

2015 annual school report



St Kevin's Catholic Primary School, Dee Why

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ABOUT THIS REPORT

St Kevin's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) 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

This report highlights the 2015 initiatives of the school community to support our School Improvement Plan (SIP) in Mission, Learning and Teaching and Pastoral Care. In 2015, the school's Mission goal was to develop students' lived sense of discipleship and Catholic identity; the various outreach activities promoted by the school did much to support this student-centred goal. Parents, teachers and students have focused on the implementation of the school SIP through a great variety of initiatives which are outlined in this report.

Parent Body Message

St Kevin's Parents and Friends (P&F) committee serves the school through its support to the principal by fundraising, social events and community awareness initiatives. 2015 saw our P&F continuing to provide opportunities focused on strengthening connections within our St Kevin's community, welcoming new families and supporting the promotion of our school in the wider community. Parents welcomed the opportunity to comment on the partnership between parents and the school remarking that the relationship is a healthy one, supported by approachable teachers who value parent input.

Student Body Message

The student representative group outlined the importance of being a leader at St Kevin's and cited the various leadership roles such as colour house captain, technology and environment team, all which provide every Year 5 and Year 6 student the opportunity to be school leaders. It was noted that the Student Representative Council (SRC) gave the students a voice, particularly in the area of mission and discipleship where the students made a conscious choice to reach out to others in the community. In 2015 leadership camp provided students with opportunities relating to trust, cooperation and understanding of the responsibilities and importance associated with student leadership in a single stream school.

SECTION TWO: SCHOOL FEATURES

School Features

St Kevin's Catholic Primary School Dee Why, is a Catholic systemic co-educational school.

St Kevin's Catholic Primary School, Dee Why is a co-educational primary school for children from Kindergarten to Year 6. The school is centrally located in the Dee Why shopping district. A significant percentage of our school population boasts English as their second language which is an accurate reflection of the wider Dee Why community. It is also an attribute which makes our school unique on the northern beaches of Sydney. Our school motto, *United in Love* gives inspiration for all we do at St Kevin's and our caring, supportive approach to students' development is both welcomed and appreciated by the school community.

St Kevin's School was established by the Goulburn Sisters of Mercy in 1925. The Good Samaritan Sisters replaced them in 1935 and remained till the 1970s. From the 1970s until the present time, the school has been managed by lay staff but has retained and maintained close ties to the St Kevin's church and the Scalabrinian priests who administer the Parish of Warringah. The feast day of St Kevin is celebrated on 3 June; it is a day of whole school celebration which includes a Mass for staff, students and parents.

A strong link has been established with Mater Maria Catholic College Warriewood and St Paul's Catholic College Manly as our two main Catholic feeder schools. Our school supports and attends both the Mater Links day and the St Paul's day for our Year 3 boys. Both these days are held early in the year and give students an opportunity to meet and work with the senior students of our Peninsula cluster. It is customary for the principal of St Kevin's to correspond with parents of students in Year 4 and 5, reminding them of enrolment procedures for our Catholic high schools.

St Kevin's is part of the Peninsula Learning Community of Catholic Schools (PLCCS) and we are present at all cluster sporting events and gala days. Debating and public speaking are co-curricula programs which greatly enhance our school life and provide students with opportunities to refine important life skills. St Kevin's has a strong student leadership program in which all students from Year 5 and Year 6 are involved. The program identifies the attributes of leaders, and students are given time to formulate their own leadership statement for the school year. In 2015 the students participated in a school leadership camp which included an overnight stay at a nearby venue. The student leadership program is valued and well supported by the principal and class teachers.

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 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
80	78	92	158

* 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 2015 was 94.85 %. 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 %	94 %	94 %	97 %	94 %	95 %	95 %

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 [*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
16	3	19

* This number includes 8 full-time teachers and 8 part-time teachers.

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	16
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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	Leading Learning: Numeracy and the effective use of MAI data to track student progress in Number
Day 2	Pastoral Care/Mission: Exploring teachers' understanding of personal discipleship and wellbeing
Day 3	Leading Learning: Implementing the new History syllabus, with a focus on historical inquiry

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

St Kevin's School has a rich religious life. Students, parents and teachers participate in a variety of masses and liturgies throughout the year to help support the ongoing faith formation of the community. The community also joined together with others in the Broken Bay Diocese for the annual staff Mass, Year 6 cluster Mass, mission Mass, mission workshop day and to celebrate the beginning of the Jubilee Year of Mercy.

