

St Mary's Primary ARMIDALE
Annual School Report to the Community
2016



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Principal

Mrs Alanna McRae

ABOUT THIS REPORT

St Mary's Primary is registered by the Board of Studies, Teaching and Educational Standards NSW. The Catholic Schools Office, Armidale the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider School community with fair, reliable and objective information about School performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the School community and the Catholic Schools Office, Armidale. This *Report* has been approved by the Catholic Schools Office, Armidale in consultation with the Regional Consultant who monitors that the School has appropriate processes in place to ensure compliance with all Board of Studies, Teaching and Educational Standards, NSW requirements for Registration and Accreditation.

This *Report* complements and is supplementary to School newsletters and other regular communications. Further information about the School may be obtained by contacting the School or by visiting the School's website.

Principal's Message

The staff, students and parents of St Mary's Catholic Primary School form a close knit educational community which was founded in 1848 by the lay of the community. Our story and traditions have been shaped by the Ursuline sisters, the Patrician brothers and the De La Salle brothers. St Mary's is the oldest school in the Armidale Diocese.

This report highlights the school's quality teaching and learning experiences and achievements as well as our participation in many events. It reflects the School's Mission Statement and school motto "*Serviam*" to serve. St Mary's Catholic Primary School lives and celebrates the Gospel values in the rich traditions of the Catholic faith. It is a place where students are nurtured and empowered to become independent lifelong learners.

This report reflects on all that has been achieved and realised throughout the year. I hope that all members of the community continue to feel a sense of pride and achievement in our school.

Parent Body Message

St Mary's Catholic Primary school remains an excellent choice for the education of young students in the Catholic faith. The focus of the entire teaching body and school environment is to enable children to excel in their academic pursuits and grow as a well-balanced empathic member of society.

The P&F and school board have continued to work well together and support the school and our children. Two major fundraising events of the Parent and Friends; the Fete and Revue; were successful – credit to all those parents, teachers and friends who volunteer their time and skills to make these events work. The money raised allows the school to provide additional resources for students. The success of the school community relies on all lending a hand to lighten the load on the few. I encourage parents to become involved in the varied activities at the school that help make the school operate effectively and efficiently and a school of choice for parents in and around Armidale. The St Mary's community is a credit to all and shines out in the community.

School Board Chairperson

Student Body Message

Excursions, plays, visits and musical experiences have been given to the students at St Mary's in
Annual School Report to the Community 2016

2016. 2016 was very interesting, surprising, and helpful in our academic journey.

Year 6 had a 5 day excursion to Canberra, our national capitol. We visited special and enjoyable sites such as Parliament House, the Australian War Memorial, the Australian Mint, the National Art Gallery, Questacon and so many more.

Our Operetta is a great tradition which is thoroughly enjoyed by the Stage 3 students. These plays let kids showcase their performance talents. Year 6 have the opportunity to act, sing, perform acrobatic tricks and dance which is a lot of fun. While Year 5 have a supportive role in the form of being the chorus.

As school leaders we have been present at many Parish, Diocesan and community events. We have been proud to wear our school blazer and stand beside our Principal, Mrs McRae at these times.

As Year 6 students we had the opportunity to attend the GRIP Leadership Day earlier in the Year and many of us also attended the Science and Engineering Discovery Day at UNE. The school leaders also attended a leadership event in Sydney which was very inspirational.

2016 School Captains

SECTION TWO: SCHOOL FEATURES

St Mary's Primary is a Catholic systemic Co-educational School located in ARMIDALE.

St Mary's has a long history dating back to 1848. Our story and traditions have been shaped by the Ursuline sisters, the Patrician brothers and the De La Salle brothers. St Mary's is the oldest school in the Armidale Diocese, established by lay people in 1848. The Ursuline Sisters arrived in 1882 and maintained a presence in the school until 2001.

The Patrician Brothers established a boys' primary school on the site from 1889 until 1897. Later in 1906 the De La Salle Brothers re-established the boys' primary school and taught there until 1972. The school has been under lay administration since 2001.

