

St Edward's Primary TAMWORTH  
Annual School Report to the Community

2016



**School Contact Details**

PO Box 5225, TAMWORTH 2340

[principal@stedwardstamworth.catholic.edu.au](mailto:principal@stedwardstamworth.catholic.edu.au)

<http://www.stedwardstamworth.nsw.edu.au>

02 6765 7847

**Principal**

Mr Gary McSweeney

---

## ABOUT THIS REPORT

---

St Edward's Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

### **Principal's Message**

If a school is to play an effective role in the education of children it is essential that there be a cooperative teacher-parent relationship. Indeed, because of the dominant influence of the home on the course of a child's development, Catholic Education must be a three-way communication process involving teacher, parent and child. As a school, we can build upon the foundations already put in place by you, the parents. We can nurture those foundations, build upon them, provide the necessary materials for the next level and be there if and when there is a problem. We work in partnership with you to ensure that we provide the best possible experiences for your child. I can assure you that St Edward's School will offer a warm, friendly and safe environment in which your child will be encouraged to achieve to his/her full potential. Together we will celebrate the achievements of your son or daughter. We look forward to working with you and your child as together we strive to empower children to be responsible and successful in our ever changing world.

### **Parent Body Message**

During the year the proposed new student drop off and pick-up zone has continued to be investigated and initiated, along with plans to upgrade the Year 6 classrooms. There has been a strong focus on continuous improvement of academic results within the school, which has been extremely well supported by the teachers and support staff. St Edward's continues to have staff recognised for outstanding contributions to student learning and is to be commended for the dedication shown by all to developing and improving the curriculum and the learning outcomes for students. St Edward's continues to promote and encourage the involvement of parents in the education of their children. Parents are now able to keep up to date with what is happening at school through the school website and Facebook, as well as the more traditional weekly newsletter. Parents are welcome to communicate with class teachers and to participate in school open days held throughout the year. The St Edward's School Parents Association continues to do a tremendous amount of work behind the scenes raising money to help out with school funding.

### **Student Body Message**

Hooley Dooley, it feels like yesterday that we received our badges and put our blazers on for the first time at our Captain's induction ceremony. It has been a great privilege and honour to be Captains of St Edward's. We were able to represent St Ed's in many different ways including Young Leaders' Day in Sydney this helped us to understand our roles as School leaders much

better and to show respect in our leadership. We organised our Olympic disco where we raised over \$1000 for charity. Being school leaders has given us more confidence in ourselves and enabled us to become much better public speakers. We would like to thank Mr McSweeney, Mrs Long, Fr Paul, the teachers and the parents for guiding us through the year and helping us help our wonderful school community.

---

## SECTION TWO: SCHOOL FEATURES

---

St Edward's Primary is a Catholic systemic Co-educational School located in TAMWORTH.

Our school is the largest Catholic Primary School in the Armidale Diocese and is situated on two sites, a kilometre apart. The Infants Campus in Robert Street has 231 students and the Primary Campus in Hillvue Road has 324 students, with a total of 555 students, as at December 2016. This student population is made up of six nationalities with seventy Indigenous Students. There are 3 class groups in each grade, with no composite classes, making a total of 21 class groups. In 2016 the School enrolled 80 new Kindergarten students and throughout the year a further 27 students enrolled with 26 students leaving the School. The school was originally known as St Mary's Church School. It was officially opened by Bishop Doody on 31st January 1954.

The first teachers were two sisters of St Joseph: Sister Angela Demas and Sister Thomas. The school has continued to grow steadily over the years and is now a three streamed school from Kinder to Year 6.

Specialist teachers deliver engaging and exciting programs to all classes in art, dance, gymnastics and tennis. The students look forward to these lessons and participate enthusiastically.

A Stage 3 Spelling Bee Competition is held annually, which since its inception has contributed to a noticeable increase in the standard of spelling. Trophies are awarded to high achievers and encouragement medallions are also presented to the most improved students. Year 6 students also compete in a Public Speaking Competition. All students are encouraged to complete The Premier's Reading Challenge. Each year we provide an opportunity to showcase the student's talent and participate in Ed's Factor. Students also have the opportunity to learn Guitar and Piano as well as attend lessons from a vocal coach.

The school provides sporting opportunities including Rugby League (NRL), Basketball, Netball, Touch Football, OzTag, Waterpolo, Hockey and Cricket and Football (Soccer) teams and clinics.

