	13.56 %	19.40 %
	Spelling	20.34 %	34.30 %	20.34 %	14.10 %
	Numeracy	23.73 %	27.90 %	6.78 %	14.60 %

NAPLAN Comments

In Year 3 it is pleasing to see that there was a higher percentage of students from the School in the top two bands than the national figures in Grammar and Punctuation, Writing and Spelling. Similarly fewer students were in the bottom two bands in Grammar and Punctuation, Writing and Numeracy than national figures.

The sustained and strategic focus on literacy, in particular writing, appears to be having an impact on teaching practice and student achievement. This focus will continue in 2018 with literacy coaches supporting teachers as they plan, design and implement learning for all students. Targeted improvement in Mathematics is being supported by a renewed professional learning emphasis on ways in which teachers can support students' conceptual understanding.

Year 5 results indicate that close attention needs to be given to student learning across all domains. However, there were fewer students in the bottom two bands than the national figures in Writing and Numeracy. This may be due to the effectiveness of the school's targeted intervention programs.

2017 NAPLAN results have shown the percentage of children achieving equal to or greater than the expected growth from Year 3 to Year 5 in the following areas: Reading 64%, Writing 60%, Grammar & Punctuation 59% and Numeracy 58%.

Looking further afield to other standardised tests (PAT by ACER) used in the school, results show that in Numeracy 68% of students in Year 3 achieved equal to or greater than the expected growth in the past twelve months, as did Year 5 students with 53% of students achieving equal to or greater than the expected growth.

Teachers have examined NAPLAN results and other school assessment data to identify particular areas of need for these cohorts. Supported by literacy and numeracy coaches, teachers will target improvement by focusing on evidence based approaches that have been shown to result in significant learning gain.

Pastoral Care Policy

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

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

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

Complaints Handling Policy

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

Initiatives Promoting Respect and Responsibility

To ensure a consistent and positive approach to behaviour management the School has in place *Positive Behaviour for Learning* and *Zones of Regulation* which are initiatives that address behavioural, social and emotional learning. These initiatives specifically address and teach the rule, "At St John the Baptist we are respectful, responsible learners". Children are guided to understand the meaning of this rule in order to act appropriately both within the school and within the community. Understanding *The Zones* assists students in identifying their emotional state and to choose the correct tools to help manage their emotions.

Students are encouraged to think about and support community service initiatives instigated by the School's *Mini Vinnies* group. These activities promote empathy and respect for, and a commitment to action, to assist those less fortunate than ourselves.

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

- **Learning and Teaching:** The sustained and strategic focus on literacy and numeracy through teachers engaging in coaching cycles in both areas has had a positive impact on teaching practice and student achievement in these curriculum areas. Coaches supported grade teachers as they planned and implemented learning for all students ensuring differentiated tasks met all students' needs. More able students were challenged through extension classes offered in Mathematics, Reading, Writing, Debating and Robotics.
- **Mission:** The use of the Eucharistic Prayer for Children helped bring about a deeper student engagement in the Mass through the simplified language and nature of the regular responses, which encourages students to follow the Mass more closely. Staff participated in professional learning around rich and differentiated Religious Education tasks.
- **Pastoral Care:** *Zones of Regulation* was implemented across the School to help students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. Mindfulness sessions assisted children to learn and practice these self-calming techniques.

Priority Key Improvements for Next Year

- Learning and Teaching: In 2018 the School will continue to focus on point of need teaching in the areas of literacy and numeracy by analysing data and deepening teachers' knowledge and understanding of differentiation strategies to meet student needs. Coaching cycles will focus on particular students and their "sticking points" on the learning continuum, incorporating specific strategies to target their point of need.
- Mission: In 2018 the School will continue to find ways to engage the students in liturgies and consolidate the use of rich and differentiated tasks in Religious Education lessons.
- Pastoral Care: In 2018 the School will consolidate the *Zones of Regulation* to help students develop skills in consciously regulating their actions. A focus on bullying awareness and anti-bullying strategies across the school will be prioritised. The Parent Representative Group will help with the school-parent relationship and assist with pastoral care of families.

