

St Joseph's Primary GLEN INNES
Annual School Report to the Community

2016



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Principal

Ms Maria Mowle

ABOUT THIS REPORT

St Joseph'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 regular celebration of Liturgy, the transmission of knowledge and experience of the Catholic faith is central to St Joseph's School. As a Catholic Professional Learning Community, St Joseph's educates students to engage in the world as successful lifelong learners, meeting the demands of a changing world with creativity and confidence. The students' needs and learning are central, and the focus is on supporting quality contemporary pedagogy. The school engages learners in varied experiences which achieve the students' individual learning goals, and enables them to achieve their fullest potential. High quality, reliable and rich data informs this learning. A professional collaborative learning community enables teachers to design quality experiences for students. The staff commitment, expertise and pastoral care ensure that the students thrive in a safe and stable learning environment. The implementation of the Diocesan Literacy Enhancement Strategy supports all students in their learning. Staff and parents work in collaboration with commitment to, and passion for, the students' needs creating an effective school. This partnership is a significant dimension of the school.

Parent Body Message

Our school is built on four cornerstones of Catholic education being: academic achievement, spiritual growth, cultural development and physical growth and achievement. This year we have excelled in all four.

Our academic results have been outstanding with students performing well above the State and national average for NAPLAN. We've had students achieve Distinctions and High Distinctions in the ICAS tests. A number of our students participated in individual and team sports at Diocesan level, at Polding and at PSSA. Our students have sung at the Celtic Festival and Sing New England concerts in Armidale. The St Joseph's parent body has been very active within the school and Parish communities. The P&F have had another successful year and raised over \$30 587.00 in funds for the school. The School Advisory Council has overseen a number of projects within the School that has resulted in lower overheads, better facilities and improved resources for the school.

(Chair of the School Board).

Student Body Message

This year our school participated in numerous events which included concerts, such as the Chamber Music Choir, Scots PGC College, Musica Viva and the New England Sings. We also

participated in sporting events like the Backyard Blitz, Touch Football and the summer trials. Our leadership team were also involved in community events such as the Anzac Day service and march, and Remembrance Day. We were very lucky to have our local Emergency services come and teach us valuable skills and lessons. Our school has organised many fundraisers such as the Vinnies Christmas appeal, Mufti days for Caritas Australia and many more. Our leadership team participated in the Christ the King Pilgrimage in Armidale to commemorate the end of the Year of Mercy. Visitors to our school were welcomed throughout the year by our leaders. We had a former local and children's author Emma Mactaggart, Tour De Cure also came to our school before we waved them off on their way to Armidale. The 2016 leadership team have worked hard and well together as a team and have thoroughly enjoyed the experience.

SECTION TWO: SCHOOL FEATURES

St Joseph's Primary is a Catholic systemic Co-educational School located in GLEN INNES.

The school takes its mandate from the Diocesan Mission Statement, to Proclaim, to Witness and to Serve. As part of the Parish Community, it shares its task of imparting Catholic traditions while respecting and appreciating the traditions of other Christians. The parents' role as prime educators of their children means the school looks to them, along with the parish priest, staff and students to form a Catholic Christian community. Valuing each person's uniqueness, we support each other in providing knowledge, skills and attitudes which contribute to the total development of the student. In our relationships we respect and affirm one another and live according to Gospel values. Truth, compassion and forgiveness characterise our mission to bring about a more just society. 'This is what God asks of you. . . to act justly, to love tenderly and to walk humbly with your God.'*Micah 6:8*

Founded by the Sisters of St Joseph of the Sacred Heart to provide Catholic co-education, the Sisters maintained their presence in the school from 1884 to 1995. A lay principal was then appointed. From 2006-2010 a Sister of St Joseph was appointed as Principal. In 2011 a lay Principal was again appointed to the school. The traditions and ideals established by the Sisters of St Joseph have significant influence in the school. The school opened on 21st January, 1884, a wooden building erected next to the church, with an enrolment of 30 students, and continues to thrive with an enrolment of 210 students. Initially catering for day pupils, boarding facilities were soon provided. The boarding section closed in 1978. A two-storey block was completed in 1926. Succeeding years saw a number of extensions to its buildings. St Joseph's College, a separate secondary school, was opened in 1969, and extended until 1997. In 1988, the college and school amalgamated to form a school from Kindergarten to Year Ten. At the end of 2001, the secondary department closed. The school is now a thriving primary school. The buildings were refurbished in 2011 to provide the school with a new library and hall. In 2014 a substantial walkway cover was built, uniting the infants and primary sites. St Joseph's strongly focuses on the achievement of personal best and learning for all. Laptops, iPads, smartboards/interactive TVs, and Chromebooks, are available in all classrooms.