St Angela Merici was the founder of the Ursuline Sisters. The St Mary's buildings are named after St Angela, St Ursula and St Anne. The school crest is common to Ursuline schools as is the motto: "Serviam" I will serve. Generations of families have been educated at St Mary's under the Ursuline motto.

St Mary's is located in the Cathedral precinct of Armidale adjacent to the CBD. The Cathedral, Bishop's House, Catholic Chancery, Parish Hall, Ursuline Convent, Centacare, Catholic Schools Office and Armidale Diocesan Investment Group are all located in the same block. Armidale is a vibrant town and is the centre of the Northern Tablelands.

The town has full services and hosts the University of New England. This gives Armidale a unique character and diverse population. St Mary's attracts enrolment from the surrounding district including students from, Invergowrie, Uralla, Black Mountain, Guyra, Yarrowyck, Walcha and Wollombi. Our classrooms are housed in three main buildings surrounded by spacious and park like grounds planted out to make the most of the four distinct seasons we experience. St Mary's has excellent facilities and playing fields. The school library is well appointed and spacious. There are excellent computer facilities available for all students.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds. The following information describes the student profile for 2016:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 183 | 180 | 28 | 363 |

* Language Background Other than English

Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment of Students in the Catholic Systemic Schools of the Diocese of Armidale'. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the Armidale Catholic Schools Office website at;

<http://www.arm.catholic.edu.au>

Student Attendance Rates

The average student attendance rate for 2016 was 93.00%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|--------|
| Kindergarten | 94.00% |
| Year 1 | 94.00% |
| Year 2 | 93.00% |
| Year 3 | 94.00% |
| Year 4 | 93.00% |
| Year 5 | 91.00% |
| Year 6 | 92.00% |

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 23 | 15 | 38 |

* This number includes 16 full-time teachers and 7 part-time teachers.

| | |
|--|----|
| Percentage of staff who are Indigenous | 5% |
|--|----|

Professional Learning

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

The School held the equivalent of five staff development days this year with areas of focus as follows:

| | |
|---------------|---|
| Term 1 | 27th January, 2016 - WHS & a Quality Beginning |
| Term 2 | 1st July, 2016 - Core Catholic Principles & Values |
| Term 3 | 18th July, 2016 - Data Analysis |
| Term 4 | 18th December, 2016 - Google Classroom and Creating Rich Tasks; 19th December, 2016 - Staff Retreat |

School staff participated in the following workshops: Mathematics & Geography - Australian Curriculum, Cross Stage Moderation, Data Analysis, PLCs, Kids Matter, Additional Needs, CPR, Google apps, Dealing with Anxiety, Anita Chin, Teacher Professional Development Framework, Religious Education and Google Classroom.

The Principal, Assistant Principal, Religious Education Coordinator, Education Assistants, Aboriginal Education Assistants, Librarians, Secretaries, Project Teachers and Student Support Teachers attended specific workshops throughout the year.

Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the Board of Studies, Teaching and Educational Standards, NSW:

| Teacher Qualifications | | Number of Teachers |
|------------------------|--|--------------------|
| 1 | Those having formal qualifications from a recognised higher education institution or equivalent. | 24 |
| 2 | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 0 |

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Mary's Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

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Throughout the year the whole school celebrated Mass together at least once each term including Feast Days and Holy Days of Obligation. Primary grades attended Mass each fortnight, on Fridays, with the parish. The children participated reverently and prayerfully in Holy Week celebrations attending Lent and Holy Week Masses. Family Masses were held once a term at the 10am Mass on Sundays.

A school based Lenten program and three twilight prayer sessions were offered in 2016 for staff & parents. On Holy Thursday students presented the Stations of the Cross tableaux to parents. During Advent, students in Kindergarten to Year 4 presented Christmas Prayer Assemblies, celebrating the Christmas message of love, hope and goodwill. The end of year finished with Mass on the last school day of Term 4, which was also a farewell for our Year 6 students. Primary students were Altar Servers for both daily and weekend Masses.

