

# 2022

## ANNUAL SCHOOL REPORT



### Our Lady of Dolours Catholic Primary School

94a Archer Street, CHATSWOOD 2067

Principal: Mr Marco Ianni

Web: [www.olddb.catholic.edu.au](http://www.olddb.catholic.edu.au)

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## About this report

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Our Lady of Dolours Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented 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 be also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

Our Lady of Dolours (OLD) School is a welcoming, hope-filled and inclusive community providing outstanding Catholic Education.

An awareness and deep respect of 'difference' is embedded in the inclusive culture of our school where our students, parents and staff enjoy a very strong sense of belonging.

This sense of belonging is strengthened by the consistent support and encouragement that exists within our community.

Our school vision is: "To Ignite, Innovate and Include in a spirit of Mercy".

This vision inspires us to:

'Ignite' the students' desires and their imaginations to keenly learn and improve in all aspects of school and community life. This is best achieved within a culture of exciting 'challenge' where learning is meaningful, relatable and connected. Importantly too, OLD School and Parish strive to ignite and inspire the faith journey of our students, teachers and parents.

'Innovate' within a 'Culture of Thinking', where a community of learners are natural problem solvers and creative thinkers in school, home and community life.

'Include in a spirit of Mercy': OLD School was originally established by the religious order, 'The Sisters of Mercy', in 1896. A spirit of 'Mercy' (care, compassion, kindness and understanding) authentically prevails today in all areas of school and community life. The responsibility for ensuring an inclusive spirit of Mercy flourishes at OLD School rests with all staff, students and parents working together in partnership.

### Parent Body Message

With COVID restrictions greatly reducing, staff, parents and students took advantage of the chance to resume more typical school routines. The school community welcomed new staff and families and relished the opportunity to come together and get to know each other better.

We saw initiatives such as parent nights out, year-group picnics in the park and class Masses at Our Lady of Dolours parish. This helped form a sense of community and belonging.

The school community celebrated significant occasions together throughout the year. These included Mother's Day, Father's Day, Christmas Festa and the year 6 students' Graduation. A

highlight was all the students' captivating performance of Singing in the Rain Jr at the Creative Arts Festival.

There were opportunities for parents to engage with staff, and the regular Class Parent and Advisory Council meetings continued. These provided opportunities for the parents to be heard. Parents continued to provide valuable assistance by volunteering at the school. Much of this was able to resume on a more typical footing.

### Student Body Message

What a year of learning and experiences we have had at OLD during 2022. This year was different and special. We enjoyed way more activities that weren't possible during the last two years of covid. We have been fortunate to have had many leadership opportunities such as leading school assemblies, representing the school at special events such as the ANZAC Day Dawn Service and Remembrance Day Commemoration and working with our buddies to help them with their learning.

We had great learning opportunities such as our Canberra overnight excursion and participation in local writing competitions, school incursions and excursions and school sporting events. Our learning journey was wonderful as every day we tried to be our best and embraced the challenges of flexible learning groups in Mathematics, helping us to strive to reach our learning goals.

One of the major events of 2022 was presenting our school musical "Singing in the Rain Jr". This allowed us to showcase our creative skills and talents to the broader community. It has certainly been a spectacular year of learning and growing and we are grateful for our time at OLD. We are ready for high school.

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## School Features

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Our Lady of Dolours Catholic Primary school is located in the Diocese of Broken Bay on Sydney's lower North Shore in the central business district of Chatswood. Students are primarily drawn from the neighbouring areas of Chatswood, Willoughby, Roseville, Artarmon, Castle Cove, Lane Cove, Naremburn and North Ryde.

Our Lady of Dolours School was established by the Sisters of Mercy in 1896 on the present site. In 2022 we had approximately 330 students attending our school from a variety of cultural backgrounds. These students were well supported in their learning by dedicated and highly professional teaching and support staff.

Music, Physical Education and Library were taught by specialist teachers on a weekly basis. Extra-curricular activities including keyboard, chess lessons and coding were taught. There were also opportunities to join the junior and senior school bands and choir. Inter-school activities resumed and we were able to conduct usual community events such as assemblies and parent meetings.

