

2024

ANNUAL SCHOOL REPORT



St Joseph's Catholic Primary School

95 Williwa Street, PORTLAND 2847

Principal: Mrs Simone Taylor

Web: <http://www.stjosephsportland.catholic.edu.au>

About this report

St Joseph's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB 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 CEDB. 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 faith formation, 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

St Joseph's Primary School is the only small Catholic primary school at the eastern end of the Bathurst Diocese. In partnership with family, parish and community, the staff provide all students with opportunities to succeed and reach their full potential in a culture of high expectations and emotional well being. The mission of the school is to provide a quality learning environment which gives witness to the Gospel values of love, respect and justice. At St Joseph's, we continue to live out our mission of nurturing the whole child - spiritually, academically, socially, and physically.

This year, we celebrated successes in many areas, while continuing to strengthen partnerships between staff, parents, and parish. Our students' commitment to their faith journey, through Liturgies, sacramental programs, and social justice initiatives, remains a testament to their dedication to living as disciples of Christ.

The efforts of our dedicated staff, the unwavering partnership of our supportive parents and carers, and the curiosity, resilience, and kindness of our students are at the heart of our community's success. Looking ahead, the focus remains on fostering excellence in education and nurturing a Christ-centered environment where every individual can thrive.

St. Joseph's School Portland successfully completed its school review in 2024, demonstrating excellence in school improvement and compliance processes.

The Annual School Education and Financial Report provides the school community with reliable and objective information about school performance measures and policies. This report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the school's Annual Improvement Plan.

Simone Taylor

Parent Body Message

In 2024, St Joseph's Parents and Friends Association continued to function with a small cohesive group who continued to support St Joseph's School. Fundraising, the Parents and Friends Association's major role, saw a successful BBQ at Ironfest in 2025, which was enjoyed by the wider community and many visitors to our town. This event positively marketed the school in our area.

Contributing to the well being of the school by playing a supportive role. In 2024, the Parents and Friends Association assisted with Wellbeing initiatives, such as Wellbeing themed days - Taco Day, Ice Cream Day, Burger Day and Pasta and Positivity Day. Members assisted staff with our annual St Joseph's Day Walkathon and in 2024 our first Colour Fun Tabloid event. Enjoyed by all students K-6 and staff, these events engaged parents in a new and fun way.

The School Canteen, held every Friday, continued to be run by volunteers. It played a vital role in providing good food options that support students' health and well-being. By offering a variety of tasty and nutritious choices, it helped to fuel students' energy and focus throughout the school day. Additionally, the canteen fostered a sense of community as it created a welcoming space for students to connect, also providing a practical learning opportunity, as students engaged with mathematical concepts like handling cash, calculating change, and managing their spending.

Being a small school, the staff and students are always very appreciative of everything that the Parents and Friends Association provides and everyone is looking forward to supporting the student and staff again next year.

The Annual General Meeting is always held in February, and a new Executive elected. New members are encouraged to join at any time.

Courtney Pelling

Student Body Message

We had a wonderful beginning to our year and were introduced in 2024 to our leadership class structured as Year 5/6. It was positive to see the many opportunities to use our student voice throughout the year which help to guide decisions made by the staff.

Year Six once again enjoyed the GRIP Leadership day in 2024 and also had the opportunity to join with Chris Doyle for a faith formation experience. Our visits to LaSalle Academy Lithgow supported our transition into the high school environment in 2025.

Socially and emotionally, we were again able to interact with our teachers and friends in a positive way alongside our Parish members. Our leadership in the school played an important role in assisting the other students and our School Wellbeing Officer met with us to discuss our wellbeing a number of times each term. This, along with our weekly Vibe Surveys helped to ensure we were supported positively and gave us a voice to assist with decision making as leaders in our school.

We were excited to have our first colour tabloid, which proved to be lots of fun and excitement not just for the students but the whole school community. With the help of our Parents & Friends we enjoyed our Wellbeing Days and the school Breakfast Program, held on Wednesdays, proved to be very popular. Our K-6 visits to BEMEC, The Adventure

Playground in Bathurst and the whole school excursion to Scenic World in 2024 were experiences everyone enjoyed and will remember.

As leaders of St. Joseph's, the Year Six excursion to Canberra was a truly wonderful experience. Exploring our nation's capital gave us the opportunity to learn about Australia's history, government, and culture in an exciting and hands-on way.

The Year 4/5/6 visited Dunns Swamp (Gungaddy) in 2024. This was such a fun and memorable experience! Exploring the beautiful surroundings, learning about nature, and working together in canoes made it a truly special day. The team building sessions on the water brought us closer as a group, and the mix of adventure and learning made it an unforgettable excursion.

2024 has been an incredible year of learning, growth, and memorable experiences at St. Joseph's supported by the teachers and staff at St Joseph's. We are so grateful for the hard work and dedication of all the staff who make our school such a wonderful place. From exciting lessons and hands-on projects to sports, creative activities, and celebrating our faith, every experience has been meaningful.

