

St Paul's Catholic College, Manly  
Annual School Report to the Community

2014



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**Principal**

Mr Mark Baker

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## ABOUT THIS REPORT

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St Paul's Catholic College (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 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**

In 2014 we have set out to achieve our goals of Building a Better School in the areas of culture; resources and results. I am pleased to report that in this year we have:

Begun the building of the Hall with the associated new music, art and hospitality rooms.

Maintained our improved results in NAPLAN and the Higher School Certificate

Adopted P.A.T (Progressive Achievement Tests) in order to provide a means of identifying areas of need in Literacy and Numeracy while at the same time measuring growth.

As a Catholic School we have continued to build on relationships with our priests and parishes and we have supported a number of charities. For example the College raised some \$9,161 at Relay for Life, as well as significant donations for Catholic Mission and St Vincent de Paul.

Our school continues to grow based on our:

Vision – to graduate good citizens who make a positive contribution to our community and who are strong in their Catholic, Christian values.

Values – of Respect, Responsibility, Reverence and Results

And we seek to achieve these goals in the content of a Catholic, comprehensive High School founded upon the traditions of the Christian Brothers and the model of Edmund Rice.

### **Parent Body Message**

The Parents' and Friends' (P&F) Association of St Paul's meets on the third Monday evening of each month and is made up of an active group of parents, committed to assisting the College, where it can, with the academic, pastoral and social life of the school. In 2014 we have enjoyed increased attendance at our meetings, a venue for parents to gain insight into their son's school.

The P&F thank the school executive and staff for the appreciation and support they give to all our endeavours.

### **Student Body Message**

Our mission here at St Paul's is to be a contemporary centre of learning which integrates gospel values and quality education, whilst focusing on the needs of the boys in a changing and complex world. In keeping with our motto, Prima Primum (First things first), we share our faith and work together to develop in each community member, a love of learning. We follow the model of Jesus, and our patron, St Paul, who inspires us to hope in the future and to set high expectations for our students.

We encourage all boys to accept responsibility for their learning and behaviour, and to become confident, independent, creative thinkers who will contribute to a just society. St Paul's intends on developing us into members of our growing community. Men with goals, intentions and a purpose to succeed in whatever pathway they choose. As a college, opportunities exist in abundance for almost any aspect of college, community, social justice, and sporting life. Hence the difficulty in acknowledging all of our achievements, but we can assure you that they have been plentiful, and that they are the product of a group of men who now desire to succeed.

### **Parish Priest's Message**

*Pope Francis, with his sense of joy and endearing smile, continues to present us with positive words and actions of how we can make a difference, as the young people's hymn goes, as we walk along the road of life with Jesus, reflecting his spirit and love in the way we support each other and reach out to those in need in so many different ways, both locally and in the broader world.*

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## SECTION TWO: SCHOOL FEATURES

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### School Features

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

St Paul's Catholic College, Manly a systemic Year 7 to Year 12 school catering for boys on the Northern Beaches of Sydney for over 80 years. Our aim is to provide an excellent academic education in the Catholic tradition, enabling each boy to develop to his full potential. An education at St Paul's will inform, encourage and excite each boy, and promote the Catholic values of acceptance, love, forgiveness, compassion and prayerfulness in every aspect of school life.

The motto of St Paul's College is "PRIMA PRIMUM" – *First things first* – and is a challenge to all members of the St Paul's Community to properly arrange life's priorities. At St Paul's we aim for excellence in every area and purposefully educate each person's spiritual, intellectual, physical, social and emotional growth. We also recognise that parents are the prime educators of their children and we endeavour to support, complement and involve them in the education of their sons.

The College aims to produce confident young men who are flexible, innovative and well-rounded decision makers and who are consequently well-prepared to meet the challenges of a good tertiary education and a successful career. We have worked hard to create a school which is challenging yet friendly; demanding yet supportive; serious in purpose yet light in spirit. To achieve our aims we provide extensive Information Technology facilities, an excellent Information Resource Centre and dedicated, experienced and professional staff who teach in a disciplined and happy atmosphere.

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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 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
0	675	106	675

\* Language Background Other than English

In 2012 the total enrolment of the College was 629 students, and in 2015 will grow to 700 students. The College, for the first time, is on track to achieve maximum enrolment, and has waiting lists for all year groups. In the period 2012 to 2014 there has been a 7% increase in enrolments.

### 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 2014 was 91.22 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	92.60 %
Year 8	91.70 %
Year 9	90.60 %
Year 10	90.00 %
Year 11	91.20 %
Year 12	91.20 %

The biggest problem the College faces with attendance, is with parents taking their boy(s) out of school during Term for family holidays.