Each year, grade teachers organise a number of excursions, which are related to specific units of study. A range of educational incursions are also offered throughout the year. Staff First Aid qualifications are upgraded each year to ensure student safety within the school and during all excursions.

Regular celebrations and events occur throughout the year, including Catholic Schools' Week, Literacy and Numeracy Week, NAIDOC Week, Book Week, and various fund raising efforts throughout the year for the school and for charity.

---

## SECTION THREE: STUDENT PROFILE

---

### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2016:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 275   | 287  | 13     | 562            |

\* Language Background Other than English

### Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

### Student Attendance Rates

The average student attendance rate for 2016 was 93.00%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |
|--------------------------------|--------|
| Kindergarten                   | 93.00% |
| Year 1                         | 93.00% |
| Year 2                         | 93.00% |
| Year 3                         | 94.00% |
| Year 4                         | 93.00% |
| Year 5                         | 94.00% |
| Year 6                         | 91.00% |

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

---

## SECTION FOUR: STAFFING PROFILE

---

The following information describes the staffing profile for 2016:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 31                    | 16                       | 47             |

\* This number includes 25 full-time teachers and 6 part-time teachers.

|  |    |
|--|----|
| Percentage of staff who are Indigenous | 8% |
|--|----|

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning 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 Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and 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 School held the equivalent of five staff developments days this year with areas of focus as follows:

|               |  |
|---------------|--|
| <b>Term 1</b> | Planning for 2016 Scope and Sequences  |
| <b>Term 2</b> | Catholic Core Values and Principles Inservice  |
| <b>Term 3</b> | Staff and Student Well Being Inservice - Andrew Fuller                                 |
| <b>Term 4</b> | Geography - Unpacking the Syllabus K - 6 Maths - Assessment for Learning/Data Analysis |

Staff have participated in many Inservice opportunities including the Bishop's Inservice on Core Values and Principles, Geography Curriculum Inservice and Maths Inservices covering Assessment for Learning and Data Analysis.

During 2016 our teachers continued to incorporate the use of technology in the classroom. Teachers have embraced this opportunity and implemented many features of the Google suite enthusiastically, not only into their teaching programs but into their classrooms. We also have facilitated information evenings and workshops on the Google suite for our parents.

## Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies, Teaching and Educational Standards, NSW:

| Teacher Qualifications |  | Number of Teachers |
|------------------------|--|--------------------|
| 1                      | Those having formal qualifications from a recognised higher education institution or equivalent.   | 33                 |
| 2                      | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0                  |

St Edward's Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

Throughout 2016, Primary classes have attended Masses regularly. Grade liturgies were celebrated at the Infants' Campus once a term. Primary grades attended Reconciliation during Lent and Advent.

Whole School Masses were held to celebrate the beginning and end of the year. Primary classes attended Mass for Mary Help of Christians Day, St. Mary of the Cross, St. Edward's Day and Ash Wednesday. Year 5 were present at the closing Mass of the Year of Consecrated Life in February.

In 2016, Family Masses, held on Sunday morning, have continued on a monthly basis. Buddy grades attend together. Family Masses have continued to be a way of bringing the school and parish together. During October, all classes prayed the Rosary daily. 36 children received the sacrament of Penance, 49 made their first Eucharist and 37 students were confirmed.

Our staff have many opportunities to enrich their spirituality. Monthly staff Masses (7am Monday), weekly staff prayer and Lenten groups all have regular attendance from teachers and support staff. Staff attended the Core Catholic Values and Principles Professional Development Day in Term 2. Staff were also made aware of the retreats offered by the Catholic School's Office. Representatives from the school were present at the Closing of the door of Mercy in Armidale on the Feast of Christ the King in November.

During 2016, St. Edward's students raised money for Fiji (Hats of to Fiji) - \$722 , Caritas - \$2124.50 , Catholic Mission - \$789.90. Children and their families donated a large amount of goods to the St. Vincent de Paul Christmas appeal.

The School Principal and Primary REC are members of the Parish Council. A number of teachers are involved in the Parish, performing duties as readers, Eucharistic Ministers and Children's Liturgy leaders. We have 20 altar servers on the roster. We advertise parish events in our school newsletter and we regularly have information in the Parish Bulletin.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.



---

## SECTION SIX: CURRICULUM

---

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

This year we were very fortunate to have extra funding to allow teachers to be released from class to work together for PLTs, Mathematics Planning and Assessment. St Edward's has benefited greatly from the NSW Literacy & Numeracy Action Plan, which has enabled us to successfully implement the Diocesan Learning Enhancement Strategy. The DLES has allowed students to access intervention programs such as PreLit, MiniLit, MacqLit and the Reading Tutor Program. These programs were well received by the school community and all students strengthened reading skills.

