

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St Brigid's Catholic Primary School

98 – 100 Inglis Street

Ballan 3342

2016



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Contact Details

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Minimum Standards Attestation

I, **Gabrielle Driscoll**, attest that **St Brigid's Primary School, Ballan** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

United in the courage and warmth of Brigid and with Jesus at our heart, we aspire to be an inclusive learning and faith community who nurtures life long learners inspired to connect with the world.

School Overview

St Brigid's Primary School (enrolment approximately 148) is located in a small rural community, situated between Melbourne and Ballarat (approx. 60k from Melbourne and 35k east of Ballarat on the Western Highway) and draws its students from the Ballan township, surrounding farms, and from small towns nearby such as Greendale, Blackwood, Mt Wallace, Mt Egerton and Beremboke. The catchment is expanding as more families move out from the city seeking rural lifestyle choices. This has the potential to create demands on the school's resources as well as the integral nature of the school.

The current school site was established in 1964. It has grown in physical size to the stage where it has six learning centres, a modern library and administration area – which includes a planning area for staff and an art room. Externally the grounds include an oval, adventure playground and sandpit in addition to a basketball court with artificial turf.

Given that our numbers this year have grown, we have increased our classes to 7. As a result we adapted our art room, to serve as a additional general learning area in order to accommodate all classes

At St Brigid's we aim to provide a high standard of Catholic Education for all children to ensure their growth and development - spiritually, academically, physically, emotionally and artistically. The self-image, esteem and confidence of each member of the community will be emphasized and enhanced at all times.

The curriculum covers English, Mathematics, Religion, Inquiry, (includes Citizenship, Geography, History and Science) Performing and Visual Arts, Technology, Health and Physical Education and LOTE (Italian) key learning areas

St Brigid's participates in the OLSEL (Oral Language Supporting Early Literacy) Initiative. Foundation – Yr 4 have a two-hour literacy block and Grades 5 - 6 a 1½ hour literacy block each morning. All grades, F-6, are involved in a one hour numeracy session each day based on the Numeracy for All approach. This year we have introduced MAPPEN, which is an integrated approach to the curriculum based on eight key concepts or big ideas.

St Brigid's is one of three schools in St Patrick's Parish Gordon and as such the children, staff and parents have opportunities to interact together for specific programs, in-services and gatherings. We participate in athletics and other sports with district Primary schools. Further opportunities for community involvement are realized through regular participation in Citizenship programs including the Ballan Autumn Festival, and annual community events, eg ANZAC day Service, Red Cross Art Show, Remembrance Day and Moorabool Shire Literacy Walk

Our goal is to help each child develop self-confidence, and become happy, well-balanced individuals, able to think for themselves. We believe each child is unique with needs, abilities and learning styles which can be developed through programs which cater for each individual's learning needs.

St Brigid's school works in partnership with the parents to develop within each child, values, skills and knowledge, which will assist his/her journey through life. As a Catholic School with a firm belief in our faith, the children are offered opportunities to experience Prayer, Scripture and Liturgy. St Patrick's Parish Gordon has a Sacramental program which is Family based, Parish supported and School resourced. The children are encouraged at all times to live out the Gospel Values as demonstrated by Christ Himself

Principal's Report

In 2016 a number of key changes were implemented as a direct result of the new school Improvement plan which was developed as a result of our School Review in 2015. As a staff we become actively engaged in the Professional learning Community process. PLC has at it's heart three key area of focus or development:

- A focus on Learning
- Build a Collaborative Culture
- A focus on Results

Our timetable was re arranged so that each level or planning team had an opportunity to work and plan together on a weekly basis. Throughout the year work was focussed in the area of maths and as a result of a lot of collaboration and hard work, we now have an owned and shared guaranteed and viable curriculum.

In 2016, a deputy principal was appointed, Mrs Maree Morris and given her expertise in curriculum, she worked with each of our planning teams – junior, middle and senior, on a weekly basis. Additionally we appointed two new graduate teachers which has brought a greater balance to our staff.

