

Northview State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

I am pleased to present the 2013 Annual School Report for Northview State School.

Northview State School has a proud tradition of working with parents and the community to meet the educational needs of our students. Achieving successful educational outcomes for our children is very dependent upon a successful partnership between home and school. A child's level of progress is heavily influenced by the interest family members have in their education, the support they provide and how families participate in school events & activities. This report is demonstrate our ongoing commitment to ensure that every student has the opportunity to reach their full potential in all aspects of their schooling through provision of a supportive learning environment built on positive relationships and high expectations.

This report will outline a variety of features involving Student Performance, School Operations, Community involvement and future initiatives. We will reflect on our goals and priorities for 2013 and comment upon their achievement with a focus on continual school improvement for the future. This report will be accessible on the school website as well as copies provided to our P&C executive and a copy situated in the school foyer for public access.

Queensland State School Reporting

2013 School Annual Report



School progress towards its goals in 2013

The focused priorities for our school in 2013 were:

1. Numeracy
2. Vocabulary
3. Development of our school pedagogical framework
4. ICT Infrastructure and Pedagogy

During 2013 we engaged the services of two consultants to build the capacity of our staff to effectively teach Mathematics and Vocabulary. Our work with mathematics focussed on the problem solving and reasoning strands of the Australian Curriculum and how our school can improve student performance in these areas. The vocabulary focus was on the explicit teaching of vocabulary during our reading lessons. Both consultants worked with teachers modelling lessons in classrooms and also presenting theoretical snapshots during extended staff meetings. In 2013 we also introduced online PAT testing for maths, reading and vocabulary. These tests gave us further information about how we can best address the learning needs of our students.

Our school Pedagogical Framework was completed during 2013. This framework details the culture, beliefs, methods of instruction and systems that make up our school pedagogy. Through consultation with staff and community we collaboratively developed a series of Learning Area Instructional Frameworks that detail "how" we teach key learning areas including; reading, writing, spelling and numeracy.

A significant investment was made during 2013 to upgrade student access to Information and Communication Technology. Two laptop trolleys (30 laptops) were purchased to allow classes to have every student on a laptop computer for specific lessons. Our school was also successful in our application to have our bandwidth upgraded to 4MB/secs to ensure all staff and students have efficient and timely access to the internet. During 2013 we also began an electronic roll marking system to give instantaneous data on student absences.

Future outlook

Our key priorities for 2014, based on an analysis of systemic and school based data sets are listed as follows:

- * Writing, Grammar & Punctuation
- * Consolidate effective teaching strategies in Numeracy
- * Gifted and Academically Talented Students
- * Student & Parent Engagement

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 346 | 165 | 181 | 93% |
| 2012 | 317 | 143 | 174 | 95% |
| 2013 | 325 | 144 | 181 | 92% |

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

School enrolments over the previous years have remained quite stable with only subtle fluctuations recorded due to families leaving the district because of family employment opportunities. In 2013 our enrolments grew steadily however student continuity fell to 92% with a number of families leaving our district as a result of employment opportunities. It is anticipated that enrolment growth will remain steady until 2015.

Enrolments have included a small percentage of English as a Second Language (ESL) families. These have included students from both European and African locations. School support staff in conjunction with Regional

Advisory staff have supported these students and their families with the transition into our school.

Average Class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | 23 | 22 | 22 |
| Year 4 – Year 7 Primary | 25 | 26 | 27 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 13 | 5 | 5 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |

Our school at a glance

| | | | |
|----------------------------|---|---|---|
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our Curriculum offered educational programs in all eight Learning Areas including English, Mathematics, Studies of Society & Environment, Science, The Arts, Health and Physical Education, Technology and Languages Other Than English (Japanese). Our curriculum was informed by ACARA (Australian Curriculum Assessment & Reporting Authority) and a number of key Education Queensland policies and directives including: Curriculum into the Classroom (C2C) and QCAR Framework.

Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Competence, Ethical Behaviour and Intercultural understanding were embedded within all learning experiences. English, Maths, Science and History were taught as isolated units based on C2C (Curriculum into the Classroom) resources. The remaining Learning Areas were planned, taught and assessed based on Essential Learnings located in QCAR Framework. At each individual Teacher's discretion, SOSE, Health, The Arts and Technology were taught as separate KLA's or as an integrated unit of work. Physical education (sub-strand of HPE), LOTE and Music (sub-strand of Arts) Essentials Learnings were addressed primarily by specialist teachers.

