



**Swan** Christian College  
WISDOM IS OF GOD

# Annual Report 2022





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# Our School

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## Our Vision

To provide excellent innovative educational leadership and continue to be a school of first choice for students, parents, and educators.

## Our Mission

Empowering and equipping children and young people to flourish in life by welcoming them into our College that is shaped by Christian faith and values and creating an environment where all within the community can truly belong, learn, and thrive.

## Our Values

Swan Christian College seeks to teach and uphold Christian values with a particular focus on:

### Respect

To be kind, caring and honourable.

### Integrity

To be dependable, honest and fair.

### Spirituality

To be purposeful and to know God.

### Excellence

To be the best we can be.

## Our Key Biblical Text

Jesus said “I have come that you might have life in all of its fullness.” - John 10:10



# Principal's Report

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*Psalm 26: 6-7 I scrub my hands with purest soap, then join hands with the others in the great circle, dancing around your altar, God, Singing God-songs at the top of my lungs, telling God-stories (MSG)*

As we reflect in this report on the metrics of 2022, stories could be told of our experiences at Swan Christian College in social, physical, academic, and spiritual settings. Staff enjoyed attending Monday morning devotions and Wednesday morning worship gatherings throughout the year, a highlight of every school week.

This year, SCC was excited to celebrate wins in sporting activities like the Interschool Junior Cross Country Carnival and Senior Athletics Carnival. Our Drama productions of *Murder at Checkmate Manor* and *Johnny Comelately* were superb and well attended. Our Visual Arts Showcase celebrated late in Term 3 was outstanding and we are amazed at the talents of our students. Further activities like Emergency Cadets, early morning breakfast club, academic tutorials and afternoon classes all add to a vibrant and care-orientated school community. The camping program continues to be enjoyed and this year the Year 6s visited Albany, and the Year 11s were privileged once again to attend their retreat at UWA's beautiful facilities.

Our school participates in many activities and besides the after-school events, we continue to perform well academically. NAPLAN tests were conducted online for the first time this year, and this was a relatively smooth process. The class of 2022 achieved some wonderful results with 98.2% of our students achieving the Western Australian Certificate of Education, which is commendable. Additionally, nine students were admitted to the Excelsior Club having achieved an ATAR of 90 or higher including two Swanonline students. An additional, 21 out of the 55 students aspiring to achieve an ATAR score achieved above 80. Two students received a Certificate of Distinction which requires at least 19 'A' grades across their courses and/or certificates, a testament to their commitment to their studies. In addition, 14 students received a Certificate of Merit which requires students to receive an average of 'B+' grades across all courses and certificates. Three of our VET students were welcome to the Bene Factum Club having completed several certificated courses which is a testament to their work ethic and tenacity. Our students received a total of 178 AQF qualifications with many students achieving multiple qualifications. We acknowledge and thank the teachers who delivered two High Performing ATAR Courses and five High Performing Courses in 2022. This is an excellent achievement and the result of much hard work by both teachers and students.

In 2022, the College again enjoyed some growth in enrolments and successfully met all its operating efficiency and salary as a percentage of income key performance indicators. Our facilities have seen significant upgrades over the last year with the reroofing of the Q block, and air conditioning throughout the Junior School. Cat sound amplification systems have also been set up in our Junior School areas to support our students in their learning.

It is hoped that this annual report will be a snapshot of the stories characterised by our staff, students and parents in 2022 and will serve to be an encouragement to all who are part of the SCC community.

**Dr Darnelle Pretorius**  
Principal

# Christian Education

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## General Culture

The Christian Living class at Swan Christian College continues to be a place where students are invited to see the bigger picture of humanity, and a better way of living through Jesus Christ. As a department, we have prayerfully formulated the following vision statement,

*“We are called by God to proclaim the Gospel Message at Swan Christian College in a Gospel Tone so that it can shape a Gospel Community through the power of the Holy Spirit.”*

Through this vision we are reminded that God has purposefully placed each teacher at SCC and it is He that empowers us through His Spirit to:

- Engage students with the Good News about Jesus through our courses and activities based on the Biblical Narrative.
- Create spaces of safety and meaningful relationships where the Gospel Message is seen and experienced using the teacher’s unique gifts.
- Highlight how the Gospel Message invites everyone to be a part of God’s Family and how students can live it out both at school and home.

