



Mourilyan State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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Year 6 student leaders with Cassowary Coast Regional Councillor Ben Heath and Principal Susan Hoad

From the Principal

School overview

Mourilyan State School has been providing quality educational services to the Mourilyan township and surrounding areas since 1908. Located in the tropical Cassowary Coast Region, the school serves a community that is involved in the cane and banana industries as well as in the trades and services delivered in the nearby provincial centre of Innisfail. The student population reflects the social and cultural diversity of the community.

The school is renowned for maintaining the atmosphere of a 'country school' while upholding quality standards and high expectations for all students. *Every student successfully learning and achieving today for ongoing success tomorrow* is the shared school vision. School-wide programs focus on developing DISCIPLINED LEARNERS, THOUGHTFUL CONTRIBUTORS, PROBLEM SOLVERS AND TEAM PLAYERS.

There are seven classes, one of each year level from Prep to Year 6. Teachers address all learning areas of the Australian Curriculum, largely through the Queensland Curriculum into the Classroom (C2C) programs and specialised direct instruction programs in mathematics and spelling. Staff collaboratively differentiate learning programs and strategies to cater for students' individual needs. Mourilyan's school community prides itself on enabling all students to achieve their potential in the academic, social, physical, cultural and ethical dimensions of education.

The school's Prep program provides a balance of explicit teacher instruction and play-based learning that sets solid foundations for student success as they progress through the school. All students are intentionally supported through their learning pathways, including an 8 week Pre-Prep program, annual class orientation activities and a Year 6 Junior Secondary Cluster Transition program before moving on to high school.

Maintaining a proactive, organised and collaborative learning culture is fundamental to the well-being of the school. Staff members are enthusiastic, skilled in their areas of responsibility and dedicated to building a safe, vibrant educational community that promotes progressive learning for all. Shared home-school learning expectations are prioritised and parents / carers are encouraged to be proactively involved in their children's education.

The school has strong community links and works in partnership with local organisations. The Parents and Citizens' Association is actively engaged and provides valuable assistance with strategic direction, community partnerships, school events and fundraising to support quality learning outcomes for all students.

School progress towards its goals in 2018

Mourilyan State School staff and community worked together for school improvement throughout 2018. Listed below are the school improvement priorities, actions and progress achieved.

Key	Achieved	In progress	Intended
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1. Implement an evidence-based, whole-school reading program so that every student can become an effective reader
Employ a reading coach 0.4 to work within the leadership team and support the school's reading improvement agenda.
Implement guided reading scripts and build staff capability to implement appropriate and rigorous reading instruction for different groups and individuals.
Implement a system for the explicit teaching of reading vocabulary within differentiated reading groups.
Make whisper phones to promote successful independent reading and modified instruction within the reading groups.
Create a school-wide data wall to transparently display and track students' reading progress.

Develop a process to review class data and refine teaching practices during timetabled staff coaching.
Continue to implement the whole school diagnostic reading assessment schedule including PM Benchmarking, Pat R, NGRT, Sight Words and Phonics.
Support classroom teachers during staff meeting sessions and mentoring to develop and implement slides to consolidate students' knowledge and application of reading skills.
Meet with parents in Term 1 and Term 3 to discuss individual reading goals and clarify shared strategies for improved student reading.
Utilise I4S funding to purchase additional teacher aide hours to conduct reading intervention programs.
<p>Evaluation</p> <p><i>A whole-school reading program centred on the 'Big 6' - oral language, phonological awareness, phonics, vocabulary, comprehension and fluency – was introduced in Prep to Year 6. Teachers created vocabulary manuscripts specifically for each reading group text to explicitly teach the key vocabulary and build students' comprehension and fluency skills. Reading resources linked to other subjects were purchased to enrich literacy learning throughout the curriculum.</i></p>
2. Develop consistent, high yield practices for the teaching of writing across the school.
Budget for teachers to be released every 5 or 10 weeks (if unit is consolidated) to collaboratively differentiate C2C English and Maths planning.
Support class teachers to effectively deliver, assess and report on the quality differentiated curriculum through the school's professional development and coaching framework.
Establish a Writing Learning Wall in each classroom to strengthen student's awareness of writing development and goals for improvement.
Follow established school processes to moderate English tasks at the beginning of the following term.
Meet with parents in Term 1 and Term 3 to discuss individual writing goals and shared strategies for improved student achievement.
<p>Evaluation</p> <p><i>Elements of this priority linked to the literacy continuum and individual student goals were implemented. Further evidence-based practices within a whole school approach to the effective teaching of writing will be developed in 2020.</i></p>
3. Collaboratively design a Science, Technology, Engineering and Maths (STEM) Plan
Allocate time within weekly coaching and staff meetings to scan and assess current STEM practices and culture in the school.
Facilitate strategic discussions / activities to develop a shared vision for STEM in collaboration with the Principal Education Advisor – Australian Curriculum.
Collaboratively identify priorities, set targets and devise strategies to build teacher capability, increase students participation and lift student achievement in STEM
Employ an IT Technician 0.2 to maintain the working order of all digital devices and advise the leadership team as required.
Consult with Regional STEM Champion to extend teacher knowledge and skill and to be aware of relevant professional learning opportunities.
Develop school-community partnerships to access STEM expertise and challenge students.
Employ a teacher 0.2 to explicitly teach targeted ICT skills and assist teachers with embedding the capabilities from the Australian Curriculum across all learning areas.
Implement the Typing Tournament program Yr 1 – 6 to progressively teach touch-typing skills.

