

St Joseph's Primary TENTERFIELD
Annual School Report to the Community

2017



School Contact Details

50 Scott Street, TENTERFIELD 2372

principal@stjosephstenterfield.catholic.edu.au

<http://stjosephstenterfield.catholic.edu.au>

02 6736 1786

Principal

Mrs Cherie Yates

ABOUT THIS REPORT

St Joseph's Primary is registered by the New South Wales Education Standards Authority (NESA). The Catholic Schools Office, Armidale is 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 **School** Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NESA 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

At St Joseph's we are aware of the need for spiritual as well as the academic, social and emotional education. We see our role as educators as a partnership with parents. St Joseph's has a committed School Advisory Council and a hard working P&F Association who work tirelessly for our students.

Students at St Joseph's participate in a varied curriculum which marries the fundamental aspects of learning with technological innovation. All classrooms have Interactive Promethean Boards. All students from Years 1 to 6 have individual Chrome Books. Students are involved in working in a 'Google Classroom' to complete set tasks and assignments. Teachers are continually seeking ways to assist with the effective use of technology in the classroom.

Our classrooms were purpose built in 2008 and boast state of the art facilities. Further building in 2011 saw a beautiful school hall erected which is the meeting place for assemblies and performances. Our teaching staff are committed educators and have a depth and breadth of experience which allows them to tailor learning experiences to the needs of the students. The Staff are concerned for the wellbeing and success of all students.

Parent Body Message

This year the P&F has continued to contribute a substantial amount of money to the school to help purchase resources as well as contributing money for excursions and general outings around the local area which has affected every child in our school. This year the P&F hosted the Debutante Ball with 29 young ladies in our community making their Debut. This raised record funds for our school and was an outstanding success. We also acknowledge four members for their long service - Mrs Tracey Butler, Mrs Debbie O'Neill, Mrs Vanessa Weatherley and Ms Shelley Rhodes.

Major purchases this year included Chrome Books for students in Years 1 to 6. Assist with the payment for Promethean Boards in classrooms, hands on Maths equipment and reading literature.

The P&F however are more than a fundraising body. We have been able to help the school with a welcome BBQ for new parents, morning tea for Grandparent's Day, a BBQ for our Father's Day breakfast, a picnic lunch and flowers for our mums for Mother's Day, a BBQ for Carols By Candlelight and catering for the end of year presentation day. All of these events help to build the school community as a welcoming and friendly place to be.

Student Body Message

At St Joseph's Year 6 students are school leaders. We follow the example of St Joseph and Saint Mary of the Cross Mackillop who reminds us to 'see and need and do something about it.' As leaders we are expected to run assemblies, welcome visitors and maintain the sports shed. We are also expected to look after the other students. We also lead the school in morning prayer. We assist anywhere needed such as representing our school at ANZAC Day and Remembrance Day. We also assist with fundraising activities for Caritas, Catholic Missions. The Sports Captains work hard to assist the staff in organising the younger students at Sports Carnivals and by giving out sports equipment during break times all year. This year as leaders we have been very involved in the Mini Vinnies Chapter in our School which was highly successful in helping the less fortunate through monies raised and items collected to share for the Winter Appeal and for the Christmas Appeal. We raised money to buy two outdoor Swags for the homeless and one was kindly donated by Whilshire Produce Company.

Our roles have enabled us to be responsible, trustworthy, organised and active members of our school.

School leaders 2017.

SECTION TWO: SCHOOL FEATURES

St Joseph's Primary is a Catholic systemic Co-educational School located in TENTERFIELD.

St Joseph's Primary is a co-educational school catering for students from Kindergarten to Year 6. The first Sisters of St Joseph of the Sacred Heart came to Tenterfield on 17th April, 1880. Saint Mary of the Cross MacKillop visited the first convent in August 1890. In July 1914, the now School Administration Centre was blessed and dedicated as the new convent. The first school was the lower storey of the first convent until the building of the school on the present site in 1914. In 1966 further additions and alterations were made to the school. A demountable classroom was added in the late 1970's. The Parish of Tenterfield farewelled the Sisters of St Joseph in 1992. In the 2008 school year the school completed a major building and refurbishment project, having received a Commonwealth Grant of \$955,000 in 2005. In 2008 and 2009 the school received Australian Government grants each to the value of \$55 000 to install water tanks and solar panels. In 2009, the perimeter fencing around the school was erected and footpaths in front of the Administration Centre and along Scott St were constructed. In 2010 the school held celebrations to mark the canonisation of St Mary of the Cross MacKillop whose sisters founded the school in 1880. In 2011, a new hall, classroom and disabled facilities were constructed completing the master plan of the school.

Today St Joseph's Tenterfield is a state of the art facility with up to date technology for our students and a learning environment second to none.

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 2017:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 67 | 65 | 2 | 132 |

* 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 2017 was 89.71%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|--------|
| Kindergarten | 87.00% |
| Year 1 | 89.00% |
| Year 2 | 92.00% |
| Year 3 | 90.00% |
| Year 4 | 90.00% |
| Year 5 | 90.00% |
| Year 6 | 90.00% |

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;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- 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;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- 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 previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 8 | 6 | 14 |

* This number includes 7 full-time teachers and 1 part-time teachers.

| | |
|--|----|
| Percentage of staff who are Indigenous | 0% |
|--|----|

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:

| | |
|---------------|---|
| Term 1 | Student Support Day CSO, Google Expert Training, New Employees Day, 7 Steps Writing, Lyn Sharratt - Collaborative Learning and Enquiry, MAPA training, Viable and Guaranteed Curriculum |
| Term 2 | Comprehension Strategies, 7 Steps Writing, Anaphylaxis Training, Core Principles and Values - Fidelity in Relationships, Lyn Sharratt - Collaborative Enquiry, |
| Term 3 | Comprehension Strategies, Naplan Online Readiness, Census Inservice, Leader of Pedagogy Inservice, Dhwanda Cultural Immersion Programme |
| Term 4 | Cyber safety, Diocesan Library Meeting, Lyn Sharratt - Collaborative Enquiry, Students with Vision Impairment, SST Inservice, |

Staff have attended a wide variety of opportunities this year. This year was the second phase of the Guaranteed and Viable Curriculum work commenced last year in Religious Education and the staff were involved in Twilight Retreats led by the Spirituality Team. Personal Learning Plans for each staff member and Professional Learning Community PD was also a focus for our staff as this became the accepted practise in our school this year. The Diocesan driven Collaborative Learning Enquiry work with Lyn Sharratt also dominated Progressional Development.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by NESA:

| Teacher Qualifications | Number of Teachers |
|--|---------------------------|
| Those having formal qualifications from a recognised higher education institution or equivalent. | 8 |
| Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0 |

St Joseph'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.

Liturgical Life

St Joseph's Primary School is part of St Mary's Parish, Tenterfield. The Principal, Assistant Principal, Religious Education Co-ordinator and Staff work closely with the Parish Priest. The school incorporates the Program 'Celebrating Our Journey' into all aspects of school life and this contributes significantly to the Catholic culture evident in our school. All classes attended Parish Masses a number of times each term. At least once a term the whole school celebrated Mass together. St Joseph's commenced the school year with a Mass and Induction of school leaders. St Joseph's Feast Day was celebrated with a school Mass. Ash Wednesday saw all students attend Mass. The school also gathered to celebrate Feast Days in the Liturgical Year. The school gathered to celebrate the conclusion of the school year with a Mass in the Parish Church.

Staff and Student Faith Formation

Daily prayer time continued for staff and students throughout the year led by the school leaders at morning assembly and each grade leading prayer at formal assemblies. Sacramental programs of Reconciliation and Eucharist were carried out in Years 3. Parents were welcomed to participate through meetings. The whole school staff participated in a Religious Education Inservice day in June which was led by Bishop Kennedy for the Catholic Principles and Values and Fidelity in Relationships components of our guidelines to be incorporated in our NSW Syllabus. Staff attended a Twilight Retreat led by the CSO Spirituality Team and a PD Twilight led by Mr Lee Herden.

Social Justice

There is an emphasis at St Joseph's on 'treating people as you would like to be treated yourself'. A part of the Religious Education syllabus requires students to live out the Gospel values in a practical way in their daily lives. This year the students raised money for Caritas and Children's Mission. The School continued a successful Mini Vinnies Chapter with 46 members from Years 4 to 6. They raised money throughout the year for 2 swags for the Homeless with a local Produce Company - 'Wilshires' donating a third swag. All students prepared Christmas hampers for those less fortunate people in our local community giving to St Vincent de Paul for distribution.

St Joseph's School, Tenterfield is very much a part of St Mary's Parish. Father Barry Leech, the Parish Priest, supports the pastoral role of the school. Fr Leech is involved in the St Joseph's School Advisory Council and is consulted regarding administrative and financial matters of the school. Members of the school staff are active members of St Mary's Parish. School families are invited to all significant events in our Parish. The school hosted the Carols By Candlelight event which was well attended by the Parishioners

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.

| Our School's average result (as a mark out of 50) | |
|--|-------------|
| Year 6 | 29.7 |

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with NESA 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.

Staff at St Joseph's have continued their commitment to cater for the varying academic range and needs of the students. Scope and Sequence plans for all Key Learning Areas are continually revised and updated to allow for more clearly defined outcome oriented programs. Experienced Educational Assistants support teachers with students within the classroom. The school has strived to continually update technology with the acquisition of interactive Promethean screens, new Chrome Book computers for all students in Years 1 to 6. A comprehensive sporting program exists with three major school carnivals through which children may reach Diocesan, State and National representation. Students represented the Diocese at state level in athletics while there were representatives at Diocesan level in cross country, swimming, cricket, soccer and touch football. Daily physical education continues to be a part of the program for all classes complemented by the continuation of the Crunch and Sip program throughout the school. The cultural program saw students broaden their outlook through participation in Oracles of the Bush which resulted in a number of our students being published in a reputable National Poetry Magazine. During NAIDOC Week this year we began the introduction of the 'Buddy Bench' which allowed all students to feel valued and to help each other when we feel vulnerable.

Our School has developed the Guaranteed and Viable Curriculum approach to the students learning which allows students to know the Learning Intention of a lesson or unit and the Success Criteria needed to ensure students take responsibility for the success of their learning. The timely feedback provided to students allows them to develop their skills further. Collaborative teaching, case management of students and Professional Learning Teams ensure the Staff provide for all students the best possible outcomes for their success.

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 2017 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-----------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 46.00% | 51.60% | 18.00% | 10.00% |
| | Writing | 53.00% | 44.60% | 0.00% | 7.50% |
| | Spelling | 48.00% | 45.60% | 24.00% | 13.10% |
| | Grammar | 71.00% | 55.50% | 12.00% | 10.50% |
| | Numeracy | 36.00% | 39.80% | 12.00% | 11.40% |

| NAPLAN RESULTS 2017 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-----------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 11.00% | 37.00% | 11.00% | 14.60% |
| | Writing | 0.00% | 15.80% | 47.00% | 19.40% |
| | Spelling | 18.00% | 34.30% | 0.00% | 14.10% |
| | Grammar | 10.00% | 35.40% | 37.00% | 17.50% |
| | Numeracy | 18.00% | 27.90% | 18.00% | 14.60% |

Student Welfare Policy

Pastoral Care is an important part of St Joseph's School for all students. At St Joseph's Primary School, we are a Kidsmatter School. Students from Kindergarten to Year 6 are involved in the Bounce Back Programme in Personal Development lessons. Students respect themselves, others and their teachers. The rights of all students and adults will be respected. Positive behaviour is encouraged and rewarded.

No Changes were made to this 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.

St Joseph's Primary School bases its Discipline Policy on the following documents: The Bishop Commission Policies Pastoral Care In The Catholic Schools Of The Armidale Diocese, Policy On Suspension, Expulsion of Students In Catholic Schools In The Diocese of Armidale, the Anti-bullying Guidelines and Management Of Drug Related Issues In Catholic Schools In The Diocese Of Armidale. These policies are based on procedural fairness and are discussed with students on a regular basis. Staff deal with discipline in a fair and consistent manner.

No Changes were made to this policy this year.

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

Bullying Prevention and Intervention 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 *Bullying Prevention and Intervention 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

It is expected that students at St Joseph's School will demonstrate respect for each other and for members of the school community in order to maintain a harmonious environment. Students are expected to address their teachers and each other by name. It is expected that students will use manners and demonstrate respectful, cooperative and inclusive behaviour whilst at this school. The children are expected to act responsibly at this school. The students are expected to work and play in a respectful and very cooperative manner. They are also given many responsibilities at the school. The structure of student leadership lends itself to this. Students also participate in a buddy system where they act as mentors for younger students. In 2017 all classes participated in the Bounce Back programme

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 2017

Building our capacity to be a successful Professional Learning Community has also been a priority for our School and Staff.

Through the analysis of Data in our school and the use of the NSW tracking continuums, students have moved forward through clusters. Students have also taken responsibility for their learning through their 'I Can' statements that determine their progression on their classroom Data Walls. Our School has a whole school data wall for reading which is referred to in our PLT opportunities. Throughout 2017 students were placed on the appropriate continuum for comprehension. The staff have used the Teaching and Learning Cycle to ensure the assessment of the students is clear and the direction that is required for all students to achieve is dealt with by explicit teaching at the students level of need. Our Professional Development this year targeted the use of Learning Intentions and Success Criteria. We also focused on Comprehension strategies to explicitly teach to the students to develop their strategies for understanding and connecting to texts.

Priority Key Improvements for 2018

A key improvement area for 2018 includes the continued development and use of the Guaranteed and Viable Curriculum in Religious Education and in other KLAs. We will be developing our timely and relevant feedback to students along with the 'as' 'of' and 'for' assessment strategies.

2018 will commence the use of Learning Progressions at St Joseph's which will involve our students being placed on a progression for reading and writing.

