

St Laurences Primary School Dubbo
Annual School Report to the Community
2015



School Contact Details

Fitzroy Street, Dubbo 2830

stlaurencesdubbo@bth.catholic.edu.au

www.stlaurences.catholic.edu.au

(02) 68 82 2129

Principal

M/s Susan Byrnes

Principal's Message

St Laurence's school is a K-6 Primary school with a deep sense of community and shared vision. Our school motto "Love is the Way" reflects the values that were shared by the Sisters of Mercy in 1953 when the school first opened its doors and welcomed students and their families. We are proud to continue the traditions and teachings of this order as we seek to encompass a model of Christ Centred Learning. We aim to provide a rich catholic curriculum and authentic experiences that engage and challenge learners. We believe that in order for us to "to promote a wisdom based society we must go beyond knowledge and educate people to think, evaluating facts in the light of values." (Pope Francis 2013) Professional Learning Communities are central to our commitment to provide High Levels of Learning for All. We are committed to creating a culture where collaboration is the key to ensuring quality educational outcomes and consistent staff expectations. Our priorities are to; collaborate, determine essential learnings, develop common agreed assessments that inform the teaching and learning cycle within a systematic framework of school wide intervention that is timely and sustainable.

Parish Priest's Message

I have been associated with St Laurence's over the last year and a bit. It is always a pleasure to be with the children and observe the wonderful teaching and learning that occurs in class, as well as the caring and attentive staff. Miss Susan Byrnes has settled into the role of Principal very well and heads a great team of dedicated staff. The interaction with the parishioners at Wednesday masses and other occasions enhances the Catholicity of the school. Staff exhibit their own faith and foster that of their children in many ways. I believe all staff are committed to ongoing development and strive to improve the learning environment and to bring the Gospel message to the school community. The latter still needs attention and I look forward to working with the team with the Christ Centred Learning programme.

Yours in Christ,

Fr. Greg Kennedy

Parish Priest

Parent Body Message

2015 proved to be another successful one for the school and the P & F's involvement helped contribute to this success. After a 12 month break where I had no children at St Laurence's it was pleasing to see the continuation of the strong school community and seamless transition to a new principal.

As a P & F we were able to provide additional resources when requested with the main fund raising focus this year on providing additional iPads for the classrooms. This was successfully achieved with all proceeds from the Soccer Gala Day being donated to the school for this purpose. The relationship between the school and P&F continues to strengthen with teachers making themselves available for meetings to discuss issues such as curriculum, bullying, internet safety and the State Action Plan. This was also obvious during the planning and holding of the Gala Soccer Day with staff and parents working side by side to ensure its success.

Other P&F/school activities through the year included the Welcome BBQ, Working Bee and Christmas carols. All well attended events showing the level of community spirit and cooperation between the school and families.

Gavin Borham

2015 St Laurence's P&F President

Student Body Message

St Laurence's is a great place to learn. It offers a range of activities like sports carnivals, educational challenges, a big playground and more. We also have Laurie's Got Talent, the school talent show where every student gets to perform. The school is a loving, welcoming school with a friendly school community that everyone loves.

Written by Veronica and Lorna Mitchell.

SECTION TWO: SCHOOL FEATURES

St Laurences Primary School is a Catholic systemic Co-Educational School located in Dubbo.

St Laurence's school is a Catholic systemic coeducational single stream school located in South Dubbo. South Dubbo is a growing area and enrolments have been increasing to near capacity. Providing an education for Catholic students is our priority. The values instilled by the Sisters of Mercy underpins the work of the school providing the best opportunities for student's learning and faith development while continuing the Mercy values in the 21st century.

We have in 2015, 24 aboriginal students. Our AEW's are working to develop a strong sense of belonging for everyone and build on a shared understanding and respect for the richness of the indigenous culture. St Laurence's school is fortunate enough to be situated next to St Laurence's Church. Our students attend mass with the St Laurence's parish community as a class on a Wednesday once or twice a term. Father Greg and Father Joshy are an important and visible part of our school community.

The school Band continues to grow in number, skill and enthusiasm. In 2015 we developed a new partnership with the Paul Dunn from St Johns College in order to build stronger ties and links to the amazing community of music that draws from this group of key players. Our students participated in workshops, Dubbo Eisteddfod and performed on numerous occasions.

Our students excelled in areas of sport such as swimming, athletics, basketball, football, rugby league, netball and soccer.

Many of our students received awards in the NSW University competitions with one Year 6 student travelling to Newcastle and Sydney to receive his awards for High Distinction in Maths and Digital studies. Our students from Year 5 will have their art work on 23 NBN cabinets in the streets of Dubbo as part of the NBN integration of infrastructure in our city. A Year 6 student was selected to read her reflection on Women on Remembrance Day. A student in Year 4 has been selected as the winning piece for her age group in the RSL ANZAC Art award. St Laurence's primary students have come first in the world and in Australia in Mathletics on a regular basis, our students strive for excellence at so many levels and in so many ways.

