

2017 Annual School Report

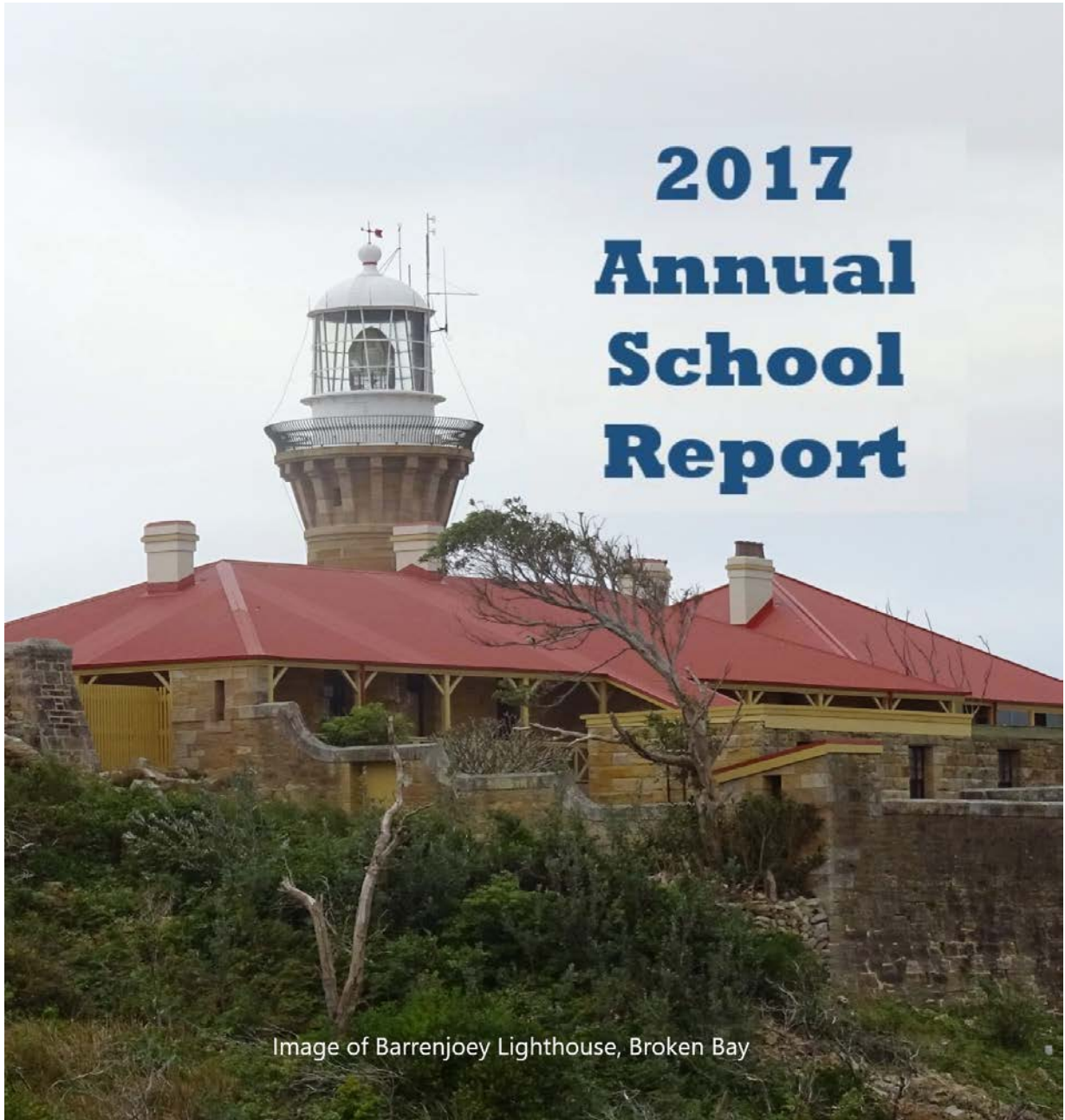


Image of Barrenjoey Lighthouse, Broken Bay



Holy Cross Catholic Primary School, Kincumber

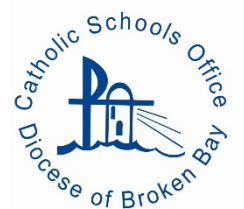
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ABOUT THIS REPORT

Holy Cross 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

On behalf of the School community, we welcome your interest in our School and hope you find the following annual report meaningful.

