
Choice and Affordability Fund

Annual Report 2021

South Australian Commission for Catholic Schools (SACCS)

Summary of 2021

The SA Commission for Catholic Schools Inc (SACCS) is the Approved Authority for 102 of 103 Catholic schools across two dioceses to deliver high quality education to approximately 20% of school students in South Australia.

Catholic Education South Australia (CESA) is the executive and policy implementation arm of SACCS and its standing Committees.

The Catholic Education Office (CEO) has been delegated with authority from SACCS to develop, implement and report on the Choice and Affordability Fund.

CESA has embarked on a journey of 'step change' guided by key existing strategies documented in its Continuous Improvement Framework, Statement of Learning Commitment to every child in a Catholic School, Living Learning Leading Framework and Standard, the Key Capabilities Continua, Leadership Standard, Corporate Plan 2020 to 2024 and the Balanced Score Card.

SACCS identified two key evidence-based initiatives to improve student learning outcomes based on the findings of Grattan 2015 Report, *Targeted teaching: how better use of data can improve student learning* and our own internal analysis. The initiatives are as follows:

Initiative 1 Specialist school-based staff (*Leaders of Learning*) for early literacy and numeracy interventions with an initial pilot program carried out from 2020-2021 (East Adelaide and Mercy Projects).

Initiative 2 Targeted system wide professional development for teachers in-situ in the classroom.

Both initiatives relate specifically to a 10-year program to support *National Priority 24(d): Strengthening outcomes for schools and educationally disadvantaged schools and students* (SAACS Choice and Affordability Fund Agreement 2020-2029 Part 2 - Priorities).

In the first phase of implementation both initiatives were piloted in 2020 and 2021 through the East Adelaide Project (involving 9 schools in the East of Adelaide) and the Mercy Project (involving 3 schools in the North of Adelaide).

In the second phase of implementation, *all CESA schools were invited* to be part of the *Leaders of Learning* initiative in 2021.

The goal of the projects and initiatives is to drive a strong improvement program, grounded in evidence from research and practice and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and student wellbeing.

Major achievements for 2021 and progress against CESA's key strategy documents:

Despite the continued disruption of COVID-19 on school communities, the projects continued with strong support and enthusiasm from schools involved.

Major achievements for 2021 included:

- 88 schools nominated a Leader of Learning and received a direct grant to support this engagement. 3 schools did not elect to participate.
- 12 designated school-based *Leaders of Learning*, appointed in 2020, continued building capacity within all 9 East Adelaide and 3 Mercy schools involved in the projects – the focus of Priority D.
- Appointed *Leaders of Learning* worked in collaboration with Catholic Education Office staff and project leaders to support the Principal and staff within their schools to deliver a coherent and coordinated system-wide approach to strengthening student outcomes.
- Appointed *Leaders of Learning* assisted with the collection and use of assessment and other data to develop strategies to strengthen student identity, literacy, numeracy, pastoral care and wellbeing.
- The Catholic Education Office Adelaide appointed a part-time project leader to lead the East Adelaide Project in 2021 and work closely with the schools. The project leader worked in-situ with the appointed *Leaders of Learning*, teachers and system educators and brought clusters together collectively to collaborate and strategise.
- 9 East Adelaide and 3 Mercy schools received funding to support teacher release (in-situ and Train the Trainer mode) to build teacher capacity and skills in strengthening student identity, literacy, numeracy and belonging.

Overarching Risk Management

Risk and Stakeholder Engagement	How the risk will be managed
<p>CESA will have a single program from 2021 onwards – the ‘Leaders of Learning’ initiative. The key stakeholders for this program are all CESA schools who are invited and agree to participate.</p> <p>Note: the initiative was rolled out in 2020 and 2021 as a pilot program as part of the East Adelaide and Mercy School projects and in 2021 as a stand-alone program to 88 schools.</p> <p>The main risk to this program has been and will continue to be COVID-19 and the increased pressure this puts on schools in being able to deliver professional development to improve student learning and wellbeing. In 2021 and Term 1 and 2 of 2022 issues included staff and student absenteeism, density restrictions and border closures.</p>	<p>The Catholic Education Office has established a Critical Incident Response Team (CIRT) composed of the most senior leaders within the system. The purpose of this team is to meet regularly to assess and report on any critical incidents/issues/matters including COVID-19 and their associated impacts.</p> <p>The team communicate and take advice/feedback from internal, external or cross sector parties i.e. principals, government departments etc, to determine and recommend appropriate courses of action.</p> <p>Recommendations or directives are communicated to school principals and CEO staff via regular written circulars, webinars and electronic updates.</p> <p>This team is well equipped to manage any risks that may affect the CAF Leaders of Learning initiative.</p>

