

2015 ANNUAL SCHOOL REPORT



Loyola Senior High School, Mount Drutt

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Loyola Senior High School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2015 and gives information about the 2016 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

I am proud to present to you the 2015 Annual School Report for Loyola Senior High School, Mount Druitt (incorporating the Loyola Trade Training Centre).

Here at Loyola Senior High School we believe that all students have a right to an education that meets their immediate and future needs: an education that empowers them to participate actively and fully in the life of their communities, the church and the wider world.

We believe in an education that is Christ-centred, and inspired by the vision of St Ignatius Loyola, promoting Christian values, prayer, worship and service.

We believe in an education that is true to the vision of Catholic education as espoused by the Catholic Education Office in the Parramatta Diocese and the Ignatian tradition.

Parent

Parents assist in some of the co-curricular activities of the school and assist in supervision during examinations. Parents also participate in working bees at the school twice a year. An Arabic parents' group meets regularly to discuss issues relating to the school and the education of their children.

The school works closely with parents on issues of teaching and learning through hosting information nights, conducting parent/teacher/student interviews formally and informally, and consulting parents through surveys on relevant issues affecting the school community.

The school also works closely with parents on maintaining high levels of student attendance. Parents are contacted regularly by phone for unexplained absences and daily absences are notified via Short Message Service (SMS) to parents' mobiles. The School Bag application is used to communicate notes and calendar dates to parents. The counsellor, chaplain and house coordinators have specific responsibilities in communicating with parents about the welfare of their children.

Student

Loyola Senior High School is a great school that strives to educate the whole person and to help each individual in *Finding God In All Things*. The school wants students to think seriously about their place in the world and their relationship with God. We are asked by Loyola Senior High School to be 'men and women for others'.

The school has a wide range of subjects and courses for students. Students can study trade courses, university courses and a wide range of Board of Studies, Teaching and Educational Standards (BOSTES) courses. The school provides opportunities for students to participate in a range of activities such as sport, drama, debating, public speaking and leadership training.

As students of Loyola Senior High School we have opportunities to participate with other Jesuit schools across Australia in sporting, leadership and social justices events.

Loyola Senior High School is an adult learning environment that challenges us to do our best at all times and to think deeply about God and our faith. We love it!

Who we are

History of the school

In 1993 Loyola Senior High School was opened and the Society of Jesus, otherwise known as the Jesuits, was invited to the diocese to administer the college. In 1999 the school amalgamated with St Agnes Catholic High School and St Clare's Catholic High School to become Christ Catholic College.

In mid 2004, Loyola Senior High School became a stand alone senior high school again, whilst remaining a member of the Christ Catholic College Community of Schools. Loyola Senior High School is also a member of the Australian network of Jesuit schools.

In 2011 Loyola Senior High School opened stage one of the Loyola Trade Training Centre and in 2011 stage two of the project was completed. The official opening of the Loyola Trade Training Centre occurred in December of 2012.

This year 180 young men and women are enrolled in the centre to undertake a combined Higher School Certificate (HSC) and trade course in the following trades: Hairdressing, Hospitality, Children's Services, Shopfitting, Telecommunications, Electro-Technology, Engineering, Automotive, Joinery and Carpentry.

Four hundred and twenty students are enrolled in Loyola Senior High School, where we offer a broad array of courses and educational opportunities that are unique to our school, including accelerated programs for gifted students; university courses concurrent with HSC studies (for which students are given credit when they commence their course); and the services of our university academic advisor, whose primary role is to give our students an edge in gaining entry to university courses.

Location/drawing area

The school is located in Mount Druitt and draws on students from the five regional parishes of Doonside, Mount Druitt, Mount Druitt South, Plumpton and Rooty Hill. The majority of students attending Loyola Senior High School come from St Agnes Catholic High School (Years 7 to 10) at Rooty Hill, and St Clare's Catholic High School (Years 7 to 10) at Hassall Grove.

Loyola Trade Training Centre this year enrolls students from across the Parramatta Diocese and indeed beyond.

Loyola Senior High School prides itself on providing an adult learning environment for young adults aged 16 to 23 years.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	55
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	20
Number of teachers currently undertaking accreditation to teach Religious Education	1
Number of non-teaching staff (includes teachers' aides)	29
Percentage of teachers who are indigenous	1
The average teacher attendance for 2015	95.27
Percentage of 2015 teaching staff who were retained from 2014	93

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Prayer forms an important part of community life at Loyola Senior High School. Staff and students commence each day with prayer and staff are encouraged to commence each class with an opening prayer.

