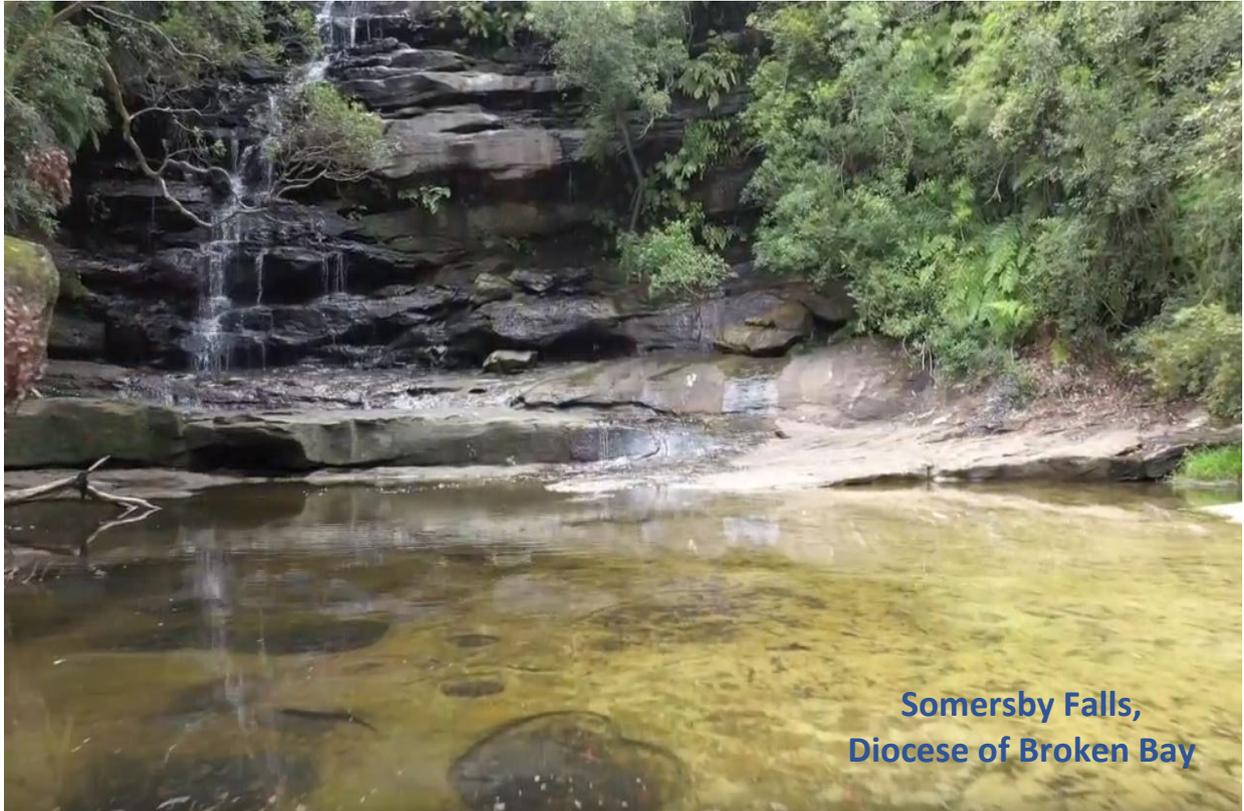


2018 Annual School Report



St Paul's Catholic College, Manly

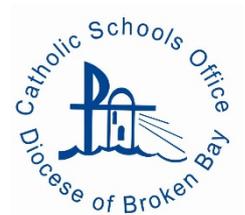
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ABOUT THIS REPORT

St Paul's Catholic College (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 has been a year of planning and launching of significant initiatives in Teaching and Learning, Wellbeing and Mission. The learning culture of the College has a focus on sustained outcomes for all students.

Initiatives have included:

- further work in the *Inspire* project, mentored by Professor Helen Timperley, with focused professional learning (PL) on cross curricular literacy, inquiry based learning, learning intentions and feedback
- University of Sydney robotics/coding
- professional learning in *Cultures of Thinking*
- staff training in the Sydney University *STEM Academy*
- significant reflection and review leading to a new College Strategic Plan.

On the sporting field there was victory in the Jamie Lyon Cup and numerous premierships in inter-school competition.

We are building on the strong Parish relationships and reach out to a range of charities including Catholic Mission and St Vincent de Paul. The *Cambodia Immersion* program continues to develop well.

Our College continues to grow and improve based on our Vision, graduating good Christian citizens who make a positive contribution to their community.

