



2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Columban's Primary School

Church Street, MAYFIELD 2304

Principal: Danielle Reed

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

About this report

St Columban's Primary School (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.

Message from key groups in our community

Principal's Message

I am delighted to present to you the annual school report of St Columban's Catholic Primary School. Our school vision truly encompasses all that we strive to achieve: "Inspiring all to reach their full potential, within a diverse community, through the richness and Truth of Christ's message".

The purpose of this report is to celebrate the many achievements of our school and outline our plans for continued improvement.

Children at St Columban's are welcomed into a small community where their individuality is acknowledged, celebrated and respected. Our strong positive reputation in the local area is built on our approach to pastoral care, social justice, student welfare and striving for excellence in all we do.

Our school continued to build strong, positive relationships within the Parish and our parent community. This was made more difficult by the Covid-10 pandemic and the restrictions that applied during the year. We encouraged connection through online platforms and provided weekly home learning. The challenge we faced was to keep a balance between the personal lives of staff and our responsibility to our students and families. We pray that we will be able to welcome families back into our school grounds in 2022.

We are proud of the community we have built at St Columban's. We work together to ensure that our students grow into strong confident, faith filled contributors to society.

Parent Body Message

In 2021, we again embraced learning from home and the parental guilt of "am I doing enough to support my child/ren". Heading back to the classroom was a welcome relief for many, but met with trepidation for some; bonds had been strengthened and new respect for educators had been born. The success of learning from home was assisted by our wonderful and committed teachers who once again demonstrated care, open communication with parents, and their unwavering support for our children and their learning.

We were fortunate to attend Student Led Conferences and the Learning Showcase prior to lockdown. Student Led Conferences empowered our children, providing them with the opportunity to take ownership and control of their learning, to identify and communicate areas they needed help with, and celebrate their achievements. As parents, we were grateful for the opportunity to be involved. The Learning Showcase gave our children a sense of

purpose. They had jobs to do and roles to play. The pride on the children's faces was evident as they moved quickly around the school completing their tasks.

2021 also saw the completion of the primary school renovations with children welcomed back to school and to brand new learning spaces. The Parent Engagement Group (PEG) was formed, and a baby boom was announced for our school family! The success of the 2021 school year will make the transition to 2022 a smooth one for all families.

Student Body Message

Our final year of primary school was different to our other years at St Columban's. We had an extended period of Home Learning which interrupted some of our plans and meant that we couldn't have our parents attend our Year 6 Farewell. However, our teachers and the staff made sure that we had a great celebration.

During the year we were still able to attend our Year 6 camp - which was amazing and gave us lots of opportunities to get out of our 'comfort zones' and try new and exciting activities such as the giant swing, archery and canoeing.

We were part of the first ever Learning Showcase at St Columban's. We participated in photography, claymation, poetry, drama, dance, music and much more. We appreciated the opportunity to learn about things we enjoyed and then present our learning to our parents and friends.

As school leaders, we assisted in running a Student Spirituality day that centered on our 4 Pillars: Prayer, Study, Community and Service. As part of this day we assembled care packages for the many overseas sailors who visit the Mission to Seafarers during the year. It was wonderful to share our talents in organising the day and helping others.

School Features

St Columban's is a K-6 school accepting children from Mayfield, Mayfield East, Mayfield West, Warabrook, Tighes Hill, Islington, Carrington, Wickham and Hamilton North.

Founded by the Dominican sisters in 1917, our school has a deeply embedded history and presence in the local community. Our motto "Truth" is taken from the Latin "Veritas", which is the Dominican ideal. To be true to self, true to others, and true to God. Students are taught to be seekers of truth throughout their lives.

We share this tradition and a strong association with San Clemente High School which is located on the adjacent site. Transition to high school is made much easier for our Year 6 students through this relationship. We offer a well developed Kinder transition program which includes regular visits to the Kinder classroom and a 'buddy' program to assist our youngest students in starting their school journey.

This year our parent body was unable to be part of fundraising activities which were sorely missed for the community connection and school resources they provide.

Where possible, students were still given the opportunity to be involved in many co-curricular activities including Mini Vinnies, debating and public speaking, ICAS external competitions, representative sport, swimming lessons, choir and environmental groups. We are associated with Sporting Schools and receive government grants to offer a variety of sports which have included touch football, soccer, athletics, gymnastics, basketball, netball, lawn bowls and cricket.

This year, we held our first Learning Showcase. Teachers facilitated weekly lessons in areas such as poetry, drama, robotics, claymation, dance, photography and others. Students were able to select an area of interest to them and have the opportunity to demonstrate their learning to the community at the Showcase evening. The event was very successful and we intend to hold it bi-annually from now on.

