



CATHOLIC SCHOOLS
Broken Bay

2020

ANNUAL SCHOOL REPORT



St Cecilia's Catholic Primary School

59 Seaview Street, BALGOWLAH 2093

Principal: Mrs Fran Taylor

Web: www.scbdbb.catholic.edu.au

About this report

St Cecilia's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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 CSBB. 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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. 2020 posed many challenges due to the COVID 19 outbreak. Teachers quickly moved from teaching face to face to teaching online. During that time the school has continued to develop to keep abreast of 21st century learning needs.

The school ethos is built around high expectations. As a community we model to students what it is to be challenged, to be problem solvers, to be collaborative and to be resilient. Students are explicitly taught to clarify and justify their thinking and teachers model best practice to their peers through co-teaching opportunities as a focus for professional learning.

As a community, our Mission focus has been on responding to God's call to be caretakers of our earth and to spread the message of hope and joy.

Parent Body Message

2020 will go down as a year like no other in our life time. The tremendous impact this has had (and continues to have) in our local and global communities and, especially for our children and teachers, will be here with us for some time to come. That said, the resilience the children and teachers have shown with so much disruption to learning and play has been a real highlight of working collaboratively and safely. The Advisory has also worked closely with the School Principal, and the leadership team on schooling in the "new normal", and navigating the various laws and regulations. We saw the introduction of zoom and online classes and parent zoom meetings replacing our usual forms of interaction. Apart from some teething problems, technology has been a great enabler for us all to meet and communicate in such difficult times. It was so pleasing for the school to reopen during the year and enable the children to resume their lessons in the classroom, whilst being able to play and see their friends in the playground.

Some additional highlights for the year included working on ways to bring to life the opportunity for parents to consider a Stage 3 education for their boys and girls at St Cecilia's. It was great to be able to work with the Principal on creating the Stage 3 video. This was a way to represent a cross section of parents thoughts and views on the positive benefits of a Stage 3 education and co-curricular activities for their children at St Cecilia's and how this has readied their children for future high school endeavours.

Finally, with the retirement of many of the current Advisory at the end of 2020, we will be reaching out to parents who would like to join the Advisory Committee in 2022. As we have previously highlighted, the role of the Advisory is very separate from the School P&F in that we assist the school leadership team with matters directly relating to the educational outcomes and opportunities for all children at St Cecilia's.

My thanks to the School leadership and committee members this year for their ongoing contribution to the life of the school and constructive advice on making St Cecilia's a stronger and more rewarding school for all.

I would like to wish you all a very happy Christmas and blessings for the holidays and new year.

Kind regards,

Chris Bignold

Advisory Chairman

Student Body Message

This year as a leader, we faced many challenges and worked as a cohort to overcome all obstacles thrown our way. Due to the global pandemic, some of our opportunities as a leader could not go ahead. Some of these included Da Vinci Decathlon, Liturgies, Meals on Wheels, Future Problem Solving and Maths Olympiad. In previous years, many students were able to experience and participate in these activities. As leaders, we had to be flexible and adaptable to the evolving environment around us as we managed to find solutions amid changes.

However, there were many things to celebrate during 2020. We had the opportunity to attend the Collaroy Centre for our Stage 3 camp. We also had the opportunity to participate in multiple sport days, such as the swimming, tennis, eagle tag, cricket and athletic carnivals. We were very fortunate to have Father Paul visit our classrooms to celebrate Mass and lead liturgical celebrations during terms 3 and 4. As Year 6 we were able to present our Night of The Notables research projects to families via Zoom. During terms 3 and 4 we were also able to debate both independent schools and our neighbouring Catholic schools via zoom and even compete in a public speaking competition using the same technology. Whilst restrictions lifted enough for our parents to attend our graduation, we were again forced to use our problem solving skills and turn to technology to lead our school community in a carols evening.

The Year 6 leaders believe they have transformed these challenges during 2020 into successes by maintaining persistence, working in collaboration with each other and incorporating problem solving skills throughout their various leadership roles. This year has

brought us closer as a cohort and it has most certainly been a year we will not forget, as we move forward in preparation for high school.

School Features

St Cecilia's Primary School Balgowlah, is a Catholic systemic co-educational school founded by the Sisters of the Good Samaritan Order.

The School is situated on the lower Northern Beaches of Sydney with an enrolment of 273 students. The learning environment is made up of a mixture of flexible learning spaces and more traditional classrooms.

St Cecilia's Parish is twinned with St Kieran's Parish, Manly Vale, as the Catholic Community of North Harbour. Both parishes are ministered by the Augustinian Order.

This year has been a challenging year due to the impact of COVID 19 and the need to keep our school COVID free. Our students were only at school for 6 weeks when it became apparent we needed to prepare for a possible school closure.

Teachers began setting up learning tasks that could be accessed and completed from home. For students in Years 2 to 6 these were posted on google classrooms. Kindergarten and year 1 used SeeSaw. Teachers became proficient at using Zoom but the real challenge was being able to monitor and provide feedback in real time to students to keep them engaged with their learning.

On our return after the lock down, some 6 to 8 weeks later, our learning focus for the remainder of the year centred on numeracy and literacy skills

Many extra-curricular activities were put on hold. Chess, drama, tennis, instruction in playing musical instruments and opportunities to represent the school in sporting events, did not reappear until late October.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
154	119	15	273

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 93.94%. 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
94.76	94.16	91.82	93.80	94.84	93.83	94.40

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB 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 2020:

Total number of staff	23
Number of full time teaching staff	13
Number of part time teaching staff	6
Number of non-teaching staff	4

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 CSBB. 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

During 2020 planned staff development days were put on hold. Instead staff were encouraged to join the Broken Bay Catholic School workstreams that focused on building a strategic direction 'Towards 2025.'

Teachers were challenged to work with the Diocese to maintain focus on the purpose of Catholic Education and to apply evidence based practice to be as good as the very best, particularly in the areas of Evangelisation and Student Achievement.

By fourth term when we were able to invite presenters into our schools, St Cecilia's staff attended a professional learning opportunity led by Dr Dan White. Dan White has worked in four Dioceses across Australia, has lectured at ACU and is a popular presenter at conferences internationally. He has co-authored a number of books and works with teachers on strategies that develop whole brain thinking, higher order problem solving and cooperative learning. Whilst his focus was on the culture during Jesus times, we felt affirmed in many of the strategies we already have in place, inspired to use new strategies in the classroom and empowered to better understand the message behind the Gospels.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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.

St Cecilia's is first and foremost a Catholic School and, as such, Mission formation and quality Religious Education is of primary importance.

The values of Catholic education are taught not only in formal Religious Education lessons but also integrated within the other Key Learning Areas. Prayer and liturgy are central to school life.

Professional learning for staff in the area of Religious Education was still a priority during the 2020 school year, despite COVID interruptions. All members of staff have been engaged in professional learning conducted by Dr Dan White, co-author of books such as 'Into the Deep' and 'Into the Desert'. The staff investigated the culture of first century Palastine and its influence on the Gospel stories. As Religious Educators the staff learnt practical insights and tools that enable the scriptures to come alive.

Whole school masses were put on hold. Instead our priests, from the North Harbour Parish, celebrated the Eucharist with small groups in the classroom. The Parish sacramental program went on-line and the celebration of the Sacrament of First Reconciliation was live streamed to parents.

Social Justice initiatives too were modified. Supporting St Vincent de Paul became our main focus. Early in the year we were asked to supply baby goods for families out of work during the pandemic. At Christmas we provided hampers and gifts for the Christmas appeal. Money raised in our second hand uniform shop was again sent to Mission Australia, St Vincent de Paul and to Caritas.

Our Christmas Carols concert was sent home as an on-line link and our end of year liturgies, including our Thanksgiving Liturgy and Graduation were live streamed. Unfortunately our parent Spirituality program had to be put on hold. We look forward to the day that the parish and the school community can regroup.

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.

St Cecilia's offers an engaging purposeful primary education. Our team of passionate teachers delivers the curriculum through exciting, differentiated, inquiry based learning opportunities which foster collaboration, critical thinking, curiosity and a love of learning. The expectation is that every student will learn and achieve positive outcomes. Our primary classes enjoy a more flexible learning environment that combines two single classes into a shared learning space with two teachers. This ensures the curriculum can be more easily differentiated to meet students' learning needs and create a growth mindset amongst the students. Once again school data obtained through standardised tests provided proof that the routines and expectations introduced in the flexible learning space improved student outcomes both academically and socially.

This year, coding lessons had to be suspended as external providers could not enter the school. We learnt however, the students had acquired the skills necessary in this area to continue their learning without the aid of a specialist.

Teachers became students as they learnt to problem solve and pivot their teaching to ensure students could access the curriculum from home. They were able to engage in technologies not previously used in the classroom to ensure learning continued during lockdown, in a way that did not place the burden on parents but allowed students to engage with their teacher on-line.

St Cecilia's staff had planned to complete a Certificate in Gifted Education during 2020. Unfortunately, this had to be suspended until 2021. Instead we reinforced the strategies we took from 'Dive Into Deep Learning: Tools for Engagement'. The research is rich with resources educators need to construct and drive meaningful Deep Learning experiences in order to develop the kind of mindset that is crucial to becoming a change agent in our global society.

Coaching and co-teaching remain integral to the ongoing professional development of all staff members and improvement of outcomes for all students. This year the focus for English co-teaching was comprehension.

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

The School values of respect, service, justice, hope and celebration are promoted throughout the life of the School. These values underpin our school rules. Student leaders remind students at assemblies to live these values and staff teach expectations in the classrooms. A weekly award recognises students who have lived out the scriptural message behind the values and at the end of each term one deserving student from each class is awarded the Core Value Award.

Data collected from our Positive Behaviour for Learning (PBL) program was used to identify areas for improvement and to ensure behaviour management focused on positive reinforcement and respect for others. Our four school rules were consolidated to two

- Care for people, place and property
- Listen, learn and participate

Behaviour Expectations were also reduced so that they could be reinforced at regular intervals.

Our senior students are an important part of our school life as they work with our younger students to alleviate anxiety through the buddy system and peer support system. Whilst they were unable to complete the entire Peer Support program across the school, the training they undertook taught them compassion and empathy for others. Their reflection day at the end of the year highlighted the maturity they had developed in leading the younger students in our school.

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; This year we continued our work on Sustainability as a school wide response to the Pope's encyclical, *Laudato Si*, however our main focus for Mission in 2020 was understanding the culture of the people during the early days in Palestine. We then went about using this knowledge to unpack the gospels with this new insight.

Teaching and Learning:

During COVID our challenge was to take learning on-line. Students were skilled in using google classrooms and SeaSaw before the lockdown began allowing for a smooth transition. The focus on our return was literacy and mathematics. PAT data at the end of the year showed that our students did well to make up for lost learning time. Our normed PAT results trended well above the norms set by ACER and almost all children made individual growth in these areas.

We also continued to implement spelling strategies and routines which culminated in our second K to 6 spelling bee.

Learning teams for Literacy and Mathematics supported differentiated teaching strategies. This resulted in teachers learning from each other in a year that didn't allow for facilitators to enter the school.

Pastoral Care:

In 2020 we implemented the new school rules so that they better reflected the needs of a culture that promotes learning in the school. As a result we have consolidated the school rules and students are clear about expectations.

Priority Key Improvements for Next Year

Our key improvement plan for 2021 is to engage, challenge and extend all students as we work toward the Dicesan 2025 strategic plan.

To this end we plan to introduce initiatives we weren't able to follow through with in this COVID year.

All staff will complete a Certificate of Gifted Education (Mini-CoGE) with UNSW. Staff recognise that gifted children have specific learning requirements.

New Pedagogies for Deep Learning will be reinforced across the school with an emphasis on character and learning environments. Deep Learning focuses on tools for student engagement and agency in learning.

EPMC (Encouraging Persistence Maintaining Challenge) in Mathematics will be extended from stage 3 to stage 2 and even kindergarten.

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

The following data was taken from Surveys sent to families late in 2020.

- Parents report that they feel welcome at the school and that their child is in a safe learning environment
- Parents acknowledge the need to be proactive in seeking feedback regarding their child's progress throughout the year. Not just at report time
- Parents felt supported during the COVID 19 Crisis
- Parents felt the school was responsive to home based learning needs
- Parents were confident the school would minimise the impact of the disruption that occurred to face to face learning

Student satisfaction

Student feedback from surveys include:

- 90% of our students feel accepted and valued by their peers and by others at their school.
- 97% have friends at school they can trust and who encourage them to make positive choices
- 97% also believe they try hard to succeed in their learning

The Year 6 Student leaders believe they transformed the challenges of 2020 into successes by maintaining persistence, working in collaboration with each other and incorporating problem solving skills throughout their various leadership roles.

Teacher satisfaction

Teachers enjoy the learning culture within the school and the collaborative nature of the staff with an emphasis on teaching strategies informed by student data.

Teachers value the opportunity to co teach with colleagues finding it helpful to learn new strategies from others and having the opportunity to then try them and recieve team feedback.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$1,873,313
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$514,417
Fees and Private Income ⁴	\$966,559
Interest Subsidy Grants	\$20,790
Other Capital Income ⁵	\$164,622
Total Income	\$3,539,701

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$76,371
Salaries and Related Expenses ⁷	\$2,565,178
Non-Salary Expenses ⁸	\$939,691
Total Expenditure	\$3,581,240

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 2020 REPORT