



2020

ANNUAL SCHOOL REPORT



Our Lady of the Rosary Catholic Primary School

92 Glennie Street, WYOMING 2250

Principal: Mr Bernard Cumming

Web: www.olrwyomingdbb.catholic.edu.au

About this report

Our Lady of the Rosary 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

In my first year at the School as principal, I recognise that I have inherited an impressive school and would like to thank and acknowledge the works of previous principals and staffs.

2020 was unlike any other year in living memory due to the impact of Covid-19. Besides this, the schools continued to have a high standard of learning, caring staff, enthusiastic students and supportive parents.

During the year, staff had to change quickly to how learning was delivered, as we commenced the journey of home based learning, whilst still having a number of students coming daily to school. It was obvious to see the resilience of the students, along with the wonderful support of the parents, during home based learning.

On return to school, it was wonderful to see all the students. However, parents weren't allowed into school. Our school is a partnership between home and school, and we were looking forward to again welcoming parents back on site when we were allowed.

I would like to thank the students and their families, along with the staff, and the support of Catholic Schools Broken Bay, for ensuring that 2020 was the best year it could have been, given the impacts of Covid-19.

Parent Body Message

Parent Council 2020 Annual Report

2020 has been a year like no other! We have faced many challenges as a community, and we have all learned new ways to relate and build community during this time of COVID-19. Early in the year we were faced with the challenge of home-based learning which has highlighted for many families the professionalism of our teachers. We as a community of parents wish to thank the teachers and the executive for the efforts made during that uncertain time to provide our kids with learning materials as well as emotional support. We appreciated that we were all learning at that time, and the support of our school was gratefully accepted by all parents.

This year the parent council has not focused on fundraising or social events as we have been hampered by restrictions, both physical and economic. We are grateful that we can raise

some funds through a Bunning BBQ this year. We hope that in 2021 we will be able to focus our efforts on building a covered walkway from the carpark to the COLA.

We as parents are proud of the resilience shown by our children this year as they faced unforeseen challenges. We applaud their ability to adapt to new and unanticipated rules around sporting activities and intermingling of grades. We hope that 2021 allows us to be physically present once again.

Student Body Message

2020 was the year of Covid-19. Even through this disastrous year, plenty of school events could still take place. At the start of the year, in March, everyone had to stay home and continue on their school work at home. Children had a choice if they wanted to come to school or do their work at home on devices.

Towards the second half of the year, and with the lockdown restrictions being reduced, the school was almost back to its normal routine, with a couple of changes, including the bubblers being banned, drive through pickup in the afternoon, and parents not allowed to enter school. Year 6's Canberra trip was cancelled due to the pandemic, but Year 5 still had a great day at Point Wolstoncroft Sport and Recreation Centre.

Thankfully, Year 6 were able to replace their Canberra camp with an excursion back to Point Wolstoncroft. The Year 6 mini fete was still available to be arranged but with rules of the virus applied. The mini fete day was able to raise much funds that was donated to charity.

The swimming carnival was still able to be organised but only for strong swimmers due to the restrictions of Covid-19. The school concert was still able to occur and was hosted by Year 6. All years were able to take part. The Concert had different bands and singers portrayed by Year 6 which was broadcast for all the parents, who couldn't get the chance to view the concert in person.

School Features

Our Lady of the Rosary Catholic School is a Catholic Systemic co-educational school, administered by Catholic Schools Broken Bay.

Our Lady of the Rosary Catholic School was established by the Sisters of St Joseph in 1978.

The School caters for students from Kindergarten to Year 6 (K-6) across thirteen classes and is part of the Our Lady of the Rosary Catholic Parish. Enrolments are drawn from many suburbs on the Central Coast, although predominately our families are drawn from North Gosford, Wyoming, Narara, Niagara Park and Lisarow.

A brand new building with contemporary indoor and outdoor learning areas, along with extensive greenspaces all contribute to the wellbeing of all the children, and play a vital part in their learning success.

The school enjoys an excellent reputation as a community with high quality learning and teaching practices within an environment of support, nurture and partnership with parents.

We strive to model Gospel values for our children and all in the 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 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
144	164	50	308

* 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 92.53%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.78	90.78	93.82	93.49	92.59	91.36	91.88

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	27
Number of full time teaching staff	14
Number of part time teaching staff	7
Number of non-teaching staff	6

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

Due to the impact of Covid-19, Staff Development Days were limited this year. We were aware that due to Home Based Learning, students had already spent much time away from their teacher, so Staff Development Days were limited in number. Staff still undertook Professional Learning; other methods were used for this to occur.

Staff however did gather in July for a diocesan wide Staff Development Day. In 2020, the Catholic Schools Office, which administers Our Lady of the Rosary, was relaunched as 'Catholic Schools Broken Bay'. At this day, Bishop Anthony and Director of Schools, Danny Casey, launched and explained the 'Toward 2025 Strategy'. The staff, along with every school across the Diocese, joined together to work through this exciting initiative.

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.

OLR is a faith community in which our students are inspired by the Holy Spirit and are encouraged to live by our school Motto; Alive and Aware. We are Alive to the challenges of an ever changing world and Aware of the God-Given uniqueness of each individual. This is evident through the rich liturgical life within our school and parish.

OLR offers opportunities to engage in Liturgical celebrations, morning prayer, Whole School and Grade Masses and Reconciliation Liturgies during Lent and Advent. Whilst we have been unable to have parents join us for most of these celebrations this year, we have been able to have them join us via livestream, which has helped us to stay connected. The Sacramental program enables home, school and parish to work together. Children from OLR received the Sacraments of Reconciliation and Eucharist this year. The parish sacramental programs are supported through the school by regular communication with parents and carers. Religious Education (RE) is a key learning area taught in all classes K-6. Prayer is part of daily school life for students, parents and staff. The school has supported the Sacramental programs this year by providing classrooms for group instruction as well as planning and hosting enrichment days.

The Religious Education learning and teaching programs have as strong scripture focus, which is supported by the use of Godly play, Illuminated Text, Visio and Lectio, allowing the students to delve deeply into the scripture and its meaning for their lives. RE lessons are enriched with thinking routines and learning opportunities catering for all academic levels. Students are able to make their thinking visible as well as illustrate their knowledge, analysis and connections to the content of our outcome-based curriculum.

Social justice continues to be a key focus at OLR. The newsletter contains weekly input from the principal and REC that supports and explores the Catholic worldview, a Gospel reflection and prayer to support Feast days and other key initiatives. The school has participated in fundraising for Caritas, St Vincent De Paul and Catholic Mission. Teachers incorporate the Catholic worldview into their teaching programs.

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.

Whilst Covid-19 had an impact on Learning and Teaching at Our Lady of the Rosary, teachers facilitated quality learning for all our students.

As a staff of committed professionals, we are always wanting to update our knowledge and to be the best teachers that we can be.

Professional learning has been purposeful and targeted towards the learning needs of staff and students. Such professional learning sessions took the form of staff meetings, half-day professional learning blocks and grade meetings. Whilst we couldn't access face-to face courses, staff undertook professional learning online. Staff completed Professional Learning in the Autism Spectrum Disorder, Disability Standards and Diversity Education, Home-Based Learning, and anaphylaxis training. A number of teachers became Apple Certified teachers and Google educators, ensuring they had the latest knowledge to use digital technologies within their learning environments.

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.

The EMU intervention groups continued in 2020, although modified, with mathematically vulnerable students in Year 1 and Year 2 receiving support to improve conceptual understanding in the number strand. Teachers' pedagogical practices and Mathematics programs reflected the implementation of successful EMU interventions across Kindergarten to Year 6 to further consolidate and improve student learning outcomes.

The School continued to offer a variety of extracurricular learning opportunities for all students.

These included: public speaking and the Spelling Bee competition, gifted and/or talented programs including chess club, and coding, as well as cross country, athletics and swimming carnivals. These carnivals needed to be modified due to Covif-19, as did many activities throughout the year.

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

Our Lady of the Rosary has a well-established Positive Behaviour for Learning (PBL) approach as the basis for all pastoral care in the school.

Our school is a place where each student's individuality is valued and nurtured, where each student is encouraged to aspire and achieve his or her goals. It is a place where students can be comfortable and happy, feel safe and welcome, yet be challenged and inspired. It is a place where everyone is valued and respected for the unique skills and talents that they bring.

The Seasons for Growth program offers children and young people a safe space to come together, and share their experiences of change and loss.

Our Family Liaison Officer (FLO) worked closely with our families and where practicable financial, as well as social and emotional support, was provided.

The school's counsellor also worked with a number of students and families who were experiencing social or emotional dislocation this year.

Students are continually reminded of and acknowledged for their good manners, thoughtfulness and willingness, and attention to their learning. Students are acknowledged by various Awards throughout the year.

