

2012

annual school report



Cerdon College, Merrylands

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Catholic Education
Diocese of Parramatta

Introduction

About The Annual School Report

Cerdon College is registered by the Board of Studies (New South Wales) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2012 and gives information about 2013 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Message From Key School Bodies

Principal

I am proud to present to you the 2012 Annual School Report for Cerdon College, Merrylands.

Cerdon College hopes to develop in all students a passion for lifelong learning. It is therefore important that our students receive an education that equips them to take their place as citizens who are committed to continuing their personal education journey beyond their formal school years. This development takes place within a learning environment grounded in the values of the Marist sisters' charism.

Students at Cerdon College are provided with a diverse range of activities that allow them to realise their potential. These activities include academic, extra-curricular and sporting activities which are supported by committed staff who seek opportunities to extend students' abilities and challenge students to achieve personal excellence in all endeavours.

Cerdon College students are constantly challenged to achieve academic excellence in positive learning environments; personal faith development; a strong commitment to social justice and a preparedness to make a real difference as global citizens.

In 2012 Cerdon College continued to develop its facilities with continued refurbishment of classroom spaces; continuing improvement of the College grounds including landscaping in the carpark at the entrance of the College and construction of covered walkways, installation of ramped areas and construction of disabled toilet facilities.

Parent Body

Cerdon College encourages the development of strong partnerships between home and school. Parents are kept informed of school activities through newsletters, handbooks and the College website. Parents are encouraged to attend College information nights, display or performance nights, Parents and Friends meetings and a range of events featuring students from the College.

Parents of students at Cerdon College are fortunate to have their daughters educated in a positive learning environment where it is expected that not only can all students learn but they can also learn well. Students are supported by a professional, dedicated and committed teaching staff, who constantly seek to encourage students to realise their potential.

All parents are given opportunities to become involved in the school in a variety of ways, from involvement as coaches of sporting teams and canteen helpers; providing general assistance around the school and as a reference group for College development processes.

Cerdon College continually draws strength from its grounding in Marist values, which are committed to strong family and community ties. Cerdon College has a school culture that promotes personal excellence as the goal for all students. Students are fortunate to be given opportunities to develop their skills in an encouraging and supportive environment.

Parents of Cerdon College students acknowledge that their daughters are educated in a caring, positive and supportive environment where each student is challenged to achieve.

Student Body

Cerdon College students always strive for personal excellence. They are challenged to continue to grow in their spiritual, social and academic life in a strongly supportive environment.

The College has a vibrant school climate, with high expectations for student achievement within an environment which fosters strong relationships between students, teachers and families.

Staff at Cerdon College consistently encourage students to achieve their best in all areas of endeavour. This includes the classroom, on the sports fields, in Creative and Performing Arts and in all community and social endeavours.

The College encourages all students to become aware of a variety of global social justice issues. Strong ongoing commitment to social justice issues is at the forefront of many student extra curricular activities.

Students at the College have the opportunity to develop their leadership roles in a variety of school settings.

Students are keenly aware of the effort that has gone into the development of the College's facilities and improvement of resources available for all students.

Who We Are

History Of School

Cerdon College is a Catholic secondary school for girls, founded by and educating in the tradition of the Marist sisters. Cerdon College was established in 1960.

Location/Drawing Area

The school is located in Merrylands and draws on students from Merrylands, Granville, East Granville, Guildford and Greystanes feeder schools and parishes.

There are 1073 students enrolled at Cerdon College with 39 home room classes from Years 7 to 12.

Enrolment Policy

Cerdon College follows the Catholic Education, Diocese of Parramatta (CEDP) document, *Enrolment Procedures in Parramatta Catholic Systemic Schools*, January 2002. This document can be obtained from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au> under 'You choose/Policy Central'.

Current And Previous Years' Student Enrolments

Year	Boys	Girls	Total
2010	0	1040	1040
2011	0	1043	1043
2012	0	1073	1073

The school has grown over this year as greater numbers of students remain at school to complete their studies for the Higher School Certificate. There are few students who now leave Year 10 to go into the workforce, although a small number of students leave Cerdon College, Merrylands, at the completion of their Year 10 studies and move to local Trade Training Colleges to complete their study for the Higher School Certificate.