Loyola Senior High School has the full support of the Jesuit community in Holy Family Parish, as well as the services of a part-time chaplain and, as a result, is able to offer many liturgical experiences. Mass is offered once a week for staff and students and the school celebrates significant events, and celebrations in the church and school year with a liturgy. Our Patron Feast Day, the Feast of St Ignatius Loyola, is commemorated by a concelebrated liturgy and multicultural festival involving not only the Loyola Senior High School community but representatives from the Sydney Jesuit schools.

As a means of encouraging students to become more active in their faith life the school encourages students to be involved in the planning and delivery of liturgies, prayer services and attendance at Scripture groups such as the Students Arising at Loyola Together (SALT) team. Students are also trained by our chaplain to be liturgical ministers and altar servers for school liturgies.

Social Justice

In keeping with our school motto, *Finding God in All Things*, students are not just encouraged, but are expected, to be involved in acts of social justice and community service. The school has active Young Christian Students (YCS) and St Vincent De Paul Society groups who outreach to the less advantaged and the marginalised of Western Sydney.

All Year 11 students are required to undertake 20 hours of community service known as the Faith Serving Others program which endeavours to reinforce the notion that we are all men and women for others. As part of our Sacred Heart and Christmas celebrations, the school assembles food hampers for the poor of the community and during Lent we participate in the Parramatta Diocesan Project Compassion appeal.

Loyola Senior High School continues to participate in the Australian Jesuit Schools' immersion visit to Timor Leste. Each year, two students from Year 12 travel to Dili during the July term break and work in local schools and orphanages.

Additionally, the school organises an immersion experience to St Ignatius Primary School, Bourke. Twenty students and five staff members participate. Students are involved in major building projects, preparing a cultural hospitality event, and organising sporting competitions.

School home and parish partnerships

Loyola Senior High School has strong links with Holy Family Emerton parish and its associated Jesuit ministries, such as Jesuit Social Services. Students from Loyola Senior High School assist with reading and mentoring in the parish schools while other students act as Special Religious Education teachers in the local state schools.

Parents are encouraged to take an active role in a variety of school activities including mothers' groups, information evenings, parent teacher nights, feast day celebrations and working bees. Regular communication with parents occurs through the student diary, Short Message Service (SMS) and phone calls and the thrice a term publication of the school newsletter, *The Company*, which is emailed to parents and posted on our website.

Religious Education

Features of the Religious Education program are reflected elsewhere in this report. The formal curriculum program is delivered in line with the Parramatta Diocese, *Sharing Our Story*, syllabus; the Board of Studies endorsed course, Catholic Studies; and the Board of Studies developed, Studies of Religion, course. We offer both 1 and 2 unit Studies of Religion courses, and the Catholic Studies 1 unit course.

Our aims and beliefs concerning pastoral care can be viewed on our website - Reference: Faith in Action heading – Pastoral Care topic: www.loyolashs.nsw.edu.au

The students at the school participate in certain local parish activities, such as helping out St Vincent de Paul Society and being members of the local parish youth group. They also serve the local Catholic primary school and the wider community through the Faith Serving Others program.

Professional Learning of staff in Religious Education

Religious Education teachers participate in a variety of professional learning experiences, for example those offered by the diocese, as well as those offered by a range of religions, such as the Jewish Board of Deputies. Teachers also undertake further study at either graduate certificate or masters level, to meet accreditation requirements, deepen their knowledge and skill, and prepare them to undertake leadership roles and responsibilities in Religious Education, either within or beyond the school.

The Religious Education coordinator undertakes a range of professional learning experiences such as analysis of Higher School Certificate (HSC) results which she communicates to staff.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. 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 and learning 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. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

Record of School Achievement (RoSA)

In 2015 we had 18 students from Year 12, and 11 students from Year 11 request a Record of School Achievement from the Board of Studies Teaching and Education Standards.

Higher School Certificate (HSC)

Percentage of students in performance bands 4,5 and 6 compared to the state.

