Krag and Ash Smith pictured with Marg Geason and PP, Fr Nhan Le at the opening of the Resource Centre.
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Contact Details

| ADDRESS         | Reynolds Lane  
|                 | Belgrave VIC 3160 |
| PRINCIPAL       | Duncan Arendse   |
| PARISH PRIEST   | Father Nhan Le   |
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| WEBSITE         | www.smbelgrave.catholic.edu.au |

Minimum Standards Attestation

I, Duncan Arendse attest that St Thomas More 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
VISION STATEMENT

Our faith in Jesus Christ nurtures and empowers us to become a just and dynamic learning community.

MISSION STATEMENT

We at St Thomas More Catholic Primary School – believe in Jesus Christ and so strive to provide a learning community where the whole person’s journey is recognised and valued.
School Overview

St Thomas More Primary School (STM) is situated in Belgrave in the Shire of Yarra Ranges bordered by Sherbrooke Forest. It attracts enrolments from a wide geographical area throughout the southern part of the Dandenong Ranges and serves the communities of Belgrave, Tecoma, Upwey, Selby, Menzies Creek, Clematis, Emerald, Avonsleigh and Cockatoo. The community reflects a combination of urban and rural lifestyles influenced by the surrounding environment of forest and hills.

St Thomas More school is a small, caring school of approximately 200 students. It is a community of faith based on belief in Jesus Christ and his mission to build a better world. The school community expresses Christian values and a desire to bear witness to the faith they share and nurture.

Enlivening the motto 'We Are One', the Parish Priest, the Principal, staff, parents and students work together to develop an environment, which is conducive to producing excellence in educational outcomes. St Thomas More school is part of the Belgrave Parish, which has mass centres at Monbulk, Belgrave, Emerald and Gembrook. Two schools comprise the parish – St Paul’s in Monbulk and St Thomas More at Belgrave.

The focus for the 2013 year was centred on the following intended outcomes as identified in our school improvement plan:

• That students’ will be engaged in their learning and make stronger connection between faith and their lives

• That literacy outcomes will improve, focussing particularly on writing and spelling through writing.

• That the quality of staff teamwork will improve

• That student engagement will improve.

• That student connectedness to the local and global community will improve.

• That students are encouraged to be active participants and valued members of the local and global community.
Principal’s Report

2013 was a year for building (literally) and consolidation. After building work had commenced the previous year it was completed in May 2013. The new resource room was officially opened by Marg Geason (immediate past principal) assisted by the builders (Krag Smith and Ash Smith) who carried out the majority of the construction. This building was a significant addition to the existing classrooms and allows a modern approach to teaching and learning with its flexible design. The additional landscaping works outside this area capped off a beautiful learning and playing area.

Another major work over the course of the year was the CEOM / VRQA review. This entailed a detailed self review that was completed by various members of staff, a comprehensive set of documents listing VRQA compliance compiled by Liz Szabo and a verification process carried out by Christine Wakeling, an independent auditor. This review led to the compilation of a new School Improvement Plan and Annual Action Plan for 2014.

Two areas for coaching were also identified and worked on over the course of the year. The first was Literacy coaching provided by Karen Crennan and funded as part of the Federal Government’s Quality Teaching Program. Karen worked with half of the teaching staff on a weekly basis to improve their knowledge of the pedagogy surrounding literacy. The School Leadership Team (SLT) worked with Mary Amohanga an internationally accredited coach on leadership skills. Her expertise and wisdom were soaked up by the SLT and proved that we too are still learners.

From a performing arts perspective, there were two main highlights. The first was the school production of Nagwaja under the watchful eye of Irene Haritos. This was put on for our community at Burrinja, and was a definite highlight of the year for many students. It is not often that every child is involved in a school production but this was certainly the case with the production.

The Parents and Friends were responsible for the second arts highlight. The Bush Dance put on was well attended and had a wonderful sense of occasion about it. The fact that it turned out to be quite profitable was irrelevant as its strongpoint was definitely the family and community building that took place on the night.

In concluding I would like to thank the staff of our school for continually improving what we do for the betterment of our students. They have worked tirelessly over the course of the year to ensure that every one of our students is given the best of opportunities. Thanks also to Father Nhan who also continued to work with us to promote a sense of community and Parish.

Duncan Arendse

Principal
Parish Priest’s Report

The relationship between the parish and its schools goes from strength to strength, thanks to a very effective interaction between the parish priest, the principals, staff and parents. This relationship is vital both for the schools and their children but also for our parish. One of the more recent initiatives that is proving very successful is the family Mass on a Saturday evening, either at St Thomas More or at St Paul’s Monbulk. Our sacramental programme, with preparation of the children for First Communion, Penance and Confirmation, is also going very well. We need to continue to work on ways to improve this programme to make it as memorable and meaningful an experience both for the children and their parents.