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
101	104	9	205

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

Student Attendance Rates

The average student attendance rate for 2015 was 94.28%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.87%
Year 1	94.83%
Year 2	93.67%
Year 3	94.73%
Year 4	94.34%
Year 5	92.57%
Year 6	94.96%

Managing Student Non-Attendance

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

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

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

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Catholic Schools or designated Catholic Education Office Bathurst officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	12	27

* This number includes 8 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	7%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Child Protection and CEO Policy review
Term 2	Professional Learning Communities
Term 3	Mathematics- Working Mathematically
Term 4	Assessment/ Model of Christ Centred Learning

Dylan Williams – Assessment

Professional Learning Communities

The Professional Learning Communities Leadership Academy

Staff retreat with Paul Skippen

First Aid- update

English -Using Rich text to teach knowledge and skills in context Lyndall Harrison

English Grammar and sentences

Childhood anxiety

CCER Discrimination Harassment and Bullying

CCER Child protection

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	16
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

School Vision Mission and Values

St Laurence's original church school was officially opened by Bishop Norton in 1954 which is the present Year 5 and Year 6 building. It was staffed by Sisters of Mercy. In the 1970's a further building was added where the present Year 3 and Year 4 rooms are situated. In the 1990s a new building was erected. It incorporates the present administration block, library and three more classrooms. With the development of the school from an "Infants only" school to a K-6 school, a further classroom was completed late in 2009. A new hall was constructed in 2009/10 completing the building projects for St. Laurence's. Our hall is named Catherine McAuley Hall in honour of the Sisters of Mercy. Catherine McAuley was the founder of this order of nuns.

St Laurence's school motto *Love is the Way* encapsulates the overall vision and mission of the school.

The values instilled by the Sisters of Mercy underpin the work of the school in providing the best opportunities for students' learning and faith development while continuing the Mercy Values in the 21st Century context.

Prayer and Liturgy

St Laurence's is in a unique situation in Dubbo having access to St Laurence's Church next to the school grounds. This enables different classes to attend the weekly Wednesday morning Mass with the parishioners and to use this sacred space for other prayer and liturgical experiences regularly throughout the year. Significant liturgies celebrated during the year include the Opening and End of Year Masses, Feast Days of Mary, National Aboriginal and Torres Strait Islander Week, Feast Day of Blessed Mary MacKillop, and St Laurence's Day.

Students also have the opportunity to celebrate the Eucharist with students from St John's Primary when they come for morning mass during Term 2.

Parents are always invited to be part of the liturgical life of the school.

St Laurence's has a strong relationship with St Mary's Villa which enables our students to work together with the residents of the Villa. Once a month students from each class travel to St Mary's Villa to attend Mass and residents also attend the Mass at St Laurence's once a month.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
	28.90

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the BOSTES syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Education Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment, (HSIE) History, Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition, the school implements the Religious Education syllabus as required by the Catholic Education Office (CEO) Bathurst. In 2015 the school implemented the new NSW syllabuses for the Australian Curriculum in Science and History. This followed the successful implementation of the new English and Mathematics syllabuses the previous year.

School effectiveness is informed by the Quality Catholic Education (QCE) school improvement tool with key areas centred on Catholic Life and Religious Education, Learning and Teaching, Leadership for School Improvement and Strategic Resourcing. Regular school reviews are conducted by CEO personnel.

Staff members are committed to continuous improvement of learning and teaching in all facets of the curriculum. The introduction of the CEO Model of Christ-Centre Learning (MCCL) in 2015 provided a new lens through which to view and begin development of a more contemporary curriculum focused on engaging and empowering learners, personalised student learning, developing collaboration, fostering growth mindsets and deepening insights and meaning.

St Laurence's has continued to use professional learning teams (PLT's) to drive improvement in learning. Teams meet regularly to determine essential learning and common assessments particularly in Mathematics. The introduction of online maths and reading tests, has provided teachers tools to assess and analyse data more readily before determining a new cycle for learning in classrooms. Support teachers, classroom teachers and teacher assistants offer support and interventions to assist learners reach their goals. Interventions included the use of programs such as Prelit, Minilit, Multilit for improvement in Literacy and Quicksmart and Reflex for improvement in Numeracy. The school continues its work as a professional learning community (PLC) to identify and embed best practice in teaching reading and writing across the school Kindergarten to Year 6.