Higher School Certificate	Percentage of students in top 3 bands	
	2015	
	School	State
Studies of Religion I	82	78
English Standard	50	42
English Advanced	84	91
Legal Studies	93	69
Modern History	100	73

In 2015 out of thirty five courses entered for the Higher School Certificate Loyola Senior High School performed above the state average in fourteen courses (Ancient History, Community and Family Studies, Standard English, English as a Second Language (ESL), English Extension 2, Multimedia, Legal Studies, Modern History, History Extension, Senior Science, Business Services, Hospitality, Retail Services and Information Design and Technology). Our teachers have been trained on how to use the Higher School Certificate Results Analysis Package (RAP) tool to analyse student performance and apply this to their teaching to improve student performance.

Our action plan for 2016 will focus on the Gospel of Luke, student literacy, and learner confidence utilising visible learning strategies to continue to improve our students' performance.

School curriculum

Loyola Senior High School offers a range of education programs aimed at providing multiple pathways for students with varying needs, & assisting them in the transition to future learning and employment. These include:

- Australian Catholic University (ACU), Step up into Teaching course. This boasts a significant number of Loyola Senior High School students who went on to university and now work as education professionals in the local area.

- Nicholas Owen SJ program - a school retention program for at risk Year 12 students
- Extension programs - seminars and lectures at various universities, for example Sydney University and the Australian Catholic University (ACU)
- Acceleration programs in Legal Studies and Advanced English: students commence Preliminary courses whilst in Year 10, completing the HSC requirements whilst in Year 11
- Loyola University Hub Project - A Smarter Schools National Partnerships (SSNP) program to encourage greater participation of Loyola Senior High School students in tertiary study
- Saturday Morning Tutorial program, supported by teachers who volunteer their time each Saturday morning to support student learning
- Australian Catholic University (ACU) Links program - a Loyola Senior High/ACU mentoring program
- literacy support programs for students
- learning support and senior study programs;
- first year apprenticeship training combined with HSC study - undertaken by students in the Trade Training Centre (TTC).
- Orientation Week program for incoming students

Initiatives to promote respect and responsibility

Loyola Senior High School encourages each student to become actively involved in the life of the local community. Every student is required to undertake a 20 hour Faith Serving Others program in Year 11 which involves performing various service activities within and on behalf of the community. Many continue this work after completing the formal requirements of their Faith Serving Others program. In addition to the above, Loyola Senior High School students engaged in other service activities such as door knock and charitable appeals, and voluntary work in the local primary schools. The entire Year 11 cohort attended the Be Street Smart program which assists students in driver education.

Finally, Loyola Senior High School also has a Student Representative Council (SRC) which provides students with opportunities to advocate for the student body and to develop their leadership skills. The SRC also offers opportunities to undertake leadership training both locally and through the Jesuit School Network.

Professional Learning

Religious/faith

- staff retreat
- Jesuit Province Induction program
- Ignatian Co-ordinators' Conferences

A major focus for Professional Development in 2015 related to student literacy. Throughout 2015 the teachers at the school worked in partnership with a literacy lead teacher from the Catholic Education, Diocese of Parramatta (CEDP) to implement literacy strategies throughout the school.

Professional Development included:

- teaching reading/writing
- literacy strategies and pedagogies
- choices theory
- student mental health first aid
- Chemistry Teachers Association Conference
- Business Services program writing day
- Catholic Secondary Schools Association conferences

- Personal Development Health and Physical Education Stage 6
- data analysis and using the Higher School Certificate RAP analysis to improve student learning

Other professional learning:

- Jesuit principals' and rectors' meetings
- administrative systems training
- Careers Advisory Day
- beginning teachers' inservices
- child protection training, Work Health and Safety (WHS), full first aid: whole staff

School Improvement

Annual school priorities

Priority 1	To improve student learning confidence
Reason for priority 1	Students express a great desire to learn, and are very motivated to achieve their aspirations, however, they express uncertainty about HOW to learn. This data was gleaned through the Quality Catholic Schools project.
Steps taken to achieve priority 1	<ul style="list-style-type: none">▪ continued strategies from the previous year in deepening student feedback, through conferencing processes▪ the Senior High School (SHS) Orientation to Learning program for students, as two day program run at the commencement of Year 11, (explored issues such as organisation, research skills, mind set, goal setting and motivation)▪ TTTC staff undertaking choices theory professional learning▪ employment of a teacher educator one day per week to work with staff in improving student literacy
Status of priority 1	Ongoing