We need to aim, in the future, for a more solemn celebration of the patronal festivals of St Paul at Monbulk and St Thomas More at Belgrave, so that the children really come to appreciate and understand the patron saints of the two schools. We also need to strengthen the appreciation of the role of Our Lady in the life of the Church and in our own daily lives.

Father Nhan Le was transferred to Avondale Heights Parish on 1 May after nine very busy years here at Belgrave. He has left a legacy of effective interaction between the parish and its schools and we need to build on that strength as we move forward, both as a parish and as a school.

Let us ask for God’s good grace to help us move forward in the work of Jesus Christ here in the Dandenongs.

Simon Grainger

Administrator
School Education Board Report

Not available.
Education in Faith

Goals & Intended Outcomes

To strengthen and reflect the school's Catholic Culture in its vision, pedagogy and contemporary practice.

That students will be reflective, prayerful and active in their faith and take positive action in light of the teaching of the Gospel and Catholic traditions.

Achievements

Masses were a real highlight of the 2013 school year. These included family masses, which were held on a Saturday evening, termly masses that included the classes.

The Commissioning mass that started our year was held at Monbulk and included staff from both schools. This led into the Parish picnic, which meant that the most important people, our parishioners were able to meet and greet our staff as well. Added to this was the annual ‘start of year’ mass for the staff from the four Catholic schools in the hills. This gathering continues to build momentum and improve relationships between Catholic educational institutions. Finally the start of school year mass held at St Thomas More was a huge affair which students from St Pauls attended.

Father Nhan and Matilde Chia achieved a most ambitious goal when they successfully trained a number of students to serve at mass. No small feat when considering the logistics.

Our Feast Day celebrations allowed parents and students to work with staff. The main aim was to celebrate the life of our patron saint as well as carry out works in his name.

VALUE ADDED

Our Parish based sacramental program continues to operate successfully with the assistance of the school and Pastoral Associate, Matilde Chia. Coupled with our participation in Caritas’ activities including fundraising and other social justice activities our students do have numerous opportunities to be involved in the faith life of the parish. This also includes the family masses that have started and continued through out 2013.

According to the 2013 school improvement survey a relative strength is that the students see the behaviour of other students as being consistent with faith based values.
Learning & Teaching

Goals & Intended Outcomes
To enable all students to experience success in learning, and to empower them to become lifelong learners

That literacy outcomes will improve, focusing particularly on writing and spelling through writing
That numeracy outcomes will improve.

Achievements

Literacy:
In 2013, we were fortunate to be invited to be a part of National Partnerships Literacy. This allowed us to have access to a Literacy Coach who worked in the school one day per week. Also, a team of teachers attended quality professional development with Literacy staff from the Catholic Education Office in Melbourne. The focus of the National Partnerships program was Reading and, in particular, improving and deepening comprehension through ‘accountable’ talk. Teachers planned together for Literacy, made links with the Inquiry Based Learning topic and used technology where possible. Reading Recovery and ERIK (Early Reading Intervention Kit) programs were offered to students who needed additional support.

In addition to the usual classroom literacy experiences, students had the opportunity to be involved in the Premier’s Reading Challenge. They also enjoyed the engaging literacy learning that occurred during the whole school ‘Numeracy and Literacy Day’.

Parent / carer help in the classroom was encouraged and a classroom helper course was run to help prepare our wonderful volunteers. A NAPLAN information night was also offered to parents.

Numeracy
The main focus for 2013 was to sustain and build upon the achievements made since beginning Strategic Support: CTLM and to embed practices that lead to the ongoing improvement of teaching and learning of Mathematics.

Listed below are some of the successes in 2013 regarding Mathematics:
- Increased professional dialogue supported through both Level and whole school Maths PLT meetings with the SML
- One School Maths Leader (Monica Rayner) with appropriate time allocation
- The School Maths Leader (SML) began to implement ways to involve family members in the teaching and learning of Mathematics. EG NAPLAN Parent Information evening
- Focused teaching using updated CEO Key Ideas that underpin Mathematics
- The development and use of ‘Learning Intentions’ for each Mathematical session, to increase student awareness of the focus for the lesson
- The development of the take home maths family tasks called ‘Maths Treasure Chest’ (Grade 1 and 2)
- Continue to increase pedagogical and content knowledge for staff through whole school Numeracy and level meetings
- Record number of students who entered the Australian Maths Competition
- SML continued to raise the profile of Mathematics through various maths challenges such as the Annual Fantale Challenge
- Explore contemporary ICT tools such as IPADs in PLTs to support students’ Mathematical learning
- Parent and student evaluation of Mathlectics computer program
- Investigate various Maths Intervention Programs at both Catholic and State Primary schools to implement next year
- Monica Rayner (SML) and Michelle Burgess visited Selby Primary school to see Quick Smart Maths Intervention Program
- Whole school Numeracy and Literacy day continues to raise the profile of mathematics in the school
- Meeting with Maths coordinator and Principal at Selby Primary school
- On-Demand Testing for Grade 3 to 6 updated to include new AUSVELS curriculum, at the end of the year.