Parent Body Message

We can look back on 2018 and be greatly satisfied that we, the Parents and Friends Association, have achieved some wonderful highlights this year.

As always, we are pleased to have been able to assist the school financially in 2018 with purchasing and installing items predominantly for Waterford Hall.

The Trivia Night was a really great night with staff, teachers and families all coming together to help raise much needed funds for families of Wilcannia-Forbes Diocese, in western New South Wales. Thank you again to all of the local businesses that contributed to this successful event..

One of the P&F's aims is to encourage parent engagement and to bring our community together, to participate in projects and activities for the welfare of our College community. I sincerely hope that this continues to happen and traditions still held as I step down at the end of 2018.

P&F President

Student Body Message

Sincere gratitude to all members of the College and thank you to each and every one of the staff for their endless hours of dedicated work and support in order to give each student at St Paul's the best opportunities possible. Opportunities to not only learn and grow academically, thanks to the skills and patience of our teaching staff, but the life values and principles that all students will use throughout the rest of their lives. The unwavering dedication and support from all the staff extends to further the participation in co-curricular and sporting activities that have enabled the entire cohort to develop memories which they will hold onto and share for years to come. Throughout our journey at St Paul's, with the help of all members of the College, we embraced the College motto "*Prima Primum: First things first*" and have adapted it into all goals set by each individual to attain the best results in all areas of our lives. For the remaining St Paul's students, I wish them the 'very best' as they continue through their high school experience and hope that they take advantage of all the learning, friendship and co-curricular opportunities available to them.

College Captain

SECTION TWO: SCHOOL FEATURES

School Features

St Paul's Catholic College Manly, is a Catholic systemic boys school.

Our College continues to grow and improve based on our Vision, graduating good Christian citizens who make a positive contribution to their community.

Our College values of Respect, Responsibility, Reverence and Results inform our students' reflections on their faith and contributions to College life.

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
0	529	79	529

* 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 89.38 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92 %	90 %	88 %	89 %	89 %	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).

Student Retention Rate

Of the students who completed Year 10 in 2016, 69% completed Year 12 in 2018.

A number of students leave the College at this time to pursue further education in apprenticeships or attend other schools. The decision to move to an alternative school is due to movement interstate or to satisfy particular subject choices.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes; Year 12, 2018	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	39%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	99%

There has been an increase of students in the Senior School (both year 11 and year 12) who are choosing to undertake vocational training as part of their HSC. This increase is due to the variety that these courses offer to the students and achievement of two awards on the completion of Year 12.

Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort.

There has been an increase in the number of students who are selecting a university pathway each year. Close to 70% of the students accepted university placements for 2019. The remainder entered the workforce as apprentices or in other full time work commitments with local area businesses.

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	67
Number of full time teaching staff	40
Number of part time teaching staff	14
Number of non-teaching staff	13

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	Child Protection
Day 2	Various Pedagogical Workshops
Day 3	Wellbeing

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 partnership with parents as the first faith educators of their children and the local parish community, the College seeks to educate and form young men in the Catholic faith. The College provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

On the first staff day, St Paul's staff joined with St Mary's, Manly, St John the Baptist, Freshwater and Stella Maris College, to celebrate Eucharist together at our Parish Church.

The College school year began with a Mass of Welcoming celebrated in our Parish church. All new students and staff were presented with a certificate of welcome into the community.

National and Religious festivals are marked by Liturgical assemblies including Ash Wednesday, ANZAC Day, Passion Week, Remembrance Day, Advent and Christmas.

The College engaged in charitable fundraising throughout the year for Project Compassion, Catholic Mission, St Vincent de Paul's Winter Appeal and the St Vincent de Paul Christmas hamper appeal, which we support every year. This year we also supported the "Fiver for a Farmer", *Stella Fella*, and the Wellbeing campaigns around the issues of depression, suicide, anti-bullying and Positive Thinking.

Students from Year 10 who had travelled to Cambodia this year, helped facilitate the Broken Bay Primary Schools Mission Day, which was held here in the Waterford Hall. Year 10 were also involved in the Catechist Program at Harbord Public School, visiting once a week.

Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). 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.

At the conclusion of 2017, the Senior Leadership Team and the Leaders of Learning discussed the ways that the pedagogy could be altered to suit the learning styles of all students. This led to a discussion on how to implement an inquiry based learning pedagogy into our Stage 4 curriculum. Throughout 2018, there were opportunities for teachers to develop their understanding of inquiry based learning and work collaboratively in teams to observe and reflect on teaching practices. This involved the collection of student feedback on how they learn best. This feedback was then used to build an inquiry-based pedagogy specific to the school and, in particular, to Stage 4 learners.

