

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



Corpus Christi Primary School

Platt Street, WARATAH 2298

Principal: Katie Kingsford

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

About this report

Corpus Christi Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the Strategic 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

As we reflect on our 2022 academic year, we are proud to reflect on and acknowledge our community's dedication to quality education and our approach to being an authentically Catholic community that is open to all.

We celebrate our students' achievements, our staff's dedication and the support of our parent community. Our school motto, 'Veritas', calls us to be true to ourselves and live out the Gospel with truth and love. Our values and Dominican Pillars, inspired by our patron saint, St Dominic, influence how we interact and approach everything through Prayer, Learning, Service and Community.

Our professional learning in 2022 focused on our Leading Learning Collaborative (LLC) agenda. With a specific focus on reading comprehension, we have worked as a professional community to improve learning outcomes for students and dedicate time to contemporary pedagogy for teachers.

Parent Body Message

The school terms indeed flashed by with all the excitement of the students and families being allowed back on site for 2022, and what a great year it was!

As parents, we were thrilled to be able to start the year by hosting the Welcome BBQ. It was one of the first gatherings post-covid and what an excellent opportunity to mingle and have such a wonderful feeling of togetherness again.

We have appreciated the opportunities to take part in school events on site, most notably Catholic Schools Week, Mother's Day, Father's Day and Grandparents day. Parents have had opportunities to meet with teachers and collaborate to set goals with our children in their learning.

The Parents and Friends association has worked together on Easter Raffle to the Mother's Day Stall, Trivia Night, Mangoes, Tea Towels, Father's Day Stall as community opportunities and fundraising events.

I want to acknowledge our Principal, Mrs Katie Kingsford. You work tirelessly daily, and your dedication and focus on the children's wellbeing never go unnoticed. To all our great teachers for your hard work ensuring our children are nurtured and guided daily. We are so lucky!

Together we will widen our achievements.

Student Body Message

It is with great pleasure that, as Year 6 leaders, we can share a few words about 2022 at Corpus Christi.

Who knew when we walked through the gates on our first day this year all of the things we would experience here: the teachers, meeting new friends, the exciting excursions, trying our best at athletics and swimming carnivals, representing our school at chess, public speaking and sports events. We were lucky to have a year of experiences outside of the school and be able to invite our families in to share with us.

As school leaders, we recognise our community's strong relationships.

At Corpus Christi, we show Jesus' light by:

Helping others find their light,
Encouraging and supporting our classmates
Always being positive
Trying our best
Taking time for prayer and talking to God
Being a steward and looking after our world

We want to thank our principal, Ms McDermott, and our Assistant Principal, Mrs Castles, for their dedication, leadership and support—a huge thanks to our teachers and support staff. We are fortunate to be part of a caring community where our teachers and parents work together.

School Features

The Dominican Sisters commenced Catholic primary education in the Waratah area in the early 1900s. The Rosary school began in 1907 in a three-roomed cottage on Alfred Street. From 1917 the school was known as St Joseph's, and by 1933 the enrolment had increased to such an extent that the weatherboard cottage could no longer hold the various classes comfortably. In 1934 building commenced on a five-classroom school, which opened in 1935. In 1954 the second floor was added. In 2002 construction began on the library as well as the two-storey administration building, including a new canteen, staffroom, classroom and offices.

In 2010, the Parish Hall and all classrooms were refurbished. From 2017 -2021 three blocks of land adjoining the school were purchased to extend the playground spaces to include soccer fields, basketball courts, handball courts, a sandpit, playground equipment, a fitness field, and the imaginative play area called the Dominic Courtyard. In 2020 the school toilets underwent a complete renovation reflecting an open, modern and functional design that further enhances the playground.

All classrooms are air-conditioned and support a range of technology. All rooms have interactive panels; students can access laptops and desktops to support, engage and present learning. The school provides a well-balanced, comprehensive and engaging curriculum. The school offers children many opportunities, such as school-wide coding classes, a whole school musical production, enrichment for high-achieving and gifted learners and support for children who need additional help with their learning—other opportunities include choir, drama, chess, public speaking, debating, music and representative sports.

Corpus Christi is an inclusive school with a strong sense of community and care. Our dedicated teachers are passionate about supporting each family as they navigate their child's educational journey. They work with the students and their parents to provide feedback and develop learning goals with ongoing communication and collaboration. The staff at Corpus Christi pride themselves on tailoring the day-to-day school experience for the best outcomes for our students.

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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
75	86	22	161

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 89.07%. 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
91.90	87.50	89.94	90.20	89.02	88.81	88.92

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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is 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 2022:

Total number of staff	20
Number of full time teaching staff	7
Number of part time teaching staff	8
Number of non-teaching staff	5

Total number of teaching staff by NESA category

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:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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 development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

At Corpus Christi, all teachers were involved in professional learning opportunities during the year. This professional learning aligned with our school improvement plan and is related to improving student outcomes. In addition to the staff development days outlined below, staff development days at the start of the year focused on annual staff induction training, WHS Site Induction and Governance responsibilities and planning for learning during the 2022 Covid isolation periods.

