MACQUARIE UNIVERSITY SPECIAL EDUCATION CENTRE

MUSEC SCHOOL

ANNUAL REPORT 2016
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MUSEC SCHOOL FOR CHILDREN WITH SPECIAL LEARNING NEEDS
ABN 90 952 801 237

Macquarie University Special Education Centre
Building X5A
MACQUARIE UNIVERSITY NSW 2109

A registered non-government primary school: Kindergarten to Year Six for children with disabilities.

MUSEC SCHOOL BOARD

Dr Mark Carter (Chair) Associate Professor and Director, MUSEC
Dr Kathleen Tait Senior Lecturer, MUSEC
Dr Sally Howell Principal, MUSEC School
Ms Anne Murdoch Business Manager, MUSEC

MUSEC CENTRE STAFF

Academic Staff
Dr Mark Carter Associate Professor, Director
Dr Jennifer Stephenson Associate Professor (p/t)
Dr Alison Madelaine Lecturer
Dr Kathleen Tait Senior Lecturer
Dr Toni Hopper Lecturer (p/t)

Finance and Administration
Anne Murdoch Business Manager
Sharyn Gilkes Administration and Academic Programs Manager
Robert Davies Senior Technical Officer
Natalie Watson Administrative Assistant (January – August)
Jo Aboud Administrative Assistant (August – December)

Research and Development
Genevieve Godwin Executive Assistant to the Director / Research Officer
A MESSAGE FROM MUSEC SCHOOL BOARD

Macquarie University Special Education Centre (MUSEC) School is a community outreach activity of MUSEC that receives advice from the MUSEC School Board, MUSEC Management Committee and MUSEC academics. This annual report fulfils statutory reporting requirements specified in Schedule 2 of the Australian Government’s *Schools Assistance (Learning Together-Achievement Through Choice and Opportunity)* regulation 2005 and the educational and financial reporting requirements for the 2015 reporting year, as laid out in Section 3.10 of the *Registered and Accredited Individual Non-government Schools (NSW)* Manual available from the NSW Education Standards Authority (formerly the NSW Board of Studies).

The MUSEC School Principal was responsible for co-ordinating the final preparation and distribution of the Annual Report. For all reporting areas the Principal was responsible for the collection, analysis and storage of the data and has provided the relevant information for inclusion in the report. Financial information in the report has been provided by the School Business Manager. The report has been prepared in electronic format to send to the NSW Education Standards Authority and is available for download on the MUSEC School website.

Until the end of 2015 the MUSEC School received advice from the MUSEC Advisory Board. At the beginning of 2016 MUSEC, together with its parent department (The Institute of Early Childhood), was amalgamated with the School of Education into a new combined Department of Educational Studies within the Faculty of Human Sciences. MUSEC continued under the management of its existing Director as a separate centre and budget unit within the new department during 2016, but no longer had status as a University Research Centre. As a result, the MUSEC Advisory Board was no longer required and was disestablished. A separate School Board was established in March, 2016 to oversee the operation of the school and ensure governance requirements continued to be met, as required under the school’s registration with the NSW Education Standards Authority. Initial membership during this transition year comprised the Director, another member of academic staff, the Principal and the Business Manager, with a view to expanding the membership once full integration into the Department of Educational Studies had taken place at the beginning of 2017.

**CONTEXTUAL INFORMATION ABOUT THE SCHOOL**

Through its programs MUSEC School:

- Optimised students’ development across developmental domains
- Accelerated progress in Literacy and Numeracy
- Provided successful learning experiences for students
- Worked collaboratively with parents in the education of their children
- Supported parents through information sessions
- Developed assessments and programs for students K-6 with disabilities
- Worked collaboratively with therapists and other professionals for the benefit of students

From the beginning of 2013 the school has operated with four classes of 10-12 students per class. Typically, two classes cater for years K-3 and two classes cater for years 3-6. Staffing for each class comprises a Master Special Education Teacher, Special Education Teacher and Classroom Assistant. Additional support across classes is provided by two part-time Speech Pathologists, the MUSEC Senior Technology Officer and a Teachers’ Assistant. The school is registered with the NSW Education Standards Authority (formerly the NSW Board of Studies, Teaching and Education Standards (BOSTES)) as both a K-6 School and a School for Students of a Kind.