The Parish Administrator regularly visited each classroom and provided the Sacrament of Reconciliation each term for Primary grades. Our school based sacramental program prepared children in Year 2 for Reconciliation, Year 3 for Eucharist and Year 6 for Confirmation.

In Staff formation, new teachers and Education Assistants attended the New Employees Retreat. Teachers were able to attend the Diocesan Teachers Retreat and the Assistant Principal/REC attended the AP Retreat and the REC Conference. All staff were also able to attend a school-based Staff Retreat that was facilitated by the Diocesan Spirituality team.

Families supported the following events as part of the Parish and School Community:

- Stations of the Cross.
- Parish & School celebrations including the Chrism Mass, Feast of the Assumption of the Blessed Virgin Mary and Feast of Saint Mary of the Cross.
- Catholic Schools Week Mass & the Spirit of Catholic Education Awards.
- Parish Family Mass once per term.

The Parish Administrator is a member of the School Board and the Principal is a member of

Parish Pastoral Council.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

| Our School's average result (as a mark out of 50) | |
|---|-------|
| Year 6 | 35.40 |

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards, NSW syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

The 2016 year started with all classes doing 'A Quality Beginning Program.' This is a 2 week focus establishing Quality Learning processes and Positive behaviour expectations across the whole school. Dedicated work by St Mary's staff resulted in improved student learning and progress across the year. MiniLit and Quicksmart continued to be offered to targeted students in 2016.

A whole school continued focus on data analysis has better enabled teachers to set specific learning targets and outcomes for each child. A Data Action Plan was put into place for each Grade level/Stage to drill down into the Data and utilise to set SMART Goals.

Best Start assessments for Kindergarten students gave us accurate data on the entry literacy and numeracy skills of these students. Students from K-6 are plotted on the Literacy and Numeracy Continua to provide accurate records of student progress, improvement and growth.

Year 2-6 students undertook ACER PAT Reading and Maths assessments in the first few weeks of the school year giving us valid achievement data for these students so as to accurately track their learning progress. The Personalised Learning Plans for all our Aboriginal students enables us to have meaningful meetings with our Aboriginal families to discuss student progress.

The Project Teachers in 2016 were responsible for implementing the Diocesan Literacy Enhancement strategy K-2, data analysis, further development of the CPLT systems and structures and supporting teachers in the implementation of the NSW Syllabus for the Australian Curriculum.

Professional Learning Team Meetings were held weekly to set SMART goals, plan learning and assessment tasks, analyse student data and progress and plan appropriate interventions. These meetings ensure a consistent contemporary approach to the teaching of Literacy and Numeracy, effective use of student achievement data from NAPLAN and standardised tests to monitor student progress and plan for future learning and interventions, the use of common assessment tasks across all grades, common rubrics, matrices and marking criteria K-6, effective support for differentiation of learning in Reading, Spelling and Mathematics. These meetings also allowed for collegial sharing of successes and group collaboration for problem solving. The PLT meetings were

also used to allow staff to share their progress with professional goal setting and access feedback from peers to help set strategic targets.

Other learning opportunities offered in 2016 included Tournament of Minds, Brain Olympia, Kids Lit Quiz, St Joseph's Cup Public Speaking, Individual music tuition, school choirs, orchestra and percussion band, Eisteddfod, Chess, ICAS competitions and representative sport at Diocesan, Polding & State levels.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

| NAPLAN RESULTS 2016 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-----------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 52.60% | 49.40% | 7.00% | 11.50% |
| | Writing | 42.10% | 48.80% | 3.50% | 6.20% |
| | Spelling | 42.10% | 46.40% | 7.20% | 12.40% |
| | Grammar | 42.10% | 52.50% | 1.80% | 9.60% |
| | Numeracy | 21.40% | 35.60% | 14.30% | 13.40% |

| NAPLAN RESULTS 2016 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-----------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 47.60% | 35.30% | 11.90% | 15.50% |
| | Writing | 95.00% | 17.20% | 16.70% | 18.10% |
| | Spelling | 19.10% | 29.80% | 7.10% | 17.20% |
| | Grammar | 21.40% | 36.30% | 21.40% | 15.00% |
| | Numeracy | 16.60% | 28.30% | 26.20% | 16.50% |

Student Welfare Policy

No changes were made to the Policy this year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

No changes were made to the Policy this year.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Catholic Schools Office, Armidale has established a *Student Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy. No changes were made to the policy this year.

