

2024

ANNUAL SCHOOL REPORT



Prouille Catholic Primary School

5 Water Street, WAHROONGA 2076

Principal: Genevieve Smith

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About this report

Prouille Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 at local school level and 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

2024 has been another exceptional year for Prouille Catholic Primary School — a year marked by innovation, growth, and a deepened sense of connection within our school community. As we continue to align with the Diocese of Broken Bay's Towards 2025 Strategic Directions, our commitment to placing the student at the centre of all we do remains steadfast. Human flourishing, academic growth, and spiritual development continue to be our guiding priorities.

We have been blessed to deepen our relationship with Fr Kelvin Lovegrove, Parish Priest at Holy Name Wahroonga. His pastoral care and active presence at school events and liturgies have further strengthened the spiritual fabric of our community.

Our Positive Behaviour for Learning (PBL) team has continued to drive a whole-school culture of respect, responsibility, and resilience. Weekly PBL focuses are shared and celebrated, reinforcing expectations and acknowledging students who consistently make positive behaviour choices.

Now in my fourth year as Principal, I remain deeply proud of our dedicated staff and the genuine partnerships we have with our families. The professionalism, care, and commitment of our teachers inspire me daily. At Prouille, teaching is more than a profession — it is a vocation, evident in every classroom, every conversation, and every child's journey.

Teacher professional learning continued to be a cornerstone of our school improvement agenda. Building on the success of our collaborative coaching model introduced in 2023, we expanded our focus to include mathematics pedagogy alongside spelling and literacy, using evidence-based strategies to support consistent, high-quality teaching and learning across the school.

In 2024, we fully implemented the new K–2 English and Mathematics syllabuses, while beginning preparations for the Years 3–6 rollout in 2025. Additionally, staff began professional learning aligned with the new K–6 Religious Education curriculum, embracing the opportunity to deepen both content knowledge and spiritual formation.

We launched our new-look school newsletter, Veritas Voice, designed to strengthen communication and celebrate the many achievements and stories that make up our vibrant school life. Upgrades to our playground facilities were completed, with new interactive markings and play equipment installed to encourage active and creative play during breaks.

Students excelled academically and socially. Strong NAPLAN and ICAS results, as well as success in public speaking, debating, and inter-school sporting competitions, demonstrated the well-rounded education we strive to provide. Our school band and music programs thrived, with performances at school and community events adding a rich cultural layer to student life.

Parent Body Message

In 2024, the Prouille Parents & Friends (P&F) Association continued to thrive as an active and vibrant part of the school community. Our focus remained on fostering strong family connections, enhancing the student experience, and supporting school initiatives that strengthen the sense of belonging that defines Prouille.

Our much-loved Mother's Day and Father's Day celebrations were once again standout events, warmly attended and thoroughly enjoyed by all. These occasions provided valuable opportunities for families to come together, connect, and celebrate the important role of parents in our children's lives.

This year, we were delighted to reintroduce the Welcome Event for families, held on the school grounds in Term 1. With a refreshed format, the event drew record attendance and set a positive tone for the year ahead. It was a wonderful way to bring new and existing families together in a relaxed and inclusive setting.

The P&F also proudly supported the Prouille Athletics Carnival, providing a sausage sizzle, cake stall, and operating the canteen — all of which added to the spirit and success of the day.

Our dedicated Class Parents continued to play a vital role in building connections between families and the school, supporting both social events and classroom initiatives throughout the year. One of the highlights was the well-received Year 6 Graduation Lunch, which provided a memorable farewell for our senior students and their families.

Other key initiatives in 2024 included:

- Trivia Night, bringing fun and friendly competition to the school community
- A Movie Night, held in partnership with the St Vincent de Paul Winter Sleepout, combining family entertainment with a social justice focus
- Friday Ice Blocks, a simple and much-loved weekly treat for students
- End-of-Term Lunches, helping to celebrate the close of each term in a fun, communal way
- A joyful End-of-Year Disco, bringing students together to celebrate the year's achievements.

Looking ahead, we are excited to continue working in close partnership with the school leadership and teaching staff to enhance the vibrant community spirit that is at the heart of Prouille. We thank all the parents, carers, and volunteers who gave their time and energy so generously throughout the year — your support continues to make a real difference.

Student Body Message

Being part of the Prouille community in 2024 has been an amazing experience. As Year 6 students, we've had the opportunity to lead, grow, and reflect on everything we've learned during our time here. We are proud to carry on the Dominican values that guide our school and have shaped us into respectful, responsible learners who live out our school motto — Veritas, meaning truth.

