



**McAuley College,  
BEAUDESERT**

# Annual Report 2021

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



# Contact information

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<b>Contact person</b>	Deidre Young — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

McAuley College is a new school which opened in 2017 with Year 7 only. In 2021, we welcomed Year 11 for the first time, marking the commencement of our Senior schooling. As part of our delivery of Year 11, the College engaged with the Queensland Curriculum and Assessment Authority (QCAA) to map out subject and course offerings across Year 11 and 12 that would best suit our foundation students. General and Applied subjects were complemented with a number of Certificate courses, as well as the College working with other providers to incorporate other options such as TAFE at School, Early Entry University Courses, and Apprenticeships and Traineeships.

McAuley College is the only Catholic, secondary College in the Scenic Rim. Our commitment is for each student at McAuley College to reach beyond their potential!

The College offers a place where all are welcomed. As a community, this safe, nurturing and supportive environment is our biggest asset with staff, students and parents making it a priority in all we do and say. Our relatively small size helps to promote this sense of belonging.

To achieve our goal, McAuley College provides the following:

- A community that lives out the Catholic mission and values with a focus on social justice and outreach to others.
- A culture of learning for all, where each student is entitled to learn from quality teaching.
- A place where Pastoral Care is central, where welcome, hospitality and belonging are a priority.
- An affordable education.
- A staff that are dedicated and highly qualified.
- A culture of involvement where our students are encouraged to be involved in our growing co-curricular program that covers opportunities in the Sport, Cultural and Service fields.

The College is nestled in a Catholic precinct and we enjoy a strong connection with the St Mary's Parish. It offers parents the opportunity to enjoy a seamless option to educate the whole family in the Catholic tradition, with our neighbours; St Mary's Primary School, Beaudesert and All Saints' Catholic Primary School, Boonah both offering Preparatory to Year 6.

## School progress towards its goals in 2021

Let's celebrate all that was achieved in each of our touchstones of Believe, Learn and Serve, across 2021. These statements are explicitly connected to the College Annual Improvement Plan for 2021.

### BELIEVE

- College Theme for 2021; "We should be shining lamps to all around us."
- Successfully planned and delivered Senior RE Curriculum, being Study of Religion & Religion and Ethics.
- Ongoing partnership with Mununjali House, launching our own Acknowledgement to Country, as part of NAIDOC celebrations.
- Two staff completed REAP.
- Mercy Formation Day delivered to new staff.
- Service focus continued across House Celebrations, as well as intentional embedding of opportunities across the year, including the Vinnies Sleep Out.



### LEARN

- Continued to develop our Senior Curriculum Pathways with a broad range of options that connect well with the strengths and interest of our Year 11 & 12 students. This has included adding new subjects to our suite in 2022 including:
  - Film, New Media and Television, Diploma of Business, Certificate III in Rural Operations, Sport and Recreation, and Design.
- Senior Curriculum has been enhanced by other growing partnerships including the new BCE School of Distance Education, FisherONE; local businesses supporting our growing number of School Based Apprenticeships and Traineeships; links to TAFE; and for the first time in 2022, early entry into university (with one student successful in attaining a place for Year 12).
- Year 12 Internal Assessment pieces for General subjects were prepared by staff and endorsed for the first time (IA1, IA2 and IA3).
- Growing number of staff engaged in External Marking for QCAA across English, Design, Legal Studies, Study of Religion and Music.
- Completed review and development of three core planning documents in the Junior School being Scope and Sequence, Unit Plans and Learning and Teaching Overview (LATO). Each document has clear expectations around the required components.
- Initial work completed around Moderation Processes at McAuley College and expectations. Draft document in place to guide these processes.
- Gateway to Industry across Health, Agribusiness and Technology.
- Excellence in Esports developed and achieved through delivery of successful Scenic Rim FUSE Cup and our students winning international Esports competition.
- Intentional focus around attendance showed marked improvement in unexplained absences due to strengthening of processes.



#### Year 7 to 10

**Exceeded in our writing goal** for 2022... with 90% or more of our students writing at standard.

Year 7-96%    Year 8-91%    Year 9-94%    Year 10-91%

**Across all five testing instruments our Year 7 & 9 students performed better than the mean results for BCE, Queensland and Australia wide.**

Challenge was trialed to gauge impact. Identified further ways to work in this space in 2022.

- IT Committee established that now has strong links to the learning and teaching programs.