Our school structure for 2016 was not only the best arrangement based on the numbers in each level, but also ensured that teachers were now planning in teams which ensures greater consistency and continuity. Our class groupings for 2016

- Two groups of Prep/One
- One class of Year Two
- Two classes of Three/Four
- Two classes of Five/Six.

In addition to the regular class program, St. Brigid's continued to provide a range of intervention programs throughout the year, including Reading Recovery and EMU. Each classroom is fortunate to have the support of a Learning Support Officer.

St. Brigid's works hard to maintain a strong relationship with both the Parish Community and the broader Parish community and this is reflected in the many events in which the students participate in, including the Ballan Autumn Festival, St. Patrick's Parish Sacramental Program, local sporting events, ANZAC and Remembrance Day.

Parent involvement within the school is a high priority as we recognise the importance and value of a strong family partnership. Through organisations such as the School Advisory Council and the Parents and Friends Association, families have an opportunity to engage with the community at a more formal level. Additionally, there continues to be many opportunities for parents to participate in the life of the school through activities such as Classroom helpers program, Sporting events, and Hot Lunches. St. Brigid's recognises that in a time where life for everyone is very busy, any support and involvement by families is a valuable commodity and so are most appreciative of the assistance and interest provided. The challenge continues to be in seeking ways to have as many parents as possible actively involved in the life of the school.

I thank everyone within our community for their absolute commitment to our school and ultimately Catholic Education and as we make plans for the 2017 year there is a sense of excitement as we continue to explore ways in which we can continue to provide a high quality educational experience for the students in our care.

Catholic School Culture

Goals & Intended Outcomes

- To further deepen staff, student and parent understanding of the links between faith, life and culture and how this contributes to our Catholic identity.

Achievements

- St Brigid's is committed to sustaining and improving the Catholic Identity of our school. We hold the firm belief that everything we do should build the Catholic Identity of our school and promote this identity within and beyond our community. Such an identity must also acknowledge the context in which we operate. With this in mind, under the expert facilitation of Paul Spence our school community developed a new vision statement which we intend to launch in a significant manner in 2017.
- During 2016 we have provided numerous opportunities for community involvement in liturgy and prayer. Through ritual, St Brigid's regularly celebrates key times in the school year, for example, at the beginning of the school year. As well, the school responds to the liturgical calendar conducting whole school and parish liturgies for key events and seasons such as Ash Wednesday, Easter, Advent and Christmas. St Brigid's has also given a religious dimension to national and international happenings and events such as natural disasters and anniversaries by recognising these significant happenings through prayer and ritual.
- St. Brigid's school sits within the parish of Gordon and unfortunately does not have the benefit of a resident parish priest. However, we have Father Shane who presides at liturgies over the weekend and Father Gary who is responsible for the governance of our school and is usually available to celebrate liturgies during the week.
- At St Brigid's we have continued to focus on our Catholic Identity through a variety of ways across all of the aspects of School Improvement. It is made explicit through our curriculum, classroom practice, staff and student well being and liturgy.
- Religious Education classes are based around current pedagogical practices aligned to the *Awakenings* Religious Education curriculum and the Shared Christian Praxis approach upon which it is based. Throughout 2016 our staff participated in the diocesan review of the *Awakenings* document
- In the classroom, students have also had the opportunity to learn and participate in Catholic ritual such as classroom prayer. Through classroom practice children are also exposed to the Gospel Values found in our vision statement and current Catholic Social teachings. All students are invited to participate in social justice activities within the school and wider community such as supporting Catholic Missions and St Vincent De Paul Society.

VALUE ADDED

- ♣ Development of new community owned Vision Statement.
- ♣ Sacrament program resourced by the school and coordinated by the Parish
- ♣ Feast of St Patrick's Day celebrated with all students in the parish.
- ♣ Regular opportunities for class liturgies
- ♣ Religious icons visible throughout the school.
- ♣ Prayer tables throughout all classrooms.
- ♣ Daily prayer
- ♣ Participating in weekday parish events
- ♣ Liturgies for special days eg Mother's day, Mission day, Father's day. Feast of Mary Mackillop.
- ♣ Holy Week re-enactments and art activities
- ♣ Staff Professional Learning in Catholic Identity
- ♣ Regular participation in zone network meetings.
- ♣ SRC social justice activities such as mission day, biggest morning tea.

