



2019

ANNUAL SCHOOL REPORT



Our Lady of Perpetual Succour Catholic Primary School

64 Kendall Street, WEST PYMBLE 2073

Principal: Ms Joanne Sharpe

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About this report

Our Lady of Perpetual Succour 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

Our Lady of Perpetual Succour is a small vibrant school well known in the community for being welcoming and inclusive. Our school motto "With Love We Grow" is lived out in the daily interactions between students, staff and parents as well as in the times when we come together as a community.

As a family-like Catholic faith community, every child at Our Lady of Perpetual Succour Catholic Primary School, West Pymble (OLPS) is known, loved, cared for and nurtured just like children in a family. Each child is given time to grow in all areas of development so as to fully reach his/her true potential. It is the dedication of staff that enables this vision to be a reality.

The purpose of the Annual School Report is to provide public accountability of the direction and events that have taken place in 2019. This year we have focussed our learning on a more inquiry approach to learning in Mathematics and Deep Learning - where the curriculum learning is taken into real life situations. Our music and instrumental program has expanded. Positive Behaviour for Learning (PBL) continues to strengthen.

It has been a pleasure to be part of this special community this year.

Parent Body Message

2019 was an extremely rewarding year for the P&F Committee and Parent Body.

We set out with 3 clear objectives for our P&F team this year:

- To build community within the school.
- Supporting parent engagement in our children's learning.
- Raising funds for the school

We believe through communication and providing key opportunities for our school community to engage at varying events throughout the year we have been working towards achieving these goals.

Key events for 2019: Kindy welcome, New parents night, Cake stall, Class masses/class nights out for parents, Thank you breakfast for our teachers, Mother's day/Father's day breakfasts/nights out, September, Creative arts weekend, Movie night, Christmas party.

Some of the above events were fundraisers, and the money going towards flexible learning equipment for our classrooms. However, many of these events were about connecting and keeping our unique school community engaged.

It is a blessing to part of such a unique and welcoming school.

Student Body Message

OLPS is a welcoming community where everyone knows everyone and acts with kindness. In 2019 we have learnt to think collaboratively, creatively and critically in our deep learning. Our PBL rules have helped us strive for better things and know what is expected of us. We have many extra opportunities like gala days, excursions and camps that help make our learning more fun and engaging. These also help us build even stronger friendships at school. At OLPS we play together using the schools playground, particularly the All Purpose Court, Bush and Orbit equipment. At OLPS we belong like a family.

School Features

The School is a small primary school in the North Shore Cluster of the Broken Bay Diocese. Founded by the Mercy sisters in 1962, this year the School had an enrolment of 129. There are six classes catering for students from Kindergarten to Year 6.

The site is secluded from the road and consists of a variety of buildings including a building directly on Kendall Street which accommodates administration, the library and hall. A main brick building houses three classrooms and a further three classrooms are contained within spacious demountables scattered on the site.

The playground is certainly one of the most endearing features of the School with a beautiful bush setting and interesting layout. An all-purpose level playing field with a shade shelter meets the needs for student active play, along with handball courts. The whole site has made use of all spaces that have been designed to meet the needs of the children. In 2017, a new playful learning space was constructed including a climbing frame, a sandpit, a mud kitchen and slippery dips.

The School draws on the geographical areas of West Pymble, Turramurra, Lindfield, Gordon, Killara and Ryde. Families are hard-working people who value a Catholic education for their children and expect a high standard of teaching. They support the needs of their school in a myriad of ways and display a high degree of trust in the teaching staff and the Diocesan system. The School's present Parish Priest Fth Boguslav, is a Salvatorian priest originally from Poland, whose assistant, Fth Chris, is also a fellow Salvatorian.

School families have a high level of involvement in the parish life. Children's Liturgy is well attended each Sunday and a children's choir, which includes students from the School. Parent prayer on Friday mornings as well as Parish family Masses are well attended with parents being closely involved. A very high percentage of students are involved in the Parish Sacramental Program.

Children at the School flourish in a small nurturing school environment. Senior students are articulate, confident and responsible learners who exercise leadership providing them with a strong foundation for future learning and well-being. The School offers a rich and diverse range of educational experiences.

Children, parents and staff are welcomed into the 'OLPS family' and develop a strong sense of belonging to a faith community where Jesus is central and the Catholic traditions are learnt and celebrated.