With the implementation of the new Geography curriculum, St Edward's focused our approach on introducing the Geographical Tools, Concepts and Language across K-6. This focus enabled teachers to write and implement rich learning experiences including the use of fieldwork and an inquiry approach to learning.

A major focus for our school, in particular Stage 3, was in Mathematics. Collaborative Numeracy Teams were introduced, PLTs focused on numeracy activities and rich assessment tasks. We provided teachers professional development with our Cluster Coach, Tracey Hughes-Butters, in the classroom and at staff meetings.

All Infants classes have implemented data walls for Literacy and Numeracy. We continued to use the ELK site to track student progress in K-3.

The teaching and learning in KLAs have been enhanced by the use of the Google Suite. We have also educated our parent community on the use of technology by delivering Information Sessions and Workshops throughout the year.

---

**SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS**

---

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 School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are 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.

| NAPLAN RESULTS 2016 |                 | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-----------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                 | School                           | Australia | School                              | Australia |
| <b>Year<br/>3</b>   | <b>Reading</b>  | 44.30%                           | 49.40%    | 11.40%                              | 11.50%    |
|                     | <b>Writing</b>  | 54.40%                           | 48.80%    | 3.80%                               | 6.20%     |
|                     | <b>Spelling</b> | 48.10%                           | 46.40%    | 11.40%                              | 12.40%    |
|                     | <b>Grammar</b>  | 45.60%                           | 52.50%    | 6.30%                               | 9.60%     |
|                     | <b>Numeracy</b> | 35.90%                           | 35.60%    | 9.00%                               | 13.40%    |

| NAPLAN RESULTS 2016 |                 | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-----------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                 | School                           | Australia | School                              | Australia |
| <b>Year<br/>5</b>   | <b>Reading</b>  | 37.00%                           | 35.30%    | 9.80%                               | 15.50%    |
|                     | <b>Writing</b>  | 13.60%                           | 17.20%    | 13.50%                              | 18.10%    |
|                     | <b>Spelling</b> | 23.40%                           | 29.80%    | 18.50%                              | 17.20%    |
|                     | <b>Grammar</b>  | 38.30%                           | 36.30%    | 16.10%                              | 15.00%    |
|                     | <b>Numeracy</b> | 22.90%                           | 28.30%    | 13.20%                              | 16.50%    |

### **Student Welfare Policy**

No changes were made to the policy this year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

### **Discipline Policy**

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

Our Discipline Policy was not altered. We continued to incorporate the use of the Student Tracker program which was upgraded throughout the year.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### **Anti-Bullying Policy**

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the CSO website.

### **Complaints and Grievances Resolution Policy**

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The

Catholic Schools Office monitors the implementation of these policy. No changes were made to the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

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

During 2016 Year 6 students continued to visit St Andrew's Retirement Village each fortnight. Residents from the Village also helped with Reading groups at our Primary campus each week.

Staff and students continue to give generously to social justice appeals, including Caritas, St Vincent de Paul, and Catholic Mission. Staff and the parent community continued to make a big difference in the lives of many through our Pastoral Care program.

Many awards are presented to students throughout the year, such as 'Student of the Week', Respect Rules Award and Value of the Week (Integrity, Respect, Doing your best, Learning, Having fun, Friendship, Teamwork, Caring, Acceptance) Award. These awards provide opportunities to show each student they are valued and to recognise their commitment to our St Edward's School community.

Many clubs are run by staff at St. Edward's Primary School to provide the students with a variety of opportunities within our school. The clubs include Chess Club, Passive Play, Library, Ipad and Green Team. All these clubs are designed to foster respect for others and self, and develop a sense of personal responsibility.

---

## SECTION NINE: SCHOOL REVIEW AND IMPROVEMENT

---

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

### **Key Improvements Achieved in 2016**

1. Staff were provided with a range of professional learning opportunities in regular staff meetings including the AITSL standards and policy documents.
2. A focus on Assessment For, As & Of learning.
3. Increased opportunities for teachers to work collaboratively together to improve teaching and learning outcomes.
4. Staff continue the use of Professional Learning Plans within a Catholic Professional Learning Community
5. Parent Information sessions and workshops were conducted in relation to the Google Suite.
6. Students participated in a Wellbeing survey and the data from this formed our Wellbeing Week.
7. Staff and parents participated in Professional Development with Andrew Fuller addressing the wellbeing of students.
8. We built stronger links between Year 2 & 3 on the continuum using the ELK site.
9. Ongoing professional development was provided to staff to build teacher capacity at St Edward's.
10. Implementation of PLT meetings.
11. Continuation of ATSI PPs.
12. Worked collaboratively with our Cluster Coach, Tracey Hughes-Butters, to provide PD to staff

and develop our 2017 Mathematics Scope & Sequence.

