

2015 ANNUAL SCHOOL REPORT



St Patrick's Marist College, Dundas

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

St Patrick's Marist College 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 St Patrick's Marist College, Dundas. The college is a family, focused on the formation of young people with strong minds and gentle hearts. Our quality teaching and learning experiences nurture and challenge each student to become an informed, thinking person who acts with the compassion of Jesus and the reflective heart of Mary in creating a more just world.

As a Catholic community we strive to develop, promote and sustain a dynamic and life giving relationship with God in Christ through knowledge and spiritual formation opportunities, in the Marist tradition. Faith formation in the Catholic tradition for staff and students is the foundation of our educational mission through intellectual and spiritual learning, experiences and celebrations.

The environment in which students interact with other students, staff, parents and friends of the college is warm and friendly, yet ordered and disciplined, where relationships are characterised by mutual respect.

At St Patrick's Marist College the students are our highest priority. Their safety, esteem and success drive everything that we do. The students are constantly challenged to do their best and this will only occur in an environment that is conducive to high achievement.

This year we proudly opened our High Support Needs class in temporary accommodation.

Parent

Parent partnership is key to a successful school experience for students. Several avenues exist for parents to be involved in the college. These include:

- Parents and Friends Association
- parent information evenings
- parent learning forums
- parent/teacher interviews evenings
- volunteers for examination supervision
- volunteers for our college musical
- parent surveys
- communication via newsletters, website and *Skoolbag*

Student

There are many and varied opportunities for students to become involved in the college such as:

- social justice groups and programs
- formation opportunities such as a school based Marist Youth Ministry program for students in Years 10, 11 and 12
- Marist Connect
- our Immersion program
- sport
- debating and public speaking
- the creative and performing arts

Our students help to lead the direction of the college through:

- Students' Representative Council
- class captains and class vice-captains
- college senior student leadership positions

- peer support leaders
- student leaders leading groups in junior formation days and camps
- liturgy group

Who we are

History of the school

St Patrick's Marist College, Dundas, has a proud history dating back to the colonial era of Australia and has the distinction of being the oldest school in Australia under the charge of teaching brothers. St Patrick's Marist College was originally established in 1872 at The Rocks, Sydney, and in 1962 moved to its present site at Kirby Street, Dundas. During 2012 the college celebrated 50 years on the Dundas site.

The secondary school, catering for boys in Years 7 to 10 was officially opened on 2 October, 1966. Nineteen eighty five marked another historic year for St Patrick's Marist College when, not only were its first Year 11 students enrolled, but co-education was introduced in the senior school.

Many changes have taken place since 1872 but the college has valued and preserved the Marist traditions which are still associated with the name St Patrick and strong connection to the Marist family Australia wide still exist today.

Location/drawing area

St Patrick's Marist College is a co-educational school located in Dundas and draws on students from localities surrounding Dundas. It serves the parishes of Rydalmere, Dundas and North Rocks. There are over 1,000 students enrolled at St Patrick's Marist College. The college hosts 36 homeroom classes for Years 7 to 12.

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	71
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)	21
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	94.77
Percentage of 2015 teaching staff who were retained from 2014	90

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

The college had several whole-school liturgies during the year. These included the Commencement Mass, the St Patrick's Liturgy, the Ash Wednesday Liturgy, Graduation Mass and Advent Mass.

Each year the college celebrates the feast days of Saint Marcellin Champagnat and Saint Patrick. Prayer is always part of each staff meeting and each college assembly. The school community recites the Angelus prayer each day at midday together and there are regular opportunities for students to come together to pray the Rosary.

All students in Years 11 and 12 attend a retreat. These retreats are held away from the school and focus on the students' spiritual development.

Formation days are conducted for Years 7, 8, 9 and 10. Staff also contribute and participate in the liturgical life of the college with opportunities that include weekly prayer, Lenten programs and a reflection day where staff can reflect on their own spiritual journey.