Staff Development Days:

Lyn Stone – Spelling for Life

Literacy and Numeracy – Data Analysis and Review

Religious Education – School Review and Development

Student Well-Being – Well-Being Framework, Positive Behaviour for Learning, and programs to support explicit teaching of Social Skills and Emotional Resilience.

In-School Professional Development:

Reading Comprehension

Professional Learning Team Meetings

Positive Behaviour for Learning at Corpus Christi

Leading Learning Collaborative – Case Management Approach

Professional Learning Provided by the CSO:

Leading Learning Collaborative – Lyn Sharratt

Implementing the K-2 Syllabus

Implementing the Religious Education Syllabus – Year 1

QELI - Leadership

Successful Foundations

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

We take pride in our Catholic Identity and express the Gospel values in all Key Learning Areas, as well as through the general life of the school. Inspired by our motto, Veritas, our core values of prayer, learning, service and community fuel our mission of

“Together in truth and love, we EDUCATE.

Together in truth and love, we CELEBRATE.

Together in truth and love, we INSPIRE”.

Those same core values inflame our vision to be "Reflecting the FACE OF GOD and equipping students for the CONTEMPORARY WORLD through EXCELLENCE IN EDUCATION for all".

In 2022, the school continued to develop strong bonds with the Holy Trinity Blackbutt North community. The school supported the Sacramental programs, and the leadership team actively participated in the Parish Finance, Pastoral and Liturgy Committees. We also participated in Parish Masses, providing hospitality to the parish community.

The school has a strong connection to St Dominic, our patron saint who devoted his life

through prayer, learning, service and community. The Dominican pillars are central to our daily life and guide our prayer life and service to others in our community.

We celebrated whole school Masses for the Feast of Corpus Christi, the Feast of St Dominic, and the End of Year Mass. Stage 1 celebrated a friendship Mass, and our Stage 3 students celebrated a Mass on the theme of Jesus as a leader. The Year 6 class celebrated in December with a graduation liturgy and a leadership reflection day.

Our social justice projects aim to help those in need locally, nationally and internationally through awareness and authentic social justice projects in our school. Our main social justice projects led by our Mini-Vinnies conference supported by St Vincent de Paul, Mission to the Seafarers, Caritas Project Compassion and Catholic Mission. Our school supports an active Mini-Vinnies conference.

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

As part of the school review and development in 2022, we participated in the External School Review. This was an opportunity to critically observe and analyse learning achievement to ascertain the strengths and areas of development for the curriculum at Corpus Christi. The panel report affirmed the commitment of all staff to assess and tailor their teaching to student needs and readiness, aligned with curriculum expectations.

Case Management Meetings continued as a whole staff, with an opportunity for a combined approach to support the needs of particular students. Teachers developed strategies to support students in their learning. Teachers used a range of data to analyse student strengths and areas for development.

In Literacy, there was a strong focus on explicitly teaching phonics in K-2 through the InitialLit program. An area for development identified in 2021 was further developing the explicit teaching of Reading Comprehension skills in Years 3-6. Through ongoing work with classroom teachers and the executive, we produced and implemented a framework to ensure all comprehension skills were explicitly taught using texts at the point of need so that all students could experience success.

Teachers work with the Gifted Education Mentor to identify high-achieving and high-potential students and provide enrichment and extension opportunities both in and out of the classroom. Students were given options such as Maths Games, extension activities, focused research and the Virtual Academy. Kindergarten children completed the CogAT assessment in Term 4.

Our specialist teachers for Music/Drama/Dance, PE and Library continue to deliver programs throughout the year. During Library lessons, students in K-2 took part in learning activities linked to the grade's HSIE units and our Years 3-6 focused on Literacy activities.

Our BYOD program continues to build ICT skills from years 4-6. Students work with the Teams and OneNote platforms to access and collaborate with their learning. Throughout term 4, all students took part in a series of lessons using coding platforms, including Scratch, where students could build programs using their own code.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	72%	52%	4%	12%
	Reading	64%	54%	4%	11%
	Writing	72%	50%	0%	7%
	Spelling	48%	48%	0%	15%
	Numeracy	36%	34%	4%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	32%	31%	8%	14%
	Reading	54%	39%	4%	11%
	Writing	31%	25%	15%	18%
	Spelling	40%	37%	12%	14%
	Numeracy	36%	25%	14%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. 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. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

Throughout 2022 the staff and students reflected on and refined practices consistent with the Whole School Well-being Framework and the Diocesan Well-being Framework. The staff worked through shared beliefs and practices for well-being and Positive Behaviour for Learning (PBL). The trial of Highway Heroes as an evidence-based program to support the Well-being framework has led to whole school implementation for 2023.