### **Priority Key Improvements for 2017**

1. Continue to provide staff with a range of professional learning opportunities in regular staff meetings with specific links to the AITSL standards, policy documents and AIP.
2. Provide professional development on the inquiry process approach to Mathematics and implement in programs K-6.
3. Implement the new Mathematics Scope & Sequence and improve units of work.
4. Continue to work with our Cluster Coach, Tracey Hughes-Butters building teacher capacity on inquiry Mathematics and Assessment techniques.
5. Continue to focus on Assessment For, Of & As learning in all KLAs.
6. Implement a collaborative flexible learning space in Year 6.
7. Provide increased opportunities for teachers to work collaboratively during PLT meetings and observe lessons in our flexible learning spaces.
8. Implement an updated RFF timetable for K-6.

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

**Parent Satisfaction**

In 2016 the school participated in online surveys for the fifth time. Approximately 40% of families completed the survey. The collective feedback from the parents of St Edward's school was overwhelmingly supportive of our school with an overall satisfaction rate of 81% across the five surveyed areas. Parents were extremely satisfied with all aspects of school life surveyed and appreciate the care and concern the teachers have for the students. This important feedback helps give direction for the School, Parent's Association and School Board to further develop and improve our school.

**Student Satisfaction**

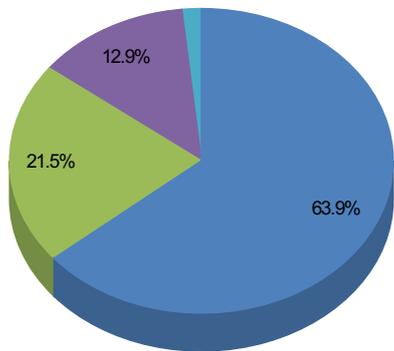
In 2016, 96% of students from grades 4 and 6 participated in an online survey. Our school achieved an overall satisfaction rate of 84% across the five surveyed areas. The students view the school in a positive manner. Students are given a variety of opportunities to comment on the school throughout the year, especially through our Student Representative Council. This provides areas for the SRC to improve on.

**Teacher Satisfaction**

Staff are provided with a number of different avenues to provide feedback to the St Edward's School, such as online surveys, staff meetings and teacher mentor/buddy system. In the satisfaction survey completed by our Staff our school achieved an overall satisfaction rate of 83% across the five surveyed areas. Staff are exceedingly supportive towards our school environment and display a positive view of our school.

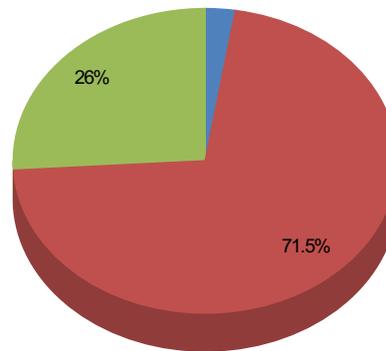
**SECTION ELEVEN: FINANCIAL STATEMENT**

**Income**



- Commonwealth Recurrent Grants (63.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (21.5%)
- Fees and Private Income (12.9%)
- Other Capital Income (1.6%)

**Expenditure**



- Capital Expenditure (2.5%)
- Salaries and Related Expenses (71.5%)
- Non-Salary Expenses (26%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2016 year is detailed below:

| <b>RECURRENT and CAPITAL INCOME</b>        |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$4,176,288        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$1,402,844        |
| Fees and Private Income <sup>4</sup>       | \$844,716          |
| Other Capital Income <sup>5</sup>          | \$106,897          |
| <b>Total Income</b>                        | <b>\$6,532,894</b> |

| <b>RECURRENT and CAPITAL EXPENDITURE</b>   |                    |
|--|--------------------|
| Capital Expenditure <sup>6</sup>           | \$156,853          |
| Salaries and Related Expenses <sup>7</sup> | \$4,437,895        |
| Non-Salary Expenses <sup>8</sup>           | \$1,613,123        |
| <b>Total Expenditure</b>                   | <b>\$6,207,871</b> |

**Notes**

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.