Social Justice

The college has an active social justice committee that responds to various needs in the community:

- Members of the committee assisted at a local men's hostel each Friday evening.
- Students were also active in fund raising for people in need.
- All classes were involved in the Lenten Appeal which raised money for Project Compassion.
- In term 2 students continued to work in raising money for Marist Asia Pacific Solidarity (MAPS), which included projects in Papua New Guinea and the Solomon Islands.
- The college has an ongoing relationship with a sister Marist School in Trichy, India. As a community we fund raise to assist students in one of the poorest areas of India.
- Students in Year 11 travelled on an Immersion to Trichy to work with the brothers in the primary school. This will continue in 2016.
- In term 4 all students were actively involved in collection of Christmas hampers. The hampers were given to St Vincent de Paul to distribute to the local community.
- Senior students supported the blood bank by regularly giving blood.
- Parramatta Mission each month
- Environment group

School home and parish partnerships

The college has active partnerships with the local parishes by assisting with youth groups and being involved in parish liturgies. Also the college collects items to be included in hampers that are given the local St Vincent de Paul groups.

The college regularly communicates with our three local parishes. Our parish priests visit the college and assist us with our Formation program.

Parents are invited and welcome at all major college liturgies and celebrations. Our Parent and Friends group meet regularly, have the opportunity to get and give feedback, organise parent events, assist at open day and contribute to the improvement of our college facilities.

Opportunities for parents include:

- Parents and Friends Association
- parent information evenings

- parent learning forums
- parent/teacher interviews evenings
- volunteers for examination supervision
- volunteers for our college musical
- parent surveys
- communication via newsletters, website and *Skoolbag*

Religious Education

St Patrick's Marist College Religious Education program is based on the Parramatta Diocesan syllabus, *Sharing Our Story*, and the Board of Studies course, Studies of Religion. The articulation of outcomes for each teaching unit in the program, coupled with the follow-up student assessment tasks, challenges the teacher and student alike to become more familiar with a sound knowledge of our Catholic tradition.

The religious education dimension of the college is further enhanced by the teaching of Catholic gospel values across the curriculum which complements the Marist charism in the college in the formation of our students, and challenges each to become an informed, thinking person who acts with the compassion of Jesus and the reflective heart of Mary in creating a more just world.

Professional Learning of staff in Religious Education

All teachers of Religious Education have the opportunity to attend a variety of professional learning opportunities in addition to whole-school professional learning and staff twilights. Professional learning is provided at designated team meetings throughout the year and staff are invited to attend various courses offered by the Catholic Education Office and the Marist Ministries Office. As part of the curriculum, guest speakers regularly visit the college and this provides further opportunities for staff learning.

There has been a focus on deeper learning about contemporary pedagogies for teachers. Staff teaching Studies of Religion have attended courses run by the Board of Jewish Educators and the Islamic Sciences and Research Academy of Australia (ISRA) to support their teaching on Judaism and Islam.

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.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	99	92	68	55
	Literacy	96	92	63	51
	Reading	98	95	64	57
	Writing	98	87	62	40
	Spelling	95	93	73	60
	Numeracy	100	96	64	53

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	96	89	58	40
	Literacy	94	88	56	42
	Reading	98	92	66	47
	Writing	93	80	44	34
	Spelling	96	90	64	51
	Numeracy	99	96	71	51

The data indicates that the college is achieving well above the national average for the percentage of students in the top three bands across all areas. The college has a targeted intervention program and the NAPLAN data assists, along with other data, in determining our college literacy and numeracy goals.

Record of School Achievement (RoSA)

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. In 2015, one student requested a RoSA statement for 2015.

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	75	78
English Standard	51	42
English Advanced	100	91
Mathematics Extension 1	100	98
Society and Culture	100	81

Students at the College achieved highly commendable results in 2015. Eighty five per cent of all subjects were above state average. Strong performances were again evident in most subjects and these results reflect the college and staffs' ongoing commitment to the learning outcomes of all students to maintain and continue to improve on the continued achievement of excellent HSC results.

School curriculum

The college offers a comprehensive curriculum. Students have the opportunity to learn, using a variety of pedagogies including project based learning and flipped classrooms. The following are additional teaching and learning programs:

- Extension students are identified and placed in advanced classes.
- There are accelerated programs in Mathematics.
- Extra classes are held for students studying extension.
- Teachers hold additional special supervised study sessions each week.
- All Year 12 students participate in the HSC revision program held in term 3.
- A senior study night and homework support are held weekly after school for students who required extra support.
- Learning enrichment operates to assist those students who experience learning difficulties.
- Literacy and numeracy teams operate to coordinate and implement literacy programs within the college.

Initiatives to promote respect and responsibility

- Anti-bullying program
- ANZAC Day ceremony
- Pastoral Care program

- student leadership structure
- St Vincent de Paul hampers
- Lenten collections for charities eg Peer Support program
- Social Justice Committee
- Rehabilitation of the Marginalised (REMAR)
- commendation notes and awards
- Immersion program

Professional Learning

Professional learning is an important activity in the college and is a blend of internal and external opportunities. In 2015 these opportunities included:

- literacy and numeracy courses attended by staff
- analysing data
- technology as a tool in the classroom, including iPad and Google applications
- staff spirituality opportunities
- developing professional learning communities
- pastoral care courses
- first aid courses
- Work Health and Safety (WHS)
- Self Administered Legal Training (SALT)
- Developing Personalised Plans
- HSC and BOSTES Results Analysis Package (RAP)
- national curriculum
- network meetings
- various administration courses
- Key Learning Area (KLA) related courses
- contemporary pedagogies
- vision for learning development

Annual school priorities

Priority 1	To improve students' writing skills with a focus on summarising
Reason for priority 1	<ul style="list-style-type: none"> ▪ Student data from NAPLAN, Progressive Achievement Tests in Reading (PAT-R), and school-based assessment tasks were analysed and the analysis indicated a need to improve students' writing. ▪ The data showed students had difficulties to varying degrees in identifying the main point, identifying points supporting the main point and identifying detail. Summarising skills cover all these areas. When students write, they build on and extend the literacy learning that they need to be good readers.
Steps taken to achieve priority 1	<p>Our focus included:</p> <ul style="list-style-type: none"> ▪ assessment marking guidelines to refer to elements of the writing policy as appropriate to the assessment and class tasks ▪ direct instruction of the writing elements to the students ▪ language focus provided to students at the beginning of the lesson eg written on the whiteboard ▪ use of summarisation scaffolds ▪ professional learning on literacy continuum and data, text selection, gradual release model, guided reading, strategies to read for meaning
Status of priority 1	Ongoing

Priority 2	To improve the numeracy skills of students in Years 7 and 8 especially the targeted levels - no students at, or below, minimum bands in NAPLAN
Reason for priority 2	The analysis of data such as NAPLAN, Mathematics Assessment Interview (MAI) identified this as key to improving student outcomes.
Steps taken to achieve priority 2	These included: <ul style="list-style-type: none"> ▪ English/Mathematics Stage 4 (EM4) program for students and teachers involved in EM4 professional development ▪ annotating programs with detailed feedback ▪ using concrete materials to assist students with their numeracy sense ▪ teacher/peer sharing of experiences in teaching strategies ▪ development and direct instruction of number strategies ▪ number triads ▪ student journal writing
Status of priority 2	Ongoing

Priority 3	To deepen our understanding and experience of being Mary in the Marist tradition
Reason for priority 3	Quality Catholic Schools (QCS) and school data indicated limited participation in Sunday mass, limited understanding of Marian Spirituality, with a strong openness and desire for Marist Spirituality.
Steps taken to achieve priority 3	In 2015 we: <ul style="list-style-type: none"> ▪ increased focus on Marist spirituality ▪ increased opportunities for involvement in liturgical ministries ▪ Faith in Action program ▪ provided for immersion opportunities ▪ provided formation opportunities for staff and students ▪ learned about the water from the rock through professional learning ▪ collaborated with peers in the development and leading of staff prayer ▪ gave feedback/reflections to staff from staff who attended Footsteps program ▪ developed a Sacramental program ▪ professional learning
Status of priority 3	Ongoing