The school has purchased a number of new devices to support the integration of information and communication technology (ICT) across all KLA's. Students learn how to use ICT effectively, collaboratively and appropriately to access and share information, create and problem- solve and further develop their knowledge, skills and confidence using ICT at school and home.

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

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	37.00%	52.00%	3.00%	11.00%
	Reading	43.00%	48.00%	10.00%	11.00%
	Writing	47.00%	47.00%	3.00%	7.00%
	Spelling	40.00%	41.00%	20.00%	15.00%
	Numeracy	33.00%	34.00%	7.00%	15.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	14.00%	36.00%	36.00%	17.00%
	Reading	15.00%	34.00%	30.00%	18.00%
	Writing	4.00%	19.00%	29.00%	18.00%
	Spelling	25.00%	33.00%	25.00%	15.00%
	Numeracy	22.00%	28.00%	30.00%	16.00%

Student Welfare Policy

St Laurence's school community is guided by its motto - Love is the Way. The gospel values that we strive to live by permeates all that we do. "The Catholic school aims to offer to all a vision and experiences of learning that is an exercise of Love." (The Catholic school of the Threshold of the Third Millennium,n15) We are committed to the process of Restorative Justice. The well being of each and every member of our school community is important and we seek to ensure that we are proactive in our approach in establishing a nurturing and supportive environment that is fundamental for all to grow. A school counsellor is available one day a week. We continue to find new ways to build a strong community and will seek to build on this in 2016. No changes were made to the Welfare Policy in 2015.

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

Discipline Policy

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

Discipline Policy

St. Laurence's has developed a comprehensive Pastoral Care and Discipline Policy based on the core Catholic values of respect, hope, justice, service and celebration. The Student Behaviour Management Policy is linked to the Pastoral Care Policy and fosters self responsibility and positive behaviour. Our behaviour management is focused around School Wide Behaviour 4 Learning (SPB4L) It uses a range of strategies for achieving important social skills which ultimately result in a more predictable environment for all. At St Laurence's school we are; respectful , responsible and safe. Our current focus is the playground and we hope to move SPB4L into classrooms in 2016. Students are rewarded for their positive contributions to the school through an Awards System. Bullying is not tolerated in any form. An Anti-Bullying Policy is part of the Diocese Policy. Corporal Punishment is not used as a form of discipline. Changes were made to the Discipline Policy this year in order to provide a clearer step by step process for consequences where students move through levels 1-5.

For a copy of the complete Pastoral Care and Discipline Policy please refer to our School Policies.

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

Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

§ St. Laurence's undertakes many initiatives to promote respect and responsibility. Actions taken in 2015 included:

Every class establishing their class rules

Data collected is used to develop focus areas for positive behaviour

Students are given "Gotcha's" as part of SPB4L program - Gotcha doing the right thing. Rewards are given as well

§ Peer Support Program involving students from Kindergarten to Year 6 Student Representative Council - Years 1-6

§ Year 6 Leadership Day

§ Partnership with St. Mary's Villa residents sharing mass and morning tea every month

§ The Gospel values are a focus of our school and are actively promoted at a classroom and whole school level.

§ Children are given responsibilities at a classroom and whole school level.

§ Merit Awards, Student of the Week Awards- focus on specific achievements

§ The school's participation in ANZAC/Remembrance Day Commemorations.

Year 6 leaders taken on responsibilities such as running assemblies and line up.

§ Students participated in charity events such as Catholic Mission Appeals, Caritas and Project Compassion.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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

Key Improvements Achieved in 2015

Learning and teaching. In 2015 we developed our school goals based on our data. We establish our Learning Goal - High levels of Learning for All. As a staff we clarified our beliefs in relation to student learning and agreed on our shared actions. Our Professional Learning Community is building as we become more familiar with the process. The practices are started to be embed in other areas as Mathematics has been our initial focus. There is a shift from a focus on teaching to a focus on learning, from what is taught to what students have learned. Instead of focusing on what we have covered in terms of content we look at the demonstration of proficiency. Teachers are working together as part of a professional learning team (PLT) rather than as individuals. Teachers meet weekly to plan essential learnings, set formative assessments to identify where students are at and plan together and assess students and their learning. Students are taking an active role as learners. We are developing our practice in order to establish learning goals for each students. Catholic Life and Religious Education we have worked to develop stronger links with the parish and the school.

Priority Key Improvements for 2016

Professional Learning Communities - continue to embed this process in all that we do.

English and Mathematics- Focus on improving student outcomes by consolidating core content and ensuring that there is a clear continuum of learning from K-Year 6. Building on one 7 year experience where there are strong visible links. We are committed to establish a commitment to no interruptions to our Literacy and Numeracy block.