We continued to use the television Studio (OLD TV) that was set up in 2021 to ensure a high-level of engagement of all sectors of the community. During the course of 2022 the school underwent considerable repairs and maintenance with painting and carpentry work improving our school facilities.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
181	157	273	338

\* 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 2023. 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 2022 was 91.10%. 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
90.30	90.40	90.80	92.50	92.60	91.10	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 Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	35
Number of full time teaching staff	15
Number of part time teaching staff	10
Number of non-teaching staff	10

### 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 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been



involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

SDD Term 1 Vision for Learning - establishing school strategic improvement framework and outlining our shared vision for the school.

SDD Twilight 1 - Focus on Mathematics and Collaborative Coaching Framework

SDD Term 2 Diocesan SDD led by the System Director and the Bishop. 'Towards 2025'

SDD Term 3 Spirituality – Broken Bay Charter

SDD Twilight 2 – New K-2 English and Mathematics Syllabuses

SDD Term 4 - Handover and Transition using student database to inform decision making for our students

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## Catholic Identity and Mission

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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 [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. 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 missionary activities aimed at living out their mission as disciples of Jesus.

Our Lady of Dolours is dedicated to our school mission and vision statement; as we journey together, united in faith, we strive to always 'Ignite, Innovate, Include in Mercy.'

The school executive has developed opportunities for staff and students to delve deeper into their own spirituality. Staff pray together at meetings and at dedicated staff prayer times with our clergy included in these prayer opportunities. The 'School Prayer' is said at assembly, and the Mercy Values of each class are a weekly focus for the community.

As a whole school community we celebrate liturgical events at school masses and whole school liturgies. Social Justice is at the forefront of our Catholic worldview, which is central to the vision and mission of our school and our commitment to reaching out to others through Project Compassion and Socktober were highlights of the year.

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## Curriculum, Learning and Teaching

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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.

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In addition to this, the school implements the Diocesan Religious Education syllabus and the introduction of the new Religious Education Syllabus in the early years. 2022 saw the familiarisation phase of the new K-2 English and Mathematics Syllabuses with our Year 1 classes being involved in the Accelerated Adopters program, trialing sample units of work and providing feedback to NESA around the implementation of the new syllabuses.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum. All teachers participated in weekly collaborative coaching sessions where the analysis of student data, planning, implementing and reviewing of quality teaching learning sequences allowed for quality pedagogical practices to be embedded in learning programs. Throughout 2022 the focus of Teaching and Learning was to bring our school vision to life: "To Ignite, Innovate and Include in Mercy".

By igniting students' passion, curiosity, creativity, engagement and thinking skills, student learning will improve. By being innovative thinkers, establishing innovative pedagogies and innovative learning experiences and environments student progress.

By ensuring all student needs are catered for, all assessments allow student potential to be achieved and the Social and Emotional Skills of students are considered when planning learning experiences. Our vision for learning is to be inclusive of all students, ensuring we cater for the diverse learning needs of all our students. Curriculum projects were established and implemented through the lens of our Mercy Values.

The staff at Our Lady of Dolours successfully navigated the ongoing changes to the nature of schools created by Covid and the professional development initiated during this time to build capacity of teachers to effectively use digital technologies continued throughout the remainder of 2022. The learning from using digital technologies continued to be authentically

integrated across all key learning areas. Staff continued to provide deep learning experiences and innovative ways of navigating innovative ICLT strategies and pedagogies to heighten engagement, provide challenge and promote critical and creative thinking throughout 2022.

## Student Performance in Tests and Examinations

### NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

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	82%	52%	2%	12%
	Reading	74%	54%	0%	11%
	Writing	92%	50%	0%	7%
	Spelling	82%	48%	0%	15%
	Numeracy	70%	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	65%	31%	0%	14%
	Reading	83%	39%	0%	11%
	Writing	43%	25%	0%	18%
	Spelling	57%	37%	4%	14%
	Numeracy	48%	25%	0%	16%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

### Initiatives promoting respect and responsibility

An initiative that Our Lady of Dolours Catholic Primary School has continued to focus on has been Positive Behaviours for Learning, known as (PBL). This is an evidence-based whole school systems approach that:

- establishes positive social expectations for all in the school community
- provides a framework for the school and its community to collectively support the wellbeing of every student.

Through implementation of the program, positive social expectations have enabled students to understand how to be safe, respectful and responsible learners. Consistent school rules have been established as part of (PBL) and they link with the school Mercy Values.