Priority 2	To clarify the future directions of the school
Reason for priority 2	Given the advent of a new leadership team within the school, it was important to reassess and, where necessary, redefine priorities, goals and roles. This process gave the school an opportunity to chart new pathways in the provision of: <ul style="list-style-type: none"> ▪ excellent learning ▪ deep formation of students and staff ▪ quality compliance processes and systems ▪ establishing informed and effective pathways for all our students, through the work of the University Hub, acceleration programs and vocational opportunities
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ▪ leadership team discernment on specific roles and responsibilities, with regard to areas of strength and specialisation ▪ collaboration of members of the Leadership Team with relevant teams and individuals in fulfilling new directions ▪ ongoing professional learning in regard to best practice and school improvement, particularly pertaining to learning ▪ provision of additional opportunities for staff formation, such as Ignatian programs and the First Spiritual Exercises
Status of priority 2	Achieved

Priority 3	To provide greater feedback for teachers
Reason for priority 3	Teachers identified a desire for more formalised feedback in Quality Catholic Schools data. In parallel, Board of Studies, Teaching and Educational Standards (BOSTES) and Catholic Education, Diocese of Parramatta (CEDP) teacher accreditation processes (being implemented over the next few years) indicated the need for a school-based performance and development framework. Loyola Senior High School was in the process of developing and trialling such a framework.
Steps taken to achieve priority 3	Teachers selected two or three learning goals, based on their professional needs and the school identified goals. They engaged in self-reflection, keeping a journal reflecting holistically on their practice. They formed teams with colleagues to discuss and document the progress and achievement of their goals. The principal undertook learning walks, negotiating appropriate processes with each teacher.
Status of priority 3	Ongoing

Projected school priorities

Priority 1	To gain a deeper understanding of the Gospel of Luke
Reason for Priority 1	Religious Literacy data suggests that students have a limited knowledge of the Scriptures. Student knowledge of Scripture and their opportunity in engaging with Scripture is limited. In order to understand Christian beliefs we need to appreciate and know the teachings and person of Jesus Christ.
Steps to be taken to achieve Priority 1	During tutor group students will read an extract from Luke's Gospel and respond to the three levels of Scripture: <ul style="list-style-type: none"> ▪ What is the key message? ▪ What is it saying? ▪ What is the church teaching, Sacrament, or ritual spoken of, in this passage? Discuss how we can apply the message of this to everyday life. Focus on the Sacraments; Year of Mercy - identify parables that reflect mercy in Luke's Gospel. Write answers in a journal.
Priority 2	All students will improve their reading comprehension skills.
Reason for Priority 2	PAT-R data (which measures reading comprehension levels) indicates that approximately three quarters of 2015 Year 11 students have been functioning below the reading level expected for their age, which in turn indicates the critical and urgent need to improve reading comprehension skills.
Steps to be taken to achieve Priority 2	Students will better engage in: <ul style="list-style-type: none"> ▪ modelled, shared, guided and independent reading and writing activities ▪ exposure and responding to a variety of increasingly complex texts ▪ a variety of 'at point of need' reading strategies ▪ greater differentiation of reading texts in class to allow for greater engagement and access of students from all literacy entry points

Priority 3	To use 'visible learning' strategies to improve learning confidence
Reason for Priority 3	<p>The primary reason for this priority is that students at Loyola Senior High School, relative to other factors, have low learning confidence.</p> <p>Implementing the strategies and practices of <i>Visible Learning</i> (Hattie) will build students' confidence in successfully taking on challenging tasks and meeting high expectations.</p>
Steps to be taken to achieve Priority 3	<p>Students will:</p> <ul style="list-style-type: none"> ▪ work with tutor teachers to set academic learning goals that are reflective of high expectations and appropriate challenge ▪ complete learning reflections and set academic learning goals for student, parent, teacher conferences ▪ complete student evaluations to provide teachers and students with feedback on student learning and teachers' teaching to assist in planning next learning intervention ▪ engage with learning intentions and success criteria

Community Satisfaction

Parent satisfaction

The 2015 QCS parent survey data showed that parents were very satisfied with the manner in which the school was conducted. They believed the school provided a very safe and conducive learning environment in which their children were free of bullying and harassment, and given a clear learning focus. They also believed the school had adopted a strong culture of school improvement. Parents also perceived the Catholic culture of the school to be of great significance.