The school's Pastoral Care Worker re-introduced the 'Season's for Growth' program. Seasons for Growth aims to support young people to understand their feelings, help them develop skills for coping, restore self-confidence and educate them about the grief process. The program is underpinned by evidence about resilience, emotional competence and identity.

The Friendship Respect Openness Growth Social-Skills (F.R.O.G.S) program ran with selected female students in Years 3,5, and 6. Facilitated by the school counsellor, the F.R.O.G.S program is an intervention that focuses on social anxiety and social skills, particularly regarding friendship. The program aims to assist students in understanding their strengths and weaknesses, understanding emotions and healthy conflict resolution.

Boys in Year 6 participated in the 'Top Blokes - Stepping Up.' Participants worked with external presenters to learn about expressing healthy masculinity and developing an awareness of positive and negative mental health and people who can support them. Other sessions included cyber-safety, positive relationships, recognising and responding to peer pressure, and developing resilience towards significant change, such as transitioning to high school.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Key Improvements achieved In Catholic Formation and Mission.

During this year, we continued our focus on Faith formation.

We worked with the Parish Administrator and Assistant Priest to engage in regular attendance and participation in Mass. Students attended Mass twice per term and marked key celebrations in the Liturgical calendar.

The school hosted Parish Masses once per term as part of the Parish Pastoral Council's initiatives. This involved participating in all ministries and offering opportunities for hospitality following Mass. The school collaborated with Parish staff to deliver Sacramental programs to students and families in our school community.

These opportunities helped us to rebuild connections to the parish that had diminished during the 2020-2021 Covid periods.

In preparation for our external school review, the staff reflected on aspects of Faith Formation in the school and began developing ideas and strategies for the next improvement cycle.

Key Improvement in Learning

We have established a sustainable framework for Case Management Meetings for professional collaboration, practice, and student improvement.

We have developed a sequence for explicitly teaching reading comprehension strategies in the primary grades. The Pedagogical Mentor supports this by modelling best practices in targeted pedagogy in reading comprehension.

As part of the Diocesan changes to the academic reporting process, we collaborate with parents and students to develop and monitor student learning goals. Students in Years 2-6 are invited to 'Parent-Student-Teacher Conversations About Learning' where students, parents and teachers share their understanding of learning behaviour and academic goals. These meetings take place in Terms 1 and 3 and inform the ongoing learning and the academic reports published in Terms 2 and 4. Student data inform goals, and teachers establish the following goals statements from current Progression data.

Priority Key Improvements for Next Year

In 2023, our Catholic Culture and Mission focus will be on Formation.

As a staff, we will work to:

- Develop our understanding of Formation as staff both personally and collectively.
- Review our current formation opportunities for students and families.
- Develop and deliver systematic and sequential offerings of Formation that seek to form Christian Disciples and encounter the mystery of God.

In 2023, our Learning focus will be on Mathematics

As a staff, we will work to:

- Develop feedback and assessment structures to support students to reflect and set goals in Mathematics.
- Build a deeper and broader understanding of the 14 Parameters and the components of the Assessment Waterfall and apply them to Mathematics.
- Develop and support intervention activities in the domain of number.
- Develop further opportunities for extension and enrichment in mathematics.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

In 2022, Tell Them From Me (TTFM) survey data tracked parent satisfaction with the school across areas such as welcome and inclusivity, safe and supportive environment (including positive behaviours), school/ home learning and open communication. The data indicates that the school is clear about rules and behaviours and has a positive approach to safeguarding the community. The data indicates that parents value the communication between home and school and teachers' interest in their child's learning. Parents value opportunities for parents to become involved in school activities. Areas of development include further opportunities to develop homework practices and provide parent retreat programs.

Student satisfaction

Students in Years 4-6 completed the TTFM Survey. The information here summarises student responses. Students indicated a substantial increase in feeling safe at school and positive teacher-student relationships. Data highlighted the opportunities and value of extra-curricular programs offered by the school. Students reflected on the faith life of the school and recognised that the school helps to nurture their faith life and develop further understanding through the Religious Education curriculum.

Teacher satisfaction

Staff data from the TTFM survey demonstrated high and well above region mean data across several 'Drivers of Student Learning'. Teachers recognise the inclusive school as an area of strength, understanding the learning needs of students with special learning needs and developing individual education plans to set goals for students with special learning needs. An area for development is integrating technology to support students to set goals, maintain focus and gain immediate feedback.

Financial Statement

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

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,910,670
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$509,120
Fees and Private Income ⁴	\$358,713
Interest Subsidy Grants	\$555
Other Capital Income ⁵	\$126,553
Total Income	\$2,905,611

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$13,184
Salaries and Related Expenses ⁷	\$1,955,136
Non-Salary Expenses ⁸	\$778,434
Total Expenditure	\$2,746,754

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 2022 REPORT