A long term priority of Northview SS is the on- going development of Information & Communication Technology innovations in student learning programs. This program continues to develop with opportunities for students to make use of a Resource Centre computer lab, classroom computers, 30 computers in portable laptop trolleys, interactive whiteboards, iPads, digital cameras and associated hardware / programs.

Northview State School has a well established reputation for its inclusive education philosophy and practices which endeavour to provide a wide range of curriculum programs and activities for all children.

A snapshot of our curriculum approach includes:

- * Single and multi-age classes across the school dependent on annual enrolment totals
- * Human resources including Teacher Aides focussed on Early Years classes (P-2)
- * A comprehensive intervention program across the P-7 classes.
- * Effective program support for students with verified disabilities.
- * Explicit and tailored programs for students identified as requiring learning support.
- * Explicit English, Mathematics, Science, PE, Music and LOTE programs.
- * Integrated units for the Learning Areas of The Arts, Science, Study of Society and Environment and Technology.
- * Jolly Phonics and Jolly Grammar are the basis of the Year 1-3 spelling program.
- * Individual Spelling program for Year 3-7 classes based on C2C spelling documents.
- * Japanese as the Language Other Than English (LOTE) is taught at Year 6-7 levels.
- * Yr 3-7 Extended Learning program targeting identified learners with specific potential.
- * Increased opportunities to promote & expose students to scientific events & experiences
- * Student participation in Mackay Primary School debating competition
- * Participation in McDonalds Maths Competitions

Extra curricula activities

Extra Curricular and Co-curricular programs provided students with opportunities to enhance their learning in the following ways:

Sports:

- * House and inter-school sports on a term by term basis.
- * Sports trials and opportunities for higher representative honours at Northern Suburbs sub-district, Mackay district, Capricornia Regional and Queensland State level.
- * Regional Sports Development officers involved in Physical Education / Sport programs to support skill development in students as well as introducing new sports.

The Arts:

- * Musical groups - Instrumental music program, Concert band, singing & signing choirs and Talent groups.
- * Instrumental Music Program which incorporates individual tutoring & lessons with an extension program to be involved in the school concert band.
- * School Eisteddfod teams at all age levels competing in the district competition.
- * Craft club at lunchtimes run by our school chaplain

Outdoor Education & Safety Programs:

- * Camps and additional off campus learning opportunities. (Yrs 4 & 5 Kinchant Dam Outdoor Education Centre, Yrs 6 & 7 bi-annual Canberra Learning Experience) and local educational excursions and tours. All events are to support classroom curriculum programs and student development and are approved and reviewed by school staff and P&C executive.
- * Yr 4 Bike Education program conducted in conjunction with the PCYC instructors
- Extension activities offering students opportunities to challenge and extend their abilities included:
 - * An Extended Learning Program operating during class time, targeting talented students on a term by term basis in English and Mathematics.
 - * Gardening club run by our school chaplain

Literacy and Numeracy areas.

- * International Academic Competitions in English, Writing, Spelling, Maths, Science and Computer Skills.
- * McDonald Maths Competition, Chess Club and Wakakirri performance.
- * Mornings Of Excellence in conjunction with the Pioneer State High School.
- * Science Expo inter-house challenge.

How Information and Communication Technologies are used to assist learning

During 2013 in excess of 50 workstations across the school were available for students to use on a regular basis. Computers are located in classrooms or nearby withdrawal rooms, with a mini-lab of 30 computers located in the school's Resource Centre. During 2013 our school purchased an additional 30 laptops which are stored in two portable laptop trolleys for class use.

All classes use the mini-lab on a weekly basis to complete tasks associated with their integrated units or other planned work. Computers are used to support and enhance curriculum offerings. A variety of curriculum applications are taught to children so that ICT compliments learning programs.

The school has continued to trial and innovate with new ICT devices as tools that will enhance and develop the learning capacity of students. For this to occur, considerable thought & planning went into the skilling and training of staff including visits to other schools, professional development and access to Education Qld Regional support staff. Considerable financial support from the school P&C also enabled the school to purchase additional equipment for classroom use thus enhancing student access and exposure.