Community Engagement

Goals & Intended Outcomes

To strength the engagement of all stakeholders within our school community through a focus on student learning

Achievements

- St Brigid's has a very strong and proud school network characterised by 2nd and 3rd generations that exist within our local community. Parents, carers, grandparents and friends are actively involved in the children's education through helping and assisting in classrooms, attending weekly assemblies, providing assistance on excursions, attending special days, sporting events and religious celebrations that are held on a regular basis.
- The community spirit and support of the school truly comes to the fore most particularly during times of adversity as was evident during 2016 with the untimely illness and death of one of our mothers. The support provided to the family during this time was really quite inspirational.
- St Brigid's is socially and spiritually connected to the parish and local community. The community is a focal point for the school and children feel very much a part of their community and its parish. There is a general feeling across the community that the school enables all children and families to be known and understood. The challenge as we move forward will be to maintain this close-knit community as the school and local community grows in number.
- The school has a committed and effective School Advisory Council and although the Parents and Friends Association struggles with attendance at meetings, support is always available when needed.
- Events such our Art Expo provide valuable opportunities for families and our broader community to experience first hand some of the learning that is being undertaken across many learning areas within the classrooms. The students were clearly able to articulate their learnings and discoveries and so those attending were able to understand the learning intentions of the learning projects.

PARENT SATISFACTION

The community engagement aggregate index was 78.1 in 2016 which was a growth of 4.4 from 2014. This exceeded the target for 2016 by 2.4.

Within the School Improvement surveys there was growth across a number of areas in regard to parent opinion actual scores. They included approachability, parent input and school improvement.

Leadership & Stewardship

Goals & Intended Outcomes

To establish a performance and development culture and a professional learning community

Achievements

As our school enrolment was to grow over 150 by 2016, the staff and the School Advisory Council worked to develop an appropriate role description for a deputy principal. As a result of this process we appointed Mrs Maree Morris to this role. A key aspect of this role was that of supporting the staff as we undertook the exploration and implementation of the Professional Learning Community model, through working together in planning teams to focus on the best approach to meeting the learning needs of all students.

Combined with this, In the later part of 2015 much work was done around structures operating with our school and a decision was made by the staff to attempt to balance our class groupings to ensure greater consistency both within and between year levels and adopt a team concept across the school. The planned structure was implemented in 2016 and has allowed for regular opportunities for the staff to collaborate around planning and assessment.

During 2016, through the strategies we have implemented as part of becoming a 'PLC school' we have adopted school based norms, now have shared agendas, accurate minute keeping and a shared understanding of the documentation required across all levels of the school. A learning cycle has been implemented which focuses on working towards ensuring all students achieve the guaranteed and viable curriculum, that has become owned and shared by all staff.

Achieving such progress as a Professional learning community has required strategic planning and decision making by the leadership team to ensure that human and financial resources are targeted towards the goals of our school improvement plan and most particularly our Annual Action Plan. Through the use of PLC processes all staff share in the ownership of decisions being made, particularly those that most affect their areas of work.

The master plan originally developed for St. Brigid's has now been fully achieved, so the development of an new master plan was a focus for 2016, All members of the school community were consulted as part of this process and the School Advisory Council devoted considerable time to developing a new brief. It was important that this brief was reflective of the needs of the whole community. In 2017 this brief will go to our architects so that we can move forward in continuing to provide safe, inviting and up to date areas in which our students can learn and interact. This work will continue to unfold throughout 2016.

Throughout the the year the staff have continued to take the opportunity to engage in a range of professional learning. This has included work around a contemporary approach to learning and teaching. Hand in hand with this learning has been a focus on technology which has included the upgrading of the infrastructure such as the wireless network. Our network is now much more efficient and will allow us is incorporate more technology across the school.