School STEM Vision was developed to shape ongoing quality teaching and learning for all:

Our community members value innovative thinking that prepares students for the 21st century. We provide opportunities to solve challenging real-world problems in a supportive and collaborative environment. Our students are motivated, inquisitive learners prepared to contribute positively to the future.

Evaluation

All staff engaged in face-to-face learning provided by the STEM Champion and Cairns Qld Society for Information Technology in Education workshop, and on-line professional development through the CSER Digital Technologies Educational course through Adelaide University. Mourilyan State School is now a member of the #qldtechschools community. New resources were purchased and the school's computer lab was refurbished to support the teaching of Design and Digital Technologies in Prep to Year 6.

4. Build high functioning teams to drive success for all.

Continue to implement school's coaching and mentoring framework that includes scheduled professional development and purposeful meetings with all members of staff.

Host a parent-information evening involving a whole school presentation followed by class presentations and a sausage sizzle funded by the P&C.

Utilise school noticeboards, Facebook, school-wide text messages, weekly parades, fortnightly school newsletters and monthly P&C Meetings to share relevant information with families.

Maintain the school's Student Support Team as the key group for the referral of students requiring targeted support.

Plan weekly lessons to explicitly teach behaviours associated with 4 Rs - Respect for Self, Others, Property/Environment and Learning.

Positively recognise and reinforce targeted behaviour through a school-wide House Points system and weekly certificates on Parade.

Continue to coordinate wellbeing activities for all members of staff and monitor individual engagement.

Continue to coordinate shared learning activities with families and local agencies.

Conduct *Sail into Prep* with Pre-Prep students to build familiarity with the Prep environment, staff and early learning programs.

Engage with parents through a suite of workshops focussed on early literacy and numeracy development.

Ensure high-achieving Year 6 student have the opportunity to participate in extension programs at Innisfail State College with other students from across the cluster.

Evaluation

'Team work makes the dream work' is a well-published motto central to the ongoing improvement journey of Mourilyan State School.

Future outlook

Improvement priorities for 2019

1. Collaboratively finalise documentation and implementation of a P – Yr 6 writing framework.
2. Introduce a school-wide approach to the automatic recall of number facts and the use of mental computation strategies.
3. Promote a culture of collaborative inquiry and innovation within high-functioning teams and classroom learning programs.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	166	167	172
Girls	70	70	70
Boys	96	97	102
Indigenous	17	17	25
Enrolment continuity (Feb. – Nov.)	96%	98%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Enrolment trends showed an increase of 3% with 172 students enrolled in August 2018. The student body is comprised of a broad cross-section of cultural groupings, with indigenous students making up around 14% of the total cohort. Students are drawn mainly from the Mourilyan township, near-by small acreage properties and banana and cane farms. However, there has been a trend for children to travel from Innisfail and other outlying areas, with 35% of students living outside the school's recognised catchment.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	26	26	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The teaching of all curriculum areas is covered through the delivery of C2C units adapted to meet the specific learning needs of each class cohort. Teaching pairs work with a school-based curriculum leader to design units of work and assessment tasks collaboratively to strengthen consistency of concepts and content covered. This helps facilitate a more effective moderation process for students' work against Australian Curriculum achievement standards.

Explicit instruction is implemented across all year levels to actively involve students in the practice and mastery of key concepts and skills. 'Consolidations' also feature in many curriculum areas. They are structured to move student knowledge from short to long term memory and to promote the automatic recall of concepts and facts.

A key feature of literacy teaching at Mourilyan State School is the Prep – Year 6 reading program which focusses on the development of oral language, phonological awareness, phonics, vocabulary, fluency and comprehension skills for all students to meet established benchmarks. The program provides instructions at students' level, where teachers and trained teacher aides work with students in small groups for 4 sessions each week. The Spelling Mastery program is used also to teach spelling in Years 1-6, where students are flexibly grouped according to their current level of achievement.

