



2019

ANNUAL SCHOOL REPORT



St Patrick's Catholic Primary School

1 Royston Parade, ASQUITH 2077

Principal: Mr Bernard Cumming

Web: www.stpat.nsw.edu.au

About this report

St Patrick's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. 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') demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

St Patrick's Catholic School is a community of love and faith. As such we are committed to working together within a positive Catholic learning environment reflecting the gospel values in the pursuit of excellence.

St Patrick's undertook the CSO School Review and Development process in 2019. This was a wonderful opportunity to celebrate all the wonderful things that occur at St Patrick's and to prioritise our areas that require further development. The Chairperson of this review panel stated 'I congratulate the Principal, Leadership Team and staff on the comprehensive and authentic conduct of the self-evaluation process and for the quality of educational experiences offered by the School's highly professional and committed teachers.'

To assist with School Governance, a School Advisory Team was established this year. This will continue to add value to the school into 2020 and beyond.

A further feature of 2019 was the school production of 'Under the Bed'. This musical involved all the children. Not only did the musical provide the students with the opportunity of performing on stage, it provided them with the opportunity to see how a musical works and gave them an opportunity for working as a team, to produce a wonderful musical.

2019 sees my last year as Principal. I would like to thank the talented staff, the supportive parents, but most of all the children, who daily engage in the life of the school, and the reason why the school exists.

Parent Body Message

The 2019 P&F team would like to thank the Principal and staff for a wonderful and productive year. Some annual events hosted this year by the P&F were: our Welcome BBQ, Mother's and Father's Day mornings, with stalls for the kids to purchase gifts, Men in the Morning, the Green and Gold Social for St Patrick's parents, the very popular Grandparents' Day, Trivia Night for parents, Disco, Book Club Fair, and a Family Movie Night.

Lunch orders, Hot Dog and Sushi Days continue to be popular. Parent TV was well received. P&F meetings were split with night time meetings and day time meetings in winter.

In Term 3 the teachers and students put on a musical – Under the Bed. All their time and hard work was rewarded with a fabulous production. A definite highlight for 2019.

Half way through the year, The School Advisory Team was established, consisting of 4 staff and 4 parents. The team worked on student well-being and marketing our school.

We are blessed at St Pat's to have fantastic teachers and parents, who work together for the betterment of our children, this creates a wonderful community.

Student Body Message

2019 was a positive year for students and teachers. A highlight for our school this year was the whole school musical "Under the Bed" written by our very own music teacher, Mr Meagher. We all really enjoyed being a part of the show. Our regular busy school lives continued with all students participating in Masses and liturgies. The Mercy Action Group participated in the 'The Dish', where they helped others who are less fortunate than us. Each class participated in the Vinnies' winter and Christmas collections and our band also performed for others in our community. This year for the first time the Mercy Action Group organised a "Coin Trail" to support Mission Month which worked out well because everyone joined in by bringing 5 cent coins. The Movie night was a successful event and was a great night. The annual school disco was a huge hit as always. Our school also celebrated feast days, and the amazing book week with our costumes. We have many more fun activities to be thankful for. We really enjoyed 2019 at St. Patrick's School.

School Features

St Patrick's Catholic Primary School Asquith is a Catholic systemic co-educational school. St Patrick's Catholic School was established by the Sisters of Mercy in 1958 and continues to have a close connection with the order and its charism.

The School caters for students from Kindergarten to Year 6 (K-6) across twelve classes and is part of the Ku-ring-gai Chase Parish. Situated near Asquith railway station, enrolments are drawn predominately from the local areas of Asquith, Hornsby Heights, Hornsby and Mt Colah.

The School enjoys an excellent reputation as a community with high quality learning and teaching practices where students are encouraged to take responsibility for their own learning in an environment of support, nurture and partnership with parents. We strive to model Gospel values for our children and all in our community so that each may contribute to building a better world.

Student Profile

Student Enrolment

Students attending the 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
131	152	122	283

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 93.44%. 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
92.92	93.65	94.00	92.50	93.40	93.79	93.75

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

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

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

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	26
Number of full time teaching staff	13
Number of part time teaching staff	10
Number of non-teaching staff	3

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Day 1: School Review and Development

Day 2: Embedding Formative Assessment

Day 3: Creative Use of Scripture in the Classroom

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

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

Year 5 and 6 Mercy Action Group students attended a learning day at the Sisters of Mercy in North Sydney, allowing them to develop an appreciation for the order that began our school and whose values are modelled through our social justice opportunities.

