

# 2018 Annual School Report



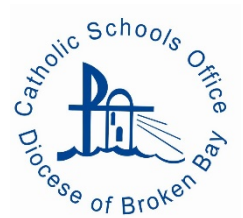
## Our Lady Help of Christians Catholic Primary School, Epping

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## ABOUT THIS REPORT

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Our Lady Help of Christians 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](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

This annual report for Our Lady Help of Christians' Catholic Primary School celebrates the 2018 initiatives of the school community.

Our committed staff continued to provide a quality learning environment, fostering academic growth and excellence whilst responding to individual student needs through differentiated learning experiences. As always, we worked in close partnership with our parent and parish community to provide a faith-filled environment supported by a strong pastoral care programme.

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, school improvement and community satisfaction. Parents, teachers and students have focused on the implementation of the School Improvement Plan (SIP) through a great variety of initiatives which are outlined in this report.

### **Parent Body Message**

The Parents and Friends Association (P&F) has worked to encourage engagement of our parent body in supporting the common goal, the quality of education for children in our school. Parental engagement in learning and education involves families and schools working in partnership to build connections between the most important environments in which young people learn. Parental engagement also involves commitment on the part of schools to valuing and engaging in that partnership with parents and recognising the significant role families play in the education of their children.

The generosity of our parents has enabled opportunities for many social events as well as fund raising efforts. There is a sense of working with the school to enhance and improve standards. The P&F has worked to build positive relationships, a welcoming school environment, parental engagement in learning and wellbeing and has supported the strategic goals of the school and parish community.

## Student Body Message

In 2018 the students of Our Lady Help of Christian's School, appreciated the many valued opportunities to participate in a range of enrichment activities including:

- Robotics - Lego ev3
- Annual Debating Competition
- Annual Public Speaking Competition
- Chess
- OLHC Choir participation in eisteddfods
- OLHC Choir guest choir at St Vincent de Paul Annual Christmas Mass
- Twice-yearly Musical Soiree
- Musical Concert
- Stage 3 Sailing, kayaking, paddleboarding lessons
- Specialist swimming lessons
- ICAS / Maths Olympiad
- Swimming carnivals, athletics carnivals, representative rugby / cricket / netball / diving competitions
- Netball / rugby / basketball / soccer / table tennis gala days
- Social justice initiatives including St Vincent de Paul Hamper Appeal, Sock-it-to-Poverty and many more
- Access to independent piano and woodwind tutor
- Lunch Bunch Social Club; and many more.....

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## SECTION TWO: SCHOOL FEATURES

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### School Features

Our Lady Help of Christians Catholic Primary School Epping, is a Catholic systemic co-educational school.

Our Lady Help of Christians Catholic School is part of the Parish of Epping and Carlingford located in the Broken Bay Diocese, on Sydney's North Shore, in the centre of the shopping area of Epping. The school is a two minute walk from Epping railway station and located on the parish grounds, behind the Catholic Church. With a main entrance from Cambridge Street, the school can also be accessed from Oxford Street, the main street in Epping.

The school was founded by the Parramatta Sisters of Mercy in 1908.

Under the protection and patronage of Mary, Help of Christians, we value an ongoing partnership with parents in providing opportunities for students to excel within a stimulating Catholic school environment.

The school caters for boys and girls from Kindergarten to Year 6. Students are drawn mainly from Epping, North Epping, Carlingford, Cheltenham, Beecroft, Eastwood and Marsfield. The school enjoys a positive profile in the local community and is proud of its reputation for excellence in teaching, learning and pastoral care.

In 2018, approximately 135 students drawn from a range of cultural backgrounds attended the school. Seven class teachers and three specialist teachers supported the learning.

The children walk to Norfolk Oval and utilise local facilities for weekly sport for Year 3-6 during terms 2 and 3. The school competes each year in a range of Diocesan sporting events such as swimming carnivals, athletics days, netball gala days, rugby gala days and cross country events. Swimming lessons are conducted at the Ryde Aquatic Centre for Kindergarten to Year 4 students. Years 5 and 6 students participate in surf education lessons as well as specialist sailing, paddleboarding and kayaking lessons at Balmoral.

Twice a year, a musical soiree is conducted to encourage the musical talents of children at the school. Junior and senior choirs perform at this event along with some of the children who take up the option of piano or woodwind tutoring. This year the OLHC Choir has also competed in local eisteddfods and was the guest choir for the 2018 St Vincent de Paul Christmas Mass.

Children have the opportunity to participate in a range of other enrichment activities such as:

- Robotics and Coding - including Lego ev3 and Edisons, with Sphero bots and a 3D printer to be added to the programme in 2019
- Maths Olympiad competition for Years 5 and 6
- ICAS Mathematics, Science and English for Years 3-6
- Chess club for Kindergarten to Year 6
- Year 5 Epping Rotary Debating Competition
- K-6 Annual Public Speaking Competition
- Lunch Bunch

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## SECTION THREE: STUDENT PROFILE

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### 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
63	68	70	131

\* 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 95.17 %. 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
95 %	96 %	94 %	95 %	96 %	96 %	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).