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

Due to Covid-19, improvements needed to be modified. We had eight new learning spaces opened in 2019, so we needed to look at the remaining spaces. The two Kindergarten rooms underwent refurbishment to ensure they provided an attractive learning area for the children using this space.

With Covid-19 coming so early in the year, teachers had to change the way they delivered their lessons. Whilst other improvements were planned for the year, during the first half of the year, the school focused on Home-Based Learning. When the students returned after a time at home, teachers focused on English and Mathematics as key areas of improvement.

We implemented Well-Being Weeks each term. The children and staff enjoyed a wellbeing week each term which was a week with no meetings for the staff and no homework for students.

Priority Key Improvements for Next Year

Catholic Schools Broken bay is conducting research to ascertain how we can be the best school that we can be. We have received feedback from parents and staff that acknowledge the good things in place, but also looking to the future about how we can improve.

2021 will see a year of change on staff, with a new Assistant Principal, Religious Education Coordinator and three new Coordinators, along with a new parish priest. This, along with changes at Catholic Schools Broken Bay (CSBB), makes for an exciting time for our school.

With regards learning, we will embrace CSBB's strategy in Religious Education, RenewRE, to ensure students understand the tenets of our faith, along with enhancing their relationship with Jesus.

Within Student Achievement, data provided by research done by CSBB, will be analysed to ensure our school is at the cutting edge of learning. We will be working with staff from CSBB to ensure this occurs in English and Mathematics, along with other curriculum areas.

We have 8 brand new learning areas that were opened in 2019. We are now looking at all other areas of the school to ensure they are appropriately designed for 21st century learning. We will also look at the physical conditions of the school as well.

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

2020 was an unusual year as we worked with parents in Term One and Term Two with Home Based Learning. Some students came to school each day as their parents were essential workers. The teaching staff were catering for both learners at school and learners at home. This was new to teachers - one because they had never had to facilitate learning for those students at home, and two, because they had never had to teach both students at school and students at home.

Following our period of home based learning, in June, Catholic Schools Broken Bay provided a survey to parents about how the school performed during Home Based Learning. There were questions around the level of support from the school for parents during home based learning and how the school catered for their child's return to school after home based learning. The responses from parents were extremely positive and felt well-supported by the school during this time. Anecdotally, the parents gain a greater understanding of the role of the teacher and some parents were very happy when Home Based learning was stopped - they were very grateful to the teachers and what they did.

Student satisfaction

During 2020 we learnt much about our students. We learn how resilient they were, and how, for some students, they had to learn at home during Home-Based Learning, whilst others had to learn at school with different teachers and not their regular class members in the classroom with them. The children continued their enthusiasm towards learning but were glad to be back onsite after Home-Based Learning. Whilst the children were missing learning opportunities when at home, they most of all missed their classmates and teachers.

On return to school after Home Based Learning, the students soon realised that we could not welcome parents and carers onsite. Again the children were resilient and realised that this is how it needed to be.

The staff modified a number of school events in keeping with COVID restrictions. An example of this was when the Year 6 students had a sleepover at school rather than an excursion to

Canberra. The students also enjoyed the virtual Book Week parade, as they could view the recording many times after the actual event.

Whilst the year was different to any other, the staff modified many events, which the students thoroughly enjoyed

Teacher satisfaction

The teachers have a strong connection to the school and enjoy coming to school each day. 2020 saw many changes prior to COVID. We had a new Principal, and an Acting Assistant Principal and Acting Religious Education Coordinator, due to appointments in these roles late in 2019. These changes, along with COVID, brought many changes from 2019 to 2020.

The staff embraced these changes, and with COVID, willingly embraced Home Based Learning and also catered well for the students coming to school each day. They care deeply for the students and facilitate a high quality of learning for them.

A small number of staff will leave at the end of 2020 for promotion positions at other schools, and for other family reasons. The majority of the staff highly value our learning community and enjoy being a part of this community.

Visitors also often comment on the welcoming nature of our staff - a good indicator of positive relationships and satisfaction.

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	\$2,742,535
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$765,911
Fees and Private Income ⁴	\$610,334
Interest Subsidy Grants	\$11,108
Other Capital Income ⁵	\$155,629
Total Income	\$4,285,517

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$10,504
Salaries and Related Expenses ⁷	\$3,183,206
Non-Salary Expenses ⁸	\$1,106,041
Total Expenditure	\$4,299,751

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