At MUSEC School we adopt a *non-categorical* approach to teaching. This means that all instructional decisions are made on the basis of a student’s demonstrated skill level rather than according to their diagnosed disability.

Curriculum based assessments are employed in the areas of Literacy and Numeracy for the purposes of formative evaluation to guide instructional decision-making.

To ensure effective classroom behaviour management and to facilitate high levels of student academic engagement the principles and procedures of Positive Teaching are practised.

At MUSEC School the major focus is on literacy and numeracy learning. The six key learning areas of English, Mathematics, Science and Technology, Human Society and its Environment, Personal Development, Health and Physical Education and Creative Arts provide a context in which the students’ learning experiences are provided. The generalisation of literacy and numeracy skills is embedded across the curriculum. Individual student needs are identified and addressed
through the Individual Education Plan process and the development of students’ communication skills, social skills and independent work habits is a priority.

Features of the school program include:

- Intensive, individualised small group instruction in literacy and numeracy by specialist teachers;
- Research-based practice;
- Close monitoring of student progress involving curriculum-based assessment;
- Program adjustment based on progress ensuring a truly individualised program;
- Parent education in helping the student at home;
- A comprehensive Individual Learning Plan process;
- Transition to the student’s next educational setting.

The educational programs within the MUSEC School have three major functions. Firstly, they operate as models demonstrating the most effective forms of special education practice. These facilities allow for the demonstration of exemplary Special Education programs whereby students of the University and persons from outside may observe those working with students with special education needs. Secondly, university students completing Special Education teacher education courses directly benefit from involvement in the programs and have first-hand experience of working with these children as part of their course requirements. Thirdly, research and development of effective instructional procedures are on-going features of the school.

STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

As we are a special school, students may be withdrawn or exempted from statewide tests and examinations at their parents’ request.

At the time of the NAPLAN 2016 there were six (6) students enrolled in Year 3 and six (6) students enrolled in Year 5. No Year 3 students and one (1) Year 5 student sat the NAPLAN.

The Year 5 student achieved results in the range of Bands 3 to 6 in the Literacy assessments, and Band 4 in the Numeracy assessment.

Comparison with benchmark data is not appropriate for students in this school.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

PROFESSIONAL LEARNING

Teachers at MUSEC School have access to a wide range of resources and professional expertise, at no cost. In addition to the high level of in-house professional development conducted, an average amount of $136 per teacher was spent on professional development.

Post-graduate studies
Two teachers completed the Masters in Special Education during 2016. One teacher completed the Masters in Education. One teacher completed the Masters of Research. The Masters of Research study was implemented in the MUSEC School. Two teachers and the school’s research officer were enrolled in PhD studies during 2016, all supervised by MUSEC academics.

Conferences
The Principal was on the organising committee for the 2016 CHERI Conference. One teacher attended the two-day AUC Macintosh Conference.

Curriculum Development
Teachers attended a variety of Macquarie University Seminars and Macquarie University Public Lectures. These included a presentation on the Language Environment Learning System and the Cool Kids Anxiety Program. Three teachers completed the online module “Teaching so all Students Can Learn Maths Blended Learning Module” through AIS. Two teachers attended a workshop on “Literacy and Numeracy Item Writing” conducted by NESA. One teacher attended a workshop on “Reading Development, Dyslexia and the Digital Culture” presented by Learning Difficulties Australia.
Teachers undertook online modules relating to the new NESA History syllabus.

The Principal attended a direct instruction seminar and the Five from Five launch, both held at the Centre for Independent Studies.

First Aid Training
All school staff attended a half-day First Aid course.