## Subjects and Programs

In the classroom, students at Swan Christian College are guided through units of work that progressively explore Biblical topics and themes based on the Biblical Foundations Framework. Each unit of work not only helps students develop their academic skills, but explores how their learning fits into the wider context of the world.

Under the guidance of our school chaplains, the Christian Union group meets weekly to engage in Bible Study. In addition, our Christian Union leaders are mentored in growing their God-given gifts for serving others. Excitingly, there is progress being made to create a common place of outreach where Christian students can minister to their peers.

## Partnerships

Relationships with local churches, Christian organisations and SCEA schools continue to be explored and grown. Pastors and leaders from around the area have been invited to share a devotional with staff at SCC and explore over time where we can mutually benefit each other in our ministries.

Efforts are also being made to connect more effectively with our partner SCEA schools in creating spaces of connection for our budding Christian Union groups.

## Staff Professional Learning

In conjunction with an excellent SCEA Day which focused our attention on the opportunities we have in our schools to proclaim the Gospel, we were blessed to have Christian Schools Australia invite Dr John Collier to lead a Biblical Studies Training Day at SCC. We valued the opportunity to interact with other schools from around the Perth region as we unpacked how to meaningfully engage students in the Biblical Narrative for a lifetime.



# Our Students

Enrolments at Swan Christian College

Figures based on August 2022 Census figures

We have four main entry points into the College:  
Kindergarten, Year 5, Year 7, and Year 11.

## Student Characteristics

	Male	Female	Students With Disability	Indigenous	Permanent Resident Visa or 457 Visa	Totals	Streams
KG	36	19	0	2			
PP	35	22	1	0	2	57	3
Y1	28	24	3	3	4	52	2
Y2	26	29	8	1	4	56	2
Y3	32	27	14	1	5	59	2
Y4	38	23	14	1	3	61	2
Y5	37	41	16	1	3	78	3
Y6	52	41	21	2	5	93	3
Y7	86	69	24	3	10	155	
Y8	76	79	33	3	10	156	
Y9	77	107	37	5	17	184	
Y10	102	97	37	4	10	198	
Y11	91	89	37.5	2	8.5	178	
Y12	762	95	32	4	3	170	
	792	762	277.5	32	84.5	1497	

Shaded area numbers are included in total student numbers

DE = Distance Education. SWD = Students with Disability

A 'Student on Visa' is any student who holds (or is dependent on a person who holds) a bridging or temporary visa; this includes NZ citizens.



## Student Country of Birth

(or not born in Australia)

Country of Birth	Number of Students	Country of Birth	Number of Students
Australia	1397	Canada	1
South Africa	26	Ghana	1
New Zealand	19	Chile	1
England	16	Zambia	1
Philippines	13	Switzerland	1
Zimbabwe	11	France	1
India	10	Saudi Arabia	1
United Kingdom, Channels Islands and Isle of Man	10	Congo, Democratic Republic of	1
United States of America	8	Burma (Myanmar)	1
Ireland	6	Russian Federation	1
Indonesia	4	Sierra Leone	1
Japan	4	Vietnam	1
United Arab Emirates	2	Scotland	1
Thailand	2	Kazakhstan	1
Sri-Lanka	2	Taiwan	1
Singapore	2	Malaysia	1

## Student Attendance

The average student attendance in 2022 was 84.76%.

Year Group	Attendance %
Kindergarten	71.57
Pre-Primary	86.72
Year 1	85.93
Year 2	82.04
Year 3	86.85
Year 4	82.02
Year 5	85.81
Year 6	88.04
Year 7	86.55
Year 8	87.41
Year 9	87.09
Year 10	87.08
Year 11	78.55
Year 12	71.57

\*These figures include Swan Trade Training Centre and Swanonline students.

## Absentee Procedure

### SEQTA Attendance System

In order to improve the quality of absence recording, all teachers are required to implement the following in all cases:

- Use SEQTA to record absence in all classes.
- Check attendance by calling names or positively checking faces one by one from the class list.
- Check attendance within the first five minutes of the commencement of Mentor class and of all learning periods.
- SMS sent to parent nominated mobile number notifying of student absence at the beginning of the day.