Social justice and outreach programs have also been an active part of school life. Our strong outreach program supports global, diocesan, and local initiatives. These included Caritas, through 'Project Compassion', Catholic Missions and the 'Socktober' appeal. Our connection with St Vincent de Paul has remained strong supporting both their Winter and Christmas appeals.

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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are used as a guide to provide authentic, professional Catholic education allowing all our students to use their talents to be the very best they can be.

Our focus for key improvement was grounded in the Towards 2025 Strategic Plan for all CSBB schools. The structures supported the Learning Improvement Plan for OLD and our strategic themes and priorities such as Evangelisation and Catechesis and Student Achievement were targeted within the following key priorities: To embed 'Towards 2025 as the key strategic vision and purpose for OLD. To continue to develop our vision for learning to align our pedagogical practices and refine collaborating teaching and learning programs across the school. To analyse a wide range of data to inform and target student needs with the intention of providing deeper focus on differentiating for the diverse learning needs of our students.

Our aim continued to focus on innovative and evidence-based approaches in programming and planning and to ensure academic, social and emotional growth for our students. With this in mind, we consistently addressed the specific needs of our students and tracked their ongoing progress via a whole school database.

### Priority Key Improvements for Next Year

The following Key Improvements are a priority for 2023:

- Embed 'Towards 2025' as the key strategic Vision and Purpose for OLD
- Further develop our Vision for Learning to clearly articulate our pedagogy at OLD
- Refine collaborative teaching & learning practices across the school
- Cultivate consistency in pedagogy, practice and teaching programs
- Utilise assessment & data to inform and target student needs
- Focus on differentiated programs through stage/grade learning teams
- Cater for diverse learning needs of all students



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## Community Satisfaction

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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

This year parents were provided a number of opportunities to provide feedback to the school and inform the strategic direction of the school. Parent Group meetings and School Advisory Council meetings were well attended, covered a broad range of topics and provided opportunities for the community to gather both in person and online due to the post COVID concerns and the opportunity to offer this online option to ensure inclusivity of all community members.

Parents completed two surveys in 2022, being the Our Lady of Dolours Parish Survey and the Tell Them From Me (TTFM) survey.

Through survey results, parents communicated high levels of satisfaction in the following areas:

- The welcoming and inclusive aspect of the school
- Clear and timely communication to ensure parents are well informed
- The high level of safety the school provides and clear expectations around appropriate behaviours
- The clear focus on learning and expertise of teachers.

### Student satisfaction

Students were provided a number of opportunities to have a voice in their learning in 2022 including regular leadership group meetings, students surveys and the Tell Them From Me Survey.

Through survey results students communicated high levels of satisfaction in the following areas:

- Positive sense of belonging through acceptance by peers and others in the school
- The variety of co-curricular activities offered by the school
- Clear expectations around rules and behaviour
- Clear expectations around learning in the classroom and quality instruction from teachers
- Social justice initiatives

- Strong values for schooling and learning outcomes
- Teachers are responsive to their needs and encourage independence.

### Teacher satisfaction

Staff completed the Tell Them From Me (TTFM) survey in 2022. Staff also contributed in collaboratively reviewing school processes to maximise learning time and professional learning opportunities.

Through survey results teachers communicated high levels of satisfaction in the following areas:

- Collaborative approach to planning to address student needs
- Parental involvement and working in partnership with parents
- Strong understanding of student learning needs informed by collaboration and data analysis
- Opportunities for collaboration with colleagues, particularly to support and increase student engagement
- Their ability to set high expectations for their students and monitor their progress
- How assessment data is used to inform teaching and learning and to monitor student growth
- Guidance provided by the leadership team for monitoring student progress.

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## Financial Statement

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Consistent with the NESA requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,706,143
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$720,278
Fees and Private Income <sup>4</sup>	\$1,579,685
Interest Subsidy Grants	\$1,566
Other Capital Income <sup>5</sup>	\$1,458
<b>Total Income</b>	<b>\$5,009,132</b>

Recurrent and Capital Expenditure 2022	
Capital Expenditure <sup>6</sup>	\$54,274
Salaries and Related Expenses <sup>7</sup>	\$3,548,297
Non-Salary Expenses <sup>8</sup>	\$1,454,516
<b>Total Expenditure</b>	<b>\$5,002,814</b>

### 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