Holy Cross Catholic Primary School provides students with a peaceful learning environment that develops disciples of Jesus in the context of the local Catholic community.

2017 saw our School continually work towards improvement, always believing that better is possible.

The Staff participated in a variety of professional development meetings focusing on research-based strategies that enabled us to help the students under our care continually improve by directing our teaching to their point-of-need.

The many extra-curricular opportunities that we were able to offer our students meant that the development of the whole person was fostered. Parent involvement throughout the year and our students' positive attitude to all things, contributed to help make the Holy Cross Community a loving, caring place.

This report gives a brief overview of the achievements of our great school over the 2017 school year. Please visit the school website at www.hckdbb.catholic.edu.au for more information.

Parent Body Message

Holy Cross Parent and Community forum has worked over the past year in collaboration with the school staff and community to address the needs of students and parents.

In consultation with teachers and the wider community, our learning and teaching group assisted in the development of a new homework policy for the School.

Our pastoral care team sought advice from the wider community and the Catholic Schools Office and provided meditation and relaxation sessions for parents and a "Walking the Way" series of retreats for mothers to attend. We also launched the Board of Goodwill, an initiative to help people in our community to both give and receive help when needed.

The Mission team ensured that school events are advertised and well organised. This has seen an increase in parent participation and help for such events as school discos.

The Parent and Community forum will continue to work with the school community to find ways to increase parent engagement in school life.

Student Body Message

We love Holy Cross because of all the opportunities it offers us including debating, school band and choir. Our teachers are very supportive towards our learning and contentment. Our teachers value education and happiness and they give up their time to provide us with many opportunities like the Wakakirri dance eisteddfod, futsal and chess club.

Our School has great classrooms and lots of technology and resources to help us learn. We will miss the loving environment that Holy Cross has nurtured for us since day one. We will remember the Brisbane Water view, the song of nature and the great song of the bellbirds that we hear every morning when we come to school. We will miss the respect that teachers, students, parents and our Parish show us every day and the kindness we see on those faces. We will remember the respect that was given to us as captains and the responsibilities of our position.

Our School has helped people outside of our School Community through charities and fundraisers including cake stalls, mini fetes, mufti days and the "I've got your backpack" initiative where Year 6 students provide backpacks filled with necessities for people living without permanent homes.

SECTION TWO: SCHOOL FEATURES

School Features

Holy Cross Catholic Primary School Kincumber, is a Catholic systemic co-educational school.

Located on Kincumber Street at the base of the peaceful Kincumba Mountain on the Central Coast, the school is one of thirty-seven primary schools within the Diocese of Broken Bay and one hour's drive from Sydney. Established in 1991, the school has a proud history of providing an excellent Catholic education to the families of Kincumber, Green Point, Saratoga, Bensville, Empire Bay, Killcare, Pretty Beach, Avoca Beach, MacMasters Beach, Copacabana, Davistown and surrounding areas.

The school is two-stream, from Kindergarten to Year 6 with fourteen modern classrooms that allow students access to a range of resources. All classrooms are equipped with interactive whiteboards. This year new furniture was purchased for the school library to reflect the collaborative approach to learning. Each classroom, including the library, has a number of laptop computers or iPads for student use, as well as three class sets of Chromebook computers that can be accessed by individual classrooms when required.

The School has two main playgrounds with a mix of asphalt and grass play areas catering to individual needs. There is a large School Hall used for a variety of activities including PE, sport, play, assemblies, performances, Parish initiatives and community use (such as physical culture, dance and local sporting organisations). The School has a Learning and Resource centre containing a large selection of books and other resources, as well as a Japanese room and Music room which is equipped with a range of instruments that students are able to use during their music lessons each week.

The School again had success in a number of extra-curricular activities, with debating, choir and various sporting teams and individuals achieving outstanding results.