## Early Leave

Students must notify Student Services if they need to leave school early on a given day. If they are leaving the College early, parents report to Student Services to collect their child. Student Services will organise for the student to be retrieved from class. Out of courtesy, it would be appropriate for the parent or student to notify the teacher that they will be leaving class early.

## Late Arrivals

Students who arrive at school after Pastoral Care are required to sign in at Student Services in which SEQTA will be updated. Students who arrive late to class from a previous lesson must have a note from their previous teacher.

For either instance, when a student arrives late their status is changed in the attendance system from absent to late.

## Unexplained Absences

After the first period of the day, a text is sent to a nominated parent phone number. If a reply to the text is not received, parents and emergency contacts are telephoned.

## Excessive Absences

For students where absences are noticed to be continuing or excessive, the Pastoral Care Teacher contacts either the Junior School Teacher/Dean of Year or Deputy Head of Sub-School. Should the incidence of absentees be considered an unexplained issue, parents will be contacted for an interview.

The interview will seek to establish circumstances for the absences and seek to put in place support structures and strategies to encourage greater participation in attending. At this stage, the parent and child may be referred to the Chaplain or the Psychologist for further support. Referrals to outside support services may be offered to the family at this point.

Attendance will be monitored and reported on regularly to the relevant Head of Sub-school. Documentation of the problem must be included in the student information file.

In extreme cases, absentees can be reported for further action to the District Participation Officer. Strategies for support can be further developed with their support and intervention. This will be the final step to the program for integration of the child back to the class.



# Our Staff

## Executive Staff

Dr Darnelle Pretorius	Principal
Mr Terry Eason	Deputy Principal
Dr Ray Bartell	Business Manager
Mr Simon Bergin	Head of Wellbeing
Mrs Christine Crump	Head of Pedagogy
Mr Gerhard May	Head of Academic Studies
Ms Marion Poynton	Head of Swanonline
Mr Scott Puzey	Head of Junior School and Admissions
Miss Estelle Palmer	Deputy Head of Junior School

## Teaching Staff Characteristics

Type of Staff	Support Staff (not inc EAs)	Teaching Staff	Education Assistants	School Leaders	Total
Male	10	53	0	5	68
Female	33	82	23	4	142
Indigenous	1	2			
<b>Total</b>					<b>210</b>

## Teacher Qualifications

Highest Qualification	Number of Teachers
Doctorate	3
Master	37
Post Graduate Diploma	2
Bachelor	160
Graduate Diploma	55
Diploma	28
Other	67
<b>Total</b>	<b>352</b>

All teaching staff and leaders are registered with TRBWA. Graduate students undergo a graduate program which enables them to obtain Full Registration.

# Our Care

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## Pastoral Care and Behaviour Management

### Protecting the community and restoring the individual:

The clear focus of our behaviour system is focused on individual growth whilst protecting our community and culture. Individuals are corrected through restorative and instructional measures. These measures include detentions, suspensions and provisional enrolments, along with parent meetings, small group discussions, reflection processes, chaplain and psychologist conversations.

### The role of a specific system for behaviour management and individuals knowing their role within the system:

The behaviour management quick guide was established and reformatted for 2022 to align directly with our procedures. The guide is clear in defining our system and allows individuals to clearly identify their role within the system. Classroom Teachers, Deans and HOLA's, Head of Wellbeing and Principal all have clarity within the system and where they need to execute their involvement.

The most beneficial addition to the guide, allows clarity on parent involvement and the communication phase between the school and the parents. This allows us to clear up any misconceptions by providing weekly updates on their child's behaviour depending on where they are within the system.

### The use of SEQTA for data collection:

Behaviour patterns, affirmations, consequences, and communications are monitored by the Dean of Year, Mentor Group Teacher, and Head of Wellbeing. As a tool SEQTA allows us to track the students' progress within our community.





## Student Wellbeing

The Wellbeing and Engagement Collection data was not collected in 2022, as we deliberately moved to a 2-year collection of this data. 2023 was the budgeted year for this collection. Data collected over the years leading up to 2022 was used to establish a number of initiatives, including breakfast club, NAIDOC week committee, and the growth of our Service-Learning Program.

