

# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### ASC, St Peter's Campus

9 Free Church Street, MAITLAND 2320

Principal: Nicholas Wickham

Web: <http://www.maitlandasc.catholic.edu.au>



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## About this report

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ASC, St Peter's Campus (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which 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 be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

2019 was another very special year for All Saints' College, Maitland, as two proud Catholic Colleges: St Peter's - in the Marist tradition and St Mary's - a Dominican College - consolidated their transition into All Saints' College (ASC) Maitland, the largest Catholic College in the Maitland-Newcastle Diocese.

As we share our Catholic story at All Saints' College we explore much of Australian educational and social foundation history including the clergy who travelled far from their homes, Indigenous Australians and their spiritual and personal journey, the first explorers, settlements, country town living, hardship and hard work and reward and reconciliation.

Combining more than 123 years of the Marist tradition at St Peter's and 150 years of the Dominican charism at St Mary's is a rich and scholarly story with exciting prospects for the future.

Together, we are superbly resourced with more buildings and facilities currently being planned, we have a long run-up and therefore are better resourced to deliver a broad and modern educational offering more so than most schools in any context. Big city educational delivery in a beautiful country setting.

Our future is assured to be exciting as well as innovative. We have the best team to deliver a leadership which will bring the world to the classroom and move the hearts and minds of the new generations of students to come. In turn, the world will be at their door and they will have the capacity to explore new directions with their hands and their feet.

The incredible diversity of talent demonstrated in the achievements of our students is testament to the commitment they have to their studies, the dedication of their teachers and the support of their families.

### Parent Body Message

2019 saw the amalgamation of the St Peter's Campus P&F and St Mary's Campus P&F into one parent body, ASC P&F. The ASC P&F is a dedicated group of Parents and Carers who meet on the first Tuesday of every month. The role of the P&F is to work in partnership with the school, teachers, staff and the Chisholm Regional Pastoral Council. We actively foster relationships by providing opportunities for parents, carers and Parish perspective.

2019 began with the traditional welcoming of our Year 7 parents and students where the P&F hosted Welcome BBQ, they also hosted the BBQ for the College Open Night. Throughout

the year the P&F contributed in the discussions involving the redesign of the College uniform.

In the redesign of our College uniform a committee was developed including staff, parents and P&F representatives. During 2018 the P&F were involved in the continued discussion around our continuum of learning from Years 7-12.

The ASC P&F provided financial support to bushfire victims in the Manning region.

The ASC P&F will continue to run community building activities for interested parents and will ensure that the most in need in the community are supported.

### Student Body Message

During 2019, the Student Representative Council (SRC) continued to provide an important link between the student body and staff in the school community. It consists of two elected members from each year, plus the four Year 10 School Leaders. This panel of twelve met three to four times each term to plan, discuss issues and introduce new ideas. Topical issues included uniform, amenities, technology and playground procedures and activities. SRC input into these and other matters was a vital part of the community involvement of this group. The SRC represented all student stakeholders.

Throughout this year the SRC supported a number of fundraising activities, including the support for Bandanna Day, Beanie Day, Big Breakfast, Trivia Night, Project Compassion and various school projects which included support for families in need and lockers for students.

One major fundraising event for the SRC was the support of the Mark Hughes Foundation during Term 2. Students were encouraged to wear their own beanies or purchase a MHF beanie and to support the funding of research for brain cancer by donating a gold coin.

During the year funds were raised through feast day celebrations, raffles, special focus and mission days and collections.

The SRC were an enthusiastic group of students who were willing to give their own time and talents to support others.

Significant support was provided to the local St Vincent de Paul Chapter through the Winter and Christmas appeals.

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## School Features

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### History of the school

From 1838 lay teachers at St John's Boys School educated Catholic boys in the Maitland area. This was located in a cottage in Hunter Street until a new building was constructed in 1874 in Free Church Street. Some Marist Brothers moved to the area in 1898 and travelled from Sacred Heart College, Campbell's Hill to teach at St John's.

The school became known as Marist Brother's High School and was staffed solely by brothers until the early 1960s when the first lay teacher was employed. In 1970 the primary section was closed and in 1971 Years 11 and 12 became co-educational.

In April 1984 the Marist Brothers Order decided to withdraw from Maitland and the school became known as St Peter's High School. A restructuring of the Catholic secondary schools in Maitland under the banner of All Saints' College was undertaken in 1992. The name All Saints was chosen to encompass the three patrons of the existing schools. At the conclusion of 2017, St Joseph's Lochinvar, separated from the College. 2018 saw the restructure of St Peter's and St Mary's Campus into a 7-12 school, All Saints' College.

All Saints' College, St Peter's Campus is located at 9 Free Church Street, Maitland NSW.

The St Peter's Campus school community has students who belong to the parishes of Maitland, East Maitland, Rutherford, Kurri Kurri, Beresfield and Raymond Terrace.