This year St Patrick's was involved in a School Review Process. The panel validated the school on their chosen 2 achievements in the area of Mission which were "Improved teacher knowledge, expertise and capacity to implement the RE program" and "Developed student understanding of Scripture" The school showed evidence of dedicated professional learning to the staff to ensure engaging and creative teaching strategies were being used in all classrooms in the area of Religious Education, particularly related to Scripture. Our teachers have given students the opportunity to engage with Scripture at a deep level and make meaning from the text to enable them to live out the Gospel values that the Mercy Sisters began. Embedded in this was opportunities for all staff to participate in Faith Formation themselves, also with a focus on Scripture.

Throughout the year, we have continued to develop a connection between our school and our local Church parish. Each grade attends a Sunday Mass, contributing to various ministries within the Mass including liturgical movement, singing, offertory, readings, money collection and welcoming. These Masses enable families to interact with each other as well as the priests and parishioners within our Church. Our priests, Fr Shaju and Fr Joy, have continued to attend school events, such as school liturgies and the Christmas Concert. They

also visit to speak with the students to link with their Religious Education learning and interact with them on the playground.

The spirituality of the community is central to our existence. Parent reflection mornings have been held every term, during which parents have explored various Scripture passages and ways they can support their own children in engaging with scripture. The community of St Patrick's participates in a vibrant liturgical life. Children celebrate special Masses for key liturgical feast days. The children have the opportunity to experience Reconciliation regularly. Our end of Year celebration was special as one student from each class was awarded a Mercy award for consistently demonstrating the Mercy values.

Curriculum, Learning and Teaching

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

In 2019, the major focus in learning and teaching was the consolidation of initiatives already commenced as the school completed School Review. This process allowed the staff to identify and celebrate consistency of agreed school practices, particularly in the area of Literacy.

The School has technology-rich classroom environments that focus on the enhancement and enrichment of student and teacher learning. All classrooms have Apple TV and are equipped with either an interactive whiteboard or a Smart TV. Most staff are certified trained Apple Teachers with the necessary skills required to integrate digital technology across all Key Learning Areas. 1:1 BYODD in Years 3-6 and 1:2 ratio in K-2 provide many opportunities for transforming the way we teach and learn.

The School continued to use the principles of Extending Mathematical Understanding (EMU) with all students across K-6 completing the Mathematical Assessment Interview (MAI) to enable teachers to target instruction at the student's point of need. The aim of this approach to Mathematics is to ensure all students have a solid conceptual understanding of number including counting, place value, addition and subtraction and multiplication and division. We currently have 5 EMU specialists who were able to work with mathematically vulnerable students in Year 1 and Year 2.

Staff members are committed to continuous improvement of teaching and learning in all Curriculum Areas. As a professional learning community, the staff are highly committed to improving their practice and readily engage in professional learning. Targeted and purposeful professional learning continues to engage teachers to focus on the learning needs of all students in their class. Regular professional learning, as a staff and as individuals, allows our teachers to continue to strengthen their practice and apply new learning to increase student achievement. We were fortunate this year to attend a workshop with British educationalist, Dylan Wiliam where we deepened our understanding of how to improve formative assessment in our classrooms.

The school offers a comprehensive quality education program and particular attention is given to the Creative Arts and Sport. This year was no exception as the whole school

performance was an original musical "Under the Bed," written and directed by our very talented Music teacher. Our Physical Education teacher continues to offer a varied program and opportunities for the students to participate in sporting events beyond the school.

Our dedicated teachers are passionately committed to the wellbeing and academic achievement of all students entrusted to their care. In order to ensure we are meeting the needs of all students, we conduct weekly student review meetings for staff to come together and analyse collated data. This is valuable time to focus on specific students, or notice trends and make adjustments or goals for future teaching and learning.

Students were also given the opportunity to participate in a wide range of extracurricular activities including choir, band, chess, coding, Math's Olympia, Math's Games, DaVinci, ICAS, debating and public speaking competitions.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	72%	59%	4%	10%
	Reading	72%	54%	0%	10%
	Writing	72%	55%	4%	5%
	Spelling	52%	52%	18%	11%
	Numeracy	54%	42%	4%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	40%	37%	10%	17%
	Reading	43%	38%	5%	12%
	Writing	10%	19%	13%	18%
	Spelling	28%	38%	15%	13%
	Numeracy	34%	32%	2%	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 [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Anti-Bullying Policy

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

other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

Through its Mercy values, St Patrick's continues to promote respect and responsibility that each member of the community has for self and others.

