

2018 Annual School Report



Our Lady of Good Counsel Catholic Primary School, Forestville

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ABOUT THIS REPORT

Our Lady of Good Counsel 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

2018 was an exciting and innovative time for the School.

In the area of *Mission*, the School further developed the initiative to reach out to the wider community through the preparation of food for the homeless which was then distributed through the Marist St Vincent de Paul night van. A group of Year 6 children received a Fred Hollows award for their input into this innovation.

The School continued to develop the 21st Century workforce skills. The staff engaged in a variety of professional learning (PL) opportunities and the thinking routines from *Cultures of Thinking* were embedded into the curriculum. The platform to program virtual reality as part of the coding program was implemented. The *Design Thinking Process* provided innovative means to solve problems and achieve outcomes.

Wellbeing was fostered through building a positive community spirit, self-esteem and a healthy lifestyle. The School achieved many firsts in the athletics carnival, public speaking, choir, soccer and basketball.

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

Parent Body Message

2018 was a very successful year for the parents at Our Lady of Good Counsel. A new Parents and Friends (P&F) team was established with the mission of "Community, Communication and Outreach".

The major fund raiser proved to be a entertaining night and enabled us to pay off the remaining costs for the refurbished school hall and Virtual Reality goggles for the technology unit.

With a solid year now under our belt the team is excited, focused and ready for next year's coming events.

P&F President

Student Body Message

We acknowledge all our teachers, from Kindergarten to Year 6, who have supported and encouraged us throughout our school years. We thank them for the care, the belief and the confidence they had, which has resulted in us aiming for the highest we can achieve, and for giving us so many opportunities to 'Let our Light Shine'.

Over the years we've had some great times and some tough times but we did it. We succeeded. We made it!! Now we are about to embark on a new and exciting adventure in our lives. Thank you OLG.

Student School Leaders

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady of Good Counsel Catholic Primary School Forestville, is a Catholic systemic co-educational school.

The School was founded in 1962 by the Brigidine Sisters. In 1976 the nuns handed the leadership of the School to the first lay principal and since then there have been six principals at the School. The original buildings were constructed by the parents and remained until 2007 when a major section was demolished and new classrooms, toilets and an administration block were rebuilt. The money received from the government's Building the Educational Revolution (BER) program was used to develop another four classrooms and to construct our Early Learning Centre (ELC).

The School is located in the suburb of Forestville and is in the same vicinity as the Church. It is situated in beautiful tree-studded surroundings with an oval, providing ample playing space, play equipment and outdoor education facilities. The ELC is positioned in the grounds next to the administration block and is accessible to Kindergarten and to all our appropriate facilities.

In 2018 we had fifteen classrooms catering for 428 children who were taught and supported by 32 staff members. The ELC caters for 60 children from 3 to 5 years of age, with five staff members. In addition, we host a satellite class which is a part of ASPECT and caters for 12 children on the autism spectrum with four staff members at one time.

The parent community is very supportive of the School and we appreciate a positive reputation in the wider community. The 'class parent' system is active in each class and has resulted in powerful social connections for our parents and effective foundations on which to create a strong community. To assist parents in understanding mathematics, the School's mathematics coordinator and Professor Peter Sullivan presented ideas to continue the learning at home. Professor Robyn Ewing provided professional learning in literature and the connection to drama.

The School motto is '*Let Your Light Shine*'. The children are continually encouraged to discuss the implications and to do their best. The motto also underpins our approach to learning and the need to differentiate the curriculum so that all children can reach their potential therefore enabling their 'light to shine'. Each year a child from Year 6 is presented with the '*Let Your Light Shine Award*'. This indicates that the child demonstrated throughout primary school the work ethic to reach their potential and encouraged and enabled others to do the same.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
228	195	147	423

* Language Background Other than English

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2018 was 94.29 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	94 %	94 %	95 %	94 %	95 %	93 %

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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

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

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	37
Number of full time teaching staff	12
Number of part time teaching staff	19
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	2018 Continuing Effective Writing Practices - Cameron and Dempsey
Day 2	Role of Literature and Drama - Professor Robyn Ewing
Day 3	Coding as part of the Science, Technology, Engineering and Mathematics (STEM) curriculum - Grigory Punapov

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 formation of students in the Catholic faith continued to be a major focus, aligned to all mission initiatives for 2018. The School supported the parish-based sacramental program through the Religious Education units covered in Years 2 and 3. Liturgy and prayer played an important part in school life both in the classroom and in the school community. Students were provided with opportunities to pray during assemblies, in the classrooms and in church when attending Mass or Reconciliation.

The liturgical focus included:

- weekly grade Masses
- monthly Parish family Masses
- whole School Masses for significant feast days
- whole School Masses to mark the beginning and end of each term and of the school year
- Holy Week and Resurrection liturgies
- reception of the sacraments of Reconciliation, Eucharist and Confirmation
- liturgies that celebrated occasions such as ANZAC day, Mother's day, Father's day, All Saints day and Year 6 Graduation Mass.

