

Banksia Beach State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Our Vision is to be known as a school of Excellence. Excellence in academic, sporting, performing arts and leadership. A school with high quality relationships with our parents and community. A school with high quality facilities, resources and outcomes.

We strive to:

- Develop a culture in the school where high expectations and aspiring to excellence is the norm for all.
- Develop a shared commitment to achieving Brand Banksia – Excellence.
- Provide quality educational experiences in a safe and supportive environment.
- Provide a strong academic, sporting and performing arts culture.
- Provide exceptional teaching for all students ensuring all children can perform to the best of their ability.
- Set and achieve SMART Targets for Cohorts and Year Levels.

The intent of this report is to provide parents and the community with a set of information that is common for all state and non- state schools in Queensland. It provides an overview of the highlights and successes for Banksia Beach State School during 2014.

School progress towards its goals in 2014

Successful Learner

ACARA Priorities

- Embedded English, Mathematics, Science and History (National Curriculum) using the C2C resource ensuring alignment with community expectations.
- Incorporated “Banksia Way in all English and Mathematics Units.
- Implemented the North Coast Region: “*A Guide to School Based Assessment Tools and Year Level Expectations*”

Literacy Priority

- Embedded a balanced reading program based on Sheena Cameron’s program and provided extensive professional development.
- Utilised “From Assessment to Programming” to identify and explicitly teach strategies to identified students.
- *Implemented Phonemic Awareness Program in prep – utilising Sutherland Phonemic Awareness Test Data.*

Numeracy Priority

- Embedded ***Numeracy Rich Routines*** that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT M and North Coast Diagnostic Mathematics Assessment.
- Ensured a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support and inform quality teaching and reporting.
- Implemented and reviewed data from 5 week turn around action plans for mental computation which align with teachers’ placemats.

Upper 2 Bands Priority

- Ensured a variety of processes were in place for the identification of possible U2B students (process to begin in Prep). Utilise SPAT to formulate first groups in Prep, - Yr 3.
- Utilised Mighty Minds to diagnose areas of weakness in yr 2/4/6 and provide intensive explicit teaching episodes for Yrs 3/5/7
- Implemented strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, UNSW testing

- Embedded **differentiation** strategies across all year levels using diagnostic assessment processes and ACARA recommendations

Great People

- Embedded in Term1 the DPF with all staff (teaching and non-teaching) ensuring an alignment to school improvement priorities and individual needs.
- Teaching staff Performance Plans aligned with AITSL: National Professional Standards for Teachers
- Consultation and feedback structures were in place and occurred in a timely manner (Once a term)

Engaged Partners

- Collaboratively developed and implemented an action plan with cluster ensuring all yr 7's will be ready for secondary School in 2015.
- Ensured transition will be seamless through community and school collaboration.
- Developed Banksia Beach State School as an independent Public School ensuring all resources were utilised to improve student outcomes.
- Implemented 2nd year of Strategic Plan after we reviewed identified areas under IPS utilising all resources to improve outcomes for students.
- Further developed effective community partnerships with local business and other IPS Schools to further enhance outcomes and resources for students.

High Standards

- Implemented benchmarks and expectations for each year level and timelines of assessment enacted.
- Developed and maintained school curriculum, assessment and reporting plans at whole-school level, year level and unit level which address all learning areas.
- Implemented school based science testing using ACARA, Ways of Working and moderated across year level.
- Established a common set of assessment tasks for each year level and across the school.



Our Reading Challenge from Prep – Yr 6 inspires high reading performance.

Future outlook

Successful Learners

Analyse Student Data

- Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention.
- Further develop teacher expertise in data analysis to inform effective teaching and learning.
- Utilise Master Teacher to analyse data and guide effective classroom teaching.

Improve Student Attendance

- Analyse trends in student attendance and implement strategies to increase student attendance to 94%. Utilise groups established on Pupil Free Days to monitor and give regular feedback.

