

2024

Annual School Report

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TOGETHER IN CHRIST



St Francis Xavier's College

286 Parkway Avenue, HAMILTON 2303

Principal: Greg Ptolemy

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About this report

St Francis Xavier's College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the Strategic 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 College directly or by visiting the College's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St Francis Xavier's College Hamilton is a Catholic co-educational senior secondary environment which has traditionally catered for students in Years 11 and 12 in the greater Newcastle region, though now transitioning to become a comprehensive 7-12 college. It is a college steeped in the Marist tradition, where the school motto 'Christ My Light' animates the very life of the College, encouraging the students to become young women and men who are ready to meet the challenge of being active and hope-filled citizens, contributing readily to the wider world for the greater good.

As an educational community, St Francis Xavier's College believes in a holistic approach to learning, based in the principles of the Catholic faith and reflecting the values of the Gospel.

The College offers students a diverse array of opportunities to develop and showcase their talents in a multitude of fields including creative and performing arts, sport, industry and academic pursuits to name but a few. Importantly, every student is encouraged to actively engage with the extracurricular life of the College so that they can realise their full potential.

Of particular significance to the St Francis Xavier's College community is our commitment to social justice initiatives, as we consistently invite our students to be connected with their world in meaningful ways.

One of the fundamental tenets of our College is a belief that relationships are central to learning. We believe that deep learning is significantly enhanced where valued and trusted relationships are first developed. Only in such an environment are students enabled to take appropriate learning risks, secure in the knowledge that they will be supported and nurtured in their learning journey. Indeed, every member of our community is encouraged to embrace the relational journey of lifelong learning.

Parent Body Message

While the college does not have a current Parents and Friends Association, active engagement is sought with local parents, the Parents and Friends Federation, and the Catholic Schools' Office Professional Officer - Family Engagement to provide forums to present appropriate information from specialist presentations to parents and students regarding issues of concern such as depression, relationships, societal expectations, substance abuse, and use of technology, as well as exploring opportunities for future pathways for our students. The college invites 'experts' to present relevant material to parents and carers on a regular basis. The college has regular information evenings for parents. The college regularly provides families with access to resources and online learning

environments across a broad range of educational topics. In particular, the arrival of Year 7 has seen a significant increase in family involvement at the college, with the introduction of informal evenings, and Parent in the Classroom events.

We want to acknowledge the incredible contribution that St Francis Xavier's College has made for our children this year. Our daughter has been able to fulfill a leadership position and attain highly impressive academic results for Year 11 and our son has been thoroughly accepted and supported with his recent enrolment into Year 7.

To be fortunate to attend another Award Ceremony yesterday for Year 7 filled us with pride to be a part of the SFX school community. For teachers it can often be a thankless job, but we would like to express our sincere gratitude to every teacher who has instructed, motivated and supported our children this year.

We have been so thoroughly impressed at every level with the commitment from staff and their dedication to helping our kids achieve their every potential. This is evident in every interaction we have had as parents, but also in the attitude of both of our children towards their school.

Student Body Message

Students at the college are encouraged to be active participants in college life and embrace the opportunity to become part of the college community. Students are encouraged to take control and responsibility for their own learning and growth. All students are invited to be involved as leaders in their own right. A significant level of maturity and responsibility is expected and witnessed among the students. There are many formal and informal leadership opportunities at the college. Formally, there are 4 College Leaders, 4 House Leaders, leaders in the College Chapter of St Vincent de Paul, and Tutor Group Leaders in each of the Year groups. The SRC engage directly with college leadership through weekly meetings. Furthermore, students lead college assemblies, organise and run House Days and exercise pivotal roles in major college events. Students are encouraged to be active in social justice initiatives and recognise the important role that religious organisations have to play in outreach. Students and staff have opportunities to work together to provide hospitality and friendship to the marginalised in the community through the work of the St Vincent de Paul chapter and other similar charities, as well as participate in an immersion opportunity to Cambodia. Spiritual, personal and social development are emphasised. This is evident in events such as the Marist Student Leaders' Retreat, Marist Youth Forums, Marist Gamechangers, Diocesan Leadership Retreat, Combined Schools ANZAC Service, Leadership Conferences and the Year 12 Retreat.

School Features

St Francis Xavier's College is located in the inner-city suburb of Hamilton and was established in 1985 to serve the Catholic youth of Newcastle and surrounding districts for the final two years of their secondary schooling. It was seen as a continuation of the Catholic Education system founded in the Diocese of Maitland-Newcastle more than a hundred years ago. The inaugural year of the new college, 1985, was a transitional year with co-educational classes in Year 10 as well as in Year 11, and with boys only in Year 12. It was not until the following year that there were only Years 11 and 12 at the college. 2024 saw the arrival of 144 Year 7 students to the college after a diocesan decision to restructure the college into a 7-12 comprehensive school. This decision will see the gradual transition of 7-10 pathway schools (San Clemente Mayfield and St Pius X Adamstown) into similar 7-12 environments. Primary pathway schools have now been established (St. Joseph's Merewether, Holy Family Merewether Beach and St. Columba's Adamstown) The school population remains steady during this transition period between 900 - 1000 students.