A very successful Student Spirituality Day was also held. The day focused on bringing our 4 Dominican Pillars - Prayer, Study, Community and Service to life through making connections with our community and what our children experience every day. Our invited guests who helped to facilitate the day were very impressed with the children's engagement in the activities and willingness to help others. As part of the day, care packages were assembled which were then distributed by the Mission to Seafarers to the crews of ships visiting our port from overseas.

During 2021, 4 classrooms (years 3,4,5 and 6) underwent significant refurbishment along with the Learning Support and EAL/D spaces. This has rejuvenated the learning environment for staff and students, providing furniture and technology more suited to modern pedagogy.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
65	94	50	159

* 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 2021 was 93.37%. 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
93.42	92.60	93.06	93.83	94.14	93.67	92.90

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	21
Number of full time teaching staff	9
Number of part time teaching staff	7
Number of non-teaching staff	5

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

Our involvement with the Diocesan Leading Learning Collaborative has provided a framework for professional learning team meetings where staff analyse student data and set goals for future teaching and learning.

Staff continued to undertake professional learning in the teaching of reading, with the use of explicit teaching of the skills and targeted interventions.

Another focus was the student welfare policy. Staff collaborated to write lessons based on teaching social and emotional skills in line with our Positive Behaviour for Learning framework.

All staff attended a Spirituality Day entitled "Faith, Reason and Miracles" which provided the opportunity to discuss and probe our understanding of the intersection of faith and science.

Catholic Identity and Mission

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)

St Columban's has a strong Dominican tradition of over 100 years. Students are able to articulate our charism of using "head, heart and hands" to be the true face of God to others.

Using the four pillars of the Dominican tradition: prayer, study, community and service - we are able to integrate the 800 year old teachings of St Dominica into our modern lives and see the ways in which they are still relevant today.

The pillars are part of all we do and are woven through our normal school activities. Regular prayer, attendance to study, belonging to community and service to others. Regular prayer is part of our Catholic identity. the school community pray together each morning and one class attends parish Mass weekly. Regular liturgies celebrate the liturgical year and important days such as feast days, reconciliation week, Harmony Day, Mothers' and Fathers' day.

Each October, members of the parish are invited to pray the Rosary with our students each morning.

Attention to study is evidenced in our ongoing commitment to strive for excellence. Religious study is part of the curriculum each day and students engage in learning that encompasses the history and beliefs of the church, the life of Jesus and social justice.

We witness to our faith by engaging in social justice activities which teach students about our responsibility as Christians to reach out to the less fortunate. Students are involved in Mini Vinnies to assist our local community. Senior students organise an annual Mission Day

fundraiser and send proceeds to Catholic Mission to give aid to those in poorer nations around the world. As a broader school community we celebrate St Dominic's Day annually with our local Dominican schools. These activities personify the Dominican pillars of community and service.

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

The curriculum at St Columban's endeavours to cater to the needs of all students. Our students come from a wide variety of backgrounds and experiences and we employ support staff to assist teachers in making the curriculum accessible to all.

Our Learning Support Teacher and three Learning Support Assistants give extra assistance to those students who find learning a challenge. They work closely with teachers to identify, assess, monitor and devise programs for students in literacy, mathematics, physical or social skills to enable them to access the curriculum and experience success.

We are a Gifted Education lead (GEL) school in the Diocese. All staff have received training in identifying high potential learners and providing extension in their learning. Our Gifted Education Mentor (GEM) supports staff and students by providing strategies and resources to allow these students to reach their full potential. This has included the integration of technology and STEM education along with the Learning Showcase which gave students with abilities in the creative and performing arts an opportunity to develop and demonstrate their skills.

At St Columban's 44% of students come from a language background other than English. The English as an Additional Language or Dialect (EAL/D) teacher provides additional support to these students and their families in English language and Australian cultural learning.

Staff are trained in the use of creative and critical thinking strategies and embed opportunities for this learning in their teaching programs. Students are encouraged to develop skills in critical thinking and collaboration as part of learning to be responsible and productive global citizens.

The whole school focus on reading has been very successful, allowing the development of explicit teaching of reading skills and cohesive methods of monitoring and tracking student growth in reading.

Stage 3 (years 5 & 6) students were the first cohort to begin a program of BYOD (Bring Your Own Device) which allowed them to engage in online learning opportunities. Parents, students and teachers have all reported that the transition to Home Learning was much smoother as students were already using online platforms at school.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	47%	54%	26%	11%
	Reading	47%	55%	32%	10%
	Writing	33%	53%	28%	7%
	Spelling	53%	50%	32%	13%
	Numeracy	37%	37%	32%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	13%	35%	22%	14%
	Reading	26%	41%	39%	11%
	Writing	4%	20%	26%	18%
	Spelling	26%	38%	26%	14%
	Numeracy	9%	29%	22%	14%

Pastoral Care and Student Wellbeing

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

There were no changes to the policy in 2021.

