

Marist College Kogarah, Bexley  
Annual School Report to the Community

2016



**School Contact Details**

52 Wolseley Street, Bexley 2207

[info@mckogarah.catholic.edu.au](mailto:info@mckogarah.catholic.edu.au)

<http://www.mck.nsw.edu.au/>

9587 3211

9556 1790

**Principal**

Mr John Riordan

---

## ABOUT THIS REPORT

---

Marist College Kogarah is registered by the Board of Studies Teaching and Educational Standards (BOSTES), and managed by Sydney Catholic Schools (SCS), 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 College community with fair, reliable and objective information about College 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 College's Annual Improvement Plan.

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

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

### **Principal's Message**

Marist College Kogarah is based on the Marist tradition and charism. The involvement in a number of initiatives to support the disadvantaged and poor has allowed our students to engage in an authentic manner with the social justice mission of the Church.

Over the course of 2016 staff have worked to promote a continued focus on 'connected literacy' which makes explicit the nexus between reading and writing providing emphasis to applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn. The use of targeted professional development has improved the capacity and response of staff to issues in boys' education.

2016 also saw the completion of the new Creative Arts Block. This facility includes three Art rooms, six classrooms, a breakout flexible learning space and an undercover basketball court.

### **Parent Body Message**

In 2016 the parent body provided a representative to be part of the College Advisory Council. This provided us with the opportunity to engage with members of the College Executive and the local Parish Priest, Father Brendan Quirk on matters related to the future direction of the College.

We also held Parents and Friends (P&F) meetings once a term. These meetings enable us to be more informed about College life and provide feedback to the Principal. As a parent group, these meetings provided us with the ability to be actively involved in various decision-making processes. For example, the College's involvement in the Australian Catholic Youth Festival to be held in 2017.

### **Student Body Message**

As Student Leaders at Marist College Kogarah we were very proud to be elected to this position by our peers and teachers. Taking a leading role in the College's activities such as supporting the Saint Vincent De Paul Night Patrol program allowed us to promote the College in the broader community and engage in the social justice work of the Church. Our involvement in other co-curricular and sporting activities helped to promote the strong school spirit that exists within the College.

---

The College promotes academic excellence, and as student leaders we would like to extend

thanks to our teachers for the extra initiatives such as holiday workshops, designed to allow us the opportunity to perform to the best of our ability.

---

## SECTION TWO: SCHOOL FEATURES

---

Marist College Kogarah is a Catholic systemic Boys College located in Bexley.

The College was established in 1909 by the Marist Brothers at the invitation of the Parish Priest Fr John O'Driscoll. Students enter Year 7 from many local Parish primary schools and the Year 11 cohort is boosted by the enrolment of students from Marist College Penshurst, this being the final year.

The College offers a broad curriculum tailored to cater for a wide range of student interest and ability. Students with specific and diverse learning needs are catered for at the College, evidenced (in part) by a Learning Support and a Gifted and Talented Program. The College continues to direct much of its professional development time and resourcing to highly differentiated and individualised learning plans to ensure each student is well-supported in his learning journey.

The College has a comprehensive co-curricular program that allows for student participation in numerous sporting activities, debating, public speaking, creative arts and social justice programs.

---

## SECTION THREE: STUDENT PROFILE

---

### Student Enrolment

The College caters for students in Year 7 to Year 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
0	1038	961	1038

\* Language Background Other than English

### Student Retention

Of the students who completed Year 10 in 2014, 92% completed Year 12 in 2016.

### Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor 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. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

### Student Attendance Rates

The average student attendance rate for 2016 was 93.08%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Year 7	94.92%
Year 8	93.50%
Year 9	92.92%
Year 10	91.35%
Year 11	93.14%
Year 12	92.65%

### **Managing Student Non-attendance**

Regular attendance at school is essential if students are to maximise their potential. The College, 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, College staff, as part of their duty of care, monitor part or whole day absences.