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
159	178	10	337

* Language Background Other than English

The School continues to receive positive feedback from friends, neighbours, social media and media articles. We enrolled a number of new students throughout the school year. Interestingly, we had a number of families relocating from the inner suburbs of Sydney.

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 92.23 %. 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 %	93 %	92 %	93 %	93 %	89 %

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	22
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	22
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	28
Number of full time teaching staff	14
Number of part time teaching staff	8
Number of non-teaching staff	6

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	Staff spirituality day on prayer, with a focus on the daily Examen, Visio Divina and Lectio Divina
Day 2	The Social and Emotional Learning continuum
Day 3	Review of the Holy Cross Catholic School pastoral care and behaviour policy

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.

In 2017, with the assistance of the school parent forum, parents were surveyed as to their needs in the area of personal spirituality. Results of this survey were then analysed and preparation began to present the first parent spirituality morning focussing on motherhood. Parents were appreciative of the opportunity and requested future events. Another spirituality morning was then held in semester two.

Staff experienced a retreat day in 2017, where the opportunity to learn about and reflect on aspects of prayer and meditation were explored. The use of *Lectio Divina* was modelled and practised so that teachers can use this in developing class units of work.

Our Parish Priest once again provided wonderful leadership in the faith development of students, staff and parents. This year, the parent body had the opportunity to meet in the church to pray as a community before our fortnightly Friday assemblies. Led by parents from the School and Parish, students prepared for and received the sacraments of Confirmation, Reconciliation and Eucharist.

Our opening School Mass challenged students through song and image to 'Try Everything', to embrace mistakes and keep trying.

During Catholic Schools Week the parents and community were invited to visit our classrooms and attend mass where 'Student Story' reflected on the School through the eyes of our young students.

During Holy Week, the children had opportunities to visit the Hall where classes had set up sacred spaces which reflected the Holy Week journey. The displays, developed by students and teachers, allowed students to follow the story around the hall through observation, word, action and movement and reflection on the significant events. The questioning prompts along the way asked students to employ some of their Cultures of Thinking skills to *see, think, feel* and *wonder*.

Our first Grandparent's day saw grandparents attend open classrooms, a special mass service and morning tea picnic with their grandchildren.

In celebration of the Feast of the Assumption, students from Kindergarten took Mary (Jesus' mother) on a reflection called "This is Your Life". Through song and movement, the students retold and honoured Mary's story enabling students, parent and parishioners to see Jesus' life through Mary's eyes.

Students initiated a prayer week in support of one of the teachers and our Mini Vinnies students assisted in raising funds for Catholic Mission, Caritas, St Vincent De Paul Winter Appeal, Christmas presents and the hamper drive, providing for families in need. In total 22 hampers of special Christmas treats, along with individual presents for family members were packaged and presented at our end of year Mass. Hampers were also organised for families in immediate need within our school community.

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.

Our staff are committed to providing a quality 21st Century caring and supportive learning environment. Staff are committed to ensuring that the Gospel messages and teachings of Jesus are evident in all dimensions of school life.

Collaborative discussion, professional learning and implementation of quality teaching and learning pedagogy were key strategic goals in 2017. In line with our SIP's major focus of identifying and meeting each student's point-of-need in all areas of learning, engaging students in *faith in action* and providing ongoing support for students and families with regard to mental health and wellbeing, 2017 was a successful year.

Students completed the Mathematics Assessment Interview (MAI) at the beginning of the year and Kindergarten students also completed the Best Start assessment. Data from these assessments helped teachers identify points-of-need for each student and enabled them to commence lessons with students from day 1 with knowledge of student needs. Students requiring additional support in Mathematics were identified from MAI data; these students worked daily over a twenty week period with the Extending Mathematical Understanding (EMU) Specialist to enhance their mathematics skills and understandings.

Regular meetings enabled staff to work collaboratively and enhance classroom practice across all KLAs. There was a particular focus on the implementation of Cultures of Thinking, reviews of the Running Record as a data tool for teachers and the use of Quick Writes in the classroom. Staff meetings on the subject of mental health allowed staff to look at the importance of the SEL Continuum in mapping student wellbeing.