**STUDENT LEARNING OUTCOMES**

- Provide an explanation about the changes in NAPLAN data over the 3 years 2011, 2012 and 2013.

It is pleasing to note that nearly all students are meeting the national benchmarks as recorded by NAPLAN. The two areas that have deviated are year 3 Grammar and punctuation and Year 5 writing and spelling. The drops equate to either one student in year three or two in year 5 spelling. However it is enough for plans to be set to address literacy professional development for staff in addition to working with Karen Crennan the literacy coach. This includes additional development with Lynn Watts and professional learning team meetings on improving results.

All other areas are showing students as achieving at the benchmark or very close to it.
Student Wellbeing

Goals & Intended Outcomes

To provide a safe and supportive environment for learning.

That students would be engaged and purposeful learners through increased motivation to achieve and learn.

Achievements

The results of the School Wide Positive Behaviours (SWPB) program were a major achievement in 2013. Tara Nimiczeck led this program. As a result we now have clear behavior standards and consequences that are uniform across the school. We also have suitable methods to acknowledge positive student contributions at our school.

The Student Representative Council (SRC) also made meaningful contributions to the day-to-day procedures at our school. The council is comprised of representatives of each class who met regularly with Tara Nimiczeck and Huon Stride to plan and act.

Teacher’s knowledge of their students with special needs was a focus in the year. They wrote Individual Educational Plans (IEP’s) for students. They presented to parents at Parent Support Group Meetings and the subsequent submission of LNSLN applications ensured a better understanding of the child.

VALUES

- A description of how non-attendance is managed by the school.

In the first instance parents are notified by 9:30am if their child is absent without a reason. If absences are extended and unexplained the class teacher will contact the family for explanation. If the absences continue, the principal will initiate a meeting to discuss strategies to improve attendance.

VALUE ADDED

- List a broad range of activities in plain language about curricular and extra-curricular activities; not every activity needs to be included.

In order to provide for student voice, the running and improvements made to the SRC have been helpful. Coupled with the school wide positive behaviour interventions and strategies program where all students have input, we have provided numerous opportunities to involve students in a meaningful way.

Bluearth began in the school, allowing for the physical participation of all students. This program has been a great impetus for students to improve their fitness, agility
and ability for all sports.

Camps / major excursions are run for students every year from grades three to six. Again they continued to be a highlight for all involved. They are linked to the curriculum ensuring that the teaching and learning of the opportunities is the main priority.

The production of Nagwaja highlighted the artistic ability of students in the performing arts. Thanks to Irene Haritos and staff for their efforts.

**STUDENT SATISFACTION**

- Comments regarding the results from the Student SRC surveys can be included here.

According to our 2013 school improvement survey our students believe they enjoy stimulating learning and are motivated by this according to the results. They also believe that the teachers are empathetic. We recognise that their connectedness to peers is an area to be further developed in 2014.
Leadership & Management

Goals & Intended Outcomes
To strengthen and sustain the performance and development culture of the school so that it is characterised by clarity of roles and expectations, instructional leadership and honest and effective communication.

That staff engagement is enhanced through professional growth and appraisal and recognition.

Achievements
In 2013, the major focus in the Leadership & Management sphere was the school review (which occurs every 4 years). As a part of the process, staff looked at data from the past 3 years to determine successes and areas still in need of improvement. A self-reflection report was then compiled. Christine Wakeling was appointed as an external reviewer by the Catholic Education office. Christine read the school’s self reflection report, consulted all staff, parents and students before working with the school leadership team, our parish priest (Fr Nhan) and parent representatives from the Education Board on a School Improvement Plan which will set the direction for the next 4 years. At the same time as the school review, the school also ensured the school complied with the requirements for a registered school by the Victorian Registrations and Qualifications Authority.

Staff learning was improved through a variety of professional development opportunities in the areas such as: understanding NAPLAN and school survey data, ICT, first aid, reading, literacy coaching and Schools as Core Social Centres. Within the school, staff learning was supported at staff meetings and with regular Literacy & Maths professional learning team meetings. School leaders also attended relevant network professional learning days with leaders from other schools in the region.