### **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).

### **Student Retention Rate**

Of the students who completed Year 10 in 2012, 75% completed Year 12 in 2014.

### **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, 2014	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	17%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### Post School Destinations

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

The students of St Paul's continue on to a very wide range of post school tertiary study options, and to employment.

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
55	14	69

\* This number includes 44 full-time teachers and 11 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.	55
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	Mission
Day 2	Pastoral Care
Day 3	Literacy

Our professional development focus has been on developing the literacy knowledge of the staff

so that they are better able to assist students improve their reading, writing and punctuation skills. Our aim is to improve the NAPLAN results across all areas of literacy.

Our second profession development focus continues to be on Catholic identity. We seek to provide the staff with an understanding of and appreciation for Catholic history, teaching and mission, so that they can better support the church in its evangelising outreach.

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and 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 life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

The College marks the beginning of the school year with a Welcoming Mass celebrated in the Parish Church of Mary Immaculate and St Athanasius in Manly. At this celebration all new students and staff are presented with a certificate of welcome into the community.

National and Religious festivals were marked by Liturgical assemblies. These included Ash Wednesday, ANZAC Day, Passion Week, Remembrance Day, Advent and Christmas. To meet our liturgical obligations the College engages 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 hampers appeal

Staff meet on Mondays and Fridays for staff prayer and a morning briefing. All meetings begin with a prayer to place deliberations clearly in the context of the College's mission. All College assemblies begin with prayer led by a student leader. Pastoral Care groups begin the day with prayer and staff members are encouraged to begin each class with prayer.

### Secondary 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 secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, Technological and Applied Studies (TAS) Years 7-10 / Technology Years 11-12, Vocational Education and Training (VET). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English, Mathematics, History and Science for the required student year groups. Information about the phase-in period for the new syllabuses can be found on the [BOSTES](#) website. 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.

St Paul's Catholic College offers an educational program in accordance with the BOSTES requirements for Year 7 to Year 12. The College has been working towards the implementation but also the refinement of the new Curriculum for Year 7 to 10 in order to meet the needs of our students.

In 2015, we rolled out a 1:1 technological program for Year 7 and 10 to enhance student learning and through the Literacy and Numeracy Coordinators we have also been working towards meeting specific needs our students have in Year 7 to 9 in these two key areas.

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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 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	26.10 %	29.20 %	16.80 %	18.90 %
	Reading	26.20 %	29.00 %	5.90 %	15.90 %
	Writing	10.00 %	15.50 %	29.40 %	28.60 %
	Spelling	27.70 %	30.60 %	12.60 %	17.20 %
	Numeracy	37.00 %	28.60 %	5.90 %	17.30 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	15.20 %	19.60 %	25.20 %	26.80 %
	Reading	21.40 %	21.30 %	11.50 %	22.70 %
	Writing	7.60 %	14.80 %	38.90 %	38.00 %
	Spelling	19.10 %	23.70 %	20.70 %	22.40 %
	Numeracy	30.60 %	24.00 %	5.30 %	20.70 %

### NAPLAN Comments

The NAPLAN results show a very good outcome in Numeracy and significant learning gain in Literacy between Year 7 and Year 9. However, these results also show that we need to continue to work on improving Year 7 Literacy outcomes across all areas.

### **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 2014, the number of students issued with a RoSA was 5.

### **Higher School Certificate**

The results of the School's Higher School Certificate 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 has been working steadily to improve HSC results. In 2014, the results showed an improvement in student learning evident as most subjects were above state average. The College also received 30 Band 6s and an increase in the amount of student accessing Bands 4 and 5s.

The College has implemented a number of strategies to improve learning outcomes and growth. This includes supporting staff who want to be involved in HSC marking, working at increasing student and staff understanding of the HSC and also evaluating RAP data to inform teaching.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2012		2013		2014	
	School	State	School	State	School	State
English (Standard)	5 %	16 %	0 %	7 %	3 %	8 %
English (Advanced)	42 %	54 %	44 %	53 %	56 %	59 %
Design and Technology	50 %	40 %	73 %	37 %	100 %	37 %
HSC English Extension 1	100 %	87 %	0 %	88 %	100 %	93 %
HSC English Extension 2	0 %	0 %	0 %	78 %	100 %	78 %
Mathematics	44 %	53 %	44 %	49 %	50 %	54 %
Music 1	57 %	59 %	13 %	59 %	100 %	60 %
Physics	56 %	34 %	21 %	33 %	50 %	31 %

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **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.