Financial Report

2021 expenditure

Expenditure for 2021 by activity is outlined in the table below. Expenditure for 2021 by school is outlined in *Attachment A – CAF 2021 School Level Data Report*.

Activities/Initiatives	Expenditure type	Budgeted for 2021	Spent in 2021
<u>A – Choice and Affordability</u>			
<i>Nil - priority not in workplan</i>	Centralised	\$0	\$0
	Distributed	\$0	\$0
<u>B – Transition Assistance</u>			
<i>Regional Transition Assistance</i>	Centralised	\$0	\$0
	Distributed	\$0	\$0
<i>Transition Assistance</i>	Centralised	\$0	\$0
	Distributed	\$0	\$0
Total for Priority B	Centralised	\$0	\$0
	Distributed	\$0	\$0
<u>C – Special Circumstances Funding¹</u>			
<i>Special Circumstances (provision)</i>	Centralised	\$100,000	\$0
	Distributed	\$0	\$0
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>			
<i>East Adelaide Project</i>	Centralised	\$310,000	\$271,444
	Distributed	\$1,215,600	\$1,215,600
<i>Mercy School Project</i>	Centralised	\$0	\$0
	Distributed	\$65,800	\$65,800
<i>Leaders of Learning Initiative</i>	Centralised	\$0	\$0
	Distributed	\$2,674,000	\$2,684,000
Total for Priority D	Centralised	\$310,000	\$271,444
	Distributed	\$3,955,400	\$3,965,400
<u>E – Student wellbeing and support</u>			
<i>Nil – priority not in workplan</i>	Centralised	\$0	\$0
	Distributed	\$0	\$0
	Administrative costs	\$83,183	\$39,717
	Total expenditure	\$4,448,583	\$4,276,561
	Deferred funding	\$0	\$0
	TOTAL	\$4,448,583	\$4,276,561

Schools' Use of Distributed CAF Funding

As per Section 49 – Choice and Affordability Guidelines 2020-2029, SACCS confirms that schools who received funding in 2021 have certified that distributed funding has been used for the purposes it was provided.

¹ Please note that in 2021 there were no calls for support from schools under Priority C Special Circumstances.

Expenditure Profile for 2022–2029

This table reflects the NGRB’s planned expenditure over 2022 to 2029 consistent with its CAF Agreement and, where applicable, its CAF Work Plan, with any variations outlined below.

	2022	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB’s total estimated funding allocation as advised by the department	\$4,271,574	\$4,399,720	\$4,531,712	\$4,667,664	\$4,807,694	\$4,951,926	\$5,100,480	\$5,253,498
NGRB’s estimated Regional Transition Assistance funding allocation as advised by the department	\$639,690	\$658,880	\$678,646	\$699,006	\$719,976	\$741,576	\$763,822	\$786,738
Accrued deferred funding from 2020 and 2021 to be carried forward to 2022	\$1,817,455							
Accrued interest earned on funds held in 2020 and 2021 to be carried forward to 2022	\$0							
NGRB’s total planned expenditure for the relevant year including regional transition assistance expenditure	\$3,937,535	\$5,039,522	\$5,639,528	\$4,567,664	\$4,807,694	\$4,951,925	\$5,100,480	\$5,753,498
NGRB’s planned regional transition assistance expenditure for the relevant year	\$602,969	\$1,260,748	\$1,337,526	\$699,006	\$719,976	\$741,576	\$763,822	\$786,738
NGRB’s planned deferred funding for the relevant year to be spent in a future year	\$334,039	\$0	\$0	\$100,000	\$0	\$0	\$0	
Accrued cumulative deferred funding from the relevant year and previous years to be spent in a future year ²	\$2,147,618	\$1,507,816	\$400,000	\$500,000	\$500,000	\$500,000	\$500,000	

² Note: \$500,000 accrued deferred funding from 2025 to 2028 is provision for Priority C Special Circumstances Funding.