All staff have begun to use the AITSIL App to collect evidence of their learning across all of the standards and this process has been integrated into our annual review meetings. It provides tangible evidence of the incredible work being done by all staff as they work together to achieve the best learning environment for all students

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

- Ballarat Diocese Leadership Colloquium 4 staff x 2 days.
- Anaphylaxis training – all staff
- Reading Recovery Continuing contact – 1 staff x 8 days.
- Ongoing EMU training – 1 staff x 4 days.
- Principal Network meetings 1 staff x 6 days.
- REL network meetings 1 staff x 4 days.
- Special Education Co-ordinators professional learning 1 staff x 5 days.
- Collaborative Teams that transforms schools – all staff x 1 day.
- Collaborative Teams that Transform schools – Forum Days 1 and 2 – 5 staff x 2 days
- Mandatory Reporting e-module – all staff
- Focussed Professional dialogue at Weekly Professional Learning Team meetings
- Principal network meetings 8 days x 1 staff member.
- Mappen Professional learning – all staff 1 hour per week.
- Writing smart goals – 12 staff x 2 hours.
- OLSEL Professional learning 2 staff x 2 days
- Administration conference 1 staff x 2 days.
- REL conference – 1 staff x 2 days.
- Principals retreat – 1 staff x 2 days.
- D.P. Conference – 1 staff x 2 days.
- Beginning teacher conference 2 staff x 3 days.
- Vision Statement and School retreat – all staff x 2 days.
- Weekly PLT meetings – all staff x 1 hour per week.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	12
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 2036.00

TEACHER SATISFACTION

From a big picture perspective, when considering the engendering of a healthy staff climate, the results for St. Brigid's have been very positive. The organisational Climate Aggregate indicator for 2016 was 79.0 which represented a growth of 6.2 since 2014, and was also above the target set for 2016, that being 73.8.

In examining more closely the school climate actual scores there has been a decline in all areas relating to teaching and learning, which is to be expected given the targeted focus a Professional learning community brings to this core area.

However each of the 4 pillars or drivers – empathy, clarity, engagement and learning each of which contribute to staff wellbeing, motivation and performance have shown positive growth since 2014.

Learning & Teaching

Goals & Intended Outcomes

To improve standards in English and Mathematics.

To implement and consolidate a whole school approach to contemporary curriculum delivery

Achievements

The major focus for the staff and students during 2016 has been the evidence based Professional Learning Community model which is driven by three concepts or big ideas:

- A focus on learning
- A focus on collaboration and a
- Focus on results.

Our driver or vehicle for 2016 was the maths curriculum. This new way of working has involved the staff in weekly planning meetings to share expertise and together to plan for implementation. The focus has shifted from teaching to learning - rather than focusing on what we will teach to what the students need to learn. This structure has provided the challenge of teams of teachers working collaboratively together to plan for the learning needs of all students. The teachers now plan together on a weekly basis with both agendas and minutes accurately documented. As a staff we have developed a guaranteed and viable curriculum to ensure we have continuity and consistency across all levels of the school. Using the data gained through pre and post testing the teachers are able to structure activities that best meet the individual learning needs of each student. There is now much greater communication and working within and between levels to ensure these student needs are being met. Sharing and celebrating the data has become a key aspect of our learning cycle.

Additionally we have introduced MAPPEN Inquiry units – a whole school approach which is working towards providing our students engaging and sequential learning through a true inquiry approach. The inquiry model focusses on 8 key concepts – community, sustainability, social justice, creativity, identity, change, curiosity and necessity, and incorporates learning across a range of learning areas. This program includes a range of professional learning opportunities for staff as they plan and prepare for student learning. Such an approach has required considerable collaboration, dialogue and exploration in order for the staff to successfully undertake the units.. The units involve opportunities for deeper learning and a greater opportunity for integration with other learning areas.

The staff are to be congratulated for the manner in which they have embraced this way of approaching learning and teaching. In some cases it has required a major change to the way teachers have traditionally worked.

STUDENT LEARNING OUTCOMES

NAPLAN results over the last three years show mixed results over the five areas of focus. In Year 3 the results for both reading and writing have remained stable with 100% of students meeting the minimum standards. The 6.2% decline in numeracy growth for year 3 will be a focus through our work with a guaranteed and viable curriculum in maths.