Each year group has a Pastoral Care Coordinator and every boy is placed into a Pastoral Care class. In the first instance boys take pastoral matters to the pastoral care teacher. Serious matters or unresolved matters are referred to the Year Coordinator. If necessary the Assistant Principal assumes responsibility for management of particular pastoral matters. Boys can also access a school counsellor. The college employees two part-time school counsellors.

### **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.

The school discipline is based upon the values of respect and responsibility and students are encouraged to take responsibility for their own behaviour. There is a system of detention and sanctions administered by the pastoral care teachers and coordinators, in consultation with the Assistant Principal. Serious matters are referred to the Principal for management. Parents are always kept inform by the college diary and our Edumate link.

### **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.

At St Paul's Catholic College Manly, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we [students, staff and parents] all share a responsibility for preventing bullying.

This policy builds on the school's Pastoral Care and Behaviour Management Policies to provide clear procedures and strategies to prevent, reduce and respond to bullying.

### **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.

Parents and members of the school community can complain directly to the school or the Catholic Schools Office, however complaints are encouraged to go via a complaints tree. For example, complaints should first go to the classroom teacher, and either to the pastoral care or KLA coordinator and where appropriate to the Assistant Principal, or Principal. Where parents are not satisfied with the schools handling of a complaint, can take this issue to the Catholic Schools Office, usually to the appropriate consultant.

### **Initiatives Promoting Respect and Responsibility**

The school promotes the key concepts of respect and responsibility as the underpinning values of our school. These values are promoted in all school communications, at school assemblies and in the application of our school discipline and behaviour policies. Students who demonstrate these values are acknowledged and rewarded.

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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.

### **Key Improvements Achieved**

In 2014 we have continued our school building and improvement program. One Science laboratory has been refurbished at a cost of \$130,000, the school canteen has been refurbished at at cost of \$90,000, the building of the hall complex is due for completion in August 2015.

The NAPLAN results show that we are achieving results in Literacy between Year 7 and 9 with positive learning gains.

The school continues to work at promoting its Catholic identity amongst the staff, students, parents and community.

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

The provision of individual computing devices for Years 7 and 10 as a tool for learning improvement.

Continued focus on improved Literacy skills across all year groups, but especially in Stage 4.

The completion of Stage 1 of the College building program which includes the hall and associated classrooms.

Maintaining our focus on building the Catholic identity of the school and our links with our Parishes.

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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**

Feedback from both P&F and parent enrolment interviews indicate a high level of satisfaction with the school. Parents especially appreciate pastoral support given by the school, and the challenge that the school presents for every student to do his best. The increasing enrolment figures of the school reflect the positive evidence of school satisfaction.

### **Student Satisfaction**

In various forums students express positive satisfaction towards the school. Ex students often comment on their affirmative experience at the College. The increasing retention rate from Year 7 to Years 11 and 12 is also evidence of student satisfaction at the College.

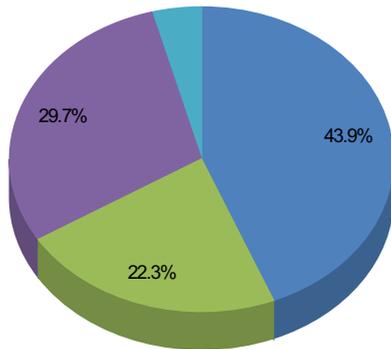
### **Teacher Satisfaction**

Teacher satisfaction is demonstrated by the low level of teacher turnover in the College and by the positive comments given by teachers in recent review panels.

## SECTION ELEVEN: FINANCIAL STATEMENT

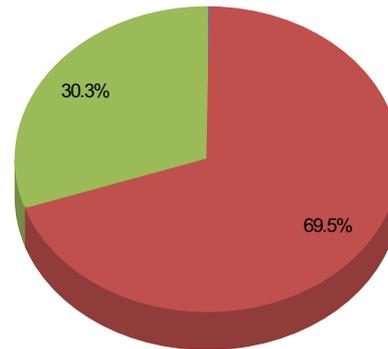
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (43.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (22.3%)
- Fees and Private Income (29.7%)
- Other Capital Income (4.2%)

Expenditure



- Capital Expenditure (0.2%)
- Salaries and Related Expenses (69.5%)
- Non-Salary Expenses (30.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$4,826,295
Government Capital Grants	\$0
State Recurrent Grants	\$2,450,695
Fees and Private Income	\$3,262,596
Other Capital Income	\$459,851
<b>Total Income</b>	<b>\$10,999,437</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$24,489
Salaries and Related Expenses	\$7,104,045
Non-Salary Expenses	\$3,095,618
<b>Total Expenditure</b>	<b>\$10,224,152</b>