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

Complaints and Grievances Resolution Policy

The Diocese of Armidale has established a *Staff Grievance Policy* which is implemented by our school in the Diocese. Each school also has an individual Grievance Policy and Procedure for dealing with matters at a school level. The rationale for these policies is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policy. No changes were made to

the policy this year.

The full text of the individual policies may be accessed on the School's website, the administration office or at the CSO website.

Initiatives Promoting Respect and Responsibility

During 2016 St Mary's continued to consolidate Kids Matter and Positive Behaviours for Learning programs through our 7 Kinds of Best and the Student, Staff and Parent Codes of Cooperation.

The Restorative Justice approach was also utilised by teachers in their approach to behaviour management issues and was monitored through BART – Behaviour Analysis Reporting Tool.

Students were encouraged to participate in the school, parish and local community by attending ANZAC Day March, Remembrance Day, NAIDOC Week, Clean Up Australia Day, Cathedral Cleaning Roster and Green Thumbs.

2016 School Captains enjoyed attending the Young Leaders Day in Sydney with hundreds of School Leaders from Primary Schools in NSW in Term 1. Year 6 students also attended the GRIP Student Leadership Conference in Armidale as part of their role as School Leaders with responsibility.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.

Key Improvements Achieved in 2016

In 2016 the key improvements areas that were focussed on and achieved were:

- Teachers included explicit Core Catholic Principles and Values teaching strategies in additional Key Learning Areas. This was achieved through:
 - Teacher Professional Development on CCPVs;
 - Utilisation of Overview of CCPVs;
 - Program sharing/discussion on CCPVs.
- Improved data literacy of all teachers. This was achieved through:
 - Teacher professional development on using and analysing data;
 - Teacher access to School Data Walls – displayed and online;
 - Development of a Data Action Plan to utilise with SMART Goal Setting.
- New technologies have further enhanced staff and student capacity to improve learning outcomes. This was achieved through:
 - Utilisation of Google Roadtrips to improve staff in the use of Google suite;
 - More teachers training to be Google Educators;
 - Staff Development Day on Google Classroom and Apps for Classroom use.
- Principals led site based teacher learning and development. This was achieved through:
 - Engagement of teachers with APST for Teacher Personal Learning Plans and feedback of teachers;
 - Focus on Leadership Team led Professional Development for all Staff.

Priority Key Improvements for 2017

In 2017 the key improvements areas will be:

- Improvement in Year 6 RE data by 10%.
- Increase staff participation in faith formation opportunities.
- Teachers have an understanding of Inquiry-based learning and Backward Mapping.
- Increased and Improved communication between all stakeholders.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In 2016 Parents were surveyed by an independent specialist corporation. Parents were offered the opportunity to provide comprehensive feedback across six areas - Catholic Ethos, Leadership, Resources, Teaching and Learning, Improvement Processes and General. Parents indicated an excellent satisfaction in Catholic Ethos, Leadership, Resources and General with Teaching and Learning and Improvement Processes rated in the high end of the good category. General rated the highest and Improvement Processes rated the lowest. There was improvement in the results from 2015 to 2016 for General, Leadership and Resources.

No areas of concern were identified by parents. While the survey results indicate a high level of satisfaction in every area, the comprehensive reports was analysed closely by the Leadership Team and Communication was an area added to the school key areas for improvement in 2017.

Student Satisfaction

In 2016 Students in Years 4 and 6 were surveyed by an independent specialist corporation. Students were given the opportunity to provide feedback in six areas - Catholic Ethos, Leadership, Resources, Teaching and Learning, Improvement Processes and General. Student rated Catholic Ethos and Teaching and Learning within the excellent category and Leadership, Resources, Improvement Processes and General at the high end of the good category. Teaching and Learning scored the highest response from students and Improvement Processes the lowest.