Writing is an area of priority for 2018. It is a whole school practice to write daily and to develop student writing skills in a variety of types of texts.

SECTION TEN: PARENT, STUDENT AND TEACHER 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, 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

St Joseph's Primary School Tenterfield provides educational services to students from 92 families.

Survey responses were received from 52 out of a total of 69 eligible respondents. This equates to a response rate of 75% which is considered excellent

St Joseph's Primary School Tenterfield recorded an overall satisfaction score of 98%.

Best practice areas include: Teaching and Learning, technology, facilities at the school, welcoming nature of the school.

Student Satisfaction

Survey responses were received from 43 out of a total of 51 eligible respondents. This equates to a response rate of 84%

St Joseph's Primary School Tenterfield recorded an overall satisfaction score of 98%.

Best practice areas include: Feeling safe, teachers encouraging me to do my best, teachers willing to listen and help with learning, Religious Education.

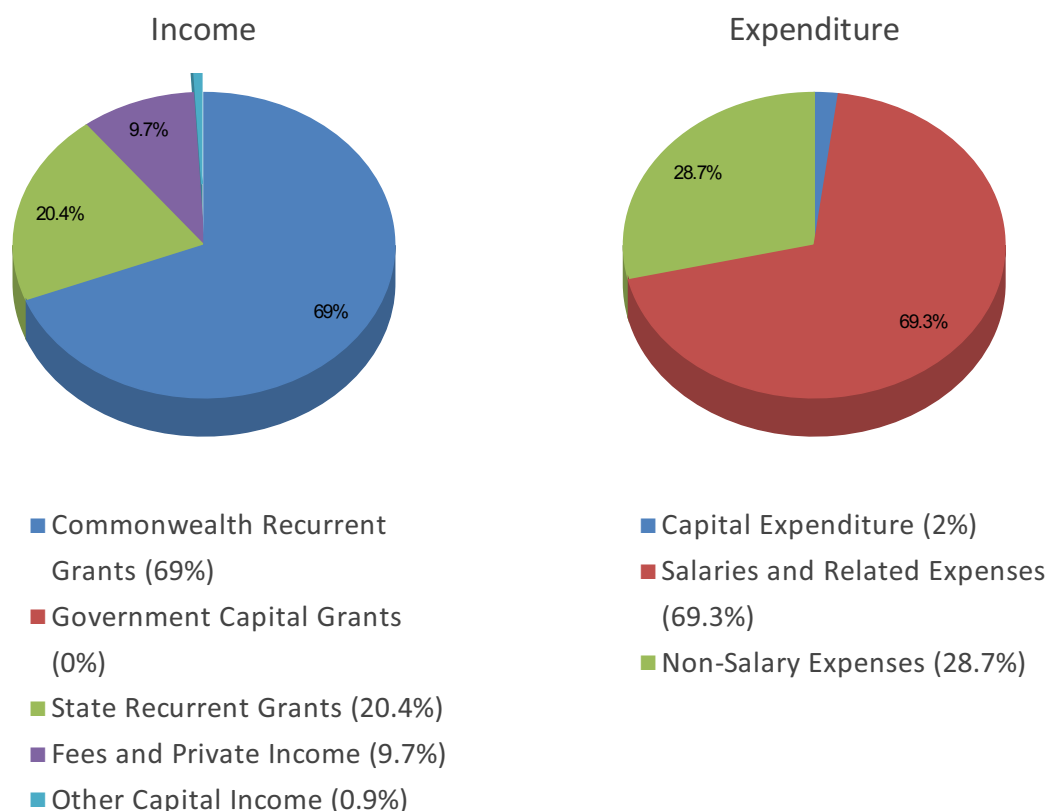
Teacher Satisfaction

Survey responses were received from 8 out of a total of 10 eligible respondents. This equates to a response rate of 80%.

St Joseph's Primary School Tenterfield recorded an overall satisfaction score of 100%. All staff agreeing they gain satisfaction from working in this school.

Best practice areas include: Morale amongst the staff, willingness to recommend the school to others, equipment and resources, wellbeing in the school, management of student behaviour.

SECTION ELEVEN: FINANCIAL STATEMENT



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 2017 year is detailed below:

| RECURRENT and CAPITAL INCOME | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$1,276,922 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$376,566 |
| Fees and Private Income ⁴ | \$179,309 |
| Other Capital Income ⁵ | \$16,565 |
| Total Income | \$1,877,301 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$38,408 |
| Salaries and Related Expenses ⁷ | \$1,308,876 |
| Non-Salary Expenses ⁸ | \$541,142 |
| Total Expenditure | \$1,888,426 |

For the 2017 year the St Joseph's Primary received \$27,939 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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 Diocesan 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.