Our Primary feeder schools are: St John the Baptist, Maitland, St Joseph's, East Maitland, St Paul's, Rutherford, Holy Spirit, Kurri Kurri, and St Joseph's, Dungog

The College participated in a variety of extra curricular activities which included representative sport, debating, public speaking and field trips throughout the school year.

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## Student Profile

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### Student Enrolment

The School caters for students in Years 7-10. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
425	441	37	866

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2019 was 88.53%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group			
Year 7	Year 8	Year 9	Year 10
89.30	87.70	86.70	87.90

## 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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	101
Number of full time teaching staff	47
Number of part time teaching staff	21
Number of non-teaching staff	33

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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 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 Schools Office (CSO). 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.

## Summary of professional learning at this school

During 2019 the College held the following staff development days:

Spirituality Day: held offsite with an external facilitator - John Hickey, Mission and Life Formation, Executive Officer, Marist Tertiary. The theme for 2019 was "Holy Today"

Wellbeing Day: 13/05/2019 - held onsite with presenters Bernadette Gibson (CSO) and Kelly Pavan (CatholicCare). During the afternoon staff broke into small groups for local charity work.

Learning Days:

8/3/19 - Future of Learning Data & Writing

19/8/2019 - Becoming an authentic PLC - the why, what, how of a PLC. Presented by external facilitator Julie Canham.

14/10/2019 - Teachers leading teachers

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

In living out our Catholic Identity at All Saints' College, we are guided by our Vision and Mission:

At All Saints' College we are:

- a faith filled community inspired by Christ, enlivened and reflected in our authentic relationships
- a community committed to a safe and supportive environment nurturing the formation of the whole person
- a community of lifelong learners celebrating continual growth and success.

A strong Marist spirit underpins everything we do at St Peter's Campus. By instilling a strong sense of compassion, social justice and respect for uniqueness, we strive to develop children into young adults who will make a positive difference to their community, their nation and their world and instil hope for the future. The five Marist characteristics: Presence, Simplicity, Love of Work, Family Spirit and In the Way of Mary, underpin all that we seek to achieve in our daily lives at St Peter's Campus.

St Peter's Campus prides itself on being a visible Catholic community, practising and evangelising the Catholic faith in its school community, and by its modelling to the wider community. Classroom prayer, community prayer, and celebration of the liturgical calendar are fundamental to the College.

Our 2019 liturgical themes was 'To Listen to the Spirit' and 'Mary Our Loving Mother'. The first theme was borrowed from the proposed 2020 Plenary Council which asked people to 'listen to the Spirit' in looking forward for our local Church. The second theme was a nod towards the role of the Blessed Virgin Mary for both our College charisms – the Dominicans and the Marists. Through these two unifying themes, staff and students were encouraged to be community minded and in the present consider the impacts for the future being mindful of their developing relationship with God and each other. A very successful staff Spirituality Day was held off-site in Term 4 and was facilitated by the Marist Faith Formation team.

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## Curriculum, Learning and Teaching

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### Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

In 2019 our Strategic Planning Goals for the College were centred around Feedback, Assessment and Pedagogy. These areas informed the PP&D ISMART goal setting for all teachers on our College MyPad site. Feedback became a key focus for the College with each KLA completing a 'Feedback Planning Overview' for how they would track and model feedback practices within the KLA, this was also supported by whole staff professional learning. The drive was to understand the importance of quality feedback to improve student outcomes. After deep analysis of NAPLAN data, writing also became a key focus for the College, with each KLA implementing and tracking a Literacy Action Plan alongside the employment of a .8 Literacy Coach at St Peter's Campus. A focus on the use of PEEL paragraphs across all KLA's with a common template for feedback to students was developed and implemented. The growth in writing demonstrated in our 2019 NAPLAN data indicates the initial success of our whole College approach to writing.

2019 saw the beginning of alignment with documentation across 7-12 with the creation of College templates for; Rationale, Scope and Sequence, Programs and Assessment Task notifications. It was acknowledged that the transition into the new templates will take time but that all new documentation, and those participating in COSI, would demonstrate the move in this direction for alignment of College documentation. There are also 4 key questions to be completed at the end of the teaching and learning program:

- Are the diverse needs of students satisfied effectively by the program and identifies curriculum adjustments?
- At what level have syllabus outcomes been demonstrated by students?
- Have the pedagogical practices employed been effective?
- How can the program be modified for future use?

College Professional Learning also supported teacher development in the analysis and discussion of data. This then led into the beginning of our whole College development as a

PLC where we were able to assess and move forward with how to best operate as a PLC in our College context.

2019 was the second year of our revitalised College structure focusing importantly on the 7-12 Continuum of Learning. Collaboration has played a pivotal role in our development in this area with particular focus being on the importance of the relationship between KLA Leaders of Learning colleagues. The support provided by the CSO Middle Leader Coach in the pivotal role of the middle leaders in moving forward with the College strategic direction has proved to be invaluable.

## Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	27%	29%	14%	19%
	Reading	36%	29%	8%	15%
	Writing	29%	15%	21%	28%
	Spelling	29%	31%	13%	16%
	Numeracy	39%	34%	9%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	14%	19%	23%	25%
	Reading	18%	21%	17%	21%
	Writing	12%	13%	29%	38%
	Spelling	15%	21%	18%	20%
	Numeracy	25%	24%	11%	16%

### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2019, the number of students issued with a RoSA was 4.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. 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. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. 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 CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

### Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. 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. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

### Initiatives promoting respect and responsibility

The Student Wellbeing dimension of All Saints' College endeavours to discover the life needs of students and to provide them with every opportunity to value self and to experience wellbeing. The fostering of quality interpersonal relationships among teachers, students, parents and support staff is a responsibility shared by everyone.

Initiatives at St Peter's Campus include the Respect Matrix which includes: Respect Myself; Respect Others; Respect the Environment. The Matrix covers all school settings, movement around school, classrooms, grounds and the canteen, sports facilities and when on excursions and incursions.

Further initiatives which St Peter's Campus participate in that promote respect and responsibility through student engagement include:

- the Vinnies Winter and Christmas appeals
- Harmony Day
- National Reconciliation Week
- R U OK Day

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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

#### Catholic Formation and Mission

- Regular Chapel masses led by students
- Formation of Mission Team
- School based workshops organised targeting groups of students to boost self confidence and wellbeing and leadership

#### Learning and Teaching

- Increase diverse and interactive classroom activities
- increased opportunities for students to excel through self-access learning materials and interactive spaces
- evaluating assessments to promote new tasks that require high-order thinking skills
- staff mentoring program

#### Leadership

- Implementation of PLC and PLT structure
- Instructional walks including guidelines around lesson observations
- Extensive analysis by faculties on RAP and DeCoursey data
- Further explored the flipped learning model in particular in mathematics and science

#### Wellbeing and Partnerships

- Increased cross campus teaching

- Close the gap between the years 10 and 11 through an extensive transition program in Term 4
- Review subject selection and interview process
- Development of common policies and procedures

### Priority Key Improvements for Next Year

#### Catholic Formation and Mission

- Dissemination of online prayer and reflection resources
- Creation of student led ASC Social Justice groups
- Staff Spirituality Day facilitated by Marist Formation Team

#### Learning and Teaching

- Implement data walls to track student proficiency
- Middle Leaders to meet fortnightly to assess data and determine data response strategies
- Literacy Coach working across KLAs 7 - 12 focusing on writing

#### Leadership

- Continue to build professional learning plan into PLC and PLT time 7 - 12
- Establish a data team with targeted professional learning to put a College data plan in place.
- Appoint a COSI team to complete self-review
- Support staff to use Compass, OneNote MStTeams and Zoom (increasing online learning capacity)

#### Wellbeing and Partnerships

- Increase relationships between Student Coordinators and Tutor Group teachers and TG teachers and parents
- Increase focus on cyber concerns
- Connect families with information available through Careers, Beyond Blue and Police Liaison Officer

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## Community Satisfaction

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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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Parents have indicated levels of satisfaction around the information they have received regarding their child's education. The communication between the College and parents is highly regarded by families, they feel there is a high expectation for student achievement. Parents feel that their child is valued, respected and attending a safe and supportive environment.

### Student satisfaction

As a part of the significant focus across all aspects of life at All Saints' College, students are treated equally in an effort to support, in the best way possible, their education in all aspects.

Students feel they have a voice in our community through the Student Leadership and SRC team who meet regularly to discuss issues and provide feedback to the school Executive. Students indicate a high satisfaction with the school and the experiences that are provided. This is evidenced by the number of students who participate in extra- curricula activities such as school sport, Feast Day celebrations and fundraising days.

Each year, St Peter's Campus has a Year 7 Camp and Year 10 Retreat which are very well attended. All involved with Retreat spoke highly of their journey in faith and the experience they shared.

### Teacher satisfaction

Participation and enthusiasm throughout the 2019 Staff Development Days was high and the All Saints' College Staff Spirituality Day a highlight of the staff calendar.

High staff retention rates is another indicator of staff satisfaction.

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## Financial Statement

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

School Financial Information for the 2019 year is detailed below:

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$8532871
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$2502677
Fees and Private Income <sup>4</sup>	\$2715752
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$541418
<b>Total Income</b>	<b>\$14292718</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$14495
Salaries and Related Expenses <sup>7</sup>	\$9923347
Non-Salary Expenses <sup>8</sup>	\$3536234
<b>Total Expenditure</b>	<b>\$13474076</b>

### 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 2019 REPORT