School Governance
The School Principal and the Business Manager attended a one-day symposium on school governance conducted by the Association of Independent Schools of NSW.

SCHOOL BASED RESEARCH PROJECT

In 2016 the school received funding of $70,000 from the NSW Association of Independent Schools to conduct a two-year research project in the school investigating the effectiveness of schema-based mathematics instruction in improving the problem solving performance of primary aged children with intellectual disabilities and autism. The Principal, Dr Sally Howell is the lead investigator, and is assisted by Dr Sara Mills, Master Special Education Teacher (second investigator) and Ms Betty Ho, the school’s research officer.

TEACHER STANDARDS

The staff of MUSEC School in 2016 included a principal, four master special education teachers, five special education teachers, classroom and teachers’ assistants and two speech and language pathologists, backed by technical, administrative and research support staff. In 2016 there were four classes: Primary 1, Primary 2, Primary 3 and Primary 4.

<table>
<thead>
<tr>
<th>Category</th>
<th>No. Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines or</td>
<td>13</td>
</tr>
<tr>
<td>Teachers who have qualifications as graduates from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications or</td>
<td>5</td>
</tr>
<tr>
<td>Teachers who do not have qualifications as described in (a) (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.</td>
<td>0</td>
</tr>
</tbody>
</table>

Fourteen of the teachers in the first two categories have a Masters in Special Education. Two teachers have a Postgraduate Diploma in Special Education.

STAFF OF MUSEC SCHOOL

Sally Howell                  Principal
Sally Huck                    Master Special Education Teacher
Marie James                   Master Special Education Teacher
Sara Mills                    Master Special Education Teacher
Anna Schneider                Master Special Education Teacher
Catherine Favot               Speech Pathologist (p/t)
Alice Berry                   Speech Pathologist (p/t)
Robert Davies                 Senior Technology Officer
Candice Mariz                 Special Education Teacher
Rebecca Dark                  Special Education Teacher
Sarah Kirkwood                Special Education Teacher
Nicola Berrick                Special Education Teacher (p/t)
Ying Sng                      Special Education Teacher (p/t)
Betty Ho                      Research/Classroom Officer (p/t)
Ann George                    Teachers’ Assistant
Danielle Burrett              Classroom Assistant
TEACHER ATTENDANCE AND RETENTION RATES

In 2016 the average daily staff attendance rate was 97.9%. The percentage of staff retained from 2015 was 95%.

STUDENT ATTENDANCE

Ninety-four percent of students attended school on average each school day in 2016. The average attendance in 2015 was 95%.

MUSEC SCHOOL ENROLMENT POLICIES AND PROFILES

CRITERIA FOR ELIGIBILITY

Students of primary school age (Kindergarten to Year 6) satisfying, at least one of the disability criteria below, are considered for admission to MUSEC School. Parents seeking enrolment for their child, submit a completed application form (including all necessary documentation). If the child is considered a suitable candidate, an interview between parents, child and MUSEC personnel will follow. Placement on the Eligibility List is based on the application and interview. Consideration of the existing class structure is an additional factor determining whether or not an application can be accommodated. Continuing enrolment is subject to the student’s adherence to the school rules and the payment of all school fees.

Please note that all students are required to provide a psychologist’s report stating Full IQ score regardless of disability.

Disabilities – Documentation Required

Disability categories are listed below. Disability documentation must be provided at the time of application and should be recent, an assessment having been conducted within the last 12 months.

Intellectual Disability: A report from a registered psychologist/educational psychologist stating that the student has a full-scale IQ score of approximately two standard deviations or more below the mean on an approved individual test of intelligence (e.g. a score of 70 or below on the WISC). There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with this range of scores.