The Year 5 results (a 5.6% decline in both reading and writing, from 2015 to 2016) need further investigation. In 2017 there will be a stronger focus through PLC on the writing curriculum which should assist in targeting the specific learning needs of the Year 5 cohort.

The 18.7 % growth in Year 5 and a 5.9% in Year 3 in grammar and punctuation is extremely positive and is a direct result of focusing on teaching to the individual point of need.

Wellbeing

Goals & Intended Outcomes

- To empower students to become engaged, active resilient and responsible members of the school community

Achievements

Wellbeing is becoming a clear and emerging focus for our school community as we continue to engage in a range of school improvement strategies. Throughout this year some of the key strategies implemented have all been designed to positively impact of the wellbeing of all within the community.

We have now established and developed a formal Special Needs Co-ordinator Role.. With this move came the development of formal Problem Solving Team and regular Program Support Groups meetings (once a term) for all students who have their own individual learning program

We have also provided support to our Learning Support Officers to develop their capacity in working with a broader group of students within the classroom.

As part of the introduction of MAPPEN into the school we have also begun to introduce the Habits of Minds in the middle and senior area of the school (e.g Persisting, taking responsible risks, managing impulsivity) as well as working to develop a growth mindset throughout all classrooms (e.g I made a mistake - mistakes help me improve).

As a result of engaging in whole staff professional learning around behaviour management strategies with Dan Pedro we came to a consensus about three whole school guidelines/ rules for all within the school:

- Respect our school
- Help others succeed
- Do your best. (*This was completed in partnership with St. Augustine's Maryborough*).

Children within the school are involved in programs such as Circle Time to develop relationships with each other and within the wider community. Additionally the Prep - Senior students Buddy program provides a positive avenue for developing a sense of belonging and security for the youngest members of our school community.

St Brigid's continues to maintain it's registration as an E-Smart school which means our students are well informed about cyber safety and digital communication practices.

Students are given opportunities to join committees such as the Art Expo Committee and SRC, as well as applying for positions such as School Captains. These roles empower the students to make decisions on a whole school level and encourage student voice at all levels across the school.

The school encourages students to participate in local community and parish events, such as the Ballan Autumn Festival, the Moorabool Literacy Trail, Ballan Hostel visits, local Remembrance Day and Anzac Day memorials.

Weekly Assemblies attended by both students and extended family provide an opportunity for affirmation and celebration. Students are acknowledged for their personal efforts across a range of school and community activities. In 2016 the members of the SRC took greater responsibility for the planning and operation of our assemblies and this has assisted in their developing capacity as leaders. Our aspiring leaders were given the opportunity to engage in a local leadership day that was facilitated by Caritas Australia.

I thank everyone for their on going support to our school and community which is ultimately for the students within our care.

The school uses a computerised program for recorded student attendance. Teachers monitor closely student attendances on a weekly basis. Parents are required to notify the school of absences and the reason for the absence. Irregular attendances without explanation are reported to the principal who makes contact with parents/carers to discuss unexplained absences. Parents of student with single irregular absences are also contacted. The principal will offer partnership strategies to assist with more regular attendance

VALUE ADDED

- Grade 5/6 Camp - Melbourne
- Grade 3/4 camp - Narmbool
- Prep/1/2 stay back and Grade 2 - sleepover
- Art Expo in Term three.
- Visiting performers from Nexus Arts
- National 'Ride to School' day
- 'Walk Safely to School' day
- Weekly Assemblies
- Buddy Program
- Circle Time
- The use of personalised Learning Programs and Program support groups meetings to support student needs and keep parents well informed of their child's progress.
- Meet the teacher chats and parent teacher interviews.

STUDENT SATISFACTION

The student wellbeing aggregate index for 2016 was 77.0% which is a decline of 4.1% from 2014. Both student behaviour and classroom behaviour are low for the students (percentile score of 9) and this supports our plans to address this aspect in 2017 through the positive school wide behaviour support program. This need is confirmed in both the school climate percentiles of the staff where student management percentile score (36) is lower than curriculum processes (71) which indicates the manner in which the staff work together consistently to manage student behaviour is an area for improvement. This trend is also confirmed in the parent data (behaviour management score – 47) which reflects a perception that student behaviour is not always managed effectively.

Child Safe Standards

Goals and Intended Outcomes

In 2016 schools were mandated to create and implement a Child Safety policy.

The purpose of the policy is to demonstrate our strong commitment to the care, safety and well being of all students at our school.

It provides an outline of the policies, procedures and strategies developed to keep students safe from harm, *including all forms of abuse* in our school environment, on camps, online and in other locations provided by the school.

The policy addresses seven standards and applies to school staff, including school employees, volunteers, contractors and clergy.

Maree Morris was appointed 'Child Protection Officer' and worked alongside Principal, Gabe Driscoll with support from CEO Ballarat to address the standards.

Achievements

Alongside policy development and in accordance with guidelines we have developed strategies to embed a **culture** of child safety including, the explicit promotion of child safety in:

- Our Vision / Mission statement
- Website
- Posters
- Letter heads
- Newsletters
- Staff Meetings

All staff have completed mandatory reporting training and ratified and signed a St Brigid's Code of Conduct. Additionally all members of the School Advisory Council have been involved in this process and they too have signed a code of conduct.

Guidelines on the Employment of Staff, strategies to identify and remove risks and procedures for responding to and reporting allegations of suspected abuse have been developed.

In addition, strategies to promote child empowerment, participation and the development of healthy relationships, including the 'circle time' strategy have been implemented in classrooms.

The child safety policy and procedures are updated in accordance with advice from CEO Ballarat and the documentation is available to interested members of the community on request.

VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

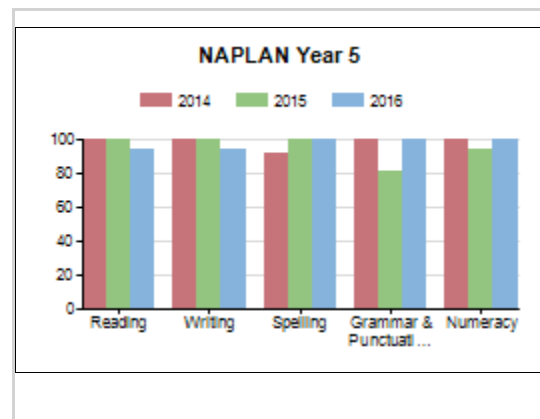
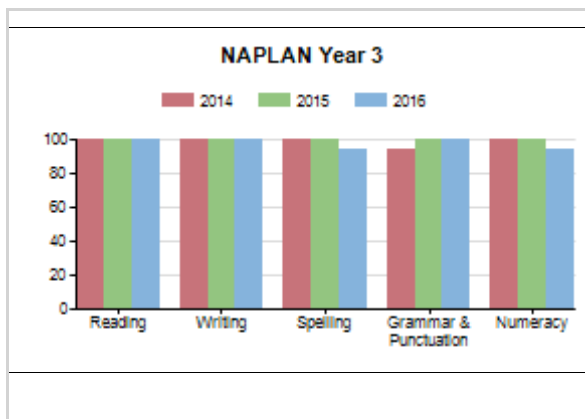
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St Brigid's School, Ballan

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	93.8	-6.2
YR 03 Grammar & Punctuation	94.1	100.0	5.9	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	93.8	-6.2
YR 05 Reading	100.0	100.0	0.0	94.4	-5.6

YR 05	Writing	100.0	100.0	0.0	94.4	-5.6
YR 05	Spelling	91.7	100.0	8.3	100.0	0.0
YR 05	Grammar & Punctuation	100.0	81.3	-18.7	100.0	18.7
YR 05	Numeracy	100.0	93.8	-6.2	100.0	6.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y02	92.88
Y06	91.64
Y01	91.16
Y05	91.03
Y03	91.93
Y04	89.45

Overall average attendance	91.35
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TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.19%

STAFF RETENTION RATE	
Staff Retention Rate	72.73%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	33.33%
Certificate Graduate	0.00%
Degree Bachelor	66.67%
Diploma Advanced	66.67%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	7
FTE Teaching Staff	5.000

Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	3.191
Indigenous Teaching Staff	0