Characteristics Of The Student Body 2012

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
793	30	6

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

School Review And Development

Annual School Priorities 2012

Priority	Reason for the priority	Steps taken to achieve the priority	Status of the priority (Achieved, Ongoing)
To further engage students, staff and parents in the College's culture encompassing the Marist charism	Continuing to build and refine College culture	<ul style="list-style-type: none"> • social justice leadership team • fundraising efforts eg Caritas • house induction processes reviewed 	Ongoing
To continue to improve student outcomes	Central focus on the development of every student	Learning support initiatives	Ongoing
To continue the process of systematic refurbishment of College facilities	<ul style="list-style-type: none"> • addressing inadequate facilities • workplace, health and safety issues 	Construction of undercover walkways in two areas	Achieved
	<ul style="list-style-type: none"> • ensuring that student access is possible to all areas of the College 		Ongoing
To continue to build teacher capacity through the Quality Teaching Frameworks and the numeracy and literacy leadership teams	Building teacher capacity is central to the continued development of the College	Professional development opportunities	Ongoing

Projected School Priorities 2013

Priority	Reason the priority was chosen	Steps to be taken to achieve the priority
Improvement in student results - National Assessment Program - Literacy and Numeracy (NAPLAN) and Higher School Certificate (HSC)	This is the ongoing central focus of the College	Annual reflection on NAPLAN and HSC results
Improvement of College facilities	Upgrading of facilities to meet legislative obligations	<ul style="list-style-type: none"> • Refurbishment of College sports court facilities • Construction of all weather Personal Development Health and Physical Education (PDHPE) facility
Continuing to build teacher capacity	To enable the College to further develop	Information Technology (IT) professional learning opportunities

Catholic Identity

Prayer, Liturgical Life And Faith Experiences

School masses are celebrated three times a year, supplemented by liturgies throughout the year, as well as prayers and liturgies held in class and at assemblies. Ceremonies commemorate liturgical and other events such as Ash Wednesday, Lent, Easter, Christmas, Pentecost, the Assumption, ANZAC Day and Remembrance Day.

Students from Years 7 to 10 take part in reflection days, while senior students participate in retreats. Year 11 students undertake small group reflection days led by the Missionary of God's Love Sisters, while Year 12 students are all involved in a two day retreat, led by the Youth Mission Team. Prayer is an element of all school events. Staff also undertake small group reflection days known as the Liveable Spirit program which focus on the Marist charism and a series of formation lectures and experiences.

Social Justice

A strong sense of social justice is evident in the school and strongly expressed as part of the school's philosophy. Support of charities is a feature of school life, particularly Marist charities which are the focus of Chavoin Day. Social justice is a strong element of the Religious Education program, with students in Years 10 and 11 undertaking voluntary community service in each year, and support of organisations such as the St Vincent de Paul Society through its Christmas drive and the Winter Appeal.

Cerdon College seeks to actively involve the wider school community. Parish priests from our feeder parishes are welcomed to the school and invited to celebrate the school masses. A feature of the Religious Education program has been involvement with local parishes.

School, Home And Parish Partnerships And Parent Involvement

The school has a strong Marian focus in its prayer life, culminating in its Chavoin Day celebrations. This Marian focus is linked to the prayer and liturgical life of the school. Major events in the church calendar are celebrated through prayer and liturgy with Chavoin Day being held to acknowledge Cerdon College's Marist heritage.

Strong links have been established with all of our local parishes and local clergy are often involved in a variety of College liturgical and community activities.

Parents are kept well-informed of school life through the fortnightly school newsletter and many other publications sent home. Parents receive invitations to the many school events, and attend parent information nights and parent/teacher meetings. The Parents and Friends Association is a strong group within the school. Parents always play a part in developing important school documents, such as the *Strategic Plan 2010-2014*, and expenditure of community funds.

Religious Education

Religious Education

The Religious Education program at Cerdon College provides opportunities for students to learn and grow in their faith and participate in building an inclusive community encouraging active commitment to church and school. The College encourages student involvement in a range of social justice initiatives.

The College follows the *Sharing Our Story* Religious Education program of the Parramatta Diocese. Religious Education is the core of the school's curriculum, with students in Years 11 and 12 having the option of studying Catholic Studies or the Board of Studies developed Studies of Religion course.

Religious Education is not confined to Religious Education classes. Students lead the school in prayer for assembly and in Homeroom classes. Students also lead the College in praying the Angelus in May and October. Values education is an integral feature of programs in all Key Learning Areas.