Fortnightly meetings were developed with the Wellbeing Team, including Chaplains, Psychologists and Dean of Years. These meetings allowed us to discuss directly individual students and any individuals of concern.

Our Thursday Wellbeing meetings with all senior school staff continued in 2022, focusing on both individual concerns and student culture across the senior school.

Our Living Well program continued to thrive with clear intentions and directions with each year group. Living Well aims to provide experiences and key learning opportunities in which we aim to grow individuals at their specific age moment. This program is led by the Dean of Year.

At the end of 2022, HOLA's and Deans reviewed the current system of classroom management, reflection process, role of the Mentor Group teacher, and a reconnection back to the 8 People Model (Kevin Knight). These modifications were made over the December period ready for establishment at the beginning of 2023.





# Our Priorities

## Whole School: PSA process for Teaching staff

This priority was whole school in its approach and involved the implementation of a new SCEA PSA process for all teaching staff. The targets for this program were achieved with all relevant staff receiving the training required for this process. It was successfully delivered and implemented.

## Whole School: Inclusive Education Review

This priority was whole school in its approach and included the introduction of a new model including new IE middle leadership roles, an overhaul of Learning Plans and Individual Learning Plans for students as well as changes to reporting against the National Curriculum. Findings from this process have been fully implemented and we continue to operate under our new model with ongoing training of staff.

## Junior School: Literacy JS Focus

This priority was designed to ensure that the continued delivery of writing through T4W was not jeopardised by the larger than usual staff changeover due to COVID. All staff received appropriate training and we commenced internal moderation / standards process for staff. Findings from this process have been pushed forward into further significant strategies for improved teaching and learning for 2023.

## Junior School Priorities 2023

Priority and annual Target	Strategies	On track to achieve target. Y/N
Improved Student Reading Outcomes.	Staff efficacy is able to be enhanced with the continual use of an explicit and consistent approach to the teaching of reading: <ul style="list-style-type: none"> <li>Restructure timetables to prescribe Literacy and Mathematics blocks consistently across the Junior School.</li> <li>Embed Talk for Reading in the Junior School.</li> <li>Provide appropriate training for staff.</li> <li>Engage in moderation for T4R, T4W and Sounds Write.</li> </ul>	Y Y Y Y
Build Staff Community.	Staff interconnectedness has been shown to be a significant multiplier in the educational gains of students: <ul style="list-style-type: none"> <li>Engage all staff in devotions and prayer for students.</li> <li>Roster breaks to enable all staff to participate in staff activities.</li> <li>Target staff community and culture building throughout PL for 2023.</li> </ul>	Y Y Y
Present the "Word" continually to our community.	Our testimony can be enhanced by upskilling our students to strive to mirror Christ to our wider community: <ul style="list-style-type: none"> <li>Utilise a new assembly strategy to explicitly address "RISE" and Culture.</li> <li>Prepare "RISE" materials for display and classroom teaching.</li> <li>Require teachers to regularly read from the Bible to classes.</li> </ul>	Y Y Y

## Senior School Priorities 2023

Priority and annual Target	Strategies	On track to achieve target. Y/N
Christ Centered Education	Our testimony can be enhanced by upskilling our students to strive to mirror Christ in our wider community. <ul style="list-style-type: none"> <li>• Prepare 'RISE' materials for display and classroom teaching.</li> <li>• Use 'RISE' in learning and behavioural conversations with students.</li> <li>• Introduce a 'RISE; award for each year group.</li> </ul>	Y Y Y
Culture of Learning	Engage students in the learning process to improve outcomes. <ul style="list-style-type: none"> <li>• Develop study skills scope and sequence.</li> <li>• Provide IE support for students yet to achieve OLN.A.</li> <li>• Develop a space for IE students.</li> <li>• Increase the quality and quantity of learning conversations in classrooms.</li> <li>• Improve authentic praise.</li> </ul>	Y Y Y Y Y
Cultural Diversity and Value	To create a staff and student body who are outwardly, and others focused: <ul style="list-style-type: none"> <li>• Reintroduce mission trips.</li> <li>• Review and develop the Y7-12 Community Service Program.</li> <li>• Engage with indigenous communities and ethnic groups</li> </ul>	Y Y Y

## Staff Professional Learning 2022

### Whole School: PSA process for Teaching staff

- Specific PL was delivered through the SCEA office at the start of the school year – all teaching staff.
- Additional “Teams” time was carved out during the initial start-up PL days to commence this process.
- Time was provided at staff meetings scheduled for the year to follow up on this process.