Projected school priorities

Priority 1	To improve the capacity of all students in Year 9 to read for meaning through the use of inferential skills in reading which will be reflected in the two Year 9 PAT-R results by increasing the 150 band by 10%
Reason for Priority 1	The 2015 Literacy Action Plan focused on student summarising skills and building the capacity of teachers to incorporate strategies and skills around text types and reading for meaning. The developed writing policy built a common language for teachers to ensure all students approached summarising using the same strategies. Building on this work, using NAPLAN, PAT-R and anecdotal data from staff reveals some 25 to 30% of students in Year 8 require further skills and support in accessing texts.
Steps to be taken to achieve Priority 1	<ul style="list-style-type: none"> ▪ explicit teaching of thinking note keys, annotation of text, pre-reading skills and summarising ▪ using scaffolds to support the students in the development of the targeted skills ▪ tiered language - using correct and appropriate terminology with the students ▪ language focus each lesson ▪ gradual release model used, think aloud and accountable talk strategies ▪ program for targeted students and staff ▪ ongoing professional learning including English Mathematics Stage 4 (EM4) ▪ data walls ▪ case conferencing

Priority 2	To improve problem solving skills related to word-based problems of students in Year 8 and accelerate the improvement of the targeted Year 8 students - with particular focus on providing students with more opportunities for solving word-based problems by explicitly teaching them the skills and strategies to interpret and decode worded problems and to apply their learnings to other situations.
Reason for Priority 2	Data, NAPLAN, in-school testing and MAI testing indicates a need to address the problem solving skills related to word based numeracy problems.
Steps to be taken to achieve Priority 2	<ul style="list-style-type: none"> ▪ identification of new subject specific words related to each lesson and asking a different student to write them on the word wall ▪ students guided on the completion of word walls ▪ students guided in deciphering questions that are worded using Polya's Problem Solving Strategy ▪ EM4 project ▪ developing students' capacity to solve open-ended questions ▪ professional learning on literacy/problem solving ▪ teachers to continue to target Year 8 students who are not at national minimum standards
Priority 3	To deepen our understanding of Catholic social teachings
Reason for Priority 3	Both the Religious Literacy Assessment (RLA) and QCS data reflect a need to strengthen our understanding and awareness of our core Catholic teachings, which also aligns with our work on the Year of Mercy.
Steps to be taken to achieve Priority 3	<ul style="list-style-type: none"> ▪ align strategies with Catholic social teachings ▪ immersion and social justice experiences ▪ exploring corporal and spiritual works of mercy during Religious Education lessons and college assemblies ▪ connect with World Youth Day journey ▪ direct instruction across all key learning areas on Catholic social teachings ▪ establishment of Champagnat Service Awards ▪ provide opportunities for the Sacrament of Reconciliation ▪ celebrate the Year of Mercy through prayer, action and learning ▪ staff professional learning

Community Satisfaction

Parent satisfaction

During 2015, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school.

The QCS data collected and reported showed that parents were very positive about our school and the Catholic culture within the school. They felt we had a very strong focus on student learning and provided a consistently safe environment for our students, where they had good connections and strong peer relationships. Parents were very happy with the reporting and curriculum processes, however, they would have liked to see greater student motivation, more stimulating learning, and ways for more parent involvement.

Student satisfaction

The QCS data showed our students felt very safe and connected to their peers at school and saw learning as a strong focus in the school. They felt that they had a high level of motivation and confidence in their learning but they would have liked to experience more stimulating learning.

Teacher satisfaction

The QCS data for teachers showed an improvement in the areas of engagement, learning and empathy. Teachers felt very strongly that the processes the school had for student management and curriculum were working well, assisted by the consistent approach taken by staff. Staff rated student behaviour and student motivation highly, however, they indicated that they would have liked to work on more engaging practices and develop stronger partnerships with parents. Staff also indicated a need to continue with the increased focus on providing clarity and further opportunities for involvement in decisions relating to their teaching.

Student Profile

Enrolment Policy

St Patrick's Marist College 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	518	464	982
2014	520	494	1014
2015	531	476	1007

Enrolments at the college continue to be strong. A significant number of our Year 7 students come from our three local Catholic primary schools St Mary's Primary School, Rydalmere; Christ the King Primary School, North Rocks and St Bernadette's Primary School, Dundas Valley.

