

Montgrove College



ANNUAL REPORT 2018

PRINCIPAL'S MESSAGE

With the graduation of its third HSC class, we can confidently say that Montgrove has established itself as a Kindergarten to Year 12 school. The School is benefitting from the great work of the parents and staff who dedicated so much time and energy and showed unswerving commitment in those first years of Montgrove. The School is building a solid reputation not only in academics, but also in the performing arts, and most importantly in its pastoral care program. It is wonderful to see the School expanding, with an extra class being introduced in Kindergarten and Year 2.

Thankfully, with the good weather throughout the year, the new building was able to be completed on time for the beginning of the 2019 academic year. The new building features a flexible learning area on the ground floor, classrooms for the Senior Secondary and a Computer lab on the upper floor.

Montgrove continues to encourage students to contribute to the community, developing a deeper sense of service in each student. The Pro-life club focused on the issue of homelessness and raised funds for the homeless through a Winter Sleepout. The girls also learnt a great deal from this experience. As a whole school, Montgrove organised a Farm Day to raise funds for families in drought stricken areas of Australia. There was a generous flow of donations of money, food and household essentials that we were able to send to families in need. I hope this spirit of giving and service continues in the years to come and becomes firmly embedded in our school culture.

PROFILE

Montgrove College is a two campus school with 601 students enrolled. The Orchard Hills Campus is a co-educational Infants school catering for students in Kindergarten and Year 1 and girls school from Year 2 progressing to Year 12. Montgrove College - Werrington campus is an all primary school catering for boys in Year 2 to Year 6. Wollemi College on the same campus caters for secondary boys. The student population is made up of 3 co-ed Kindergarten and 2 co-ed Year 1 classes, boys at the Werrington Campus in Years 2, 3,4,5 and 6, and girls at the Orchard Hills campus from Years 3 to 12. There are 389 girls and 212 boys in total including the Werrington Campus.

The school community reflects the diversity of Australian society with families of differing cultural and ethnic backgrounds.

The school offers a full curriculum in line with NESA requirements.

The school caters for diverse learning needs within an atmosphere of mutual respect and where individual differences are valued.

The spiritual growth and welfare of each student, along with sound educational practices are a shared responsibility of the teaching staff, tutors and parents.

ENROLMENT PROCESS

The primary purpose of the enrolment process is to ensure that the applicant family understands the philosophy of education of PARED schools, and to ensure that the school and family will be in agreement about the values that are essential to the development of a child. Applicant parents are expected to be willing to work closely with the school, especially through the tutorial system and attendance at Key Parent Functions.

Prior to making a formal application, parents who enquire about enrolment are required to attend an Open Day or to talk personally with the school principal.

While formal application is a pre-requisite to admission, it is not a guarantee of admission and the principal reserves the right to offer a place to any student irrespective of the date of application. Preference may be given to students transferring from other PARED schools and families with siblings already attending PARED schools.

The means for the school to determine an application is via an interview between applicant parents and the school principal. Students applying to the school may also be required to sit an aptitude test.

If transferring from another school, previous report cards will be assessed and if required the school will seek further information.

Montgrove College offers enrolment to applicants regardless of race or creed.

Applicant families are asked to commit themselves to meeting financial obligations such as tuition fees and at times contribute to fundraising to finance particular projects.

Enrolment is confirmed upon receipt of a deposit and signed duplicate letter.

Montgrove College acknowledges that it uses its best endeavours to ensure that practices conform with the relevant Government Acts, both State and Federal relating to educational institutions.

Immunisation Requirements for School Enrolment

1. Montgrove College acknowledges its responsibilities under the Public Health (Amendment) Act 1992 (The Act) in relation to the control of vaccine-preventable diseases.
2. Since 1994, parents enrolling their children are required to provide the school with an Immunisation Certificate. The College encourages parents to seek medical advice on this issue, and makes available the Health Department's document, "Immunisation – An Essential Guide to the School Entry Requirements", further copies of which are available free of charge from Better Health Publications (9391.9000).
3. In the event of an outbreak of a vaccine-preventable disease, Montgrove upholds the provisions of the Act requiring that un-immunised children are excluded from the school for the duration of the outbreak. The word "outbreak" in The Act is used in the context of a child enrolled at the school or facility suffering from a vaccine-preventable disease

Student Outcomes in Standardised Testing

NAPLAN Results

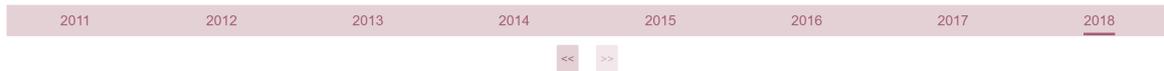
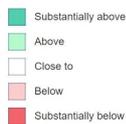
Montgrove College – Orchard Hills and Werrington Campus



Compare to Schools with similar students All Australian students i Interpreting this table

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	457	434	456	471	420
Year 5	533	503	537	569	528
Year 7	583	577	591	619	600
Year 9	668	620	656	666	649

Selected school's average when compared to all Australian students is:



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Selected school's average when compared to schools with similar students is:



NAPLAN results continue to be strong at Montgrove. 2018 shows further growth in all areas, particularly in the Secondary year. Montgrove performed substantially above as compared to All Australian Schools in all areas for Years 7 and 9. These years also performed above or substantially above as compared with Schools with Similar Students. Notably there are no areas in which the School has performed below or substantially below All Australian Schools or Schools with Similar Students.

Senior Secondary Outcomes

HSC Results

Course	Number of Band 6/E4s at Montgrove		Number of Band 5/E3s at Montgrove		% in Band 6/E4 or Band 5/E3 at Montgrove		% in band 6/E4 or Band 5/E3 in State	
	2017	2018	2017	2018	2017	2018	2017	2018
Ancient History	-	2	4	-	80	100	35.98	36.10
Biology	2	-	1	4	75	100	39.28	36.87
Business Studies	1	2	6	3	87.5	62.5	36.14	36.96
Chemistry	-	-	-	4	-	100	-	42.08
English (Standard)	1	1	4	3	71.42	50	15.91	15.06
English (Advanced)	1	1	5	4	100	83.32	63.64	62.61
English Extension 1	-	1	4	-	100	100	93.27	95.43
English Extension 2	2	-	2	-	100	-	46.88	-
Food Technology	1	3	1	2	67.76	71.6	29.74	32.11
Mathematics General	2	2	5	4	71.42	75	25.49	26.64
Mathematics Ext 1	1	-	-	2	100	100	38.08	79.60
Mathematics	2	1	2	4	100	100	53.48	51.80
Modern History	1	1	2	1	75	100	38.82	41.82
Music 1	3	2	-	-	100	100	65.22	64.50
PDHPE	3	-	2	2	100	40	30.56	33.11
Physics	1	-	-	-	100	-	10.69	-
Senior Science	-	1	-	4	-	71.42	-	21/48
Visual Arts	-	1	3	1	100	100	54.57	53.82

The HSC results for Montgrove College continue to be strong. In the Class of 2018, there were 14 students who sat a total of 73 HSC examinations in 17 subjects. In comparison to the Class of 2017, the students' results were similar. In 2018, Montgrove results were above average in all subjects and, on average, 9.1% above the State average.

Granting of RoSA

The RoSA is a cumulative credential for students in Years 10-12 who leave schools prior to completing their HSC. In 2018 there were no students who required the RoSA credential. All students in Years 10 and 11 were awarded grades that could contribute to a RoSA.

Secondary Student Outcomes

	Percentage %
Students in Year 12 with vocational trade / training	0
Students in Year 12 getting Year 12 Certificate or equivalent VET qualification	100

Teaching Staff 2018

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* - 100%

Have qualifications as a graduate from a higher education institution within Australia within AEINOOSR* guidelines but lack formal teacher qualifications -0%

Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context - 0%

*Australian Education Institution – National Office of Overseas Skills Recognition

Staff comprises of 22 full time teaching staff, 31 part time teaching staff
2 part time teaching support staff
4 administration and support staff

The Teacher Accreditation status of the teaching staff can be summarised as below

6 Provisional/ Conditional

47 Proficient Teacher (including pre-2004 teachers)

Summary of Professional learning undertaken by teachers (as defined by the Institute of Teachers Act 2004) during the year

Description of the Professional Learning Activity	No of staff participating
Various workshops	All Staff
Child Protection	All Staff
First Aid/Asthma/Anaphylaxis	5
Maths	2
English	5
History	1
Science	2
Geography	2
Art	1
Music	1
Professional Practice	3
PDHPE	2
Learning support	2
Careers	1
Spanish	1
WHS	1

Teacher Retention Rates

The proportion of staff retained from 2017 is 94.3%.

STUDENT ATTENDANCE

The average attendance rate of students is 94.46%. On average students tend to be absent from school more in the winter terms due to colds, flu and asthma.

ATTENDANCE POLICIES

Attendance

The Class Roll must always be marked accurately so as to record daily attendances as required by the *Education Reform Act 1990*.

The Principal has a duty to monitor the continued attendance at school by all students.

The following mechanisms assist in this monitoring:

Register of admissions

This electronic register is maintained in the school office. The Register will include about each student: name, age, address, name and telephone contact numbers of parent/guardians, date of enrolment and, where appropriate, date of leaving the school and student's destination, for students older than 6 years old, the previous school or pre-enrolment situation.

Where the destination of a student under 17 years of age is unknown, the school office notifies DET of the student's name, age and last known address.

The register of admissions is retained for 7 years minimum preceding the current year.

Monitoring daily attendance/absence of students

Montgrove College manages student attendance using First Class on the SAS database.

In both the Primary and Secondary schools, attendance is recorded at the beginning of each school day. Absences are recorded daily along with the reasons for absences.

If a student is absent due to illness or family emergency/misadventure, a parent must notify the school by telephone in the morning and send in a note the day the student returns to school.

The note must be specific as to the reason for absence and must be signed by the parent/guardian.

All other forms of absence, including travel, require approval by the Principal

Absentee notes are kept with the class rolls and then moved to the students' file.

Unexplained absences will be referred to parents. In the event that a student is believed to have been removed from the school without notification from parents, the Home School Liaison Officer will be notified as per Montgrove College Attendance Policy.

Secondary Retention Rates

Years compared	Year 10 total enrolment on 30 Jun	Year 12 total enrolment on 30 Jun	Year 10 enrolment at census date remaining in Yr 12 on census date	Apparent retention rate* %	Actual retention rate** %
2014/2016	23	21	21	91	91
2015/2017	20	14	14	70	70
2016/2018	20	14	14	70	70

* Apparent retention rates are calculated by simply comparing the number of students enrolled in the initial year to the number of students enrolled in the later year.

** Actual retention rates are calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for the later year.

Post-School Destinations

Of the graduates of 2018, all students will commence tertiary studies in 2019. 13 students will be studying at universities and one at TAFE in a variety of courses, including: Law, Business, Nursing and Radiology.

SCHOOL POLICIES

Student Welfare Policies:

This school endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills.

Policies relating to Student Welfare :Anti-Bullying, Child Protection, Code of Conduct for Students, Discipline, Enrolment, Excursions, Homework, Pastoral Care, Playground, Supervision, Aboriginal Education and Facilities.

Changes have been made throughout the year to Codes of Conduct, Pastoral Care and ICT Policies.

Student Welfare Policies are located in the Policies folder in the Administration office.

Student Code of Conduct Policy:

The Principal has a duty to ensure that students are aware of the code of conduct they must Observe.

Changes have been made to make plans to include student code of conduct in student diaries.

Code of Conduct for Staff:

The Principal has a duty to ensure that staff is aware of the code of conduct they must observe.

Policy changes have been made to ensure staff code of conduct protocol is included in contract letters of employment.

ICT Policy:

The Principal has a duty to ensure that all students are familiar with expectations regarding the use of ICT.

Policy changes have been made to plan to include appropriate use of technological devices.

Pastoral Care Policy:

Changes have been made to explicitly name personnel responsible in the first case for pastoral care. Refer to Pastoral Care Policy for details.

Identification of and provision of support for students with special needs:

The Principal has a duty to ensure that those students with special needs have support in place.

Relevant changes have been included in the Student Welfare Policy.

Security Policy:

The Principal has a duty of care to ensure that the security of all students is assured and to oversee the security of all buildings and facilities.

Changes have been made to the following policies: WH & S, Premises and Buildings, Safe & Supportive Environment, Emergency Evacuation Procedures.

Security policies and procedures are located in the Policies folder in the Administration office.

Communication:

Montgrove College strives to maintain effective and ongoing communication between staff and parents.

Policy changes include schedules of staff and department meetings, changes to group emails for teaching and pastoral care staff and induction of new and casual staff.

Communication Policies are located in the Policies folder in the Administration office.

Emergency Procedures

Emergency evacuation and lockdown procedures have been amended to include the new buildings and current construction developments in the school. Paths to evacuation points have been altered due to construction.

Evacuation points are easily identifiable. Routine evacuation and lock down drills take place as per policy requirements.

All Policy documents are available from the school upon request.

COMMENTARY ON SCHOOL DETERMINED IMPROVEMENT TARGETS 2018

In reviewing the School Determined Improvement Targets for 2018 it is pleasing to report that targets were achieved in the following areas:

- A new playground space was constructed and a Sports bag during lunch was introduced. This gave the students additional activities that they can do during play time at Recess and Lunch.
- Building was completed with the addition of 5 classrooms. Two of these classrooms have an internal divider which can be opened to be used as a flexible learning area.
- A Teacher Development Program was implemented in which the teachers set goals linked to the Australian Professional Standards for Teachers, with an emphasis on self-reflection and collaboration with other teachers.
- An additional Year 2 class was introduced making it the first double stream class at Montgrove College.
- A third Kindergarten class was introduced.

- Students from Year 2 – 6 with a high ability in Maths were withdrawn to take part in Extension Maths classes. Student selection was based on several diagnostic and formative assessments.
- After reviewing communication between teachers and parents in regard to students' progress, a Year 12 Parent Teacher Meeting was introduced in Term 2. This enabled parents and students to gain firsthand feedback regarding their progress for each of their subjects.
- Parents were encouraged to take part in FEA courses that were offered. Attendance at this course could be in lieu of Key Parent Function in Terms 2 and 3.
- Students wishing to take part in extension subjects in Stage 6 now need to meet specific criteria in order to be eligible for consideration for that subject.
- Students from Year 5 were selected to take part in a Coding Club which took part twice a week before school and during lunch time. The coding club enhances the students' ability to collaborate, create, communicate and problem solve.
- The Secondary students led a Science Fair that coincided with Science Week in Term 3.
- Guest speakers led sessions for the Staff focusing on Human Virtues. Great emphasis and importance are placed on the development of human virtues in the character development of our students in the Pared schools.
- NSW Cricket ran a series of after school workshops once a week over 6 weeks for Primary students. This encouraged outdoor and active play as well as introduced students to the sport of Cricket.
- Geography and Drama courses were introduced to Stage 6 to give the students greater subject selection.
- An online booking system was implemented for parents to access so that they can book their Parent Tutor Meetings.

SCHOOL DETERMINED IMPROVEMENT TARGETS 2019

While the school is pleased with our performance in a range of areas, we recognise that it is important to continually evaluate programs and set new goals to achieve improvements in specific areas.

Key Result Area: School Academic Focus

Goal: Deep Learning and Honours Program

Action Plan: In collaboration with the AIS, selected classes will develop Deep Learning pedagogies within the school. This includes the development of the Six Global Competencies (or 6 Cs): creativity, critical thinking, communication, collaboration, character, and citizenship. The school will focus on Collaboration and Character. In the Secondary, this will form the basis of the Honours Program.

Key Result Area: Professional Development

Goal: To gain NESA approval for Professional Development at Montgrove College

Action Plan: Montgrove College will develop courses that can be submitted to NESA for the school to be recognised as being able to provide NESA approved courses. This will assist teachers with being able to access a broader spectrum of Professional Development as well as have the hours count towards NESA approved hours for the accreditation.

Key Result Area: Primary Reports

Goal: To review the Year 1 to Year 6 Reports

Action Plans: The term reports will be reviewed and updated so that align to the NSW Curriculum. Term 1 and 3 reports will be progress reports and Term 2 and 4 reports will give more detail including indicators for subjects and a general comment.