Situated at the junction of the Gwydir and New England Highways, it is located within spacious grounds. Glen Innes is part of the New England Tablelands and site of the Australian Standing Stones. The main industries are agriculture, viticulture, sapphires and tourism. The population of the area was c.8000. Most students live within the Glen Innes municipality with the remaining students travelling to school by bus from outlying areas.

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
116	103	2	219

* 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 92.29%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.00%
Year 1	92.00%
Year 2	94.00%
Year 3	92.00%
Year 4	93.00%
Year 5	90.00%
Year 6	93.00%

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
13	11	24

* This number includes 11 full-time teachers and 2 part-time teachers.

Percentage of staff who are Indigenous	5%
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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 developments days this year with areas of focus as follows:

Term 1	Day 1: Curriculum Development and Compliance Requirements: Day 2: Implementation of Catholic Professional Learning Community: Response to Intervention
Term 2	Day 2: Occurred Term 1 as above: Day 3: Catholic Values and Principles: Sanctity of Life
Term 3	Day 3: Occurred Term 2 as above
Term 4	Day 4: Assessment Strategies: As, Of and For. Day 5: Analysis of RE test results, Professional Learning Team Curriculum Development

In 2016 the school continued to focus upon being a Catholic Professional Learning Community, with staff in professional learning teams and DLES Project Officers engaging in significant professional learning, including the use of Data walls, Professional Learning Plans, Response to Intervention and Assessment. This professional learning to facilitate the continued implementation of authentic professional learning community will continue in 2017. Professional learning also occurred in Core Catholic Principles and Values and will continue in 2017.

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:

St Joseph'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.

St. Joseph's School is part of and is closely linked to St. Patrick's Parish Glen Innes. The Principal and Religious Education Co-ordinator work closely with the Parish Priest. Staff delivered the parish sacramental lessons and organised First Reconciliation, First Communion and Confirmation. A retreat was held for the Confirmation candidates. Some students serve on the altar at school and weekend Masses. The school was involved in the Parish celebration of Ash Wednesday, Holy Thursday, Feast of St Mary of the Cross MacKillop, the Diocesan Christ the King pilgrimage and the Family Christmas Eve Mass.

The liturgical life of the school is based on the key celebrations of the Church's liturgical year, namely Lent, Easter, Advent, Christmas and significant Feast days. The students and parents had many opportunities to celebrate the Eucharist at Whole School and Class Masses. Masses were celebrated weekly with each stage having two Masses scheduled a term to prepare and celebrate. These Masses are linked to the Liturgical Seasons and Religious Education lessons being taught. Whole school liturgies were celebrated for the start of the school year, Ash Wednesday, Feast of St Joseph, Mother's Day, Father's Day, ANZAC Day, Feast of St Mary of the Cross (MacKillop), National Aboriginal and Torres Strait Islander (NATSI) week, Remembrance Day, and the end of the school year. Each Primary class participated in the sacrament of reconciliation once in the year. Prayers were also prayed in each class every morning, prior to meal times and at the conclusion of the day. Students participated in class and whole school prayers such as school assemblies, opening school prayer, ANZAC Day and Remembrance Day. The students in Years 5 and 6 attended retreat days prepared and lead by staff members. There were three Parish Sacramental Programs during the year. Year 3 students made their First Reconciliation and First Communion while Year 6 celebrated and received the Sacrament of Confirmation.

School meetings (e.g. P& F, School Council, Staff and Class) and assemblies started with a prayer. Staff Prayer was held each Friday morning with staff taking turns to lead. Five staff members attended the Armidale Diocesan staff retreat days. All staff participated in a PD/Faith Formation Day on the core principle of the 'Sanctity of Life.' A number of staff members also attended twilight prayer reflections.