Enhancing the spiritual life of our school was a focus area for the 2012 *Annual Development Plan*. The Cerdon College community continues to work to develop strategies to nurture a community which is Christ centred; endeavours to deepen our understanding of our Marist charism and enhances spirituality within our Catholic tradition.

Professional Learning Of Staff In Religious Education

Staff at the College had opportunities to be involved in the following Professional Development :

- 'Spirituality in the Staffroom'
- prayer and liturgical experiences
- Liveable Spirit Retreat experiences
- staff spirituality day
- pilgrimage in the 'Footsteps of St Paul'
- other externally provided professional development opportunities

Learning And Teaching

National Assessment Program - Literacy And Numeracy (NAPLAN) 2012

Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2012. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students' performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Band 5 is the minimum standard for Year 7 and band 6 is the minimum standard for Year 9. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

	% of students at or above national minimum standard		% of students in top three bands	
	School	Australia	School	Australia
Year 7:				
Literacy	99.5	92.7	70.3	52.0
Numeracy	97.4	93.7	51.0	50.6
Reading	99.0	94.2	63.0	55.9
Writing	97.9	89.9	57.5	42.0
Grammar and Punctuation	98.4	95.0	71.5	58.1
Spelling	99.0	93.0	79.8	58.4
Year 9:				
Literacy	98.2	87.7	60.5	42.2
Numeracy	98.2	93.5	52.1	46.7
Reading	98.2	91.3	52.7	44.9
Writing	93.4	81.7	64.7	36.3
Grammar and Punctuation	98.8	90.4	53.3	43.5
Spelling	98.2	89.5	76.6	47.8

Cerdon College students in 2012 remained above national averages for Literacy in Year 7 and Year 9 and marginally below national averages in Numeracy in Year 7 and 9.

Cerdon College has identified the literacy of Language Backgrounds Other Than English (LBOTE) students as an area in need of improvement. Seventy four percent of the school population are from a LBOTE background. The College has devised individual growth plans for students identified as not reaching the national minimum standard and has also implemented Key Learning Area (KLA) and whole school plans to focus on literacy strategies to enable these students to be able to access the language and terminology required to continue to develop growth in NAPLAN results for Year 7 and Year 9 students.

Record Of School Achievement (ROSA) 2012

There were 185 students in Year 10 in 2012. Of these, one student left school and received a RoSA. All other students have continued to Year 11.

Higher School Certificate (HSC) 2012

Percentage of students in performance bands 4, 5 and 6 compared to the state.

Performance Bands		Studies of Religion 1	English Standard	English Advanced	Visual Arts	Food Tehnology
Bands 4, 5, 6	School	89.7	86.4	96.7	100	100
	State	72.2	51.4	88.8	88.95	67.7

Students of Cerdon College Merrylands performed well in the 2012 HSC. One hundred and sixteen band 6 results were achieved by Year 12 students. Three hundred and seventy one band 5 results were achieved by students, meaning, 54% of all results were a Band 5 or Band 6. Eighty two percent of all results achieved by students were a band 4 or above.

Strong results were achieved with most subjects achieving results above state averages. Studies of Religion II, PDHPE and Food Technology recorded results more than 10 marks above state averages, with Ancient History, Community and Family Studies, Earth and Environment Science, Standard English, Legal Studies, Visual Arts, Italian Extension and Retail Services recording results between five and 10 marks above state averages.

Two students were acknowledged as All Round Achievers receiving band 6 results in 10 or more units of study.

Five students were placed in the top 10 students for the state, with students being placed first in the state in PDHPE, third in the state in Food Technology, fourth in the state in Italian Extension, seventh in the state in Business Services and tenth in the state in Ancient History.

One hundred and twenty three or 79.9% of students received offers of places at university.

School Curriculum

Many programs are offered to assist students reach their potential. The learning support team offers assistance with literacy and numeracy, working with students with identified disabilities within the classroom. They offer academic and pastoral support to new arrivals and refugees. A special needs committee, drawn from a wide range of staff, works with students on a one-to-one basis to address a range of needs. Gifted and talented students are catered for through enrichment programs in Mathematics and Science; various competitions and activities such as the Tournament of Minds; debating; public speaking; Mathematics Enrichment program; Youth Parliament; Constitutional Convention; and acceleration programs in Mathematics.

