



2022

ANNUAL SCHOOL REPORT



Our Lady of Good Counsel Catholic Primary School

11 Currie Road, FORESTVILLE 2087

Principal: Mrs Paola Brannan

Web: www.olgcdbb.catholic.edu.au

About this report

Our Lady of Good Counsel Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

During 2022, we were able to slowly return onsite as a school community. Although Covid 19 continued to challenge our school protocols, it was exciting to return to face to face teaching and to provide some opportunities for parents and friends to engage with each other.

At Our Lady of Good Counsel, we believe wellbeing and a strong sense of connection, engagement and optimism enable children to develop a positive attitude to learning. In 2022, after two years of disrupted schooling and Home-Based Learning, we felt it was important to embed social-emotional learning in all aspects of school life in order to foster the development of positive relationships.

The students at OLGC show great empathy and understanding for others and engage actively in their learning, always striving to 'Let their Light Shine'. We welcome children of all abilities, backgrounds, cultures, and faiths.

Our skilled and committed staff nurture the social, emotional, physical and spiritual development of all students in our care. We are committed to our vision to provide authentic, professional Catholic education, delivered with care and compassion.

This annual report is available to the OLGC community at Forestville and the wider community in order to highlight the school's priorities, successes and challenges for the past year, while celebrating the achievements as a Catholic faith community committed to living as Disciples of Christ.

Parent Body Message

The OLGC Parents & Friends Committee provide an important link between families and the school. We were very fortunate to have Fiona Dignan as Principal of OLGC from January 2021 to September 2022. We really appreciated the initiatives and focus on inclusivity that Fiona brought to our school community.

We were very pleased to welcome new OLGC Principal, Paola Brannan in September 2022. Paola's many years of teaching and leadership at OLGC have been invaluable in her seamless transition into the role of Principal. We are grateful to the school leadership team and teachers for the excellent standard of teaching, kindness, warmth and guidance of our children in learning and pastoral care.

The P&F focussed on community building and well-being during the year rather than fundraising. P&F events included: events for new families, Easter Raffle, Mothers' and Fathers' Day collection of items for care packs donated to a local Womens' Shelter & Vinnies,

children's School Disco, Parents' Social Night, P&F meetings held each term with guest speakers, World Teachers' Day Morning Tea and Year 6 Graduation Dinner. A wonderful community working together!

Other P&F initiatives included organising Parent Buddies for new families starting at OLG in 2024, selling second hand uniforms, promoting the Entertainment Book to save families money, meetings of the Uniform Committee to implement improvements to the uniform and establishing the Kitchen Garden. The enthusiasm and assistance of the many event coordinators, class parents, & volunteers has been invaluable.

P&F funds were used to support playground resources including; soccer goals, ping pong tables, ground markings and positive artwork messages around the school.

Student Body Message

2022 was a year for coming back together with our friends and teachers at school.

During the year, Stage 3 attended leadership camps at Collaroy and Narrabeen as well as the Bathurst excursion. We also had the opportunity to lead and participate in the swimming and athletics carnivals.

Senior students contributed to the school's wellbeing program by leading Peer Support groups and by becoming buddies to our Kindergarten friends.

Some highlights of the year for all students were, the School Disco, the Christmas Bonanza, the Socktober Fun Day, Sports Clinics and Gala Days.

We enjoyed learning together again, having our friends and teachers there to encourage us and help us to work through challenges was the best.

We are very grateful to our P&F for the soccer goals, ping pong tables and ground markings around the school. These additions have made play time with our friends even better.

School Features

Our Lady of Good Counsel Catholic Primary School Forestville, is a Catholic coeducational school catering for children from Kindergarten to Year 6. It is one of 44 schools that proudly make up Catholic Schools Broken Bay. The school belongs to the Parish of Frenchs Forest and is partnered by St Martin de Porres Catholic Primary School in neighbouring Davidson.

The School was founded in 1962 by the Brigidine Sisters. In 1976 the nuns handed the leadership of the School to the first lay principal and since then there have been seven principals at the School. The original buildings were constructed by the parents and remained until 2007 when a major section was demolished and new classrooms, toilets and an administration block were rebuilt. The money received from the government's Building the Educational Revolution (BER) program was used to develop another four classrooms and to construct our Early Learning Centre (ELC). The School is located in the suburb of Forestville and is in the same precinct as the Church, Parish Office and ELC. It is situated in beautiful tree-studded surroundings with an oval providing ample playing space, play equipment and outdoor education facilities.