From the beginning there has been an ongoing building program necessitated by an increasing enrolment and a changing school curriculum. The MacKillop Centre, a special needs initiative for students with disabilities and a Hospitality Centre for students studying in the VET Hospitality framework have been constructed, are significant examples of such developments. 2022 saw the completion of a significant re-roofing of the 'B' Block area and accompanying this was an investment in a full refurbishment to create a brand new Wellness Centre. In support of the transition to Years 7-12, Year 7 and 8 wings have been refurbished in 2023, along with the establishment of a new sick bay and an increase in recreation spaces. A Masterplan for the College is currently under development to ensure the space is best utilised for contemporary learning. As part of this process, the Marist Brothers Monastery is due for demolition at the commencement of 2025.

The College is steeped in a Marist tradition and continues to be part of the Marist Schools Association. The College participates in a variety of established Marist activities and programs.

The College also has a proud sporting history. St Francis Xavier's College as recently as 2022 were the NSW Open Football Champions having defeated all-comers in the state tournament. The College has a strong participation rate in pathways sports, and sport is seen as a useful tool in developing values for life.

Student Profile

Student Enrolment

The College caters for students in Years 7, 11 & 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
520	438	144	958

* 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 [Enrolment 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 2024 was 87.19%. 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	Year 11	Year 12
90.32	0.00	0.00	0.00	83.46	87.78

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, 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, College staff, as part of their duty of care, monitor part or whole day absences.

College 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 College 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 Professional Officer for School Enrolment is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	20 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	98 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

Approximately 70% of the cohort continued on to further tertiary studies, with most receiving early university offers, rather than relying on the ATAR. Almost all students not continuing to further studies entered the workforce, or deferred study and work to pursue other interests (eg travel).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	122
Number of full time teaching staff	83
Number of part time teaching staff	18
Number of non-teaching staff	21

Total number of teaching staff by NESA category

Teachers at this College 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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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 College.

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

SFX is a Catholic Diocesan school, steeped in the Marist tradition. As such it seeks to answer a calling to be an educational arm of the local diocesan community, while aspiring to the values espoused by the founder of the Marist Brothers, Saint Marcellin Champagnat whose mission was 'to make Jesus Christ known and loved'. He saw education as the way to lead young people to the experience of personal faith and to their vocation as good Christians and virtuous citizens.

The College's vision, mission and values statement were renewed in 2023. The vision focuses on the College motto, 'Christus Lux Mea' (Christ My Light) and proclaims that as a community we seek to be the bearers of Christ's light for the world. In pursuit of this vision, our mission is supported in a practical way by four values: Family, Truth, Mercy and Service. Each value is derived from our College houses - Champagnat, Dominic, McAuley and MacKillop.

Celebrating Mass together is significant for our community (Commencement/closure of the year, Graduation, Friday mornings in the College Chapel). Staff participate in a Spirituality Day focusing on the annual Marist theme (First Light- 2024). Prayer underpins weekly activities. Religious rituals are celebrated and special liturgies mark days for the founders of each House. Faith development is enhanced through the Marist run Footsteps Program and a variety of Retreats. Year 12 students attend an off-site Retreat which is a reflective time where students have the opportunity to deepen their relationship with themselves, others and their God - this is a highlight of school life.

Religious Education is foundational at the college. Studies of Religion (ATAR) and Studies in Catholic Thought (non-ATAR) are offered including an accelerated program in SoR. Junior students follow a mandated diocesan program.

The College seeks to reflect values that promote respect and responsibility. Accordingly, the College is a place where people are challenged to:

- Respect each other, themselves, the wider community and the environment.
- Be responsible for their own actions and be aware of the impact of their actions on other people.
- Be aware of those in our own community, and the wider community, who are in need and respond to their needs as appropriate.

Accordingly, the college implements a variety of initiatives, including programs during Tutor Group lessons, special presentations highlighting the importance of values, opportunities to be involved in Social Justice Programs, collecting for a number of charities and involvement in Outreach programs (St Vincent de Paul, teaching in primary schools, Marist Solidarity). Furthermore, the House and Tutor Group system has been significant in building and enhancing community, relationships, a sense of belonging and respect.

Curriculum, Learning and Teaching

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 Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

St Francis Xavier's College has a high quality, broad curriculum catering for the learning needs of a diverse array of students, enabling seniors to successfully meet the requirements of the Higher School Certificate (HSC), whilst preparing them to transition to a range of post-school options. Junior students are offered mandatory courses in keeping with NESA requirements, and this is accompanied by a range of extension offerings including robotics and creative writing workshops plus participation in the diocesan Virtual Academy program.

In Stage 6 more than 50 different courses are offered onsite, while all students also have the opportunity to complete courses through distance education and to engage with a range of co-curricular activities in the areas of performing arts, sport, public speaking and community involvement.