### Whole School: Inclusive Education Review

- A new model for IE was developed in 2022 by the College Executive.
- Two newly described IE roles were developed for implementation in 2022.
- Staff appointment process was implemented.
- Staff were trained in the implementation of new reporting expectations and new LP's and ILP's for students at Team and Staff Meetings throughout the second semester of 2022.

### Junior School: Literacy JS Focus

- New staff to Swan Junior School were sent on training for T4W and Sounds Write.
- All teaching staff were trained in Talk for Reading.
- Classroom audits were conducted with feedback to teachers with the view to expanding this strategy to model lessons and feedback loops/ Moderation for 2023.

# Student Achievements

## NAPLAN (National Assessment Plan Literacy and Numeracy)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

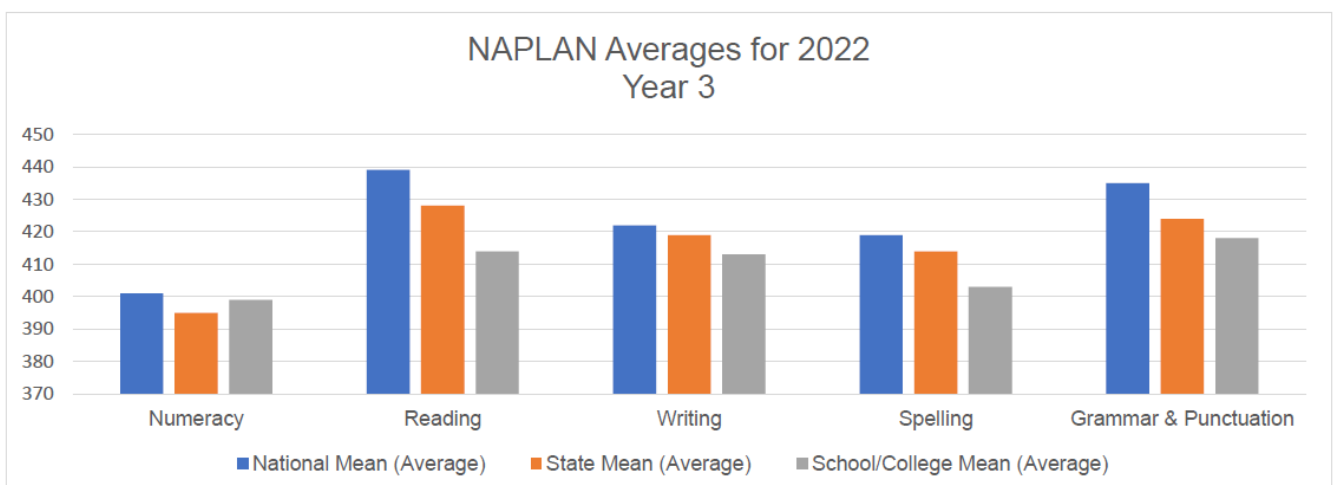
The tests provide an important contribution to monitoring and evaluating the performance of schools and school systems in these fundamental capabilities. They also provide schools, states, and territories with information about how education approaches are working and the areas to be prioritised for improvement. 2022 was the first year that the testing was fully online (adaptive), with the exception of the Year 3 tailored writing plan.

The results can assist teachers by providing additional information to support their professional judgement about students’ levels of literacy and numeracy attainment and progress. Students are supported in all test areas and students with special needs are accommodated separately as the need requires with additional time or the reading of transcripts. All accommodations are registered with the department in accordance with regulations and Inclusive Education guidelines.

We are pleased with the results our students achieved and will use the diagnostic data to set an improvement agenda.