Great Results Guarantee

Implement Plan as outlined in Great Results Guarantee

Great People

Literacy Priority

Continue to embed a balanced reading program

- Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e.
 - 1. Reading Aloud to students;**
 - 2. Modelled Reading;**
 - 3. Shared Reading;**
 - 4. Guided Reading;**
 - 5. Independent Reading.**
- Align reading framework to ***Pearson's Gradual Release of Responsibility Model*** (Refer Framework for the Teaching of Reading)
- Utilise all Sheena Cameron Strategies as per Pupil Free Day Professional Development.
- Ensure the 5 aspects of reading are explicitly addressed i.e.:
 - 1. Fluency;**
 - 2. Broad and Deep Vocabulary;**
 - 3. Active comprehension Strategies;**
 - 4. Text and Textual features;**
 - 5. Knowledge of the World**
- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of ***inference*** e.g.:
Cars and Stars; QAR, Sheena Cameron Comprehension Strategies
- Embed **comprehension strategies** into the reading procedures
- Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through **observation and feedback**

Master Teachers

- Develop opportunities for Master Teachers to work alongside teachers to improve teaching practices.

ASOT

- Continue to develop and embed an overarching Curriculum Framework based on ASOT
- Implement Design Questions 2,3,4,5 and leading on to 10 of the ASOT framework

Developing Performance Framework

- Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.
- Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers
- Consultation and feedback structures are in place and occur in once a term)
- Use peer observations, feedback, differentiated coaching and IPS, ASAA learning groups to improve teaching practices.
- Implement processes to monitor staff and personal wellbeing

High Standards**Explicit Improvement Agenda**

- Analyse whole school trends to develop an explicit improvement agenda.
- Set School Wide targets in SDA, NAPLAN Mean, U2B, MNS, SOS, Absence rate during January Pupil Free Days.
- Assign staff members into teams which will monitor the achievement of these targets and the strategies implemented. throughout the year
- Articulate our whole school improvement agenda to ensure it is shared and known by all in the school community and overtly and rigorously enacted.

Self-Directed School Review

- Implement recommendations from 2014 Self Determined School Review.



2014 was an exceptional year for music outcomes. The Advanced Concert Band won all competitions it entered and were the only primary school to make the Final of Fanfare.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 1036 | 472 | 564 | 94% |
| 2013 | 1085 | 509 | 576 | 93% |
| 2014 | 1135 | 552 | 583 | 95% |

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

Characteristics of the student body:

Banksia Beach State School provides education to primary age students from Prep to Year 7. The School was established in 1992, and in 2014 had a total enrolment of 1136 3% of students were identified as Indigenous students and 2% had a language other than English. 72% of the students come from middle quarter of socio economic groups, 17% from the top quarter and 10% from the bottom quarter. Banksia Beach's student enrolment is controlled by an enrolment management plan. There were 45 classes for students from Prep to Year 7. Classes consisted of single and multi-age classes.

Average Class sizes

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 23 | 23 | 24 |
| Year 4 – Year 7 Primary | 23 | 24 | 25 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 17 | 14 | 8 |
| Long Suspensions - 6 to 20 days | 1 | 2 | 2 |
| Exclusions [#] | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Banksia Beach offers a diverse range of learning opportunities for students. We have a well-developed core curriculum that focuses on key learning areas – English, Mathematics, History, Science, Geography, Art, Music, Health and Physical Education and Languages Other Than English (Indonesian)

- Prep year's teaching and learning programs, developed in accordance with the DET Early Years Curriculum Guidelines and multi-age teaching principles
- There are strongly defined curriculum plans which define areas of explicit teaching. These are developed from the Australian Curriculum, C2C and "The Banksia Way". Banksia Beach has a very well developed Assessment and Reporting Framework which clearly defines targets and benchmarks for all year levels and subjects.
- Specialist programs are provided in music, instrumental music, gifted and talented extension classes, IT, Intervention including Support a Reader/Writer and Talker and Special Education.
- Banksia Beach through effective unit planning creates an environment which embraces information technology throughout the school. Our computer labs and connected classrooms ensure we are implementing "Smart Classrooms" strategies



Banksia Beach State School has a very well developed IT program with a dedicated lab and multiple smart devices available for all student to access.