The College has continued to develop teacher practices to ensure that diverse learning needs are catered for within the classroom. Differentiation continues to evolve as both learning styles and needs change. Students of all abilities are well catered for including the weekly homework club, supervised study sessions and enrichment programs of project-based learning.

Small class sizes have allowed for a targeted approach of intervention in reading and writing, across all year levels. Students are encouraged to use the active reading guide allowing them to access the curriculum, those who require additional assistance are catered for with the Diverse Learning Team.

The increased use of the Google Suite has allowed for the tracking of students work with online submissions and flipped classroom learning. All students and teachers work with Google Classroom allowing for the classroom to continue beyond the school. This has encouraged boys to be responsible for their learning and to seek and use feedback to improve their understanding and depth of learning.

The change in elective choice structure has allowed boys to experience a wider range of electives throughout 2018 and into 2019. The school introduced VET Construction into year 10 and this allowed boys to begin a VET course earlier in their schooling. This attracted a large percentage of the year class.

The HSC results of 2018 showed significant learning gain for the boys over the course of six years of schooling. These results demonstrate that the range of subjects on offer and the diverse teaching styles allowed for individuals to develop to their potential.

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 7	Reading	28.99 %	26.90 %	7.25 %	16.30 %
	Writing	17.14 %	13.50 %	31.43 %	32.00 %
	Spelling	25.71 %	30.30 %	14.29 %	16.70 %
	Grammar	27.14 %	29.10 %	12.86 %	17.50 %
	Numeracy	38.57 %	28.90 %	2.86 %	14.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	22.73 %	20.90 %	14.55 %	18.50 %
	Writing	5.41 %	11.70 %	38.74 %	41.20 %
	Spelling	18.92 %	23.70 %	19.82 %	21.50 %
	Grammar	14.41 %	20.20 %	22.52 %	20.60 %
	Numeracy	32.43 %	25.80 %	9.91 %	14.80 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2018, the number of students issued with a RoSA was 1.

Higher School Certificate (HSC)

The results of the School's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

The College performance in a number of subjects was above the state average. The comparative learning gain of the boys continued to grow but this is not demonstrated in the state rankings and yet this was the strongest learning gain by a cohort over the last three years. Many subjects continued to be above state average. Music and Visual Arts maintained their strong growth as did the technology subjects, specifically Industrial Technology.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2016		2017		2018	
	School	State	School	State	School	State
English (Standard)	37 %	13 %	28 %	16 %	8 %	15 %
English (Advanced)	50 %	62 %	61 %	64 %	60 %	63 %
Design and Technology	40 %	41 %	70 %	43 %	67 %	47 %
HSC English Extension 1	100 %	95 %	100 %	94 %	100 %	96 %
HSC Mathematics Extension 1	100 %	80 %	89 %	82 %	83 %	80 %
Mathematics	62 %	53 %	57 %	54 %	83 %	52 %

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

Respect and responsibility are inherent characteristics of St Paul's students. The College takes pride in the manner in which our students display these characteristics to each other, their teachers and their care for the environment.

The Wellbeing team at the College explicitly promotes respect and responsibility in all their interactions with students. As the College engages with the science of positive psychology via the *Positive Education Schools Association (PESA)*, the underlying mantra is one of respect and responsibility. The action of mutual respect transforms learning spaces and recreational spaces ensuring that all members of the community are included and able to flourish.

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

By the end of 2018:

- the identity of St Paul's was enhanced by an increased focus on staff formation in Catholic identity to improving overall engagement of the community
- 70% of the students sitting the NAPLAN in Year 9 achieved Band 8 or above in reading, writing and numeracy for the second year in a row
- the College-wide writing and reading strategies have become common language for students and teachers
- the strategic management of resources has led to College-wide budgeting processes with appropriate accountabilities and compliance processes.

Priority Key Improvements for Next Year

By the end of 2019:

- Stage 4 student involvement in social justice activities will have an explicit underpinning of Catholic scripture measured by the completion of a reflection exercise for each activity
- students will demonstrate autonomy over their learning pathway by setting challenging learning goals across KLAs and showing 10% improvement in these goals evident in comparative learning gain
- there will be a 10% increase in positive Social Emotional Outcomes that inform resilience, evident in the TTFM survey
- a Community Advisory Group and Ex-Students reunion process will be established.