Sail into Prep, the school's pre-Prep program, runs for eight consecutive mornings in the second half of Term 3 and first half of Term 4. The program is run by the Prep teacher and teacher aide in the prep area, while the current Preps become more familiar with the Year 1 classroom. Children participate in activities aimed at developing their Prep readiness, and familiarising them with the Prep routines, the learning environment, children who will be in their class the following year and Prep staff.

Co-curricular activities

The school offers its students a wide variety of extra curricula activities across a range of fields. These include:

- **Performing Arts:** Senior and Junior Choirs, Instrumental Music (available to students in years 3-6 in brass, woodwind and strings, Innisfail Young Performers).
- **Sport:** Interschool Sports (available to students in years 3-6 in netball, touch football, t-ball, softball, cricket, AFL, soccer and league tag) in terms 3 and 4, participation in district sports competition and the opportunity to represent the Peninsula in state-wide carnivals.
- **Student Leadership:** Daradgee Leadership Camp for the school's student leaders and the GRIP Leadership Conference in Cairns.
- **Environmental Education:** Reef Guardains Program which involves all classes removing litter and debris from the Etty Bay foreshore.
- **Gifted and Talented:** Participation in the International Competitions and Assessments for Schools (ICAS) tests across a range of curriculum areas, and involvement in Opti-minds (co-operative problem solving competition).
- **Camps and Excursions:** Daradgee Environmental Centre for years 3 and 4, Holloways Beach Environmental Education Centre for year 5, and Tinaroo Environmental Education Centre for year 6.
- **Literature:** Premier's Reading Challenge, Book Week activities, Tully Read to Me Day.
- **Student Council:** Free Dress Days, Discos, Obsthathon.

How information and communication technologies are used to assist learning

ICTs are integrated into key learning areas across all year levels. All classrooms are fully networked and feature wireless technology. The library computer lab contains 27 computers and provides access for whole class groups. Each classroom also has a small bank of computers. Students are able to access the internet from the classroom or library. This access is made through the Education Qld Web connection which filters appropriate materials. Interactive White Boards are provided in all classrooms, and are used extensively by all teachers in the delivery of the school's regular teaching and learning programs to promote active student engagement.

Social climate

Overview

The classrooms at Mourilyan State School are calm, orderly and focused on learning. The application of the school's Responsible Behaviour Plan, and consideration of students' needs in designing and delivering teaching and learning programs, ensures that a positive, safe and productive climate is maintained.

In the playground, students interact freely and appropriately within well-defined behavioural boundaries. In general, older students are concerned with the safety and welfare of younger students and often act as guides and mentors. These positive and supportive peer relationships are enhanced by practices in place such as the 'Prep/Senior Buddy Program' and the 'Friendship Club', which facilitate a strong sense of community and care between our students.

Pastoral Care and support for students with complex needs and challenging behaviours is provided by the Guidance Officer and Chaplain, with targeted strategies identified, monitored and reviewed through the school's Student Support Team.

Weekly parade is conducted by the Year 6 school leaders. Virtue of the Week and awards related to academic growth, behaviour and effort are distributed to students, and consequently published in the school newsletter. Many parents regularly attend parade and enjoy the weekly account of school life and individual achievement.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	83%	89%	97%
• this is a good school (S2035)	83%	89%	94%
• their child likes being at this school* (S2001)	83%	89%	97%
• their child feels safe at this school* (S2002)	83%	89%	97%
• their child's learning needs are being met at this school* (S2003)	75%	89%	94%
• their child is making good progress at this school* (S2004)	83%	94%	94%
• teachers at this school expect their child to do his or her best* (S2005)	92%	94%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	94%	97%
• teachers at this school motivate their child to learn* (S2007)	92%	94%	91%
• teachers at this school treat students fairly* (S2008)	75%	83%	97%
• they can talk to their child's teachers about their concerns* (S2009)	92%	94%	100%
• this school works with them to support their child's learning* (S2010)	75%	89%	97%
• this school takes parents' opinions seriously* (S2011)	67%	89%	94%
• student behaviour is well managed at this school* (S2012)	83%	89%	88%
• this school looks for ways to improve* (S2013)	75%	89%	94%
• this school is well maintained* (S2014)	83%	89%	81%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	95%	96%
• they like being at their school* (S2036)	80%	90%	93%
• they feel safe at their school* (S2037)	90%	97%	96%
• their teachers motivate them to learn* (S2038)	90%	98%	96%
• their teachers expect them to do their best* (S2039)	92%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	95%	94%
• teachers treat students fairly at their school* (S2041)	84%	89%	92%
• they can talk to their teachers about their concerns* (S2042)	84%	92%	93%
• their school takes students' opinions seriously* (S2043)	88%	87%	89%
• student behaviour is well managed at their school* (S2044)	78%	85%	87%
• their school looks for ways to improve* (S2045)	90%	95%	95%
• their school is well maintained* (S2046)	88%	95%	93%
• their school gives them opportunities to do interesting things* (S2047)	92%	92%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	95%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	94%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	91%	89%
• students are encouraged to do their best at their school (S2072)	95%	100%	100%
• students are treated fairly at their school (S2073)	95%	94%	94%
• student behaviour is well managed at their school (S2074)	79%	94%	83%
• staff are well supported at their school (S2075)	89%	100%	100%
• their school takes staff opinions seriously (S2076)	89%	94%	100%
• their school looks for ways to improve (S2077)	95%	100%	100%
• their school is well maintained (S2078)	74%	78%	72%
• their school gives them opportunities to do interesting things (S2079)	89%	94%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Mourilyan State School, parents and caregivers are encouraged to be actively involved in their child's education through:

- Discussing individual learning goals and progress during biannual parent-teacher interviews.
- Volunteering to read with students in classes to build 'reading mileage' skills.
- Assisting with sports days and school events.
- Providing voluntary support and supervision during class excursions and camps.
- Becoming involved in school decision making through the P&C Association
- Volunteering in the tuckshop
- Engaging with students through homework and assignments.
- Participating in school information sessions and parent workshops.
- Consultation with parents in the development of Individual Curriculum Plans and Individual Support Provisions to assist students with diverse needs to access and fully participate in learning.

Respectful relationships education programs

The school has developed and implements programs that focus on appropriate, respectful, equitable and healthy relationships. Proactive initiatives include:

- Virtue of the Week
- Bravehearts
- Bullying No Way! Day
- Cyber-Bullying presentation
- Guidance Officer Programs: social skilling with small groups, individual counselling, anxiety support programs, parent support, newsletter articles.
- Chaplain pastoral care
- Daily Friendship Club
- Prep buddy program

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	19	6	6
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school continued to implement its Environmental Sustainability Plan. One of the key aspects of this plan is a recycling program in collaboration with the Cassowary Coast Regional Council, which aims to reduce the amount of waste to landfill.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	40,964	79,137	75,321
Water (kL)		444	2

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	14	11	0
Full-time equivalents	11	8	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	12
Diploma	1
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$26 517.

The major professional development initiatives are as follows:

- Collaborative planning days and moderation
- Coaching and feedback
- Peer mentoring
- Leadership Development
- Reading Disorders: A multidisciplinary approach
- Explicit Instruction workshops and school presentations
- STEM workshops
- QSITE FNQ Conference
- Positive behaviour management
- Reading – The Big 6
- Reading Centre: Intervention Plan
- Differentiated Instruction
- Letterland Workshop

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	95%
Attendance rate for Indigenous** students at this school	86%	91%	95%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	97%	95%
Year 1	94%	92%	95%
Year 2	93%	96%	94%
Year 3	92%	95%	96%
Year 4	93%	95%	96%
Year 5	94%	92%	93%
Year 6	93%	94%	93%

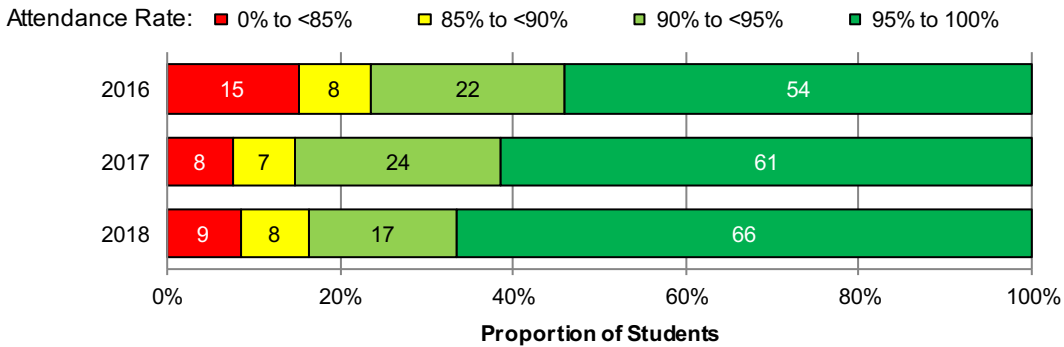
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice a day at the commencement of the school day and after the second lunch break. If a student is absent in the morning and no reason has been provided, the family is sent a pre-set SMS stating that the child is absent and requesting an explanation. Attendance data is monitored and families contacted when there is ongoing absenteeism. The school also utilises the services of the Guidance Officer to support students and families where there are complex issues involved.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.