### YEAR 3 Above State and National levels

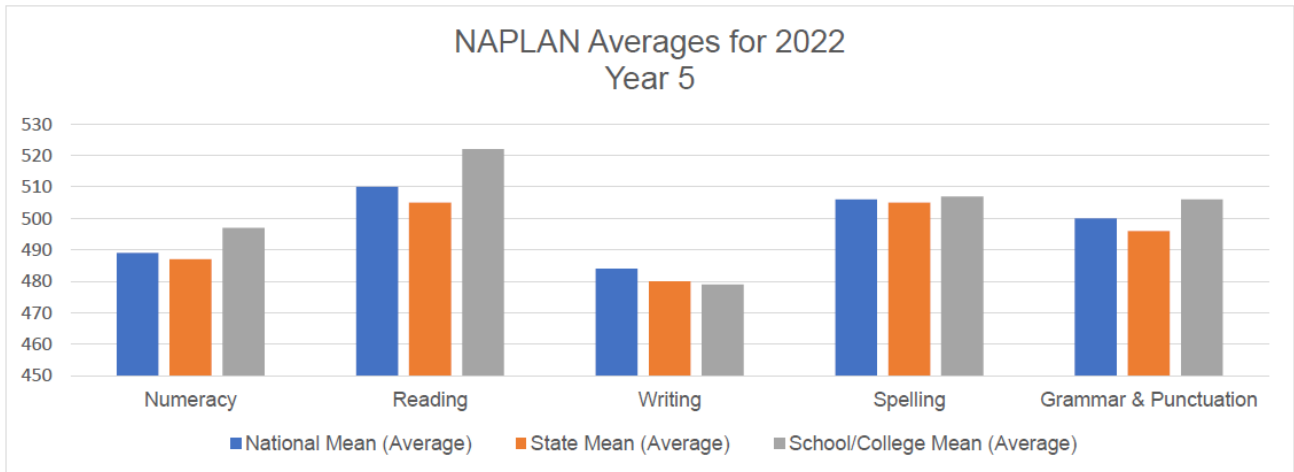
	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
National Mean (Average)	401	439	422	419	435
State Mean (Average)	395	428	419	414	424
School/College Mean (Average)	399	414	413	403	418





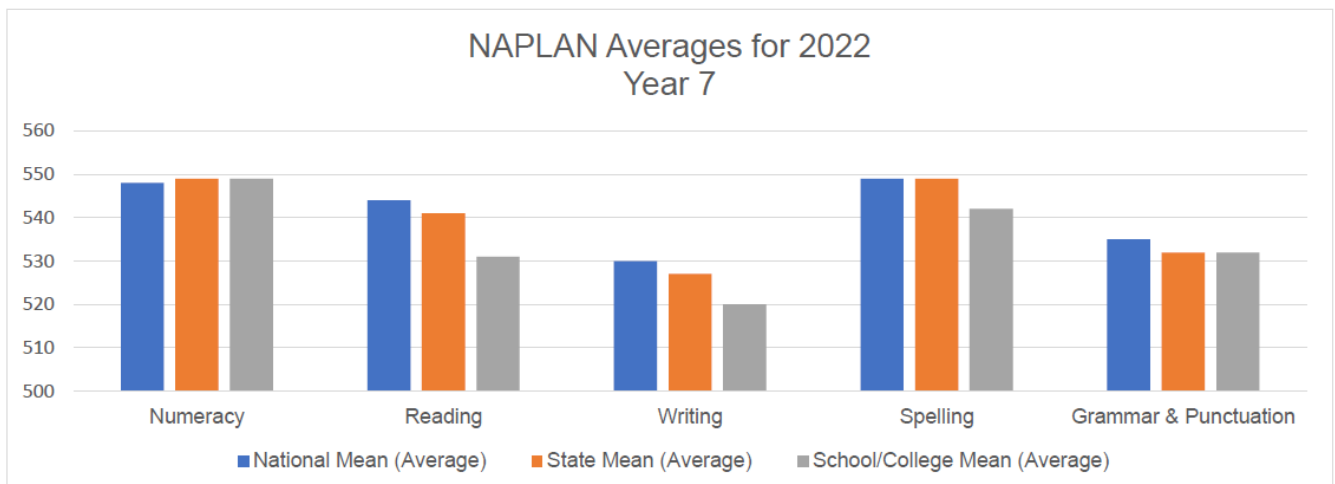
## YEAR 5 Above State and National levels