The children regularly attend the Friday parish Mass and children from Year 3 to Year 6 participate in Reconciliation during Lent and Advent. Many children from Years 4 to Year 6 are rostered on to serve at school and weekend Masses. The priests visit classes throughout the year to support the delivery of the Religious Education curriculum in the school. The principal is a member of the Parish Council.

Children from the school were involved in the various parish sacramental programs and the school's class based Religious Education programme further enhanced their learning. This year, the Religious Education coordinator worked with the parish secretaries to identify students who had missed sacraments during their time at St Kevin's or who had transferred to St Kevin's from a different diocese. Special programmes were run within the school to ensure that all students had an opportunity to access the sacramental programme. This included extra reconciliation and Eucharist classes which met the needs of older students participating in the programmes.

At St Kevin's, the Catholic Worldview is evident in relationships between staff, students, families and the parish. Through these relationships, children develop an understanding of servant leadership and what it means to be a disciple in the world today. The SRC led a variety of school initiatives to support Catholic Mission, Caritas, St Vincent de Paul and World Water Day. Of particular note in 2015 was the Winter sleepout, hosted by the SRC. This initiative gave senior students the opportunity to "sleep rough" for a night and raise money for the St Vincent de Paul Winter appeal.

Religious Education teacher accreditation requirements were met through staff members' participation in a professional learning day aligned with the 2015 SIP Mission focus, "to develop students' lived sense of Catholic identity, discipleship and mission." The day was facilitated by Robyn Gallagher from the Catholic Schools Office.

The overarching theme of the day was that “Caring for ourselves is not a luxury, it is a responsibility.” The day consisted of three practical wellbeing activities which focused on remembering and reconnecting, letting go and gratitude.

During 2015 two teachers continued their study in the Master of Theology program through Broken Bay Institute.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The 2015 School Improvement Plan (SIP) focused on strengthening student outcomes in reading and writing through providing effective high yield teaching strategies, with a particular emphasis on the coaching model.

This model was sustained throughout the year and teachers were supported in the implementation of effective instructional strategies. The leadership team used a series of high yield leadership strategies which included Instructional Walks and Talks and Collaborative Analysis of Student Learning (CASL) meetings. CASL meetings took place twice a term. At this time, data was analysed, progress recorded and strategies for future learning discussed. Strategies for improvement were planned and co-taught as part of the coaching model.

The school participated in the *Extending Mathematical Understanding* (EMU) program. A whole school assessment day was conducted at the start of 2015 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 focus on the Counting and Place Value stands. The leadership team planned for the continuous tracking of student achievement, aligned to the Growth Point framework.

A range of technologies such as iPads, Chromebooks and computer technology was used to both enhance student learning and engage the learner. The Information, Communication and Learning Technologies (ICLT) team ensured that technology was integrated into teaching and learning programs. The ICLT team introduced teachers to Google Drive, Google Docs and Google Forms which meant that information was easily accessible and available to all staff.

In 2015 teachers taught from the newly implemented Science and Technology syllabus and continued to develop units of work which were specific to our school context. The leadership team, including key teachers, attended workshops regarding the introduction of the History and Geography syllabuses. Staff development days were used to inservice classroom teachers in the delivery of this content with a focus on the explicit teaching of specific skills.

Learning support programs were structured and focused on student needs. The learning support teacher worked in classrooms establishing student contact and supporting the classroom teacher.