College 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 College 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
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

### **Senior Secondary Outcomes**

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

<b>Senior Secondary Outcomes. Year 12 2016</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	35%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### **Student Post School Destinations**

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

<b>Destination Data</b>	<b>University</b>	<b>TAFE / Other institutions</b>	<b>Workforce entry</b>	<b>Destination not reported</b>
<b>Year 12, 2016 Graduating Class</b>	54%	33%	7%	6%



---

## SECTION FOUR: STAFFING PROFILE

---

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
79	24	103

\* This number includes 63 full-time teachers and 16 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

### 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 Sydney Catholic Schools. The College 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 College held the equivalent of five staff developments days this year with areas of focus as follows:

<b>Term 1</b>	Authentic Learning.
<b>Term 2</b>	Staff Spirituality.
<b>Term 3</b>	Differentiated Learning - Meeting the specific learning needs of our students.
<b>Term 4</b>	The principles of Authentic Assessment.

### Teacher Standards

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

<b>Teacher Qualifications</b>		<b>Number of Teachers</b>
1	Those having formal qualifications from a recognised higher education institution or equivalent.	79
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

Sacrament is at the heart of our Catholic life at Marist College Kogarah. Working collaboratively with Father Brendan and the College community we have enlivened our liturgies. Father Brendan Quirk, our Parish Priest and members of the College community gather together on Wednesday mornings in meaningful liturgies. There have been many significant occasions throughout the year where we have gathered to celebrate the Eucharist: Opening College Mass, Mary Help of Christians Archdiocesan Mass, Sydney Catholic Schools Eastern Region Mass, Champagnat Day Mass, Mother's Day Mass, Year 12 Graduation, Marist Annual Mass and Fire and Light Youth Masses (Parish). The Year 11 Coordinator and eight students from Year 11 became Extraordinary Ministers of Communion. All of these events have helped to develop our partnership with Parish, our Marist Community, Archdiocesan and wider Church.

Staff and students have been provided with opportunities to explore their religiosity and spirituality. Staff attended Sydney Catholic Schools Retreats and Marist Faith Formation Programmes. Professional Development modules have provided staff with opportunities to develop their own spirituality. This year our focus was on "Mercy and Prayer." We have continued to work towards building teacher capacity by encouraging staff to attend the New Revised Religious Education syllabus module in-service days. The students have attended reflection days and retreats, Archdiocesan Social Justice Day, Evangelisation Days, Marist Youth /Leader Forums, Catholic Education Office Youth Forums and the Australian Catholic Youth Festival. The Youth Ministry Coordinator and one of our students attended World Youth Day in Poland. We continue to support our Social justice initiatives which continue to play a vital role amongst the College community.

Working with the Leader of Pedagogy, the Religious Education Faculty has endeavoured to provide quality learning and teaching experiences in the classroom. We continue to work on the New Revised Archdiocesan Religious Education Syllabus, writing authentic programs to facilitate student engagement, meaningful use of Information Communications Technology, religious literacy and a love of learning. Prayer has formed an integral part of our programs developing both teacher and student spirituality. Studies of Religion continues to be a subject of

choice, presented this year as a blended learning model. Again, this year we have facilitated Higher School Certificate seminars to support the students in both knowledge and literacy skills. We have engaged the services of “experts” from other Religious Traditions to provide authentic opportunities for students to learn about the respective traditions.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan 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 8	27.20

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

The College follows the Board of Studies Teaching and Educational Standards syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. The teaching and learning processes are informed by the Statement on Authentic Learning in Sydney Archdiocesan Schools. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College has a broad curriculum catering for a wide range of student interest and ability. The College teaches HSC extension courses in English, Mathematics and History. Particular features of the College's curriculum include:

- An extensive Learning Support Program which involves one full time and two part time learning support teachers, along with several learning support teacher's aides, two ESL teachers, a reading recovery teacher, a teacher focusing on Stage 6 support for Mathematics and General Mathematics and a teacher focusing on gifted students.
- A 'Challenge Class' in Years 8 and 9 which consists of students who excel in English-based subjects. In Year 10 the 'Challenge Class' consists of students who excel in Science. The Challenge Class provides opportunity for academically talented students to undertake their studies in an environment in which they are able to interact with their intellectual peers. In regard to the curriculum content, Challenge Class students study the curriculum in a different format for different subjects. In addition to this, Challenge Class students will be extended and expected to work at a higher standard across the whole curriculum.
- A Year 7 'Selective Stream'.
- VET Programs which allow all students to participate in the curriculum at the senior level.