Social Justice is integral to the Religious Education Curriculum. Individual teaching units address Social Justice issues. The whole school community, through the Student Representative Council and Mini Vinnies, raised funds for CARITAS, Catholic Missions and the local St Vincent de Paul

Society. Students sang and presented items to Seniors during Seniors Week.

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	32.00

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 curriculum focuses on creating 21st century learners, able to use the knowledge, skills, and dispositions required to thrive in the world. Improvement strategies, designed to meet the needs of students occur. Catholic Principles and Values were incorporated in more than one KLA. The Diocesan Learning Enhancement Strategy focused on enhancing student achievement in Literacy and Numeracy. The school also offered Reading Tutor programs. Students access eBooks through the school's Overdrive library. Whole school analysis of NAPLAN and PAT Comprehension and Mathematics data occurred. Student's individual needs were met in a wide range of differentiated learning experiences, with teachers planning curriculum in stage levels. Whole school professional learning focused on implementing a Catholic Professional Learning Community. Educational Assistants, including an Aboriginal Education Assistant, assist teachers to support the learning needs of students.

Academically the students achieved their individual best and performed well. The results in NAPLAN were again strong for the cohorts, continuing the school's tradition of excellent achievement, with a large number of students excelling and achieving the top bands. In year 3, the school was above both the state and diocesan mean in all areas: Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, with some exceptional results: Year 5 has many students achieving growth at or above the expected level. In year 5, the school was above the state and diocesan mean for Reading, Grammar and Punctuation, and Numeracy, and above the Diocesan mean for Spelling, which is an excellent result. Writing was well within the state mean. Students took part in State wide competitions with excellent results.

The integration of ICT in student learning was enhanced with the use of the Google Apps for Education and the provision of laptops and Chromebooks means the school has a 1:2 ratio of device to students. Significant professional learning occurred in the use of the Google Apps for Education suite.

The students had many successes in a variety of sports, including: swimming, netball, rugby league, touch football, netball, athletics, OzTag, cricket and cross country, with many students representing at Diocese and Polding. Skill development occurred in these sports.

Students perform with credit at community celebrations and school and class Masses. Students sang at the local Celtic Festival. Students had entries in the Glen Innes Show in a wide variety of sections, most notably in the Floral Art section. The school participated in many community events. Visits from authors, musicians, school bands and Life Education occurred. The students accessed a range of excursions both within and outside the local community.

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	57.70%	49.40%	7.70%	11.50%
	Writing	65.40%	48.80%	0.00%	6.20%
	Spelling	53.80%	46.40%	11.50%	12.40%
	Grammar	73.10%	52.50%	3.80%	9.60%
	Numeracy	57.70%	35.60%	0.00%	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	44.50%	35.30%	11.10%	15.50%
	Writing	0.00%	17.20%	11.10%	18.10%
	Spelling	27.80%	29.80%	5.60%	17.20%
	Grammar	44.50%	36.30%	0.00%	15.00%
	Numeracy	38.90%	28.30%	0.00%	16.50%

Student Welfare Policy

No changes were made to the Student Welfare 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 Discipline policy.

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

The student leaders, consisting of the School Captains, House Captains and Student Representative Council, were wonderful role models for younger students and accepted responsibility for a number of tasks around the school, and represented the school in the community. The school contributed to the Glen Innes community through participation in the local show, ANZAC and Remembrance Day ceremonies, as well as the Celtic Festival, World Day of Prayer, and the Red Cross Christmas Tree Display.

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.

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

Concentrating on an explicit improvement agenda and within the context of a Catholic Professional Learning Community the school emphasised further learning for all, continued to develop a collaborative culture and focused on student results. The emphasis was on each student learning to their fullest potential. Professional learning occurred in *Response to Intervention* and Assessment in order to improve student results. The Diocesan Strategic Plan was used as a framework to evaluate the National School Improvement Tool domains of *differentiated teaching and learning* and *effective pedagogical practice*, within the school. The school achieved the following priorities: 1. improvement of literacy and numeracy outcomes for students by using data to support differentiation and effective pedagogy; 2. effective learning for all by using appropriate intervention; 3. increased use of inquiry based learning; 4. development of contemporary pedagogy through the use of technology as a tool for learning. The school continued professional learning in Catholic Values and Principles for staff to further their commitment to and participation in the evangelising mission of the school.