Extra curricula activities

Banksia Beach encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum.

These include:

- Enrichment program in Mathematics and Science. Banksia Beach children achieved Highly commended in the National Young Scientist of the Year and thirty- four students achieved SPECTRA Awards from the Australian Science Teacher's Association Science students also won the University of Newcastle Science and Engineering Challenge.
- Senior and Junior Competition Choir.
- These two choirs have a performance and competition focus. Successfully competed at several competitions in 2014 they were finalists in the QYMA Champion Open Choir and received awards at the Sunshine Coast Eisteddfod.
- Instrumental Program which provides small group tuition in strings, woodwind, brass and percussion leading up to ensemble Instrumental music performances
- Banksia Beach Concert Band performed successfully at many venues and was awarded a Gold Medal at the Brisbane Band Festival. They were also awarded the "Performance of the Weekend." Brisbane Band festival 2014. They also won the St Columbun's Primary School Band Competition.

Their highest achievement of 2014 was to win DET Regional Fanfare primary School Performance and to be the only primary school in the State to make the state final and indeed opened the Fanfare Grand Final at Brisbane Entertainment Centre.

- Big Band won the Brisbane Band Festival and were invited to play for our Foreign Minister Ms Julie Gillard MP.



A very successful year for our
Advanced Bands and Big Band.



Dance Troupe won the Brisbane Eisteddfod and Choirs received awards in the QYMA and Sunshine Coast Eisteddfod.



Our Marching Band was established and performed for the first time. The Drum Corps competed for the first time against secondary schools winning Silver in the Brisbane Band Festival.

- A wide variety of sporting opportunities is offered to students. We achieved Soccer, Netball, and Touch football district premiers. District Athletics and Cross Country Champions.
- Boys won the Cup at the All Schools Touch Football Championships and the girls made the quarter finals.



A varied and successful extracurricular program in sport is offered.

- We also offer a very active Student Council and School Leadership Program.

How Information and Communication Technologies are used to assist learning

All students, staff and volunteer helpers have access to computers through a Local Area Network. Banksia Beach State School has a very highly developed Information Technology program.

Children have dedicated IT lessons and an IT Continua guides the development of skills from P-7.

We have introduced Smart Boards and all Yr 7 children have access to a "Smart Classroom". These classrooms are fitted with either desk top computers for each group or wireless laptops.

Each classroom has a minimum of four networked computers to enable improved outcomes. Interactive whiteboards are available in all class rooms.

Children have access to two computer labs both during school and break times. Extension IT classes and specialized areas are offered on Friday afternoon interest times.

All unit plans are written with an information technology focus and students are asked to demonstrate outcomes using specific programs. At least one assessment item per unit must be submitted using technology. A large number of smart devices support learning in all classrooms.

Social Climate

A safe and disciplined learning environment is supported by a strong behaviour management plan.

Children are encouraged to achieve Gold Certificates each term. These certificates then lead to the achievement of Bronze, Silver and Gold badges.

In 2014 we continued with our Achievement Badges which children are able to earn in Sport, Music, Behaviour and Citizenship.

During 2014 we continued to emphasize the Banksia Beach of Pride, Unity Respect and Excellence.

Each assembly a class produces a skit or song to demonstrate one of these key values.

Some of the key aspects of our school climate include:

Class sizes maintained below 25 for early years and below 28 for middle years.

A full school uniform including a formal uniform and band performance uniforms.

Blazers are provided for all performance groups and all representational duties.

Buddy programs

High level of community involvement.

Lower and upper students have distinct playing areas during recess times but are provided with opportunities to interact at other times. These include:

Buddy classes

Student council

School events such as musicals, performance afternoons, celebration days, fetes and discos.



A strong emphasis is maintained on providing a safe, supportive and respectful environment for all.