Year 6 students who enter the school take part in an orientation day in the previous year. They attend school one day before the rest of the school in their first year, when they are thoroughly immersed in the school organisation and culture. Year 10 students undertake a program which prepares them for the demands of senior school and completion of the mandatory Board of Studies, *All My Own Work* program. All Year 10 and senior students work with the careers adviser and guidance coordinators to prepare them for work or further study. A small number of Year 10 students have the opportunity to be involved in the Lighthouse Transition To Work program.

All students at risk undertake transition meetings with the learning support teachers, school counsellor, careers teacher, guidance coordinator and parents to help best determine their future.

The school is involved in many co-curricular activities. These include St Vincent de Paul Society, Lions Youth of the Year, Rotary programs, Catholic Schools' Debating, Catholic Schools' Oratory, Marist Oratory Competition, Australian Business Week, Mock Trial, History debating, cabaret/dance/drama evenings, music recitals, vocal group, aerobics, athletics, aquathon, basketball, cross country, dance, netball, soccer, futsal, softball, swimming, touch football, table tennis, tennis, triathlon and volleyball.

The College also has a very active environment group and dance club. Student interest in debating and public speaking continues to grow. Students represented Cerdon College at the Model United Nations Assembly (MUNA) United Nations forum, the NSW Constitutional Convention, and Campion College Knowledge Challenge. Students in Year 10 and 11 are involved in community service activities.

Initiatives To Promote Respect And Responsibility

Cerdon College as a Catholic school, is a place of belonging, respect, hope, justice, celebration and a place of quality learning and teaching. Relationships are based on the dignity of the whole person and provide witness to gospel values as a means of living daily life.

These values are central to both diocesan and College's pastoral care policies. The school-based policy provides information on programs to support students and families; approaches to discipline and the creation of a safe school environment.

Programs such as Peer Support, St Vincent de Paul and Social Justice have resulted in increased student awareness of a variety of social and global economic issues.

Another service available to the College community is through the identification and facilitation for students who require specific professional assistance through the College counsellor.

Students from Cerdon College are actively involved in a number of community based initiatives such as: Caritas; St Vincent de Paul Outreach programs; and programs to support specific Marist charities, including the Marist sisters mission in Kanossia, Papua New Guinea. A number of Year 10 and Year 11 students act as voluntary assistants at local Catholic primary schools.

Students have opportunities to develop their leadership skills through the activities of the Student Representative Council (SRC) and as mission promoters. Students feed back issues they discuss through the College student leadership team which meets regularly with the College executive. Peer support leaders from Year 10 work with Year 7 students, particularly during the transition into high school during term 1 of Year 7. Senior students take leadership roles as captains, vice captains, sports captains, house captains and senior prefect team, while students have a strong Student Representative Council as a forum to develop student leadership initiatives. Senior students have continued to support social justice through the Marist social justice group.

Parent Satisfaction With The School

During 2012, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported to our parents, students and staff showed that parents commented on the positive College environment. They saw students as motivated to achieve well, and they saw students developing social skills in an environment they feel safe in and connected to. Parents however felt that some students were not as well behaved as they should be and they would like staff to be more approachable and understanding of parent views.

Student Satisfaction With The School

The QCS data collected and reported to our parents, students and staff showed that students have an intrinsic motivation to learn and achieve well in a safe social environment, where they are connected to their peers. Students would like the classroom environment to be more stimulating; teachers to be more supportive and understanding of students and they would like all students to continue to develop their behaviour in the classroom so that learning outcomes can continue to improve.

Teacher Satisfaction With The School

The QCS data collected and reported to our parents, students and staff showed that teachers would like to increase student motivation and hence improve student learning outcomes in a supportive Catholic environment. They acknowledged the work demands in a busy school environment and desired more professional conversation and debate in order to sharpen the focus on student learning outcomes.

Teacher Standards

Teacher Qualifications	Number of Staff
Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*.	86
Have qualifications as a graduate from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications.	
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to their teaching context.	