Year 5/6 Leaders

School Features

St Joseph's Catholic Primary School, is a small school catering for children from Kindergarten to Year Six. Unique features of the school include its size, the positive attitude of all towards learning and the development of faith, resilience, responsibility, tolerance and self-confidence.

Founded by Saint Mary of the Cross MacKillop and started by the Sisters of St Joseph in 1908, our school is the face of the Catholic Church in the township of Portland. The parish church of St Vincent's is situated within the school grounds.

In 2024 the School Mass each week formed an important part of the school routine and special liturgies involved our school and parish families. Sacramental Programs and the Sacraments were celebrated in 2024.

Set on Convent Hill, St Joseph's has a generous-sized playground and playing field overlooking historic views of the town and surrounding landscape. The interaction of the children is of utmost importance to the staff who engage in effective strategies to develop mutual respect and a sense of fair play.

Education at St Joseph's School is aimed at the optimum development of each child. This aim is recognised and individual needs are catered for through differentiation in teacher planning and programming. Teachers plan and use a variety of assessment strategies which provide data on, of, and for student learning.

The Parents and Friends Association forms a critical part of the school with activities and events at the school supported and assisted with each year.

In 2024, we proudly offered a diverse range of events and initiatives that enriched our school community and supported student wellbeing. Some highlights included:

School Activities: Bathurst 12 Hour experience, Grip Leadership, Catholic Schools Week events, Life Education Van, Responsible Pet Ownership, Diocesan Spelling Bee, Year 5/6 Art Workshop, Book Week and Parade, St Joseph's Day Walkathon, Sacraments, Emmanuel Worship Concert, and La Salle Academy Taster Days.

Events: Whole school excursions, Year 6 Canberra Excursion, Retreat with Chris Doyle, World Teachers Day, and the Lithgow High Musical "Mary Poppins."

Wellbeing Initiatives: VIBE surveys and Wellbeing activities, Crunch & Sip, Day for Daniel, Harmony Day, Child Protection Week, Funtime Art and a new Breakfast Program.

Sports and Activities: Swimming, Athletics, Soccer Gala, Mudgee Netball, and bushwalking and canoeing at Dunn's Swamp.

Educational Programs: MultiLit, Jolly Phonics/Grammar, Spelling Mastery, Robotics, Maths Mastery, and Second Step / Wellbeing.

Community Involvement: Portland Art Show, Clean Up Australia Day, ANZAC Day & Remembrance Day and CWA Luncheon presentations.

Student Profile

Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Total Students
23	20	2	43

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

Student Attendance Rates

The average student attendance rate for the School in 2024 was 89.34%. 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
94.62	93.08	87.96	84.70	90.17	84.03	90.82

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of

students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	12
Number of full time teaching staff	2
Number of part time teaching staff	4
Number of non-teaching staff	6

Total number of teaching staff by NESA category

Teachers at this School are 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 at these levels is as follows:

- 39 Conditional teachers
- 28 Provisional teachers
- 920 Proficient teachers
- 1 Highly Accomplished and Lead (HALT) Teacher
- 1 Lead Teacher
- 8 HALT Candidates

Additionally, there are 14 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

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 and 8 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

The mission of St. Joseph's Catholic School reflects its dedication to holistic education and community-centered growth.

1. Commitment to Encountering God:

As a Catholic school, encountering God is central to the mission. This involves fostering faith, guiding students to experience God's presence in their lives, and integrating spiritual growth with everyday learning and interactions.

2. Partnership with Family, Parish, and Community:

The school emphasises collaboration with families, the parish, and the broader community. This partnership ensures a supportive environment where everyone contributes to the growth and success of students, blending academic, spiritual, and personal development.

3. Opportunities to Succeed and Reach Full Potential:

The school is committed to providing every student with access to resources, programs, and experiences that enable them to excel academically, socially, and spiritually. By fostering a culture of high expectations, students are encouraged to strive for excellence.

4. Authentic Relationships and Positive Attitudes:

Building meaningful and genuine relationships among staff, students, and families is a cornerstone of the school's mission. Coupled with a focus on positivity, this approach creates a nurturing atmosphere where emotional wellbeing is prioritised, benefiting both students and staff.

5. Flourish and Achieve Full Potential:

The school seeks to create an environment where students and staff can flourish—thriving not only in academics but also in personal growth, creativity, and spiritual development. This holistic focus empowers everyone to achieve their best in all areas of life.

In essence, the mission underscores the school's role as a community dedicated to nurturing well-rounded, faith-filled individuals prepared to contribute positively to the world.