Social justice initiatives for 2018 included both fundraising and social justice awareness programs such as continuing school community involvement in providing food for the St Vincent de Paul night patrol. Participation in Project Compassion, Catholic Mission Appeal, Mini-Vinnies and the social justice committee, Winter appeal and Christmas hampers for families in need were included in our program. The *Peninsula Learning Community of Schools Mission Day*, focused on reaching out to others in need and how we can act as missionary disciples. Finally, Christmas tags were gifted along with sandwiches by our Year 6 students through their *Design Thinking Project* initiative.

Opportunities existed for staff to reflect spiritually through weekly staff prayer, liturgies, Lenten prayer and professional learning. Strong links continued to be fostered between the Parish, School and Diocese with children involved in Masses both at the Parish and Diocesan level. Participation in the monthly Parish Family Masses was encouraged and Stage 3 students were given responsibility for planning the liturgy which involved selecting the music with the Parish musician and presenting the Gospel in a creative way. After Mass the parents, teachers and priests gathered to share a meal.

The Religious Education modules for 2018 were developed and issued through the Catholic Schools Office (CSO). They outlined the outcomes and content to be covered in each grade. Staff meeting time was allocated to allow teachers to work with their grade partners and the Religious Education Coordinator to plan or modify modules to be taught throughout the year.

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.

During 2018 the concept of *Inquiry Learning* continued as a focus with negotiated learning, based on co-constructed inquiry questions, being expanded. This provided the basis for the development of units. The 'thinking program', centred on *Visible Thinking* by Harvard University's Ron Ritchhart, continued to be further embedded into the curriculum resulting in children being highly engaged in learning.

Literacy tasks continued to include all syllabus requirements and were differentiated to cater for all learners. A strong focus on good literature and drama was developed to support the teaching of the English curriculum and facilitated by professional development provided by Professor Robyn Ewing.

The whole school approach to mathematics, *Extending Mathematical Understanding* (EMU), continued across all grades. Assessment of children's conceptual understanding and intervention for those children deemed 'at risk' remained important components of the program. Teachers continued to develop quality strategies and parallel or open-ended challenges were differentiated to meet the needs of each child. As a member of the Northern Beaches Catholic Learning Community of Schools, the School was involved in the *Australian Mathematics Trust* maths challenge, targeting Year 5 and Year 6 children with mathematical ability as well as the *Maths Olympiad* designed to cater for our high potential learners (HPLs). The children were introduced to a new mathematical pedagogy *Encouraging Persistence, Maintaining Challenge* (EPMC) which has had a positive influence on problem-solving.

Expectations linked to rigour, quality learning, assessment, evaluation and presentation remained major focal points of our Religious Education programs.

The Diverse Learners team continued to work with children who required a range of differentiated approaches to ensure ongoing development. This included students who were supported by government funding for their needs as well as other 'at-risk' students who demonstrated similar support needs. The HPLs cluster group initiative involved children from Years 1 to 6 working with expert support in literacy and mathematics. Following the principles of best practice, both objective and subjective data were used to inform decisions made for students requiring any type of differentiation. This included data from the *Whole School Assessment Spreadsheet*, external assessment reports and a range of teacher, parent and peer checklists.

Early learners were involved in assessment processes of *Best Start* and the *Mathematical Assessment Interview* (MAI) which helped teachers design transition programs into Kindergarten based on the individual needs of each child.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	83.61 %	53.20 %	1.64 %	8.60 %
	Writing	83.61 %	41.90 %	1.64 %	10.00 %
	Spelling	70.49 %	46.60 %	3.28 %	12.50 %
	Grammar	68.85 %	53.10 %	1.64 %	11.00 %
	Numeracy	80.33 %	39.20 %	1.64 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	63.16 %	38.60 %	5.26 %	12.60 %
	Writing	35.71 %	13.70 %	5.36 %	23.40 %
	Spelling	43.86 %	34.50 %	7.02 %	13.60 %
	Grammar	45.61 %	35.50 %	7.02 %	14.30 %
	Numeracy	47.37 %	27.60 %	1.75 %	14.00 %

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Initiatives Promoting Respect and Responsibility

A variety of strategies were used to assist in the development of respect and responsibility within the community. The curriculum provided many opportunities to develop independence, collaboration, taking the initiative, knowing and accepting different cultures and thinking historically about events. Practical support for the homeless has helped the children to develop an understanding and a conscience about people less fortunate.

The well-being of families has continued to be a strong focus for the school community. The principal was available for parents to discuss any issues and the School continued to work closely with the CSO and relevant agencies to offer comprehensive and professional support for families in need. The School counsellor provided ongoing emotional and psychological support to children who required it. The diverse learners team continued to provide differentiated learning and care to many students and their families. Clear processes were in place for referral of students and for tracking their development.

Parent education programs were provided around cyber bullying, mathematics and gifted education.