Activity Report

Activity/Initiative	East Adelaide Project 2020-2021
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

The East Adelaide Project (the Project) operated through the cluster of Catholic five primary and four secondary schools in East Adelaide. The goal of the Project was to drive a strong improvement program, grounded in evidence from research and practice and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and student wellbeing.

The Project focused on the achievement of school improvement deliverables in the key areas of Identity, Literacy, Numeracy, Belonging and Relationships.

A portion of the funding was allocated toward expenditure that is centralised, which included project management costs and payments to third party organisations to deliver professional learning.

The remaining funds were distributed to schools by way of a grant.

SCHOOLS TARGETED					
ID	Primary Schools	Location	ID	Colleges	Location
339	St Joseph's School	Hectorville	15343	Saint Ignatius College	Athelstone
316	St Francis of Assisi	Newton	275	Mary Mackillop College	Kensington
334	St Joseph's Memorial School	Norwood	15690	Loreto College	Marryatville
347	St Joseph's School	Payneham	15341	Rostrevor College	Woodforde
358	St Joseph's School	Tranmere			

Outcomes Achieved

Outcomes	Indicators of success
Regional collaboration in professional learning through scheduled meetings of East Adelaide project schools focusing on:	Across the East Adelaide project schools:
1. Regional and regular analysis of student learning outcomes data including;	1. First years of School Literacy Assessment implemented. Achieved - 8 schools implemented early years literacy assessment in 2021. <i>Note: Mary Mackillop College is a Year 7-12 school and therefore does not have early years.</i>
<ul style="list-style-type: none"> Progressive Achievement Tests (PAT) Reading and PAT Maths Longitudinal Data Achieved - all 9 schools conducted PAT testing for Reading and Maths in 2021. 	2. Wellbeing Check implemented. Achieved – all 9 schools participated in wellbeing surveys and data collection.
<ul style="list-style-type: none"> wellbeing data collected <u>in primary schools</u> Achieved - all 5 primary schools participated in the 'Pulse Check-In' Wellbeing Survey in 2021. 	3. Percentage of grades in each A & B has increased from <u>2020 to 2021</u> . Grades were measured for literacy and numeracy. Achieved Overall percentage average increases for A in literacy increased by 16% and B by 2%.

Outcomes	Indicators of success
	<p>Overall percentage average increase for A in numeracy increased by 11% and B by 4%.</p>
<ul style="list-style-type: none"> parent satisfaction survey data collected and analysed <p>Achieved – all 9 schools participated in the Living Learning Leading Survey in 2021 or conducted their own parent satisfaction surveys.</p>	<p>4. Increase in the percentage of students achieving National Minimum Standards (NMS) or above in NAPLAN have increased from 2019 to 2021.</p> <p>Partially Achieved 2 schools improved overall by between 0.52% and 2.85% 3 schools showed no overall significant change in percentage. 4 school showed an overall slight decline of approximately 1%.</p> <p>5. Percentages of students achieving highest two levels in NAPLAN have increased from 2019 to 2021.</p> <p>8 schools improved overall by 1.91% and 20.82%. 1 school showed a decline of 11.35%.</p> <p>Partially Achieved</p> <p><i>Note: NAPLAN testing did not occur nationally in 2020 due to COVID-19 making this indicator difficult to accurately measure. We have used 2019 as a base to review trends.</i></p>
<p>2. teachers and educators setting and working towards professional improvement goals</p> <p>Achieved - collaboration in driving a strong improvement program continued within all 9 schools and as a cluster with educators meeting regularly with the Project Leaders and Leaders of Learning.</p>	
<p>3. the development of learner profiles to include literacy and numeracy data</p> <p>Achieved– all 9 schools are focused on developing learner profiles for individual students with emphasis on putting faces on the data. A triangulation management approach is applied where literacy, numeracy and wellbeing data are viewed holistically. This information is then used to inform future teaching and learning.</p>	

Activity/Initiative	Mercy Schools Project 2020-2021
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

The Mercy Project (the Project) operated through the cluster of Catholic three primary schools in northern suburbs of Adelaide around Elizabeth. The goal of this Project was to drive a strong improvement program, grounded in evidence from research and practice and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and student wellbeing.