Students have access to refurbished learning spaces including multiple science laboratories, the College library, and music centre. Classrooms are air-conditioned to provide a year-round optimum learning environment and the campus also includes a multipurpose hall, a small theatre, Chapel, canteen, a special collaborative learning centre, a new Wellbeing space and a hospitality complex that also serves as a pre-school café for staff and students. A Year 7 and 8 wing has also been constructed in 2023.

The College provides specialist learning support for students with a disability, delivering discrete HSC Stage 6 life courses and also provides professional development and guidance to teachers to formulate adjustments to support students with a disability who are engaged in a mainstream HSC program.

SFX also provides accelerated programs in Mathematics and Studies of Religion to enhance the opportunities of talented students.

The College has been engaging in a Leading Learning Collaborative with Lyn Sharratt to refine practices and ensure a focused and consistent approach in all of our learning endeavours. This has been complemented by the diocesan LiFT initiative.

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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Francis Xavier's College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	71%	61%
	Reading	83%	67%
	Writing	78%	65%
	Spelling	84%	72%
	Numeracy	80%	67%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The results of students across the college continue to provide an appropriate reflection of the diverse range of students who are part of our community. Academically gifted students continue to excel in all domains while students of more humble capacity consistently overachieve which is reflected in the scarcity of results in the bottom two bands. The trend data reflects consistent growth for students in terms of their learning continuum. Accelerated classes in both Mathematics and Studies of Religion have proven to be an important initiative, with a number of students in the accelerated classes performing exceptionally in their HSC examinations. As a college, the staff remain committed to the analysis of all available trend data and continue to dissect HSC Examination Committee responses to ensure that our practices remain current and appropriate. Currently the College is undertaking a review of the impact of course selections on overall outcomes for students. There is a focus on ensuring that the best possible advice is received by students at the time of entering course preferences.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Aboriginal Studies	13 %	35 %	40 %	38 %	67 %	37 %
Community & Family Studie	53 %	33 %	65 %	36 %	52 %	36 %
Construction Exam	65 %	41 %	50 %	44 %	70 %	47 %
English (Advanced)	57 %	67 %	68 %	67 %	63 %	68 %
English Extension 1	88 %	93 %	100 %	94 %	93 %	96 %
English Extension 2	100 %	85 %	-	-	90 %	87 %
French Beginners	43 %	43 %	67 %	43 %	50 %	44 %
Hosp Exam Kitch Op & Cook	33 %	44 %	18 %	39 %	74 %	51 %
Mathematics Extension 2	33 %	85 %	100 %	86 %	83 %	86 %
Music 1	87 %	70 %	81 %	69 %	93 %	68 %
Science Extension	83 %	79 %	60 %	78 %	100 %	82 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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 College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College'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 College's website, the administration office or at the CSO website.

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 College's website, the administration office or at the CSO website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Survey data reflects that our parent body are significantly more involved with the college than in the past. The arrival of Year 7 students is attributed with much of this change. The degree of satisfaction for these parents is very high as signified by our significant list of students waiting for a place in Year 7 after we have filled all vacant positions. Our parent body have expressed tremendous satisfaction with the processes of transition and communication.

Overall, our parent body express substantial ongoing satisfaction with the service provided and particularly highlight our strong wellbeing program.

Our parent feedback remains consistently positive about the College and its staff in terms of the commitment and dedication to obtaining successful outcomes. Positive feedback usually provided by email and survey platforms is shared on a regular basis with the staff.

Student satisfaction

While most students reflect on an enjoyable senior schooling experience, some identify challenges in realising future directions, expressing a struggle to connect purposefully.

The arrival of Year 7 and building a six year culture, is seen as having considerable potential for us to further grow the sense of belonging for all students, as we recognise the importance of relationships on the learning journey. Most students reflect an assurance in their safety in the College environment and could nominate at least one staff member from whom they could seek support if required. The Retreat experience according to student reviews remained a highlight of the year. Reflections from the Student Representative Council suggest a strong level of engagement and an authentic 'student voice'.

Teacher satisfaction

Teacher responses in the Tell Them From Me Survey reflected commitment to learning and collegiality. The staff response to opportunities to engage with the transitional changes has been overwhelmingly positive. Staff highlight positive areas for students in learning that is

visibly driven by the effective use of data. They also report a significant commitment to the community nature of the College that ensures a productive and positive workplace environment. Staff express a strong working relationship with the leadership of the College, though an area for growth is identified in the need to continue to support teacher development in the transition process.

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$13,490,674
Government Capital Grants ²	\$2,480,512
State Recurrent Grants ³	\$3,519,432
Fees and Private Income ⁴	\$4,553,267
Interest Subsidy Grants	\$7,428
Other Capital Income ⁵	\$1,331,009
Total Income	\$25,382,322

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$2,251,554
Salaries and Related Expenses ⁷	\$17,862,945
Non-Salary Expenses ⁸	\$5,398,177
Total Expenditure	\$25,512,676

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 2024 REPORT