Examples of Student utilisation of ICT tools to enhance learning experiences:

- * All year 5 students involved in Project 600 online teaching whereby a teacher from another school conducted a course in mathematics
- * Digital microscopes in Science in conjunction with laptops & interactive whiteboards to analyse & record data as well as mediums to present findings to others.
- * Flip Cameras for Prep-Yr 3 to record personal pictorial profiles and story files for sharing with parents & families
- * iPads used in all classrooms throughout the school during group work.
- * Speak EZY hand held recording devices used by all classes to record oral presentations & reading samples for sharing & analysis. Digital recordings also sent via student email to identified family sources.
- * Online "Mathletics" competition & challenge for extended learning students.
- * Student participation in online Literature Festivals to play an active role in live and pre-recorded interviews with authors.
- * Student skilling in the use of the "Audacity" program where music, dialogue and visual recordings are combined to create pieces of work that are used for persuasive purposes, entertainment, safety messages, promotion of events, invitations and recordings of special events.

Social climate

Our school reviews our Responsible Student Behaviour Plan on an annual basis to ensure this policy provides sufficient guidance and support for student behaviour management practices. As a consequence, our Behaviour Card Communication system was considered successful and continued across the school in 2013. This system is based on acknowledging positive student behaviours, with an 85% average of Behaviour Cards being issued in recognition of positive student events. Other incentives for good behaviour have included weekly Behaviour Card Assembly Draws, Student of the Week Awards, Merit Badge Awards and end of term Rewards Activities.

Warning & Consequence Cards keep parents informed of current student behaviour issues which can then be collaboratively addressed and positively resolved via a consistent home / school partnership approach.

Proactive measures are in place to equip students with skills and strategies in regard to dealing with potential bullying type behaviours. Both in class and whole of school discussions and role-plays provide students with an opportunity to practice and implement behaviours that will make them more confident and prepared if subjected to bullying. Our school also focuses on the important role of the bystander and the role they play in making our school a safe and happy place.

Our school at a glance

Regular shared learning and interactions between year levels is encouraged and formally planned to reflect the school motto “Growing Together”. This is achieved in the following ways:

- * Peer / mentor reading opportunities between upper and junior school students
- * Organised lunch times games for P-3 students managed by student school leaders
- * Outdoor, lunch time, whole school picnics during Winter
- * Christmas concerts, School Discos and Special performances.

Parent, student and staff satisfaction with the school

Northview State School has a reputation in the community and amongst our families for our genuine, supportive and engaging learning opportunities. We pride ourselves on our inclusive approach to education and all staff work hard to ensure that every child, irrespective of disability or vulnerability is learning in a positive and supportive learning environment. Parents and community groups play a key role in the decision making and long term planning at Northview with our key focus always, "What's best for our kids". Parent satisfaction during 2013 remained very high with 11 out of 16 measures indicating 100% satisfaction with our school. Student satisfaction increased between 2012 and 2013 with all measures increasing to over 90% satisfaction. Staff satisfaction with our school was very high across all measures. There was a concerted effort during 2013 to increase the quantity and quality of communication between staff to ensure that everyone had a clear understanding of roles.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016) | 97% | 96% |
| this is a good school (S2035) | 100% | 96% |
| their child likes being at this school* (S2001) | 100% | 100% |
| their child feels safe at this school* (S2002) | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 94% | 96% |
| their child is making good progress at this school* (S2004) | 97% | 96% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 94% | 100% |
| this school takes parents' opinions seriously* (S2011) | 94% | 100% |
| student behaviour is well managed at this school* (S2012) | 100% | 100% |
| this school looks for ways to improve* (S2013) | 100% | 100% |
| this school is well maintained* (S2014) | 97% | 92% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|--|------|------|
| they are getting a good education at school (S2048) | 91% | 97% |
| they like being at their school* (S2036) | 83% | 96% |
| they feel safe at their school* (S2037) | 89% | 96% |
| their teachers motivate them to learn* (S2038) | 92% | 98% |
| their teachers expect them to do their best* (S2039) | 96% | 100% |