Within the area of literacy, several strategies continued to be developed. Education Officers from the Catholic Schools Office and specialist staff members enabled all staff to understand and value components of the English Block, including how spelling could be taught through shared text and during writing tasks. Running Records were taken consistently for students across all grades and regularly analysed to guide learning and programming. Through stage meetings, teachers collaborated by sharing knowledge and wisdom, making significant impacts on programming and teaching across the major KLAs.

CASL meetings became a formalised routine during 2017. This enabled all teachers to meet with the leadership team to identify students of concern, develop strategies and a pathway forward, or organise a process for further investigation and support. The CASL review process ensured the agreed actions proposed at meetings stayed on the agenda and enabled student progress to be monitored.

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	66.67 %	55.50 %	7.69 %	10.50 %
	Reading	58.97 %	51.60 %	7.69 %	10.00 %
	Writing	47.50 %	44.60 %	5.00 %	7.50 %
	Spelling	38.46 %	45.60 %	15.38 %	13.10 %
	Numeracy	43.59 %	39.80 %	0.00 %	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	58.18 %	34.40 %	12.73 %	17.50 %
	Reading	54.55 %	37.00 %	7.27 %	14.60 %
	Writing	27.78 %	15.80 %	11.11 %	19.40 %
	Spelling	43.64 %	34.30 %	12.73 %	14.10 %
	Numeracy	41.82 %	27.90 %	5.45 %	14.60 %

NAPLAN Comments

The Year 3 NAPLAN results showed that the school's percentage in the top two bands was above the national rate in all domains, with the exception of spelling. 59% of students in Year 3 achieved the top two bands (bands 5 and 6) for reading and 44% achieved the top two bands in Numeracy. No Year 3 students were placed in the bottom two bands for Numeracy, reflecting the success of strategies developed in Numeracy over recent years. The Year 3 results showed a drop in the number of students achieving the top two bands in spelling and writing over past years and these two areas will become a focus for professional development by the staff in 2018.

The Year 5 NAPLAN results were very pleasing with the school mean being above state and national means in all NAPLAN domains, and above the Broken Bay system mean in all domains except spelling. Positive improvement was achieved by Year 5 students over the previous year, with results showing an increase in the top two bands of 26 percentage points in Numeracy, 15.6 percentage points in writing, 23.6 percentage points in spelling, 16 percentage points in grammar and punctuation, and 1.7 percentage points in reading. It is pleasing to note that the majority of students in this cohort showed significant growth from Year 3 in all domains. For example, in Grammar and Punctuation 78.8% of students experienced at or above expected learning gain.

It is anticipated that the approaches that are continuing to be implemented in both literacy and numeracy will result in ongoing growth for our students in all grades.

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

A number of initiatives and continuing strategies promoting respect and responsibility continue to be at the forefront of the School's approach to Pastoral Care and Student Wellbeing. These include:

- *KidsMatter* framework
- Holy Cross behavioural values
- NAIDOC week celebrations
- Harmony day celebrations
- Student Representative Council (SRC)
- *Mini Vinnies* team
- School captains and sports captains
- Year 6 We've got your back, Backpack fundraiser for homeless members of the community
- Student-led assemblies, where students have the opportunity to present items to the community.

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

In 2017 there was a focus on professional learning topics that enabled our staff to implement research-based strategies in their classes that enabled students to work to their potential. These included:

- Staff review of the Mathematics Assessment Interview
- EMU (Extending Mathematical Understanding) Specialist training in the early and middle years
- Developing an Effective writing programme
- Staff spirituality day on prayer, with a focus on the daily *Examen*, *Visio Divina* and *Lectio Divina*
- The Social and Emotional Learning continuum
- Review of the Holy Cross Catholic School pastoral care and behaviour policy
- Review and implementation of our homework policy.

Priority Key Improvements for Next Year

To ensure continual improvement and focus on our goals, 2018 will see the following initiatives implemented and strengthened:

- with the support of CSO Educational Officers, Literacy and Numeracy coaches will be introduced
- continuous development of our Writing and Spelling programmes
- re-vamping of our Blue Room to monitor student wellbeing
- Cultures of Thinking
- focus on data-driven pedagogy

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

Parents have the opportunity of feedback and consultation through direct communication with the School at parent/teacher interviews, through email, the parent and community forums and through the Diocesan *2017 Partners in Learning Parent Survey*, where we performed above the Diocesan mean in a number of areas.