To further improve its effectiveness, the School Leadership Team worked with a leadership coach (Mary Amohanga) to develop a mission statement and to explore the roles and behaviours of high trust leaders.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

- Beginning Teachers Conference
- Level 2 First Aid inc. anaphylaxis
- Insight SRC with Roger Dingle
- Zartart
- ACHPER conference
- ICP conference
- SLT coaching
- IEP professional development
- Michael Grose / Andrew Fuller forums
NUMBER OF TEACHERS WHO PARTICIPATED IN PL: 19
AVERAGE EXPENDITURE PER TEACHER FOR PL: $2,766.30

TEACHER SATISFACTION

- Comments regarding the results from the School Improvement Surveys (i.e. Insight SRC) Teacher surveys can be included here.

According to the 2013 school improvement survey, teachers enjoy working with our students. They believe they are well behaved both at school and in the classroom in general. Staff also rated (relative to other scores) the fact that they are respectful to students and that work demands are appropriate. The extent to which staff try to improve the way they do their job and achieve high standards is a strength as well.
School Community

Goals & Intended Outcomes
To create and sustain a culture where learning connects strongly with communities and practice beyond the classroom.

That student learning is connected to parish, local and broader communities and community practices.

That parents are better empowered to be active participants in their child’s education.

Achievements
Systematic gathering of qualitative data regarding the school climate to inform school planning allowed staff and the school leadership team to set directions throughout the year, particularly around literacy, numeracy and social skillling.

Continued Involvement in St Joseph’s ‘Lighthouse Project’ for Year 5 & 6 boys was also a brilliant way to continue to forge links with our local Catholic Secondary School. The boys from St Joseph’s were great role models for our students and they in turn produced some outstanding work as a result.

Incursions and excursions strongly related to student learning and wellbeing. They included bringing members of the community into our school as well as our students going out into the community to assist their learning and teaching.

Professional Development for all staff and families on parenting skills, utilizing the skills of Michael Grose and Andrew Fuller were a focus for the year. We teamed up with St Paul’s and were able to run three workshops related to working with children.

PARENT SATISFACTION

- Comments regarding the results from the Parent SRC surveys can be included here.

According to the 2013 school improvement survey relative strengths according to parents are a high teacher morale, high classroom behaviour exhibited by students and that staff are approachable.
## Financial Performance

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>MODIFIED CASH $</th>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
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<tr>
<td>School fees</td>
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<td>Other fee income</td>
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<td>Private income</td>
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<td>State government recurrent grants</td>
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<td>Australian government recurrent grants</td>
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<td><strong>Recurrent Expenditure</strong></td>
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<td>Salaries; allowances and related expenses</td>
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<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<td><strong>Capital income and expenditure</strong></td>
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<td>Government capital grants</td>
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<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<td><strong>Total opening balance</strong></td>
<td><strong>897,951</strong></td>
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<td><strong>Total closing balance</strong></td>
<td><strong>1,062,198</strong></td>
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Note that the information provided above does not include the following items: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

The whole school review conducted in 2013 coupled with the subsequent School Improvement Plan made some very clear goals for future reference. These have included:

1. The implementation of the Quicksmart maths program.
2. Continued coaching for SLT in leadership styles.
3. Continued involvement with a literacy coach.
4. All staff receiving professional development in Christian meditation and then to implement this across the school.
5. A renewed focus on student participation in the Saturday Family Masses.
6. A social skills program to be implemented and explicitly taught by a teacher on a weekly basis.
7. Further development in staff knowledge and practice around the LNSLN program.
8. Staff led information sessions for parents on how students are taught, what they learn as well as NAPLAN.
9. Increased opportunities for parents to attend school to see what and how their child learns.
10. Further improving the working relationship between staff and students of St Paul’s and our school.
### VRQA Compliance Data

**St Thomas More’s School, Belgrave**

#### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
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<td>3.4</td>
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<td>-6.1</td>
<td>93.5</td>
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<td>-6.1</td>
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<td>6.9</td>
<td>100.0</td>
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ANNUAL REPORT TO THE SCHOOL COMMUNITY

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<tr>
<th>Year</th>
<th>Attendance Rate</th>
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<td>Year 1</td>
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<tr>
<td>Year 2</td>
<td>87.60%</td>
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<tr>
<td>Year 3</td>
<td>90.56%</td>
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<tr>
<td>Year 4</td>
<td>90.34%</td>
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<tr>
<td>Year 5</td>
<td>93.80%</td>
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<tr>
<td>Year 6</td>
<td>91.33%</td>
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<tr>
<td>Overall average attendance</td>
<td>89.49%</td>
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate: 93.68%

STAFF RETENTION RATE

Staff Retention Rate: 85.00%
### TEACHER QUALIFICATIONS

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<tr>
<th>Qualification</th>
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<td>Doctorate</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Graduate</td>
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<td>Degree Bachelor</td>
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<td>Diploma Advanced</td>
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### STAFF COMPOSITION

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<th>Category</th>
<th>Count</th>
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<tbody>
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<tr>
<td>Teaching Staff (Head Count)</td>
<td>19</td>
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<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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