*Australian Education International - National Office of Overseas Skills Recognition

Religious Education Accreditation

Number of teachers accredited to teach Religious Education	31
Number of teachers currently undertaking accreditation to teach Religious Education	N/A

Workforce Composition

Number of staff

Total teaching staff	86
Total non-teaching staff	22
Grand total	108

Percentage of teachers who are Indigenous	0
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Professional Learning

Professional learning opportunities undertaken by the Cerdon College staff in 2012 included:

- literacy skill development in reading and comprehension
- literacy skill development in text types and structured response writing
- numeracy skill development to enhance Mathematical understanding
- numeracy skill development in undertaking Mathematics Assessment Interviews (MAI) interviews with students
- strategies for increasing pedagogical efficiency and improved teacher praxis using Quality Teaching Framework (QTF) processes
- Child Protection training
- Work Health and Safety (WHS) training in voice care, manual handling, fire prevention, Cardiopulmonary Resuscitation (CPR), and dealing with Anaphylaxis
- training in using smartboards, interactive data projectors and iPads

Teacher Attendance And Retention Rates

Teacher attendance

The average teacher attendance for 2012 was 95.81%.

Teacher retention

Of the 2012 teaching staff, 98% were retained from 2011.

Student Attendance Rates

Percentage of student attendance by Year level and school average:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School Average
95.3	93.6	94.4	92.8	94.7	93.8	94.1

Managing Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6 to 17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within seven days to the school, and taking measures to resolve attendance issues involving their children. School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of student attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate may grant permission for late arrival at school or early departure from school, leave, or exemption from attendance only in individual cases, on written request from parents and guardians. The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to Catholic Education Office staff for follow up.

Student Retention Rates

The retention rate of students from Year 10, 2010 to Year 12, 2012 was 94%.

Senior Secondary Outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

Percentage of Year 12 students who undertook vocational training while at school	45
Percentage of Year 12 students who undertook training in a trade while at school	0
Percentage of Year 12 students who attained a Year 12 certificate (HSC) or equivalent vocational education and training qualification	99.4

Post-School Destinations

Destinations of students leaving Year 12, 2012	
University	79.9
Technical and Further Education (TAFE)	11.0
Workforce	3.9
Other/unknown	5.2

Pastoral Care Of Students

Programs Related To Pastoral Care

Pastoral care lies at the core of our responsibility to provide a safe and caring environment for students of Cerdon College.

All teachers have a responsibility for the pastoral care of students through their care of students in the classroom and the provision of quality teaching and learning. The homeroom system means that most teachers undertake a special program of care for students. Each day begins with prayer in homeroom. Guidance coordinators meet with individual classes once a cycle in an organised Pastoral Care program. This Pastoral Care program is designed for each Year group and it is regularly evaluated and adapted to meet the needs of the students in a particular Year group. One of the assistant principals has a specialised role of pastoral care. The quality of relationships developed by this structure is a feature of the school and commented on by students in surveys about the school.

As special care for Year 7 students, a Peer Support program operates with Year 10 students working with a small number of Year 7 students on a weekly basis. The focus of pastoral care in 2012 was Marist values education; social justice issues; continued implementation of restorative practices and continued refinement of the College's student leadership initiatives.

Student Welfare, Discipline And Anti-Bullying Policies

The school's *Student Welfare* policy and *Student Welfare: Consequences Statement* are published in the student handbook issued to every student and therefore it is available to all parents. It contains a list of rights and responsibilities for students, staff and parents. The five major student responsibilities are:

1. to treat others justly and to value them as individuals
2. to contribute to a safe and secure school that is free from discrimination and intimidation
3. to work together to maintain an environment that is clean and safe
4. to have a positive and responsible attitude towards learning and to respect the rights of all students to learn
5. to promote and enhance a positive image of the school by observing all school rules

Cerdon College's *Student Welfare* policy clearly highlights the rights and responsibilities of every student of the school.

The school also takes a very strong stance on anti-bullying, and records show a minimal amount of bullying in the school. All allegations of bullying are thoroughly investigated and addressed.

The care of Cerdon College students is the primary responsibility of the College's pastoral teams, led by a guidance coordinator and assistant principal (Mission). Counselling is part of the student welfare processes. A full-time counsellor is available to work with individual students. Students can also be referred to external counselling services.

The College's *Student Welfare* policy is evaluated and reviewed as part of our annual review of all College policies. No changes were made to the *Student Welfare* policy in 2012.