Key Result Area: Special Needs

Goal: More focus on special needs in the Secondary

Action Plan: A Learning Support teacher will work with the Learning Support Coordinator and Secondary teachers to make adjustments to the program and activities to be modified. The teacher's aide will either withdraw students or work with them in the classroom.

Key Result Area: Secondary Expansion

Goal: Double Stream Year 7

Action Plan: Due to increased demand, Montgrove College will introduce a second Year 7 class. Information session and orientation will be designed to assist the students and parents to better assimilate into the school.

Key Result Area: Secondary Subjects

Goal: Introduction of additional Subjects

Action Plan: Two subjects will be introduced: Latin in Stage 4 and Legal Studies in Stage 6.

Key Result Area: Secondary Building

Goal: The addition of extra classrooms

Action Plan: To continue with the building of more classrooms for the Secondary school. This will include a Music Room and Art Room.

Key Result Area: Field Studies

Goal: To introduce relevant Field Studies

Action Plan: To complement the Deep Learning Project and to enhance student experience, more emphasis will be placed on offering Field Studies that are more meaningful and engaging and deepen the level of experience and understanding for the students.

Key Result Area: Tutorial System

Goal: To revise the Tutorial System

Action Plan: The term 'tutor' is often related to academic purposes. Given the role of the Tutor at Montgrove College, this term will be changed to Mentor and the Tutorial System will be known as the Mentoring System which gives a more accurate reflection of the role of the Mentor. The Mentor Parent meetings will be moved to earlier in the Term to give parents more timely feedback so that the parents and mentor can work together to develop the goals for that Term.

Key Result Area: Parent/Teacher Meetings

Goal: Introduce Parent/Teacher Meetings for Year 11

Action Plan: After receiving positive feedback from the implementation of Year 12 Parent/Teacher meetings, this will be expanded to include Year 11. These meetings will be held in Term 2.

Key Result Area: School Grounds

Goal: To develop and improve the outdoor areas of the school

Action Plan: Additional landscaping will be done around the school. This will include a Shrine giving a designated area where the children can pray to Our Lady and ask for her intercession.

The creative play space and additional trees will be added to the Primary playground. A half court for basketball will be constructed to give additional hard surface area that can be used during class time and by the Basketball club.

Key Result Area: Computer lab

Goal: Effective IT Use

Action Plan: The computers will be moved from the library to a new Computer Lab. This will allow the teachers to have their classes work in an environment more conducive to learning and with less interruptions.

Key Result Area: Senior Study Classes**Goal:** Dedicated area for Stage 6 study**Action Plan:** The library will be redesigned to give more designated areas for the senior classes to study in. The number of individual workstations will increase.**Key Result Area: Fundraising Committee****Goal:** To expand the current Fundraising Committee**Action Plan:** Due to the expansion of the school as well as upcoming events, a larger Fundraising Committee will be established. They will be responsible for liaising with the school to organise events to raise money which will be used to improve the level school resources and facilities.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The character development of students is aided by the practice of virtues which are taught to students as part of the curriculum and which are expected to be reinforced at home. Students have a weekly "Motto" which explains the virtues as a way of living. One virtue is emphasized each week, respect for self, others and property, and responsibility for words and actions are highlighted in many of the virtues taught. In the Secondary School, students are encouraged to help the community and learn to look out for others through the Community Service Program.

PARENT, STUDENT AND TEACHER SATISFACTION

Following are summaries of interviews with a number of parents, students and teachers at the school.

Parents:

- I love the warm, friendly atmosphere at Montgrove. Knowing that there are many families of like values, who are serious about their Faith and handing it on to their children, is very comforting and reassuring in these times and in a country with many secular and opposing attitudes towards Life and God's plan for His people.
- Our daughter feels very supported at Montgrove. She is not just supported academically, but also emotionally and spiritually with her Mentor. We are very grateful for the opportunities she has been given. Thank you everyone.
- As parents, we have found Montgrove College provides excellent education, delivers excellent results, and excels in all endeavours that it moves forward with. The staff at Montgrove are caring, considerate and excellent in bringing out the best in every

student. Each child is valued, respected and encouraged to do their best. We are thrilled with Montgrove and recommend it to those who want the best education for their children.