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
<b>National Mean (Average)</b>	489	510	484	506	500
<b>State Mean (Average)</b>	487	505	480	505	496
<b>School/College Mean (Average)</b>	497	522	479	507	506



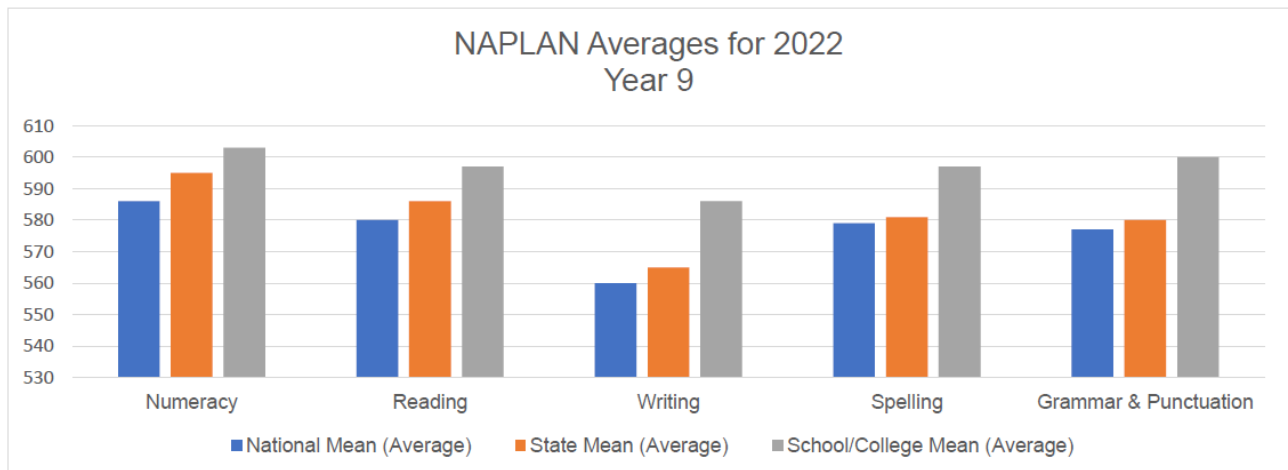
## YEAR 7 Above State and National levels

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
<b>National Mean (Average)</b>	548	544	530	549	535
<b>State Mean (Average)</b>	549	541	527	549	532
<b>School/College Mean (Average)</b>	549	531	520	542	532



## YEAR 9 Above State and National levels

	Numeracy	Reading	Writing	Spelling	Grammar & Punctuation
<b>National Mean (Average)</b>	586	580	560	579	577
<b>State Mean (Average)</b>	595	586	565	581	580
<b>School/College Mean (Average)</b>	603	597	586	597	600



## Year 12 Results Analysis

The Swan Christian College graduation class of 2022 achieved a very pleasing set of results across ATAR and Vocational studies.

In 2022, 98.2% of the graduating class achieved the Western Australian Certificate of Education (WACE) in comparison to the state average WACE achievement rate of 91.2%, our 2022 graduates did very well. It is also very pleasing to note that, once again, all graduating students met minimum literacy and numeracy requirements.

The College is delighted by the achievements of our Australian Tertiary Admissions Rank (ATAR) students and those who gained nationally recognised qualifications under the Australian Qualifications Framework (AQF). Nine students achieved an ATAR rank of over 90, over 55% of our ATAR students achieved an ATAR rank of 80 or more.

Two students received a Certificate of Distinction which requires students to achieve a minimum of 19 'A' grades across their courses and/or certificates, a testament to their commitment to their studies. In addition, 14 received a Certificate of Merit which requires students to achieve an average of 'B+' across all courses and certificates. Certificates of Distinction and Certificates of Merit are awarded by the School Curriculum and Standards Authority.

Congratulations to our Vocational Education and Training (VET) and General students who completed many Certificates I, II and IV. Three of our VET students were welcomed into the Bene Factum Club this year, having successfully completed three or more certificate courses. Our students received a total of 178 AQF qualifications with many students achieving multiple qualifications.

We acknowledge and thank teachers who delivered seven High Performing Courses in 2022. This is an excellent achievement and the result of much hard work by both the teachers and students.