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	61.10 %	52.20 %	5.60 %	10.70 %
	Reading	38.90 %	48.20 %	5.60 %	11.00 %
	Writing	55.50 %	46.80 %	0.00 %	7.40 %
	Spelling	61.20 %	41.20 %	5.60 %	14.80 %
	Numeracy	27.80 %	33.50 %	11.10 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	26.00 %	35.90 %	4.30 %	16.60 %
	Reading	52.10 %	33.50 %	4.30 %	18.10 %
	Writing	34.80 %	19.10 %	0.00 %	17.60 %
	Spelling	43.50 %	32.60 %	8.60 %	15.30 %
	Numeracy	34.70 %	27.80 %	4.30 %	15.80 %

NAPLAN Comments

In 2015, the percentage of students in the top two bands for grammar and punctuation, writing

and spelling in NAPLAN for Years 3 and Year 5 provided the school with a satisfying result. A number of initiatives may have influenced these results including the use of a range of high yield strategies, in particular the literacy coach model which provided teachers with targeted professional learning in the teaching of writing in order to improve student outcomes. Student growth in reading for Year 5 has been particularly pleasing with over 75% of students achieving greater than or equal to expected growth. Results for reading in Year 3 indicate that further professional learning is required to improve results in this important area in 2016.

In 2016 the school will continue to implement the *Extending Mathematical Understanding* program (EMU) in order to improve numeracy results from Kindergarten to Year 6. A third EMU specialist teacher will be trained next year to sustain learning in numeracy. NAPLAN numeracy scores indicate only adequate results although the school's mathematical assessment interview (MAI) data has revealed sound student growth especially with our vulnerable students. This sound progress is testament to the focus on differentiation strategies and the highly structured manner in which the EMU program is delivered to students.

Closer examination and item analysis of NAPLAN indicates that reading continues to be an area requiring further development; as such it has been included as a SIP target for 2016. Professional learning which supports teachers in their analysis and understanding of the literacy continuum as well as the identification of specific strategies to assist in the development of comprehension skills will be a priority in 2016.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (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 to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

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.

Anti-Bullying Policy

The School's Anti-Bullying Policy is 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.

Complaints and Grievances 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.

Initiatives Promoting Respect and Responsibility

In 2015, children at St Kevin's participated in a variety of initiatives which promoted respect and responsibility at both a local and global level. On Harmony Day the children came together to celebrate their cultural and religious diversity and that of the wider population. The children also participated in ceremonies for ANZAC Day and Remembrance Day. Through these initiatives the children gained a deeper respect and appreciation for the fragility of life and the needs of others in the world who are less fortunate.

At St Kevin's, the children are formed as servant leaders and are encouraged to take responsibility for their actions and for others. This is achieved through a range of initiatives including the maintenance of the school vegetable garden, the student leadership program, the kindergarten buddy program and a variety of student-led mission initiatives.

Respectful and responsible behaviours are explicitly taught through our *Positive Behaviours for Learning* (PBL) program as well as through our *KidsMatter* framework. Student leaders assume the responsibility of leading peer support groups, respecting the marginalised and promoting our school led initiatives at school assemblies.

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.

Key Improvements Achieved

The main priority for St Kevin's in 2015 was to provide effective professional learning for teachers which included a sustained level of support in literacy using the literacy coaching model. Strengths can be reported in all three SIP domains. Teachers had the opportunity to participate in professional learning relating to the Joy of the Gospel and linking this learning to their personal level of discipleship. The coaching model had a significant impact on teacher instruction and improved student outcomes in writing for students from Kindergarten to Year 6. Pastoral Care and Wellbeing focused on the successful launch of our *KidsMatter* program. The launch incorporated all teachers and students and was widely advertised to parents and the wider community. Key improvement strategies which assisted in the delivery of goals and targets included the use of high yield strategies such as CASL meetings and instructional walks and talks to share examples of best practice.

Priority Key Improvements for Next Year

In 2016 the following three annual goals will maintain our strategic direction at St Kevin's:

- to develop students' lived sense of Catholic identity, discipleship and mission
- to strengthen differentiated teaching practices in order to improve the learning outcomes of all students
- to enhance student wellbeing and community engagement.

A number of key strategies will include:

- the provision of a broad range of opportunities for students to demonstrate their discipleship
- the use of both EMU and PAT-R data to inform differentiation in teaching programs
- the implementation of structures whereby an environment is created that enables students to be perceived as pastoral carers.