This year, our Student Representative Council (SRC) continued to be a strong voice for students across all grades. Each semester, new members were elected to give more students the chance to make a difference. The School Captains led the SRC meetings, and we worked on projects that helped improve our school and made sure everyone felt heard.

We also collected PBL (Positive Behaviour for Learning) house points throughout the year to reward students who followed the school rules and showed kindness and respect. At Prouille, we also have a Mission Team and an Environment Team, and together we planned fun and meaningful events to raise money and awareness for social justice causes. Whether we were making posters, running fundraisers, or presenting at assemblies, we always felt like we were doing something important for others.

One of our favourite parts of the year was being Kindergarten buddies. It was such a special experience helping the newest members of our school settle in, showing them around, joining them in class activities, and simply being someone they could look up to.

This year was also extra special because we celebrated with a whole-school Christmas Concert. It was written by our talented teachers and students, and every grade took part. There were songs, dances, and even some funny parts! We performed it twice and both shows were sold out — it was a joyful way to end the year and celebrate together as a school.

Learning at Prouille is always fun and creative. We get to use iPads and technology for projects, do arts and crafts connected to our learning units, and explore interesting topics that help us understand the world and how to help others. Our teachers make learning exciting and help us be the best we can be.

Outside the classroom, we're lucky to have so many co-curricular activities like chess club, writer's club, coding, choir, tennis, drama, musical instrument lessons, and even language clubs. There really is something for everyone.

We are so grateful for everything Prouille has given us. As we get ready for high school, we'll take with us the friendships, memories, and lessons we've learned — and we'll always remember to live by Veritas.

School Features

Prouille Catholic Primary School, Wahroonga, is a systemic co-educational Catholic school within the Diocese of Broken Bay. Founded by the Dominican Sisters in 1950, our school continues to be guided by the Dominican motto “Veritas” – Truth, fostering a faith-filled learning environment that values truth, compassion, and community.

In 2024, Prouille catered for students from Kindergarten to Year 6 across 11 mainstream classes, and proudly established two Eileen O'Connor Support Classes as part of the Diocese's inclusive learning initiative. These classes support students with diverse learning needs in a welcoming and integrated setting.

Our school is closely linked to Holy Name Parish, with strong ties to the parish community and support from our Parish Priest. We value our collaborative relationships with families and place great emphasis on the partnership between home, school, and parish.

Facilities include a modern library, multi-purpose hall, Eucharistic chapel, and specialist learning spaces for Creative Arts, Music, and STEM.

Teaching and Learning

At Prouille, teachers and students are viewed as lifelong learners. Our staff implement innovative practices that nurture critical thinking, creativity, and inquiry. In 2024, our teaching focus included:

- Implementation of the Collaborative Coaching Model

- Preparation for the new Years 3–6 English and Mathematics Curriculum

- Continued rollout of the new K–6 Religious Education Syllabus

- Integration of Digital Technologies and STEM

We support each student's academic, social, and spiritual development, helping them grow into capable, confident, and compassionate learners.

Student Opportunities

Students enjoyed a wide range of learning and co-curricular experiences, including:

- School camp, Canberra excursion, and public speaking competitions

- Music and Performing Arts, including a whole-school Christmas Concert

- Sports, drama, chess, STEM, writer's club, and debating

- Participation in national competitions such as ICAS and Maths Olympiad

Prouille continues to be recognised for its warm, inclusive culture and strong community spirit, rooted in Dominican values and a shared commitment to student flourishing.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
115	134	82	249

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2024 was 92.10%. 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
93.50	93.10	92.70	91.90	90.60	91.80	89.80

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 Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	20
Number of full time teaching staff	11
Number of part time teaching staff	9
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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 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.

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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay 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. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include 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.

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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

In 2024, the school community actively supported social justice and outreach initiatives, including:

- St Vincent de Paul Winter and Christmas Appeals
- Caritas Australia's Project Compassion
- Fundraising and awareness for Mission Australia.

Prouille remains grounded in the Dominican tradition, with a continued focus on truth, service, and community. Our mission is lived daily through words and actions, as we walk together in Catholic discipleship.

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.

At Prouille, we are committed to providing quality education that meets the needs of every child, ensuring that all students, regardless of their starting point, make one year's growth in one year's time. Our curriculum is rooted in Catholic values and guided by the School's Mission Statement, fostering a holistic approach to education that nurtures academic, social, and spiritual growth.