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## SECTION FOUR: STAFFING PROFILE

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### 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
<b>Total number of staff</b>	18
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	3

### 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.

<b>Day 1</b>	Writing Strategies Course with Sheena Cameron and Louise Dempsey
<b>Day 2</b>	Science and Technology
<b>Day 3</b>	Sweeter Than Honey - Scripture

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## SECTION FIVE: MISSION

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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 teaching of Religious Education and the integration of Catholic values are at the centre of teaching at Our Lady Help of Christians' Primary School. Our main goal is to ensure teachers have a thorough understanding of an authentic contemporary environment where personalised learning and high expectations engage students and promote intellectual quality. All class teachers effectively implement the Religious Education curriculum from Kindergarten to Year 6. The staff has had several Professional Learning meetings including: developing a Stage Three survey regarding Catholic Identity; investigating strategies to embed definitions of Catholic Identity into the learning sequence; and quality reporting in RE. By the end of 2018, students were better able to demonstrate and articulate their knowledge of Catholic identity in class activities, work samples and assessment tasks. A staff development day provided an opportunity to explore teaching / learning strategies to develop a deep understanding of scripture. Catholic values are taught explicitly through the Religious Education program and are also modelled explicitly through integration across the curriculum, the prayer life of the school and in a range of social justice and outreach programs.

Our Lady Help of Christians' Primary School has a strong partnership with the Epping Catholic Parish. The parish priest is actively involved in the faith formation of parents, staff and students. This partnership is fostered through classroom visits, class and school liturgies, the sacramental preparation programs, Kindergarten transition and social justice initiatives.

Prayer life in the school is at the centre of the Religious Education program. Prayer is an important part of every school day and is featured at school assemblies and liturgies and within classrooms through informal and formal prayer. Parents and carers are invited and encouraged to attend all celebrations.

Our Lady Help of Christians' Primary School's social justice and mission programs for students are centred on our four main organisations. Founded by the Mercy Sisters in 1908, we continue to keep the Mercy values central to our school's mission by supporting their works in Candela, Peru by purchasing craft items made by this community. We also support Caritas, Catholic Mission and Saint Vincent de Paul by holding mufti days, theme days, liturgies and fun activities for students. These initiatives are promoted by the Year Six social justice leaders. Our social justice focus for 2018 was A Fiver for a Farmer - a Diocesan initiative to assist our drought affected farmers.

### 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 teachers were involved in a number of curriculum initiatives.

Professional Learning for staff was focussed on maintaining and extending student growth in writing, especially persuasive texts. Teachers participated in a 12 hour online Persuasive Writing module accredited by the NSW Education Standards Authority (NESA). This provided an in-depth study and analysis of each component comprising quality student writing. Staff also attended a whole day Diocesan writing conference hosted by internationally recognised presenters in this field. The main focus was developing teachers' knowledge of engaging and creative strategies to enhance the quality of each student's writing.

The school participated in and supported the Extending Mathematical Understanding (EMU) program. A whole school assessment day was conducted at the start of 2018 in order to collect and analyse student data. As a result, a cohort of Year 1 students was chosen to participate in the EMU intervention program. The teaching staff implemented Mathematics assessment tasks with a differentiated class focus on either the counting, place value, addition/subtraction or multiplication strands.

Structured learning support programs responded to each student's point of need whether academically, physically, socially or emotionally. The learning support teacher worked in classrooms implementing and supporting individual education plans.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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	80.00 %	53.20 %	0.00 %	8.60 %
	Writing	73.33 %	41.90 %	0.00 %	10.00 %
	Spelling	93.33 %	46.60 %	0.00 %	12.50 %
	Grammar	80.00 %	53.10 %	0.00 %	11.00 %
	Numeracy	40.00 %	39.20 %	0.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	42.11 %	38.60 %	0.00 %	12.60 %
	Writing	15.79 %	13.70 %	5.26 %	23.40 %
	Spelling	36.84 %	34.50 %	0.00 %	13.60 %
	Grammar	57.89 %	35.50 %	0.00 %	14.30 %
	Numeracy	42.11 %	27.60 %	5.26 %	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**

Our school has an embedded Wellbeing program to promote student resilience and good mental health, enabling each to achieve their potential.

A number of specific programs and strategies are utilised for this purpose. Some of these strategies include: introduction of the Smiling Minds app to develop student mindfulness; the identification and tracking of individual 'at-risk' students on the SEL continuum; K-6 *Bounce Back* program teaching good mental health strategies; Code of Conduct outlining students' responsibilities to themselves and others; and, the annual K-6 Anti-Bullying program as part of the PDHPE curriculum.

Each year the students lead and participate in a number of outreach social justice efforts including Project Compassion, Candela-Peru Education Sponsorship Initiative, Sock-it-to-Poverty and the St Vincent de Paul Christmas Hamper Appeal.