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

This year saw widespread consultation for the School Improvement Plan (SIP) as well as research into enrolment patterns and marketing. Through the *Tell Them from Me* (TTFM) survey, parents responded to questions on partnership in learning which examined satisfaction, communication, homework, wellbeing and inclusion. Across these domains there was strong support for the College with no areas of significant concern.

The Parents and Friends (P&F) Association is a forum open to parents to raise issues and socialise, and electronic communications are available and accessible for all parents. An improved parent engagement model is under consideration next year.

Significant praise from members of the community was received for the care of the individual. Indeed a deep level of care is greatly valued by our parent community. There were many opportunities taken in 2018 to collect and reflect upon feedback from parents. The College has been particularly commended also for its improvements in teaching and learning, its ongoing embracing of the wellbeing agenda and an explicit focus on a service learning/social justice drive as part of the College mission.

Student Satisfaction

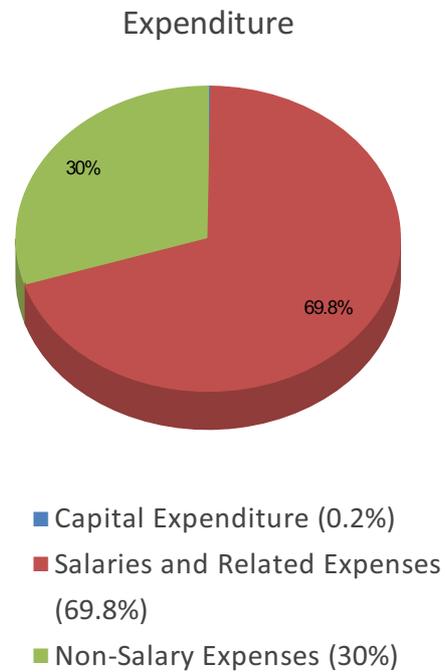
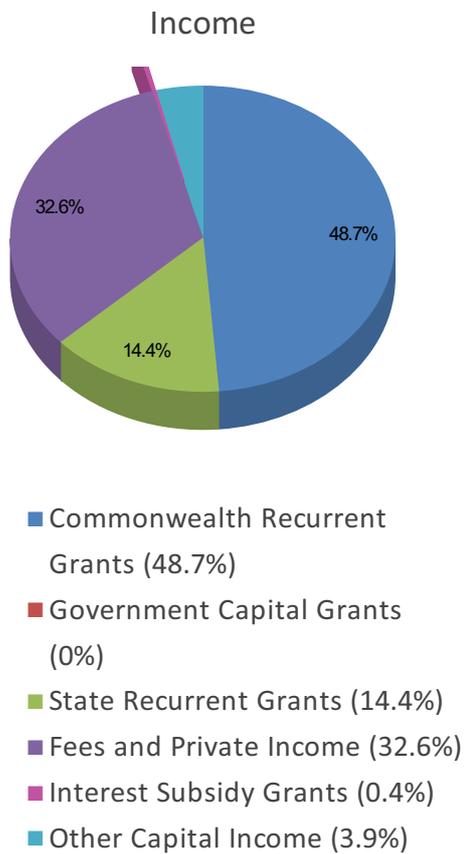
Through the *Tell Them from Me* student survey, data was collected on 31 indicators based on the most recent research on school and classroom effectiveness. The range of indicators looked at school sport, social, emotional and academic outcomes, as well as the drivers of those outcomes. The feedback strongly affirmed the College programs and placed the College on a level that is at or above national norms which is very encouraging. The College engaged with the University of Auckland in support of its Year 8 *Inspire* program targeting literacy and writing through an Inquiry pedagogy.

Teacher Satisfaction

Staff were surveyed through the *Tell Them from Me* survey which looked at eight drivers of student learning, namely leadership, collaboration, learning culture, data informing practice, teaching strategies, technology, inclusion and parent involvement. Staff satisfaction was relatively high across most domains and reflective of the proactive improvement journey in the teaching and learning space across the College in 2018 as well as a stronger focus on Wellbeing for Learning. Tangible improvements are already evident. Staff are excited by the ongoing work being done in support of them through professional learning and support of their accreditation status.

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	\$5,404,969
Government Capital Grants	\$0
State Recurrent Grants	\$1,599,677
Fees and Private Income	\$3,618,006
Interest Subsidy Grants	\$44,940
Other Capital Income	\$428,910
Total Income	\$11,096,502

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$26,425
Salaries and Related Expenses	\$7,689,549
Non-Salary Expenses	\$3,299,640
Total Expenditure	\$11,015,614