Parents appreciate the many opportunities to participate in School events - our website has some excellent testimonials from parents about the quality of education that Holy Cross offers, spiritually, socially and academically.

Student Satisfaction

Through conversations with School leaders and the Student Representative Council, students have indicated that they value the opportunities the School has to offer them. They speak of their love for being a student at the School and how grateful they are for their considerate teachers who have genuinely helped them mature and grow in faith and respect for others. Regular comments are made by the students as to how friendly the school is and how much they value these friendships with their fellow students. Our website has some excellent testimonials from our students.

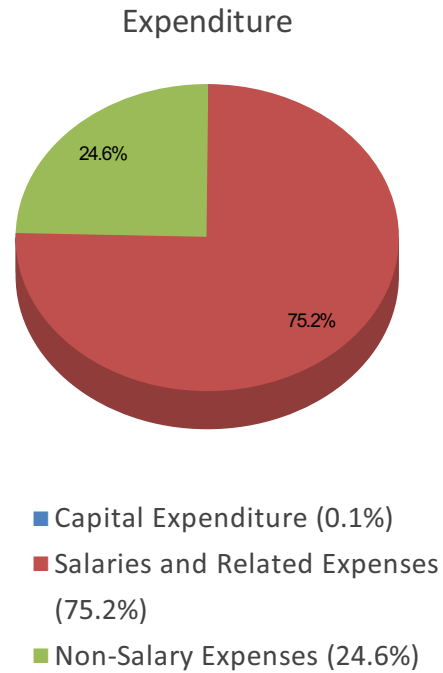
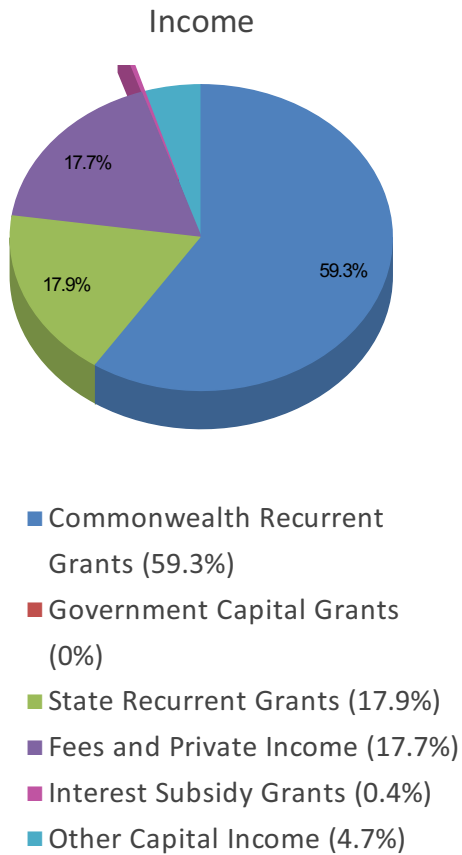
The many leadership opportunities for all grades are valued by the students and their love of the School is shared with parents who come to our School for a school tour. They often make comments in relation to how proud we should be of our students.

Teacher Satisfaction

Feedback from teachers is obtained through surveys, staff meetings, as well as through less formal interactions between staff and the School leadership team. The most significant area of teacher satisfaction is with the friendships formed with colleagues and the cohesion within the staff. This is followed closely by an appreciation of the wonderful students attending the School. The staff display a strong sense of welfare and wellbeing towards each other, the students and the parents - this helps make the school the special place that it is.

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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,569,233
Government Capital Grants	\$0
State Recurrent Grants	\$776,448
Fees and Private Income	\$765,337
Interest Subsidy Grants	\$15,332
Other Capital Income	\$204,309
Total Income	\$4,330,659

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$6,207
Salaries and Related Expenses	\$3,136,911
Non-Salary Expenses	\$1,025,847
Total Expenditure	\$4,168,965