All Year 6 students take on the responsibility of a Leadership Role / Ministry in their final year of primary schooling. Each role is a ministry of service where students share their unique talents and abilities with the wider community through such roles as School / Vice Captains, Sport Captains, Wellbeing Captains and Kindergarten Buddy Captains as an example.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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 the area of mission, students were better able to demonstrate and articulate their knowledge of Catholic identity in class activities, work samples and assessment tasks. Parents participated in a dialogue session for the Australian Plenary Council 2020 hosted by the school. Some parents also attended the Parent Spirituality Retreat.

In the area of learning and teaching, students have demonstrated an increased engagement and achievement in persuasive writing. The new Science and Technology syllabus was introduced with a particular emphasis on Digital Technologies. This year OLHC was thrilled to receive confirmation of being awarded a \$5000 government grant for STEM initiatives in 2019. This will include spherobots and a 3D printer.

In the area of pastoral care, students are able to increasingly use a variety of strategies for self-management, showing growth in this core skill. This was supported by the use of the *Bounce Back* program, regular classroom use of the Smiling Minds app and Wellbeing Week.

### **Priority Key Improvements for Next Year**

The following targets have been developed for 2019:

- In the area of mission: all students will improve by 1 level on the NPDL (New Pedagogies for Deep Learning) Collaboration rubric for RE
- In the area of learning and teaching: all students will improve by 1 level on the NPLD Collaboration rubric
- In the area of pastoral care: each class average will improve as measured on the SEL (Social and Emotional Learning) continuum



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## SECTION TEN: COMMUNITY SATISFACTION

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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 had the opportunity to participate in a dialogue session for the Australian Plenary Council 2020 hosted by the school. Some parents also attended the Parent Spirituality Retreat.

Parent feedback specifically noted the following:

- happy, engaged and enthusiastic students
- welcoming and connected community
- dedicated staff who respond to the individual needs of each child
- diverse and inclusive culture with strong partnership between the school, parish and parents
- good academic results

### **Student Satisfaction**

In 2018 the students of Our Lady Help of Christian's School, appreciated the many valued opportunities to participate in a range of enrichment activities including:

- New Lego ev3 robots as well as Edison robots and coding apps
- Introduction of The Smiling Minds app for regular classroom use and to foster good mental health
- Annual Debating Competition
- Annual Public Speaking Competition
- Chess
- Twice-yearly Musical Soiree
- Musical Concert
- ICAS / Maths Olympiad
- Swimming carnivals, athletics carnivals, representative rugby / cricket / netball / diving competitions
- Netball / rugby / basketball / soccer / table tennis gala days
- Specialist sailing, kayaking, paddle-boarding and swimming lessons
- Social justice initiatives including St Vincent de Paul Hamper Appeal, Sock-it-to-Poverty and many more
- Access to independent piano and woodwind tutor
- Lunch Bunch Social Club
- and many more.....

## **Teacher Satisfaction**

The school offers a supportive environment and the staff is committed, caring and responsive to the needs of the students and their parents.

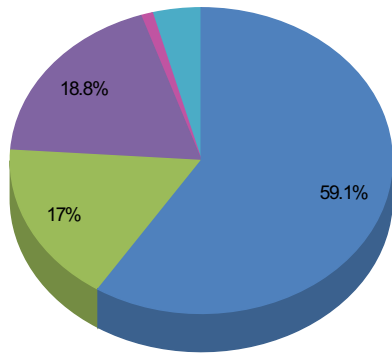
The teachers expressed a high degree of satisfaction with:

- the positive partnership between staff, students and parents
- their collaborative involvement in decision-making
- supportive nature of the school leadership in relation to professional endeavours and growth

## SECTION ELEVEN: FINANCIAL STATEMENT

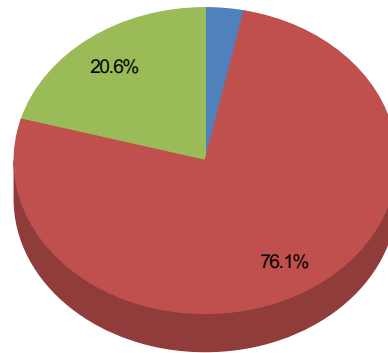
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (59.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (17%)
- Fees and Private Income (18.8%)
- Interest Subsidy Grants (1%)
- Other Capital Income (4.1%)

Expenditure



- Capital Expenditure (3.3%)
- Salaries and Related Expenses (76.1%)
- Non-Salary Expenses (20.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,287,389
Government Capital Grants	\$0
State Recurrent Grants	\$370,243
Fees and Private Income	\$409,298
Interest Subsidy Grants	\$21,808
Other Capital Income	\$90,010
<b>Total Income</b>	<b>\$2,178,748</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$70,923
Salaries and Related Expenses	\$1,650,129
Non-Salary Expenses	\$447,788
<b>Total Expenditure</b>	<b>\$2,168,840</b>