High Potential Learners (HPLs) were assigned to cluster groups across each grade and were appropriately challenged. The *Transition to School program* for pre-schoolers comprised a series of mornings welcoming the child and parent to the School and this afforded the staff an opportunity to assess school readiness and make informed suggestions. Children from the Early Learning Centre (ELC) were involved in transitioning experiences throughout the year.

Further, OLGC hosts an Autism satellite class which enables the children from this class to be mainstreamed, with support, into the relevant class. The combination of these initiatives and strategies enable the School to be an enriched learning community.

In 2018 the school continued to implement the Diocesan approach to behaviour management, *Positive Behaviours for Learning* (PBL), which is designed to promote and foster constructive behaviours so that children can develop best learning practice. The school motto '*Let your Light Shine*' is continually promoted through our PBL rules: being respectful, responsible and safe learners.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

The children explored the Scriptures and made links with their own lived experiences. The School trial involving stories being told using virtual reality will continue into the ensuing years.

The *Design Thinking Process* used to problem-solving was embedded into the inquiry units as well as Science and the Religious Education projects. A small number of Year 6 boys used the process to identify ways of connecting emotionally with homeless people in the City. Their endeavours resulted in being presented with the Fred Hollows Award by the Minister of Education.

The School continued to make empathy visible in the children's daily interactions with their peers and the staff members. The use of the Restorative Justice process enabled the children to see issues from another person's perspective and to then take responsibility for re-establishing positive relationships.

Priority Key Improvements for Next Year

In 2019 the School will be involved in a comprehensive review across all areas. Clear directions for next year will be an outcome of the review and will set future paths for development and innovation.

The Parish/School community links will continue to be forged through formalised visits from the Parish Priest and the Associate Priests. Connections between the two parish schools will be strengthened by combining to celebrate liturgical events.

Teaching and Learning will continue to focus on developing skills which will support the children for the future. 'Removing the ceiling' from all learning will enable every child to reach and stretch beyond their potential. This will be a guiding principle for 2019.

The implementation of the *Be You program* will support the mental health and wellbeing of our community.

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

A sample of parents were surveyed and they expressed satisfaction with:

- the personal support given by the teachers
- the physical environment
- school management and organisation
- the canteen
- the overwhelming sense of community
- the interconnectedness between the parish and the two parish schools.

The parents appreciated the respect for self that the children demonstrated, and the respect that they show for each other, the staff and the environment.

Student Satisfaction

The children discussed their School and were very satisfied with:

- caring teachers - always available to help
- being treated with fairness and justice
- being encouraged to 'do your best'
- experiencing a welcoming environment where everyone belongs
- learning that is fun, creative and engaging e.g. languages, drama and coding
- great sporting activities
- excursions and camp
- friendships
- role models
- opportunities to be role models for the younger children.

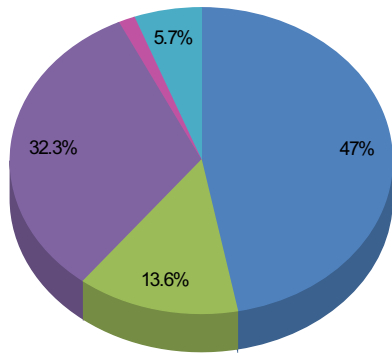
Teacher Satisfaction

Teachers appreciated the innovative and spiritual culture of the School and felt that there were many opportunities to grow and develop. Professional learning was nominated as a strength of the School and the staff expressed gratitude for being able to access the learning when needed. There was a strong advocacy for the pastoral care of the staff, and the encouragement to continue to develop a 'work life balance'. Teachers are happy to be in the School.

SECTION ELEVEN: FINANCIAL STATEMENT

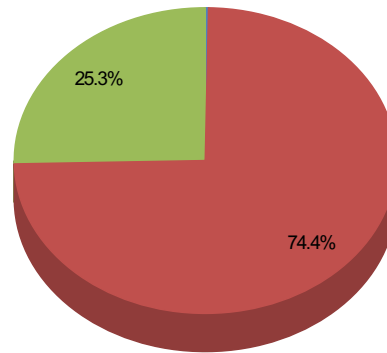
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (47%)
- Government Capital Grants (0%)
- State Recurrent Grants (13.6%)
- Fees and Private Income (32.3%)
- Interest Subsidy Grants (1.4%)
- Other Capital Income (5.7%)

Expenditure



- Capital Expenditure (0.3%)
- Salaries and Related Expenses (74.4%)
- Non-Salary Expenses (25.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,263,391
Government Capital Grants	\$0
State Recurrent Grants	\$654,705
Fees and Private Income	\$1,556,915
Interest Subsidy Grants	\$67,621
Other Capital Income	\$275,683
Total Income	\$4,818,315

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$12,877
Salaries and Related Expenses	\$3,442,302
Non-Salary Expenses	\$1,173,315
Total Expenditure	\$4,628,494