Our school at a glance

| | | |
|---|-----|------|
| their teachers provide them with useful feedback about their school work* (S2040) | 90% | 100% |
| teachers treat students fairly at their school* (S2041) | 86% | 94% |
| they can talk to their teachers about their concerns* (S2042) | 80% | 92% |
| their school takes students' opinions seriously* (S2043) | 81% | 94% |
| student behaviour is well managed at their school* (S2044) | 80% | 94% |
| their school looks for ways to improve* (S2045) | 90% | 98% |
| their school is well maintained* (S2046) | 89% | 96% |
| their school gives them opportunities to do interesting things* (S2047) | 90% | 97% |

Performance measure

| Percentage of school staff who agree that: | 2013 |
|--|------|
| they enjoy working at their school (S2069) | 97% |
| they feel that their school is a safe place in which to work (S2070) | 100% |
| they receive useful feedback about their work at their school (S2071) | 97% |
| students are encouraged to do their best at their school (S2072) | 100% |
| students are treated fairly at their school (S2073) | 100% |
| student behaviour is well managed at their school (S2074) | 100% |
| staff are well supported at their school (S2075) | 97% |
| their school takes staff opinions seriously (S2076) | 97% |
| their school looks for ways to improve (S2077) | 100% |
| their school is well maintained (S2078) | 94% |
| their school gives them opportunities to do interesting things (S2079) | 94% |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

At Northview State School we acknowledge the critical role our parents and wider community play in the education of our students. We foster a collaborative approach to learning by inviting parents to participate in the following:

- * Class performances, special events and class hosting of parade
- * Recognising positive behaviour via regular merit badge award presentations & ceremonies
- * Classroom open days and student led Expos featuring work displays & demonstrations.
- * School Camps & excursions
- * Parent information evenings & training opportunities for parents to assist their children at home.
- * Extra- Curricular activities that utilise specific parent occupations or skills to assist with learning experiences.
- * Meetings with classroom Teachers throughout the year to discuss their child's performance and future goals.
- * Involvement in the school P&C to play a role in decision making, future planning and fundraising.
- * Community events where children showcase their talents – Choirs, Eisteddfods, ANZAC Day, Wakakirri,
- * Instrumental Music & Concert Band.
- * School Sports Day, Sports Expo event & guest performances.

Reducing the school's environmental footprint

Despite an increase in enrolments our electricity and water consumption decreased between 2012 and 2013. During 2013 our staff and students made a concerted effort to reduce our environmental footprint. Our student council appointed "Energy Eagles" (class representative) who were responsible for ensuring devices and appliances using electricity were turned off when not in use. We also gave weekly updates on electricity usage on assembly to inform our community.

Water usage for cleaning purposes has been reduced through a change to more efficient cleaning practices. Our toilet blocks were also upgraded with new "dual flush" water saving cisterns.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 141,804 | 4,402 |
| 2011-2012 | 146,622 | 4,453 |
| 2012-2013 | 142,434 | 2,468 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

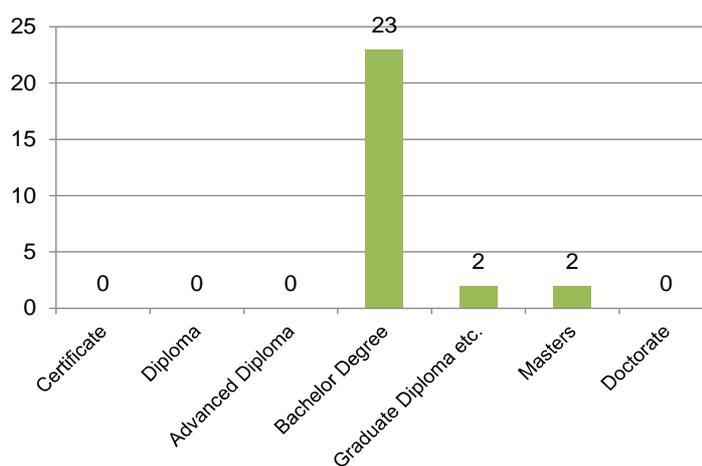
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 27 | 20 | 0 |
| Full-time equivalents | 24 | 12 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 23 |
| Graduate Diploma etc. | 2 |
| Masters | 2 |
| Doctorate | 0 |
| Total | 27 |