In 2022 fourteen classes catered for 341 children who were taught and supported by classroom and specialist teachers. Each week students engaged in lessons with specialist teachers across library, Indonesian, creative arts and physical education. In addition to this, students in Years 3-6 were taught coding skills by a trained expert in the field.

The parent community is very supportive of the School and we appreciate a positive reputation in the wider community. The 'class parent' system is active in each class and has resulted in powerful social connections for our parents and effective foundations on which to create a strong community.

The School motto is 'Let Your Light Shine'. The children are continually encouraged to discuss the implications and to do their best. The motto also underpins our approach to learning and the need to differentiate the curriculum so that all children can reach their potential therefore enabling their 'light to shine'. Each year a child from Year 6 is presented with the 'Let Your Light Shine Award'. This indicates that the child demonstrated throughout primary school the work ethic to reach their potential and encouraged and enabled others to do the same.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
196	147	99	343

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 90.20%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.10	89.90	90.90	89.70	89.50	90.20	89.50

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	33
Number of full time teaching staff	14
Number of part time teaching staff	11
Number of non-teaching staff	8

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

During 2022 staff at OLGC engaged in a variety of professional learning to support the learning needs of students, teacher development, ensure compliance and school improvement aligned with the Catholic Schools Broken Bay (CSBB) strategic agenda focused on Towards 2025. Learning was focused on:

- Catholic Charter
- Continuous Improvement Cycle
- School Improvement Planning - Mathematics, Place Value Focus
- Staff wellbeing
- Cardiopulmonary Resuscitation, Asthma and Anaphylaxis
- Curriculum Compliance - Creative Arts and PD/H/PE focus
- New Syllabus- English and Mathematics K-2
- SharePoint, OneDrive and Microsoft Teams

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Our Lady of Good Counsel is committed to accompanying students, families and staff to know Christ and to grow in faith.

To support our vision, in the second semester of 2022 we were fortunate to welcome Susanne Bragge to our staff in the position of Parish Engagement Coordinator. Susanne's role will allow for increased Parish/School interaction and will help provide opportunities for greater family engagement.

The liturgical focus included:

- Weekly grade Masses
- Monthly Parish family Masses
- Whole School Masses for significant feast days
- Whole School Masses to mark the beginning and end of each term and of the school year

- Holy Week and Resurrection liturgies
- Participation in the sacraments of Reconciliation, Eucharist and Confirmation
- Liturgies that celebrated occasions such as ANZAC day, Mother's day, Father's day, All Saints day and Year 6 Graduation Mass.
- Parish Priest Class Visits

Social justice initiatives for 2022 included both fundraising and social justice awareness programs. Participation in Project Compassion, Catholic Mission Appeal, Mini-Vinnies and Socktober, Winter appeal and Christmas hampers for families in need.

Staff were presented with opportunities to reflect spiritually through weekly staff prayer, liturgies, Lenten prayer and professional learning on the revised Catholic Charter.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Student engagement with Mathematics continued to feature strongly in 2022, as a key focus for continual improvement. Teachers worked on developing quality explicit teaching strategies and parallel open-ended challenges to differentiate the learning to meet the needs of all students.

The yearly normed, Mathematics Assessment Interview (MAI), provided important data of the children's conceptual understanding across the school and intervention for those children deemed 'at risk' remained important outcomes of the MAI data collection and monitoring.

There was purposeful professional development available in preparation for the transition to the new Mathematics syllabus for Kindergarten, Year 1 and Year 2, in 2023. Teachers investigated, the new structure that highlights foundational numeracy skills. New outcomes and content that are informed by evidence and identify skills needed by all students to develop competence in mathematic. A great emphasis on the development of reasoning for students to develop a deep understanding of mathematical concepts.

In 2022, OLGC was an early adopter of the new K-2 English syllabus. Teachers developed an understanding that the skills of reading, writing, and spelling are best developed through systematic, explicit teaching. This work will continue and extend to years 3-6 in 2023.