Student satisfaction

The 2015 QCS student data showed that Loyola Senior High School students felt very safe, well-respected, and well-supported by their teachers and each other. They experienced their learning to be well planned, purposeful and stimulating. The students believed their learning confidence had increased, though acknowledged the need for greater motivation, at times. As students of a senior high school, they perceived the demands of their education to be quite challenging.

Teacher satisfaction

The 2015 QCS staff data showed that Loyola Senior High School staff treated our students with dignity and respect, and felt Loyola Senior High School students were young men and women of great character and resilience. They were very positive about curriculum processes in the school and experienced school leadership as supportive and empowering. They engaged in fruitful professional development and were very self-directed in their learning. Teachers believed students were very much challenged by the demands of the HSC and were extremely supportive in assisting students to meet these demands.

Student Profile

Enrolment Policy

Loyola Senior High School follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	323	271	594
2014	324	286	610
2015	314	265	579

Numbers in the Senior High School remain fairly consistent. A number of trade students, however, left school, having picked up full-time apprenticeships.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Year 7	0
Year 8	0
Year 9	0
Year 10	0
Year 11	92
Year 12	93
School average	92.5

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	313
Students with disabilities (SWD)	30
Indigenous	11

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address

attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 0%.

The retention rate of students for Year 10 to Year 12 was not applicable. As a stand alone senior high school, Loyola Senior High School does not have a Year 10 cohort to retain into Years 11 and 12. The school draws Year 11 students from over twenty schools in Greater Western Sydney, both government and non-government.

Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

Percentage of Year 12 students who undertook vocational training while at school	65
Percentage of Year 12 students who undertook training in a trade while at school	29
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	99

Post school destinations

Each year Loyola Senior High School collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination of students leaving Year 12	%
University	56
Technical, and Further Education (TAFE)	21
Workforce	12
Other/Unknown	11

Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Information on student management, welfare and discipline is available in the student handbook which is also located on the school's website: www.loyolashs.nsw.edu.au. The school seeks to relate to its students in a manner that treats them as young adults on the threshold of adulthood. As such, respectful conversation is a hallmark of dealing with issues.

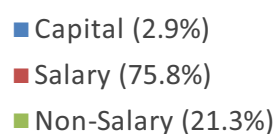
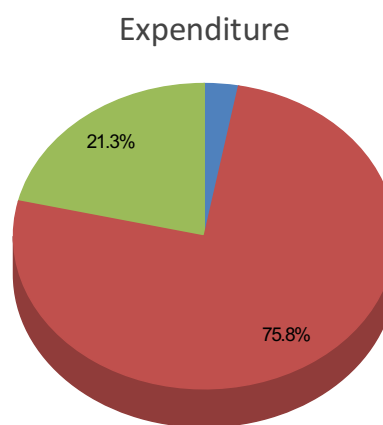
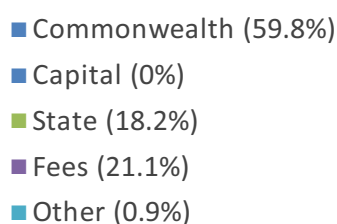
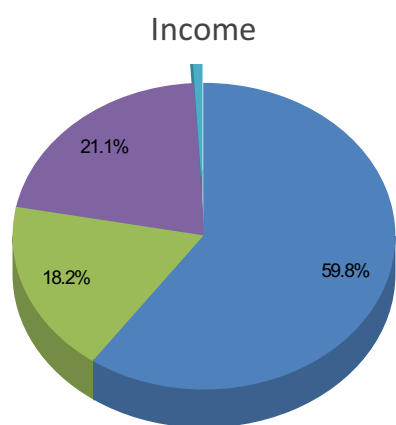
There have been no significant changes to the anti-bullying/student management/welfare and discipline policies. The Pastoral Care program for 2015 considered topics such as self-esteem building, resilience and cyber bullying. Student workshops and lessons were conducted fortnightly with students.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP) *Complaint Handling: Procedures and Guidelines* policy. A copy of the school policy is available from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>.

There were no changes to the policy in 2015.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$6,653,910
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,024,889
Fees and Private Income ⁴	\$2,346,256
Other Capital Income ⁵	\$102,828
Total Income	\$11,127,883

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$306,966
Salaries and Related Expenses ⁷	\$8,058,098
Non-Salary Expenses ⁸	\$2,264,071
Total Expenditure	\$10,629,135

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.