Language Disability: A report from a speech pathologist that indicates the student has an assessed receptive or expressive language disorder. The report must include the results of at least one relevant standardised language test that allows for the reporting of both receptive and expressive language skills. At least one of the scales (receptive or expressive) must indicate a standard score of 70 (2nd percentile) or less. The report must indicate that the disorder significantly affects communication and diminishes the capacity to achieve academically. There must be documented evidence of the development and delivery of an intensive learning program assisted by a support teacher, or relevant specialist in the prior-to-school setting in the case of a student entering kindergarten. Difficulties in communication and academic achievement must be the direct result of the disorder.

Autism: A current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student’s disorder. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication and social interaction, that significantly affects the child’s ability to learn. There must be information of a functional assessment consistent with the student’s disorder.

In Receipt of Special Education Services / Integration Funding: Students who are currently enrolled in special education services in a special school or unit provided by the NSW Government (i.e. IM/IO, Autism, Multi-categorical classes), or who receive integration funding, may be considered eligible. In such cases, a letter from the school where the child is enrolled indicating this to be the case is sufficient for the purposes of documentation.
PROFILES: STUDENT POPULATION

In 2016, there were forty-four (44) students from Kindergarten to Year 6, enrolled at MUSEC School. All students had a documented disability. The students came from a wide geographical area.

<table>
<thead>
<tr>
<th>Class</th>
<th>No. Students</th>
<th>Adults per classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary 1</td>
<td>9</td>
<td>3.5</td>
</tr>
<tr>
<td>Primary 2</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Primary 3</td>
<td>10</td>
<td>3.5</td>
</tr>
<tr>
<td>Primary 4</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
**STUDENT POLICIES**

**STUDENT WELFARE POLICIES; DISCIPLINE POLICIES; REPORTING COMPLAINTS, RESOLVING GRIEVANCES POLICIES.**

<table>
<thead>
<tr>
<th>SUMMARY STATEMENT ON POLICIES</th>
<th>CHANGES TO POLICY</th>
<th>ACCESS TO POLICY</th>
<th>STAFF RESPONSIBLE</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>All MUSEC POLICIES, PROCEDURES and GUIDELINES are written in the context of the student’s special educational needs.</td>
<td>During 2013 all School Policies, Procedures and Guidelines were reviewed in preparation for, Board of Studies (BОСTES) Registration requirements. In 2014 adjustments were made to policies as requested by BОСTES</td>
<td>MUSEC SCHOOL POLICIES, PROCEDURES and GUIDELINES MANUAL (2014)</td>
<td>All staff.</td>
<td>Revised policies were signed off by the Vice-Chancellor in Term 1, 2014</td>
</tr>
</tbody>
</table>

**STUDENT WELFARE POLICIES**

Student welfare in MUSEC School:
• encompasses everything the school community does to meet the personal, social and learning needs of students
• creates a safe, caring school environment in which students are nurtured as they learn
• is achieved through the total school curriculum and the way it is delivered
• incorporates effective discipline
• incorporates preventive health and social skills programs
• stresses the value of collaborative appropriate intervention when problems are identified
• provides ongoing educational services to support students
• recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony
• recognises the role that the school plays as a resource to link families with community support services
• provides opportunities for students to:
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning.

MUSEC School will provide effective learning and teaching within a secure, well-managed environment, in partnership with parents and the wider school community. The objectives and outcomes pertaining to the student welfare policies therefore relate to:
Effective learning and teaching
Positive climate and good discipline
Community participation.
DISCIPLINE POLICIES
MUSEC School recognises that in many instances inappropriate behaviour has a communicative function.

As such ‘discipline’ means responding to inappropriate behaviour through a process of interpretation and positive intervention. Under no circumstances is corporal punishment to be used.

At MUSEC School, students are taught about: what is good to do, what is not good, what is safe, what pleases other people, what angers or hurts other people. The classroom program encourages students to cooperate and enhances their self-esteem and ability to interact with others, thereby providing a positive classroom environment that fosters appropriate behaviour.

Self-discipline can only be achieved if the students are aware of the limits of acceptable behaviour. Rules are established and vary across the school depending on the age of the students. They are expressed positively, displayed in a visual format, few in number and are consistently reinforced by each staff member.