Improved student engagement and learning and teaching aligned with a contemporary learning framework. The Model of Christ Centred Learning will be the basis on which we will build our capacity to ensure our students encounter a rich Catholic curriculum and authentic experiences that engage and challenge them.

Further development and promotion of SPBL4L. SPB4L is School wide Positive Behaviour for Learning. This is a framework St. Laurence's uses for student behaviour and management. Within the school there are three rules: To be safe, be respectful, be responsible. We will incorporate the classroom into the process as in the initial stages the focus was on the playground.

SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

- § 100% of parents surveyed strongly agreed or agreed with, and are satisfied with the Catholic Ethos of the school.
- § 94% of parents surveyed strongly agreed or agreed with, and are satisfied with the Curriculum of the school.
- § 92% of parents surveyed strongly agreed or agreed with and are satisfied with the Organisation and Management of the school.
- § 100% of parents surveyed strongly agreed or agreed with, and are satisfied with the Resources and Facilities of the school.

As a result of a survey of Parents within the community in the areas of Catholic Ethos, Curriculum, Organisation, Management and Resources and Facilities the majority of parents returned a strongly agree or agree response to all areas. The areas noted for improvement was in relation to communication to ensure that parents were well informed in all aspects such as curriculum, assessment and day to day activities. From comments received from parents there was an appreciation of the focus on curriculum and that is supported by dedicated, organised and compassionate teachers who are approachable. Parents recognised the focus on learning communities and could see positive outcomes from that model.

Student Satisfaction

- § 100% of students surveyed strongly agreed or agreed with and are satisfied with Catholic Ethos of the school.
- § 100% of students surveyed strongly agreed or agreed with and are satisfied with the Curriculum of the school.
- § 83% of students surveyed strongly agreed or agreed with and are satisfied with the Organisation and Management of the school.
- § 100% of students surveyed strongly agreed or agreed with and are satisfied with the Resources and Facilities of the school.

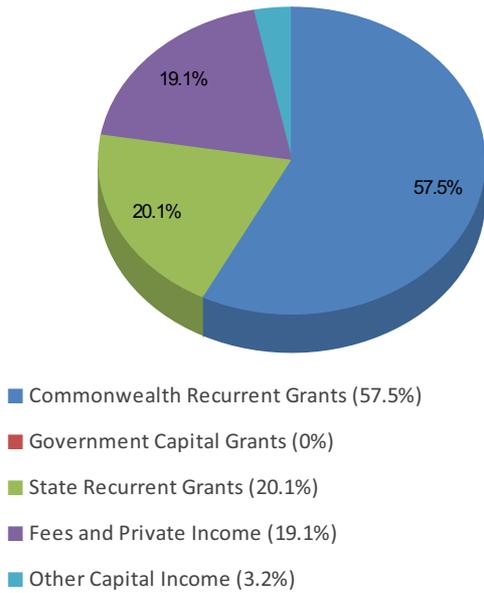
The majority of students surveyed either agreed or strongly agreed with the four areas from the survey. Students commented on the strong school community and that they knew that the teachers were there to support them. Students commented on our commitment to learning. They also stated that 'it was a great school that follows in the footsteps of Jesus.'

Teacher Satisfaction

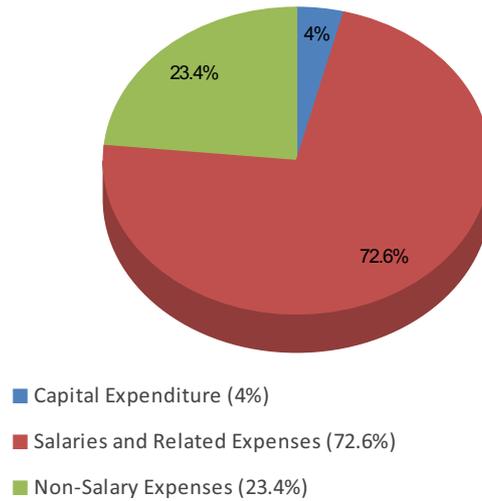
- § 100% of staff surveyed strongly agreed or agreed with and are satisfied with Catholic Ethos of the school.
- § 100% of staff strongly agreed or agreed with and are satisfied with the Curriculum of the school.
- § 100% of staff surveyed strongly agreed or agreed with and are satisfied with the Organisation and Management of the school.
- § 100% of staff surveyed strongly agreed or agreed with and are satisfied with the Resources and Facilities of the school.

The results of the survey indicate that staff overall are very satisfied with all areas of the survey. Staff would like to continue to see I.T. appropriately resourced and supported. Staff recognise that we are on an improvement journey and are committed to a core focus on English and Mathematics to ensure high levels of learning for all students at St Laurence's school.

Income



Expenditure



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

Notes

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.