Curriculum, Learning and Teaching

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

In 2024 the class groupings were arranged in stages as outlined:

- Kindergarten / Year 1 / Year 2 - Early Stage One and Stage One
- Year 3 / Year 4 - Stage Two
- Year 5 / Year 6 - Stage Three

The following initiatives were undertaken in 2024:

- Requirements for new Curriculums and implementation processes K-6, including the use of Catholic Education Diocese of Bathurst and Department of Education programs and resources for Mathematics and English K-6
- Shared school vision for teaching and learning in all Key Learning Areas
- National Consistent Collection of Data - identification of specific students, which involved classroom observation and systematic testing to establish special needs and differentiation in teacher planning and student learning
- Analysis and discussion of data, specifically NAPLAN & DIBELS data, Pat Maths and Pat Reading
- Assessment of student learning and collaboration by staff to determine teaching and student learning goals through work as a PLC (Professional Learning Community)
- Engagement and conversations regarding the use of technology in the classroom with a focus on the correctness of online interactions
- Literacy Block across all classrooms K-6
- Mathematics and English as a school focus for streamlining and contextualising programs and resources
- Stars Comprehension Program to ensure success for all students at their own level and further, to promote reading success
- Continued use of Jolly Grammar in all classrooms to support Writing and Spelling
- Continuation of Second Step Program for student social and emotional learning
- Core Subjects
- Smiling Minds Program - Wellbeing support K-6

Learning support programs continued and included:

- MULTILIT Reading Tutor / MINILIT Reading Tutor
- Reading Our Way Program
- STARS Comprehension Support Program
- Maths Mastery
- Cybersafety webinars

Curriculum programs used at St Joseph's in 2024 also included:

- Spelling Mastery
- Jolly Phonics / Jolly Grammar
- STARS and CARS Comprehension Program
- Signpost Mathematics Program
- Second Step Program
- Maths Mastery

A number of sporting clinics complimented the lessons taught each week in Physical Education and visiting Police Liaison Officer assisted in supporting safe practices for students in regards to safety and online usage.

Teachers used a range of digital technologies. The device per student policy saw Chromebooks, MacBooks and iPads used effectively. Some examples of programs were:

- Reading Eggs
- Understanding Faith
- STEM
- Fitzroy Readers
- Spelling Bug
- Sight Words
- Sora
- Number Line
- Muse Score
- We Do Lego
- EV3 Mindstorms

- Bugs and Buttons
- Google Docs
- Word Art
- Poster My Wall
- Inquisitive
- ICT Games
- ABCYA Maths
- Top Marks

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.

From 2023, 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 St Joseph's 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	29%	54%
	Reading	29%	66%
	Writing	43%	77%
	Spelling	43%	61%
	Numeracy	43%	64%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	88%	65%
	Reading	88%	71%
	Writing	88%	67%
	Spelling	75%	68%
	Numeracy	75%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework was revised in 2024 and is now titled Student Wellbeing Framework. The Framework can be accessed at [Student Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Student Wellbeing Framework. The School's policy operates 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 for all students. It supports the development of positive 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 respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the school website or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

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 2024, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

Both Data and Comments from these School Improvement Surveys are summarised here.

Parent satisfaction

The main feedback from parents during 2024 came via the School Review process using the School Improvement Survey and Parent panel. The Compass Parent Portal, emails, Parent conferences and telephone calls ensure communication between all parties is regular and efficient. Parents and teachers as valued partners in student learning worked together in mutually supportive ways to achieve the best possible outcomes for the children. Notable features from the School Improvement Survey:

- All staff are so encouraging to the students. They go above and beyond for the school and the families of our special community of St Joey's! They organise great outings for the students too!!
- Teachers and one on one work with children is amazing.
- Extremely kind, so very helpful when I call to ask questions or discuss things.
- St Joseph's is a small community which feels like family all the children are so polite and willing to help.
- Caring friendly well supported in all areas of learning and being a kind person is important as to the adults these children will become.

Student satisfaction

The 2024 School Review and School Improvement Survey provided the following information from the students regarding satisfaction with the school:

- The school staff is good. They understand if we are sad or any other feeling and help with a solution to make you feel better.
- They support you in your learning and are always there for you and welcoming.
- They do well teaching us and supporting events at the school, they provide sports equipment.

- They appreciate students' answers and questions, when you need someone they always support you in any situation
- Any students who are confused with the work that has been set always gets some help
- They have cleaned up the gravel on the playgrounds
- All of the classrooms are set out so everyone has things that they need
- Provide learning in fun ways

Teacher satisfaction

From the 2024 School Improvement Survey and School Review the teachers all displayed satisfaction with St Joseph's School in the following ways:

- Positive student wellbeing and staff wellbeing. Great sense of community with a supportive staff
- Being a small school, St Joeys is able to give the students more 1-1 time
- Great collaboration amongst staff
- High levels of care and support by staff for each other and the students
- Great involvement and support of families
- Regular weekly Mass is a real positive
- A fantastic school led by an enthusiastic, passionate and dedicated team.

Financial Statement

School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2024 year is detailed here:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$986,624
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$261,492
Fees and Private Income ⁴	\$92,248
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$12,610
Total Income	\$1,352,974

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$26,305
Salaries and Related Expenses ⁷	\$982,108
Non-Salary Expenses ⁸	\$399,667
Total Expenditure	\$1,408,080

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