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$23 026

The major professional development initiatives are as follows:

- * Collegial Coaching
- * Explicit Instruction
- * AUSLAN
- * Numeracy – reasoning and understanding
- * Vocabulary
- * English as a Second Language band scales
- * Geography – Australian Curriculum
- * Illuminate – online web conferencing tool

Staff were also involved in additional training or professional development via :

- * Professional conversations conducted during
- * Fortnightly Staff unit meetings with a PD or skill focus
- * Accessing Network meetings from specific year levels – Early & Middle Years
- * Collegial coaching conversations
- * Attending district forums to update key curriculum information.
- * Accessing Regional Sports accredited courses.
- * Staff expertise shared on occasions to up-skill both teachers & Teacher aides as well as parent sessions

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

| | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 97% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Our staff profile

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government

Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

| Student attendance | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 90% | 93% | 93% |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. | | | |

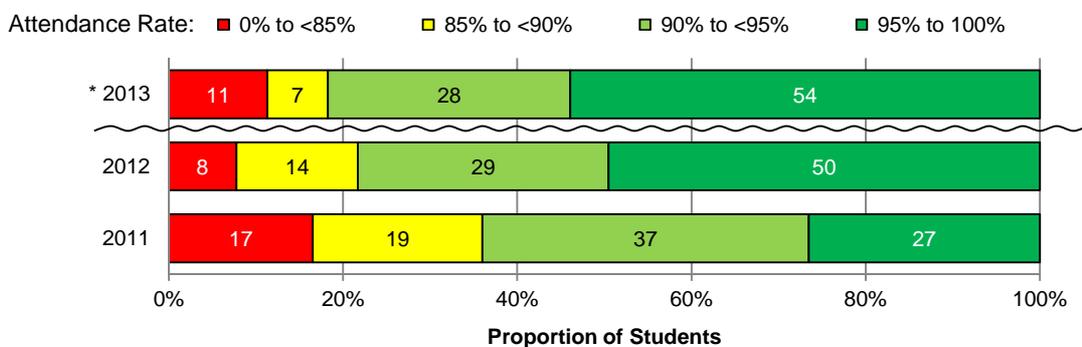
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | 92% | 90% | 91% | 92% | 92% | 89% | 90% | | | | | |
| 2012 | 94% | 93% | 92% | 95% | 93% | 94% | 92% | | | | | |
| 2013 | 94% | 94% | 93% | 93% | 94% | 95% | 93% | | | | | |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Attendance tracking and required follow up action is performed at Northview School in the following way: All class rolls are marked twice daily (9am and 1.45pm) to record attendance, unexplained absences or late arrival / early departure of students.

Students arriving to school late (post 9am) report to the school admin for the issuing of a late pass to present to their class teacher. This is recorded and monitored.

Unexplained absences resulting in 3 continuous missed days will result in a follow up call by admin staff to the Parents / Guardians requesting an explanation. This would be documented. Repeated short term absences, either explained or unexplained that indicate a pattern of absenteeism and impact on student learning will also be investigated via a phone call to Parent / Guardians by admin staff. Continuation of such attendance patterns would result in a formal warning letter sent to parents outlining Educational and legal responsibilities for children attending school (as per Education Queensland guidelines).

Persistent Non compliance could result in Police or Child Protection involvement

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

Performance of our students

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Our school continues to provide support to our identified Indigenous students through early intervention programs such as:

- Meta-linguistics program
- Support-a-Reader class groups
- Before school reading programs (Year 3)
- Targeted in-class support with a numeracy / literacy focus.

Attendance for indigenous students is monitored daily as this group is quite small - in 2013, 21 students identified as being of indigenous background. Attendance of indigenous students was 93% - just below our whole school attendance rate of 93.3% for 2012.

Students identified with specific strengths, skills or talents are also offered placements in our extended learning program & extensive extra - curricular activities to foster and engage further learning. In partnership with a local community centre, indigenous student was placed in an after-school homework program.

Due to the small number of identified indigenous students who sat NAPLAN in 2013, no comparison between performance of Indigenous and Non-Indigenous students is able to be made.