Parent, student and staff satisfaction with the school

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 100% | 100% | 97% |
| this is a good school (S2035) | 100% | 100% | 93% |
| their child likes being at this school* (S2001) | 100% | 100% | 97% |
| their child feels safe at this school* (S2002) | 100% | 95% | 95% |
| their child's learning needs are being met at this school* (S2003) | 100% | 100% | 95% |
| their child is making good progress at this school* (S2004) | 100% | 100% | 95% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 98% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 95% | 98% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 95% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% | 83% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 97% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% | 92% |
| this school takes parents' opinions seriously* (S2011) | 100% | 100% | 86% |
| student behaviour is well managed at this school* (S2012) | 100% | 100% | 90% |
| this school looks for ways to improve* (S2013) | 100% | 100% | 95% |
| this school is well maintained* (S2014) | 100% | 95% | 95% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 100% | 99% | 99% |
| they like being at their school* (S2036) | 100% | 98% | 96% |
| they feel safe at their school* (S2037) | 98% | 99% | 97% |
| their teachers motivate them to learn* (S2038) | 100% | 100% | 100% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 99% | 99% | 100% |
| teachers treat students fairly at their school* (S2041) | 97% | 95% | 93% |
| they can talk to their teachers about their concerns* (S2042) | 99% | 95% | 91% |
| their school takes students' opinions seriously* (S2043) | 97% | 98% | 97% |
| student behaviour is well managed at their school* (S2044) | 100% | 98% | 97% |
| their school looks for ways to improve* (S2045) | 99% | 99% | 99% |
| their school is well maintained* (S2046) | 98% | 98% | 98% |
| their school gives them opportunities to do interesting things* (S2047) | 99% | 98% | 99% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 98% | 95% |
| they feel that their school is a safe place in which to work (S2070) | | 100% | 98% |
| they receive useful feedback about their work at their school (S2071) | | 93% | 88% |
| students are encouraged to do their best at their school (S2072) | | 100% | 98% |
| students are treated fairly at their school (S2073) | | 95% | 93% |
| student behaviour is well managed at their school (S2074) | | 95% | 98% |
| staff are well supported at their school (S2075) | | 95% | 93% |
| their school takes staff opinions seriously (S2076) | | 96% | 98% |
| their school looks for ways to improve (S2077) | | 100% | 98% |
| their school is well maintained (S2078) | | 100% | 98% |
| their school gives them opportunities to do interesting things (S2079) | | 100% | 93% |

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

'Agree' represents the 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

Banksia Beach State School is highly respected in our school community and parental expectations are high. In 2014 96% of parents reported being satisfied with the opportunities they had to participate in the life of the school.

Parents are welcomed into our school to assist our school achieve greater outcomes.

Opportunities included:

- An extensive volunteer program including gifted and talented extension/ support a reader/writer and talker. Parents run extension maths and science classes and assist in the coaching of teams.
- Participation in classroom and special open days such as book week, under 8's week, sporting events, assemblies and Education Week.
- P&C functions and a variety of fundraisers.

Parents are provided with numerous opportunities to play an important role in their child's education. These include:

- P&C Meetings – once a month interested parents are invited to meet and discuss the direction our school is progressing in, fund raising activities and to hear a report from the Principal.
- Parents are encouraged through twice yearly reporting to share any concerns and to celebrate achievements.

Reducing the school's environmental footprint

The school is actively involved in recycling. This program involves all classes educated on the values of recycling and participating on a weekly basis. We actively support travel smart to school initiatives to reduce pollution and greenhouse gas emissions. The drop in water usage has been achieved through extensive investigations of water pipes and leakages.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2011-2012 | 189,488 | 5,016 |
| 2012-2013 | 217,888 | 4,168 |
| 2013-2014 | 219,763 | 4,222 |