The Project focused on the achievement of school improvement deliverables in the key areas of Identity, Literacy, Numeracy, Belonging and Relationships.

SCHOOLS TARGETED		
ID	Primary Schools	Location
14613	Catherine McAuley School	Craigmore
365	St Mary Magdalene School	Elizabeth Grove
386	St Thomas More School	Elizabeth Park

Outcomes Achieved

Outcomes	Indicators of success
Regional collaboration in professional learning through scheduled meetings of Mercy project schools focusing on:	Across the Mercy project schools:
1. Regional and regular analysis of student learning outcomes data including;	1. First years of School Literacy Assessment implemented. Achieved - all 3 schools implemented literacy assessment in 2021.
<ul style="list-style-type: none"> Progressive Achievement Tests (PAT) Reading and PAT Maths Longitudinal Data Achieved - all 3 schools conducted PAT testing for Reading and Maths in 2021. 	2. Wellbeing Check implemented (2021). Achieved – all 3 schools participated in wellbeing surveys and data collection.
<ul style="list-style-type: none"> wellbeing data collected <u>in primary schools</u> Achieved - all 3 schools participated in the 'Pulse Check-In' Wellbeing Survey in 2021 	3. Parent satisfaction data collection implemented and assessed (2021) Achieved - all 3 schools participated in the Living Learning Leading Survey in 2021 with individual school-based reports provided to the Catholic Education Office and schools to help inform and support school improvement activities
<ul style="list-style-type: none"> parent satisfaction survey data collected and analysed Achieved - all 3 schools participated in the Living Learning Leading Survey in 2021 	4. Percentage of grades in each A & B has increased from <u>2020 to 2021</u> . Partially Achieved Grades were measured for literacy and numeracy. 2 schools showed an overall increase in percentage for both English and Maths. 1 school showed a decline in numeracy but a positive increase in literacy.

<p>2. teachers and educators setting and working towards professional improvement goals Achieved - collaboration in driving a strong improvement program commenced within all 3 schools and as a cluster with educators meeting regularly with the Project Leaders and Leaders of Learning.</p>	<p>5. Increase in the percentage of students achieving National Minimum Standards or above in NAPLAN have increased from 2019 to 2021.</p> <p>Partially Achieved 1 school improved overall by 12.86%. 1 school showed no overall significant change in percentage. 1 school showed an overall decline of 2.45%.</p> <p>6. Percentages of students achieving highest two levels in NAPLAN have increased from 2019 to 2021.</p> <p>Partially Achieved 2 schools improved overall by 16% to 18%. 1 school showed a decline of 18.5%.</p> <p><i>Note: NAPLAN testing did not occur nationally in 2020 due to COVID-19 making this indicator difficult to accurately measure. We have used 2019 as a base to review trends.</i></p>
<p>3. the development of learner profiles to include literacy and numeracy data Achieved - all 3 schools are focused on developing learner profiles for individual students with emphasis on putting faces on the data. A triangulation management approach is applied where literacy, numeracy and wellbeing data are viewed holistically. This information is then used to inform future teaching and learning.</p>	
<p>4. Analysis of enrolment and retention data particularly at transition points of Reception and Year 7 Achieved – the CEO has conducted an analysis of enrolment and retention data for all 3 schools.</p>	<p>7. Increase in enrolments and improvement in retention rates from 2019 base.</p> <p>Partially Achieved Across the 3 schools, enrolments increased by 145 students from 2019 to 2021. This represents a 24% increase.</p> <p>Retention rates have been analysed.</p> <p>1 school improved its retention rate by 6%. 1 school remained the same and 1 school did not improve its retention rates despite an increase in enrolments. This data will continue to be used by school leadership to inform future retention strategies in a socio-economic area that has a traditionally transient student population.</p>