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 |
|-------|------|--------|----------------|
| 63 | 65 | 24 | 128 |

* 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 94.63%. 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 |
| 95.71 | 95.20 | 94.52 | 94.30 | 94.60 | 94.45 | 92.54 |

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 | 15 |
| Number of full time teaching staff | 6 |
| Number of part time teaching staff | 7 |
| Number of non-teaching staff | 2 |

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: Positive Behaviour for Learning and Child Protection training

Day 2: Mathematics - encouraging persistence and maintaining challenge in maths

Day 3: Spirituality Day for staff

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.

Our Catholic faith is embedded in all that we do at the School. Our school motto 'With Love We Grow' mirrors the greatest commandment of love, and this love is encouraged in the everyday actions and words of staff, students and community members.

The community often joins together to celebrate with liturgy and prayer. Each morning we meet to pray together and ask God to keep us safe and inspire us in our learning. At assembly our Year 6 leaders lead us in prayer, thanking God for what has been provided. Classroom prayer is a daily occurrence, and students are provided with an opportunity to practise a variety of prayers. In 2019 students have regularly attended whole School Masses and Sunday morning Family Masses which have allowed them to build a greater connection to our Parish and the traditions of Mass.

At this year's Staff Spirituality Day in July, Dr. Anthony Maher guided staff through a day of personal reflection as we came to better understand the contemporary context for mission, the purpose of a Catholic School, how to find God in all things and explored the 'I Am' sayings in John's Gospel. Staff also attended the Broken Bay "Sweeter than Honey" Summit in October and returned to share what they had learnt about how teachers can more deeply explore scripture in our classrooms. Continued focus on a deeper understanding of the scriptures will continue to be a focus in 2020.

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.

New Pedagogies for Deep Learning (NPDL) was fully implemented in 2019 across all classes. Six global competencies describe the skills and attributes needed for learners to flourish as citizens of the world. Deep learning is the process of acquiring these six global competencies: character, citizenship, collaboration, communication, creativity and critical thinking. Teachers expanded the learning environment beyond the classroom to use time, space and people within the community as a catalyst for building new knowledge and creating a robust culture of learning. All Stages successfully integrated their learning with community outreach. Kindergarten welcomed new people to our school community as well as making 'welcome packs' to send to the House of Welcome in Granville. Stage 1 made books about our West Pymble shops and local facilities to add to a welcome box given out by Ku Ring Gai council to new residents. Stage 2 organised a 'Thank a Farmer' day and Stage 3 investigated and adopted more sustainable practices around the use of plastics.

In 2019 all students continued to extend their mathematical understanding through the EMU pedagogical approach, aiming to build conceptual understanding and ensure students understand the maths rather than the formula or rote facts. Students in Stage 2 and 3 engaged with the Encouraging Persistence Maintaining Challenge (EPMC) pedagogy which allows students to be challenged at a point of need and encourages them to use their tool belt of conceptual knowledge to solve deep thinking problems, and as a result deepen their thinking and understanding of the concepts. Students in mathematics were encouraged to persist even when they found themselves in a place where they did not have the answers known as 'the learning pit'. This style of teaching melds well with our work in Social Emotional Learning and building resilience and a growth mindset.

In 2019 Stage 2 and 3 students also participated in APSMO Maths Olympiad and Maths Games competitions. This experience complemented the problem solving approach of EPMC and students found the challenge of these competition enjoyable. Students also enjoyed challenging themselves to make improvements over the 5 set competition dates.

All classes now have one to one devices - Kindergarten, Year 1 and Year 2 have ipads; Years 3 and 4 have Chromebooks and Years 5 and 6 have laptops. Classes can make use of all devices which enables flexible learning and the use of technology tools which aid learning.

Our bi-annual Creative Arts weekend was a highlight and a focus on developing well rounded students must focus on the creative arts. Students created a class collaborative art work as well as showcased their individual pieces. Music and dance performances were appreciated by the community.