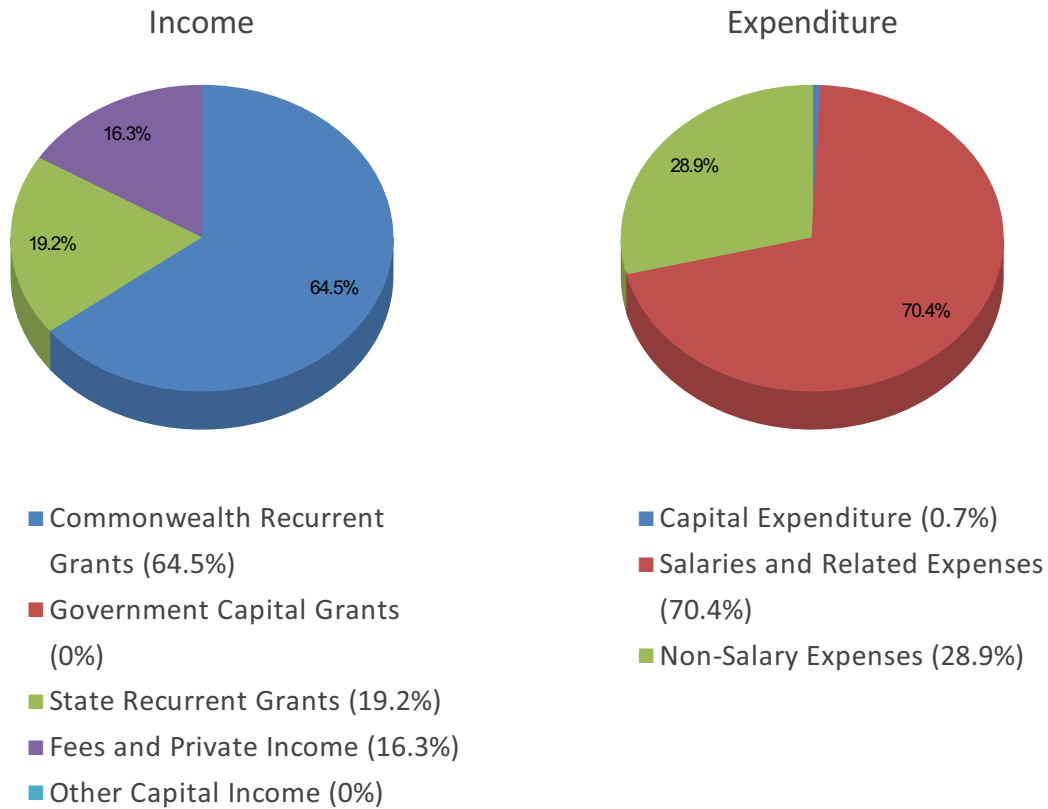
No areas of concern were identified by students. While the survey results indicate a high level of satisfaction in every area, the comprehensive reports will be analysed closely by the Leadership Team to identify areas of priority for school improvement.

Teacher Satisfaction

In 2016 Staff was surveyed by an independent specialist corporation. The staff was given the opportunity to provide feedback in six areas - Catholic Ethos, Leadership, Resources, Staff Engagement, Improvement Processes and General. Catholic Ethos were rated as excellent and Leadership, Staff Engagement, Resources, General and Improvement Processes were rated in the good category. Catholic Ethos showed a significant improvement

No areas requiring attention were identified. While the survey results indicate a good level of satisfaction in every area, the comprehensive reports were analysed closely by the Leadership Team and communication particularly about improvement processes was identified a key area of priority for school improvement.

SECTION ELEVEN: FINANCIAL STATEMENT



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2016 year is detailed below:

| RECURRENT and CAPITAL INCOME | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$2,901,392 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$863,814 |
| Fees and Private Income ⁴ | \$731,000 |
| Other Capital Income ⁵ | \$0 |
| Total Income | \$4,506,289 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$30,648 |
| Salaries and Related Expenses ⁷ | \$2,989,536 |
| Non-Salary Expenses ⁸ | \$1,226,686 |
| Total Expenditure | \$4,246,870 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.