Activity/Initiative	Leaders of Learning Initiative
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

The Leaders of Learning project (2021 -2029) will support CESA schools to nominate/appoint a School-based Leader of Learning to work within their school to strengthen student identity, literacy numeracy and pastoral care and wellbeing. Leaders of Learning work closely with other members of the School Quality and Performance team to support the Principal and the staff to deliver a coherent and coordinated approach to strengthening student outcomes. They engage with research-based learning about pedagogy and language that promotes high quality teaching and learning and builds a culture of high expectations for learners. The Leaders of Learning assist in the collection and use of assessment and other data to develop strategies to strengthen student identity, literacy, numeracy and pastoral care and wellbeing.

School-based Leaders of Learning act as a key liaison point between a school’s learning agenda and system strategic priorities with respect to learning. Catholic Education Office (CEO) System Coaches work directly with Leaders of Learning individually and as a group.

The school-based Leader of Learning provides in-situ professional learning for school staff.

Outcomes Achieved

Outcomes	Indicators of success
1. 2021 CAF funding is allocated to all CESA schools (excluding East Adelaide and Mercy Project schools) to allow for teacher release in order to deliver system wide literacy, numeracy and wellbeing strategies Achieved	1. All CESA schools have a nominated Leader of Learning (or similar role) operating within their school and have had professional development in the system wide approach to literacy and numeracy. Achieved – 88 schools nominated a Leader of Learning and received a direct grant to support this engagement. Leaders of Learning received system wide professional development in the <i>Clarity Learning Suite</i> .
2. Leaders of Learning to work closely with other members of the SA Catholic Education Office to support the Principal and the staff to deliver a coherent and co-ordinated system wide approach to strengthening student outcomes. Achieved	2. All Leaders of Learning are <ul style="list-style-type: none"> a. engaged in delivering the system wide literacy, numeracy and wellbeing strategies within their schools b. supporting teachers in classrooms to build their capacity. Achieved
3. The Leaders of Learning will: <ul style="list-style-type: none"> a. assist in the collection and use of assessment and other data to develop strategies to strengthen student identity, literacy, numeracy and pastoral care and wellbeing Achieved b. provide in-school professional learning for school staff and Leaders of Learning. Achieved 	3. All schools will have a Quality and Performance team operating in their school that is focused on meeting the CESA 2024 targets. Achieved The targets are: <ul style="list-style-type: none"> a. No students below the national minimum standard in NAPLAN b. The percentage of students in the top two bands on NAPLAN exceeds the national average

c. 100 % YR 12 completion and South Australian Certification of Education achievement.

4. This professional learning has a focus on:
- a. Strengthening a student-centred culture in each school.
 - b. Building teacher capacity and skills in strengthening student identity, literacy, numeracy and belonging.

4. All Leaders of Learning are supporting the school's improvement agenda as part of the school's Quality and Performance team.

Achieved

CHOICE AND AFFORDABILITY FUND
Financial Performance Statement
For the Period 1 January to 31 December

	2021	2020
	\$	\$
INCOME		
Prior income b/f	1,942,983	-
Grant income	4,147,158	2,874,850
Interest income	3,875	-
TOTAL INCOME	6,094,016	2,874,850
EXPENDITURE		
Audit fees	10,793	-
Consulting	39,259	16,161
Grant payments	3,965,400	781,316
Meetings and conferences	10,018	-
Promotional material	3,204	3,860
Resources	18,457	-
Staff costs	227,708	130,530
Telephone expenses	1,722	-
TOTAL EXPENDITURE	4,276,561	931,867
FUNDS CARRIED FORWARD	1,817,455	1,942,983

Note 1 Basis of preparation

The following paragraphs outline the basis of preparation for this Financial Performance Statement:

(a) Basis of Accounting

The Financial Performance Statement (the Statement) has been prepared in accordance with the special purpose framework designed to meet the needs of the South Australian Commission of Catholic Schools Incorporated (the Commission), the Grantor and the requirements of the Choice and Affordability Fund Guidelines.