Student attendance rates

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

Year 7	95.45
Year 8	94.36
Year 9	92.74
Year 10	93.38
Year 11	95.01
Year 12	94.83
School average	94.06

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)	718
Students with disabilities (SWD)	31
Indigenous	7

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 93%.

The majority of our students continue into Year 11. A small number of students move to TRADE training schools and apprenticeships. This is fully supported by the college.

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	33
Percentage of Year 12 students who undertook training in a trade while at school	1
Percentage of Year 12 students who attained a Year 12 (HSC) or equivalent vocational education and training qualification	100

Post school destinations

Each year St Patrick's Marist College 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	76
Technical, and Further Education (TAFE)	8
Workforce	10
Other/Unknown	6

Student wellbeing

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

Pastoral care is central to our ethos and identity and has a high priority in the college. It is based on a deep respect for the dignity and uniqueness of the individual person. We aim to provide a strong sense of wellbeing, belonging and safety, that affirms students in their dignity and worth, assisting students to achieve their full potential as a human person, physically, socially, intellectually, emotionally and spiritually.

Welfare and student management policies of St Patrick's Marist College are stated in the college student diary and on the college website. The policies covered relate to:

- attendance at school
- punctuality
- medications
- security
- banned items
- uniform expectations
- hair and grooming
- acceptable use of technology
- use of mobile phones and mobile devices
- anti-bullying
- code of conduct at representative sport
- complaints handling

All students are issued with the college's policy and expectations in relation to the use of technology. This form is signed each year before students are able to use the college's equipment and network system.

The college diary also outlines information concerning the following:

- the stages and procedures of discipline
- the election of student leaders
- the merit award scheme
- the procedures for examinations and assessments
- the conditions for enrolment

The full text of student management/welfare and discipline policies can be obtained by referring to pages 16 to 31 of the student diary. The student diary is issued to all students at the beginning of each year, or can be obtained by contacting the college office on 9638 5644.

The policies stated in the diary and on the website were updated at the end of 2015 and will continue to be reviewed as policies or procedures evolve.

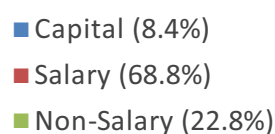
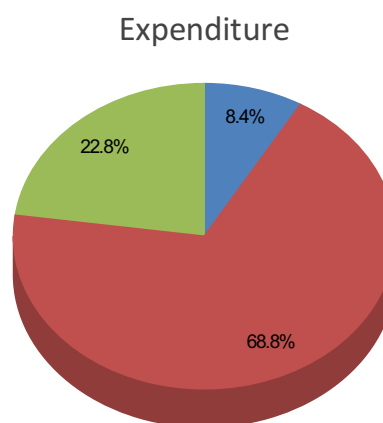
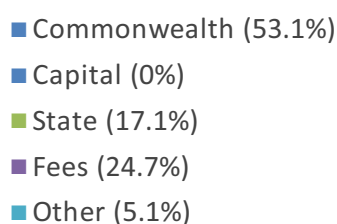
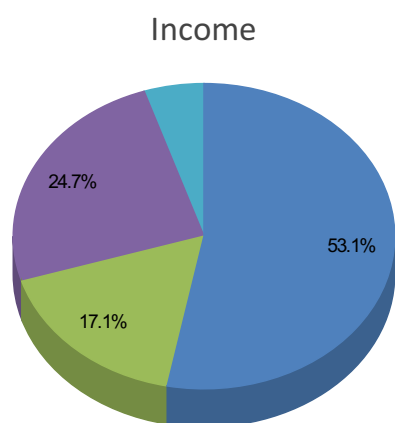
A recent addition to the college's policies and procedures has been the clear articulation of the circumstances when outside authorities (eg police) would be involved in certain incidents.

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* 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	\$7,977,144
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,575,505
Fees and Private Income ⁴	\$3,710,335
Other Capital Income ⁵	\$763,657
Total Income	\$15,026,641

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,245,945
Salaries and Related Expenses ⁷	\$10,183,460
Non-Salary Expenses ⁸	\$3,376,945
Total Expenditure	\$14,806,350

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.