REPORTING COMPLAINTS, RESOLVING GRIEVANCES POLICIES
A professional response to suggestions, complaints and allegations promotes fairness, leads to improvements and creates confidence in the outcome. Complaints, as well as compliments and other constructive feedback, create opportunities for an organisation to improve its services and prevent future problems.

In relation to parents: In the first instance all parent concerns should be directed to the child’s teacher. If a parent is not satisfied with the outcome following a complaint, an appointment should be made with the Principal to discuss the grievance.

In relation to staff: The Macquarie University Human Resources Website provides details of the Code of Conduct Policy and Procedures, the staff Grievances Policy and Procedures.
### SCHOOL DETERMINED IMPROVEMENT TARGETS

#### ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE SCHOOL’S 2015 ANNUAL REPORT

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievement</th>
</tr>
</thead>
</table>
| Teaching and Learning    | • Involvement of the teaching staff and students in research projects, which inform classroom practice.  
                            | • Review and update Numeracy Goals and Strategies within IEP database  
                            | • Consolidate numeracy teaching resources  
                            | • Refine numeracy assessment and monitoring procedures to inform teaching  
                            | • Develop teaching resources to support scope and sequences of vocabulary and concepts within KLA units  
                            | • Develop play/social skills lessons and activities | • Two research projects conducted within the school, both with a focus on communication  
                            | | | • Maths IEP working teams established. All teachers participated in a review of Numeracy goals and strategies in at least two Numeracy domains  
                            | | | • Consolidation of maths resources relevant to each IEP Numeracy domain has started (this process will be ongoing)  
                            | | | • Assessment and monitoring revised to match updated goals  
                            | | | • Vocabulary goals and strategies added to IEP data base to reflect relevant teaching units. Resources under continual development  
                            | | | • Structured play activities developed and implemented in the playground and classrooms  
                            | | | • New History, Geography and Science units of works developed and implemented  
                            | | | • Increased focus on functional numeracy, especially in Primary 3  
                            | | | • Increased emphasis on word problem solving in Primary 2 and Primary 4  
                            | | | • Writing scaffolds for different text types introduced in Primary 2 and Primary 4  
                            | | | • CPR training completed for all staff  
                            | | | • Teacher visits to a range of high school options  |
| Staff Development        | • Introduction of NSW Syllabus for the Australian Curriculum History  
                            | • Align existing HSIE and Science KLA units with new History, Geography and Science syllabus documents  
                            | • Develop new History, Geography and Science units  
                            | • Teaching functional numeracy  
                            | • Teaching expressive writing  
                            | • CPR training  
                            | • School visits to future education options | |
| Facilities & Resources   | • Evaluation of Apps to support literacy and numeracy IEP goals  
                            | • Computer upgrades  
                            | • Purchase reading materials including non-fiction texts to support KLA scope and sequences  
                            | • Up grade classroom furniture as required | • Within each classroom new Apps have been added to student iPads as a resource for independent work/practice of certain literacy and numeracy skills  
                            | | | • New computers installed in accordance with University procedures for renewal  |
- Renovate school playgrounds
- Non-fiction readers added to the school’s resource library
- Playground renovation plans progressed with University Property office. Upgrade of junior playground scheduled for December 2017 – January 2018 school holidays.