## **SERVE**

- Inaugural Student Leaders appointed; following intentional and targeted development of Year 11 cohort and subsequent application process.
- Mapped out Year 12 Celebrations for 2022 to mark end of schooling journey, engaging voice of all stakeholders.
- Ongoing development of whole school PD and eSafety Frameworks.
- Senior and Middle Leadership structured in way to prioritise wrap around care for each individual student across curriculum and pastoral elements.
- Review of Parent Engagement Models in preparation for launch of McAuley College's approach to commence in 2022.
- Additional role added to Middle Leaders for 2022, as result of Mathematics Project— Mathematics and Numeracy (Curriculum)
- Explicit induction program for new staff to assist with their transition.
- Successfully engaged in Compliance Health Checks across each term.
- Successfully attained Grants—\$19 999 in partnership with Beaudesert Little Athletics to build a throwing cage & long jump pit; and \$32 000 to provide upgrades to The Shed to enhance its use for both the College & wider community.
- New shading and seating installed directly out from the shed.
- Launch of Gardening Club and project as part of our commitment to sustainable practices.



## **Future outlook**

In 2022, we will continue to focus our work across the three touchstones of Believe, Learn and Serve. Key priorities have been identified as follows:

## **BELIEVE**

- Foster the Spiritual formation of each member of our community embedding our College Theme of "Resolve to be good today, but better tomorrow" across all aspects of College life;
- Deepen our Mercy connections through membership with a relevant Mercy Association; and,
- To plan a Mercy Immersion Program for an inaugural group of staff.

## LEARN

- Based on work completed as part of our goals for 2020, this year, the College will build and embed a vision for the 'Teaching of Mathematics' at McAuley College with a sharp focus on Years 7 to 9. This will include the introduction of a new Middle Leader role, Curriculum Leader – Mathematics and Numeracy.

## SERVE

- Continue to embed and refine processes that support the induction and formation of staff, students and parents, that create a welcoming and inclusive College environment. This will include:
  - New Staff Induction Program
  - Reconciliation Action Plan
  - Celebrations to mark the end of Year 12
  - Develop and implement a Personal Development Program across Years 7 to 12
  - Improve attendance, with greater consistency on communication between home and school
  - Launch the Parent Community Engagement Group.

Overarching all of this work, is an intentional focus on consolidation of practice, as we achieve the vision of a secondary school, Years 7 to 12. With multiple reviews and audits scheduled for 2022, the completion of our Strategic Plan and the unfolding of our masterplan and next stage of building, it is timely to sharpen our work in some specific areas, with a specific focus on the following:

- Embed the College Theme 2022
- Engage in a range of reviews and audits including NSIT, NSSAB, RE Validation, Master planning, etc.
- Sharp focus on Scope and Sequence, Unit Plans, TLAPS, Learning and Teaching Overviews for every subject across each year level.
- Consolidate our moderation processes and expectations.
- Maintain a strong focus on expected and effective practices, High Yield Strategies, Tier One Classroom Practices and expectations.
- Engage in the review of the Australian Curriculum and map out a plan for implementation.
- What is our point of difference? Continue to work on our excellence focus.

# Our school at a glance

## School profile

McAuley College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Secondary

### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	258	132	126	13

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

McAuley College entered its fifth year of operation in 2021. As a new school, this is very much a key characteristic of our student body, with only Years 7 to 11 currently enrolled.

Our students come from a range of 20+ feeder schools, including the two main Catholic Primary feeder schools in St Mary's Beaudesert and All Saints' Boonah. The remainder of our student body come from the many smaller state schools that make up the Scenic Rim. Our families are traditionally looking for a small school that is safe and supportive. The Pastoral Care of each individual student is key to our growing culture. In addition, the quality learning and teaching that occurs in our classrooms, due to our consistent expectations and explicit good teaching practices, creates a good foundation for students to be engaged and thriving in their classes.

## Curriculum implementation

### Curriculum overview

McAuley College has designed a curriculum for Years 7 to 10 that provides the required broad exposure to all learning areas as outlined in the Australian Curriculum across Years 7 and 8, introducing student choice into Years 9 and 10 across The Arts, Technologies, and Languages.

Students study English, Mathematics and Science across each semester from Years 7 to 10, with a priority given in our timetabling to Years 7 to 9 English and Mathematics where students have 4 hours of classes across each week or 160 hours per year. This is well above the hours recommended by the Australian Curriculum.

In Junior Science, the College has a focus on the Agricultural strand from within the content descriptors to match the community expectations and align with local surrounds and industry.