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 | 91% | 59% | 0% | 10% |
| | Reading | 82% | 54% | 0% | 10% |
| | Writing | 82% | 55% | 0% | 5% |
| | Spelling | 64% | 52% | 0% | 11% |
| | Numeracy | 73% | 42% | 5% | 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 | 53% | 37% | 0% | 17% |
| | Reading | 76% | 38% | 0% | 12% |
| | Writing | 18% | 19% | 6% | 18% |
| | Spelling | 65% | 38% | 0% | 13% |
| | Numeracy | 59% | 32% | 0% | 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

Positive Behaviours for Learning (PBL) has continued to be strengthened this year. Our three school rules; Love of Learning, Love of Self and Others and Love of Place closely link with our motto 'With Love We Grow'. Our rules highlight the way that the message and example of Jesus is present even in our behaviour management system. The implementation has provided a common, respectful and positive language for all members of our community. Staff are committed to helping students understand what is expected of them at school and explicitly teach each of the rules and the expectations in weekly lessons. The framework allow acknowledgement of positive behaviours.

2019 saw the continuance of the Bounce Back program which links closely with both PBL and the Social Emotional Learning (SEL) continuum. Through the use of this framework students have had explicit experiences and learning around the five SEL core competencies of Self Awareness, Self-management, Social Awareness, Relationship Skills and Responsible Decision Making. As we continue to build strong and resilient 21st century learners, we will remain focused on creating an environment which builds the skills of collaboration, resilience and emotional understanding.

Our senior leadership model also promotes respect and responsibility within our school environment. Students in all years demonstrate pride in representing the school both in the school grounds and at external events. The model, which provides leadership opportunities in a range of capacities, allows students to demonstrate independence and promotes student agency. Teams work together to create change and make the School a better environment for all.

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

Mission: 3-year goal: To strengthen student understanding of discipleship and its place in their lives.

In 2019, students demonstrated significant improvement in their knowledge and understanding of Jesus, how they see Jesus today, how Jesus is described in the scriptures, the impact of Jesus on students' lives and the lives of others, and the actions of Jesus' disciples.

Teaching and Learning: 3-year goal: To develop independent and creative learners who are motivated to achieve their maximum potential.

New Pedagogies for Deep Learning is a framework to situate teaching and learning. Students have been challenged to find solutions to problems at a local, national and global level. The whole school focussed on Collaboration. This culminated in the class collaborative art work for our Creative Arts weekend.

Pastoral Care: 3-year goal: To embed a culture of whole school wellbeing.

Positive Behaviour for Learning (PBL) and Bounce Back both continued in 2019, going from strength to strength. Using data from our PBL team meetings we, at times, organised a common K-6 on focus on social/emotional wellbeing competencies.

Priority Key Improvements for Next Year

During 2020 we aim to:

- continue to strengthen student understanding of discipleship and its place in their lives through a deeper understanding and response to bible stories

- embed the explicit teaching of phonics into the class teaching program with an emphasis on writing.
- expand on the learning and use of challenging mathematical tasks developed through 'Encouraging Persistence Maintaining Challenge'
- continue to develop a culture of and expand opportunities for Deep Learning to occur across the curriculum
- further develop Deep Learning with the use of Project Based Learning
- continue to use the PBL framework in conjunction with the Bounce Back program to develop students' social emotional competencies.

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

Through the Tell Them From Me (TTFM) survey the parents acknowledged their high level of satisfaction in:

- feeling welcome when visiting the school
- clear rules for school behaviour
- children are safe at school
- teachers help students develop positive friendships
- school staff take an active role in making sure all students are included in school activities

Student satisfaction

Through the TTFM survey, the students acknowledged their high level of satisfaction in:

- Positive relationships and friends at school they can trust
- organised and effective learning time
- their learning has rigour
- someone at school who consistently provides encouragement and can be turned to for advice
- staff hold high expectations for all students to succeed.

Teacher satisfaction

Through the TTFM survey the staff acknowledged their high level of satisfaction in:

- leadership support
- staff collaboration
- opportunities to use technology
- inclusivity of the school
- parent involvement
- having a safe and orderly 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 | \$1061745 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$299911 |
| Fees and Private Income ⁴ | \$516793 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$109547 |
| Total Income | \$1987996 |

| Recurrent and Capital Expenditure 2019 | |
|---|------------------|
| Capital Expenditure ⁶ | \$24430 |
| Salaries and Related Expenses ⁷ | \$1531613 |
| Non-Salary Expenses ⁸ | \$414898 |
| Total Expenditure | \$1970941 |

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