(b) Summary of significant accounting policies

Income:

Income from grants is recognised when the Commission receives the grant or has a right to receive the grant in cash.

Expenditure:

Expenditure is recognised on an accrual basis when the Commission becomes obliged to make payments resulting from the purchase of goods and services.

GST:

The figures presented are GST exclusive.

Management Declaration

In my opinion, this Financial Performance Statement presents fairly the funding received and expended in relation to the funding provided by the Commonwealth of Australia from the Choice and Affordability Fund under the requirements of the Choice and Affordability Fund Guidelines.

I certify that all funding received was expended in accordance with the Choice and Affordability Fund Guidelines.



Dr Neil McGoran
Director, Catholic Education South Australia

Jun 23, 2022

Date



Independent Auditor's Report

To the Committee members of the South Australian Commission for Catholic Schools Inc.

Opinion

We have audited the **Financial Performance Statement** of the Choice and Affordability Fund (the Program) for the South Australian Commission for Catholic Schools Inc (the Association).

In our opinion, the accompanying Choice and Affordability Fund financial performance statement **Financial Statement** for the South Australian Commission for Catholic Schools Inc for the year ended 31 December 2021 is prepared, in all material respects, in accordance with the:

- i. basis of preparation in Note 1; and
- ii. the Australian Education Act 2013 (Cth) (the Act) and Australian Education Regulation 2013 (the Regulation)

The **Financial Statement** comprises:

- i. Financial Performance Statement for the year ended 31 December 2021;
- ii. Notes on basis of preparation; and
- iii. Management Declaration.

Basis for opinion

We conducted our audit in accordance with *Australian Auditing Standards*. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the Financial Statement* section of our report.

We are independent of the Association in accordance with the ethical requirements of the *Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the Financial Statement in Australia. We have fulfilled our other ethical responsibilities in accordance with these requirements.

Emphasis of matter – basis of preparation and restriction on use and distribution

We draw attention to Note 1 to the Financial Statement, which describes the basis of preparation.

The Financial Statement has been prepared by the Association's committee members of the South Australian Commission for Catholic Schools Inc (the Association) for the purpose of meeting the Association's reporting requirements of the Act and Regulation. As a result, the Financial Statement and this Auditor's Report may not be suitable for another purpose.

Our report is intended solely for the Association's committee members, Commonwealth of Australia and to the Department of Education, Skills and Employment (the Department) of the Association and should not be used by or distributed to any other party. We will therefore disclaim any assumption of responsibility for any reliance on this Auditor's Report, or on the Financial Statement to which it relates to any person other than the Association's committee members and the Department of the Association. Our opinion is not modified in respect of this matter.



Responsibilities of the Association's committee members for the Financial Statement

The Association's committee members are responsible for:

- i. Preparing a fairly presented Financial Statement in accordance with the Act and Regulation to the extent described in Note 1;
- ii. Determining that the basis of preparation described in Notes 1 to the Financial Statement is appropriate to meet the requirements of the Act and Regulation. The basis of preparation is also appropriate to meet the needs of the Association's committee members of the Association and the Department;
- iii. Implementing necessary internal control to enable the preparation of a Financial Statement that is presented fairly and is free from material misstatement, whether due to fraud or error; and
- iv. Assessing the Association's ability to continue as a going concern and whether the use of the going concern basis of accounting is appropriate. This includes disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless they either intend to liquidate the Association or to cease operations or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the Financial Statement

Our objective is:

- i. To obtain reasonable assurance about whether the Financial Statement as a whole is free from material misstatement, whether due to fraud or error; and
- ii. To issue an Auditor's Report that includes our opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with *Australian Auditing Standards* will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error. They are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this Financial Statement.

A further description of our responsibilities for the Audit of the Financial Statement is located at the *Auditing and Assurance Standards Board* website at: http://www.auasb.gov.au/auditors_responsibilities/ar8.pdf. This description forms part of our Auditor's Report.



Adelaide

23 June 2022