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

Comments from parents:

- With the guidance of excellent teachers, SJB provides learning experiences for our children according to their individual interests and strengths.
- We chose SJB with the expectation that our children would be nurtured in a positive environment, guided in developing their faith, treated with respect and given the best academic tuition available.
- I did not expect that SJB teachers would offer extra-curricular interest groups (in their own break time) that children love to attend. I didn't realise classroom teachers could give such personal attention to students when they require extra support while teaching a class of 20+.
- Our school tends to students where and how they are as individuals.
- SJB demonstrates a strong dedication to development of faith. Frequent and beautifully arranged Masses and liturgies in the school hall, sacramental preparation classes run in the school library and participation in school/parish Masses have all been positive experiences. We are confident that we have made the best choice of school for our family.

Student Satisfaction

Comments from students

- We have many engaging learning opportunities where lots of students enjoy learning at SJB. They enjoy using technology such as chrome books, Interactive Whiteboards (IWBs), iPads and computers. There are overnight excursions to Canberra and Bathurst, a chicken coop and veggie garden, flexible learning spaces in Year 5 and 6, and extension groups for Science, Maths, Writing and Robotics
- Our student body are happy that the teachers are very comforting when students are upset or having troubles and they are very easy to talk to. The student body are also very happy with the new learning spaces and how flexible they can be. Students are very happy with the *Seasons* program because when they need help or they are in trouble they can go to their *Seasons* group and talk about their worries. We would like to see *Seasons* continue every year so that the children who need it most have a chance to go and express their worries.

Teacher Satisfaction

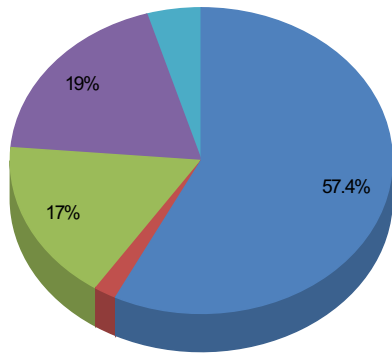
Staff were asked to provide open responses about the most valued aspects of the School. The most frequently nominated aspects were:

- Stage meetings which allow for professional supportive collaboration
- Professional Learning opportunities: coaching cycles and in-services
- Approachable and supportive leadership team
- New staff facilities
- *Skoolbag App* which allows for instant communication
- Availability and use of ICLT to support teaching and learning
- Learning Support
- New playground allowing for creative and imaginative play
- Social and fun dimension of staff relationships.

SECTION ELEVEN: FINANCIAL STATEMENT

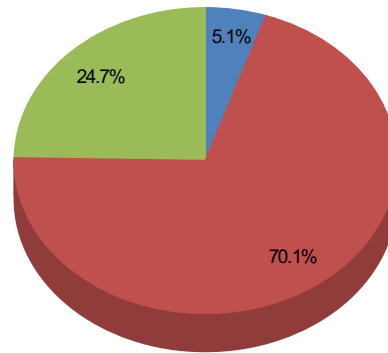
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (57.4%)
- Government Capital Grants (1.9%)
- State Recurrent Grants (17%)
- Fees and Private Income (19%)
- Interest Subsidy Grants (0%)
- Other Capital Income (4.6%)

Expenditure



- Capital Expenditure (5.1%)
- Salaries and Related Expenses (70.1%)
- Non-Salary Expenses (24.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,375,697
Government Capital Grants	\$112,879
State Recurrent Grants	\$1,002,085
Fees and Private Income	\$1,120,178
Interest Subsidy Grants	\$0
Other Capital Income	\$270,909
Total Income	\$5,881,748

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$297,382
Salaries and Related Expenses	\$4,056,774
Non-Salary Expenses	\$1,429,626
Total Expenditure	\$5,783,782