The full text of the 2012 student management/welfare and discipline policies can be obtained through the College's website at <http://www.cerdon.nsw.edu.au/>

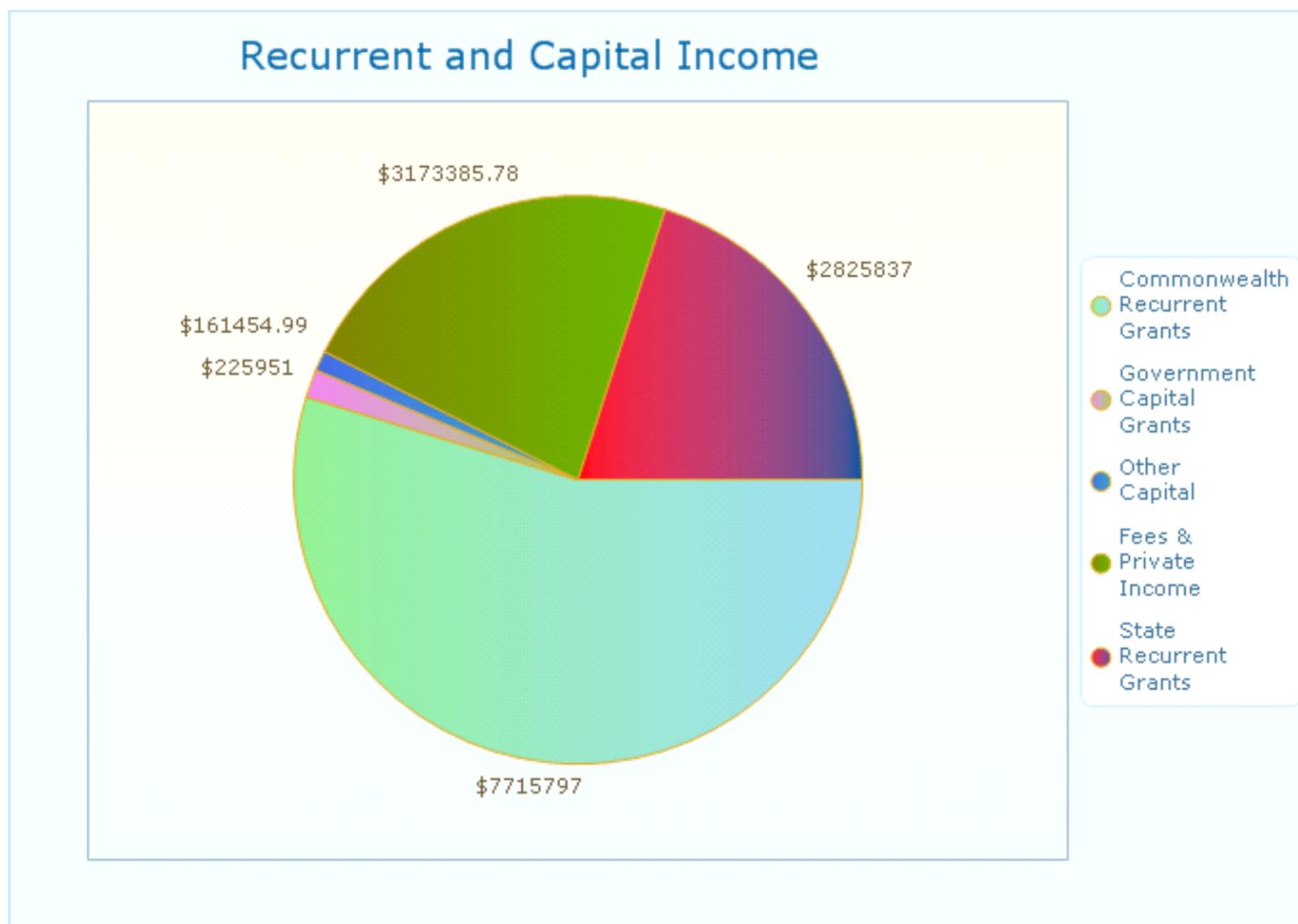
Complaints And Grievances Policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta *Complaint Handling* policy. A copy of the school policy is available from the school office, in the College Handbook, from the College website or it is available on the CEDP website <http://www.parra.catholic.edu.au>

No changes were made to the policy in 2012.

Financial Statement

School Recurrent And Capital Income



In 2012 Cerdon College received \$125,248.00 as interest subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme and looks forward to the implementation of the Building Grants Assistance Scheme as these are of vital importance to the ongoing wellbeing of this school.