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

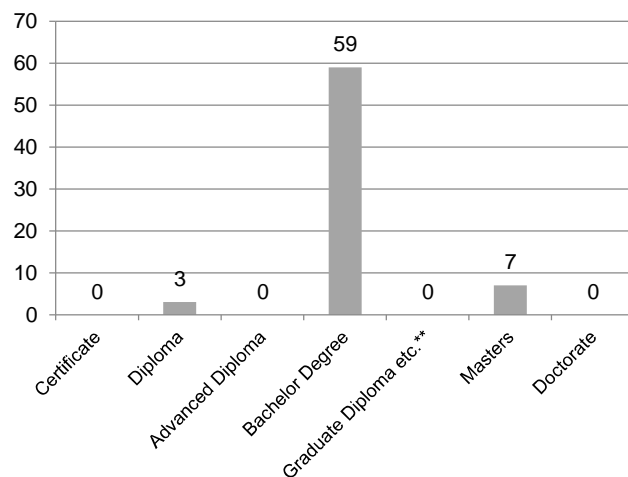
Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 69 | 39 | 0 |
| Full-time equivalents | 64 | 25 | 0 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 3 |
| Advanced Diploma | 0 |
| Bachelor Degree | 59 |
| Graduate Diploma etc.** | 0 |
| Masters | 7 |
| Doctorate | 0 |
| Total | 69 |



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$72 640 .

The major professional development initiatives are as follows:

Sheena Cameron – Teaching of Reading and Writing

Mazarno – Art and Science of Teaching

7 steps writing

ICT Young Learners

Good to Great Schools

Whole School Positive School Behaviour

Effective use of Data Analysis

AITSL

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 97% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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**.

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 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 webpage.

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

Performance of our students

Key student outcomes

| Student attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 92% | 91% | 92% |

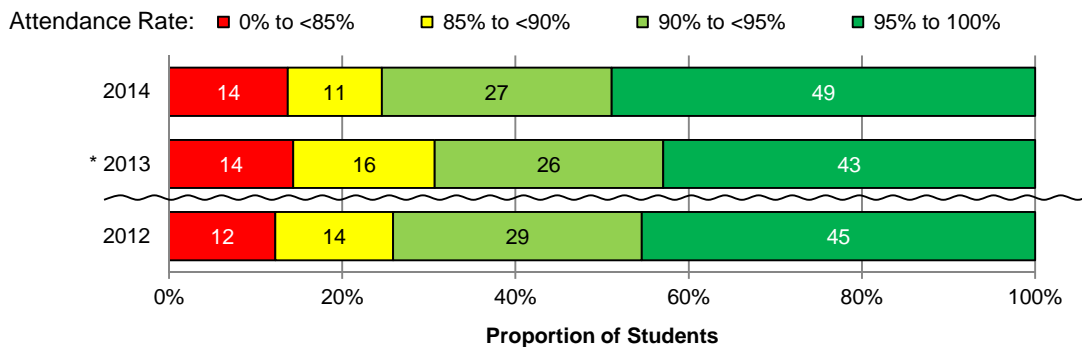
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

| 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 |
| 2012 | 92% | 93% | 93% | 92% | 94% | 91% | 92% | | | | | |
| 2013 | 91% | 92% | 92% | 91% | 92% | 92% | 90% | | | | | |
| 2014 | 91% | 93% | 93% | 93% | 92% | 92% | 92% | | | | | |

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Rolls are marked by teachers every morning and afternoon session. Non-attendance is managed firstly by teachers requesting notes for all absences. Unexplained absences are followed up by admin staff on a Friday. Any concerning absenteeism is then managed by the principal.

At Banksia Beach state School everyday matters and unless ill children are expected to be in attendance. Deputies each week in their class visits reward students who have been in attendance all week and on time. Each week attendance rates in each class are displayed on a notice board and improvements celebrated. A new attendance badge has been added to our badges for any child who is in attendance more than 94%.

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**.

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Achievement – Closing the Gap

In all areas in all year levels the Indigenous mean for Banksia Beach State School was significantly above the North Coast Region and all State Schools.

The Indigenous mean in writing is at or above the non-indigenous mean at Banksia in writing in Yr 5 and Numeracy in Year 7.

Attendance rate has remained similar to previous years and we will continue to develop strategies to improve this attendance rate further.



Banksia provides many opportunities for indigenous and non-indigenous students to excel.