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

St Columban's is a Positive Behaviour for Learning (PBL) school. Since its adoption in 2012, the PBL framework has provided consistency for staff and students in behaviour expectations across the school. This has resulted in a significant decline in behavioural incidents. All students can articulate the PBL goals of being safe, respectful, responsible learners.

PBL is grounded in the concept of 'teach, practice, apply, reward'. Expected behaviours are negotiated, explicitly taught and practiced regularly. Students who demonstrate expected behaviours are rewarded at regular assemblies and can accumulate tokens for specific rewards. The framework underpins our welfare policy as it encompasses our Catholic ethos and allows clear expectations, rewards and consequences.

During the year, student leaders were involved in a refresh of our PBL framework with a focus on social/emotional learning skills. Teachers researched and devised lessons around teaching these skills to enhance our focus on mental health and wellbeing.

School Improvement

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

St Columban's provided home learning opportunities for students during the Covid-19 lockdown and had a smooth transition back to school learning.

We were able to track growth in our students' learning despite their disrupted year of schooling. As a result of the strategies required for online learning, all staff have increased their skills in accessing and delivering online resources and using platforms. These strategies have been carried on in classrooms as students returned to school, resulting in greater use of technology by classes where appropriate.

The refurbishment of Primary classrooms has enabled learning spaces to be more flexible and suited to the needs of modern pedagogy.

Staff participated in regular Professional Learning Team meeting as part of our work with the Diocesan Leading Learning Collaborative. At this time, staff track student progress and set goals for future learning. Individual student needs are discussed during case management and learning support meetings to ensure that all staff are aware of the learning of every student in our school.

Priority Key Improvements for Next Year

Planned improvements for 2022 include the introduction of a new student leadership framework focused on the four Dominican pillars. This will give all year 6 students an opportunity to develop their leadership and teamwork skills.

The focus for professional development and learning in 2022 will be on mathematics teaching and learning. Staff will be undertaking work around the new syllabus documents in English and Mathematics which are being released in 2022.

The spirituality focus will be 'prayer'. Staff will participate in a spiritual renewal retreat on prayer and this will be passed on to students and families.

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, 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

Staff have made use of parent feedback following home learning to plan for future use of technology and improve communication between school and home. Much was learned from the Home Learning period during the 2019 lockdown and improvements were made to this year's home learning, including a wellbeing 'check in' with each family at least once a week during this time.

Parents provided feedback via the Tell Them From Me survey which indicated that the majority of parents feel welcome and included as part of their child's educational journey. Parents also feel that the school provides high expectations of learning and behaviour and that any difficulties are dealt with promptly and fairly.

Overall, the feeling among parents as indicated by the survey is that the school has strong leadership, embedded Catholic culture and a good reputation in the community.

Some parent comments from the survey:

"I feel like my child's school is an extension of our family; they are welcoming, supportive, friendly and always available to speak with no matter what the issue may be. I am very happy with our school community and their practices."

"We love the diverse and inclusive culture. We also love the play based learning practices and approach for infants. We like the sense of community and would like to see the parent and family connection to the school being further enriched through events, fundraising, celebrations, open classroom days etc. Perhaps this will be further available after covid"

"Children from different cultural backgrounds are accepted, valued and respected in my child's school. They always support the best interest of the children first. The school values diversities and support the well being of the children."

Student satisfaction

Students at St Columban's are encouraged to participate in the faith, academic and cultural life of the school. The Tell Them From Me survey indicated that our students feel they have the opportunity to develop positive relationships with their peers and staff. They find their classrooms and curriculum to be interesting and engaging environments where they feel both challenged and supported.

Some student comments from the survey included:

"Some things I really like about my school are people are very welcoming and kind, when we don't understand something the teachers explain another thing I really like about the school is when we do something wrong we have very fair punishments."

"I love how the teachers teach in such a friendly and understandable way and I also love our playground and I am really grateful we have it. One thing that would make our school better is nothing our school is beautiful and perfect the way it is."

Teacher satisfaction

Staff at St Columban's feel supported by their executive team and colleagues. They have enjoyed forming a professional learning community through the Leading Learning Collaborative framework and have wholeheartedly taken on the responsibility for all the learners in the school.

A cooperative culture of sharing learning, ideas and feedback is evident. Staff are encouraged to undertake professional learning and share new initiatives with colleagues.

All staff demonstrate a genuine interest in the personal, spiritual and academic growth of the students in our school and care and concern for them and their families.

Financial Statement

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$2,362,770
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$700,143
Fees and Private Income ⁴	\$258,555
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$107,138
Total Income	\$3,428,606

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$1,166
Salaries and Related Expenses ⁷	\$2,064,088
Non-Salary Expenses ⁸	\$1,055,113
Total Expenditure	\$3,120,367

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 2021 REPORT