Strengthening student wellbeing.

The school has clear procedures and processes for communicating behaviour expectations and associated consequences to students, staff and parents. This consistency has impacted on student wellbeing positively, indicating a safe, welcoming and orderly learning environment. Each student's individuality is valued and nurtured, their unique skills and talents respected and acknowledged.

Developing a culture of welcome and inclusivity.

The school effectively uses communication strategies, including social media platforms, to inform and engage the parents in the daily life of the school. Acknowledging community events, to which parents are invited and / or involved such as 'The Dish', leads to a sense of connection, welcome and belonging being initiated and encouraged. Social and emotional learning is also taking place every day in the classrooms with the creation of a well maintained, welcoming and engaging outdoor learning environment.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

During 2019, the School Improvement Plan for St Patrick's School included:

Improving and consolidating staff knowledge to ensure engaging and creative teaching strategies were being used in all classrooms in the area of Religious Education, particularly related to Scripture.

Consolidation in learning and teaching of initiatives already commenced, as the school completed School Review. This process allowed the staff to identify and celebrate consistency of agreed school practices, particularly in the area of Literacy.

Improving student engagement in the Pastoral Care Policy. The policy was implemented successfully in 2018 and embedded in 2019. The staff identified several students and looked at their behavior against the SEL continuum. The staff are constantly looking at ways to incorporate SEL into all we do at St Patrick's.

Priority Key Improvements for Next Year

In 2020 the School Improvement Goals include:

To broaden student understanding of and response to Scripture in their own lives

For students to move from surface to deep learning and to transfer their learning to new contexts

To improve social and emotional competence within a cohesive learning environment

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

St Patrick's is fortunate to enjoy a thriving, proactive parent community. Parents are both interested and involved in their child's education and eager to assist teachers and each other in the combined goal of providing the best learning experiences and outcomes for their child. The staff at St Patrick's know that there are positive emotional and learning outcomes when parents are involved and active in their child's education.

Parent satisfaction, evidenced by enrolment numbers, attendance at school events and parent forums was satisfactory. St Patrick's Catholic School continues to have a positive profile in the community with a constant number of new families enrolling throughout the year.

Attendance at Masses for Beginning of Year, Grandparent's Day, Thanksgiving and weekend Class Masses were well attended. The Welcome BBQ, Mother's and Father's Day events were again well supported. Our school musical 'Under the Bed' was well supported by parents, both in preparation of props, costumes etc., and by overwhelming attendance.

Parent engagement in school events was very much appreciated. This included giving their time to support classroom reading groups, sports carnivals, excursions, the second-hand uniform shop and canteen.

Student satisfaction

The students have a strong affiliation with our school and are very proud to be students of St Patrick's. They enjoyed all aspects of their learning, in all Key Learning Areas, as teachers provided them with a range of strategies through which to approach learning; they appreciated many different and interesting learning experiences, and knew they were continuously developing new skills.

In particular, students enjoyed the fact that they were challenged and were faced with diverse, exciting, well-prepared and well-presented lessons daily. Children said they were engaged in their learning and were provided with the encouragement and motivation to achieve success. The children said that they particularly enjoyed our school musical 'Under

the Bed', the coin trail undertaken for Mission Week, and the school disco which was provided for the children by the parents.

Teacher satisfaction

Staff reflected on the year through meeting processes and were able to name strengths and successes for the year. Teachers appreciated the opportunities to collaborate with their grade and stage peers to engage in feedback with the Assistant Principal and the Principal. All teachers appreciated the opportunity to participate in Student Review Meetings which included classroom teachers, the ESL teacher, the G&T Coordinator, the LST, the Assistant Principal and the Principal, where the progress of all children was discussed.

The collaboration of teachers with education officers from the Catholic School Office was appreciated.

Teacher satisfaction was also evidenced by voluntary attendance at school events and parent forums. Voluntary attendance by teachers at events such as weekend Masses, after school professional learning and offering to coordinate extra activities such as lunch clubs and parent events and forums exemplifies the strong commitment of teachers to the school.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$2012776
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$571109
Fees and Private Income ⁴	\$907696
Interest Subsidy Grants	\$3110
Other Capital Income ⁵	\$147135
Total Income	\$3641826

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$16924
Salaries and Related Expenses ⁷	\$2793283
Non-Salary Expenses ⁸	\$779716
Total Expenditure	\$3589923

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