The following dot points highlight other key aspects of our Learning and Teaching program:

- Learning is student focused.
- Quality learning and teaching is delivered by expert teachers who are responsive to the needs of each individual student in the classroom.
- The College has high expectations, which are outlined in our Positive Behaviour Support Plan, "Keeping it REAL at McAuley College". We explicitly teach and model positive and productive behaviours, building every student's capacity to be responsible decision makers and accepting the consequences for their actions.
- The teaching of literacy is explicitly and consistently embedded across each key learning area.
- Years 7 to 10 are designed to provide a broad experience of the curriculum as recommended by the Australian Curriculum.

- The curriculum incorporates Religious Education across all year levels; a Pastoral Care Program and a comprehensive co-curricular program to foster the engagement of students and promote service to others.
- Students learn in a technology rich environment supported well by our one-to-one laptop program.
- The College has a comprehensive student support team, working in partnership with our parents to wrap around and support our learners. This includes our Pastoral Leaders; Support Teacher Inclusive Education, Guidance Counsellor, Co-Teachers and School Officer – Learning Support.
- Break times have a student wellbeing focus, where social interaction and connection is prioritised. This is well supported by our Mobile Phone policy and expectations around the use of the College laptop during these times.
- The College was successful in receiving a Gateway to Industry Agriculture grant for 2021.
- The College has a Vocational Program delivered from Years 7 to 10. In Year 10 there is a stronger focus with the delivery of an explicit Vocational Program across the first half of the year, which includes the completion of the Harrison Assessment Tool, Work Experience, a Career's Expo and ten (10) targeted lessons preparing students for subject choices that link directly to their specific pathway and aspirations post school.

In 2021, the College delivered Year 11 for the first time. The curriculum was very much designed to ensure each individual student was well placed to succeed. Each student was required to study English, Mathematics and Religion. The options included:

- Study of Religion and Religion and Ethics
- English and Essential English
- Mathematics Methods, General Mathematics and Essential Mathematics.

And then based on the student's individual pathway, the balance of their timetable included the following options in 2021:

- General subjects – Biology, Chemistry, Geography, Health, Legal Studies, and Music.
- Applied subjects – Hospitality Practices and Industrial Technology Skills.
- Certificate Courses – Certificate III in Health Services Assistance and Certificate III in Fitness.
- Other offerings through external providers included:
  - Physics and Modern History, through the School of Distance Education
  - Diploma of Nursing and Certificate III in Electrotechnology, through TAFE at School programs
  - Early Entry University Programs, and
  - Apprenticeships and Traineeships.
  -

### **Extra-curricular activities**

McAuley College is small in size, but huge in spirit and opportunity. This is evident by the comprehensive range of activities embedded within our curriculum, as well as Cultural, Sporting and Service areas. We have embedded a culture of participation and students are celebrated for their contributions to the College and wider community life.

The list highlights the activities that we planned for 2021 to give readers an overview of the extensive range of enrichment and extension opportunities on offer at McAuley College.

However, it should be noted that the delivery of some of these events were impacted by COVID.

### *Co-curriculum Experiences*

- Celebration of Success
- Book Week; Readers Cup; Premier's Reading Challenge
- Gardiners Chess Competition
- QAMT Mathematics Competition and Maths Quiz
- Mathematics Enrichment
- Homework Club
- eSports Program and competitions
- Regional FUSE Cup Day, planned by and delivered at McAuley College

### *Cultural Opportunities*

- Instrumental Program – Voice, Guitar, Strings, Drums and Piano
- College Choir and Core Choir, participating in Queensland Catholic Colleges' Music Festival, Nursing Home Visits and College functions.
- Ensemble Groups including Guitar, Rock Band, Fusion Ensemble, Drum Line and Strings
- Arts Showcase
- Shake and Stir Drama Presentation
- Drama Club and Scene Project

### *Sporting Ventures*

- Southeast Colleges Association (SECA) Competition including the three main carnivals, Swimming, Athletics and Cross Country. As well as an interschool competition on Thursdays across Terms 2 and 3.
- Member of Pacific District
- Swimming Club (Term 1 and Term 4) and Running Club
- Vicki Wilson Netball Shield
- Bridge to Brisbane and Gold Coast Marathon

### *Service and Social Justice Groups*

- Ignite High Youth Engagement Opportunities
- House Celebrations and link to service groups such as Birthing Kits in partnership with Zonta.
- Community Masses
- Caritas and Able Christmas Appeal

## **How information and communication technologies are used to assist learning**

The McAuley College learning and teaching program is well supported by the suite of applications within Office 365. Our teaching staff utilise TEAMS and OneNote and the College Portal to keep students connected with their learning. This was well tested and consolidated our practice in 2020 as the College delivered their learning and teaching online during the lockdown in early Term 2 (AEP) and continued in 2021.