The courses offered for the HSC are:

- Religion – Catholic Studies
- Studies of Religion – 1 Unit
- Studies of Religion – 2 Unit
  
- Advanced English
- English - Extension 1
- English - Extension 2
- English Fundamentals
- Standard English
- English Studies
  
- Mathematics
- Mathematics - Extension 1
- Mathematics - Extension 2

- General Mathematics
- Mathematics Applied
  
- Biology
- Chemistry
- Physics
- Senior Science
  
- Ancient History
- Business Studies
- Economics
- History Extension
- Legal Studies
- Modern History
  
- Personal Development, Health and Physical Education
- Sport, Lifestyle and Recreation Studies
  
- Italian Beginners
- Italian Continuers
  
- Music 1
- Photography, Video and Digital Imaging
- Visual Arts
- Visual Design
  
- Design and Technology
- Engineering Studies
- Industrial Technology
- Information Processes and Technology
- Software Design and Development
  
- Business Services
- Construction
- Hospitality (Food and Beverage)
- Information Technology
- Industry--Based Learning
  
- Work and Community

---

**SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS**

---

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 College 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 College 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 7	Grammar & Punctuation	26.55%	27.60%	15.25%	19.60%
	Reading	20.79%	26.30%	15.73%	17.10%
	Writing	14.12%	15.70%	24.29%	27.10%
	Spelling	35.59%	28.10%	9.04%	17.40%
	Numeracy	33.90%	30.10%	8.47%	15.20%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	11.30%	16.60%	22.60%	27.00%
	Reading	16.95%	20.50%	14.69%	21.60%
	Writing	12.99%	12.40%	32.77%	38.00%
	Spelling	25.42%	21.70%	16.95%	22.70%
	Numeracy	31.07%	22.50%	7.91%	17.60%

### Higher School Certificate

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2014		2015		2016	
	School	State	School	State	School	State
Studies of Religion I	76%	49%	61%	51%	72%	49%
English (Standard)	43%	8%	36%	8%	55%	13%
English (Advanced)	94%	59%	100%	58%	90%	61%
Mathematics General 2 BDC	52%	25%	58%	26%	40%	25%
Mathematics	71%	54%	61%	52%	77%	52%
English Extension 1	100%	93%	100%	94%	100%	94%
Industrial Technology	60%	29%	52%	27%	89%	25%
Mathematics Extension 1	86%	85%	100%	84%	90%	79%
Mathematics Extension 2	100%	87%	100%	86%	100%	85%
Studies of Religion II	87%	44%	0%	0%	94%	47%

The continuation of targeted intervention programs during study periods has assisted in maintaining the College's high level of success in HSC Examinations. In addition, the seminar program conducted during the time junior students attend sport has helped to consolidate Year 12 students' knowledge and skill base. The efforts undertaken to ensure that students are appropriately counselled on their subject selection pattern assisted them in selecting HSC study programs that set them up for success.

In 2016 the number of students issued with a RoSA	0
---	---



### **Student Welfare Policy**

No changes were made to this policy this year.

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

### **Discipline Policy**

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

No changes were made to this policy this year.

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

### **Anti-Bullying Policy**

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and 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 SCS website at this [link](#).

### **Complaints and Grievances Resolution Policy**

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy 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. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in December 2015 and no changes were made to the policy this

year.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

### **Initiatives Promoting Respect and Responsibility**

Throughout 2016 students took part in a range of activities designed to increase awareness of their responsibilities towards each other and the poor and marginalised in society. Senior students actively took part in the St Vincent De Paul Night Patrol program allowing them to come to a deeper appreciation of those who because of particular circumstances find themselves living on the streets. Younger students and their families donated food to help support this program increasing their level of awareness of the disadvantaged in society.