Teachers:

- Montgrove College is such a warm and supportive workplace. The staff work collegially together always keeping in mind the best interests of the students and the school community. It is such a pleasure working here.
- Working at Montgrove College is a privilege. The quality of relationships between the staff members makes it easy to come to work each day.
- I love working at Montgrove because it's a second home. My colleagues genuinely care for each other and their students. They can pick up when someone is having an off day and they look for ways to lessen her load. I look forward to lunch time conversations in the staffroom where we always have a good laugh.
- I am grateful to have the opportunity to be work at Montgrove College. I work among a very supportive community of people- parents, tutors, chaplains and teachers. Everyone works together to achieve greatness in not only academic growth, but in character and spiritual development. The parents are very supportive towards the teaching staff. I am lucky to be a part the Montgrove community.

Students

- We are building our robots and are amazed at the outcomes and process we have made! Robotics club is lots of fun. Sometimes we struggle, sometimes we need to start all over again and see where we went wrong. But that's ok because robotics teaches us problem solving, collaboration and critical thinking. We are in the process of making our robot and it's pretty amazing. We all love it because it is a lot of fun. We all can't wait to see the outcome! *(Year 6 student – Robotics Club)*
- Montgrove College Elective Art students from Years 9, 10 and 11 participated in a Digi-Ed incursion. The incursion took place in the Secondary Art Room and covered the process and skills involved in the making of stop-motion animation or claymation. The students were introduced to stop-motion animations such as the children's program 'Shaun the Sheep', then they learnt about the equipment and software used. Once they were familiar with these, they then worked in groups to develop a narrative, build their characters, draw their sets and begin shooting their own stop-motion animation. By the end of the day, each group had produced an excellent stop motion film which highlighted their creativity, and their newly learnt skills in stop motion animation. These animations will be displayed during the Art Exhibition Opening. *(Year 10 student -Elective Art)*

- Years 3 & 4 embraced yesterday's cooler weather with great gusto as they walked to the local Return and Earn in Chapman Gardens, Kingswood. Each girl carried bottles, which had been collected by K-6 students to raise money for a new recycling bin in the Primary eating area. All the bottles added up to the amount of \$74.80!!! Thank you to everyone who brought in bottles! Looking forward to seeing our new recycling bin in Primary next year! *(Year 4 student – Return and Earn)*
- As Year 6 stepped onto the bus a rush of excitement ran through us. We were off to the Powerhouse Museum. We travelled there because we had been learning about electricity in class. We were all extremely excited! As soon as we stumbled off the bus the Powerhouse Museum came into sight. It was massive! There must have been one hundred rooms and one of those rooms was a coding room. So that's where we travelled to next. We learnt how to turn lights on and program them to do many different things as well such as flash and at the speed we want. After that we wandered around the museum and looked at all types of things from bicycles to flowers. But most things were protected by clear screens so we couldn't touch them, we could only look at them. There were sections of the museum we visited including transport and space. Overall it was an amazing experience and we all learnt many divergent things and saw many interesting presentations. *(Year 6 Powerhouse Museum Excursion)*
- On Thursday 6th September, I had the privilege of attending the Bishop Award Ceremony where I received the 2018 Student Excellence Award for Montgrove College. At this ceremony there were approximately 30 other Year 12 award recipients from different schools within the Parramatta Diocese who attended alongside Year 11 students who were to read our citations. This award was given to students who showed leadership within both their school and parish communities. Being at this ceremony allowed me to meet other students who all give to their schools and parishes in their own individual ways. This showed how we can all make an impact to our communities by giving up a little bit of our time to help those around us. This experience has helped me have greater respect and gratitude towards teachers as well as being patient and understanding towards my younger siblings. *(School Captain– Bishop Award Ceremony)*

Financial Information

Recurrent/capital income

	%
Tuition fees	14.8
Other student receipts	0.3
Commonwealth	51.9
State	20.0
Commonwealth Capital Grants	9.8
Fundraising and Capital Receipts	3.1



- Tuition fees
- Commonwealth
- Commonwealth Capital Grants
- Other student receipts
- State
- Fundraising and Capital Receipts

Recurrent/capital expenditure

	%
Salaries, wages and on-costs	64.9
All other expenses	16.0
Capital expenditure	19.1



- Salaries, wages and on-costs
- All other expenses
- Capital expenditure