Swan Christian College is proud to offer a broad range of pathways, equipping our students to become responsible, future-ready contributors to the wider community. The 2022 graduate results reflect this variety of pathways and opportunities which assist students to find and develop their God-given talents and abilities.

**There were several students who successfully completed a Certificate II, III or IV:**

Certificate II in Building and Construction: 6

Certificate II in Electrotechnology: 13

Certificate II in Media: 15

Certificate I in Engineering 7

Certificate II in Workskills: 26

Certificate III in Hospitality: 11

Certificate III in Information Technology: 5

Certificate III in Applied Languages: 10

Certificate III in Business: 30

Certificate IV in Business: 45

**High Performing ATAR Courses:**

(Highest percentage of students with combined scores in the top 15%)

Politics and Law

Psychology

**High Performing Courses:**

(above the state average)

Biology

Drama

Human Biology

Music

Physics

**Median ATAR:**

81.5

**WACE Certification:**

98.2%





## Post Secondary Destinations

	Curtin	ECU	Murdoch	NDU	UWA	Total
Number of students with a 1st preference (includes students without an ATAR)	26	7	5	4	10	49
Number of students offered their 1st preference	17	7	5	1	5	35
Number of students offered any of their preferences	20	8	6	1	7	42
Number of students who have enrolled	16	6	3	1	1	27
Number of students who have deferred	2	0	2	0	0	4

## University Offers by Field of Education

	Curtin	ECU	Murdoch	NDU	UWA	Total
Natural and Physical Sciences	1	0	2	0	1	4
Engineering and related Technologies	3	1	0	0	0	4
Health	5	2	0	1	1	9
Education	0	2	0	0	0	2
Mixed Field Programs	0	2	2	0	0	4
Management and Commerce	4	0	0	0	2	6
Society and Culture	3	1	0	0	1	5
Creative Arts	4	0	2	0	2	8
Agriculture, Environmental and Related studies	0	0	0	0	1	1



# Satisfaction Survey Results

Survey data is gathered across the school annually and is used to inform improvement, staff and leadership changes, and new programs. SCC is appreciative of those who respond to these surveys and will work toward a higher uptake in responses for 2023.

	Parent	Staff	Student
<b>% of Responses</b>	18.45%	62.7%	51.7%
<b>Satisfaction with the school/college overall</b>	84.55% of parents surveyed were 'likely' or 'very likely' to recommend the school.	69% of staff surveyed were 'likely' or 'very likely' to recommend the school to families.	62.55% of students speak positively about the school.
<b>Christian ethos/Christian education</b>	84.55% of parents surveyed were 'satisfied' or 'very satisfied' with the emphasis on Christian Education.	66.1% of staff surveyed 'agreed' or 'strongly agreed' that the workplace culture is what they would expect of a Christian working environment.	63.35% of students saw Christian Values as being 'embedded in the school'; staff are kind and caring.
<b>Teaching and Learning</b>	83.55% of parents surveyed 'agreed' or 'strongly agreed' that they were satisfied with the academic program.	85.4% of staff surveyed 'agreed' or 'strongly agreed' that the school has a strong emphasis on delivering quality outcomes for students.	76.25% of students 'agree' or 'strongly agree' that teachers challenge them and expect them to do their best.
<b>Staff behaviours</b>	83.1% of parents surveyed 'agreed' or 'strongly agreed' that SCC staff are always helpful and professional.	84.35% of staff surveyed 'agreed' or 'strongly agreed' that staff at SCC are competent, treat each other with respect.	76.8% of students surveyed 'agreed' or 'strongly agreed' that their teachers work hard to support their learning.
<b>School Safety</b>	85.85% of parents surveyed 'agreed' or 'strongly agreed' that their children feel safe at school.	82.45% of staff surveyed 'agreed' or 'strongly agreed' that they work in a safe environment.	72% of students report that they feel safe at school.





# School Income

Net Income 2022	Total
Australian Government	\$14,636,428.61
State government	\$4,708,107.89
Fees, charges, and parent contributions	\$10,597,783.64
Other private sources (Enrolment Fee; Computer Rental & SDF Fees)	\$723,610.49
<b>Total gross income (excluding income from government capital grants)</b>	<b>\$30,665,930.63</b>