**SUMMARY: 2017 PRIORITIES FOR IMPROVEMENT**

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
</tr>
</thead>
</table>
| **Teaching and Learning** | • AIS Research Project: Maths Problem Solving  
  • Review and update Communication Goals and Strategies within IEP database  
  • Develop IEP goals for maths domains (measurement, geometry, time, data)  
  • Develop teaching resources, assessment and monitoring procedures to inform teaching ‘new’ maths domains  
  • Develop teaching resources to support scope and sequences of vocabulary and concepts within new KLA units  
  • Implement a trial of augmentative and alternative communication devices in the classroom  
  • Introduce Sport in Schools Program |
| **Staff Development**     | • Attend Professional Learning activities relevant to History, Geography and Science  
  • Develop further History, Geography and Science units  
  • Teaching maths problem solving  
  • Teaching expressive writing  
  • Training in the use and implementation of augmentative and alternative communication devices in the classroom  
  • CPR training  
  • School visits to future education options |
| **Facilities & Resources** | • Purchase of Apps to support literacy and numeracy IEP goals  
  • Computer upgrades  
  • Purchase materials to support KLA scope and sequences (new maths domains, new History, Geography and Science units)  
  • Purchase new sport equipment  
  • Upgrade classroom furniture as required  
  • Renovate school playgrounds |
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The School Social Skills program forms the major context in which respect and responsibility are explicitly taught.

PARENT, STUDENT AND TEACHER SATISFACTION

A survey of parent satisfaction with MUSEC School was conducted. This was in relation to the following:

- Leadership and management of the school
- The attention to the particular learning needs of students
- The quality of the teaching and learning experiences
- The individual educational plan and reporting processes
- The communication between staff and parents
- The relationship between staff and parents
- Student behaviour and discipline
- The support provided for future education options

Parents were asked to rate school performance by indicating whether they strongly agree, agree, neither agree nor disagree, disagree or strongly disagree with a range of statements in relation to the above areas. 21 survey forms were returned to the school from 21 families. Overall the results were positive, with all parents who responded agreeing or strongly agreeing that the teachers and classrooms provide an excellent learning environment for the students and that the school responds to their queries in a timely manner. All but one parent agreed or strongly agreed that they were given sufficient opportunity to contribute to their child’s Individual Education Plan and that it addressed their child’s learning needs. All but one parent agreed or strongly agreed that they appreciated the opportunity to observe their child at the scheduled observation sessions. All but one parent agreed or strongly agreed that their child’s teachers were approachable and that their child was happy to go to school each day. All but one parent agreed or strongly agreed that the school communicates well with parents and that the school is well led and managed.

On the basis of parental feedback the area of future schooling options was still of some concern. Two parents disagreed and four parents neither agreed nor disagreed that adequate support is provided in relation to future education options. Six of the respondents considered that the issue of future education options was not applicable at this stage of their child’s education. Transition planning for students who were leaving the school was undertaken on a student by student basis in 2016. For some students, this included visits by MUSEC School staff to potential new schools. MUSEC School hosted visits by staff from receiving schools for all students leaving the school at the end of 2016. These visits allowed time for each student’s current teacher to discuss the educational and transition needs of the student with staff from the student’s new school.

One parent stated that the homework system was not easy to implement and three stated that the amount of homework was not sufficient, and requested more. All except one parent agreed that the behaviour management practices are effective and consistent.

Some comments written by parents as part of the survey were a pleasure to read. For example, “Teachers are very diligent in enforcing appropriate behaviours in the classroom and have provided us with lots of feedback to enforce this at home. My child loves going to MUSEC”, “We strongly agree the school is well managed and teachers, especially master educators, are very helpful. Happy to see teachers work as a team and aware of the students’ strengths and weaknesses”, “Thank you for all your great efforts in preparing our child for high school. She has come a very long way. To all you amazing teachers”.

MUSEC School provides a unique working environment for Special Educators. The staff attendance and retention rates are indicative of high staff satisfaction.
SUMMARY FINANCIAL INFORMATION

Income & Expenditure 2016

Income - %
Fees & Private Income 44
State Recurrent Grants 26
Commonwealth Recurrent Grants 30

Expenditure -
Salaries, Allowances & Related Expenses 88
Non-Salary Expenses 11
Capital Expenditure 1

INCOME & EXPENDITURE 2016

Income 2016

- Fees 44%
- State Recurrent Grants 26%
- Commonwealth Recurrent Grants 30%
- Other Grants 11%

Expenditure 2016

- Salaries 88%
- Non-Salary Expenses 11%
- Capital Expenditure 1%