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

In 2015 the parent community expressed great satisfaction with all facets of school organisation at St Kevin's. Parents noted the welcoming, supportive nature of the school and the ability of the leadership team to deal with personal issues in a professional way. In 2015 parents were provided with parent education programs in writing. This learning opportunity was targeted at different learning stages and provided parents with a practical application of the learning process. Parents welcomed the personal invitation to attend these sessions and classroom visits provided useful insights. Opportunities to support the school through the P&F provided parents with a level of consultation which was highly valued. Anecdotal feedback suggested that communication processes to the school community should be consistent and general information regarding day-to-day organisation delivered to parents in a timely manner.

Student Satisfaction

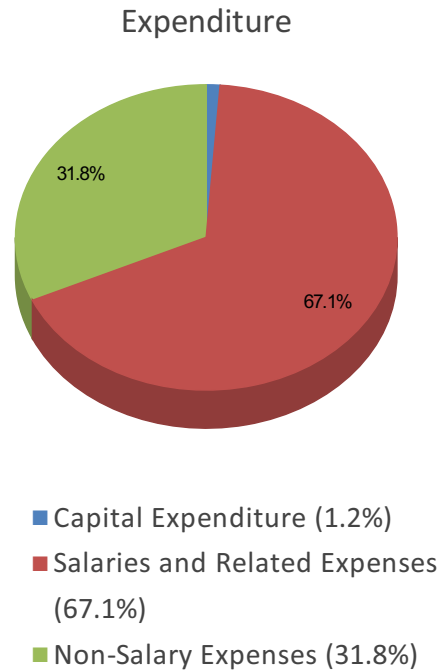
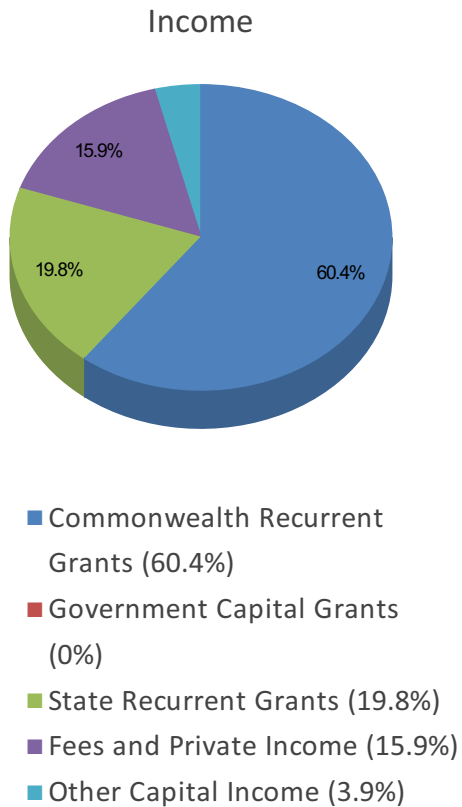
Feedback on student satisfaction was gathered by the principal who interviewed a sample Year 6 students. These students noted a particularly high level of satisfaction in 2015 in their student leadership roles and the many and varied ways of assisting their school such as the buddy program, open day and Kindergarten orientation mornings. The leadership camp held at the beginning of 2015 was well received and enabled students to work cooperatively with each other. Students at St Kevin's are encouraged to have an active voice and great expectations are placed on our senior student leaders to be good role models to younger students. Students valued the technological opportunities offered in 2015 and referred to examples such as blogging, Google Docs and Google Drive which enhanced their learning.

Teacher Satisfaction

Evidence of teacher satisfaction at St Kevin's was gathered through staff meetings, surveys and anecdotal responses. Teachers expressed satisfaction with the calm school atmosphere and felt that they are listened to and supported by the leadership team. The school facilities are kept up to date and maintained to a high standard. Resources such as those used for literacy are in plentiful supply and are renewed when necessary. The professional learning at weekly staff meetings was effective and ongoing, and staff commented on the success of this approach. However, staff meeting time is strictly scheduled and some staff believe that there is little time for evaluating the effectiveness of learning programs. Staff valued the overall approach to professional learning and reported that it was timely and supported our school SIP.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES 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	\$1,317,954
Government Capital Grants	\$0
State Recurrent Grants	\$431,626
Fees and Private Income	\$346,088
Other Capital Income	\$85,836
Total Income	\$2,181,503

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$26,616
Salaries and Related Expenses	\$1,529,536
Non-Salary Expenses	\$724,345
Total Expenditure	\$2,280,497