Fees relate to diocesan and school based fees, excursions and other private income from fundraisers.

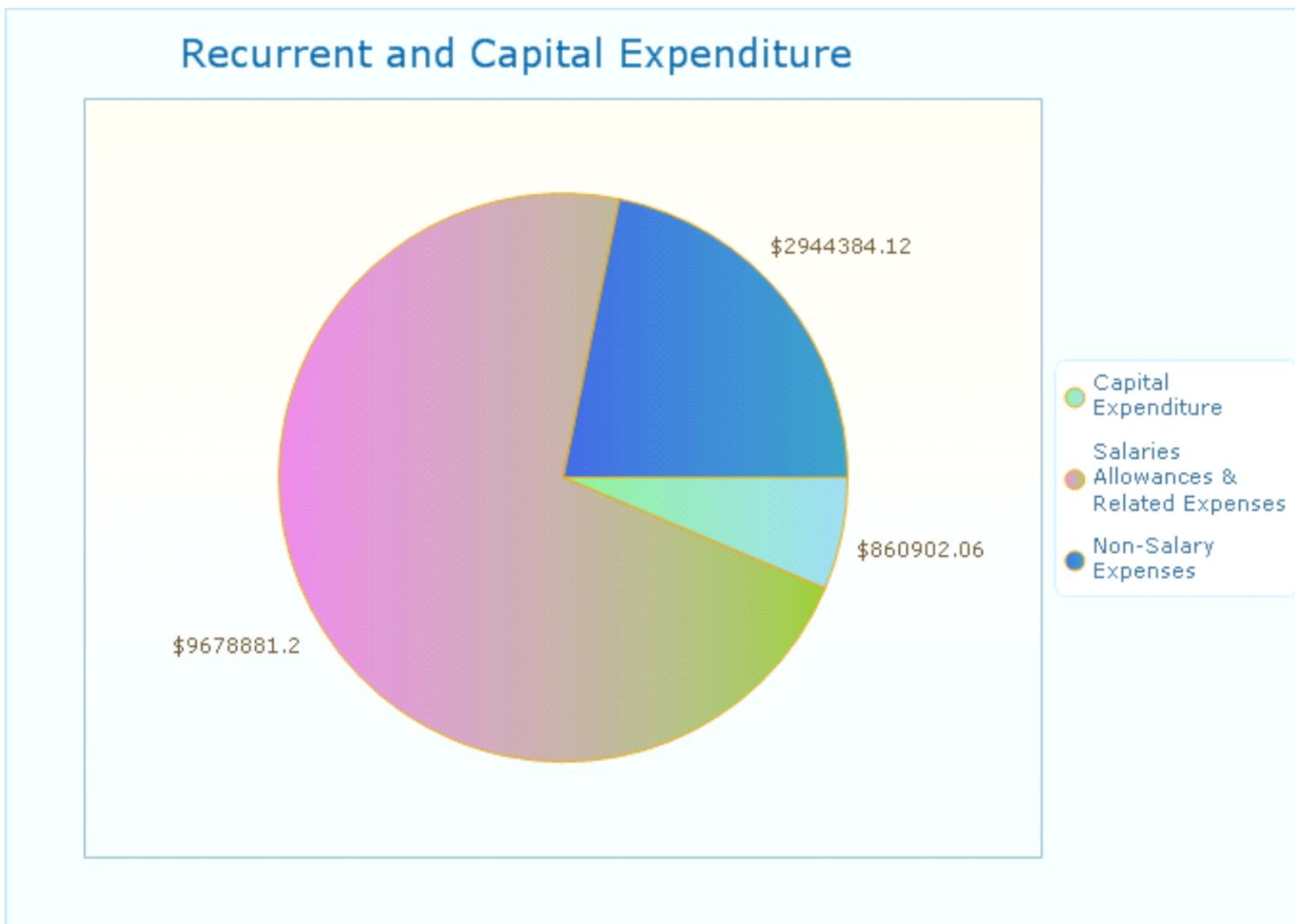
State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.

Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.

Capital relates to Government Capital Grants including monies received under the Building Education Revolution.

Other refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.

School Recurrent And Capital Expenditure



Salary refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

Non-Salary refers to all other Non-Salary Recurrent Expenses.

Capital refers to Non-Recurrent Capital Expenditure including School Buildings, Furniture and Equipment.