The College uses a range of technologies to keep parents engaged in the learning program and opportunities offered to our students. These include Facebook, fortnightly newsletters, and Parent Permission slips (as per EdSmart). All parents have access to the Parent Portal which is a powerful tool to keep them informed, and which can be accessed via the BCE Connect App on mobile phones.

McAuley College has a laser cutter and 3D printers. Our students connect with their learning through their own laptop device, school owned, and student managed. A suite of iPads allows students to use a range of different applications within an Apple environment. Learning in The Arts and Media is enhanced by access to a class set of DSLR cameras and the Adobe Creative Suite, enabling our students to confidently create and share digital media products.



## Social climate

### Overview

McAuley College has adopted the Positive Behaviour for Learning (PB4L) Framework as the cornerstone for our student wellbeing approach. The framework has as its foremost principle a positive approach to student behaviour and development. It operates on explicitly teaching behaviours consistently across the whole school establishing clear expectations for student behaviour.

Through quality teaching and learning experiences students are challenged to make positive choices about their education. In fostering right relationships, students are encouraged to reflect upon their actions and grow in their ability to take responsibility for their learning and developing positive relationships.

PB4L has a continuum of behavioural support, acknowledging that our students will need differing levels of interventions and support to be successful at school. Our College expectations are clearly outlined in the "Keeping it REAL" matrix; this is explicitly taught and continually referred to within our daily structures, as well as informing our End of Semester Reports.

McAuley College has a clear response to bullying, committed to the prevention of bullying by and of students in our College. The priority in any response to incidents of bullying behaviour is always the wellbeing and on-going protection of those who have or may have been affected by this behaviour. Students and parents are advised to report suspected cases of bullying to a staff member.

"Bullying No Way" day is an important day that reinforces expected behaviours. Across the year, we also enjoyed a presentation by our Adopt-a-Cop on cybersafety.

### Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

#### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	98.0%
School staff demonstrate the school's Catholic Christian values	96.1%
Teachers at this school have high expectations for my child	96.1%
Staff at this school care about my child	96.2%
I can talk to my child's teachers about my concerns	96.2%
Teachers at this school encourage me to take an active role in my child's education	90.4%
My child feels safe at this school	96.2%
The facilities at this school support my child's educational needs	98.1%
This school looks for ways to improve	94.1%
I am happy my child is at this school	98.0%

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
My school helps me develop my relationship with God	81.7%
I enjoy learning at my school	89.1%
Teachers expect me to work to the best of my ability in all my learning	98.9%
Feedback from my teacher helps me learn	92.9%
Teachers at my school treat me fairly	88.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	70.7%
I feel safe at school	88.6%
I am happy to be at my school	85.2%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
Working at this school helps me to have a deeper understanding of faith	100.0%
School staff demonstrate this school's Catholic Christian values	96.8%
This school acts on staff feedback	93.1%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	90.3%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	100.0%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Family and community engagement

In 2021, there were a number of opportunities to engage with parents across Parent Information evenings, Parent Engagement workshops, and whole school celebrations.

McAuley College has a priority to deliver Parent Engagement evenings each term which address key areas of focus or concern for our parents as they navigate the trials and tribulations of a teenager.

In Term One, the presentation had a focus around "Technology and Assessment". A range of presentations were planned to target particular year levels, from guiding parents on how Microsoft TEAMS is used to draft, provide feedback, and submit assessment; through to the increasing rigour and demands in Year 10 preparing for the QCAA Guidelines that are part of the Senior School.

In Term Two, the evening had a focus around the topic of "*Is this normal? Teenagers and their Mental Health*". The College invited a guest speaker from EdLinq.

Year 7 "Meet and Greet" Parent Information evening, Parent Teacher Student Conversations (Term 2 and Term 3), Year 9 "My Path" Conversation, Year 10 SET Plan meetings and Year 7 2022 Parent Orientation all occurred as part of the College priorities to inform and educate our parents.

The College has developed a Community Consultative Committee which includes parent, parish and school representatives. This group assists the College in endorsing our proposed Fees and Levies for the coming year, as well as some key expenditure.