Student Performance in Tests and Examinations

NAPLAN

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 the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	59%	52%	6%	12%
	Reading	69%	54%	3%	11%
	Writing	55%	50%	0%	7%
	Spelling	47%	48%	3%	15%
	Numeracy	44%	34%	6%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	36%	31%	0%	14%
	Reading	64%	39%	0%	11%
	Writing	14%	25%	9%	18%
	Spelling	41%	37%	0%	14%
	Numeracy	32%	25%	0%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

As a response to the social disruptions presented by Home Based Learning, in 2022, we focused on promoting wellbeing and positive relationships.

In term 1 students engaged in a Peer Support unit called "Positive Relationships" during "Wellbeing Wednesdays". As there were still restrictions in place in terms of cross grade interactions, the units were adapted to be delivered by classroom teachers as opposed to being led by senior students. These units gave children the chance to identify important skills necessary to maintain friendships such as respect, empathy and patience.

In term 2 our whole school focus was around unpacking our PBL rules. Students explored what it meant to be a Responsible, Respectful and Safe OLC learner.

In term 3, a program called "Seasons for Growth" was offered to Year 4 students whose parents felt they would benefit from the sessions. The lessons focused on the different types of losses children might experience and how to develop strategies and skills in these situations.

In term 4, with restrictions cleared we were able to empower our senior students to deliver the Peer Support program called "Keeping Friends". These sessions focused on promoting safe, respectful and responsible relationships.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In 2022, directed by school improvement expert educator, Linda Bendikson, we identified our goal to be “Improving the numeracy growth across the school”.

We focused on the syllabus and the pre-test data to plan and provide daily opportunities for students to work on specific place value concepts that needed development. Our goal was that students would achieve stage appropriate place value expectations.

All teachers focused on the same place value specific to their own year group and syllabus outcome. Explicit instruction was timetabled.

Increased accountability for the tracking of pre and post data was embedded in our professional learning meetings. Leadership supported teachers with pre- and post-test development and collation of results.

The data gathered in November after completing the second cycle of explicit intervention, demonstrated all students had made progress in place value. Students who were not achieving stage expectations were identified for further work in this area.

Priority Key Improvements for Next Year

The major focus for 2023 is the planning, active participation in and implementation of the Diocesan plan TOWARDS 2025. At OLGC a continued focus will remain on best practices in, Social and Emotional Wellbeing for Learning, as well as Secondary School Transition.

In 2023, work on a collaborative coaching model will begin, this will enable teams to focus on strategic improvement in the area of literacy.

Community 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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

Overall parent feedback was positive. Many commented on the obvious care and professionalism of teachers. There were also positive observations on the quality and variety of curriculum provided. Earlier information on children's achievements and classroom routines was requested by some parents, this direction will be actioned in 2023.

The warm, inclusive and supportive community was appreciated, as well as the ongoing communication between school and home. The easing of COVID-19 restrictions resulted in an improved sense of belonging and appreciation of the Catholic values of the school.

Student satisfaction

The majority of students indicated that they were happy coming to school. They enjoy having space and a variety of places where they can play outdoors with their friends. The students enjoy the range of activities they can access at school for example, the coding lessons.

The senior students appreciated the leadership opportunities on offer, in particular the committee responsibilities and kindergarten buddy support. The students commented that they liked their teachers and how they ensured they were learning with both challenge and support as needed. The children appreciate the support from teachers in terms of their social and emotional development, in particular when promoting positive relationships.

Teacher satisfaction

Teachers expressed that although it was a challenging time, they felt supported during the year as students returned to school for face-to-face learning. A focus on data informed

teaching and learning was well received and helpful in assessing children's progress post Covid affected schooling.

Collaboration and planning opportunities were appreciated by teachers, as was the support they received from their colleagues and leadership team. Being part of a safe and orderly school environment was valued.

Teachers felt that behavioural concerns were well managed and positive behaviour appropriately praised.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,047,073
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$811,991
Fees and Private Income ⁴	\$1,426,078
Interest Subsidy Grants	\$36,636
Other Capital Income ⁵	\$1,479
Total Income	\$5,323,260

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$90,265
Salaries and Related Expenses ⁷	\$3,422,809
Non-Salary Expenses ⁸	\$1,485,151
Total Expenditure	\$4,907,961

Notes

1. Commonwealth Recurrent Grants includes 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, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes 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.

END OF 2022 REPORT