Priority Key Improvements for 2017

As a Professional Learning Community, using collaborative learning, the theory of action and putting faces on the Data the school will improve faith formation and learning for all students to their fullest potential. Professional learning will occur in *Putting Faces On Data and the use of the Theory of Action* for improved student results. Using the Diocesan Annual Improvement Plan 2017 as a basis, and implementing the National School Improvement Tool domains of a *culture that promotes learning* and *systematic curriculum delivery*, the school has the following priorities: 1. to improve learning outcomes in Religious Education, literacy and numeracy by using data to support differentiation and effective pedagogy; 2. to use collaborative strategies of case management learning walks/talks, instructional coaching and collaborative teaching, 3. to further embed the use of inquiry based learning; 4. to develop student capacity to use contemporary learning through the use of technology as a tool for learning. The school continues professional learning in Catholic Values and Principles for staff to further their commitment to and participation in the evangelising mission of the school.

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

During 2016 an independent company was employed by the Armidale Diocese to conduct a comprehensive survey covering all aspects of school life. The survey covered the following areas of Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Parents were invited to complete surveys on their satisfaction regarding the school. In General parents rated the school as excellent and excellent in most areas listed above. All areas were rated as excellent or good. The School Advisory Council and Parents and Friends Association also provide valuable feedback to the school. School Reputation was a key reason that parents enrolled their child at the school.

Student Satisfaction

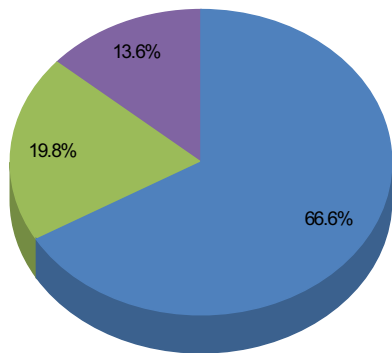
During the course of 2016 an independent company was employed by the Armidale Diocese to conduct a comprehensive survey covering all aspects of school life. The survey covered the following areas of Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Students completed surveys on their satisfaction regarding the school. Results of the survey for the overall satisfaction score for each of these groups was high. Students rated the school as excellent in the areas of Catholic Ethos, Teaching and Learning, General, Improvement Processes and Leadership. They rated the area of Resources as very good. The Student Representative Council meet and provided feedback to the school.

Teacher Satisfaction

Processes to determine teacher satisfaction incorporated a school satisfaction survey including a comprehensive report, staff meetings and anecdotal evidence. In particular, during 2016 an independent company was employed by the Diocese to conduct a comprehensive survey covering all aspects of school life. The survey covered the following areas of Leadership, General, Resources, Teaching and Learning, Improvement Processes and Catholic Ethos. Teachers completed surveys on their satisfaction regarding the school. Staff rated the school as excellent in all areas. Staff were involved in the formulation of the schools' strategic intent and annual plan. The National School Improvement Tool was also used to self-assess and provide feedback.

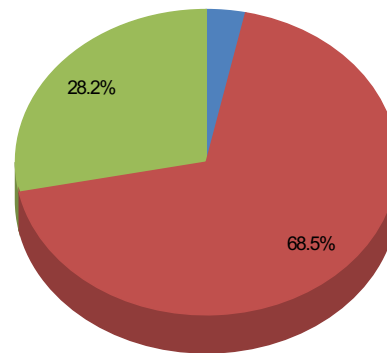
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (66.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (13.6%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (3.3%)
- Salaries and Related Expenses (68.5%)
- Non-Salary Expenses (28.2%)

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	\$2,029,139
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$603,580
Fees and Private Income ⁴	\$415,517
Other Capital Income ⁵	\$0
Total Income	\$3,051,657

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$100,188
Salaries and Related Expenses ⁷	\$2,068,634
Non-Salary Expenses ⁸	\$850,198
Total Expenditure	\$3,019,020

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.