The School offers a Learning Support Program that addresses the specific needs of students with learning challenges, while our enrichment and extension programs cater to those working above their year level. Collaborative Coaching in Mathematics has been a key focus across all classrooms, resulting in a significant improvement in student outcomes. Teachers, supported by professional development, have worked together to enhance mathematical teaching practices, leading to increased confidence and achievement in Mathematics across all grades.

In addition to our strong Mathematics focus, the School places high importance on effective Literacy Blocks, with teachers articulating clear learning intentions and implementing an explicit focus on a whole-school spelling strategy. The inquiry model and the 6 Cs (Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking) were embedded in our STEM program, resulting in greater student engagement and improved outcomes.

Assessment is a key component of our approach, with the School's Assessment Policy ensuring consistent, meaningful evaluation of student progress. This allows us to identify strengths, track achievements, and inform ongoing teaching and learning. Student achievement continues to drive instructional decisions, ensuring that every child has the support and challenge they need to thrive.

The teaching staff has worked tirelessly to maintain a high standard of education, adapting to challenges and embracing innovative practices. Their resilience and dedication, especially in developing effective teaching strategies and delivering a dynamic curriculum, have been instrumental in the continued growth and success of our students.

Our students participated in ICAS assessments, achieving outstanding results, including being ranked in the top 1% in the state for Spelling and Reading.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

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

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Prouille Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	73%	54%
	Reading	77%	66%
	Writing	97%	77%
	Spelling	73%	61%
	Numeracy	65%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	87%	65%
	Reading	87%	71%
	Writing	80%	67%
	Spelling	84%	68%
	Numeracy	82%	68%

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2024.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 2024.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2024 to reflect new system processes.

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

Prouille Catholic Primary School consistently receives high levels of satisfaction from parents, reflecting a strong partnership between the school and families. Through parent forums and direct feedback, parents appreciate the promotion of Catholic values by both teachers and the broader school community. They recognize and support the school's role in fostering faith formation and academic excellence.

Parents are highly satisfied with the quality of teaching and learning, praising the professionalism, commitment, and care of teachers who address the individual needs of students. They value the nurturing environment that fosters both confidence and competence in their children.

The school's commitment to providing diverse educational and extra-curricular opportunities is well-received. Parents appreciate the inclusive nature of the school, ensuring that each child's needs are met and promoting a strong sense of belonging.

Additionally, parents highlight the open communication and authentic care within the school community. They value the strong partnership between home and school, working together to support their child's educational journey.

Student satisfaction

Students at Prouille Catholic Primary School deeply value their Catholic heritage and the Religious Education Program, along with the strong connection to Holy Name Parish Wairoa. They feel privileged to have access to the school chapel for Reconciliation, liturgies, and prayer sessions and appreciate the spiritual leadership of the Parish Priest.

Students are highly satisfied with the learning opportunities provided, noting that their interests are met across academic, creative, athletic, and artistic areas. They enjoy being challenged by inquiry-based learning, ICAS competitions, and public speaking events. The New Pedagogies for Deep Learning Program has enriched their education, fostering critical thinking and creativity.

The co-curricular program, particularly the school band, is a student favourite. The SPARK (Supporting Potential in Remarkable Kids) program offers high-potential students opportunities across various domains.

Above all, students appreciate the strong focus on safety and wellbeing, praising the teachers for their care and support in creating a nurturing environment.

Teacher satisfaction

Prouille staff continue to express high levels of satisfaction, particularly in Catholic Mission, Learning and Teaching, and Pastoral Care.

Teachers value the strong connection with Holy Name Parish and the support from Father Kelvin, as well as the meaningful outreach initiatives like the St. Vincent de Paul Winter Appeal and Christmas Hampers.

In Learning and Teaching, staff appreciate the integration of IT across the curriculum and ongoing professional learning in areas like Inquiry Learning, Cultures of Thinking, and New Pedagogies for Deep Learning. These initiatives help provide engaging and effective learning experiences.

Teachers also value the collaborative approach and shared decision-making, which enhances teamwork and student outcomes. Data analysis plays a key role in refining teaching practices and supporting student growth.

The consultation with Catholic Schools Broken Bay on workload reviews and the Enterprise Agreement has been highly appreciated, creating a more supportive work environment.

Finally, teachers commend the Positive Behaviour for Learning (PBL) program for fostering a positive school culture and enhancing pastoral care.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$2,393,579
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$558,704
Fees and Private Income ⁴	\$1,364,845
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$177
Total Income	\$4,317,308

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$152,998
Salaries and Related Expenses ⁷	\$3,358,115
Non-Salary Expenses ⁸	\$1,802,015
Total Expenditure	\$5,313,128

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT