

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



ST MONICA'S PRIMARY SCHOOL
WODONGA

2019

REGISTERED SCHOOL NUMBER: 1699



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St Monica's Primary School maintains compliance with minimum standards through an audit prior to publication.

Contact Details

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E NUMBER	E3046

Minimum Standards Attestation

I, Jacqui Partington, attest that St Monica's Primary School 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 2017 (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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

01 May 2020

Our School Vision

St Monica's School Vision Statement

Jesus is our guide. In him we live, we move, we are called to be.

1. We believe that we are a community of faith and hope with many gifts and talents.
Matthew 5:14. You are the light of the World. A city built on a hill-top cannot be hidden
2. We promote justice for all, preserving the dignity of each individual.
Proverbs 31:8 Speak out for those who cannot speak, for the rights of all the destitute
3. We believe that individuals can reach their full potential with a strong relationship between home and school.
Gravissimum Educationis – Declaration on Christian Education Since parents have conferred life on their children, they have a most solemn obligation to educate their offspring. (n.3)
4. We believe that all students need an engaging curriculum that provides them with a variety of learning experiences and caters for all.
Pope John Paul II – Address on Catholic Education, Melbourne 1986. As teachers you kindle in your students a thirst for truth and wisdom. You spark off for them a desire for beauty. You introduce them to their cultural heritage.

GRADUATE OUTCOMES

AT ST. MONICA'S WE COMMIT TO EDUCATING STUDENTS TO BE...

In a relationship with Jesus and each other

Gaudium et Spes – Pastoral Constitution on the Church in the Modern World The joys and the hopes, the griefs and the anxieties of the men of this age, especially those who are poor or in any way afflicted, these too are the joys and hopes, the griefs and anxieties of the followers of Christ. (n. 1)

Stewards of Creation

Genesis 2:15 And the Lord God took the man and put him in the garden of Eden to till it and keep it.

Confident, resilient Risk Takers

Proverbs 29:18 Without a vision the people perish

Hope-filled and truthful

Micah 6:8 And what does the Lord require of you but to do justice, and to love mercy and to walk humbly with your God

School Overview

Recommended word limit is approximately 500 words.

Catholic Education in Wodonga has a long and distinguished history. St Monica's Primary School is one of the largest Catholic Primary Schools in the Diocese of Sandhurst and continues to provide outstanding contemporary education to students.

Enrolment and Facilities:

In our August census recorded an enrolment of 538 students. This consisted of:

Prep -	83 Pupils
Year 1 -	80 Pupils
Year 2 -	86 Pupils
Year 3 -	78 Pupils
Year 4 -	85 Pupils
Year 5 -	72 Pupils
Year 6 -	74 Pupils

The staffing allocation under the General Recurrent Grant (GRGA) was 33.5 FTE (Full time equivalent teachers).

- Teacher aides: 6.9 FTE
- Administration hours: 1.7 FTE
- Grounds and Maintenance: 0.5 FTE



Principal's Report

I am pleased to present my report for another year, a year that has seen our teacher, student and parent body enthusiastic about our continuing education journey. Our Catholic Education Wodonga (CEW) theme of "Rise Up and Pray" is based on our liturgical tradition. Prayer plays such an important part in our school life, with our student community involved in weekly liturgy sessions and masses, as well as Special Masses for more important occasions in the Church's calendar. Prayer is already a big part of life at St Monica's but this year's CEW theme reminded us of its importance, and the significant moments in Jesus' life where he took time to pray and contemplate.

"Rise up and pray" has been adapted from this line of text in Luke's Gospel where Jesus has been praying in the garden prior to his arrest and he comes back to find the disciples asleep: Luke 22:46 ... "And he said to them "Why are you sleeping? Get up and pray that you may not come into the time of trial". The words ASK, SEEK, KNOCK, LISTEN have been added based on Matthew 7:7-12 : "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you".

In 2019 our students continued their efforts to expand the concept of Service. Each year Mission Day raises much needed funds for charities, both locally, nationally and internationally, and particularly helps the work of our school to help people in the Philippines, where a whole community live on a garbage dump and scrounge through people's rubbish for their very survival.

Our new Bishop, The Most Rev Bishop Shane Mackinlay was ordained in Bendigo in October and visited Wodonga shortly after to attend the Memorial service for Tim Fischer, AC. Tim was a great friend of St Monica's, with both his children having attended and one of them returning to us as a cherished member of staff. Tim was an exceptional person, a great lover of learning who never lost his 'common touch', his compassion and willingness to help people wherever he encountered them – from rural areas of his electorate, to the windy mountains of Bhutan, to the hallowed halls of the Vatican. He was Australia's first Ambassador to the Holy See, and we are proud to have called him our special friend. May he rest in peace with his Lord.

2019 saw the enrolment at St Monica's remain steady. Building work was undertaken in various areas, and our sport/recreational areas and 'green spaces' continue to expand. We recently added a Sensory Garden to the student's outdoor play area. It can also serve as an outdoor teaching and learning space, where teachers can observe what students might be specifically drawn to and incorporate those elements into a learning plan. The area includes different elements, such as cosy domes, climbing areas, a noise and music zone, a sandpit and a sensory garden which was planted out with plants chosen for their taste and visual and tactile elements.

The involvement and support of our School by Fathers Junjun and Shibu has been outstanding, and Staff and students alike look forward to their very regular visits. We thank them for the time they give so willingly to help our student son their Christian journey, and to help them uphold our School's Motto – 'Learn to Love, Love to learn".

Jacqui Partington - Principal

Parish Priest's Report

Priest's Report

We celebrate the start of another year, following the buzz of Christmas and the return to school for students at our CEW Schools.

This is my second year in Wodonga and the other day someone asked me how I was going in this town. I said: *'I only have two kinds of days now: busy days and crazy days.'*

There are indeed days that I was literally running from one school mass to another school liturgy, from meeting with principals to meeting with parishioners, from meeting with parish groups to attending a sick parishioner in the hospital. Thanks be to Fr Shibu for his time and assistance in the parish, I have less 'crazy days'.

This is not a complaint though. In fact, I love what I do in here or what I have been asked to do because through these wonderful opportunities I find the meaning and the purpose of what God is calling to be and do at this particular stage in my priestly ministry here at Wodonga Catholic Parish. It is good to be busy for the Lord and with the Lord.

That being said, I just want to express my gratitude to the many people who have in more ways than one offered me and Fr Shibu those opportunities, including being welcomed and asked to play active roles in the Catholic Education Wodonga.

For all of these I owe a big thanks to God and to all the very dedicated leadership team of our schools, the commitment of our teachers, teacher aides, specialists and staff, and the support of the parents and the families of our students. I am also very grateful to our students who are not just part of our schools but also who have been so generous in their skills and talents, unwavering in energy and active in their involvement to promote the identity and mission of the Catholic Education Wodonga.

I pray that, inspired by the Mercy story and the example of (St Francis), we may *'Learn to love and love to learn'* (St Monica's), to *'Be true'* (St Augustine's) and to live our *'Life in Jesus'* (CCW).

Once again THANK YOU ALL and, in the spirit of this season, I pray you all had a wonderful Christmas celebration for the birthday of our Lord Jesus Christ - 'the truth' upon which our Catholic Education is meant to impart and be achieved – and a positive start to the new year. I wish you all well.

Fr Junjun Amaya PP
Canonical Administrator

Education in Faith

Goals & Intended Outcomes

Schools may include the goals and intended outcomes from the Annual Action Plan.

Achievements:

In 2019 St Monica's committed to the following :

- Building staff confidence, capacity and passion in faith formation, sacramental programs and liturgical preparation;
- Strengthen links between the Parish, the School and the community and providing opportunities for all to participate in liturgy held each week, regular clergy visits and prayer and reflection;
- Embedding the Making Jesus Real program through all curriculum areas and linking it to whole school positive behaviour plan (respect for self, others and the environment). This is a whole school approach aimed at helping our students to gain and maintain a positive attitude to life through assisting in the development of faith skills, people skills and life skills;
- Promoting the richness of diversity and difference in cultures and faith traditions;
- Work to develop a greater understanding of the Friends Igniting Reconciliation through Education (FIRE) program, which has its roots in the traditional owners of the land on which St Monica's stands.

VALUE ADDED

- We promote a faith relationship with Jesus by providing opportunities for students to participate in social justice programs;
- We strengthened our Parish links (Wodonga Catholic Parish) throughout the year with Whole School masses by taking each area to a parish morning mass, and we celebrated liturgies within each area throughout the terms, with students inviting their family and friends to attend these events;
- Students across all ages are involved in Mission Day stalls, as a social justice initiative, either by their personal involvement or their financial support;
- Students raised funds for other charities and community organisations throughout the year, as well as Carevan;
- Under the guidance of the School Chaplain, students from Grade 4 & 5 took part in the 'Meals on Wheels' program at Westmont Aged Care Facility, living the 'Good News program';
- Grade 3 & 4 students participated in Sacramental Retreat organised by Catholic College Wodonga;
- Grade 5 & 6 students participated in the Festival of the Sacred;
- Students participated in Harmony Day activities and in Multicultural Diversity Week celebrations to raise awareness of different cultures;

- Qualities of the Make Jesus Real program are explicitly taught in the classrooms and are linked to what is happening around the school, embracing our school motto – Learn to Love, Love to Learn;
- All students participated in Caritas K's where awareness and money was raised to support the poor;
- Children across all year levels were given the chance to participate in the MS Readathon, and the outcome was fantastic;
- Sacramental programs and retreats are provided for our students to support the parish based sacramental program. We welcome parent leaders to use the facilities at St Monica's to run their parent led sacramental groups;
- Students across all year groups participated in "Bullying! No Way" Day, raising awareness and action on bullying;
- In our Senior Learning Centre and Middle Learning Centre, our students are active in creating and leading prayer each morning, with reverence and respect;
- Our Year 6 students lead Early Learning Centre prayers for foundation students, and act as Guardian Angels for our new students;
- Jesus is our Guide – In him we live, we move, we are called to be.

Student background

Index of Community Socio- Educational Advantage (ICSEA)

School ICSEA value	1032
Average ICSEA value	1000
Data source	Parent information

Distribution of students



Percentages are rounded and may not add to 100

Learning & Teaching

LEARNING & TEACHING				
WHY:	At St Monica's we are a community of lifelong learners who work together to improve learning for all students. We have a shared responsibility, informed by research to engage and target the individual needs of every child.			
WHAT:	A CULTURE OF POSITIVE AND INSPIRED TEACHERS	TARGETED PRACTICES TO SCAFFOLD & ENABLE LEARNING FOR ALL STUDENTS IN ALL AREAS, FOCUSED ON BEST PRACTICE AND ENGAGEMENT.	THE SYSTEMATIC USE OF DATA TO PLAN LEARNING, DEVELOP LEARNING AND EVALUATE THE EFFECTIVENESS OF TEACHING.	CONTINUED USE OF FEEDBACK AND EVALUATION TO IMPROVE AND ENHANCE TEACHING AND LEARNING OUTCOMES.

STUDENT LEARNING OUTCOMES

The following graphs, for Year 3 and 5 results in numeracy and literacy, reflect the percentage of students meeting the National Minimum Standards.

The graphs indicate we have remained steady across most areas in Years 5, but have seen increases in Writing, Reading, and Spelling in Writing in Year 3, where a greater percentage of students achieved at the top end.

It has been noted that the school has experienced some increases but it comes at a time when the State mean has also increased, and therefore a gap remains. We are encouraged by comparing results over the last five years, where our efforts have brought about an increase in results across the Board. Efforts will continue to be made in the areas of deficiency.



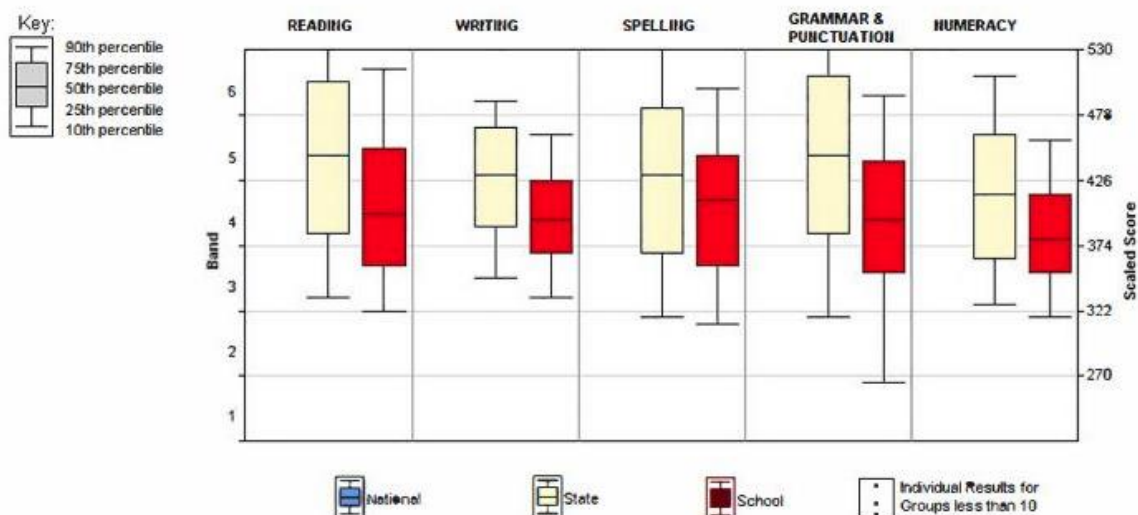
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St Monica's School 11762 WODONGA

School Summary Report

National Assessment Program - Literacy and Numeracy Tests 2018

Year 3 - Gender: All, LBOTE: All, ATSI: All



Student Wellbeing

Achievements

In 2019, the St Monica's Pastoral Care and Wellbeing Team has worked through the goals identified in the Annual Action Plan.

As a school, we continually worked to ensure that all members of the St Monica's Community were welcomed, respected, included and felt safe at all times.

Our student wellbeing policy has once again been reviewed throughout the year to ensure that it caters for our community in the most efficient and effective manner and encourages students to be the best they can be. Our focus has shifted strongly to ensuring that all staff are confident in the understanding that we are aiming to be a school of positive education, intent on having our students flourish and strive for high expectations.

OHS policy review and the development of a new Communication Policy has also taken place during 2019, as has the initialisation of our Policy Plus website known as Complispace.

Complispace houses all of our OHS, HR & Child safe policies.

VALUE ADDED

All staff were familiar with the 'National Safe Schools Framework' – working together to ensure the wellbeing of all students, including recognising discriminatory behaviours. Staff members were required to complete a series of mandatory online modules to ensure they understood the requirements and responsibilities of student safety and wellbeing. The 'National Safe Schools Framework' is completed annually by all staff members as per department requirements. Each member of our staff also completed e-Learning modules for Disability standards, Anaphylaxis and Mandatory Reporting.

The Student Wellbeing Policy was reviewed by the Pastoral Wellbeing team and a clear focus was placed on our need to enhance the profile of explicitly educating our students regarding Social and Emotional learning. All staff have access to a whole school scope and sequence that will look to embed this learning and teaching from early in 2019.

It is our priority that the families of students at St Monica's feel engaged with the school and are able to participate in their child's education, personal and social development. With the large number of Defence children in our school we have a responsibility to support them with the social and emotional support they require. Our previous Defence Aide left us, and Mandy Manwaring was appointed to the position. She has continued to be a great support to our Defence families and their children in helping them to feel welcome and connected to St Monica's.

In 2019 Danielle Topalovic assumed the role of Learning Diversity Leader. We continued to work with and support our ASD students and to further develop our staff's understanding of Autism Spectrum Disorder.

Maria Hutchings continued to support students and families through her role as our Counsellor. Maria provided support to students through small group and individual counselling sessions. Family members of students also worked with Maria to improve social and emotional wellbeing of the students at St Monica's. Supporting Maria in her work was Anne Tremethick in her role as School Chaplain.

St Monica's Staff have continued to implement the process of Restorative Practice during 2019. Restorative practice sessions between students aim to restore any relationship that may have broken down. Restorative sessions or behaviour incidents are documented on SIMON and this has enabled the school to build student profiles, as is a requirement of the National Safe Schools Framework, to enhance the safety and wellbeing of all students at St Monica's.

Communication between school and home has continued to be a big focus for St Monica's throughout 2019. Teaching staff have continued with weekly group parent emails to allow for regular communication. This has been in conjunction with the Area newsletter at the commencement of each Term, the fortnightly School newsletter, LA meetings and on-time reports that detail each students' academic achievements through our Parent Access Module, known as PAM. We recognise that it is vital for our students and parents to be regularly informed regarding behaviour and academic performance, as well as general information and advice about school activities.

STUDENT SATISFACTION

2019 Student Satisfaction/Attitudes to School were slightly up on 2018. There has also been a slight upward trend in Emotional Wellbeing, however specific areas of Student Distress and Student Connectedness to School have remained stable. Student Distress levels, in particular, remain a high priority in this fast-paced technological world and are an important indicator for the whole school community. We recognise that 'wellbeing' goes beyond the individual and we all share the responsibility to effect positive change for everyone's wellbeing.

Teacher/Student relationships improved in all areas which reinforces the work the school has been doing in this regard. Engagement in Learning showed results similar to 2018, with 75-85% of students being confident, motivated and engaged learners.

Student behaviour remained largely unchanged, despite an increase in the staffing and financial resources available to those areas.

The School is very satisfied with the results in Teaching and Learning and are pleased to have remained at the upper end of the middle percentile for all Victorian Schools.

We thank our teachers for their efforts, which start well before the first day of school and continue throughout.

STUDENT ATTENDANCE

Parents are asked to contact the school, by phone, email or via the Parent Access Module, if their child will not be attending on any particular day.

Student attendance rolls are marked online twice daily using our learning platform, SIMON. This data is automatically uploaded into SIMON and student attendance rates are available in real time. SIMON has the facility to alert parents about their child's absence/s by sending out an SMS message. This SMS message, advising the parents of absentee students to contact the school office as soon as possible, is sent before the 10.45am lunch break, after the marking of class rolls and making provision for late arriving students. Parents of students who remain unaccounted for are telephoned, and if there are concerns about their whereabouts, authorities are notified.

Staff regularly assess student attendance rates and, in the event that they are concerned about the lack of attendance, contact to a parent or caregiver will be made by either the classroom teacher, Principal or administration.

It is the intention of the School to increase the attendance of all students, and particularly those with attendance rates in the middle/lower percentile.



Child Safe Standards

Goals and Intended Outcomes

St Monica's has worked diligently as a whole school community throughout 2019 to implement our Child Safe Standards. We are committed to ensuring all staff, both teaching and administration, understand their responsibilities regarding Child connected work and the protocols around reporting and identification.

Our policies and procedures align with all relevant legislation and we continually review our processes. We see this work as critical in making sure that our school upholds the basic right that all children have the right to feel safe and be safe at all times while at school. This is supported by our Vision : Every Child, every day will be supported and challenged in a faith-filled, welcoming and inclusive environment, underpinned by best practice and high expectations.

Achievements

- We have developed policies including: Mandatory reporting, Failure to disclose, Failure to protect, Grooming, Child Safe and a Working with Children Check, Communications, together with a Code of Conduct for staff, students and parents/guardians.
- Our website carries all of our relevant policy documentation and is available to all members of the public and school community.
- Had staff briefings throughout 2019 to raise awareness of adult responsibilities within our community and demonstrated the school's commitment.
- Camp briefings, include medical briefings and the requirement for all volunteers to have a current WWCC and sign the Code of Conduct.
- All staff sign and adhere to the Code of Conduct, as do parents and volunteers working within the school.

Leadership & Management

Goals & Intended Outcomes

LEADERSHIP			
WHY:	Leaders at St Monica's co-create an inclusive, shared and collaborative culture, where student flourishing is the core purpose. Leadership is exercised in all areas of school life.		
WHAT:	<i>BUILD CONFIDENCE IN STAFF, STUDENTS AND PARENTS IN ENACTING OUR SHARED VISION.</i>	<i>HIGH PERFORMING TEAMS & INDIVIDUALS WITH SHARED LEADERSHIP</i>	<i>CREATE OPPORTUNITIES FOR STAFF, STUDENTS AND PARENTS TO DEMONSTRATE LEADERSHIP</i>

STEWARDSHIP OF RESOURCES	
WHY:	Mindful consideration of our human footprint and the impact on our local, national and global community.
WHAT:	<i>DEVELOP AND EMBED A CULTURE OF SUSTAINABILITY, CO-RESPONSIBILITY & EQUITY.</i>

Achievements

This year our enrolments have remained stable, but we have continued to add new areas - new classroom spaces, new play areas and a sensory garden designed to be used for both exploration and sensory regulation.

From a teaching and learning perspective, teachers can observe what students may specially be drawn to and incorporate that into their learning plan. The garden has several different aspects – a Chat Circle, Cosy Domes, a Noise Zone (rainmaker, bongo drums, xylophone) and a Sandpit which is wheelchair accessible.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Emergency Management Training: Dynamiq
- Mandatory Reporting Module
- Disability Standards For Education: E-Learning Modules
- Child Safe Policy Standards
- Protecting Children-Mandatory Reports & Other Obligations
- Maths Development – Charlie Lovett
- Anaphylaxis E-learning module
- Diabetes Type1 E-learning module
- Asthma First Aid for Schools
- Religious Education Course: 'Accreditation to teach Religion in a Catholic School'
- Technology Professional Development
- Literacy – Lyn Stone

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

58

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,420.00

TEACHER SATISFACTION

TEACHING STAFF ATTENDANCE RATE: 91.73%

NON TEACHING STAFF ATTENDANCE RATE: 95.75%

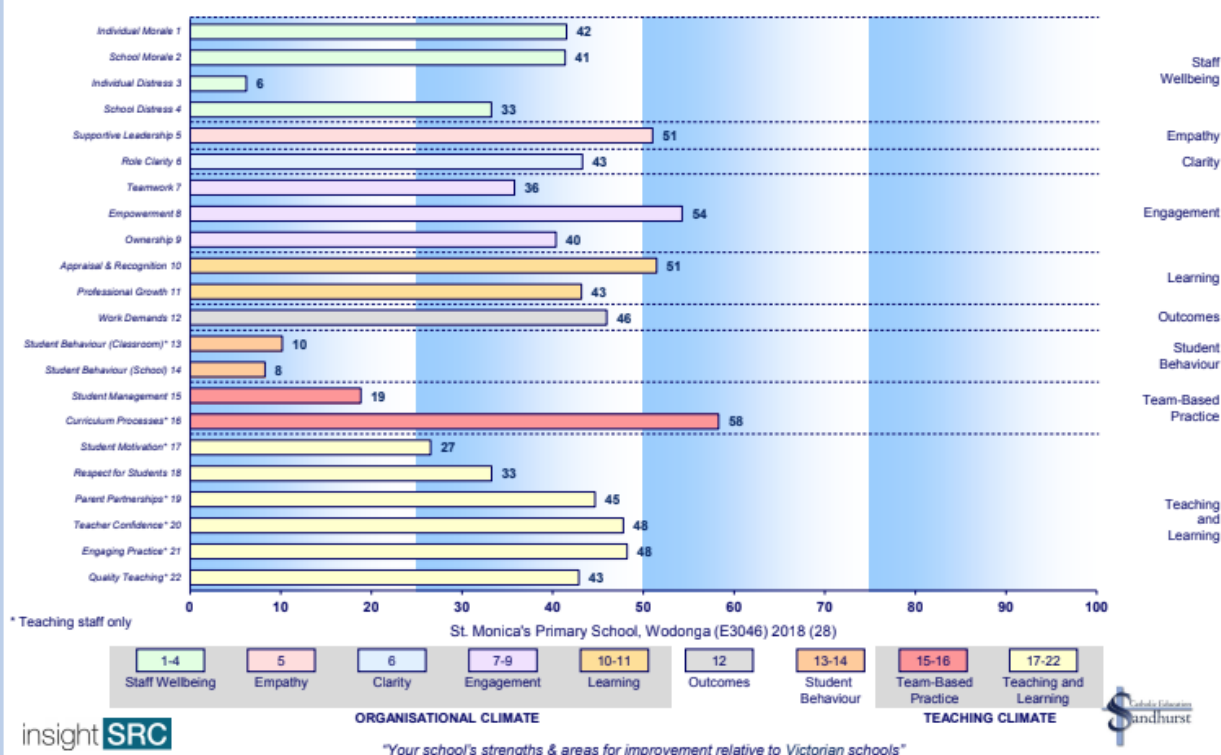
STAFF RETENTION RATE: 88.89

As any School, we rely heavily on our teaching and non-teaching resources and their ready availability. Unexpected leave impacts productivity, and it is in the interests of the School to recognise and support teaching and non-teaching staff by reducing stress, dealing with problem students' behaviour, understanding the teaching team and talking about health and related issues. Our School is delighted to see all categories increase, including Attendance and Retention Rates.

STAFF COMPOSITION

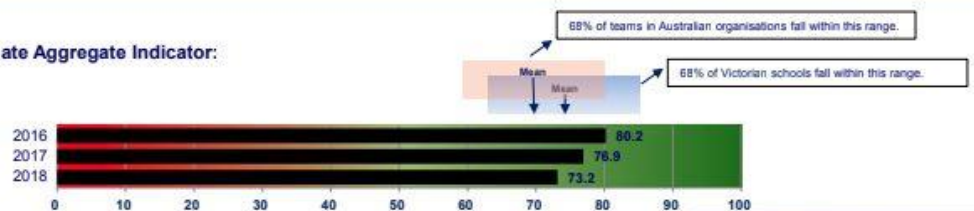
Principal Class	2
Teaching Staff (Head Count)	40
FTE Teaching Staff	31.6
Non- Teaching Staff (Head Count)	9
FTE Non- Teaching Staff	16.7
Indigenous Teaching Staff	0

2018 school climate – percentiles ...

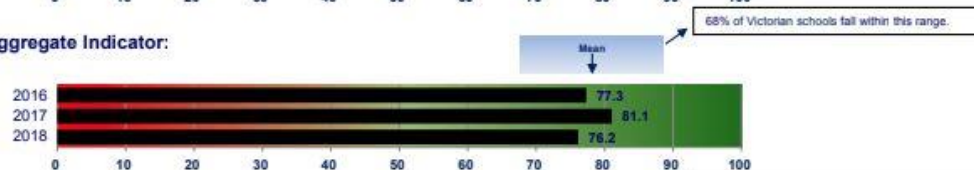


2018 aggregate indicators – actual scores with 2 years' historical data ...

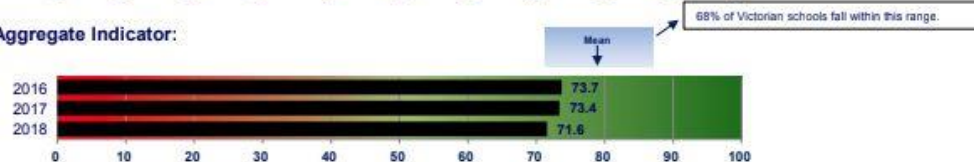
Organisational Climate Aggregate Indicator:



Teaching Climate Aggregate Indicator:



Student Wellbeing Aggregate Indicator:

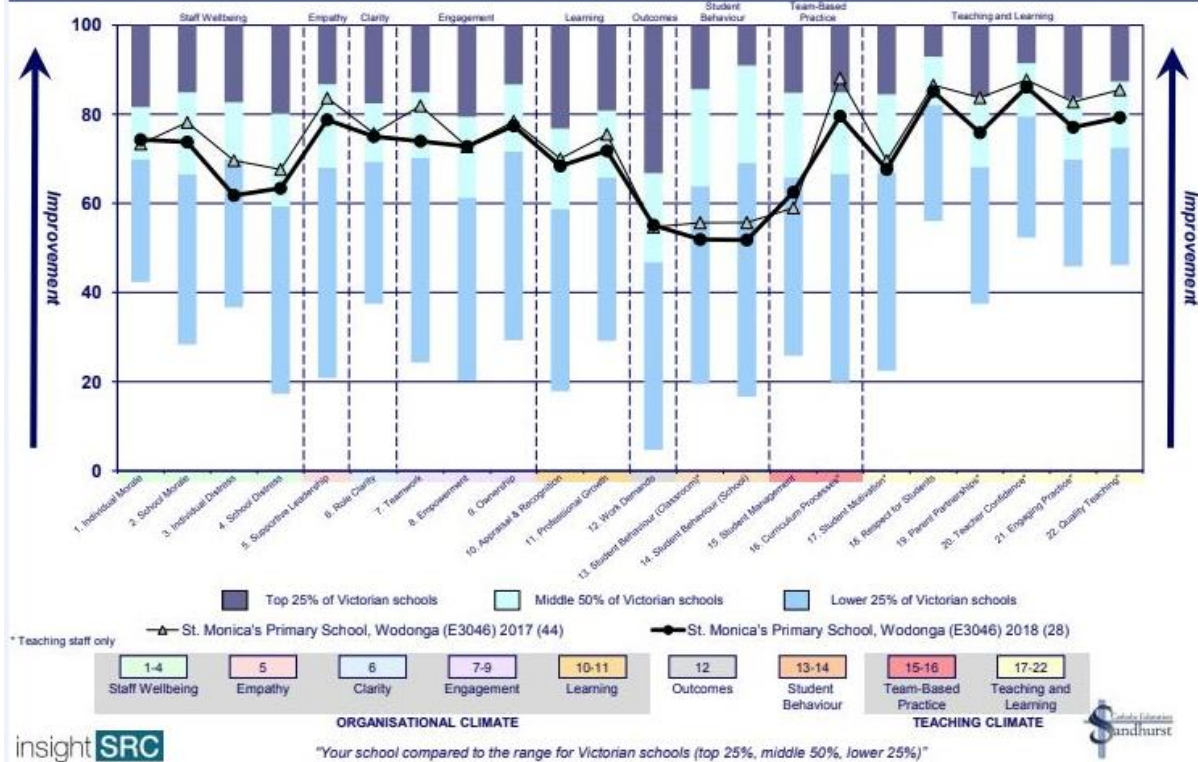


Community Engagement Aggregate Indicator:

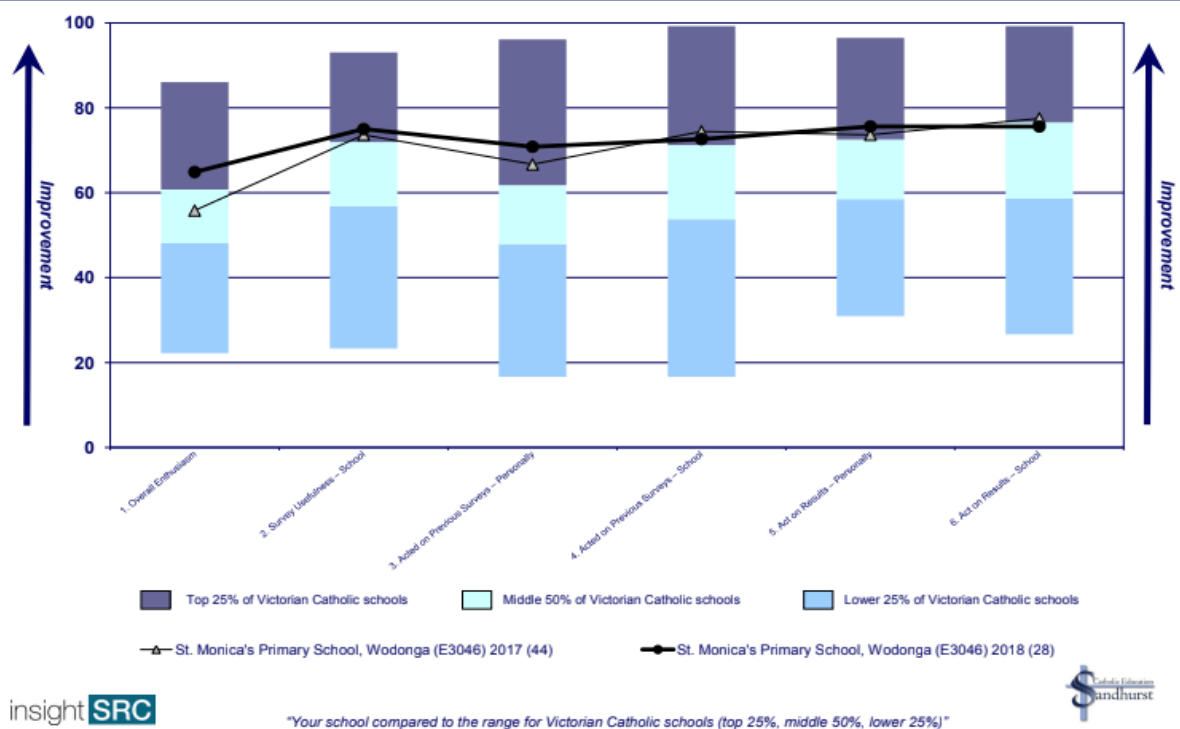


* Note: The Victorian mean includes Government and Catholic schools across Victoria

2018 school climate – actual scores...



2018 staff attitude toward the survey – actual scores ...



School Community

Achievements

In 2019 we appointed a number of new staff, both classroom teachers and learning support staff, to support our enrolment numbers. We began to construct our new Senior Learning Centre which will hold seven home bases and provide a first class learning environment for our students to flourish in. Painting and general maintenance of facilities occurred.

St. Monica's has an active finance committee who continue to plan for future capital growth, CEW initiatives, development of school budgets, minor capital grant applications and Catholic Capital grant applications.

PARENT SATISFACTION

Whilst we have not had any significant number of parents complete the parent satisfaction survey, and therefore a definitive determination is not able to be made, it is our understanding that parents are happy with the communication received from the school.

During the year the School developed a new Communications Policy, giving parents a better understanding of what is expected and the timeframe for responses to parent queries.

Our Executive team, led by the Principal and supported by the Deputy Principal, are always available to discuss issues with parents, and concerns and complaints are always dealt with as expeditiously as possible.

St Monica's takes great pride in our close association with parents/caregivers, recognising that they are an integral part of the school community. We regard parent involvement highly recognising that, without it, the opportunities which we can offer for our students are lessened. Parents accompany students on camps and excursions, sporting and recreational events, classroom and play activities, and staff and students are always appreciative of their time and efforts.

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	16.13%
Graduate	32.26%
Certificate Graduate	3.23%
Degree Bachelor	58.06%
Diploma Advanced	22.58%
No Qualifications Listed	16.13%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.3
Y02	89.9
Y03	87.8
Y04	92.1
Y05	89.8
Y06	88.9
Overall average attendance	89.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.7%

School Performance Data Summary

STAFF RETENTION RATE	
Staff Retention Rate	88.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.6%
Graduate	26.5%
Graduate Certificate	5.9%
Bachelor Degree	50.0%
Advanced Diploma	17.6%
No Qualifications Listed	14.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	43
Teaching Staff (FTE)	35.2
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	19.8
Indigenous Teaching Staff (Headcount)	0