In 2021, the Year 11 students, at the time, formed a Formal Committee, with a number of parents to ensure all stakeholders were represented as part of the discerning and planning processes.

Regarding students and adjustments in their learning programs, the College works closely with parents to provide a support network around each individual learner. At enrolment, students with any significant learning needs, engage in an Enrolment Application Support Process. This has several steps to ensure the College is well placed to support the student and to ensure the parent's aspirations for their child are well aligned with what the College can deliver.

Each classroom teacher takes a clear role in planning learning experiences accessible for each student in their class. Students with disabilities or those with learning difficulties are monitored and evidence is gathered to better inform all teachers around how best to structure the learning so the student can engage to their full potential. This work is done in partnership with the Support Teacher Inclusive Education (STIE). Parents are kept informed of concerns as they are identified, and where required parents engage regularly in review of any Learner Matrix or next steps.

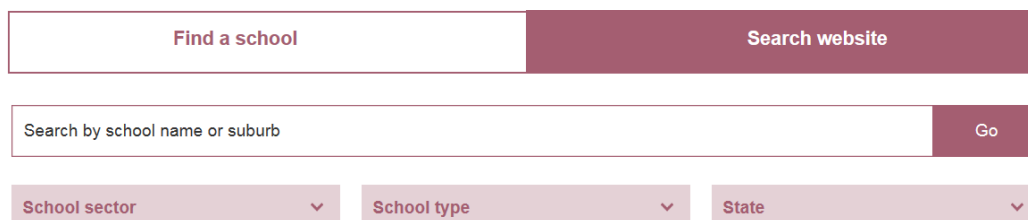
## School funding

### 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.

#### How to access 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

Description	Teaching Staff*	Non-Teaching Staff
Headcount	30	19
Full-time Equivalents	27.3	8.3

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Graduate diploma etc.**	6
Bachelor degree	18
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The major professional development initiatives are as follows:

- Mercy Formation Day and New Staff Induction Program
- Staff Spirituality Focus on College Theme, "We should be shining lamps". (Due to key speaker presentation being cancelled due to COVID travel restrictions)
- Professional Development 'in situ' around the College Goals.
- Four Monitoring Days across the year analysing student's writing samples and subsequent Review and Response cycles.
- Internal Release for staff to work on their Scope and Sequence and Unit Plans for their specific key learning areas, as well as the writing of programs (Unit Plans and Study Guides) for Year 11 and 12.
- A number of staff upgrading qualifications, specifically related to TAE and Certificate courses.
- Ongoing Professional Development around PB4L (Tier 2 and Tier 3 strategies, including Restorative Practices) and Reconciliation Action Plan
- All staff are accredited with first aid qualifications and updated CPR, as well as Practical Fire Safety.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.8%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 90.3% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	92.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	84.2%

Average attendance rate per year level			
Year 7 attendance rate	93.8%	Year 10 attendance rate	92.1%
Year 8 attendance rate	89.9%	Year 11 attendance rate	91.3%
Year 9 attendance rate	93.6%	Year 12 attendance rate	NA

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Description of how non-attendance is managed by the school

McAuley College has a well-developed Attendance Policy. Time is given across key junctures of the College year to remind staff around required practices with regards to the marking of attendance and any follow up required, especially responsibilities linked to the role of Pastoral Care teacher.

The College delivers a consistent message around the priority for attendance, and its direct impact on student learning outcomes. This message is delivered from the very start - beginning with our enrolment interviews, followed by information given at Parent evenings and in newsletter articles, as well as on whole school assemblies. Below are some of the key ways in which the College encourages increased rates of attendance:

- Each student's attendance is monitored by their Pastoral Care teacher. Unexplained absences are followed up and a process is implemented following three days (not necessarily consecutive) of absenteeism.
- Additionally, members of the Pastoral Leaders monitor patterns of absenteeism and, using a guided series of communication and correspondence with parents and guardians across each key point to address concerns and encourage a change of behaviour.
- An SMS is sent to parent of a student who, on any one day is absent with no explanation; or who leaves early or arrives late. This assists the College in building a strong partnership with parents to address any concerns with attendance.
- At the end of each semester, students who demonstrate outstanding attendance receive a certificate at our Celebrating Success Assembly.
- Parents must make an application to the principal if there is a planned absence for their son or daughter for a period during the term.
- In 2021, the College did trial other incentive options across the year.

## 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.



The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown menu.

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.



The screenshot shows a navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a white background and a downward arrow, indicating it is the selected option.

#### 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.