A group of Year 10 students took part in a community service program based with Marist Brothers at Mittagong. This program afforded students the opportunity to make a contribution to the vital and important work of the Marist Brothers at their spiritual home in Australia.

In addition the College's formal pastoral care program explored areas such as anti-bullying and mental health awareness. The College Walkathon saw students involved in a fund raising activity to support the work of Marist Missions bringing students to an awareness of the plight of those in the developing world.

The College implements the Sydney Catholic Schools' *School Review and Improvement (SRI) Framework* which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

### **Key Improvements Achieved in 2016**

Key Improvements achieved in 2016 were as follows:

- The use of the Creative Arts brought life to liturgical experiences and further engaged students in the Sacramental life of the College and broader Church.
- Evaluation and amendment of knowledge management systems within the College ensured that information and communication technology (ICT) was used in a way that efficiently and securely provided access to timely and relevant information that enhanced student outcomes.
- The development of cross curricular skills and attitudes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding ensured the College curriculum continued to develop student skills and knowledge.

### **Priority Key Improvements for 2017**

Key areas that have been identified for improvement in 2017 are:

- Continue to draw young people into responsible participation in the life, mission and work of the Catholic faith community, empowering young people to live as disciples of Jesus Christ in our world.
- Give prominence to the Archbishop's Charter and the authentic Catholic nature of our College in guiding the educational and evangelising mission of the College.
- Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support.

- Support staff with the implementation of BOSTES, the Department of Education, the Catholic Education Commission and the Association of Independent Schools of NSW three-step process for awarding Proficient Teacher Accreditation to pre-2004 teachers.
- Initiate collaborative relationships to expand professional learning opportunities for teachers that address the needs of colleagues.

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 College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

### **Parent Satisfaction**

In 2016 parents took part in several survey processes that indicated a high level of satisfaction with the College. The survey that took place as part of the Principal's Contract Renewal Process was overwhelmingly positive about the initiatives and direction the College has taken in recent years. Of particular note were the outstanding achievements in the HSC Exams and the development and upkeep of the College site.

In addition to surveys, regular parent meetings at either Advisory Council or Parents and Friend's (P&F) events gave parents the opportunity to meet members of the College Executive and discuss matters relevant to their sons' education. Again, feedback from parents at these meetings was positive. Special mention was made at these meetings with regard to the availability of teachers and members of the Executive to parents.

### **Student Satisfaction**

The College regularly surveys students, having them reflect on their learning at the end of each unit of work. Surveys are also conducted with regard to matters of a pastoral nature such as bullying and cyber safety.

Exit surveys conducted with students graduating Year 12 show a high level of appreciation for the numerous opportunities whether it be academic, spiritual or co-curricular provided during their time at Marist College Kogarah.

### **Teacher Satisfaction**

Feedback from staff has been sought through surveys, staff meetings and AIP and Personnel Performance Planning and Review (PPPR) processes. For all major College events staff have the opportunity to provide evaluative feedback. The Principal of the College is available to all staff who wish to discuss areas of College operation. Overwhelmingly, the feedback that has been received through these processes has been positive and this has been reflected in the number of initiatives to which staff have committed themselves over the course of the year.

---

## 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		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants <sup>1</sup>	\$8,321,085	Capital Expenditure <sup>6</sup>	\$3,144,418
Government Capital Grants <sup>2</sup>	\$0	Salaries and Related Expenses <sup>7</sup>	\$10,822,728
State Recurrent Grants <sup>3</sup>	\$2,552,201	Non-Salary Expenses <sup>8</sup>	\$3,058,235
Fees and Private Income <sup>4</sup>	\$4,086,916	<b>Total Expenditure</b>	<b>\$17,025,381</b>
Other Capital Income <sup>5</sup>	\$502,820		
<b>Total Income</b>	<b>\$15,463,022</b>		

For the 2016 year the Marist College Kogarah received \$26,504 as Interest Subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

### 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.